Prodeo Behavior Management Plan

Implementation team

- School Principals
- Director of Student Culture
- Dean of Students
- Student Success Coaches

Stakeholders

All of the following groups will review and give feedback on the plan:

- Leadership Team (Admin and 7 teachers)
- Parent Teacher Committee
- Board of Directors

Professional development for staff

1. **Therapeutic crisis intervention strategies**
   Purpose - Trauma informed practices that provide skills, knowledge and confidence adults need in order to support a scholar in crisis and teach coping strategies and problem-solving skills.
   - Prevent and de-escalate potential crises situation with scholars.
   - Safely and therapeutically manage situations.
   - Build therapeutic relationships with scholars and help improve their coping strategies and problem-solving skills.
   - Create a trauma informed environment.

2. **Verbal de-escalation continuum**
   Purpose - Teach staff common language to use while supporting different levels of behavior.

3. **Teaching interaction**
   Purpose – Give staff a script to teach replacement behavior to scholars.
   - 7-step process that guides a discussion to teach replacement behavior and provide rationale.
   - Provide awareness of adult facial expression, tone of voice and intent of discussion.

4. **Training to address implicit bias**
   The leadership of St Mary's Graduate School Of Education's Culturally Responsive Teaching program will continue to provide training in implicit bias. Through that training, we aim to

- Evaluate beliefs that shape, inform, and guide their perspectives and practices
- Understand and value students' cultural and educational experiences to inform teaching and learning
- Integrate the principles of culturally responsive teaching to create an inclusive, safe learning environment
- Embed the principles of culturally responsive teaching into instructional and assessment plans
- Identify and evaluate rich, relevant resources to support student learning

5. Responsive Classroom

Purpose- To develop a classroom approach that allows staff to know our scholar's individually, culturally and developmentally.

- Intentional development paid to help children develop positive social skills
- Developing a logical consequence system for in class behavior management

Reactive support

We created a space to support scholars (Options Room)

System Philosophy -

1. Teaching the life skills of problem solving and self-regulation

a. Quiet space

b. Teaching pro-social replacement behaviors replacing negative reactionary behaviors

c. Restorative and repair process/removal of shame. Reinforce responsibility and accountability

d. Consequences not Punishment

e. Decision making and choices - How to make good decisions and choices

2. Changing Adult Mindset

a. Avoidance of contingency traps (inconsistency that reprieve negative behavior temporarily yet the negative behaviors are further reinforced.)

b. Reinforcers aligned with hypothesized function of scholar behavior.

c. Consistency in continuous reinforcement for scholar's acquisition of pro-social behavior.

d. Strategies aligned with school and class wide expectations.

Keys - for the behavior school wide system

- Problem solving process
- Education not punishment
- Growth mindset for adults
- Accountability

Research and Combine strategies from

**Love and Logic - Golden Colorado

**Girls and Boys Town - Omaha, Nebraska

**Dr. Randall Sprick Behavior Strategies - University of Oregon

**Behavior and Academic Strategies, Making Sound Decision through Data -

Dr. Stan Deno & Dr. Phyllis Merkin - University of Minnesota

History - Implementation

Highly successful Programs

a. Level 4 - Pine County Cooperative County Program

b. Level 4 - Chisago Lakes Day treatment program

c. Milacs Band of Ojibwa - Na Ah Shing School

d. Bahwetin School- Sault St. Marie, MI

Suspension process

1. Dean of students collect all information (Write ups, talk to scholars and adults who witnessed incident and scholars involved)
2. Dean of Student reviews information and debriefs with Principal
3. Decision is made after reviewing information and checking behavior policy

Proactive support

School to family communication

Purpose – Create a partnership between school and family to support the scholar's school experience.

- Inform families of positive days scholars are having (classroom dojo, phone calls and text).
- Inform families of small behaviors to prevent escalation of behavior. (document sent home, phone call and text).
- Will continue to survey families annually hearing what parent's think about the behavior plan and asking for their input.

Mindfulness

Purpose – Teach scholars coping strategies and self- awareness

- Mindfulness teacher meets with each class once a week to teach mindfulness lesson.

PBIS schoolwide system

Purpose- Schoolwide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments.

- Promote proactive behavior support.
- Teach behavioral expectations and rewards scholars.

1. Classroom dojo

2. Spirit stick

3. Spirit tie

4. Kindness scholar

5. Scholar Dollars

Family school network

Purpose- Teach families about educational terms, their influence on scholars and the school experience at Prodeo for their scholar/s. Align families with school expectations and philosophy.

- Teach about Prodeo philosophy about the wholistic school experience and the importance of creating a partnership with school.
- Engage families in discussion of the importance of being a positive role model.
- Engage families in discussions about ways to feel connected to their child's school experience.
- Engage families in discussions about behavior policy.

Information tracking

Prodeo Academy has signed a contract with PowerSchool, a leading Student Information System with the capacity for robust student data management. Implementation is set to begin in April 2018. PowerSchool has an Incident Management tool which allows us to record entries for school and district-related discipline incidents. We will also have the ability to create incident types, codes, and sub-codes at the district level, allowing for greater specificity in tracking.

Goals

- Decrease number of send-outs across the school
- Decrease the percent of students that are being suspended