




***Districtwide  
Positive  
Behavior  
Plan***



*Where the  
journey  
started...  
2015*

# Districtwide Discipline Plan

...to develop a fair  
and consistent  
districtwide  
discipline plan



# *Teachers Report....*

*2020 Insight Survey*

Interactions between students and adults at my school are respectful.

64%

Across my school, there are consistent expectations and consequences for student behavior.

55%

School leaders provide me with the support I need to maintain high standards for student behavior in my classroom.

67%



# *Students Report...*

*2020 Youth Truth Survey*

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Elementary

Experience orderly, respectful classroom

17%

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Secondary

Schools fosters a culture of respect & fairness

20% - middle, 21% - high

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Elementary

Treat the teacher with respect

35%

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Secondary

Treat adults in this school with respect

19% - middle, 21% - high

# ***State Standing: Discipline Data***

<b>Size of District by Enrollment</b>	<b>#11</b>
<b>Expelled Students w/Continuing Services</b>	<b>#7</b>
<b>Expelled Students wo/Continuing Services</b>	<b>#2</b>
<b>Placement at Alternative Center</b>	<b>#3</b>
<b>Out of School Suspension (OSS)</b>	<b>#6</b>
<b>OSS for Kindergarten Students</b>	<b>#2</b>

(2018/19 Data)

*Questions we wrestled with....*

Are all schools implementing a multi-tiered system of supports for behaviors consistently?

Do all schools implement focused, Tier 1 behavioral supports for all students, in all classrooms?

Has our District ensured all schools have a unified understanding of a schoolwide behavior support program?

Have all schools had the training, coaching, feedback, and support to implement a multi-tiered system of support for behavior?

# ***Strategic Plan***

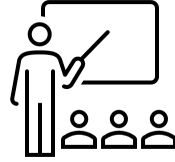
## **Objective A3**

Provide equitable supports in a safe learning environment for every student's social, emotional, and behavioral development.

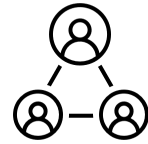
## **Strategy A3:S1**

Develop and implement a multi-tiered framework to support social-emotional learning, behavior, and mental health across the school community.

# ***Districtwide Behavior Plan***



Positive Classroom  
Practices



Social-Emotional Learning



Positive School Culture



Mental Health



# *Districtwide Behavior Plan*

Categories of Support	Core Instruction Tier 1 Support
Positive Classroom Practices	<ul style="list-style-type: none"><li>• CHAMPS (elementary)/DISC (secondary schools)</li><li>• Conscious Discipline (pre-k to 2)</li><li>• Universal Design for Learning</li></ul>
Social-Emotional Learning	<ul style="list-style-type: none"><li>• SEL Curricula Training:<ul style="list-style-type: none"><li>○ Sanford Harmony (PK-6)</li><li>○ Lion's Quest (7-12)</li></ul></li></ul>
Positive School Culture	<ul style="list-style-type: none"><li>• Positive Behavioral Interventions and Supports (PBIS)</li><li>• Restorative Practices</li></ul>
Mental Health	<ul style="list-style-type: none"><li>• Youth Mental Health First Aid</li><li>• Trauma Informed/Compassion Fatigue Training</li><li>• Sources of Strength</li></ul>

*And then....*

*COVID-19*

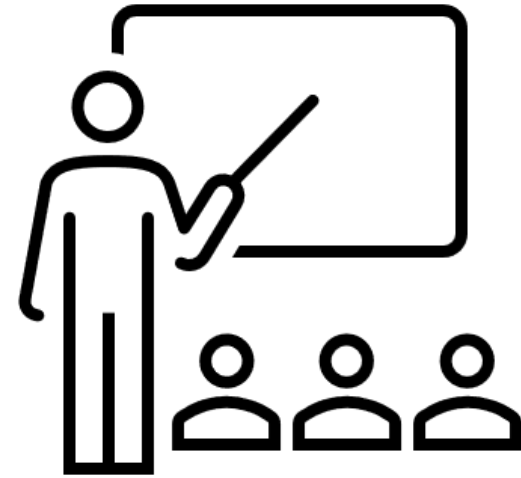


# *Positive Classroom Practices*

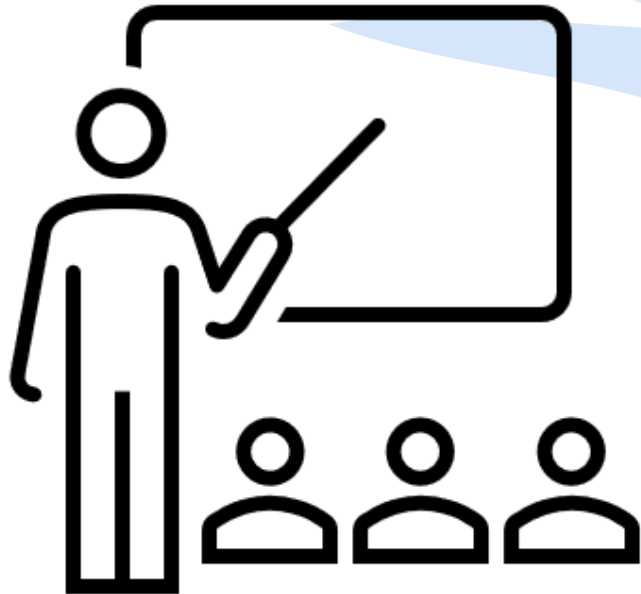
CHAMPS (elementary) &  
Discipline in the Secondary  
Classroom (secondary schools)

Develops an instructional structure in which students are responsible, motivated, and highly engaged in the specific task at hand.

Teaches students directly how to be successful in specific class situations.



# ***2020/21 CHAMPS/DISC***

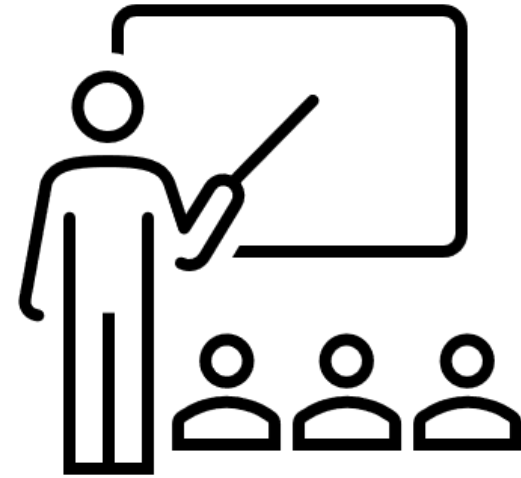


- No whole school expectation
- Increase in overall offerings across the year
  - 1 six week Blackboard (June/July 2020)
  - 2 three-day
  - 2 two-day
  - 2 Blackboard classes
  - 1 three-day in June 2021

# *Positive Classroom Practices*

Conscious Discipline (pre-k to 2)

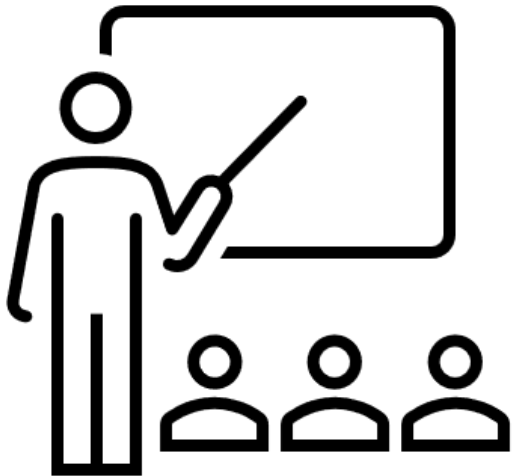
Conscious Discipline is a comprehensive, self-regulation program that integrates social-emotional learning, school culture, and discipline.



***Positive Classroom  
Practices:  
Conscious Discipline***



# ***2020/21 Conscious Discipline***



**2-hour Virtual Webinar Training:  
Traditional Discipline vs. Conscious Discipline**

**2-hour Virtual Webinar Training:  
Conscious Discipline Brain States**

**2-hour Virtual Webinar Training:  
Adult Composure**

**2-hour Virtual Webinar Training:  
Teaching Composure to Children**

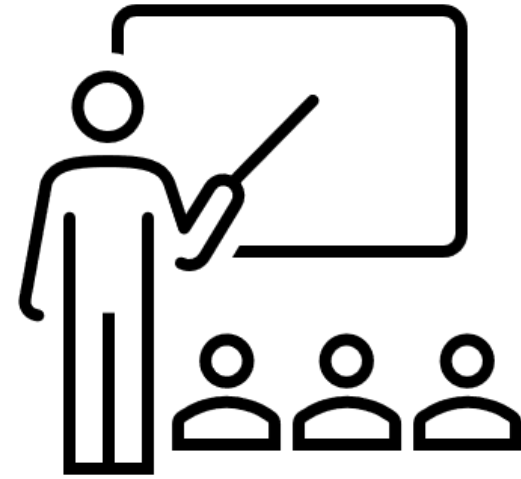
**2-hour Virtual Webinar Training:  
Adult Assertiveness**

**2-hour Virtual Webinar Training:  
Teaching Assertiveness to Children**

# ***Positive Classroom Practices***

Universal Design for Learning

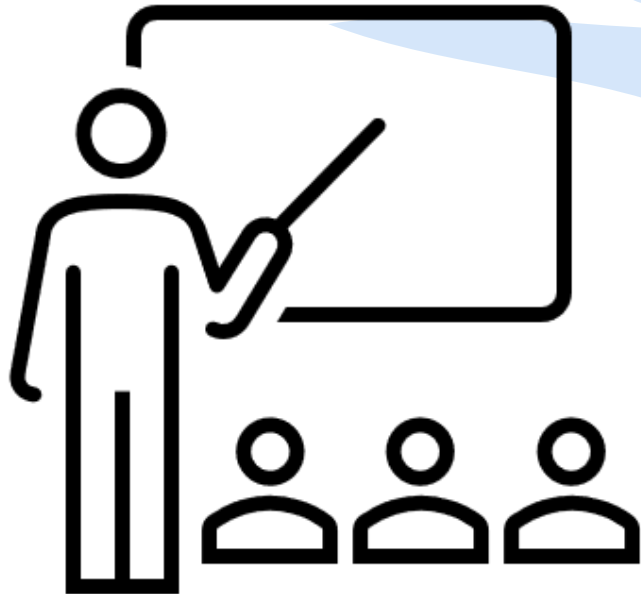
Universal Design for Learning (UDL) is a way of thinking about teaching and learning that helps give all students an equal opportunity to succeed





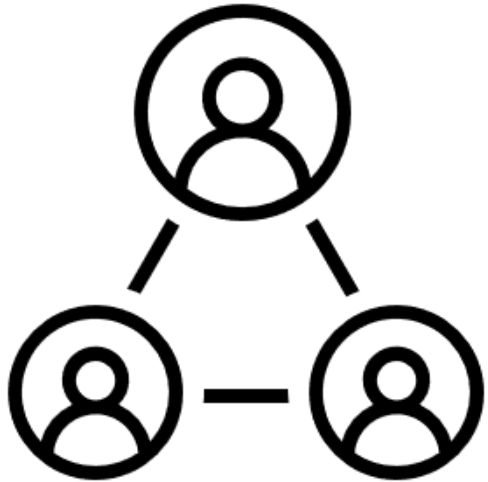
***2020/21***

***Universal Design  
for Learning***



- No school expectation
- 2020/21 Developing foundation of understanding through book study: Dive into UDL facilitated by FDLRS East
- District Staff from Student Services, Leading and Learning, Professional Development and Education Technology

# ***Social Emotional Learning***



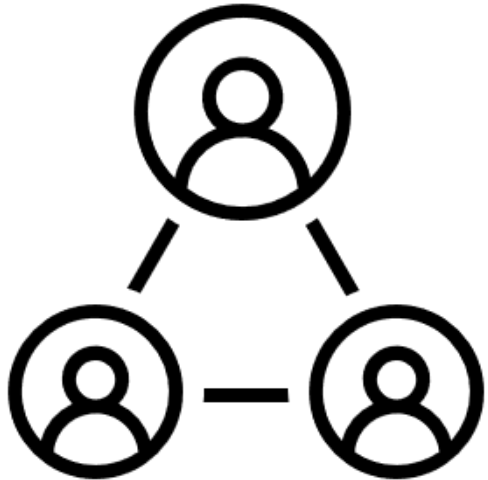
SEL Curricula Training:

- *Sanford Harmony (PK-6)*
- *Lion's Quest (7-12)*

Social Emotional Learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitude, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy toward others, establish and maintain positive relationships, and make responsible decisions (CASEL, 2012).

# ***Social Emotional Learning***

***2020/21:***

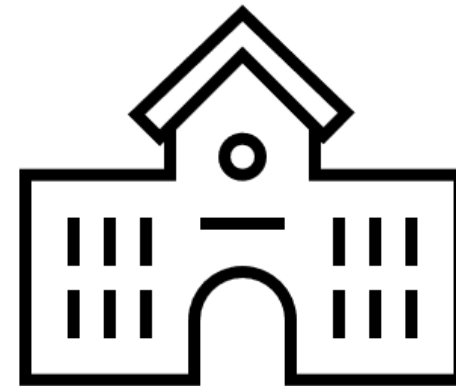


- *SEL Self-Assessment*
- *Return to School SEL Recovery Plan*

# *Positive School Culture*

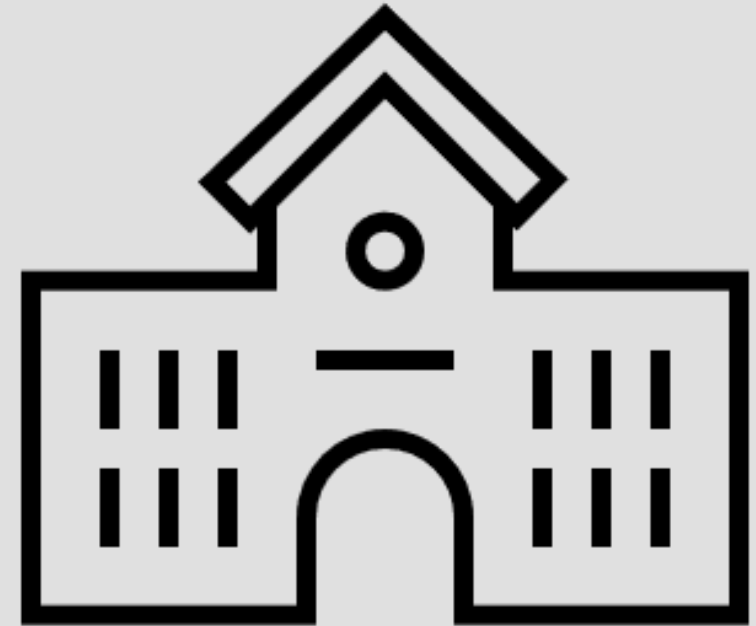
Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day.

Tier 1 practices and systems establish a foundation of regular, proactive support while preventing unwanted behaviors. Schools provide these universal supports to all students, school-wide.



***2020/21***  
***PBIS***

Focus on  
CCEIS Schools  
&  
PBIS Schools



# *Positive School Culture*

Restorative Practices builds social capital and achieves social discipline through participatory learning and decision making.

The use of restorative practices helps to reduce bullying, improve behavior, strengthen civil society, provide effective leadership, restore relationships, and repair harm (Wachtel, 2016).

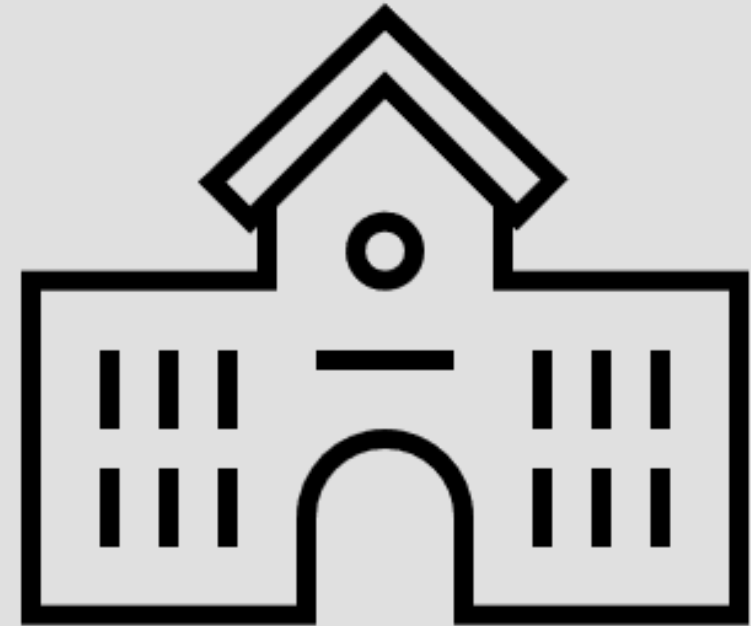


# ***2020/21***

## ***Restorative Practices***

### Cohort 1

- Follow up with 1<sup>st</sup> Cohort
- 2 days of training in Fall (2019)
- 2 days in 2020/21
- Walk-throughs and coaching in Spring



# ***Mental Health***

Youth Mental Health First Aid is designed to teach parents, family members, caregivers, teachers, school staff, peers, neighbors, health and human services workers, and other caring citizens how to help an adolescent (age 12-18) who is experiencing a mental health or addictions challenge or is in crisis.





# ***2020/21 Youth Mental Health First Aid***

All Educators must be trained  
in YMHFA

New on-line course will be  
implemented

In person sessions will also  
continue to be available



# ***Mental Health***

## Trauma Informed/Compassion Fatigue Training

In a trauma-informed school, the adults in the school community are prepared to recognize and respond to those who have been impacted by **traumatic stress**.

Compassion Fatigue is often described as the “cost of caring” for others in emotional or physical pain. It is characterized by physical and emotional exhaustion, as well as a pronounced change in the helper’s ability to feel empathy for others.



**2020/21**

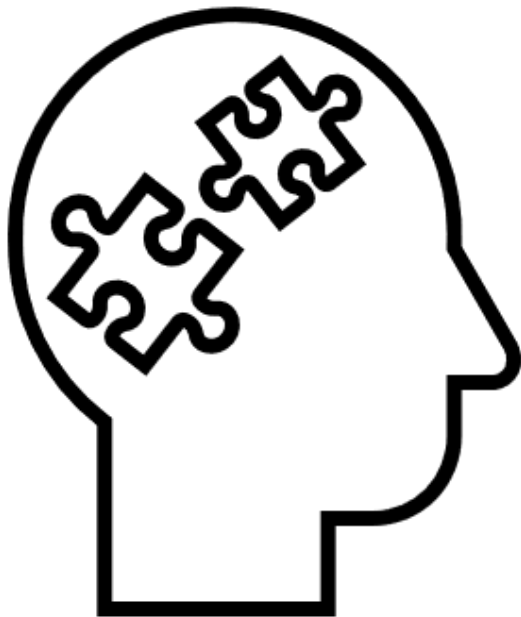
## ***Trauma Informed/Compassion Fatigue***

Social Workers/Counselors will be trained on 6-part series:

- Understanding Trauma in Children
- Understanding how Trauma affects Behavior
- Building Resilience in Traumatized Youth
- Understanding Trauma Informed Care
- Creating Trauma Sensitive Classrooms
- Compassion Fatigue

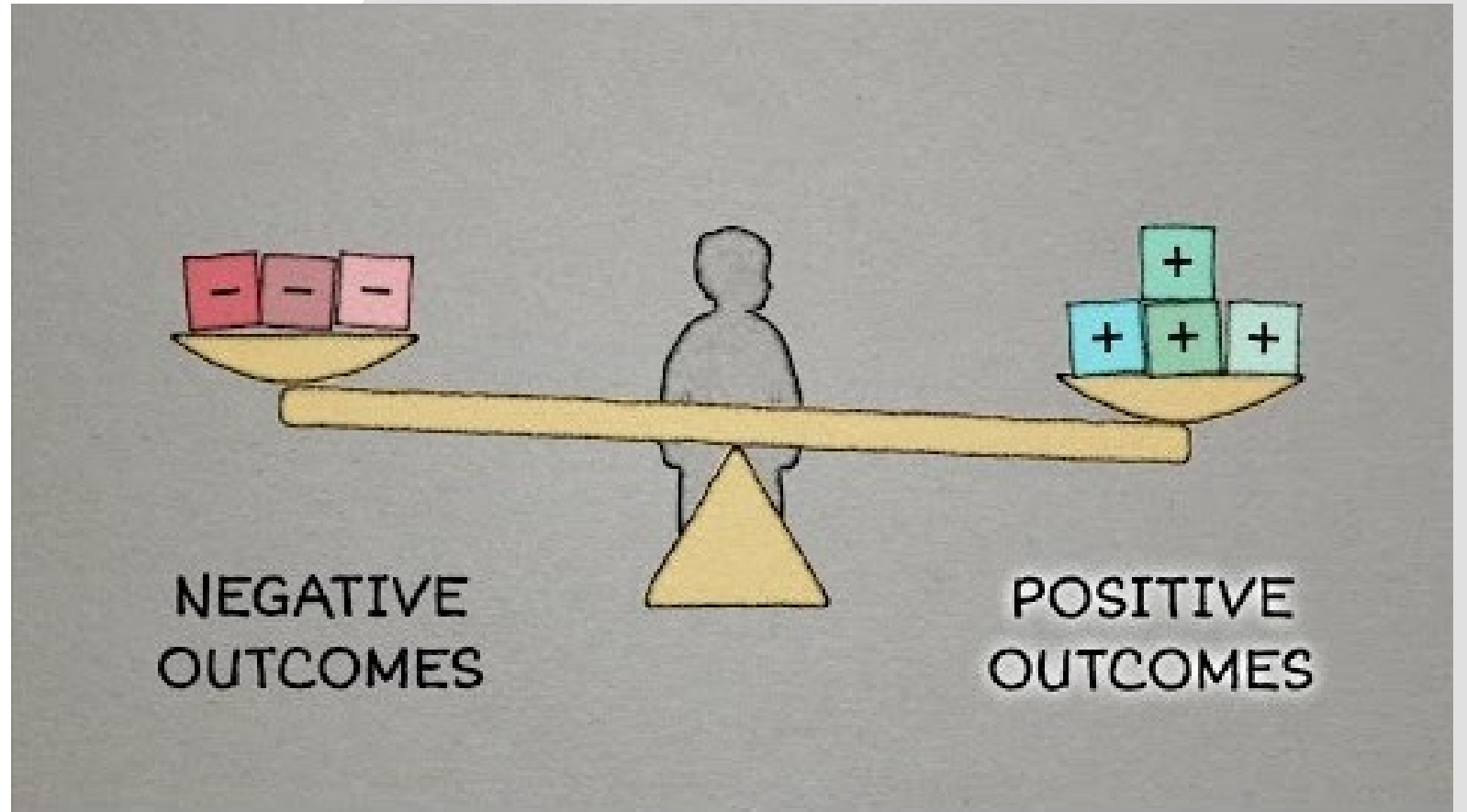
Schools with Social Workers will develop training calendar

Schools wishing to offer this training this year, will work with a District Social Worker to facilitate



***Mental  
Health  
Trauma:***

***Informed/  
Compassion  
Fatigue***



# ***Mental Health***

## Sources of Strength

A best practice youth suicide prevention project designed to harness the power of peer social networks to change unhealthy norms and culture, ultimately preventing suicide, bullying, and substance abuse.



***2020/21***

***Sources of Strength***

Complete all high school  
adult and student training

Evaluate current existing  
high school and middle  
school programs

Create implementation plan  
for middle schools



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	Social Emotional Learning (SEL)	Mental Health and Wellness	Positive Classroom Practices	Positive School Climate
<b>Tier 3</b>	<ul style="list-style-type: none"> <li>Individual Instruction in SEL</li> <li>Very Small Group instruction in SEL</li> </ul>	<ul style="list-style-type: none"> <li>Suicide Risk Inventory</li> <li>Mental Health referral to Outside Provider</li> <li>Individual Counseling</li> </ul>	<ul style="list-style-type: none"> <li>Individual Mentoring</li> <li>Community Agency Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>Restorative Conferencing (RP)</li> <li>Functional Behavior Analysis /Behavior Intervention Plan</li> <li>Tier 3 PBIS</li> </ul>
<b>Tier 2</b>	<ul style="list-style-type: none"> <li>SEL screening tools and Targeted Small Group</li> <li>Instruction in SEL</li> <li>Problem Solving/ Root Cause Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Mental Wellness Pathways Tier 2</li> <li>Targeted Small Group Supports/ Counseling</li> </ul>	<ul style="list-style-type: none"> <li>Problem Solving/ Root Cause Analysis Training</li> <li>Targeted Classroom Problem Solving</li> <li>Key Elements of Classroom Management Training</li> </ul>	<ul style="list-style-type: none"> <li>Responsive Circles (RP)</li> <li>PBIS-Tier 2</li> <li>Problem Solving/ Root Cause Analysis Training</li> </ul>
<b>Tier 1</b>	<ul style="list-style-type: none"> <li>Universal Instruction in Social Emotional Learning (SEL): Sanford Harmony/Lion's Quest</li> </ul>	<ul style="list-style-type: none"> <li>Youth Mental Health First Aid (YMHFA)</li> <li>Trauma Informed &amp; Compassion Fatigue Training</li> <li>Sources of Strength</li> </ul>	<ul style="list-style-type: none"> <li>CHAMPS (Elem., Secondary)</li> <li>Conscious Discipline</li> <li>Universal Design for Learning (UDL)</li> </ul>	<ul style="list-style-type: none"> <li>Positive Behavioral Interventions &amp; Supports (PBIS)</li> <li>Restorative Practices</li> </ul>





Questions

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