Effective Behavior Support (EBS): “Where We Have Been – Where We Are Going.”

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Abstract

Effective Behavior Support (EBS) is a school-wide program that helps the school put strategies in place to teach children positive behavior. Students and staff embark on a journey together to make their school a rich environment for student learning. Research has shown that if students behave positively in their school, their academic performance can change. Over the past five years, our school has embarked on the journey to engage students in positive behavior. This action research project explored my school's current practices and allowed me to engage in critical dialogue with my colleagues to gain new insight and explore new paths to improve my practice for implementing the practices of EBS. As a coach of EBS, I felt it was time to look deeper into what we have done, what we are doing, and where we could go from here. There is a need to amalgamate our information, scrutinize our data, and put together an action plan proposal in order to ensure that our school stays on the positive behavior track on which it has been.

So, welcome to my journey.
Acknowledgements

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Chapter One

Introduction

“In the final analysis it is not what you do for your children but what you have taught them to do for themselves that will make them successful human beings.”

-Anne Landers

Allowing children to feel safe, respected, and liked in a school environment allows them to grow both academically and socially. Research has shown when schools have a system-wide behavior plan in place; students perform better academically and socially (Horner, Todd, Lewis-Palmer, Irvin, Sugai, & Boland, 2004). When students are taught the expectations within a school then they are able to act in a fashion that is representative of what they are taught. If you teach children to read, they learn to read. Based on that premise then, if you teach children how to behave, they learn to behave.

One of the ways to initiate change in student behavior is to implement a school behavior plan. One such system that exists is called School Wide Positive Behavior Support (SWPBS) or Effective Behavior Support (EBS). These programs are based on the premise that if you set out the expectations for children to behave and you teach, reinforce, and reward these behaviors, then children will engage in this behavior.

In 1994, researchers at the University of Oregon initiated a program called EBS in which they developed a school-wide program that teaches the expected behavior to students. The program was implemented in conjunction with Guy Lake Elementary School in Springfield Oregon and was studied to see if the behaviors would change and become more positive both socially and academically. They
targeted school-wide behaviors with the hope that students would become "self-managers" (Todd, Haugen, Anderson, & Spriggs, 2002). The school developed three school-wide expectations that were taught, reinforced, and re-taught throughout the year. The school rules consisted of "be safe, be respectful, and follow directions of all school adults" (Todd et al., 2002). The EBS team then collected data based on office referrals to determine where the problems of inappropriate behavior took place. From these data they determined that problem behavior was taking place at recess on the playground. They then focused on putting behavior expectations in place. Staff members were trained to look for positive behavior and recognize it, as well as to recognize when students were not following school-wide behavior expectations for which there were consequences. A survey was then taken of the staff members to see what their attitude was in terms of the implementation of the program. The results showed the staff members were satisfied that behavior changes had taken place and the program implementation was successful (Todd et al., 2002).

Effective Behavior Support recognizes three tiers of behaviors. A model of these three tiers is presented as Figure 1. Tier one is primary prevention of behavior which addresses school and classroom types of behaviors with all students everywhere in the building. Tier two is secondary prevention which addresses a smaller group of students who need more intervention with their behavior than do those in the primary group. They are an at-risk group of students who need intervention skills. Finally, the third tier is considered tertiary prevention which addresses the needs of those high-risk students who do not respond to primary or
secondary prevention types of interventions. A school whose system-wide behavior plan is working effectively will have 80 percent green zone students (primary), 15 percent yellow zone students (secondary), and 5 percent red zone students (tertiary). A school that matches these percentages is a school with a behavior plan that is functioning successfully.

Figure 1. Effective Behaviour Support Zones

The goal of EBS is to maintain a positive environment in which students fall within these system-wide categories. The final goal is to get all students in the green zone.
At present the school at which I am employed uses EBS strategies. We have used the program for the last five years and are now into our sixth year. It initially caused lots of excitement and energy in our school. Students were being taught how to behave in a positive way in the school and playground. This led to students behaving in a positive manner which then led teachers to be able to focus on the academic part of the students' education. Over the past five years we have seen students engage in socially appropriate behavior on a more consistent basis. It is now time to reflect on the data, engage in critical discussions, devise an action plan for the future, and share our school’s results with other schools interested in this program.

**Significance of Issue**

School violence, disrespectful behaviors, and a fall in academic achievement have been a cause for concern over the past twenty years (Cohen, Kincaid, & Childs, 2006; Horner, Sugai, & Horner, 2000; Scott, 2007). Student behavior in general has caused alarm in people. Not just violent behavior but behavior that is not conducive to a positive learning environment. As the research has shown, when students understand the expectations set out by their school, and follow these, then social and academic change will occur (Bohanon et al., 2000; Colvin, & Fernandez, 2000; Horner et al., 2000; Todd et al., 2002).

The University of Oregon's researchers developed a systems-wide approach to expected positive school behavior. They felt that a school-wide program that taught students how to behave in all areas of their school (class, hallways, gym, etc.) would assist students and staff to have a positive attitude which would lead to
students feeling more successful. This became known as Effective Behavior Support (EBS). It began at the University of Oregon and subsequently developed into a national program in the United States.

Schools can send teachers or teams to the University of British Columbia (UBC) to learn how to implement EBS programs. The training includes a week long course (usually in August) with three follow up weekends throughout the year. As well there is an annual conference held in November of each year in which EBS information is shared from various schools throughout British Columbia; as well as the EBS site from the University of Oregon.

Over the past five years my school has embarked on the EBS journey to engage students in positive behaviour. Now in its sixth year, it appears to have slowed down and has lost its initial enthusiasm. I firmly believe this program has helped my school become a much more positive place to be and feel it is now time to explore my school’s current practice in order to gain insight into what we have done, and reflect on what we need to do to refresh and put new excitement into the program to ensure it continues on the path to success.

Purpose and Questions

I examined the data collected by my present school, determined what changes in behavior took place over the past five years, and put an action plan in place to identify where my school can go from here. Our present program has suffered from a decline from the original level of enthusiasm and needs attention to restore its effectiveness. Questions requiring consideration include: What do we
need to do to get teachers, students, parents, and our community back to supporting the positive expectations of our school? How can we make it exciting and intrinsically motivating to students to follow the rules and expectations of the school and treat others in a positive way? For the project, I developed an action plan for the next five years based on the data and information collected from school staff members, students, and parents. Putting together an action plan of what has worked and how it has worked was done in order that other schools may use the package. The package will stay behind in the school to facilitate the continuation of the program.
Chapter Two

Literature Review

Research has shown that there are many factors that influence children to behave the way they do. In schools this behavior is at the forefront due to the fact that classes of 15 to 30 or more children are interacting with each other and adults for six hours a day, five days a week from September until June each year. If you do the math, this works out to approximately 1200 hours throughout the school year. That is a lot of time for these numbers of students to be together and be kind, respectful, and cordial. It is imperative then, that these people get along.

Schools of today are required to look after children and teach them not only the academic skills necessary to succeed, but also the social skills needed to deal with how to cope with life. Children of today are exposed to much more aggressive and violent behaviour through the news, movies, and video games than children were years ago. The evidence is shown through school violence such as, that which took place in Tabor Alberta, and Columbine Colorado in 1999. These events shook the countries that they took place in and made school staff take notice and be much more cognizant of what happens in their environments. In British Columbia, the Reena Virk case (1997) in Victoria shows how violence among teenagers leads to death.

In response to this, schools have taken on the challenge of teaching students the skills necessary to deal with how to interact with each other in a positive and respectful way. One such program that deals with teaching children positive behaviour is the Effective Behaviour Support (EBS) program which was developed
at the University of Oregon in the early 1980's. This well designed behaviour program deals with the prevention of problem behaviour rather than dealing with discipline after the fact. This program has spread across the United States and Canada since its introduction. The program espouses a systems approach to teaching school-wide behaviour expectations to students. Research has shown that this program leads to less discipline and fewer office referrals to students by using a preventative and proactive approach to teaching students positive behaviour expectations (Hawken, MacLeod, & Rawlings, 2007; Horner et al., 2004; Irvin, Tobin, Sprague, Sugai, & Vincent, 2004).

EBS is a systems approach to enhancing the capacity of schools to educate all students, especially students with challenging social behaviours, by establishing (a) clearly defined outcomes that relate to academic and social behaviour, (b) systems that support staff efforts, (c) practices that support student success, and (d) data utilization that guides decision making (Sugai, Horner, Lewis-Palmer, Hagan-Burke, Todd, & Tobin, 2001).

EBS is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behaviour. EBS is an integration of (a) valued outcomes, (b) human behaviour science, (c) validated procedures and (d) systems change. It is based on three levels of prevention (a) primary, (b) secondary, and (c) tertiary. It is not a curriculum but a process for individualized and sustained decision making, planning, and problem solving. It has an instructional focus where emphasis is placed on: teaching behavioural expectations directly, teaching social behaviours like academic skills, maximizing
academic engagement and success, and considering the influence of instructional support. It is based on empirically sound practice and applications in schools. It uses data to guide intervention and manage decisions (Sugai et al., 2001).

The EBS program deals with teaching students the skills to interact with each other in a positive way. Through this program, school staffs teach children common language and common behavioural expectations, thus resulting in their learning of these skills (Fenty, Miller, & Lampi, 2008; Schoenfeld, 2008; Trussel, 2008). When children are taught how to interact with one another positively in different areas of the school, using lessons that are developed by their school, then the children learn to act in this way.

Teaching social skills can be likened to learning academics; if you teach children to read then they will learn to read. If you teach children to behave, then they will learn to behave. You cannot expect children to behave if they have never been taught to behave. If they are not taught to behave at home, the next most logical place is the school. It is crucial then, that schools address these issues in order for the children to be successful interacting members of society.

In an article by Todd, Haugen, Anderson, & Spriggs (2002) it is suggested that when students are taught these expected behaviours and rewarded (intrinsically and extrinsically) they will behave in their school in a more positive and respectful manner. They suggested that intervention was the key to preventing discipline problems, and that the overall school climate could improve.

Promoting and supporting EBS through staff training and a team approach leads to a successful EBS program and on overall improved climate within the

Promoting student success socially can increase the morale of the school with both staff and students. If the children are happy to be at school, the staff can be happy to be at school. When the staff and students have an input in saying what they want their school to look like, then they feel more apt to “buy into” the program, (Todd et al., 2002).

A key to a successful EBS program is the staff training and team approach that it embraces. It is imperative for schools to have knowledge of, and training for, at least a few members of the staff in order that they can then share the EBS program philosophy and strategies with others. As stated in Colvin and Fernandez (2000), “In general, the effective behaviour support system has significantly increased the school’s capacity to improve quality instruction and behaviour management to its student body. It is this result that provides overall motivation and reinforcement for staff to sustain the model” (p. 253).

Students of all diversities can benefit from the team approach that EBS espouses (Clark et al., 2002; Murray & Worcester, 2002). Classrooms that have students with learning disabilities both physically and mentally can use the EBS strategies to help these students feel more successful within the program. Clarke et al. (2002) found that compared to conventional instruction, a severely autistic girl was taught more appropriate social skills using a team approach and functional
based assessment. The young girl was given EBS strategies to cope with her learning needs. Using the team approach and the assistance of peers resulted in fewer outbursts of aggression that were typical in the past.

As successful as the program is, it also needs to be implemented properly, which means that time and money are crucial. It has been found that schools need time, money, and staff development to implement the program. Handler et al. (2007) found that 40 – 50 hours were needed to put together an EBS plan that would enable a staff to follow lesson plans, develop a matrix, and put strategies in place to teach students positive behaviour. A further two hours per month were recommended to use as follow up for data collection and analysis. Putting a group of people together to ensure a successful program is not an easy task and it is very important to make it look attractive to the team. If you give them the tools and the incentives to work together they will feel more inclined to do so (Clarke et al., 2002).

An interesting twist to looking at the success of the EBS program was to look at financial rewards as shown in an article by Scott & Barret (2004). They found that when EBS was employed that administrators had less discipline to deal with; therefore, they had more time to do the "administrative duties," and that more "teacher" time was used for the students because they were more consistently in the classroom receiving instruction. Although the dollar figure was the important aspect of this research, it is relevant to note that students also spend more time in the classroom when they are not removed from it for discipline problems. That is extremely relevant to students’ learning.
An important facet of the EBS program is the prevention and pro-active approach to decreasing discipline (Bohanon et al., 2006; Dobie, 2006; Dunlap, Lewis, & McCart, 2008; Ellickson & McGuigan 2000; Sadler & Sugai, 2009; Gillis, 2002; Harnish, 2007; Hawken, MacLeod, & Rawlings, 2007; Horner, Freeman, & Nelson, 2008; Lewis & Sugai, 1999; Luiselli, Putnam & Sunderland, 2002; Maag, 2001; Horner, Sugai, & Horner, 2000; Metzler, Biglan, Rusby, & Sprague, 2001).

Research has shown that when students are taught and then demonstrate appropriate positive behaviour at an early age then negative behaviour can be prevented later on (Dunlap et al., 2008). Children are keen to engage and try out new behaviours at a young age. Teaching them early will help them practice and employ these positive and appropriate social skills and allow them time to add these skills to their repertoire of behaviours.

The proactive approach with EBS suggests to set up the school with matrixes (charts throughout the school that list the types of behaviours are acceptable) and then motivating students to exhibit these behaviours by rewarding them with incentives. Incentives can be such things as “tickets” which can be turned into the office and then random draws take place for prizes (decided by the EBS team). Using a preventive approach as espoused by the EBS program allows for the children to feel success with their own behaviour. This token system can be eventually decreased when it becomes apparent that children are ready to take responsibility for their own behaviour. When the time comes that some incentives may be necessary, you can bring back the token system and reward the students as necessary.
Metzler et al. (2001) found that EBS resulted in decreased discipline referrals. They found that socially aggressive behaviour decreased; and the level of praise, reward, and recognition for socially appropriate behaviour increased. Positively reinforcing students to behave rather than disciplining them later is far more effective (Horner et al., 2000; Maag, 2001).

Many programs and strategies have been put in place to address the violence within school settings, the most prominent being zero tolerance. It has been shown however that this method actually does not reduce offenses; rather, it results in more suspensions and expulsions (Horner et. al., 2000; Holloway, 2001; Maag, 2001). In a study by Morrison and D’Incau (as cited in Holloway, 2001), they found that a zero-tolerance policy targets the wrong behaviors and the wrong students. They found that the policies put in place only targeted about twenty percent of the intended group of students. Twenty-five percent of the students who ended up with expulsions and suspensions were special needs students. This was not the intended group of students who needed the behaviour changes. Holloway goes on to say that in some instances zero tolerance policies actually resulted in “higher levels of delinquency.”

Maag, (2001) states that:

Most approaches for dealing with student disruptions involve the use of various forms of punishment such as removals from the classroom, fines, restitution activities, in-school and out of school suspensions, and expulsions. Although some of these approaches may make school safer by removing the offending students, they have little effect on encouraging students to perform socially appropriate behaviors. (p. 173)

Maag’s article also states that a lot of criticism of schools’ attempts to deal with inappropriate behavior rests on the fact that many schools have addressed these
behaviors by using “passing fads” rather than sustained methods that are supported by educational research and theory. He found that until recently positive reinforcements “have been and continue to be ignored and misunderstood” (p. 175). If we want the behaviour to change, we need to teach the children how to change it. We cannot rely on discipline to deter the child because this appears to have had a negative effect.

The EBS research has also shown that students gain a better “quality of life (QOL)” and social “dignity” using the tools laid out in the EBS framework (Carr, 2007; Scott, 2007). One only needs to look at the drop-out and failure rates of students within the school systems to realize that these issues need to be addressed. When students are taught the appropriate and positive skills they need in order to function in society, they then become the leaders of their own destinies using the guidance they learned through the EBS program. Not only will the schools function in a safer fashion, but also society as a whole will benefit from students who have gained an understanding of becoming more productive and civil members of society.

An article by Colvin and Fernandez (2000) related the situation experienced at Clear Lake Elementary School. They found that the EBS program “significantly increased the school’s capacity to provide quality instruction and behavior management to its student body” (p. 253). They go on to say that schools that have their behavior expectations clearly defined can then focus on the academic programs that the students need.
The article “Teaching Recess” by Todd et al. (2002) supports the initial research on EBS. This article epitomizes what EBS attempts to do for a school. It tells of the initial researchers at the University of Oregon helping the school of Guy Lake Elementary put a system-wide set of positive expected behaviors in place for their school. The team put together “three positively stated school-wide rules” (p. 47) that the school was expected to support. The hope was that the students would learn to become “self-managers” of their behavior. Teachers were expected to teach the school rules both within the classroom setting and the school setting as a whole. When students did not follow the rules, consequences were put in place to deal with the students. These consequences ranged from “instructionally oriented” for minor violations to “office-managed” for more serious problems. These office referrals were written up and used as data to identify which behaviors were most vulnerable and needed to be addressed. These were known as “office referrals” or “behavior incident reports.” As well, teachers were expected to recognize five positive behaviors for every negative one. They were to recognize (reward) the students with stickers or what was also known as “caught you being good tokens” that could be put in a draw for extra recess or free time. This was the major premise behind EBS. Specifically, EBS recognizes that positive behavior needs to be focused on, while negative behavior needs to be minimized and consequenced. After three years of implementation, the office referrals indicated that recess behavior on the playground was of concern. The EBS Coaches then targeted this problem area and taught both staff and students how to behave on the playground. Because it was educational assistants who supervised these areas, these supervisors were the ones who
helped oversee the implementation of expectations and gave the rewards for being well behaved on the playground. The outcome of the teaching and implementation of these behaviors resulted in a decrease in the numbers of both behavior problems and office referrals.

Further research points to some conditions that help EBS function successfully within a school. Three of these are: (1) the program must be supported fully by the school's administrators; (2) at least 80% of the staff members must support the program; and (3) an EBS team needs to be in place. Until you get this type of consensus it is difficult to sustain the program (Cohen et al., 2007; Colvin & Fernandez, 2000; Homer et al., 2000; Homer et al., 2004; Todd et al., 2002). These researchers point to the fact that a systems-wide approach is much more successful when it is administrator driven and supported. The administrator must take an active role in being a large part of the discipline and recognition components of the program. If this person is not an active and influential member of the implementation of the program, it will have difficulty functioning. The team must also be fully involved in all decision making and be given the time needed to build and implement the program. There are many steps involved and if the time and information needed are not provided to build the program it will not be successful. The final piece of the puzzle is to have eighty percent support from the staff. If this type of support is not available from the staff implementing the program, it is unlikely that it will be successful. It has been suggested that EBS teams have a trained coach who facilitates the program in his or her school (Cohen et al., 2007).
The coaches' training is a very intense program and is best learned in an environment with other coaches and trainers who know the program. Another problem that stemmed from being trained as a coach is the time given to implement the program and provide the information for the staff. As a full time teacher, it is extremely difficult to run this program as well as teach full time. It is highly recommended that an administrator with a teaching time or a classroom teacher with a reduced teaching load run these programs so that the time needed can be devoted to them. The EBS program can be highly effective if its coaches are given time to manage it and that time is allocated to planning and implementing.

The research has also shown that there is a link between positive behaviours and academic performance (Horner, Todd, Lewis-Palmer, Irvin, Sugai, & Boland, 2004; Luiselli, Putnam, Handler, & Feinber, 2005; McIntosh, Chard, Boland, & Horner, 2006; Putnam, Horner, & Algozzine, 2008).

McIntosh et al. (2006) found that when school-wide universal and behaviour reading systems are in place students can feel successful in both areas.

EBS has also been linked to "time in instruction" where students who are in the classroom rather than out of it for discipline receive the academic instruction needed to achieve good grades (Putnam, Horner, & Algozzine, 2008).

Data collection is also an intrinsic facet of EBS. One of the most efficient ways to deal with problem behaviour is to be able to define when and where it is happening and who is initiating it. The ability to then look at the data and have a leadership team make a plan for the school is crucial to the success of decreasing the problem behaviour (Horner, Sugai, & Horner, 2008; Horner et. al., 2004; Irvin,
Tobin, Sprague, Sugai, & Vincent, 2004). Collecting of data allows the school to determine what type of behaviour is being exhibited by the students including; fighting, profanity, bullying, disrespect, etc. It also allows the school to determine where and when the behaviour is most prevalent and concerning. A team can then set forth a plan using the EBS strategies of lesson plans, behaviour examples, and support to the students who need the reminders and/or consequences to deal with their inappropriate behaviour (Promoting Safer Schools, 2009). Tracking these data then allows schools to analyze whether or not they have been able to extinguish the inappropriate behaviour.

The many facets of EBS contribute to a safe and orderly school. The proponents of: common language, staff training and team approach, prevention and pro-active approach, link between academic success and positive behaviours, and data collection are key to a successful program. The research shows that these components allow a school to feel the success that it is capable of when implementation takes place. With the evidence and research in place, it is clearly a program that is worthy of further study and implementation in all districts throughout the Province and beyond.
Chapter Three

Process

In this action research paper I would like to look back on the five years of data that we have collected in our school. I will use a mixed method approach focusing on qualitative methods to explore my school's current practices and gain insight and explore new paths to improve my practice of implementing EBS and its strategies.

The school at which I am presently employed opened in September of 1993. It was a brand new school that was built in the newest subdivision in Prince George. Because the school was not ready as planned, we were forced to house in another school, sharing all resources and space. In May of that school year (1994), we marched up the hill to our new school and planted ourselves in the environment which we would call our “new home.” It was an exciting and adventurous time.

Fast forward 10 years.

As the school grew, so did the types of children attending it. We were finding our enrollment increasing in size to the point that 400 children were being housed in a school built for 250. Children and staff alike were struggling to find their niche. The staff felt that we did not have a connection with the types of students that were coming to our school. We searched for a way to identify what it was that we wanted to do and finally an idea came forth. The staff felt that the students were behaving in ways that were not positive or respectful. After hearing about a program being introduced in the district entitled “EBS,” we decided to research it and find out if it would meet the needs of our growing population of students. After finding out more
about the program we decided to adopt it and train some of our staff to implement a system-wide approach to improving student behavior, which would then improve the morale of both students and staff members.

In August 2003, our school implemented EBS. As a grade 7 teacher, I volunteered to take the training with another staff member from the primary group. We went to UBC for a week-long course and then were responsible for attending three follow-up weekends during the school year. There was also an annual conference held in November of each year for teachers, coaches, and/or anyone else interested in learning about or expanding EBS programs.

Procedures

Year One (2003-2004)

During the five days at UBC, we were overwhelmed with ideas on how to implement this program. We came back to our school full of enthusiasm on how other schools had created EBS programs at their schools. This led to ideas on how we could implement a program at our school. It was an exciting and enthusiastic training session.

During the first month of returning back to our school, we engaged in dialogue with our staff about what types of behaviours we would like to see in our school. In our initial September staff meeting, it was decided through input from staff, students, and parents that we wanted the school to be safe, positive, achievement oriented, respectful, and kind. The acronym "SPARK" was adopted to symbolize these objectives. This acronym reflected the types of behaviours we wanted to see in our
school. S stood for safety, P stood for positive, A stood for achieve, R stood for respect, and K stood for kind. Each type of behaviour was then defined in terms of how it would look in our school. A matrix (see Appendix A) was also developed to indicate where these behaviours needed to occur, for example the playground, hallway, library, gymnasium, library, etc. Staff members were then asked where they thought the problems of misbehaviour occurred in the school. They reported that students had difficulty with their behaviour at recess and lunch. Groups of the staff members were formed to discuss and brainstorm the following questions:

(1) What do you like about how kids play at recess and lunch?
(2) What is it about their play that makes you uncomfortable?
(3) What could you do to make it better?

The premise of the EBS program is to focus on what staff and students should do, not on what they should not do. After group discussion and feedback, the ideas started to form about what our school should do.

A matrix was developed as a result of this consultation (see appendix A). We posted the matrix in all classrooms, hallways, and areas where this behaviour was expected. The behaviour expectations were taught to students during school start up in September through lessons created and/or collected by the two coaches. Primary and intermediate lesson plans were made available. The students were broken up into family groups (primary and intermediate) and then were rotated through lessons taught by the whole staff in 45 or 90 minute blocks. If possible, the expected behaviour was role-played, then the students practiced the behaviour on the playgrounds and in the classrooms as directed by their teacher. These
behaviours were re-taught periodically through the year when necessary (after Christmas break, spring break, etc.). As well, some classroom teachers continually re-stated and re-taught the expectations with the classes constantly through the year. For example when the class was getting ready to walk to the gym, the students were asked how they would walk through the hallways and how they would act when in the gym. Student responses informed the teacher whether the students were understanding and implementing positive behaviour expectations.

The students were then rewarded throughout the year with “SPARK” tickets when they were observed performing the behaviours outlined by the matrix. Staff carried SPARK tickets with them at all times in order to be ready to reward the students. The tickets were then placed in a box and winners were drawn on a weekly basis. Small toys, stickers, etc., were used as the incentives.

Information about students’ misbehaviour was collected through office referrals. These were labelled “Behaviour Incident Reports” (BIR) and were given when students were not following expected behaviours. There were three levels of misbehaviour: minor, moderate, and major. Each category listed the type of behaviour not being followed, for example non-compliance, fighting, etc. It also listed the action taken by the student in order to deal with the misbehaviour, for example think paper, office visit, talking it out. After three BIR’s the students were given warnings about possible suspensions. After each BIR, parents were contacted to let them know of the situation in which the students had placed themselves. Data were entered into a computer program and their results were tabulated to determine what the behavioural problems were, as well as where and when they were occurring.
After the program was initiated, we presented the information to the Parent Advisory Council (PAC). This presentation included a hand out that outlined the EBS program and how it would affect our school (see appendix B). It was important to let the school community know what our school culture was. Throughout the school year we looked at the data (see appendix C) in order to analyze what behaviours were causing concern, when and where they were causing concern, and what were their consequences. Through our analysis of these data we found that the months of November, December, and February were the periods of time that were associated with the largest numbers of Behavioural Incident Reports. The most common problem was snowball throwing. During these three winter months, teachers were reminded to address the problem by talking with their students about snowballs and how dangerous they could be. As well, if there were any pertinent lessons learned from these conversations, these were shared among the staff. Disrespect was also a concern, but it tended to occur during the first couple of months of school. Teachers were reminded to re-teach lessons on respectful behaviour that were initially taught at the beginning of the school year. Re-teaching these lessons reinforced behavioural expectations throughout the school. Finally, we reminded teachers to continue to focus on the positive behaviour that was being displayed. An EBS strategy was to recognize six to eight positive behaviours to every negative behaviour. Although this is easy to do at the beginning of the school year, it becomes more difficult as time passes because teachers get tired of observing and recognizing student behaviours. For this reason, the use of this strategy needed to be reinforced.
The EBS strategy espouses that a school must look after the staff in the building as well as the students. During the school year, when we were able to meet to discuss EBS (once a month during a staff meeting), we gave out coffee cups and goodie bags to teachers who were noticed to be employing EBS strategies in the classrooms and around the school. They enjoyed the little perks and we found it beneficial to bring all staff on board with the program.

Data were also collected from staff members, students, and parents about their opinions of EBS. These data were collected by means of a survey (see Appendix J) conducted in February of each school year. It demonstrated that for the most part parents were aware of our program and had discussed it with their child/children. We also found from the data that parents shared the opinion that too few students’ names were drawn during our SPARK draws.

As the first year came to a close, we felt the EBS program had been successful. The two factors that needed to be addressed to maintain and improve it were to make sure at least 80% of the staff members supported it, and to provide more time for the coaches to manage the program. The factors that had been successful were the development of the matrix and the establishment of a culture of school-wide positive behaviour. Year Two was ahead of us and we felt we had a good start in establishing what we needed to do based on the above-mentioned factors.
Year Two (2004-2005)

In year two, we began the school start up with two days of teaching and re-teaching student social responsibility. In multi-age groupings, students were taught the school-wide positive expectations. This occurred in ninety minute segments that rotated throughout the day to teach lessons on respect, kindness, safety, and positive behaviour. This took place until class placements were finalized. The SPARK tickets were handed out daily, with the teachers remembering to focus on six to eight positive behaviours to every negative one. Monthly themes again were laid out for the school year (See Table 1).

Table 1

School-wide Themes (2004-2005)

<table>
<thead>
<tr>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maple leaf - write your name and each point identifies a strength</td>
<td>Doves – to recognize Remembrance Day</td>
<td>Cooperative -- Christmas; banners in gym; Salvation Army - Hampers Operation Christmas Child</td>
<td>Theme - fall</td>
<td>Theme - peace</td>
</tr>
</tbody>
</table>
We also tried to implement painting classroom windows each month to reflect a SPARK theme; however, this was not accepted by the majority of the staff. As well, we thought about highlighting some light and personal information about two staff members, but this did not come to fruition due to time constraints. Although the ideas were there, it was difficult to implement them due to the fact that they took time to implement and we were not given the time to do so. The themes noted in Table 1 were initiated because they did not take a lot of organizational time. Throughout the year, SPARK tickets were given out and biweekly draws for small prizes continued to occur.

I met with the other EBS coach every month for approximately 45 minutes to determine if we were meeting the goals that we had set in September. Some months this meeting did not occur due to other commitments throughout the school. In November, we met to discuss January because this seems to be a month that students need reminders on the positive behaviour expectations that our school follows. We decided that a SPARK blitz should occur the first week of January, and the re-teaching of the positive expectations throughout the school should also occur. Staff members were reminded about this blitz and asked to follow through with their parts of it during the first week after Christmas vacation. Referring to the data, it appears evident that we were able to keep the students focused on positive behaviour (see Appendix E). An EBS handbook was also developed during this academic year. The administration took the information that we had worked on and converted it into a handbook (see Appendix I).
In June of this year, we had a final EBS meeting to wrap up the year and determine the direction for the upcoming year. It was decided to continue teaching the SPARK expectations to students in multi-age groups and in 45 minute segments. We continued to share with the staff whether or not the students were hearing the same SPARK “language” from all staff members so the expectations would be school wide.

Year Three (2005-2006)

The school year started again with two days of teaching students the positive behaviour expected at our school. The students were again put into the multi-age groupings, elementary grades four through seven and primary grades one through three. We focused on safety and respect to self, others, and the environment. Throughout the year students again received “SPARK” tickets when they were “caught” displaying the expected behaviours.

I met with the other EBS coach to determine what types of activities we could run this year that followed the philosophies behind the program. We again decided to employ monthly themes (see Table 2).
### Table 2

**School-wide Themes (2005-2006)**

<table>
<thead>
<tr>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to safety and respect</td>
<td>Positive Attitude</td>
<td>Respect (Remembrance Day)</td>
<td>Kindness (Operation Christmas Child)</td>
<td>Review all SPARK behaviour</td>
</tr>
<tr>
<td>February</td>
<td>March</td>
<td>April</td>
<td>May</td>
<td>June</td>
</tr>
<tr>
<td>Academic Achievement</td>
<td>Academic Achievement</td>
<td>Respect</td>
<td>Kindness</td>
<td>Kindness</td>
</tr>
</tbody>
</table>

We also surveyed the staff and asked for their input this year about the start-up days in September. We were interested to know if the staff liked the start-up days or wanted something new. The survey consisted of seven questions:

1. **Does the format work for you?**
2. **What would you change?**
3. **What would you like to keep the same?**
4. **Would you prefer pre-planned lessons?**
(5) Do you want to change the focus? For example, to positive and kindness lessons?

(6) Would you like to focus on the problem solving model during these days?

(7) What would you like the two day start up to look like? Would you prefer one day and do something different the second day?

Responses came from about ten out of twenty staff saying they would like to do something different. They wanted only one day devoted to social responsibility, and they wanted to stay with family groupings of students.

We followed the monthly themes and monitored student behaviour through the Easy Discipline software. This software allows the school to input the type of behaviour, when it took place, the action taken, and then print monthly data. The software displays the data in tables and arranges it in order for it to be analyzed in terms of where and when it occurred, and who was involved.

The Behaviour Incident reports showed that students were “unsafe and rough” and “disrespectful.” These behaviours occurred in the months of November through January. We did not review the data on a monthly basis because there was just not enough time to do this. In February when we did review the data, we realized that for the following year the data must be reviewed on a regular monthly basis so the problem behaviours could be addressed. If we did not look at the data on a regular (monthly) basis, it was difficult to determine what the problem behaviours were and where they were occurring.
**Year Four (2006-2007)**

Students were put in family groups of intermediate and primary students. Students filtered through one day of 45 minute lessons based on the core values of SPARK. The other EBS coach and I again laid out a yearly plan to focus on SPARK attributes (see Table 3).

**Table 3**

**School-wide Themes (2006-2007)**

<table>
<thead>
<tr>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start up days</td>
<td>Assembly (grade 7 to do pep rally song)</td>
<td>Remembrance Day</td>
<td>Continue with Operation</td>
<td>Kindness Meto-We Club</td>
</tr>
<tr>
<td>to teach</td>
<td>Review Wits</td>
<td>Operation Christmas Child</td>
<td>Christmas Salvation Army</td>
<td>SPARK banners revealed</td>
</tr>
<tr>
<td>SPARK expectations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>February</td>
<td>March</td>
<td>April</td>
<td>May</td>
<td>June</td>
</tr>
<tr>
<td>Contributing to</td>
<td>Achieving</td>
<td>Review expectations of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>classroom and</td>
<td></td>
<td>SPARK values</td>
<td></td>
<td></td>
</tr>
<tr>
<td>school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>community</td>
<td>Solving problems in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>peaceful ways</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This year Social Responsibility was a “focus” in our school. Our “School Plan for Student Success,” which is a large part of how the school will focus itself, was based on socially responsible behaviour (see Appendix H).
The school now had a goal with social responsibility as a primary focus. It centered on having students become responsible in their school to promote positive behaviour and make a positive difference in other people's lives. The whole school became involved in supporting the plan once it became a school initiative.

Year Five (2007-2008)

This year started off a little differently. Students were put in grade groups and were filtered through a day and a half of lessons centered on a literacy goal and a social responsibility goal. Primary students focussed on safety and intermediate students focussed on metacognition and SPARK values. We chose the movie, "Bridge To Terabithia," then showed it to students in small parts. We then discussed metacognition and SPARK values with the students using parts of the movie.

We reminded staff members to teach and re-teach the positive expectations throughout the school year. We also reminded to them to make sure they were reminding students on a daily basis how to show the positive behaviours in our school. Reminding the students how to go down the hallways would be an example; i.e., quietly, single file, and hands to yourself.

It was fortunate this year that we were able to attend the "Making Connections" conference in November. This conference is held each year in November and is sponsored by BC Case. During this conference one of the initial founders of EBS, George Sugai, headed up the conference and offered advice and strategies to initiate the program and explain how to keep it going after it has been implemented. That experience was refreshing and we came back with some ideas to
refresh the program, engage our colleagues, motivate the students, and have some
new “fun” with the program. Initially we came up with developing a new matrix
because the old one appeared to be too detailed. We narrowed down the areas to
“inside, outside, and everywhere.” Although we were hoping to initiate the new
matrix in this school year, it did not occur until the end of the school year so we
could have it in place for the 2008-2009 year. We had staff fill in a "blank" matrix with
ideas on the behaviours that should be emphasized by means of positive language
expectations. This was the same procedure that was followed when we initially
implemented the program and had the matrix based on every area of the school.
The school year ended with us having developed the new matrix and looking forward
to refreshing the program.

At the end of year five for our EBS program, it had become apparent that EBS
had taken a back seat to other initiatives in our school. Initiatives emphasizing
"Numeracy" and "Literacy" had become focal programs for our school. We were
proud that the initiatives of EBS had resulted in our positive school environment;
however, after discussion with the other EBS coach in my school, we realized that
we needed to prepare a formal plan based upon what we have done and where we
could go. We needed to present a report that shows what the school looks like today
and how it got there so that if someone else came to the school and the EBS
coaches were no longer there, the program could continue. We also needed to get
the staff back on board with focusing on the initiatives of EBS. It appeared that we
needed to focus on positive behaviour by teaching, modelling, and continually re-
teaching our expectations so that students would continue to see what positive
behaviour should look like throughout the school – inside, outside, and everywhere at all times.

Year Six (2008 – present)

We have new administrators this year. They have encouraged the EBS program to continue and they look to the two coaches for information about how it works and is implemented.

This year followed with the first day of school in grade groups whereby the grade teachers took their students and taught SPARK lessons. The students again were filtered through 90 minute lessons teaching the SPARK core values. Older students were focusing on kindness and respect, whereas younger (primary) students focused on safety, especially playground safety.

Teachers were reminded to hand out SPARK tickets to students exhibiting positive behaviours. Staff members were to recognize 6-8 positive behaviours to every negative one. At a recent staff meeting, the staff was reminded to hand out the “SPARKs” and to remember to recognize students for the good behaviour they are exhibiting around the school. We have new staff members at our school and the EBS program was quickly explained to them. It is crucial to make sure when new staff enter your school that they understand what EBS is and how it applies to the school. Our staff handbook on EBS is a great idea to share with the incoming new staff members. Inviting them to our team meetings will also occur.

The other EBS coach and I have been able to meet only once this year. There have been cutbacks to the leadership blocks that allowed us to meet monthly
in previous years. To date we have not laid out our yearly plan. Our vice-principal left on an early maternity leave and we now have a new vice principal who is not yet familiar with the programs at the school. We will need to give both him and the new principal time to find out if EBS fits well into our school plan.

*Upon Reflection of the Last Five Years.*

Overall the program has been a success. For the most part the students who have been part of the school for the last five years understand and follow the school-wide expectations that we have put in place. They have been taught and re-taught these expectations for several years. From this experience students know what is expected at school and how to behave in a positive fashion. I feel the students who have been at the school for the last five years have a good understanding of what being safe, positive, achieving, respectful, and kind looks like. For the most part, the students enjoy the SPARK tickets and the draws that occur weekly. Through general observations it appears the older students are not as keen and we need to ask the new EBS team to look at what we could do to keep the older students involved. In my classroom I use lesson plans and projects to keep my grade seven students as actively involved as I can. Some of the activities I have done are: run school-wide SPARK assemblies with dance routines and cheers, organize Technology Fair projects with SPARK themes, and make short story booklets for our little buddies with SPARK themes. I feel that it is important to keep the older students actively engaged in EBS activities to keep them constantly thinking of the positive behaviour on which it focuses. Sharing these ideas with the whole school has helped keep the
school aware of how positive behaviours and expectations can be taught and shared with others.

The new matrix with a simplified version of “inside, outside, and everywhere” will help the students to be aware of the behaviour expectations in the building. The staff input concerning the types of behaviours will be a refresher for everyone as a reminder of the types of behaviours expected in our school.

The problem behaviours appear to be most prevalent on the playground. After looking at the data for the last five years, this is the area of most concern. It is time to address this area of concern and put the action plan in place to determine how best to remedy this problem area.
Chapter Four

Results

Using a mixed methods approach with a focus on qualitative methods, I have summarized the data from the last five years at my school. I have taken each year and made comments on the data and how it demonstrated what behaviours took place each year. From looking at these data over the past five years I was able to see how the behaviours have changed and/or developed over time. It was apparent in our first year that misbehaviours were prevalent. Since that time, the misbehaviour has changed dramatically and has now appeared to remain at a constant level. I find it a bit ironic to talk about misbehaviour in this fashion when EBS focuses on what we should do in terms of behaviour rather than what we should not do. However, one of the strengths of EBS is to analyze the data and then put an action plan in place to deal with the misbehaviour in order to extinguish it. My thoughts on what has happened over the past five years are reflected in the following pages.

Year One (2003 – 2004)

The data from year one (see Appendix C) indicated that students struggled with maintaining appropriate positive behaviour on the playground. Disruptions, throwing objects, and disrespect appeared to be the most prevalent problems. The majority (60.5%) of this behaviour took place on the playground. Looking back, it appears that we were not doing a very good job of teaching students appropriate behaviour on the playground. Most of the inappropriate behaviour was taken care of
through problem solving discussions and detentions. Some children had lunch restrictions due to their inability to behave positively during lunch time.

One of the reasons that playgrounds were difficult areas could have been that students did not see noon hour supervisors as staff members and felt that they could get away with not acting appropriately. This is assuming that the inappropriate behaviour took place at lunch and not recess. One point to mention here is that the type of data collection used did not indicate the time of day such behaviour took place. It could also be that since we have supervisors on the playground at lunchtimes, they may not be trained appropriately to deal with the students who are struggling to act positively. Noon hour supervisors did not attend the staff meetings where most EBS strategies were discussed. It would be beneficial to have had them trained with the rest of the staff in order to assist them to recognize positive behaviour and teach positive behaviour to students who needed such reminders.

Year Two (2004-2005)

Data from this year (see Appendix D) indicated again that playgrounds were problem areas, with dangerous behaviour, disrespect, and fighting being the most serious problem behaviours. The months of January, February, and May appeared to be the months causing the most concern. The action taken to deal with the inappropriate behaviour was problem solving discussions with the staff and students involved and recess/lunch restriction for those students who had difficulty behaving appropriately. Again the data do not reflect what time of day the actions took place;
therefore, it is difficult to determine if recess or lunch was the major period of concern.

This year we did a parent survey (see Appendix J). The parents were surveyed to find out their knowledge of the EBS program. We found from the survey that the program was not being discussed at home among children and their parents. Although they agree that social responsibility was a useful goal (95%), some parents did not know that it was tied into the EBS and SPARK program (70%). This showed that we needed to include more parents in the process and have their feedback in order that they would support it at home. It is interesting to note that although parents find it important, only one-half (56%) of the parents who responded would support it at home. Maybe if they had been part of the process early on they would have been more interested in it.

*Year Three (2005-2006)*

Playgrounds were the principle problem areas, while disrespect, unsafe, and rough behaviour were the principle behaviours of concern during the months of December and January (see Appendix E). It was not able to be determined if the behaviour occurred at recess or lunch because the BIR’s did not have a category to indicate when the behaviour took place. Most often problem solving discussions took place with the students in order that they could reiterate the positive expectations of the school. Reminders of the “school code of conduct” were also used when dealing with the inappropriate behaviour of the students. The category that was labelled “other” involved in-school and out-of-school suspensions.
An area to be looked at in terms of the BIR’s is that a category should be included to determine if the behaviour took place at lunch or recess. This information will allow teachers to know how much attention is required by each period, and if the practice of having the noon hour behaviour supervised by teaching assistants rather than teachers is a contributing factor.

Year Four (2006-2007)

This year we saw unsafe and rough behaviour. This occurred mainly on the playground. The month of May saw the most behaviour problems. It is difficult to determine from the data if it occurred during recess or lunch. Again, it would be worthwhile to categorize this in order to find out when the problem occurs most frequently, and if it is due to the fact that during recess teachers supervise, while at lunch, noon hour supervisors look after the students (see Appendix F).

Year Five (2007 – 2008)

The final year of the five year implementation saw the playground as a major area of concern (see Appendix G). In January, February, and May, the school saw unsafe and rough behaviour as a huge concern. As discussed from previous years’ data, it would be beneficial to have the time of day the behaviour took place be noted and classified on the print-out of data.

During the first year of the program, 2003-2004, the majority of the BIR’s identified disrespect towards staff. The next year, this number declined. The data showed that through the implementation of teaching positive behaviour to students, they respected both themselves and others. It appears that since year three,
disrespect has again become an area of concern. The data from the past year have reflected that the behaviour of the students has declined and reverted back to disrespect that goes as far as physical violence. It became evident through looking at the data over the five year period that it was time to address again the problem behaviour areas in the school and engage the staff in following the EBS strategies that made our school a safe, positive, kind, and respectful place.

However, having noted these changes, it is also apparent that there has been an overall decrease in misbehaviour since the inception of EBS. The cycle has been a bit up and down over the past five years, but it has seen a dramatic decrease since year one. This is a milestone for my school and it adds support to the fact that EBS has worked in my school in a systems-wide fashion, and we now need to address certain areas that appear to need more support than do others.

We have not surveyed the staff in the last two years to find out if they are happy with the program. This will be something to be done next year when we refresh the program. It has suited the needs of our school and has run quite positively over the past 5 years. The EBS program needs 80% support from the staff. This has been a struggle over the years. Some staff feel that their classroom management works for them and they are not keen to take on something new. Other staffs engage in the EBS strategies and then fall back on routines that have worked for them in the past rather than continuing to focus on positive expectations. As some research has suggested, it is easier to deal with misbehaviour through reactionary measures (Maag, 2001), rather than continually re-teach, model, and support what positive behaviour should look like.
Chapter Five
Implications
Where Can We Go?

Based on the data, it appears that some aspects of our program need assistance.

1. Our BIR's need to have the time of day recorded on them. We need to be able to disaggregate the data so we know if the types of behaviour are occurring at recess or lunch. The reason for this is so that we can see if students are struggling with their behaviour while teachers are on the playground or while noon-hour supervisors are on the playground. Teachers also have a stronger relationship with students and a common language because they are with the students for much longer periods of time than are the noon-hour supervisors who work with the students only during that time period and may not have access to EBS materials and resources to deal with the students.

2. Looking at the data on a monthly basis would help put a plan in place to deal with students who need extra assistance. We could analyse where and when the students were struggling and then do some re-teaching before the negative behaviour took place. For example, January appears to be a month that students lapse into forgetting positive behaviour fundamentals. Re-teaching in the first week of January of all expected positive behaviour, as well as blitzing SPARKS so we focus on what the students are doing well should be mandated for all staff in order that students have subtle and
positive reminders of how they should behave. Although this has been attempted previously, it has not been consistently continued or completed.

3. A manual very similar to the EBS manual we have needs to have more information for staff. In particular it needs to specify the types of lessons that can be delivered to students. This is to ensure that when students are struggling, teachers have lesson plans at their finger tips to indicate and reinforce the positive behaviour expected at our school.

4. A manual for noon-hour supervisors could be put together. They have a more difficult job with the students because they do not have the connections to the students or the access to the professional development opportunities or EBS resources that teachers have. One of them could be on the EBS committee in order that he or she could be trained to understand the program and serve as a leader of it for the other supervisors. This could allow supervisors to be represented and to offer their suggestions for building improved relations with the students.

5. The EBS program also needs to renew the support of staff members by providing new lesson plans, recognizing their commitment, and rewarding their successful contributions. These initiatives combined with sharing the data used to evaluate the long-term results of the program will help them to see its lasting changes and success.

6. Formation of an EBS team with teaching staff, administration, and noon-hour supervisors in order that the team holds monthly meetings to analyze data,
suggest strategies to deal with problem areas (playground) and problem times (January and February).

7. Continue professional development and attend the “Making Connections” conference in order to learn, refresh, and invigorate the program with the EBS team.

8. Include parents and students in EBS meetings to seek their input and ideas on the EBS program and how it can be implemented and used successfully.

9. Playgrounds appear to be the most problematic area at our school. It is time to have the EBS team look at how we can re-train the staff to deal more appropriately with this area. Some examples of this retraining are: (1) having the leadership students put together games for the students so they are actively engaged in a structured activity while on the playground, (2) retraining staff to reward more of the positive behaviour, and (3) initiating a more intense action plan for students who consistently misbehave on the playground.

Conclusion

My journey ends here. After looking at the data and the progress and implementation of the program, it appears that we have some work to do. Year six has been a “holding” year for lack of a better expression. With the new administration, the loss of one of the school EBS coaches, and the lack of time commitment by the remaining coach (who went back into the class full time) we have some work to do.
It is now March 2009 of Year Six. An EBS team has been formed with five members. One of the new members is a noon hour supervisor who can share the information from the team with her colleagues. Because the team is newly formed, we will be having meetings just to get to know the program better. One of the new team members is already trained in EBS strategies from a previous school. It will be an exciting time to have the team start focussing on all strategies that EBS employs. The only drawback is the administration has not joined the team. They have made time available for the team to get together; however, it has not been enforced by those involved. We are in the process of focussing on the playground area at recess and lunch to see if we can brainstorm activities for students to keep themselves and others busy in a respectful way. The team will meet in early May to make a list of these games and activities and find ways to have them supervised and implemented.

One of the exciting things to have happened this past year is the formation of the EBS team which the school has never had. It had solely relied on the two coaches to implement, plan, and deliver all the activities to the staff. Now that more members are on the team, the delivery process can be divided among those involved and more activities may take place headed up by different members of the team. At the first meeting, the excitement that was being generated by the team was something that had not happened in the last year. Ideas were flowing and people were willing to take on new roles and find out information from others in the district that they knew may give suggestions for different events to try, such as PEP rallies, house team celebrations, playground game booklets, leadership students' activities
surrounding SPARK, and others. I look forward to being part of this team that has brought some enthusiasm back to the program and will help take ownership of making it as exciting and adventurous as was during the initial start up of the program six years ago. Now that a team has been put in place, they can share their enthusiasm with others; in turn, this will have a ripple effect in drawing others into the program in a more consistent and stronger fashion. Rather than having just two people always sharing the ideas, now five can share and bring their new ideas into the program. Because the staff have been exposed to the past five years of EBS ideas, they can help assess what they feel has worked and what they feel needs work using fresh “eyes” to do that. This is an exciting time for me. I feel very passionate about this program and now have colleagues who are starting to feel the same. Maybe my enthusiasm has started to take hold on others. I look forward to this new journey with my colleagues. Working with the new team may help invite others to join the team and/or find a renewed interest in the program in order to gain the 80% staff support needed to keep the program as successful as it can be.

Engaging the older students in leadership roles and on the EBS team may help gain their interest. Students could organize playground games and be involved in the setting up of events, for example SPARK assemblies in order to assist with EBS activities. To inform and engage parents in the program, it may help to have an open house at the beginning of the school year in order to familiarize the parents with EBS and the SPARK philosophy within the school.

It is also time to re-engage the staff with a stronger commitment to the program. In our EBS team meetings this will be a topic of discussion to see if we can
come up with some ideas on how to engage the staff in continuing to teach, re-teach, and recognize when students are engaging in positive behaviours. It is evident that students like to be praised for doing a good job; therefore, it is also evident that staff members need to be recognized as well. It may be time to bring back small treats for staff members who have been “caught” engaging in SPARK activities. The EBS team will also be asked what types of activities can it do to make sure we have 80% buy-in from the staff and how will we know if this is occurring. These discussions will take place in the upcoming months and early next school year.

A new 5 year plan and an EBS booklet have been put together (see Appendix K). It is now time to act on the suggested ideas using the new team, new ideas, refreshed old ideas, and some energy from a group of people who have committed to employing and implementing the strategies of EBS that have made our school the successful one it has become.
References


Scott, T., Barret, S.B. (2004), Using staff and student time engaged in disciplinary procedures to evaluate the impact of School-Wide PBS. *Journal of Positive Behaviour Interventions, 6*(1), 21-27.


## Appendix A

### Spark Matrix

<table>
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<th>Be Positive</th>
<th>Achieve</th>
<th>Be Respectful</th>
<th>Be Kind</th>
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<td></td>
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Appendix B

PAC Presentation

Sept. 16, 2003

Effective Behaviour Support

EBS is:
- a school wide positive behaviour support system
- systematic and individualized strategies to achieve social and learning outcomes
- preventative (problem behaviours)
- not a curriculum. It’s a process for decision-making, planning and problem solving
- behavioural expectations are taught

SPARK

- S is for Safe. We’ll promote safety in all areas of the school. We’ll take 2 weeks and focus just on safety.
- P is for Positive. We’ll teach what “positive” looks like. Children will be recognized for behaviours they’re doing correctly (spark tickets).
- A is for Achieve. An important focus for our school.
- R is for Respect and Responsibility.
- K is for Kind

SPARK tickets These will be given out by all staff members to students who are meeting the behavioural expectations in our school. The goal is for all staff to interact with as many students as they can at all times, not just at recess and not just the students in their class.

Levels of behaviour. Level 1 will be dealt with by the classroom teacher and these behaviours are usually defined by one time offenses.

Level 2 are chronic behaviours exhibited by students who have not responded to the warnings they were initially given about their behaviour.

Level 3 behaviours are immediate referrals to the office (fighting, etc.)
EBS allows for and teaches social responsibility to all members of a school system from administration, to the students themselves, as well as the parent community. We must teach positive expectations to students. We can’t assume all students know. It is our responsibility to help them remember. And for every 1 warning to a student about inappropriate behaviour, we will give 6-8 positive “sparks” to those students who are following the behavioural expectations as outline in our behaviour matrix.

In a school of 400+ students, it is extremely important that students feel safe and secure in order to improve their ability to learn. EBS will allow us to do that.
EBS promotes a positive school climate

What is EBS?

EBS stand for Effective Behaviour Support. It is a team approach including entire staff, students and community, building consensus to assess a school’s needs and develop the following components:

* Mission statement
* Positively state behaviour expectations or rules (matrix)
* Strategies for encouraging rule expectations (SPARKS)
* Strategies for discouraging rule violations
* Procedures for monitoring and record keeping
What is SPARK and what does it stand for?

SPARK is an acronym for school wide expectations within Southridge Elementary. It stands for S= Safe, P= Positive, A= Achieve, R= Respect, and K= Kind. Students are taught expected behaviours and then when they are caught exhibiting these behaviours, they are rewarded with a coupon, which we have labelled SPARK. On the coupon it may state which part of SPARK the student is rewarded for and it also has the teacher and student name on it. These coupons are then put into a classroom or school-wide draw and the students’ names are drawn weekly or monthly and they win small prizes.

The expectation for this “reward system” is that initially students will be excited about receiving rewards and recognition for their behaviour. Eventually, these “reward coupons” will be phased out and the student will intrinsically follow the school wide expectations for SPARK.
Appendix C
2003-2004 Data

Year 1

Summary of Behaviours by Location

2003/2004 Southridge Elementary School

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### Year 1

#### Total Minor Referrals Summary

**2003/2004 for Southridge Elementary School**

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Appendix D

2004-2005 Data

Year 2

Summary of Behaviours by Location

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## Total Action Taken Summary

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**Total Major Misbehaviours Summary**

2004/2005 for Southridge Elementary School

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2005/2006 Southridge Elementary School

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Year 3

**Total Major Misbehaviours Summary**

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#### 2006/2007 Southridge Elementary School

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Appendix G

2007-2008 Data

Summary of Behaviours by Location

2007-2008 Southridge Elementary School

<table>
<thead>
<tr>
<th>Location</th>
<th>Count</th>
<th>%</th>
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<tbody>
<tr>
<td>Class</td>
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<td>Gym</td>
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<tr>
<td>Washroom</td>
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<tr>
<td>En Route</td>
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## Total Action Taken Summary

### 2007/2008 Southridge Elementary School

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<tr>
<th>Category</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
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Year 5

Total Misbehaviours Summary
2007/2008 for Southridge Elementary School

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<th>Nov</th>
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<th>Jan</th>
<th>Feb</th>
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<td>23</td>
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</tbody>
</table>
Appendix H

School Plan For Student Success

Southridge Elementary

School Plan For Student Success

2006-2007

Goal 2: To improve Social Responsibility

Objective 2.1 Primary and intermediate student will demonstrate socially responsible behavior within a safe, orderly environment.

Strategies:

1. School-wide expectations will be consistently taught to each student the first week of school in September; these expectations will also be thoroughly reviewed the first week after Christmas and after Spring Break.
   - In September, the students will be placed in multi-age teams for one day and will participate in a school-wide common curriculum focused on social responsibility.
   - The next day, the school will come together as a group and interact with a motivational speaker to further emphasize our social responsibility goals.

2. SPARK core values (Safety, Positive Attitude, Achievement, Respect, and Kindness) will be re-introduced as school-wide monthly themes at student-led assemblies. The schedule is as follows: September Focus – Safety; October Focus – Positive Attitude; November Focus – Respect; December Focus – Kindness; Focus on Achievement in all months.

3. “SPARK” tickets will be used in September to recognize and reinforce positive student behaviour, with a particular focus on safety.

4. The social responsibility goal will continue to be a focal point in the culture of the school:
   - the Southridge Code of Conduct (Matrix) and SPARK core values have been printed on large posters and placed throughout the school (office, foyer, gym, new wing); smaller posters are in each classroom;
   - SPARK banners will be created and posted in the gym;
   - the revised mission statement will be displayed on a sign in the front foyer.
5. Students will self-evaluate their performance at the beginning and end of each term.

- In September, all students (grade 1-7) will receive explicit instruction on using the Social Responsibility standard (Contributing to the Classroom and School Community, Solving Problems in Peaceful Ways, Valuing Diversity/Respect, Exercising Responsibility). The primary focus will be on the first social responsibility strand, Contributing to the Classroom and School Community.

- In September, all students (grade 1-7) will receive explicit instruction on the rating scales of the Social Responsibility Standard: 1 – not yet; 2 – minimally meeting; 3 – fully meeting; 4 – exceeding.

- Student from grades 1 – 7 will use a “friendly” self-evaluation form for goal setting and self-monitoring. Teachers will receive a “draft” outline in September that can be modified to suit the specific needs of their classroom community. The outline will refer to the strands and rating scales of the Social Responsibility Performance Standard.

- From the self-evaluation form, students will create a Social Responsibility Action Plan for each term. Primary students will focus on “Working and Playing Together” Intermediate students will focus on “Making A Difference” (see objective 2.3)

-At the end of each term, students will assess their progress related to their Individual Action Plan and based on this assessment, create a new plan for the following term.

Objective 2.2 Primary and Intermediate student will demonstrate knowledge of how to solve problems in peaceful ways.

Strategies:

1. In October 2006, in conjunction with the school-wide theme on “Positive Attitude” students will receive explicit instruction on the “problem solving” model, WITS: Walk away, Ignore, Talk it out, Seek help.

Instruction will be consistent with the format established in September and will focus specifically on the social responsibility strand, Solving Problems In Peaceful Ways.

2. “SPARKs” will be used in October to recognize and reinforce positive student behaviour with a particular focus on appropriate problem solving behaviour.

3. In term two (January) all students will complete the Focus on bullying Lessons assigned to their grade. Lessons will include a correct and clear definition of bullying/teasing/being picked on and “fairness”. As well guest speakers will give age-appropriate presentations to student on bullying, exclusion and/or racism.

4. Kindergarten students will continue to participate in the Roots of Empathy program (if it’s still available) that focuses on raising levels of empathy in children, resulting in more respectful and caring relationship and reduced levels of bullying and aggression.
5. The Behaviour Incident Report will be revised to compliment BCeSIS.

**Objective 2.3** Primary and Intermediate students will demonstrate respect for themselves, others and the environment in a community focused on “healthy eating and active living”.

1. In November 2006, in conjunction with the school-wide theme on “Respect” students will receive explicit instruction on ways to respect themselves, others and the environment.

Instruction will be consistent with the format established in September and will focus specifically on the social responsibility strand, *Valuing Diversity*.

2. “SPARKS” will be used in November to recognize and reinforce positive student behaviour, with a particular focus on respectful behaviour.

3. Throughout the year, Primary and Intermediate students will develop and maintain “Healthy Eating and Active Living” strategies (respect for self).

   - All students will participate in Action Schools BC a best practices physical activity model designed to assist schools in promoting healthy living.

   - Southridge staff will examine the healthy living programs, *Act Now* and *Healthy Buddies* to determine if there is a “fit” with present goals. Both programs focus on the healthy eating component of health and wellness.

   - Students will be encouraged to participate in school-wide activities that focus on healthy lunches, proper hand-washing techniques, and walking to and from school in the Fall and in the Spring.

   - Students will be encouraged to participate in noon-hour and extra-curricular activities sponsored by staff, parent volunteers, playground supervisors, and student leaders.

   - Walking program.

   - Southridge student will continue to participate in the Diabetes Study in conjunction with the medical faculty of UNBC. This project monitors students at Southridge School for predetermining factors of Type 2 Diabetes.

**Objective 2.4** Intermediate students will demonstrate leadership and a service ethic at Southridge School.

**Strategies:**

1. In December, 2006 in conjunction with the school-wide theme on “Kindness – Making the World A Better Place” student will receive explicit instruction on ways to demonstrate responsibility towards the classroom, school, community and world.

Instruction will be consistent with the format established in September and will focus specifically on the social responsibility strand, *Exercising Responsibility*. 
2. Student leaders from grades 5 – 7 will meet regularly with the Student Leadership Team to plan, implement, and assess school initiatives. They will initiate various activities designed to encourage their personal leadership skills and develop school spirit. They will:

- plan and implement school events and activities such as “special days”, noon-hour clubs, and a playground program for younger students at lunchtime;

- assist with the planning and running of House Team initiatives such as the following: weekly SPARK draws, school spirit challenges, and Friday “spirit rallies” (e.g. Survivor)

- participate in public speaking activities such as morning announcements and student-led assemblies;

- have the opportunity to attend at least one leadership conference/retreat per year;

Tutor younger students upon request.

3. Student leaders from grades 1 – 4? Me to We Club?

4. Intermediate student will fulfill a school service component as part of their Social Responsibility Action Plan.
AN INTRODUCTION TO

POSITIVE BEHAVIOUR SUPPORT (PBS)

Promoting A Positive School Climate

What is PBS?
Positive Behaviour Support (PBS) is a collaborative approach that focuses on the creation of a safe, caring, and orderly school climate. The Positive Behaviour Support system includes staff, students and community in first assessing a school’s needs and then developing and implementing a comprehensive school-wide plan to meet these needs.

Components of PBS

- Mission statement
- Clearly defined, positively stated behavioural expectations (i.e. the SPARK matrix)
- Procedures for directly teaching these expectations
- Strategies for encouraging and maintaining expected behaviours (i.e. SPARKS)
- Procedures for monitoring, record keeping, and decision-making

Operating Assumptions
PBS is based on the following assumptions:

- Behaviour is learned
- Behaviour is predictable
- Behaviour can be changed through an instructional approach

Goal of a School-Wide PBS System
The PBS system is designed to promote a positive school culture where the focus is on teaching and learning social skills in order to create an environment that:

- Supports sustained use of effective practices
- Improves the fit between what the problem is and what we do about it
- Maximizes student achievement and social competence of students.

Benefits of a School-Wide Approach
- Consistency from staff member to staff member
- No questions as to “who deals with what”
- Data-driven
- Community supported

COMPONENTS OF POSITIVE BEHAVIOUR SUPPORT

The Mission Statement

At Southridge School, our focus is on the learner.

Our goal is to provide the best possible learning experiences for each student within a respectful, safe and caring environment.

“Soar To Success”
COMPONENTS OF
POSITIVE BEHAVIOUR SUPPORT

Clearly defined, positively stated behavioral expectations: the SPARK Matrix

SPARK is an acronym for school-wide expectations within Southridge Elementary.
- **S** is for Safe
- **P** is for Positive
- **A** is for Achieve: “Soar to Success!”
- **R** is for Respect
- **K** is for Kind.

The behavioural expectations for Southridge have been developed by staff and students in conjunction with the parent community. They have been condensed into a set of clearly defined, positively stated “rules” and placed on a grid called the “SPARK matrix” (see next page).

The SPARK grid has been printed and laminated for each classroom. It should be posted in each class and discussed thoroughly at the beginning of the year and after Christmas and Spring Break. Large posters have also been printed and will be displayed in prominent areas of the school as a visible reminder of Southridge behavioural expectations.
<table>
<thead>
<tr>
<th><strong>SPARK</strong></th>
<th><strong>Be Safe</strong></th>
<th><strong>Be Positive</strong></th>
<th><strong>Achieve</strong></th>
<th><strong>Be Respectful</strong></th>
<th><strong>Be Kind</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>All Settings</td>
<td>Keep yourself to yourself</td>
<td>Take pride in ourselves, others, and our school. Greet people in a friendly manner.</td>
<td>Be polite. Use appropriate language. Honour others’ beliefs and differences. Give everyone a fresh start each day.</td>
<td>Help each other. Use appropriate language. Be polite.</td>
<td>Represent our school positively.</td>
</tr>
<tr>
<td>Computer Lab</td>
<td>Listen carefully to directions and follow them. Keep yourself to yourself.</td>
<td>Treat equipment with care.</td>
<td>Treat equipment with respect. Help others when necessary.</td>
<td>Use good manners.</td>
<td>Greet office staff respectfully..Wait patiently.</td>
</tr>
<tr>
<td>Office Area</td>
<td>Walk quietly. Pay attention to where you are going.</td>
<td>Use good manners.</td>
<td>Use good manners.</td>
<td>Greet office staff respectfully. Wait patiently.</td>
<td>Use good manners. Wait patiently.</td>
</tr>
</tbody>
</table>
COMPONENTS OF
POSITIVE BEHAVIOUR SUPPORT

Procedures for directly teaching the expectations
PBS is instructionally based. Consequently, expected behaviours must be taught consistently throughout the school. School-wide expectations will be introduced to students during the first two days of school. At that time, students will be placed in grade groups (primary and intermediate) and will participate in a social responsibility curriculum entitled “Building Community”. These expectations will also be thoroughly reviewed the first week after Christmas and after Spring Break.

Instruction Timeline:
Teachers will introduce the SPARK core values during the first term as school-wide themes:
Be Safe - We will promote safety in all areas of the school throughout the year. As well, safety is the instructional focus in September.

Be Positive – Positive attitude will be highlighted in October.

Achieve – Achievement is the fundamental focus of every school. It will be continually promoted throughout the year.

Be Respectful – Respect will be highlighted in November.

Be Kind – Kindness is the focus of the month of December.
During terms two and three, teachers will present focused lessons on social responsibility that will include:
• The language of SPARK
• A correct and clear definition of bullying/teasing
• Solving problems in peaceful ways (using WITS)
• Empathy skills for boys and girls
• Respect and valuing diversity
COMPONENTS OF
POSITIVE BEHAVIOUR SUPPORT (continued)

Strategies for encouraging expected behaviour: SPARKS

Spark tickets (SPARKs) will be given out by all staff members to students who are meeting
the behavioural expectations in our school. The goal is for all staff members to interact with
as many students as they can at all times. Staff members are encouraged to give SPARKs to
any students modeling the requisite social skills, not just to the students in their class.

Students are taught expected social skills and rewarded on an intermittent basis when they
exhibit these behaviours. On the SPARK coupon it may indicate which part of SPARK the
student is rewarded for; the coupon is then put into a classroom or school-wide draw.
Student names are drawn weekly or monthly for small prizes.

Emphasis is on positive reinforcement: for every 1 warning, we give 6-8 positive "sparks" to
those students who are following the school-wide behavioural expectations as outlined in the
matrix.

The expectations for this "reward system" is that initially students will be excited about
receiving recognition and/or rewards for their behaviours with the hope that eventually these
"reward" coupons will be phased out and the students will be intrinsically rewarded by
following the school-wide expectations for SPARK.
COMPONENTS OF
EFFECTIVE BEHAVIOUR SUPPORT

Procedures for Monitoring, Record Keeping, & Decision Making

Behaviour Incident Report

Students who are not meeting school-wide behavioural expectations will be written up on an office referral form, Behaviour Incident Report (BIR). This form is to be filled out by the attending staff member for minor and major incidents. The BIR Report is in triplicate: the office receives the top copy, the classroom teacher receives the second copy, and the student may receive the third copy to take home, have signed by a parent, and return the next school day.

Minor Incident:
- Level One and Level Two Behaviours
- Concentration should be on the behaviour and consequences rather than the child
- Consequences will be assigned by the supervising teacher (reminder, brief conference, loss of privileges, detention, time-out, community service, apology, short term behaviour contract); and may be followed up by the homeroom teacher
- 3 minor incidents in one term = 1 major
- Repeat offences might result in an in-school suspension, or full suspension, depending on the nature of the incidents, their frequency, and the history of consequences. Every effort should be made to solicit parental support and involvement when dealing with repeated inappropriate behaviour.

Major Incident:
- Level Three Behaviours (or three Minor Incidents in one term)
- Consequences will be given by an Administrator
- Disciplinary procedures may include the following: a discussion, a phone call to the parents, a reflective paper, an in-school suspension, a letter to the parents, a conference with parents, an action plan for restitution, a behaviour plan/contract, a report or referral to the District Student Conduct Review Committee (SCRC).
- Formal Suspension will be issued in extreme cases (drugs, alcohol, or after numerous efforts have proven ineffective). This may range from 1-5 days.
COMPONENTS OF
EFFECTIVE BEHAVIOUR SUPPORT

Procedures for Monitoring, Record Keeping, & Decision Making (continued)

Level 1 Behaviours
Teasing, swearing, disruption, littering, spitting, unsafe/rough play, lack of cooperation, put-downs, tardiness, incomplete homework, writing on desks, gum chewing, etc.

Action
1. Reminder of behavioural expectation
2. Restitution by the student
3. Documentation (BIR) by the teacher
4. Optional: home contact by the teacher

Level 2 Behaviours
Bullying, theft, disrespecting teacher’s personal space & belongings, non-compliance with staff requests, repetitive Level 1 behaviours, disrespecting other students, cheating, etc.

Action
1. Reminder of behavioural expectation
2. Restitution by the student
3. Documentation (BIR) by the teacher
4. Home contact by the teacher

Level 3 Behaviours
Chronic Level 2 behaviour, violence, threats, vandalism, harassment, weapons, blatant defiance, swearing at staff, inappropriate internet sites, drugs & alcohol, endangering safety, etc.

Action
1. Major Referral to Administration
2. Documentation
3. Discipline procedures followed
4. Home contact by teacher or administration
5. Restitution by the student
SUMMARY OF EFFECTIVE BEHAVIOUR SUPPORT

EBS is …
- A school-wide behaviour support system
- Proactive, positive, preventative
- Assessment driven
- Instructionally based
- Systematic and individualized strategies designed to achieve social and academic learning outcomes
- A process for decision-making, planning, and problem solving, rather than a curriculum

Closing Remarks
In a school of approximately 400 students, we believe it is extremely important that all students feel safe and secure. EBS is a responsive and collaborative approach to creating a safe, caring, and orderly school climate. We cannot assume that students know the expected behaviour and, as a result, must educate them regarding desired social conduct. As well, this positive student behaviour should be recognized and reinforced.

EBS is not a static set of rules and procedures; rather, it is a dynamic process that allows for continual, school-wide growth through appropriate assessment and monitoring, informed decision-making, and strategic planning by the critical stakeholders – the staff, students, and parent community of Southridge Elementary School.

Attachments
1 – Behaviour Incident (BI) Report
2 – Southridge Elementary 5 Year Plan for EBS
## Attachment 1

### Behaviour Incident Report

#### BEHAVIOUR INCIDENT REPORT

<table>
<thead>
<tr>
<th>Student:</th>
<th>Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher:</td>
<td>Div:</td>
</tr>
<tr>
<td>Time:</td>
<td>Date:</td>
</tr>
<tr>
<td>Referred By:</td>
<td></td>
</tr>
</tbody>
</table>

### Location:

- Classroom
- Washroom
- Other
- Gym
- Playground
- Hallway
- En Route

### Behaviour:

- Minor
- Major (circle one - fighting, endangering safety, noncompliance, disrespect, classroom disruptions, chronic academic indifference, repeated minors, drugs/alcohol, harassment, swearing, vandalism, theft, bullying, other)

### Details Of The Incident:

### Action Taken:

- Detention
- SBT Referral
- Think Paper
- Community Service
- Time Out
- Other
- Recess/Lunch Restriction
- Problem Solving Discussion

### Parent Signature (optional)

---

*Note: The blank spaces indicate areas that need to be filled in with specific information.*
Attachment 2

Five Year Plan

Five Year Plan: Effective Behaviour Support

Year One (2003-2004)
- Introduce staff and parents to EBS philosophy
- Brainstorm what a successful school looks like in terms of student behaviour
- Create draft Code Of Conduct (SPARK matrix)
- Post the large scale matrix in 3 areas of the school
- Teach expected behaviours
- Recognize and reward expected behaviours
- Implement “positive reminders”
- Create a survey for parents and students and students
- Collect and analyze data regarding student behaviour and EBS program
- Evaluate and establish EBS strengths and weaknesses
- Develop a 5-year plan

Year Two (2004-2005)
- Review expectations with returning students
- Orient new staff
- Revisit the matrix, including students and community in the process
- Identify at-risk students in the Yellow Zone (15%)
- Develop behavioural intervention and support plans
- Collect lesson plans and resources to teach desired behaviours
- Continue to practice, re-teach expected behaviours
- Continue to strive for full participation

Year Three (2005-2006)
- Review expectations with returning students
- Orient new staff
- Focus on 5% kids in the Red Zone, Create behaviour interventions and support plans.
- Continue Year Two objectives
- Evaluate data
- Vary the rewards

Year Four (2006-2007)
- Review expectations with returning students
- Orient new staff
- Evaluate the data: has green zone increased? Have red and yellow decreased?
- Continue to encourage staff to participate fully

Year Five (2007-2008)
- Review expectations with returning students
- Orient new staff
- Evaluate long-term data for trends: Have referrals decreased? Have minors/majors lessened?
- Evaluate successes, challenges: What worked? What did not work?
- Create a new plan
Appendix J

EBS Parent Survey

Southridge School EBS Survey: Parents
The Social Responsibility Team of Southridge Elementary School is currently evaluating the implementation of our Social Responsibility goal. Please take few moments to answer the following questions. This will help us to determine where we are in terms of parent support and knowledge. Please have your child bring this survey back to school. You are welcome at any time to drop by the school and look at the SPARK displays.

When this survey is returned to the school, your child(ren) will be eligible for a draw prize. The deadline for forms is Thursday, February 9th.

Thank you sincerely from the EBS team!!!

<table>
<thead>
<tr>
<th>N = Not yet</th>
<th>U = Usually</th>
<th>S = Sometimes</th>
<th>A = Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am familiar with Southridge Elementary School's social responsibility goals.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child talks about social responsibility at home (eg. Being respectful etc.).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have heard about SPARK.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know what a SPARK ticket is.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child is excited about the SPARK program.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can name three of the values my child has been taught at Southridge.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child has had his/her name drawn from the SPARK draw.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have read about Social Responsibility and SPARK in our school newsletters.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have noticed SPARK related information/activities when I visit the school.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I think social responsibility is a useful school goal.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would like to know more about our social responsibility goal.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child has spoken about the WITS program for solving problems.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>I talk about values with my children at home.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We talk about respect/being respectful at home.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If I knew more about EBS/SPARK I would support and talk about it at home.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child enjoys the House teams and I know the color of his/her team.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child is either a student leader or enjoys activities sponsored by the student leaders.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child feels safe at school.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child feels safe on the playground.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Southridge School EBS Survey: Parents

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<table>
<thead>
<tr>
<th>N</th>
<th>S</th>
<th>U</th>
<th>A</th>
<th>T %</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>N = Note yet</strong></td>
<td><strong>S = Sometimes</strong></td>
<td><strong>U = Usually</strong></td>
<td><strong>A = Always</strong></td>
<td><strong>T %</strong></td>
</tr>
<tr>
<td>I am familiar with Southridge Elementary School's social responsibility goals.</td>
<td>3%</td>
<td>13%</td>
<td>28%</td>
<td>56%</td>
</tr>
<tr>
<td>My child talks about social responsibility at home (e.g. Being respectful etc.).</td>
<td>1%</td>
<td>28%</td>
<td>41%</td>
<td>29%</td>
</tr>
<tr>
<td>I have heard about SPARK.</td>
<td>0%</td>
<td>1%</td>
<td>18%</td>
<td>81%</td>
</tr>
<tr>
<td>I know what a SPARK ticket is.</td>
<td>3%</td>
<td>1%</td>
<td>14%</td>
<td>82%</td>
</tr>
<tr>
<td>My child is excited about the SPARK program.</td>
<td>3%</td>
<td>18%</td>
<td>23%</td>
<td>57%</td>
</tr>
<tr>
<td>I can name three of the values my child has been taught at Southridge.</td>
<td>3%</td>
<td>6%</td>
<td>19%</td>
<td>71%</td>
</tr>
<tr>
<td>My child has had his/her name drawn from the SPARK draw.</td>
<td>34%</td>
<td>43%</td>
<td>4%</td>
<td>19%</td>
</tr>
<tr>
<td>I have read about Social Responsibility and SPARK in our school newsletters.</td>
<td>1%</td>
<td>6%</td>
<td>23%</td>
<td>70%</td>
</tr>
<tr>
<td>I have noticed SPARK related information/activities when I visit the school.</td>
<td>5%</td>
<td>14%</td>
<td>29%</td>
<td>51%</td>
</tr>
<tr>
<td>I think social responsibility is a useful school goal.</td>
<td>1%</td>
<td>0%</td>
<td>4%</td>
<td>95%</td>
</tr>
<tr>
<td>I would like to know more about our social responsibility goal.</td>
<td>13%</td>
<td>14%</td>
<td>22%</td>
<td>51%</td>
</tr>
<tr>
<td>My child has spoken about the WITS program for solving problems.</td>
<td>45%</td>
<td>21%</td>
<td>15%</td>
<td>19%</td>
</tr>
<tr>
<td>I talk about values with my children at home.</td>
<td>0%</td>
<td>3%</td>
<td>13%</td>
<td>85%</td>
</tr>
<tr>
<td>We talk about respect/being respectful at home.</td>
<td>0%</td>
<td>1%</td>
<td>6%</td>
<td>92%</td>
</tr>
<tr>
<td>If I knew more about EBS/SPARK I would support and talk about it at home.</td>
<td>3%</td>
<td>18%</td>
<td>23%</td>
<td>56%</td>
</tr>
<tr>
<td>My child enjoys the House teams and I know the color of his/her team.</td>
<td>5%</td>
<td>11%</td>
<td>14%</td>
<td>70%</td>
</tr>
<tr>
<td>My child is either a student leader or enjoys activities sponsored by the student leaders.</td>
<td>19%</td>
<td>23%</td>
<td>19%</td>
<td>39%</td>
</tr>
<tr>
<td>My child feels safe at school.</td>
<td>0%</td>
<td>2%</td>
<td>26%</td>
<td>72%</td>
</tr>
<tr>
<td>My child feels safe on the playground.</td>
<td>0%</td>
<td>5%</td>
<td>32%</td>
<td>63%</td>
</tr>
</tbody>
</table>
Appendix K

EBS Booklet 2008-2009

Southridge Elementary School

Effective Behaviour Support

Staff Handbook

September 2008 to June 2009
What is EBS?

Effective Behaviour Support (EBS) is a collaborative approach that focuses on the creation of a safe, caring, and orderly school climate. The Effective Behaviour Support system includes staff, students, and community in first assessing a school’s needs and then developing and implementing a comprehensive school-wide plan to meet these needs.

Components of EBS

Mission statement
- Clearly defined, positively stated behavioural expectations (i.e. the SPARK matrix)
- Procedures for directly teaching these expectations
- Strategies for encouraging and maintaining expected behaviours (i.e. SPARKS)
- Procedures for monitoring, record keeping, and decision-making

Operating Assumptions

EBS is based on the following assumptions:
- Behaviour is learned
- Behaviour is predictable
- Behaviour can be changed through an instructional approach

Goal of a School-Wide EBS System

The EBS system is designed to promote a positive school culture where the focus is on teaching and learning social skills in order to create an environment that:
- Supports sustained use of effective practices
- Improves the fit between what the problem is and what we do about it
- Maximizes student achievement and social competence of students.

Benefits of a School-Wide Approach
- Consistency from staff member to staff member
- No questions as to “who deals with what”
- Data-driven
- Community supported
COMPONENTS OF EFFECTIVE BEHAVIOUR SUPPORT

The Mission Statement

At Southridge School, our focus is on the learner.

Our ultimate goal is to provide the best possible learning experiences for each student within a respectful, safe and caring environment.

"Soar To Success"

COMPONENTS OF EFFECTIVE BEHAVIOUR SUPPORT

Clearly defined, positively stated behavioural expectations: the SPARK Matrix

SPARK is an acronym for school-wide expectations within Southridge Elementary.

- S is for Safe
- P is for Positive
- A is for Achieve: "Soar to Success!"
- R is for Respect
- K is for Kind.

The behavioural expectations for Southridge have been developed by staff and students in conjunction with the parent community. They have been condensed into a set of clearly defined, positively stated "rules" and placed on a grid called the "SPARK matrix" (see next page). The SPARK grid has been printed and laminated for each classroom. It should be posted in each class and discussed thoroughly at the beginning of the year and after Christmas and Spring Break. Large posters have also been printed and will be displayed in prominent areas of the school as a visible reminder of Southridge behavioural expectations.
## SPARK Code of Conduct

<table>
<thead>
<tr>
<th>Safety</th>
<th>Positive Acts</th>
<th>Achieve</th>
<th>Respect</th>
<th>Kindness</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Keep yourself to</td>
<td>• Greet people in a cheerful</td>
<td>• Respect rules for</td>
<td>• Use respectful speaking and</td>
<td>• Be welcoming,</td>
</tr>
<tr>
<td>yourself!</td>
<td>manner</td>
<td>each area</td>
<td>body language (eg., make eye</td>
<td>friendly, kind and</td>
</tr>
<tr>
<td>• Listen and follow</td>
<td>• Know what SPARK</td>
<td>• Remove hats and</td>
<td>contact)</td>
<td>helpful</td>
</tr>
<tr>
<td>instructions</td>
<td>expectations are and model</td>
<td>outdoor shoes and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Be nut aware</td>
<td>these at all times</td>
<td>boots when entering</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Use WITS and make</td>
<td>• Take pride in yourself,</td>
<td>the school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>wise choices when you</td>
<td>others, and in your school</td>
<td>• Respect the rights</td>
<td></td>
<td></td>
</tr>
<tr>
<td>have a problem</td>
<td></td>
<td>of others to a quiet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Keep SRES</td>
<td></td>
<td>work space</td>
<td></td>
<td></td>
</tr>
<tr>
<td>electronics-free</td>
<td></td>
<td>• Use inside voices</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Leave candy and gum</td>
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<td>at home</td>
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<td></td>
<td>• Show leadership;</td>
<td>• Respect our</td>
<td>• Care for others (eg., our</td>
<td></td>
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<tr>
<td></td>
<td>• Smile and complement others</td>
<td>environment (eg., use</td>
<td>younger students)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Participate in and</td>
<td>garbage cans and</td>
<td>• Take turns and share</td>
<td></td>
</tr>
<tr>
<td></td>
<td>contribute to classroom and</td>
<td>recycling bins)</td>
<td>equipment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>group activities</td>
<td>• Listen to the</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Celebrate success for</td>
<td>supervisors/staff and</td>
<td>• Treat equipment with</td>
<td></td>
</tr>
<tr>
<td></td>
<td>yourself and others!</td>
<td>follow instructions</td>
<td>respect</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Go home directly</td>
<td>• Treat equipment with</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>after school unless</td>
<td>respect</td>
<td></td>
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<td></td>
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<td>in a supervised</td>
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<td></td>
<td></td>
<td>activity</td>
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<td></td>
<td></td>
<td>• Respect our</td>
<td>• Care for others (eg., our</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>environment (eg., use</td>
<td>younger students)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>garbage cans and</td>
<td>• Take turns and share</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>recycling bins)</td>
<td>equipment</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
COMPONENTS OF EFFECTIVE BEHAVIOUR SUPPORT

Procedures for directly teaching the expectations

EBS is instructionally based. Consequently, expected behaviours must be taught consistently throughout the school. School-wide expectations will be introduced to students during the first two days of school. At that time, students will be placed in multi-age groups (primary and intermediate) and will participate in a social responsibility curriculum entitled "Building Community". These expectations will also be thoroughly reviewed the first week after Christmas and after Spring Break.

Instruction Timeline:

Teachers will introduce the SPARK core values during the first term as school-wide themes:

**Be Safe** - We will promote safety in all areas of the school throughout the year. As well, safety is the instructional focus in September.

**Be Positive** - Positive attitude will be highlighted in October.

**Achieve** - Achievement is the fundamental focus of every school. It will be continually promoted throughout the year.

**Be Respectful** - Respect will be highlighted in November.

**Be Kind** - Kindness is the focus of the month of December.

Weekly posters reinforcing these themes will also be introduced to students and then placed on the bulletin board in the foyer. During Terms Two and Three, primary teachers will present focused lessons on social responsibility that will include:

- The language of SPARK
- A correct and clear definition of bullying/teasing and "fairness"
- Solving problems in peaceful ways
- Empathy skills for boys and girls
- Respect and valuing diversity

Emphasis will be placed on empathy and solving problems in peaceful ways.

During Terms Two and Three, intermediate teachers will present focused lessons that include:

- The language of SPARK
• A correct and clear definition of bullying/teasing and "fairness"
• Solving problems in peaceful, respectful, and appropriate ways
• Empathy skills for boys and girls

Emphasis will be placed on respect, valuing diversity, safety, and bully-free cultures.

COMPONENTS OF EFFECTIVE BEHAVIOUR SUPPORT

Strategies for encouraging expected behaviour: SPARKS

Spark tickets (SPARKs) will be given out by all staff members to students who are meeting the behavioural expectations in our school. The goal is for all staff members to interact with as many students as they can at all times. Staff members are encouraged to give SPARKs to any students modeling the requisite social skills, not just to the students in their class.

Students are taught expected social skills and rewarded on an intermittent basis when they exhibit these behaviours. On the SPARK coupon it may indicate which part of SPARK the student is rewarded for; the coupon is then put into a classroom or school-wide draw. Student names are drawn weekly or monthly for small prizes.

Emphasis is on positive reinforcement: for every 1 warning, we give 6-8 positive "sparks" to those students who are following the school-wide behavioural expectations as outlined in the matrix.

The expectations for this "reward system" is that initially students will be excited about receiving recognition and/or rewards for their behaviours with the hope that eventually these "reward" coupons will be phased out and the students will be intrinsically rewarded by following the school-wide expectations for SPARK.
COMPONENTS OF EFFECTIVE BEHAVIOUR SUPPORT

Procedures for Monitoring, Record Keeping, & Decision Making

Behaviour Incident Report

Students who are not meeting school-wide behavioural expectations will be written up on an office referral form, Behaviour Incident Report (BIR). This form is to be filled out by the attending staff member for minor and major incidents. The BI Report is in triplicate: the office receives the top copy, the classroom teacher receives the second copy, and the student may receive the third copy to take home, have signed by a parent, and return the next school day.

Minor Incident:

- Level One and Level Two Behaviours
- Concentration should be on the behaviour and consequences rather than the child
- Consequences will be assigned by the supervising teacher (reminder, brief conference, loss of privileges, detention, time-out, community service, apology, short term behaviour contract); and may be followed up by the homeroom teacher
- 3 minor incidents in one term = 1 major
- Repeat offences might result in an in-school suspension, or full suspension, depending on the nature of the incidents, their frequency, and the history of consequences. Every effort should be made to solicit parental support and involvement when dealing with repeated inappropriate behaviour.

Major Incident:

- Level Three Behaviours (or three Minor Incidents in one term)
- Consequences will be given by an Administrator
- Disciplinary procedures may include the following: a discussion, a phone call to the parents, a reflective paper, an in-school suspension, a letter to the parents, a conference with parents, an action plan for restitution, a behaviour plan/contract, a report or referral to the District Student Conduct Review Committee (SCRC).
- Formal Suspension will be issued in extreme cases (drugs, alcohol, or after numerous efforts have proven ineffective). This may range from 1-5 days.
## COMPONENTS OF EFFECTIVE BEHAVIOUR SUPPORT

**Procedures for Monitoring, Record Keeping, & Decision Making (continued)**

<table>
<thead>
<tr>
<th>Level 1 Behaviours</th>
<th>Action</th>
</tr>
</thead>
</table>
| Teasing, swearing, disruption, littering, spitting, unsafe/rough play, lack of cooperation, put-downs, tardiness, incomplete homework, writing on desks, gum chewing, etc | 5. Reminder of behavioural expectation  
6. Restitution by the student  
7. Documentation (BIR) by the teacher  
8. Optional: home contact by the teacher |

<table>
<thead>
<tr>
<th>Level 2 Behaviours</th>
<th>Action</th>
</tr>
</thead>
</table>
| Bullying, theft, disrespecting teacher’s personal space & belongings, non-compliance with staff requests, repetitive Level 1 behaviours, disrespecting other students, cheating, etc | 5. Reminder of behavioural expectation  
6. Restitution by the student  
7. Documentation (BIR) by the teacher  
8. Home contact by the teacher |

<table>
<thead>
<tr>
<th>Level 3 Behaviours</th>
<th>Action</th>
</tr>
</thead>
</table>
| Chronic Level 2 behaviour, violence, threats, vandalism, blatant defiance, swearing at staff, accessing inappropriate internet sites, drugs & alcohol, endangering safety of others, etc | 6. Major Referral to Administration  
7. Documentation  
8. Discipline procedures followed  
9. Home contact by teacher or administration  
10. Restitution by the student |
SUMMARY OF EFFECTIVE BEHAVIOUR SUPPORT

EBS is ...
- A school-wide behaviour support system
- Proactive, positive, preventative
- Assessment driven
- Instructionally based
- Systematic and individualized strategies designed to achieve social and academic learning outcomes
- A process for decision-making, planning, and problem solving, rather than a curriculum

Closing Remarks

In a school of approximately 400 students, we believe it is extremely important that all students feel safe and secure. EBS is a responsive and collaborative approach to creating a safe, caring, and orderly school climate. We cannot assume that students know the expected behaviour and, as a result, must educate them regarding desired social conduct. As well, this positive student behaviour should be recognized and reinforced.

EBS is not a static set of rules and procedures; rather, it is a dynamic process that allows for continual, school-wide growth through appropriate assessment and monitoring, informed decision-making, and strategic planning by the critical stakeholders - the staff, students, and parent community of Southridge Elementary School.

Attachments

1(a) - Behaviour Incident (BI) Report
2(a)- Southridge Elementary 5 Year Plan for EBS
## Attachment 1 (a)

### Behavior Incident Report

<table>
<thead>
<tr>
<th>BEHAVIOUR INCIDENT REPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student:</td>
</tr>
<tr>
<td>Teacher:</td>
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<tr>
<td>Date:</td>
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</tbody>
</table>

- Classroom
- Washroom
- Computer Lab

### Level 1 - Mild (please circle)
- Unsafe/Rough Behaviour,
- Disrespectful Communication,
- Snowballing, Non-Compliance,
- Disrespect of Property, Disruption,
- Truancy, Dishonesty

### Action Taken:
- Reminder of Expectations
- Restitution (Service etc.)
- Problem Solving Discussion
- Recess/Lunch Restriction
- Other (Think Paper etc.)

### Level 2 - Moderate (please circle)
- Bullying, Theft, Cheating, Fighting,
- Repeat Level 1 Behaviours,
- More Serious Level 1 Behaviours

### Action Taken:
- Reminder of Code of Conduct
- Restitution (Service etc.)
- Problem Solving Discussion
- Recess/Lunch Restriction
- Other (Think Paper etc.)
- Mandatory Home Contact - CT

### Level 3 - Severe (please circle)
- Chronic Level 1/2 behaviours that warrant SBT and a behaviour plan,
- Threat Making, Violence, Blatant Defiance, Drugs and Alcohol, Weapons

### Action Taken:
- Major Referral to AO (see Major Discipline Referral)
- Mandatory Home Contact by CT or AO

### Details of the Incident:

Parent Signature
Attachment 2 (a)

Five Year Plan

Five Year Plan: Effective Behaviour Support

Year Six (2008 - 2009)
- Review expectations with returning students
- Orient New Staff
- Revisit the matrix and simplify
- Evaluate data
- Develop new five year plan based on: What's working? What's not? What's next?
- Continue to incent staff to participate fully

Year Seven (2009 - 2010)
- Review expectations with returning students
- Orient new staff.
- Set yearly plan to celebrate and focus on SPARK goals (i.e., Operation Christmas Child, Salvation Army donations) and explore other kindness acts.
- Explore new ways to celebrate EBS (spirit rallies; SPARK blitz three times a year; involve leadership students in helping others celebrate positive behaviour).
- Evaluate the data (3 times per year i.e., November, February and May)
- Attend "Making Connections" EBS conference
- Continue to incent staff to participate fully

Year Eight (2010 - 2011)
- Review expectations with new students.
- Orient new staff.
- Revisit the matrix including students and parents in the process
- Develop behavioural intervention based on data (What's working? What's not? What's next?)
- Continue to incent staff to participate fully

Year Nine (2011 - 2012)
- Review expectations with new students.
- Orient new staff
- Attend "Making Connections" EBS conference
- Evaluate data
- Continue to incent staff to participate fully

Year Ten (2012 - 2013)
- Review expectations with new students.
- Orient new staff
- Evaluate data
- Continue to incent staff to participate fully