



# Developing a School-wide Behavior Management Plan

## Why go this route?

- Because all students are entitled to a safe and harassment-free learning environment.
- Because learning will increase when all students know that consistent expectations for behavior exist in their school.
- Because teacher frustration will decrease when a clear plan for behavior expectations and consequences has been outlined.
- Because high expectations for respect for self and others build character and develop strong future citizens.

## You'll know you've arrived when...

- Your hallways and classrooms are safe and orderly.
- Your school's focus is on teachers teaching and learners learning rather than on struggles over behavior.
- Teachers, students, and parents know what administrators expect before a referral takes place.
- Administrators know what teachers expect after a referral takes place.
- Students do not support bullying behaviors and know what they should do when they observe bullying.

## Construction Zone

### *It's about TIME*

- Initial staff meeting of 1-2 hrs
- 3-4 Behavior Team meetings of 1-2 hours each
- Staff input/revision meeting of 1-2 hrs
- Implementation may take extra time at first as some behaviors may escalate, but in the long run this will be a big time saver.

### *Potential COSTS*

- No inherent costs. You may choose to spend funds on:
  - snacks for meetings
  - subs to release team members
  - incentives to reward student behaviors





## The Process

*A step-by-step guide  
to developing a school-wide  
behavior management plan.*

**NOTE:** Steps marked with a  are accompanied by one or more inserts, included in this packet.

### 1 **Locate and review the discipline guidelines provided by your district.**

You'll need these policy and procedural guidelines in front of you as you develop your own building-level behavior plan.

### 2 **Set the stage** at a full staff meeting. Refer to INSERTS for Step 2 (A-C).

All staff must be empowered and expected to enforce the agreed-upon expectations. It's important, therefore, to bring them along in the process as the expectations are developed. The annotated agenda suggested in INSERT for Step 2 uses a "violence continuum" to begin the discussion of where staff now chooses to intervene and where they believe interventions should begin.

The agenda asks you to be clear before the meeting about what your decision-making model is and where authority rests for making this decision. People need to know. If you need help, see Packets 8:2 "Developing Decision-making Teams" and 8:3 "Planning Great Decision-making Meetings" for two ways to envision the spectrum of possibilities and choose who will make the decision and by what method.

### 3 **Form a "Behavior Expectations/Violence Prevention" Team**

See MI-Map Packet 8:1 "Setting up Decision-making Teams" for a sample "charter" that defines the responsibilities and authority this team does and doesn't have. Consider these stakeholders as possible members: building administration, teachers, special education teachers, diagnostic staff, counseling staff, lunch room staff, custodial staff, recess supervisors, students, parents, itinerant staff, district administration, consultants, mentors, volunteers, and coaches.

### 4 **Ask the Team to draft guidelines** for behavior expectations and violence prevention in the building.

This plan will be based on the expectations for behavior agreed upon by the full staff, but will extend that to detail the expected interventions: staff action, student action, parent action and consequences. INSERT for Step 4 offers a sample set of guidelines you can adapt to your own needs.

### 5 **Take draft guidelines back to staff** for input.

### 6 **Finalize and publish** expectations, guidelines for interventions, and consequences.

### 7 **Teach the behaviors which you expect.**

Develop lesson plans that define and practice behavioral expectations. Decide, as a staff, who has responsibility for teaching these plans over the next few weeks.

### 8 **Expect all staff to model, reinforce and enforce** the school-wide plan at all times.

Discuss and decide how you will be accountable to each other... and what evidence you will look for to demonstrate whether the plan is effective.

### 9 **Track the plan's results.**

Data will help tell you what parts aren't working and need revision the next time you revisit the plan. Set up a system now for tallying incidents (either violations or outstanding behavior) so that you can look for patterns later.



## Getting more mileage from developing a building-wide behavior plan

How managing behavior school-wide benefits your school in regard to the following initiatives:

### Elementary and Secondary Education Act (ESEA)

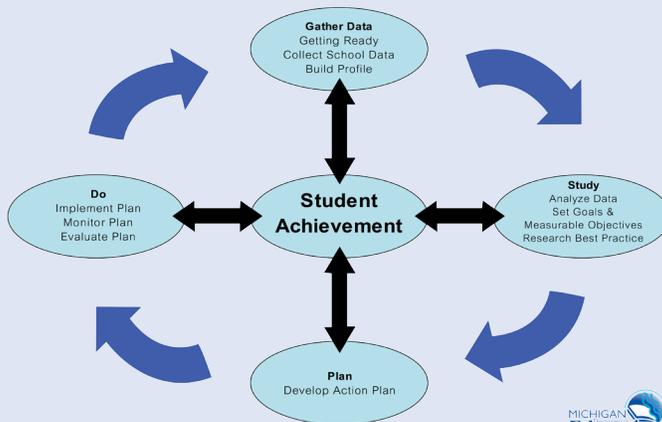
- Creating a safe and orderly environment will enhance the ability of students to learn and teachers to teach. ESEA requires that schools make specified Adequate Yearly Progress; spending less time on behavior problems and more on teaching and learning will have a positive impact on student achievement.

### State Accreditation System

- A school-wide behavior plan will ensure more time devoted to student learning and lead to improved achievement on locally administered tests and state assessments as required by Michigan's accreditation system.

### Michigan Continuous School Improvement Process (Mi-CSI)

#### Michigan School Improvement Framework



MICHIGAN  
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The school improvement planning process requires analysis of perception data and reflection on the strengths and weaknesses revealed by that data. A comprehensive and collaboratively developed behavior plan will improve student, parent and staff perceptions of the school.



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## Resources

### *Books, Articles, Websites*

#### ***Taking Charge***

**Nordling, JoAnne. Sybil Publications, 1999**

An approach to discipline that minimizes emotional power struggles and focuses on the underlying reason for discipline: child development. Accompanying curriculum kit available from Parent Support Center in Portland Oregon.

#### ***“Bullying Intervention Strategies That Work”***

**Education World, Wallingford, CT, 2003. [www.educationworld.com/a\\_issues/issues103.html](http://www.educationworld.com/a_issues/issues103.html)**

Details a practical approach developed by Norwegian psychologist Dan Olweus. Includes contact information for the Center for the Study and Prevention of Violence, and books by Olweus.

A website with help for bullying victims:  
[www.bullying.org](http://www.bullying.org)

### *People*

Intermediate School Districts/RESAs can serve as a resource.

#### **For more information, contact:**

Michigan Department of Education

Office of Education  
Improvement and Innovation  
517-241-3147

School Improvement Unit  
517-373-8480

Curriculum and Instruction Unit  
517-241-4285

Office of Assessment  
and Accountability  
517-373-0048

Office of Early Childhood  
and Family Services  
517-241-3592

Office of Field Services  
517-373-3921

Office of Professional Preparation  
and Teacher Certification  
517-373-6505

Office of Special Education  
and Early Intervention Services  
517-373-9433

#### **Resource Person for Behavior Management Processes**

Dr. Marcia McEvoy  
Violence Prevention In Schools  
How to Prevent Bullying Intimidation  
and Harassment  
[mmcevoy@tds.net](mailto:mmcevoy@tds.net)

*Dr. McEvoy trains staff, consults with schools and works with students on behavior management issues.*

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