

David A. Perdue Primary

Behavior Management Plan & Breakdown

2025 - 2026 School Year

Welcome Back to Pandaland!

As we embark on another exciting school year, we are thrilled to embrace a fresh start filled with positive attitudes! Our primary goal is to ensure that every student has a safe and rewarding experience each day. To achieve this, we will continue to implement Positive Behavior Interventions and Supports (P.B.I.S.) initiatives throughout our school.

P.B.I.S. is a comprehensive framework designed to teach and reinforce the behaviors we wish to see in our students every day. Our dedicated staff and students will collaboratively establish clear and consistent expectations for conduct in various settings, including classrooms, hallways, the cafeteria, restrooms, and on school buses.

In the following sections of this document, you will find detailed information about our school-wide behavior expectations and our system for recognizing and acknowledging positive behavior.

Our School-Wide Expectations:

- P**actice Safety
- A**ct Respectfully
- N**ice and Kind
- D**esire to Learn
- A**lways be Responsible

School-Wide Expectations Behavior Matrix

	P PRACTICE SAFETY	A ACT RESPECTFULLY	N NICE AND KIND	D DESIRE TO LEARN	A ALWAYS BE RESPONSIBLE
LEARNING ENVIRONMENT (VARIES)	Hands, Feet, and Objects to Yourself	Treat Everyone with Respect	Use Kind Word and Actions	Try Your Best in All that You Do	Listen and Follow All Directions
HALLWAY (LEVEL 0)	Walking Feet and Eyes Forward Stay in Your Personal Space	Voice Level is at 0 Walk on the Blue Line	Keep Your Hands and Feet to Yourself	Always Listen to the Adult	Go to Where You are Supposed to Go
RESTROOM (LEVEL 0)	Walking Feet and Feet on the Floor	Voice Level is at 0 Give Your Friends Privacy	Clean Up After Yourself	Finish Quickly and Return to Class	Flush the Toilet and Wash Your Hands
CAFETERIA (LEVEL 0-1)	Sit on Your Bottom and Stay Seated	Keep Your Hands, Feet, and Objects to Yourself	Use Good Table Manners and Clean Up After Yourself	Use Your Time to Eat and Always Listen to Grown-ups	When Music is On, Voice Level is at 0.
PLAYGROUND (LEVEL 3-4)	Play with the equipment correctly	Take Turns with Equipment Be Ready To Line Up When it's Time to Go	Use Kind Words and Include Everyone	Play by the Rules Always Listen to the Adult	Pick Up Your Trash and Solve Problems Calmly
BUS (LEVEL 1)	Walk in a Line and Stay Seated & Face Forward	Use Whisper Voice on the Bus	Keep Your Hands, Feet, and Book Bags to Yourself	Listen and Follow All Directions	Go Directly to the Bus at Dismissal Time



School-Wide Voice Levels

voice level	
4	OUTSIDE 
3	 SPEAKER
2	TABLE TALK 
1	 WHISPER
0	NO VOICES

School-Wide Discipline Plan 2025-2026

Our Commitment to a Successful Year

Our faculty and staff are dedicated to creating a successful and memorable year for all students. Our primary goal is to provide high-quality instruction within a positive and safe learning environment. To achieve this, it is essential for each student to learn to manage their behavior and cooperate with others throughout the school day.

We are committed to recognizing students who meet our school-wide expectations through our P.B.I.S. initiatives, reinforcing positive behaviors and fostering a supportive atmosphere. We encourage you to review the rules and procedures outlined below with your student. Your support is vital in ensuring a safe and enriching learning environment for everyone.

Our School-Wide Expectations:

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Each classroom will have a classroom management plan based upon the following school-wide behavior expectations and plan guidelines:

1. After the 1st infraction, the teacher will redirect the student and remind them of our behavior expectations and future consequences.
2. After the 2nd infraction, the teacher will provide the student with a think break (in class time out) in order to reflect on their behavior choices. After this infraction, a ***preliminary spotlight (minor incident report)*** will be entered by the teacher.
3. If behavior continues (3rd infraction), the student may be sent to a "***buddy classroom***" and will complete a grade-level appropriate behavior ***reflection sheet***.
4. The teacher will make a phone call home, at some point during the day, to update the parents about the child's behavior choices.
5. If the student returns from the "buddy classroom" and the behavior continues, a ***2nd spotlight*** will be entered and the student will be sent to an administrator and the appropriate consequences will be assigned.



David A. Perdue Primary Behavior Management Flowchart



Observe Problem Behavior

Staff/Teacher Managed

- Inappropriate Language/Body
 - Language
 - Horseplay
- Minor physical aggression
 - Non-compliance
 - Off-task Behavior
 - Side-Talking / Noises
 - Lying/False Information
- Minor Destruction of Property
 - Copying/Cheating
 - Running
 - Tattling
 - Stealing
- Verbal Conflict/Arguing
 - Pretend Weapons
 - Rude Behavior
 - Teasing
 - Gossip/Rumor
- Technology Violation (off task)

What Type of Behavior?

Office Managed

- Bullying: Repeated, Unwanted, Aggressive Behavior that Involves a Real or Perceived Power Imbalance
 - Harassment (Racial, Sexual, Physical)
 - Physical Fighting
- Major Destruction of Property
 - Stealing technology or large sums of money
 - Threat to Harm Self/Others
- Drugs or Alcohol Use or possession
 - Weapons
- Serious Disruption of Class
- Repeated Minor Infractions



1st Infraction:

Verbal Warning/ Redirection

Teacher will talk with the student about their choices, consequences, and expectations

2nd Infraction:

Think Break

Student takes a break to reflect on their choices in a designated spot in the classroom

Enter Spotlight and Contact Parent

3rd Infraction:

Buddy Room

Student reflects outside of the classroom in assigned "buddy room" and will complete a reflection sheet. No more than 15 minutes in length.

Enter Spotlight and Call Parents By Phone & Walk Them Through Their Child's Choices.

Referring Staff Member completes Behavior Referral on IC. (If SPED, contact Case Manager.)

Administrator Will Review, Assign Appropriate Consequence, and Communicate with Parent and Staff.

Did The Behavior Change?

If **No**, Refer to Administrator.
If **Yes**, then Reinforce and Recognize Corrected Behavior.

Positive Behavior Support Plan

The Positive Behavior Support Plan aims to foster a climate of cooperation, academic excellence, respect, and safety at David A. Perdue Primary School. The following guiding principles will contribute to establishing an optimal learning environment for our students.

1. Clear expectations for student behavior.
2. Clear and consistent strategies for teaching appropriate behavior.
3. Clear and consistent strategies for encouraging appropriate behavior.
4. Clear and consistent consequences that discourage inappropriate behavior.
5. Clear plans and strategies for communicating the support plans to students and parents.

What is PBIS?

PBIS, or Positive Behavior Interventions and Supports, is a proactive approach to establishing behavioral support and social culture within educational settings. While the concept may seem complex, it provides a clear framework that effectively transforms student behavior and culture in classrooms and schools. At its core, PBIS is designed to teach, model, and reinforce expected behaviors, thereby fostering and maintaining a productive learning environment with minimal instances of inappropriate behavior.



PBIS School-Wide Incentives and Rewards

A fundamental aspect of our PBIS initiative is the recognition of positive behaviors demonstrated by our students. When students exemplify the expected standards, they are rewarded accordingly.

School-Wide Rewards

1. Nine Week Behavior Celebration:

- At the end of each Nine Weeks, all students who followed school-wide expectations and did not receive three spotlights in the same category, will be able to attend our Behavior Celebration. All participation is up to administrator discretion.

2. "Behavior Breaks":

- In between each success celebration, we will have our "behavior break" days to help reinforce positive behaviors for each grade level. Grade levels that have a combined number of spotlights less than 20 will be able to participate in the behavior break.

3. Panda Buck Store:

- At certain intervals throughout the school year, students will use their earned Panda Bucks to purchase items at the Panda Bucks store.

4. Panda Student of the Month:

- Each homeroom teacher will select a student who has followed all school-wide expectations for the month and those students will receive a special reward for making the right choices!

