



CHILDREN FIRST. ALWAYS.

bryanisd.org

Behavior Management Plan

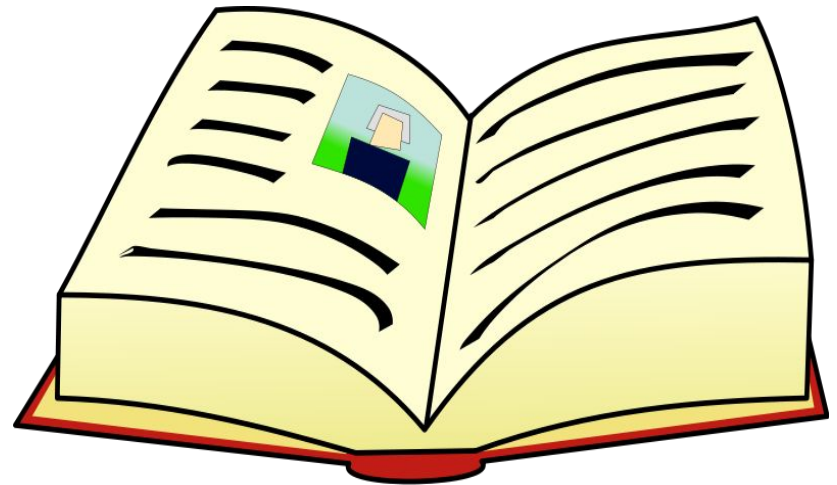
Board Presentation

February 5, 2018



INTRODUCTION

This Behavior Management Plan contains the recommendations of the Culture & Climate Task Force to address Board Goal 1.4.2. This Goal states that the Board will receive a report outlining a District Behavior Management Plan, along with professional development opportunities offered that are specific to student behavior and discipline.





CULTURE & CLIMATE TASK FORCE

- Develop sound recommendations for consistent practices
- Reduced removal from instruction
- Create a character education
- Develop consistent language for behavior
- Measure the effectiveness of programs
 - Meetings
 - Analyzed Data
 - Vendor Presentations
 - Teacher Questionnaire
 - Connected with other Districts



PLAN OBJECTIVES

- Establish a stakeholder group that represents a cross-section of BISD
- Develop a comprehensive Behavior Management Plan that will address expectations established by stakeholders
- Review and revise procedures related to student discipline
- Develop and implement a comprehensive plan for professional learning that supports the behavior management philosophy of BISD



PLAN OBJECTIVES

- Establish compliance procedures and conduct trainings to ensure equitable implementation occurs district-wide
- Develop and implement reporting and monitoring protocols for campus and District administrators to ensure that all administrative procedures and policies are followed
- Develop an annual process for evaluation of the District's behavior management plan to ensure a cycle of continuous improvement



Subcommittee #1 Discipline Coding & Technology

Lead: Jennifer Lemons, Director of Data Services

Committee comprised of the following roles:

- Chief of Staff
- Executive Director of Technology
- Director of Technology
- Assistant Director of Instructional Support
- Senior Systems Analyst
- Assistant Principals from all levels





Subcommittee #1

Discipline Coding & Technology

Responsibilities and Expectations by Category:

- **Code Table**
 1. Reduce the number of incident codes
 2. Remove redundancies in incident codes
 3. Provide descriptions for incident codes, including examples and non-examples
- **Training**
 1. Provide a plan for ongoing training to campus administrators on how to code behaviors
 2. Develop guidelines for consistent coding district-wide that aligns with state coding that will ensure consistency among campuses



Subcommittee #1 Discipline Coding & Technology

Responsibilities and Expectations by Category:

- **Audit**
 1. Develop a system to conduct monthly audits of discipline records at the district and campus level including a focus on written communication to parents/guardians and students, documentation for due process, correct placement documents, and documentation for MDRs

- **Effectiveness**
 1. Develop a system for measuring the effectiveness of district discipline coding
 2. Develop a system for measuring the effectiveness of the technology/software used in discipline coding



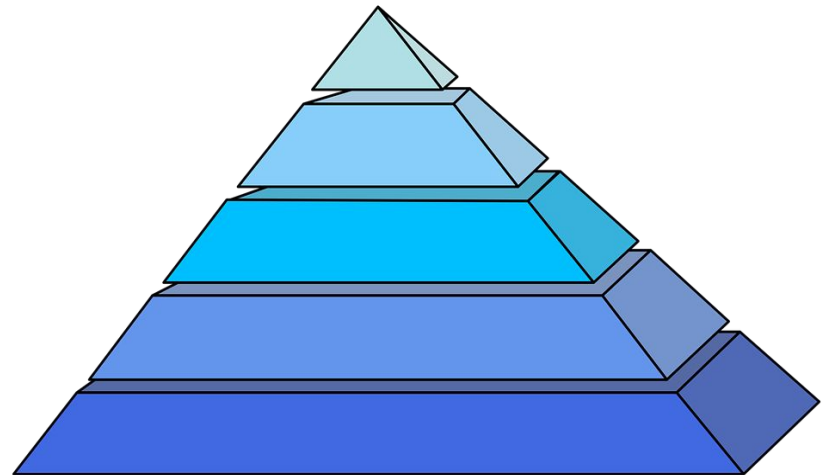
Subcommittee #2

Tiered Behavior Management Plan

Lead: Cody Satterfield, Jane Long Principal

Committee comprised of the following roles:

- Assistant Principals
- Behavior Specialist
- Coordinators
- Counselor
- Principals
- STAR Academy Representative
- Teachers
- Technology Representative





Subcommittee #2

Tiered Behavior Management Plan

Responsibilities and Expectations:

- Develop a uniform, age-appropriate plan aligned to PEIMS coding to be implemented with consistency by all campuses
- The final product will include flow charts based on age/grade level to provide guidance for campuses
- Develop a tracking system to monitor students with repeated disciplinary incidents that is viewable by administrators and teachers
- Develop guidelines for collecting data to track the progress of the tiered behavior management plan



Subcommittee #2

Tiered Behavior Management Plan

Responsibilities and Expectations:

- Create age/grade level lists of suggested consequences including, but not limited to, natural consequences (ex. lunch detention for lunch behaviors)
- Create age/grade level lists of suggested incentives and rewards for reinforcing desired behaviors
- Review and revise, if needed, the selection criteria and a progress monitoring system for the Star Academy
- Develop a system for measuring the effectiveness of the tiered behavior management plan



Subcommittee #3

Campus-based Discipline Management Class I & II

Lead: Bennie Mayes, James Earl Rudder Principal

Committee comprised of the following roles:

- Assistant Principals
- Counselors
- Instructional Coaches
- Principals
- Special Education Coordinator
- Teachers





Subcommittee #3

Campus-Based Discipline Management Class I & II

Responsibilities and Expectations:

- Develop guidelines for campuses to follow when determining space, location, and staff assignments for programs
- Develop guidelines and expectations for the role of the classroom teacher when students are removed due to behavior incidents (missed work, transition support, etc.)
- Develop guidelines and expectations for an instructional plan to include an SEL (Social, Emotional Learning) curriculum for students in the DMC I & II
- Develop guidelines and expectations for a positive reinforcement plan for students in the DMC I & DMC II



Subcommittee #3

Campus-Based Discipline Management Class I & II

Responsibilities and Expectations:

- Develop guidelines and expectations for how campuses will meet the needs of special education and 504 students, including any staffing issues that need to be considered
- Develop a process and guidelines for determining length of stay in the Discipline Management Class I & II, including consideration of incident codes and district-level approvals required for DMC Level II
- Develop guidelines and expectations to support students as they transition back to their regular schedule, including any type of modified PASS program for general education students



Subcommittee #3

Campus-Based Discipline Management Class I & II

Responsibilities and Expectations:

- Develop list of topics that campus staff will need training on broken down by their position
- Develop a plan of action to address students who continuously violate the Student Code of Conduct at Office Level infractions and above
- Develop a system for monitoring the effectiveness of DMC I & II classes to ensure all campuses are following guidelines consistently



Subcommittee #4

Disciplinary Alternative Education Program (DAEP)

Lead: Michael Watts, MCHS Principal

Committee comprised of the following roles:

- Assistant Principals
- Coordinators
- Counselors
- Executive Director of HR & Administration
- Juvenile Case Manager
- Principals
- Teachers





Subcommittee #4

Disciplinary Alternative Education Program (DAEP)

Responsibilities and Expectations:

- Develop a detailed intervention plan for students placed at DAEP for aggressive behaviors.
- Based on data, identify and evaluate which incident codes are to be included in aggressive behaviors.
- Develop protocols and expectations for campuses to follow as students transition out of DAEP, including a parent/guardian component
- Develop guidelines and expectations for teaching replacement behaviors and coping skills for all students at DAEP (including social skills - Socio-Emotional curriculum)



Subcommittee #4

Disciplinary Alternative Education Program (DAEP)

Responsibilities and Expectations:

- Address recidivism by developing procedural guidelines to be followed for additional support and consequences for identified students
- Based on the data, review and evaluate the procedures and rules for DAEP to determine changes that need to be recommended to positively influence student achievement
- Based on the data, review and evaluate the role of the counselor assigned to DAEP to determine changes that need to be recommended to positively influence student achievement
- Develop a system for monitoring the effectiveness of the DAEP program



Subcommittee #5

Positive Behavior Interventions & Supports (PBIS)

Lead: Dr. Melanie Rogers, Student Intervention Coordinator

Committee comprised of the following roles:

- Assistant Principals
- Coordinators
- Counselors
- Directors
- Juvenile Case Manager
- Principal
- Specialist
- Teachers





Subcommittee #5

Positive Behavior Interventions & Supports (PBIS)

Responsibilities & Expectations:

- Develop guidelines for the creation of a district-level team & campus-level teams for the implementation of PBIS to include:
 - clear framework
 - common language
 - required trainings for district & campus teams
 - meet the individual needs of campuses based on data and needs of students



Subcommittee #5

Positive Behavior Interventions & Supports (PBIS)

Responsibilities & Expectations:

- Develop guidelines for a system to measure effectiveness, fidelity of implementation, and alignment with current RtI processes
- Establish procedures for resource allocations/requests
- Establish expectations for district-wide positive reinforcement systems for students and staff
- Develop safeguards to address high-needs students



Subcommittee #6 Character Education/Social Skills

Lead: Juanita Collins, Neal Elementary Principal

Committee comprised of the following roles:

- Assistant Principals
- Counselors
- Curriculum Coordinators
- Director of Counseling & 504 Services
- Instructional Coach
- Principals
- Teachers





Subcommittee #6 Character Education/Social Skills

Responsibilities & Expectations:

- Develop protocols for aligning an age-appropriate social skills curriculum that includes coping skills, conflict resolution, bullying awareness, and manners with the existing District Counseling Plan. This should include a secondary grade-level component and have a common language across the district.
- Based on the data, develop guidelines for campuses to create specific social skills lessons to address specific behaviors
- Develop protocols for campuses to follow when reviewing their data and customizing character education to fit the needs of their students



Subcommittee #6 Character Education/Social Skills

Responsibilities & Expectations:

- Develop a system for monitoring the effectiveness of Character Education/Social Skills based on the data
- Develop a guidance plan for campuses to follow when incorporating community mentors and parents/guardians into their character education program
- Develop an implementation and guidance plan for campuses who will be participating in the “No Place for Hate” & “Rachel’s Challenge” projects



Subcommittee #7

Parent/Guardian Involvement/Home Visits

Lead: Linda Montoya, Anson Jones Principal

Committee comprised of the following roles:

- Assistant Principals
- At-Risk Specialist
- Counselors
- Directors
- Dropout Prevention Specialist
- Juvenile Case Manager
- Special Education
- Truancy Specialist
- Teachers





Subcommittee #7

Parent/Guardian Involvement/Home Visits

Expectations and Responsibilities:

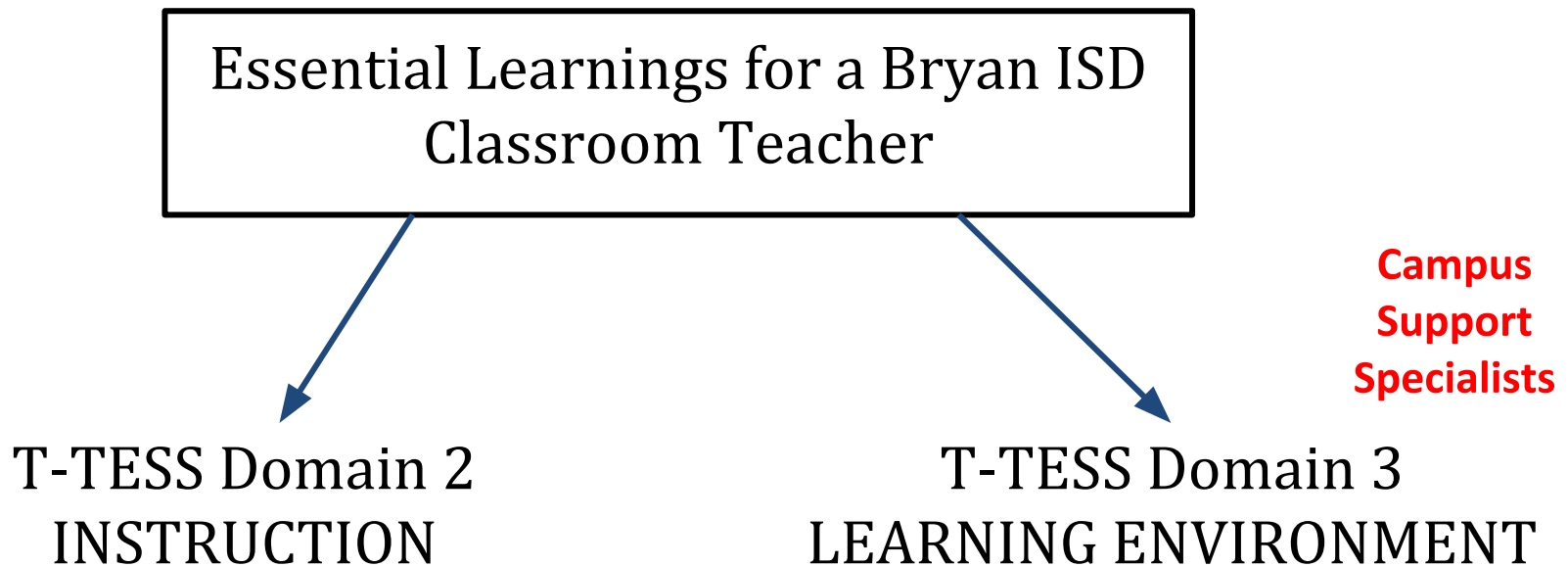
- Establish guidelines and protocols for conducting home visits
- Develop a system for tracking home visits
- Develop a resource guide for campuses for increasing parental involvement
- Establish a protocol for reviewing discipline data
- Establish guideline for juvenile case managers to follow in supporting preK to grade 8 campuses with attendance and truancy prevention measures



Essential Learnings

Board Goal 2.1

Provide Essential Learning professional development and learning opportunities for teachers & staff to ensure implementation of best practices for teaching & learning





Campus Support Specialists

Primary Purpose: Support campuses, students, parents/guardians, and community to plan, implement, and evaluate district-wide Positive Behavioral Interventions & Supports (PBIS)

- 10 new professional positions
- Begin Spring 2018 for Induction & Training
- Facilitate Essential Learnings PD during Summer 2018
- Ready for deployment in August 2018



Campus Support Specialists & PD

Designed to be used as prescriptive professional development for teachers in need of coaching and support

- Requested through a call ticket system
- Documents campus interventions
- Requests related PD for the area of concern
- Initiates personalized coaching & support by the CSS Team

Reason for Request

- PBIS Walkthrough
- Student Observation
- CHAMPs feedback
- Teacher observation

Professional Development

- Boys in Crisis, Hear our Cry
- Classroom Management 101
- Defusing Student Aggression
- Giving Correction Effectively
- R is for Relational Capacity



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BEHAVIOR MANAGEMENT PLAN BUDGET

		Planning Year (2017-2018)	Year 1 (2018-2019)	Year 2 (2019-2020)	Year 3 (2020-2021)
Campus Support Specialists					
Estimated Salary	10	\$57,292	\$550,00	\$562,000	\$574,000
Estimated Benefits		\$8,968	\$88,190	\$90,030	\$92,810
Estimated Totals		\$66,260	\$638,190	\$652,030	\$666,810
Technology (Staff)	10	\$30,000			
Instructional Technology	75	\$116,250	\$11,625	\$11,625	\$11,625
Supplemental pay (Training)		\$5,000			
Resources		\$15,500	\$15,500	\$5,000	\$5,000
General Supplies/FFE		\$10,000	\$5,000	\$5000	\$5,000
Professional Development & Consulting Fee		\$30,000	\$20,000	\$7,500	\$7,500
Estimated Totals		\$206,750	\$52,125	\$29,125	\$29,125
Overall Estimated Totals		\$273,010	\$690,315	\$681,155	\$695,935

The plan is supplemental to current efforts and programs of the District. Funding sources of the above plan will be identified through the District's budget process as local, state or federal.



QUESTIONS

