

POSITIVE BEHAVIORAL PLAN

To help build our school into a learning community where high social and academic goals are both attained Green Meadow School uses an approach known as *The Responsive Classroom*. It is built around six central components that integrate teaching, learning and caring in the daily program. These components are set in the context of commonly shared values, such as honesty, fairness and respect, and are implemented through the development and strengthening of social skills, such as cooperation, assertion, responsibility, empathy and self control.

BEHAVIOR CODE AND SCHOOL DISCIPLINE

Our Code of Conduct represents our vision, values and expectations of how everyone in our school community will behave. There are four guiding principles:

I am responsible
I am respectful
I am considerate
I am safe

Establishing clear rules and standards is the first step in fostering appropriate behavior. When students understand what is expected of them, they learn to make appropriate choices about how to behave in a variety of situations. Establishing consequences for inappropriate behavior teaches children that they are responsible for their behaviors and the choices they make.

Many of the rules that follow deal with safety-related issues; some emphasize respect for other people and for property; a few fall into the category of good manners. They are all important in maintaining a positive school climate that is conducive to learning.

Consequences are most effective when they are immediate and appropriate to the infraction. It is important that students understand there will be consequences and accept responsibility for their actions. Every effort will be made to apply the consequences in a consistent manner.

Maintaining appropriate behavior needs to be a cooperative effort among the child, the staff, the parents and the administration. Parent cooperation will increase the effectiveness of this discipline code. We ask that you be supportive of our efforts to provide a safe and pleasant school environment, where each child can gain academic knowledge while learning to get along with others and become a responsible person.

We ask that you discuss this code with your child and let him/her know that you are not only aware of the rules and consequences but that you support them.

Classroom Expectations

Students are expected to be verbally courteous to other students and to all adults. They are expected to behave in a manner conducive to learning inside and outside of the classroom.

Inappropriate classroom behavior:

- Step C1 Student receives a stern look.
- Step C2 Student is spoken to about behavior.
- Step C3 Student's name is placed on the chalkboard / clip board or noted in some way
- Step C4 Student has a time out by moving to an assigned area in the classroom. Effective time out should be age appropriate. Time out should be used by the student to reflect on his/her behavior and, when the student reenters the group, s/he is able to own his/her behavior.
- Step C5 Student is unable to attend recess. Student then writes a note to parents to explain why s/he was unable to attend recess time. The note is written during the scheduled recess time. The note should be sent home, signed by the parent, and returned to the teacher the next school day. Continued inappropriate behavior means the student receives a disciplinary referral and moves to Step C6.
- Step C6 First Visit to the Time Out Room – Immediate referral to Time Out Room for a minimum of one hour. Student will write a behavioral agreement during this time using appropriate language and spelling skills. Any missed assignments could be made up as homework. Parent will be notified by phone or letter and provided with a copy of the discipline referral form. The behavioral agreement will be brought home, signed and returned the next day.
- Step C7 Second Visit to the Time Out Room within 30 School Days of First Visit - Referral to Time Out Room for a minimum of one hour. Student will review the behavioral agreement and complete a revision form. This review will be dated and documented and a conference will be scheduled with the parent, student, teacher and principal (or designee) to reinforce the expectations of the behavioral agreement.
- Step C8 Third Visit to the Time Out Room within 30 School Days of First Visit - Referral to Time Out Room for a 24 hour period (if the offense occurs at 10:00 a.m. on Tuesday, then the student returns to the classroom at 10:00 a.m. on Wednesday, at the earliest.) The student will be working on classroom assignments in the time out room. Specials, lunchroom and recess privileges are suspended during this time.

Major offenses include:

1. Engaging in continuous, disruptive behavior
2. Defying authority
3. Using teasing, disrespectful and abusive language and/or gestures
4. Damaging or stealing property
5. Engaging in dangerous or inappropriate touching and/or physical abuse
6. Possessing any inappropriate substance, material and/or object

Any major offense occurring in the school environment (classrooms, hallways, recess/lunch time, rest rooms, buses) automatically warrants placement on Step 6 and may result in an out of school suspension.

Common Area Expectations

Students are expected to be verbally courteous to other students and all adults. They are expected to behave in a manner that demonstrates cooperation, safety and responsibility of themselves, of school property and materials.

Cafeteria Guidelines

1. Enter cafeteria walking. Have your ticket or money ready and wait in serving line quietly for cashier. No cutting in line.
2. Go through serving area only once.
3. Be seated at table, with legs kept underneath the table.
4. Use table manners agreed upon by the class.
5. Whisper only to people at your section of the table.
6. Raise your hand for assistance. Leave seat only with permission.
7. Eat your own food.
8. Everyone should be responsible for cleaning up his/her space, including the floor.
9. Wait until the lunch teacher dismisses your section of the table.
10. Follow the specified traffic route for leaving your table.
11. Line up quietly and walk in single file to the playground.

Playground Guidelines

1. Keep your shoes on and tied.
2. Stay within sight of a recess teacher at all times.
3. Ask a recess teacher for permission before leaving the playground. (bathroom, water, nurse)
4. Throw only balls and Frisbees. Leave sticks and rocks on the ground. Use all playground equipment appropriately.
5. When playing organized games or sports, rules should be made fairly and followed by all participants.

6. Let the trees and shrubs grow. Climbing or pulling on limbs damage them and may result in student injury.
7. One person on the slide at a time, seated, going down slide only, feet first. Jumping off, twisting and running up the slide are dangerous and unacceptable.
8. Cross the play structure walking. Crawling on or sitting on railings is unacceptable and may result in serious injury.
9. Playground area structure and court may be used only when a recess teacher is present.
10. Use soccer goals only for soccer. Climbing on goals is unsafe.
11. Leave drains alone.
12. Sit on benches only.
13. Line-up immediately after whistle is blown, putting equipment back in proper place, gathering lunch boxes, jackets, etc. before getting into line.
14. Be in line-up order by the second whistle, standing silently, with hands to your side.
15. Walk silently in single file under the overhang to meet classroom teacher when line is dismissed.

Inappropriate Lunch / Recess behavior – all inappropriate behavior will be recorded in the discipline log.

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| Step R1 | Verbal warning |
| Step R2 | Time out at designated recess area (amount of time to be age appropriate). This time out will be supervised and will allow the student quiet reflection time alone. |
| Step R3 | Loss of the next full recess at designated area. Parents will be notified of the loss of the recess by receiving a recess slip, which needs to be signed and returned the next school day. |
| Step R4 | Chronic misbehaviors will result in a disciplinary referral to an administrator or designated person. Interventions may include phone call or letter home, structured recess, or assignment to the time out room with loss of recess privileges. Any visit to the time out room will result in a behavioral agreement being completed by the student. |
| Step R5 | Second visit to the time out room within 5 school days of the first visit will result in a referral to the time out room for a minimum of 30 minutes and a loss of recess privileges. Student will review the behavioral agreement and complete a revision form. This review will be dated and documented and a conference will be scheduled with the parent, student, teacher and principal (or designee) to reinforce the expectations of the behavioral agreement. |

Hallways

1. Walk as a group in single file, running is unacceptable.
2. Walk silently so as not to disturb classrooms.
3. Keep hands and feet to yourself, away from poles, walls, bulletin displays, and lights.
4. Keep to the right side of the hallway.

5. Upper grades yield the right of way.
6. When joining the line, always walk and follow the last person. (No cuts.)

Arrival and Dismissal Times

1. Wait quietly in bus line, single file.
2. Enter and exit school building in a quiet orderly fashion. Keep backpacks and belongings safely managed. (No swinging or throwing.)
3. Stay under overhang and on sidewalks, do not cross white curb line.

Assemblies

1. Personal needs should be taken care of before or after assemblies. If an emergency arises, a student may use the bathroom but must know how to reenter the assembly without disrupting.
2. Enter and exit assembly quietly.
3. Sit and behave appropriately.
4. Use good audience manners.
5. Watch for the quiet signal.
6. Remember that your behavior should be a positive reflection of Green Meadow School.

Minor Offense:

1. Disruptive behavior
Consequence: Move to sit next to teacher

Major Offenses:

1. Booing, continuous disruptive behavior
Consequence: Minimum of 30 minutes in the Time Out Room and completion of a behavioral agreement.
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Further disruptive behavior could result in a loss of assembly privileges.

Restroom Guidelines

1. Demonstrate appropriate use of restroom facilities.
Consequence: Clean up area.
2. Be considerate of others privacy: be respectful of nearby classroom instruction.
Consequence:
 1. Reminder
 2. Bathroom Escort
 3. Letter to or discussion with persons involved (neighboring teachers, fellow student(s), custodians).

Positive Behavior Recognition:

In an effort to recognize students who have successfully met school expectations, a reward/special activity will be planned each marking period. Each grade level will plan this activity.

Students will be eligible to participate by completing 10 weeks, during each marking period, of meeting the school-wide discipline expectations. The determining guideline for participation would be that the student maintained appropriate behavior and avoided visitation to the time-out room during the marking period.

Behavior Agreement

A PLAN FOR _____ Date _____ Time _____
Teacher _____

1. WHAT DID I DO?

2. I CHOSE TO DO THIS BECAUSE....

3. WHAT PRINCIPLES DID I BREAK?

Respect Responsibility Consideration Safety

4. WHAT HAPPENED AFTER I BROKE THE RULE(S)? (Was someone hurt, something broken, learning interrupted?) EXPLAIN.

5. I MADE A PROBLEM FOR THESE PEOPLE:

6. A BETTER CHOICE WOULD BE TO:

7. THINGS I WILL DO NOW TO MAKE THE SITUATION BETTER:

Student

Teacher/Counselor

Parent

REVISIONS – used in Step VII

1. GOOD THINGS THAT HAPPENED WHEN MY PLAN WORKED:

WHAT I NEED TO DO TO IMPROVE:

Date

Student Signature

Approved

Referred to _____
Main Time Out, Counselor, Resource Team, Discipline Committee

Date

Behavior Agreement

I WILL **STOP**

because _____

I WILL **START**

If I do not keep my plan: _____

Name

Date

Teacher



