



# **Imagine School at North Port Elementary Campus Behavior Plan**

# Acknowledgment of Receipt and Review

Each parent/guardian of a student enrolled in Imagine School at North Port Elementary Campus must sign and return this page to the student's school to acknowledge that he/she has accessed the online version or obtained a copy of the Elementary Campus Behavior Plan. In addition, this page serves as acknowledgement that you have reviewed the Elementary Campus Behavior Plan with your child. Each school will maintain records of such signed statements.

The online version of the Elementary Campus Behavior Plan can be located through the following website address:

<http://imagineschoolatnorthport.org/home/school-forms/>

If you do not have internet access to obtain a copy of the Elementary Campus Behavior Plan, please visit your child's school to obtain a copy.

I acknowledge receipt of the notification regarding accessing online or obtaining a copy of the Imagine School at North Port Elementary Campus Behavior Plan and that I have read and discussed the Elementary Campus Behavior Plan with my child.

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Parent's/Guardian's Signature \_\_\_\_\_ Date \_\_\_\_\_

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Student's Name \_\_\_\_\_ Student's Homeroom Teacher \_\_\_\_\_ Grade \_\_\_\_\_

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**CHAPTER I**

**INFORMATION FOR STUDENTS AND  
PARENTS/GUARDIANS**

# Introduction

The primary objective of Imagine School at North Port (ISNP) Elementary Campus is to enhance each student's potential for learning and to foster positive interpersonal relationships. ISNP supports the concept that students who possess personal, academic, civic and occupational adequacies will become effective and productive citizens. Students must develop and accept the responsibilities and obligations of citizenship. This document helps students take control of their own learning and their ability to positively alter outcomes by employing appropriate personal choices and skills.

The ISNP Behavior Plan is the School's policy that creates a safe learning environment to ensure academic success. If this objective is to be accomplished, it is necessary that the school environment be a safe and supportive community. The "reculturing" of the school to a positive school climate supports academic achievement and promotes fairness, civility, acceptance of diversity, and mutual respect.

To enhance its effectiveness, this document addresses the role of the parents, the students, and school, but also core values and model student behavior, rights and responsibilities of students, Multi-tiered System of Supports (MTSS), and procedures for using corrective strategies, including suspension and expulsion. ISNP promotes the following beliefs:

- All students are valuable and can make worthy contributions to society.
- All students are responsible and accountable for their choices and decisions.
- In order to grow and thrive, individuals need caring relationships and a nurturing environment.
- Supportive family relationships are the foundation of the community.
- High expectations lead to higher performance that empower individuals and strengthen society.
- Continuous learning is a lifelong process that is essential to a productive and enriched life.

Students, parents/guardians, and school employees are encouraged to read the Behavior Plan and become familiar with its content. Related Policies may be found on the Website at: <http://imagineschoolatnorthport.org/home/school-forms/>.

***ISNP reserves the right to default to Sarasota County School District behavioral policies at any time.***

# Core Values and Examples of Student Model Behavior

Imagine School at North Port Elementary Campus is committed to helping all students in developing the values necessary to participate as caring, responsible citizens in our nation's democracy. Response to Intervention for Behavior (RtIB) is part of a Multi-Tiered System of Supports (MTSS). RtIB/MTSS is a school-wide model that utilizes an evidenced-based, problem solving approach to improve the educational outcome for all students. RtIB/MTSS provides a continuum of tiered interventions with increasing levels of intensity and duration that aims to prevent inappropriate behavior by means of teaching and reinforcing appropriate behavior.

Imagine School at North Port is a safe, disciplined and productive environment that brings choice and a balance of academic and moral education to our local community. We utilize the Imagine Schools Six Measures of Excellence as guiding principles to obtain the following for our school:

**Shared Values of Integrity, Justice and Fun-**School stakeholders possess the ability to design their role in contributing toward their own success as well as the success of others in our school community. Our school is a place where we can develop an overarching belief that success is a possibility, and consequently take great joy in owning part of the decision-making process.

**Academic Growth-**Students will be exposed to and challenged by a curriculum which balances fundamental skill development with critical thinking and inquiry-based acquisition of knowledge and perspective. Teachers will harness their love of children combined with a passion for learning into the creation of a pedagogy which constantly measures our daily instructional practices against what is best for our students. The school will, in a thoughtful and meaningful fashion, construct a path for learning and growth of our students which transcends standardized testing and fosters a skill set that ensures success inside and outside of the classroom.

**Positive Character Development-**School staff models and instructs students in the core values required to become a moral, upstanding citizen of our nation. Students experience high expectations for moral development from the school community, and are able to learn from an effective curriculum paired with an ability to practice these values through school facilitated peer interactions, community service and student leadership opportunities.

**Economic Sustainability-**School combines an urgent need to provide students with instructional materials and support items which will facilitate their education, with a shared understanding to prioritize our expenditures according to the needs of students, live within our budget, and model fiscal responsibility with public funds. Developing business partnerships and symbiotic relationships with the local community will assist in this effort.

**Parent Choice and Satisfaction**-Our parents experience satisfaction due to the progress of their children. They work cooperatively with school personnel to establish goals and priorities. They feel welcomed and valued as partners in the educational process, and perennially choose our school as the best and most suitable fit for their children's educational needs.

**School Development**-School Community concentrates on a systematic pattern of continuous improvement which entrenches our place as a beacon of high quality education within our community, with the ultimate result being a school which operates at full capacity, thereby maximizing the positive impact of our school community in the local community and surrounding area.

*The Mission of Imagine School at North Port is to educate all students in a safe, supportive, individualized and challenging environment where they can learn to be contributing citizens of our community.*

**Motto: Excellence through Integrity**

**Vision: Grow and Learn on Purpose**

## **SHARK Behaviors**

ISNP has adopted character traits to amplify character education.

I am a SHARK:

**Safe**

**Hardworking**

**Accountable**

**Responsible**

**Kind**

I am **safe**. I follow the rules of my school and classroom. I ask my teacher if I am unsure about the rules. I am **hardworking**. I use good work habits. I focus on the teacher's instruction. I complete assignments to the best of my ability. I am **accountable**. I am honest about my behavior. I ask for assistance when I don't understand. I know that if I tell my teacher about my mistakes that he or she can help me. I am **responsible**. I know how to make good choices. I know what will happen if I make a bad choice. I accept consequences and rewards for my behavior. I am **kind**. I help others when I can. I am respectful. I use a calm voice. I keep my hands and feet to myself. I am a good friend. Noticing and acknowledging the **SHARK behaviors** is a key component to our positive behavior program.

## Ways to Recognize Students for Model Behavior

- Extra music and reading time
- Certificate/trophy/ribbon/plaque/medals
- Time for music and dancing
- Music while doing school work
- Extra computer time/game
- Free time at the end of class
- Group activity
- Class Field Trip
- A reward (gift certificate, free admission to a school function)
- Outdoor class
- Recognition from a local newspaper, media or politician
- Recognition by the “Do the Right Thing” program sponsored by the Sarasota Sheriff’s and the City of North Port Police Department
- Outdoor reading
- Fun walk with the principal or teacher
- Note home to parents
- Appointed the class messenger
- Taking care of the class pet
- Eating with the teacher
- Selecting prizes from a treasure box
- Pencil toppers
- Stars, smiley faces or stickers
- Paperback books
- Extra recess
- Leading of class line to lunch or recess
- Recognition during morning announcements or on closed circuit television
- Selection as a model student of the month and display photograph in an appropriate location

# A Synopsis of Model Student Behavior–Level I

**Level I** Behavior affects the orderly operation of the classroom, school functions, extracurricular/co- curricular programs or approved transportation. The core principle of the multi-tiered RtIB/MTSS model is to provide general academic and behavior instruction and support to all students in all settings. The multi-tiered RtIB/MTSS model is a continuum of tiered interventions with increasing levels of intensity and duration that aims to prevent inappropriate behaviors by means of teaching and reinforcing appropriate behaviors. **Model student behavior** creates a safe learning environment and reduces disruption of the educational process.

| MODEL STUDENT BEHAVIOR   | STRATEGIES FOR MODEL STUDENTS   |
|--|---|
| <p>Model students:</p> <ul style="list-style-type: none"> <li>- understand and follow school rules;</li> <li>- attend school regularly;</li> <li>- request permission for authorization to leave class when needed;</li> <li>- attend all classes;</li> <li>- are prepared for class each day;</li> <li>- use and possess items that are suitable for an educational setting;</li> <li>- adhere to the school dress code; and use approved electronic devices responsibly</li> </ul> | <p>Model students avoid:</p> <ul style="list-style-type: none"> <li>- being in an unauthorized location;</li> <li>- cutting class;</li> <li>- arriving at school late;</li> <li>- failing to comply with class and school rules;</li> <li>- possessing items that are inappropriate for the educational setting;</li> <li>- using unauthorized electronic devices; and</li> <li>- violating the school dress code.</li> </ul>                   |
| <p>Model students:</p> <ul style="list-style-type: none"> <li>- follow class and school rules including riding and waiting for the school bus;</li> <li>- use conflict management skills to resolve problems peacefully;</li> <li>- use respectful and appropriate language;</li> <li>- show concern for others; and</li> <li>- conduct themselves in a cooperative, friendly and respectful manner to staff members and classmates.</li> </ul>                                      | <p>Model students avoid:</p> <ul style="list-style-type: none"> <li>- initiating or participating in a verbal confrontation with another student or staff member;</li> <li>- arriving late to class;</li> <li>- displaying affection inappropriately in public;</li> <li>- leaving school grounds without permission;</li> <li>- using profane or crude language; and</li> <li>- displaying or participating in disruptive behavior.</li> </ul> |

# A Synopsis of Model Student Behavior–Level II

**Level II** behaviors are more serious than Level I because they significantly interfere with learning and/or the well-being of others. The core principle of the multi-tiered RtIB/MTSS model is to provide general academic and behavior instruction and support to all students in all settings. The multi-tiered RtIB/MTSS model is a continuum of tiered interventions with increasing levels of intensity and duration that aims to prevent inappropriate behaviors by means of teaching and reinforcing appropriate behaviors. **Model student behavior** creates a safe learning environment and reduces disruption of the educational process.

| <b>MODEL STUDENT BEHAVIOR</b>   | <b>STRATEGIES FOR MODEL STUDENTS</b>   |
|---|--|
| <p>Model students:</p> <ul style="list-style-type: none"> <li>- speak and act honestly and truthfully;</li> <li>- show respect to others in words, actions and deeds;</li> <li>- develop good study habits;</li> <li>- complete all homework assignments;</li> <li>- participate actively in class; and</li> <li>- show empathy for others.</li> </ul>  | <p>Model students avoid:</p> <ul style="list-style-type: none"> <li>- cheating or misrepresenting the true facts;</li> <li>- making false accusations;</li> <li>- exhibiting behavior that instigates and provokes a negative reaction from others or encourages others to engage in a negative physical or verbal altercation; and</li> <li>- talking about others and spreading rumors.</li> </ul>   |
| <p>Model students:</p> <ul style="list-style-type: none"> <li>- speak and act respectfully to all school personnel;</li> <li>- obey all instructions given by persons in authority;</li> <li>- cooperate with administrators, teachers and staff members;</li> <li>- leave school only when given permission;</li> <li>- demonstrate behavior that is civil, respectful, polite and courteous; and</li> <li>- follow school rules.</li> </ul> | <p>Model students avoid:</p> <ul style="list-style-type: none"> <li>- refusing to comply with school rules or directives from school staff members;</li> <li>- distributing inappropriate materials;</li> <li>- leaving school grounds without permission from a parent or school official;</li> <li>- using profane or provocative language directed at others;</li> <li>- participating in prohibited sales on school grounds; and</li> <li>- possessing or using tobacco products.</li> </ul> |
| <p>Model students:</p> <ul style="list-style-type: none"> <li>- show respect for the property of others</li> <li>- demonstrate honesty;</li> <li>- report all acts of vandalism, bullying, and suspicious activities to the proper authorities;</li> <li>- demonstrate school and community pride.</li> </ul>   | <p>Model students avoid:</p> <ul style="list-style-type: none"> <li>- taking or concealing the property of others without permission;</li> <li>- destroying or defacing public or private property; and tarnishing the reputation of their school by damaging the property of others.</li> </ul>   |

Model students:

- obey instructions;
- show respect to people in authority;
- care for the feelings of others; and
- treat others with respect.

Model students avoid:

- participating in or encouraging a confrontation with a staff member;
- becoming involved in a minor fighting incident; and harassing others by name-calling, gossiping or using gestures that intimidate others.

## A Synopsis of Model Student Behavior – Level III

**LEVEL III** behaviors are more serious than Level II because they endanger health and safety, damage property and/or cause serious disruptions to the learning environment. **Model student behavior** creates a safe learning environment and reduces disruption of the educational process.

| MODEL STUDENT BEHAVIOR   | STRATEGIES FOR MODEL STUDENTS  |
|--|--|
| <p>Model students:</p> <ul style="list-style-type: none"> <li>- show respect, kindness, friendliness toward others;</li> <li>- accept people based on their individual merits;</li> <li>- demonstrate school pride by being active participants in protecting and maintaining the school campus; and</li> <li>- report all acts of violence, harassment or threats to the proper authorities.</li> </ul> | <p>Model students avoid:</p> <ul style="list-style-type: none"> <li>- physically hurting or threatening another person;</li> <li>- bullying others by using intimidation or teasing; and</li> <li>- initiating or being involved in campus disruptions at school-sponsored events.</li> </ul>  |
| <p>Model students:</p> <ul style="list-style-type: none"> <li>- treat others with respect and compassion;</li> <li>- seek to resolve issues before they escalate;</li> <li>- speak to others using positive and respectful language; and</li> <li>- report all acts of violence, harassment, suspicious activity, or threats to the</li> </ul>   | <p>Model students avoid:</p> <ul style="list-style-type: none"> <li>- harassing others by using language or gestures that are demeaning to a person's race, gender, religion etc.;</li> <li>- using sexually suggestive comments or gestures to intimidate others.</li> </ul>  |
| <p>Model students:</p> <ul style="list-style-type: none"> <li>- respect the rights and property of others;</li> <li>- respect the laws of society dealing with the possession, use or sale of alcohol and drugs;</li> <li>- maintain a healthy and safe lifestyle; and</li> <li>- make contributions of time and energy to enrich the school environment.</li> </ul>                                     | <p>Model students avoid:</p> <ul style="list-style-type: none"> <li>- entering a building or residence without permission from the owner;</li> <li>- removing property from a building or residence without permission from the owner;</li> <li>- possessing or selling alcohol;</li> <li>- displaying or possessing a fake weapon; and</li> <li>- endangering the health and safety of others.</li> </ul> |

## A Synopsis of Model Student Behavior – Level IV

**LEVEL IV** behaviors are more serious acts of unacceptable behavior than Level III. They seriously endanger the health and well-being of others and/or damage property. These infractions are crimes requiring police involvement.

| <b>MODEL STUDENT BEHAVIOR</b>  | <b>STRATEGIES FOR MODEL STUDENTS</b>   |
|--|--|
| <p>Model students:</p> <ul style="list-style-type: none"> <li>- project a positive and cooperative attitude towards staff members and classmates;</li> <li>- are respectful, kind, friendly and get along well with others;</li> <li>- use conflict management skills to resolve disagreements;</li> <li>- are obedient; and</li> <li>- seek guidance from trusted adults for assistance and direction.</li> </ul>   | <p>Model students avoid:</p> <ul style="list-style-type: none"> <li>- volatile situations that could escalate into violent actions;</li> <li>- using violent physical actions or threats directed towards staff members;</li> <li>- breaking school rules; and</li> <li>- becoming involved with individuals who do not respect or follow the laws of the community.</li> </ul>                      |
| <p>Model students:</p> <ul style="list-style-type: none"> <li>- speak to others using respectful language;</li> <li>- demonstrate behavior that is civil, respectful, polite and courteous; and</li> <li>- share materials that are educationally appropriate</li> </ul>   | <p>Model students avoid:</p> <ul style="list-style-type: none"> <li>- using language or actions that slander others because of their race, gender, color, religion, ethnicity, national origin, political beliefs, marital status, age, sexual orientation, language, pregnancy or disability and family background;</li> <li>- giving, possessing or sharing obscene or lewd materials.</li> </ul>  |
| <p>Model students:</p> <ul style="list-style-type: none"> <li>- speak and act honestly and truthfully;</li> <li>- follows all laws;</li> <li>- show respect for the property of others;</li> <li>- support law enforcement agencies and schools to promote the safety of all staff members and students;</li> <li>- use school resources to resolve or report issues of concern; and</li> <li>- associate only with people who do not use or sell weapons or controlled substances.</li> </ul> | <p>Model students avoid:</p> <ul style="list-style-type: none"> <li>- taking the property of others without permission;</li> <li>- committing grand theft by taking property valued at \$300.00 or more from others; and possessing, using, distributing or selling any object, controlled substance or weapon that could inflict serious harm or place a person in fear of serious harm.</li> </ul> |

## A Synopsis of Model Student Behavior - Level V

**LEVEL V** behaviors are the most serious acts of misconduct and violent actions that threaten life. These infractions are crimes requiring police involvement.

| <b>MODEL STUDENT BEHAVIOR</b>   | <b>STRATEGIES FOR MODEL STUDENTS</b>   |
|---|--|
| <p>Model students:</p> <ul style="list-style-type: none"> <li>- accept responsibility for their own actions;</li> <li>- respect life;</li> <li>- show pride in their school and community;</li> <li>- use adaptive skills for solving problems;</li> <li>- maintain their self-control at all times;</li> <li>- seek assistance from a trusted adult to solve problems or report incidents of concern; and</li> <li>- report any acts of aggression or violence between students or students and staff members to a staff member or school resource officer.</li> </ul> | <p>Model students avoid:</p> <ul style="list-style-type: none"> <li>- fighting with other students or staff members;</li> <li>- hitting other students or staff members;</li> <li>- speaking disrespectfully to students or staff members;</li> <li>- engaging in or forcing others to participate in sexual acts;</li> <li>- holding people against their will;</li> <li>- threatening to take another person's life;</li> <li>- using weapons;</li> <li>- interrupting the school's learning environment; and</li> <li>- withholding information needed to solve a crime.</li> </ul> |
| <p>Model students:</p> <ul style="list-style-type: none"> <li>- have respect for life, property and the safety of others;</li> <li>- participate in programs to support law enforcement efforts to ensure safety for all in school and the community;</li> <li>- are law abiding citizens;</li> <li>- cooperate with school officials to create a positive learning environment;</li> <li>- participate in investigations conducted by school staff or law enforcement agencies; and</li> <li>- demonstrate pride in their school and community.</li> </ul>             | <p>Model students avoid:</p> <ul style="list-style-type: none"> <li>- setting a fire;</li> <li>- interfering with the orderly learning environment;</li> <li>- making a threat to the safety of others;</li> <li>- providing false information;</li> <li>- withholding information needed to solve a crime; and</li> <li>- committing any act that would result in the destruction of property.</li> </ul>   |

**CHAPTER II**

**CODE OF STUDENT CONDUCT**

**BEHAVIORS AND RANGE OF  
CORRECTIVE STRATEGIES**

## Level I Behaviors

LEVEL I Behaviors are acts that disrupt the orderly operation of the classroom, school function, extracurricular activities or approved transportation.

### Disruptive Behaviors:

- Unauthorized location
- Confrontation with another student
- Cutting class
- Misrepresentation
- Disruptive behavior (including behavior on the school bus and at the school bus stop)
- Failure to comply with class and/or school rules
- Possession of items or materials that are inappropriate for an educational setting
- Inappropriate public display of affection
- Repeated use of profane or crude language (general, not directed at someone)
- Unauthorized use of electronic devices
- Violation of dress code

## Range of Corrective Strategies

The principal or designee must select at least one of the following strategies from PLAN I. Principals may authorize use of PLAN II for repeated, serious or habitual Level I infractions.

### PLAN I

- Parent/guardian contact
- Reprimand
- Student, parents/guardians/staff conference
- Peer mediation
- Revocation of the right to participate in social and/or extracurricular activities
- Confiscation of wireless communication devices
- Detention or other approved in-school program
- Temporary assignment from class where the infraction occurred
- Student contract
- Replacement or payment for any damaged property (if appropriate)
- Temporary loss of bus privileges (if appropriate)
- Participation in counseling session related to the infraction
- Refer to outside agency/provider
- Behavior Plan
- Refer to pages 10-11 for additional corrective strategies on the RtIB/MTSS.
- Refer to page 38 for the prescribed corrective strategies for the violation of the dress code.

## Level II Behaviors

Level II Behaviors are more serious than Level I because they significantly interfere with learning and/or the well-being of others.

### Seriously Disruptive Behaviors:

- Cheating
- Confrontation with a staff member
- Defiance of school personnel
- Distribution of items or materials that are inappropriate for an educational setting(See Special Notes
- Failure to comply with previously prescribed corrective strategies
- False accusation
- Fighting (minor)
- Harassment (non-sexual or isolated)
- Instigative behavior
- Leaving school grounds without permission
- Libel
- Petty theft (under \$300.00)
- Use of profane or provocative language directed at someone
- Prohibited sales on school grounds (other than controlled substances)
- Possession of and/or use of tobacco products or smoking devices.
- Slander
- Vandalism (minor)

## Range of Corrective Strategies

The principal or designee must select at least one of the following strategies from PLAN II. The use of appropriate strategies from previous PLAN may be used in conjunction with this PLAN.

### PLAN II

- Parent/guardian contact
- School-based program that focuses on modifying the student's inappropriate behavior or promotes positive behavior
- Corrective Strategies from Level I
- Suspension from school for one to five days for serious, or habitual infractions
- Participation in counseling session related to the infraction
- Refer to outside agency/provider
- Diversion Center
- Refer to pages 10-11 for additional corrective strategies on the RtIB/MTSS.

### **Level III Behaviors**

Level III Behaviors are more serious than Level II because they endanger health and safety, damage property, and/or cause serious disruptions to the learning environment.

#### **Offensive/Harmful Behaviors:**

- Assault/Threat against a non-staff member
- Breaking and Entering/Burglary
- Bullying (repeated harassment)
- Disruption on campus/Disorderly conduct
- Fighting (serious)
- Harassment (Civil Rights)
- Possession or use of alcohol, unauthorized over-the-counter medications, drug paraphernalia, controlled substances and/or anything that alters mood or is used for mood altering
- Possession of simulated weapons
- Trespassing
- Vandalism (major)

### **Range of Corrective Strategies**

The principal or designee must select at least one of the following strategies from PLAN III. The use of appropriate strategies from previous PLANS may also be used in conjunction with this PLAN. Principals may authorize the use of PLAN IV for repeated, serious or habitual Level III infractions.

#### **PLAN III**

- Parent/guardian contact
- Suspension from school for one to ten days
- Corrective Strategies from Level I & II
- Diversion Center
- Dismissal from Imagine School at North Port
- Recommendation for expulsion
- Participation in counseling session related to the infraction
- Refer to outside agency/provider

## Level IV Behaviors

LEVEL IV Behaviors are more serious acts of unacceptable behavior than Level III. They seriously endanger the health and well-being of others and/or damage property.

### Dangerous or Violent Behaviors:

- Battery against a non-staff member
- Grand theft (over \$300.00)
- Hate crime
- Motor vehicle theft
- Other major crimes/incidents
- Intent to sell and/or distribute alcohol, unauthorized over-the-counter medications, drug paraphernalia, controlled substances and/or anything that alters mood or is used for mood altering
- Sale and/or distribution of alcohol, unauthorized over-the-counter medications, drug paraphernalia, controlled substances and/or anything that alters mood or is used for mood-altering
- Sexting
- Sex offenses (other) (including possession and/or distribution of obscene or lewd materials)

## Range of Corrective Strategies

The principal or designee must use the following strategies from PLAN IV. The use of appropriate strategies from previous PLANS may also be used in conjunction with this PLAN.

### PLAN IV

- Parent/guardian contact
- Suspension from school for one to ten days
- Participation in counseling session related to the infraction
- Refer to outside agency/provider
- Dismissal from Imagine School at North Port
- Recommendation for expulsion.

## Level V Behaviors

Level V Behaviors are the most serious acts of misconduct and violent actions that threaten life.

### Most Serious, Dangerous or Violent Behaviors

- Aggravated assault
- Aggravated battery against a non-staff member
- Armed robbery
- Arson
- Assault/Threat against employees or persons conducting official business
- Battery or Aggravated battery against employees or persons conducting official business
- Making a false report/threat against the school
- Sexting Offense
- Possession, use, sale, or distribution of firearms, explosives, destructive devices, and other weapons.

## Range of Corrective Strategies

The principal or designee must use the following strategies from PLAN V. The use of appropriate strategies from previous PLANS may also be used in conjunction with this PLAN.

### PLAN V

- Parent/guardian contact
- Suspension from school for ten days
- Participation in counseling session related to the infraction
- Refer to outside agency/provider
- Dismissal from Imagine School at North Port
- Recommendation for expulsion

# Definitions and Guidelines for Progressive Consequences

- **Verbal Warning**
  - Verbal correction of problem behavior to clearly communicate to the student the nature of his/her inappropriate behavior and Imagine School's expectations for appropriate behavior in similar situations that may occur in the future
  - Verbal warnings are meant to educate student on the positive value of appropriate behavior
  - Verbal warnings are delivered in a tone of voice that exemplifies compassion and importance
  - Verbal warnings typically refer to Imagine School's Six Pillars of Character
- **Classroom Consequence**
  - A classroom consequence informs the student of negative outcomes of inappropriate behavior as well as positive outcomes for appropriate behavior.
  - A classroom consequence may involve a brief break from the challenging situation to give the student an opportunity to refocus on positive behavior.
  - A classroom consequence is designed to allow a student to reflect on the current situation and to reconsider his/her behavior, to regain composure, and to re-engage the learning situation.
  - A classroom consequence helps a student to avoid embarrassment that might come from continued disruption of the learning environment.
- **Transition to a Buddy Classroom**
  - Most teachers have established Buddy Classroom relationships. Buddy Classrooms are used when a student needs a few minutes in an alternative classroom situation.
  - It is expected that a student will bring their classwork, journal, etc., into the Buddy Classroom.
  - The Buddy Classroom is designed to de-escalate an emotional situation for a student.
  - The Buddy Classroom is designed to reduce a student's embarrassment resulting from emotional escalation, as well as to reduce the disruption of learning environment.
  - A student's transition to a Buddy Classroom will be documented, and communicated in written or verbal format to parents or guardian.
- **Planned Discussion**
  - A Planned Discussion is an opportunity for teachers or staff to discuss a student's challenging or inappropriate behavior without other students being present.
  - A Planned Discussion occurs in a neutral area, when the student is sufficiently calm to discuss the incident.
  - A Planned Discussion is designed to communicate concerns about the student's behavior and to encourage the student to embrace the natural benefits of appropriate behavior.

- A Planned Discussion is designed to help the student understand more socially appropriate problem-solving behavior, and often involves discussions of social skills and emotional regulation skills.
  - A Planned Discussion gives the student an opportunity to express his/her reasons for inappropriate behavior, so that the teacher or staff person can better help the student to overcome these challenges by using appropriate social skills and problem-solving skills.
  - A Planned Discussion will embrace the Six Pillars of Character
  - A Planned Discussion will be communicated to parents or guardian in a written and/or verbal format to support parent/guardian partnerships essential to the student's future success.
- **Logical Consequence or Loss of Privilege**
    - A Logical Consequence is defined as loss of opportunity to access an item or activity that would be naturally or logically provided for appropriate behavior. For example, if a student misuses a computer, the student loses access to the computer for a designated amount of time.
    - Logical Consequences are aligned with students' developmental levels.
- **Procedure for Office Referrals**
    - Office Referrals serves as documentation for highly inappropriate behavior or violations of conduct as noted in the infractions table.
    - An Office Referral may result in further, district level documentation, behavioral interventions, and may lead to a recommendation by the student's support team, or administration for a change of school placement.
    - The consequence for highly inappropriate behavior or violations of conduct will be appropriate for the behavior and the individual child, as determined by the School Leadership Team.

## **Definitions and Guidelines**

### **Positive Behavioral Intervention & Support (PBIS)**

Please visit <https://www.pbis.org/> for more information on PBIS

PBIS.ORG offers an excellent summary of PBIS:

*“Positive Behavior Interventions & Supports (PBIS) is a Funded by the U.S. Department of Education’s Office of Special Education Programs (OSEP), the Technical Assistance Center on PBIS supports schools, districts, and states to build systems capacity for implementing a multi-tiered approach to social, emotional and behavior support. The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of schools and other agencies. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups.”*

Imagine School at North port Elementary Campus embraces the scope and importance of embedding PBIS processes in each classroom. Imagine School teachers are highly skilled in providing affirmation and attention for students’ learning and utilization of academic, social, and emotional competencies as they align with educational excellence and the Six Pillars of Character. Each Imagine School classroom will have a visible means of providing PBIS to all students. Often referred to as Tier 1 Support, PBIS provides students with visible, positive acknowledgment of academic and social/emotional growth.

# **Safeguards: Protecting the Rights of Students and Parents/Guardians**

All corrective strategies used by school-site administrators must be in compliance with School Board rules and policies. Inherent in these rules and policies is the philosophy of fairness and consideration for actions that are in the best interest of students.

When confronted with an act that may require the imposition of corrective strategies by the school, the student and all other appropriate persons should be given the opportunity to explain the circumstances of the incident.

Students shall not be subjected to any corrective strategies for using a language other than English or because of a disability.

School administrators should communicate with parents/guardians when corrective strategies must be taken against a student.

Parents/guardians and students who disagree with certain strategies and decisions made at the school level have the right to the following formal complaint procedures:

- a school-level hearing;
- appeal of school-level decisions to the regional office; and
- for alternative education assignments and expulsions, a hearing before an impartial hearing officer.

**CHAPTER III**

**STUDENT RIGHTS AND  
RESPONSIBILITIES**

## **Student Rights and Responsibilities**

It is the intent of this chapter to allow students maximum freedom under law, commensurate with the school's responsibility for student health, safety, and welfare. The rights and responsibilities presented in this section reflect the need for providing students with greater opportunities to serve themselves and society.

Students must realize that every right implies a responsibility, and should conduct themselves appropriately on and off campus. Within every school, the principal and staff have the responsibility and authority for maintaining an orderly educational process. Students are citizens of the greater North Port Community and represent Imagine Schools at all times.

# Right to Learn

## Philosophical Basis:

All students, in accordance with their age, grade level, and maturity, have the right to be involved in their education. Participation in school activities is an integral part of learning.

### Rights:

- Students have the right of access to clear curriculum descriptions that will help them make more informed choices.
- Students have the right to participate in challenging, creative, academic programs.
- Students have the right to study all subjects under qualified instructors in an atmosphere free from bias and prejudice.
- Students have the right of equal access to any extracurricular activity.
- Students with disabilities may be entitled to special services.

### Responsibilities:

- Students have the responsibility to seek clarification, if necessary, from informed persons in the school.
- Students have the responsibility to strive for academic growth by participating to their utmost ability.
- Students have the responsibility to contribute to the development of a positive climate in the school that is conducive to wholesome learning and living.
- Students have the responsibility to respect the rights of others who have differing viewpoints, and become informed and knowledgeable about controversial issues.
- Students have the responsibility to involve themselves in committees and enrich their classes through participation in implementation and evaluation.
- Students have the responsibility to request participation in any extracurricular activity.

# Knowledge and Observation of Rules of Conduct

**Philosophical Basis:**

The most effective learning takes place in an atmosphere where students, parents/guardians, and school staff are fully aware of the grounds for corrective strategies and the procedures to be followed for violations of the Imagine School at North Port Elementary Campus Behavior Plan.

|  |  |
|--|--|
| <p><b>Rights:</b></p> <ul style="list-style-type: none"><li>• Students have the right to a clear explanation of the Imagine School at North Port Elementary Campus Behavior Plan in understandable language. They have the right to know the consequences of their misconduct.</li></ul> | <p><b>Responsibilities:</b></p> <ul style="list-style-type: none"><li>• Students have the responsibility to become familiar with the Imagine School at North Port Elementary Campus Behavior Plan and to observe all school and classroom rules.</li></ul> |
|--|--|

# Respect for Persons and Property

## Philosophical Basis:

Students have an obligation to assume responsibility for their own actions regarding respect for other persons and their property. The school must provide a climate that fosters respect for persons and property.

### Rights:

- Students have the right to be treated with courtesy and respect.
- Students have the right to an environment where public or private property rights are respected.
- Students have the right to expect safe conditions at school, at bus stops, on the school bus and during school-sponsored activities.
- Students have the right to an educational setting that is safe, secure and free from harassment and bullying of any kind.

### Responsibilities:

- Students have the responsibility to show respect and courtesy to fellow students, all School Board personnel, parents/guardians and school visitors.
- Students have the responsibility for neither taking nor damaging the property of fellow students, school personnel or the school.
- Students have the responsibility to respect the privacy and property of persons living in areas surrounding schools and bus stops. Additionally, students have the responsibility to contribute to a safe learning environment by reporting criminal acts and potentially harmful or dangerous situations including bullying or harassment, to an adult.
- Students have the responsibility not to bully or harass other students.

# Participation in School Programs and Activities

## Philosophical Basis:

Students learn from one another. Positive association with others may contribute to the overall goals of education. Schools have the responsibility to promote appropriate formal and informal school programs and activities among students.

### Rights:

- Students have the right to organize and participate in associations and extracurricular activities within the school that are organized for any proper and lawful purposes. Group membership cannot be denied any student because of gender, gender identity or expression, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, pregnancy or disability.
- Students have the right to have an elected representative student council appropriate to the school's level, and to take an active part in student activities designed to help make rules that affect their lives in school.

### Responsibilities:

- Students have the responsibility to seek prior and proper consent from administrators and other designated school personnel before organizing student associations and for meeting approved criteria for membership in clubs and organizations.
- Student council officers and representatives have the responsibility to be aware of school needs and concerns of the student body and to work toward meeting those needs.
- Students have the responsibility to participate regularly in their respective organizations, to conduct themselves in an appropriate manner, and to operate according to School Board policies and individual school requirements.

# Student Records

## Philosophical Basis:

Student records provide information that can be used to develop the best possible educational program for each student. A student's record contains information useful for advisement, counseling, individual instructional program design, recommendations for advanced study, job placement and other information needed for making appropriate educational decisions. Care must be exercised by the school staff to assure that student records are treated confidentially and that the information is relevant, accurate, and appropriate.

### Rights:

- Parents/guardians have the right to read their child's records.
- They also have the right to object to information in their child's records and must give written permission for anyone to read their child's records. This permission is called a release.
- Parent(s)/guardian(s) also may request an informal hearing to challenge the content of their child's educational record(s), if inaccurate, misleading, or otherwise in violation of the privacy and other rights of the student. Contact the school principal regarding hearing procedures.
- Parent(s)/guardian(s) and eligible students have the right to restrict the release of directory information.
- Students have the right to be protected by legal provisions that prohibit the release of personally identifiable information to unauthorized persons without the consent of the parents/guardians or eligible student.
- A child's personally identifiable information may not be released to unauthorized persons without the consent of the parents/guardians.

### Responsibilities:

- Parents/guardians have the responsibility to provide the school with any information that may be useful in making appropriate educational decisions. Parents/guardians have the responsibility to meet their financial obligations as it relates to school fees or notify administration if they are not able to meet their financial obligations.
- Parents/guardians have the responsibility to release information to those persons or agencies who are working actively and constructively for the benefit of the student.
- Parents/guardians have the responsibility to notify the school of any change of address, telephone numbers, and other pertinent personal data.

# Attendance

## Philosophical Basis:

School administrators have an obligation under state law to enforce compulsory school attendance laws. Students have an obligation to avail themselves of the opportunity for public school education, an education that should help the students develop the skills and knowledge necessary to function in a modern, democratic society.

### Rights:

- Students have the right to information on rules, policies and procedures that clearly define excused absences, unexcused absences, and tardies.
- Students have the right not to be penalized in any way for excused absences. Participation in a school-sponsored activity shall be considered an excused absence.
- Students have the right to make up classwork within three days of returning to school in the case of an excused absence or absence because of suspension.

### Responsibilities:

- Students have the responsibility to take advantage of their educational opportunity by attending all classes daily and on time, unless circumstances beyond their control prevent them from doing so.
- Students have the responsibility to provide the school an adequate explanation for an absence with appropriate documentation.
- Students have the responsibility to request the make-up assignments from their teachers for excused absences upon their return to school and to complete this work within three days.

# Grades

## Philosophical Basis:

Grades are an indicator of the students' knowledge or skill at any particular time, although they are not necessarily an accurate gauge as to whether learning has taken place. However, since much emphasis is placed upon grades, students' academic grades should reflect the teacher's most objective assessment of students' academic achievement. Academic grades should not be used as a threat in order to maintain classroom decorum.

### Rights:

- Students have the right to be informed of the teacher's grading criteria, which is consistent with district guidelines, at the beginning of each grading period.
- Students have the right to receive an academic grade that reflects their achievement.
- Students have the right to be notified when they are performing unsatisfactorily.
- Students have the right to receive a conduct and effort grade in each class consistent with their overall behavior and effort.
- Students have the right to achieve academic success based upon their own initiative and ability without interference from others.

### Responsibilities:

- Students have the responsibility to ask teachers in advance of a graded assignment for an explanation of any grading criteria or practice they may question or that needs clarification.
- Students have the responsibility to maintain reasonable standards of academic performance commensurate with their ability.
- Students have the responsibility to make every effort to improve their performance upon receipt or notification of unsatisfactory performance.
- Students have the responsibility to conduct themselves in each class in ways that are conducive to the learning process.
- Students have the responsibility to earn grades based upon their performance while guarding against cheating by other students.

# Free Speech, Expression and Assembly

## Philosophical Basis:

One of the basic purposes of education is to prepare students for responsible self-expression in a democratic society. Citizens in our democracy are permitted self-expression under the First and Fourteenth Amendments of the United States Constitution. Full opportunity should be provided for students to inquire, to question, and to exchange ideas. They should be encouraged to participate in discussions in which many points of view, including those that are controversial, are freely expressed.

### Rights:

- The Pledge of Allegiance is a statement of American ideals, and students shall be protected in their right to affirm their identity with these ideals. However, students who, do not wish to participate in the pledge may, upon written request of their parent/guardian, refrain from participation but may not be disruptive.
- Students have the right to refrain from any activity that violates the precepts of their religion.
- Students have the right to express themselves by speaking, writing, wearing, or displaying symbols of ethnic, cultural, or political values.
- Students have the right to form and express their own opinions on controversial issues without jeopardizing relations with their teachers or the school.
- Students have the right to assemble peacefully on school grounds or in school buildings. Exercise of this right shall be denied only when it substantially and directly endangers physical health or safety, damages property, or seriously and immediately disrupts the activities of others.

### Responsibilities:

- Students have the responsibility to act in a manner that preserves the dignity of the occasion.
- Students have the responsibility to respect the religious beliefs of others.
- Students have the responsibility to accept the rights of others to have differing viewpoints and to express themselves on those issues with which they disagree, in a manner that does not infringe upon the rights of others or interfere with the orderly educational process of the school. This should be done in a manner that is not obscene, libelous, or in violation of the school dress code.
- Students initiating a petition or survey have the responsibility to ensure its reasonableness and accuracy.
- Students have the responsibility to become informed and knowledgeable about controversial issues and to express their opinion respectfully and without disrupting the educational environment or violating school rules.
- Students have the responsibility to plan, seek approval of, and conduct activities that are consistent with the educational objectives of the school.

# **CHAPTER IV**

## **POLICIES**

# Dress Code and Uniform Policy

All students must wear the approved Imagine School uniform. Students whose clothing violates the Dress Code or Uniform Policy will result in a communication to parent to bring in appropriate clothing for the student.

## Shirts

- Imagine School approved colors: Yellow, Light Blue, Royal, Pink, Lime Green, Black, Shark Gray or White polo MUST have school logo.
- Uniform shirts must be purchased from the school's approved vendors ONLY.
- One Approved Girls White Polo Style Jumper – Solid Color Leggings or shorts required to be worn underneath – Only Available at In Unison\* (no other jumper style allowed).

## Bottoms

- Black, Khaki & Navy colors only.
- Denim Jeans are not allowed.
- Shorts, Skorts or Pants/Capris only.
- One approved style plaid skort available thru In Unison Apparel.
- Leggings/tights: Girls may wear solid color leggings or tights with skirts.

## All bottoms must be uniform style

- Bottoms must be fitted to the waist, should not fall down without a belt, no holes or rips, and should be loose fitting. Shorts or Skorts should be an appropriate length for school (no more than 2 inches from knee).

## Outerwear

- Recommended: Imagine Sweatshirt or Hoodie, Black Jacket or Imagine School Sweater with the school logo (available at approved vendors for purchase).
- We recommend having your child's name written or embroidered on the back near the tag to prevent loss.

## Socks

- All students must wear socks each day: socks should not be distracting.

## Shoes

- Athletic shoes required on P.E. days.
- At all times shoes must be closed toe and heel.
- No Crocks or Barefoot Shoes.
- No wheels on shoes.

## Friday Spirit Wear Choices

- Imagine Spirit/Sports T-Shirts with blue denim shorts or pants, or regular uniform shirt & bottoms.

**Uniform tops can ONLY be purchased from these approved vendors**

### Online Orders:

In Unison School Apparel  
<http://www.inunisonkids.com/>  
Phone: (954) 718-7030

### Local Vendor Orders:

Buffalo Graffix  
Phone: 941.625.2833  
Fax: 941.625.1964  
18320 Paulson Dr. Unit A, Port Charlotte, FL 33954

\*The school allows reasonable accommodations based on religion, disability, or medical conditions.

# School Procedures and Policies

## Arrival/Dismissal Procedures

### Arrival

- Students who are transported by car will enter the school through the side door of the cafeteria.
- Students who are transported by bus will also enter through the side door. All students will be seated in the cafeteria until 7:45.
- Teachers will line up their class and walk them to their homeroom.
- Students arriving after 7:45 will enter through the side door and will be seated at a designated table. An adult or safety patrol will walk them to class.
- Students arriving after 8:00 will enter through the front doors of the school and will be considered tardy. A parent needs to check him/her in at the front desk.

### Dismissal

- Bus riders, walkers and students attending North Port Gymnastics and Boys and Girls Club are dismissed first. Staff members are positioned throughout the hallways and cafeteria to supervise the transition.
- Teachers will walk the rest of their students being picked up in car line down the hallway to the cafeteria. Once in the cafeteria, students will report to their designated area.
- YMCA Aftercare students are dismissed outside to the playground where YMCA staff are waiting for them

## Hallway Behavior

Students walking with their class in the hallways will walk in a straight line on the right side keeping hands and feet to themselves. All classes will respect student learning by walking quietly by other classrooms.

## Cafeteria Behavior

Students entering the cafeteria will walk quietly to their table or the lunch line. Once seated in the cafeteria, all students will respect the following rules:

- Students will eat their own food. No trading of food between students.
- Students will raise their hand if help is needed.
- Students will use a low volume voice.
- Eat with appropriate table manners.
- Clean up the area around you.
- Students will wait for an adult to dismiss the class. Students will then line up in the designated area and wait quietly for their teacher.

## Bathroom Procedures

Students who need to use the restroom during class need to notify the teacher and then place his/her name and time of departure on the designated list. Upon returning to the classroom, the student will write the time on the list. All students are to respect the restroom areas.

# Imagine School at North Port Elementary

## Dismissal Policy

A student may be dismissed from Imagine School at North Port for one or more of the following reasons as supported by Imagine School at North Port's Charter and the Sarasota County School Board Student and Family Handbook

- Failure of the student to follow school policies as stated in the Imagine School at North Port Student/Family Handbook and the Imagine School at North Port Behavior Plan.
- Failure of the student to follow all policies and rules as outlined in the Sarasota County Student and Family Handbook.

### Dismissal Process

The following information represents the school guidelines for student dismissal from Imagine School at North Port. Please note that all School Environmental Safety Incidents (SESIR) may result in immediate dismissal.

1. Parent(s)/Guardian(s) will be notified of the student issue. Verbal or written communication is acceptable and will be documented.
2. The student issue will be discussed at a grade level team meeting for recommendations and interventions. The team leader will document the recommendations, interventions, and evidence of progress. Interventions may include, but are not limited to, referral to School Counselor, ESE Liaison, or administration.
3. A Parent Conference with all of the student's teachers and an administrator will occur and will be documented by the team leader on a Record of Parent Conference Form. The student may be monitored on weekly basis if necessary at this time.
4. If the student issue persists, the student will be placed on a documented and dated student contract with a probationary period (not to exceed 4 weeks per probationary period). Parent(s)/Guardian(s), student, and an administrator signature is required.
5. If the student does not satisfactorily complete the student contract during the probationary period, parent contact will be made by an administrator in order to notify the parent that the student will be dismissed from Imagine School at North Port and will need to enroll in their districted school. A letter will be sent home and placed in the student's cumulative file.

### Parent Appeal Process

The parent(s) and/or guardian(s) of a student who has had their reassignment revoked may appeal to the principal, within 15 business days, with a formal request letter and appropriate supportive documentation. Failure to do so within 15 business days negates any possibility of appeal.

**CHAPTER V**

**MULTI-TIERED SYSTEM OF  
SUPPORTS (MTSS) BEHAVIOR  
INTERVENTION GUIDE**

# MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) BEHAVIOR INTERVENTION GUIDE

Multi-Tiered System of Supports (MTSS) behavior intervention guide is intended as a resource for all educators to assist in integrating academic and behavior supports and services into a fluid and seamless system of multi-tiered service delivery for all students. The MTSS model for instruction and intervention is based on the principle that academic and behavioral supports are first provided at a core or universal level to effectively address the needs of all students in a school (referred to as Tier I). However, not all students respond to the same curricula and teaching strategies. As a result, some students with identified needs will receive supplemental or targeted instruction and intervention at Tier II. Finally, at Tier III, a few students with the most severe needs will receive the most intensive and individualized behavioral and / or academic support.

## TIER I

**Teach Rules/Expectations:** Establish a structured system for teaching a student rules and expectations prior to a task/request. Such a system may be verbal, written or pictorial.

- Verbal: scheduling five minutes prior to an assignment to review rules and expectations
- Written: provide the student with written rules and expectations for a given task
- Pictorial: teacher can use picture cards to nonverbally teach/remind students of various rules/expectations

**Student Repeats Rules/Expectations Prior to Transition:** Establish a system in which a student verbally, or in written form, repeats rules/expectations prior to transition.

- Teachers and student have an agreement specifying that before each class change the student verbally reviews the rules and expectations

**Preferential Seating:** Change the seating arrangement for a student in order to address his/her specific needs. Possible examples may include:

- The student sits in close proximity to the teacher for hearing, vision, and or attention concerns.
- The student is moved away from negative peer influences and near more positive peer influences.

**Parent-Teacher Communication System:** Establish a set time and method for communication between parent and teacher regarding the student's behavior and progress.

- Methods for communication might include phone contact, face to face meeting, e-mail or note/letter correspondence.

**Personal Connection with Student:** Establish set times and methods for providing special attention for a student.

- A teacher makes it a point to check in with a student each morning in order to find out how his/her homework was the evening before.

**Provide Additional Guidance/Extend Instruction:** Provide the student with more specific and or modified instructions, prior to the assignment, in order to assist in general comprehension.

- The teacher may provide additional/individual verbal instructions, written instructions, pictorial instructions, visual guides, completed model of task, etc.

**Increase Frequency of Task Related Recognition:** Provide specific and consistent recognition and reinforcement for a student's on-task behavior.

- In lieu of simply expecting that a student engage in task related behavior, the teacher will provide reinforcement (verbal, nonverbal, tangible) for a student that is properly engaged in the classroom task.

**Visual Schedule:** Use for students in need of a structured organizational system, either pictorial or written.

- The schedule is designed to assist the student as he/she progresses through the activities and tasks of the day (i.e. morning bell rings- first class, reading-second class, art, etc.).
- It can also be used to break down a specific task (i.e., open notebook – go to math section- put paper on teacher's desk).

**Environmental changes:** Make various changes in the environment to accommodate the sensory needs of a student.

- Some examples of this are changing the lighting, re-arranging furniture, or adjusting sound sources.

**Use Preferred Activities as Reinforcement:** Provide access to a preferred activity (i.e. computer time, art, listening to music, etc.) when a student engages in appropriate behavior.

- The teacher must clearly identify what the preferred activity is, make sure that the identified activity is truly rewarding for the student, establish the circumstances under which the preferred activity will be awarded (i.e. after appropriate behavior has been demonstrated three times), and for how long student will be allowed to engage in the preferred activity.

**Personally Greet the Student upon Arrival to Class:** Establish a system for spending a personal moment with the student before class, especially with students who may thrive on attention.

- The teacher may want to ask: "How are you today?", "What did you do yesterday after school?", and "How is your family?," etc.

**Increase Frequency of Positive Reinforcement:** If reinforcement does not occur on a frequent basis, negative/problem behaviors may start to reoccur or increase as a result. When this happens simply increase the frequency of when incentives are delivered.

- A student, who is receiving access to the computer lab for the last half hour of the school day in exchange for demonstrating use of problem solving skills, continues to display episodes of inappropriate behavior. The teacher can increase the frequency

of positive reinforcement by allowing two or three opportunities scattered throughout the day to access the computer.

**Use of Tangible/Non-tangible Rewards:** Use tangible and/or non-tangible reinforcers immediately to reward a student for engaging in positive behavior or good performance. The selected tangible/non-tangible reward must be effective for the student in question and delivered on a consistent basis.

- Tangible: food, stickers, toys, etc.
- Non-tangible: verbal praise, public posting of class work, etc.

**Ignore Undesirable Behavior(s):** Instead of, or in addition to, reinforcing positive behavior(s), the teacher can ignore undesirable behavior(s). Any time the student engages in an undesirable behavior, the teacher systematically and consistently ignores the student until the behavior ceases.

**Establish Logical Consequences for Students:** Inform students that engaging in certain problem behaviors will result in specific consequences.

- Out of seat behavior will result in student not earning points on behavior contract. Consequences must be specifically identified to the student and they must be consistently implemented.

**Encourage Effort to Display Appropriate Behavior:** Provide reinforcement for a student who is trying to display the appropriate replacement behavior, even if he/she is not quite there yet. This practice will encourage the student to “keep up the good work” and eventually demonstrate the replacement behavior

**Use of Positive Referrals:** Make positive references to the student for engaging in appropriate behavior.

**Use Classroom Incentives for Individual Student Accomplishments:** Reward an individual student’s success by allowing the entire class to benefit.

- Throw a pizza party for the class if the individual student has a good week on his/her behavior contract.

**Call Home to Share News of Student Effort/Success:** Establish a system for calling the student’s parents daily/weekly in order to update them on their child’s success and progress.

**Use School-Wide Vehicles for Recognition:** Recognize student success and/or progress during school announcements, award programs, lunch, assemblies, etc.

**Assign Classroom Responsibilities for Student Recognition:** Allow student to participate in classroom related responsibilities (i.e. line leader, clean-up after projects, message delivery person, teacher helper, etc.) in exchange for positive behavior.

## TIER II

**Teach/Model Communication /Social Skills:** Teach a student appropriate methods of communication. Students who do not possess effective communication/social skills will often vent their school related frustrations in disruptive and inappropriate ways.

- A student experiencing difficulty in mathematics may attempt to avoid such work by acting out in the classroom. The concept is to teach the student appropriate ways of expressing their frustrations. The teacher develops a script with the student that addresses his/her specific needs.
- The following is an example of such a script: when the student is having academic difficulty and feeling frustrated, he/she will signal the teacher either verbally or with a predetermined nonverbal sign (i.e., hand raise). The teacher will subsequently respond to the student in order to find out if he/she needs extra instruction, assistance with assignment or a break from work. Extra instruction and assignment assistance can be delivered by the teacher or by an appointed peer tutor. The break may be as simple as a five minute water or bathroom break. As part of the script, the student agrees to resume appropriate work after his/her needs have been met.
- In order to ensure optimal effectiveness, the teacher should provide the script in written form to the student and possibly attach it to his/her desk.

**Task Analysis:** Break down and make concrete the difficult tasks to ensure more success. The teacher can teach a student how to break down a task into more simplistic parts.

- A student who has difficulty compiling a three sentence paragraph may perform better when the task is broken down into small steps. First, teach him/her to identify and write down the theme of the paragraph, then create three categories (introduction, main idea, and conclusion), next brainstorm what ideas should go under each category, and finally the student can compile the paragraph based on the information gathered during previous steps.

**Practice Communication and Social Skills:** After teaching appropriate communication and/or social skills techniques, the teacher may provide specific opportunities for the student to demonstrate such skills in the classroom.

- The teacher may need to establish a verbal or nonverbal prompt with the student (i.e., “now is a good time to use your skills” or tap the student on the shoulder).

**Teach Coping Skills:** Teach appropriate ways to cope/deal with frustration, anger, embarrassment, etc, when students do not have a repertoire of appropriate strategies to deal with adverse situations.

- The teacher can teach the student methods such as asking for a time out or break, relaxation/breathing exercises, taking five minutes to vent feelings privately with teacher/peer, or engaging in an enjoyable activity (i.e. computer, art, etc.). Suggestions for appropriate coping skills can be written and attached to the student’s desk as a reminder.

**Teach Positive Self Talk:** Students who do not believe they are capable in various academic and/or social situations may become increasingly unmotivated to work,

withdrawn, or even disruptive in order to avoid uncomfortable scenarios.

- The teacher and or school counselor can teach the student a repertoire of positive statements such as “I am capable of doing my work”, “I can make friends in my class”, or “If I study my spelling words every day, I will get a good grade on my spelling test”.
- The student is taught to repeat such statements as frustrations increase in adverse situations.
- The teacher/counselor may need to provide verbal/nonverbal prompts in order for the student to initiate in the self talk procedures (i.e. “what do you need to tell yourself?” or hand signal).

**Remediation in Specific Academic Areas:** Students with academic deficits may engage in problem behavior as a way to avoid difficult tasks. Implementing classroom academic interventions for remediation should reduce the need to avoid such tasks. In order to select appropriate academic interventions, refer to the School Support Team (if applicable)

**Use of Personal Interests for Motivation:** Incorporate student interests into a given task or activity. The concept is that if a student finds a task/activity enjoyable or interesting, he/she is more likely to stay engaged for a longer period of time.

- A student who has difficulty staying on task during independent reading assignments will likely become more motivated to complete the assignment if the topic is of his/her choosing. (i.e., if the student likes fishing, the reading assignment can be related).

**Teach Alternative Behavior for Sensory Feedback:** A student who engages in a certain behavior for the sole purpose of sensory feedback may be able to learn an alternate (less distracting) behavior to serve the same purpose

- A student that taps his/her pencil on the desk repetitively can squeeze a stress ball instead.

**Teach Anger Management/Problem Solving Skills:** Students who experience difficulty controlling emotions and/or lack sufficient problem solving skills are likely to engage in inappropriate/disruptive behavior when “pushed to the emotional limit” and/or frustrated. There are several existing methods to teach anger management and problem solving skills, and the school counselor and/or school psychologist are excellent resources for such methods.

**Teach Behavioral Self-Control (BSC):** Students who are impulsive and/or lack self-control on a consistent basis will likely benefit from a highly structured plan that addresses self-evaluation, self-management, self-instruction, and self-reinforcement.

- When a student is engaged in inappropriate/problem behavior, the following teacher prompts and student responses should take place:

| Teacher asks:                   | Student responds: |
|---------------------------------|-------------------|
| “What are you doing?”           | “I am...”         |
| “What do you need to be doing?” | “I need to...”    |
| “What are you going to do now?” | “I have to...”    |
| “Let me know when you finish.”  | “I did...”        |

**Social Stories/Comic Book Conversations:** This intervention is appropriate for students in need of understanding the social context of various social situations (i.e. standing in line or taking turns)

- A social story or comic book conversation is written specifically for the student and the situation (i.e. Johnny waits for his turn) and must be visually provided for the student.
- The purpose is to lessen the stress of certain social situations for students who may be lacking in social skills and awareness.
- School counselors, school psychologist and autism support teachers are excellent resources for creating social stories.

**Encourage Positive Peer Connections:** Provide opportunities for student to be in contact with positive peer role models.

- The student can be seated in close proximity and or placed in work groups with peer role models. Such positive peer connections should be reinforced by the teacher and or any other adult involved with the student.

**Contract for Grades:** Establish a written contract for grades with a student.

- The teacher and student formerly agree that for each reading test grade above a “C,” the student will receive 10 additional minutes of computer lab time. The agreement is written in contract form and signed by both teacher and student.

**Daily/Weekly Progress Reports:** Arrange a system for documenting the student’s behavioral progress on a daily/weekly basis.

- The teacher may write a brief note at the end of the day/week to describe the student’s overall behavior.
- The teacher develops specific behavior objectives and a form that can be checked-off daily/weekly to show that behavior objectives are met.

**Monitoring/Redirection:** Establish a system for monitoring a student during tasks.

- Checking a student at 10 minute intervals and or providing redirection when needed i.e., eye contact, proximity, tangible incentives, etc.

**Spend Individual Time with Student:** When a student engages in appropriate behavior, he/she can be rewarded by arranging a specific time for teacher and student to spend time together. It is necessary to be specific when designing this intervention.

- When the student demonstrates appropriate behavior during morning classroom activities, he/she will be allowed to eat lunch with the teacher.

**Reward Competing Behaviors:** The concept behind competing behaviors is that a student can not engage in two “competing” behaviors at the same time. Identify a competing behavior for the problem behavior (i.e. reading aloud and making inappropriate noises) and reward the student each time he/she engages in the competing behavior.

**Student Self-Monitoring of Progress:** Allow the student to monitor his/her own progress.

- The student can have possession of a progress report and /or behavior contract so that he/she can track their own improvement.

**Acknowledge Use of Replacement Behaviors:** Reward students for engaging in established replacement behaviors.

- Provide the student with verbal praise each time he/she raises his/her hand to get teacher attention instead of calling out loud for teacher attention.

**Develop a Written Behavior Contract:** Use of a behavior contract with points, check offs, signatures, or some other indication for positive behavior can be a powerful self-reinforcement tool. Allow the student to take possession of the contracts and track his/her own progress.

### TIER III

**Choice Making:** Allow student to have some degree of control over their school activities.

- The teacher allows the student to choose sequence of activities (e.g., reading activity first and writing activity second), mode of presentation (i.e. oral, written, demonstration, etc.) learning materials (e.g., pencil/paper, manipulative, computer use, etc.), and or incentives (e.g., tangibles, public attention, access to activity, etc.).

**Participation in Extracurricular Activities:** Identify and encourage student to become involved in extracurricular activities such as sports, art club, music club, etc. The activity should match the individual student’s interests and skills.

**Student Follow-Up:** This involves establishing a system for a “check-in” time during an assignment to ensure that the student fully understands a specific task or request.

- The teacher and student may have an agreement specifying that 10 minutes after the start of a given assignment/test or request the teacher will verbally confirm the student understands. If the student is in need of further instruction, the teacher will provide it.

**Schedule Adjustment:** Adjust the daily schedule and/or change the teacher.

- It is possible that a student tends to focus best in the early morning yet all academic classes are scheduled after lunch. In such a case, it would be advantageous for the student's schedule to be adjusted so that academic classes would take place during the morning hours.
- There may be a personality/work style "mismatch" between teacher and student. Changing a student's teacher can make a significant difference.

**Peer Mentor/Tutor Opportunity:** Allow student to serve as a peer mentor/tutor. This can be effective even when the student him/herself is experiencing difficulties in a given skill area.

- The student can mentor/tutor someone in a lower grade or work group. This can be excellent for improving self-concept, and reinforcing skills in area of difficulty for the student.

**Provide Quiet Time Space:** Provide a specific time and/or space for quiet or "cool down" purposes.

- If a student becomes easily frustrated during certain academic tasks, then a quiet area of the classroom can be established as a personal space for that student to go if necessary.

**Identify Appropriate Settings for Behavior(s):** Suggests that inappropriate behaviors can be appropriate if demonstrated in a suitable setting.

- If a student is constantly singing out loud during class time and causing a disruption, identify or create more appropriate settings for such behavior (i.e., music class, join the chorus, or provide a specific time during class for the student's to show off their "talent").

**Chart and Review Daily Student Successes:** Create a simple chart listing the replacement behavior(s) and spaces for check-offs of compliance. The chart can be posted on the student's desk and the teacher will check-off every time the behavior(s) are demonstrated at the end of each day, teacher and student can review the chart.

**Recognize Small Steps Approximating the Desired Behavior:** When a replacement behavior is complex or involves several steps, it may be necessary to reinforce the student for demonstrating smaller approximations or steps of the replacement behavior. Once behaviors have been broken down into steps and taught to the student, reinforce the student for each approximation of the behavior.