



Copeland Manor School Behavior Plan “Promise Plan”

At Copeland Manor School, we believe that teaching our students quality character traits is equally important to teaching them academic skills. Copeland staff members, students, and parents all share the responsibility in making school a safe place.

School Responsibilities:

The school has the responsibility to clearly communicate and enforce student behavior in a fair, consistent, and supportive manner.

Teachers will:

- Communicate frequently with families about their child’s progress and give suggestions for help.
- Create a Classroom Management plan that wholly aligns with the guidelines established in the Copeland Manor School Promise Plan.
- Uphold high expectations for student behavior.

Parent Responsibilities:

Parents have the responsibility to reinforce the expectations of the school and to help their children become responsible citizens.

Parents will:

- Discuss and support the Promise Plan with your child, including school expectations and continuum of consequences.
- Ensure that your child attends school regularly, arrives on time and is prepared to learn with homework completed.
- Attend Parent Teacher Conferences and become an active participant in your child’s school and become knowledgeable about your child’s academic and behavior progress.

Student Responsibilities:

Students have the responsibility to keep the Copeland School Promises by making positive choices.

Copeland School Promises

Promise No. 1 -- I promise to **take care of myself.**

Promise No. 2 -- I promise to **take care of others.**

Promise No. 3 -- I promise to **take care of our school.**

Staff Expectations for Promoting Student Behavior

1) **Character Education/Building Community:** All staff members are asked to support and promote student behavior expectations at all times in all areas of the building.

2) **Classroom Management Plan:** Each Copeland classroom teacher is expected to have a classroom management plan in place that reflects the basic tenets of the Copeland Promise Plan. This plan should include both student expectations as well as consequences, and should be documented in writing and posted in the classroom. The "Broken Promise" form, described below, should be reserved for major offenses or in situations when a child has repeated minor offenses and has not responded to the classroom management plan.

Minor Behaviors (Classroom Management Plans)	Major Behaviors (Broken Promises)
<ul style="list-style-type: none"> - Inappropriate language - Physical contact - Defiance - Disruption - Property misuse - Electronic/Technology Safe Use Violation <p>Other examples:</p> <ul style="list-style-type: none"> - Gossiping/tattling - Disruptive behaviors (shout outs, out of seat, pencil tapping, etc.) - Disrespecting self, peers, or property - Invading personal space of peers - Dress code issues - Cell phone issues - Swearing/inappropriate nonverbal gestures 	<ul style="list-style-type: none"> - Repeated minor behaviors - Abusive language - Fighting/ Physical Aggression - Defiance/Disrespect - Harassment/ Bullying - Electronic/ Technology Safe Use Violation - Major Cheating <p>Other examples:</p> <ul style="list-style-type: none"> - Any illegal behavior (pulling fire alarm, weapons, stealing, etc.)

3) **Documentation (Major Behaviors/Broken Promise):** Staff members are responsible for documenting major incidents of student misbehavior **IN A TIMELY MANNER (same day whenever possible)**, as well as any interventions and/or consequences used. Regular documentation on classroom behaviors will continue outside of the Promise Plan. The staff member who administers a Broken Promise should make **three copies** of the form before sending it home with the parent:

- One copy should be kept in the office.
One copy should be given to Mrs. Travelstead.
- One copy should be given to the classroom teacher (if written by someone other than the teacher).

Minor Behaviors: A form is available to document minor behaviors. Any staff member observing a minor unexpected behavior should complete the Minor form and give it to the classroom teacher to be sent home for parents. **Signed minor forms should be sent to the office for documentation.** Three Minor write-ups will result in a Broken Promise.

4) **Collective Responsibility:** At Copeland, *ALL* staff members are responsible for helping to manage and monitor *ALL* students' behavior. In order to make an impact, we must work collaboratively and support one another! When an incident is observed outside of the classroom, the staff member will confer with the teacher. After collaboration with the classroom teacher (and/or social worker, principal) and a consequence is chosen, the

witnessing supervisor will write the Broken Promise. Behaviors will be categorized by intensity, as explained below.

Intensity Levels and Adult Responses

	Intensity 1	Intensity 2	Intensity 3
Student Behavior	Off-task/ Annoying <ul style="list-style-type: none"> - tapping, - talking, - fidgeting, - looking out the window 	Continued off-task/ Annoying & Disruptive/Interfering/Antisocial <ul style="list-style-type: none"> - touching others - engaging peers - speaking out - argumentative/power struggle 	Persistent/Dangerous <ul style="list-style-type: none"> - physically/verbally aggressive - unsafe behavior
Adult Response	Corrective Action <ul style="list-style-type: none"> - teacher proximity - praise on-task peers - use nonverbal redirection - warning 	Corrective Action & Consequence <ul style="list-style-type: none"> - conference with teacher - classroom consequence (i.e. color change) - parent communication 	Consequence/ Intervention <ul style="list-style-type: none"> - referral to office - phone call home

Questions/Comments to ask when intervening with a student with unexpected behavior:

1. This is what you did (state explicit behavior observed without judgment) (ex: “just now, you ran down the hall”).
2. This is the expectation that I would like to see (ex: “Our school expectation is that students walk in the hall”)
3. This is important because... (“It is important to walk in the halls so that everyone remains safe”)
4. Can you change your behavior to meet the expectation? (ex: “I would like to see you walk in the hall”).
5. Practice behavior with students (student goes back and walks in the hall).

Intensity Levels Defined

Intensity I (Annoying) Behavior: Behavior problems in the classroom that teachers handle with a minimum of interaction or intervention (e.g., using physical proximity, a social skills prompt, reinforcing other students' appropriate behavior, giving a nonverbal cue to the student).

Intensity I Behavior is responded to with a Corrective Action:

Effective teaching/corrective responses for Intensity I behaviors ranges across:

- Teacher visual, non-verbal, or physical prompt
- Teacher proximity
- Teacher redirect
- Teacher warning
- Student is moved to another seat in the classroom
- Student needs to apologize to teacher/class
- Student needs to write an action/remediation plan
- Teacher ends activity for the student; makes him/her watch the other students until they have completed activity
- Teacher calls home with student from the classroom
- Note sent home with parent signature required

Intensity II (Disruptive/Interfering/Antisocial) Behavior: Behavior problems in the classroom that teachers handle with a more directed intervention (loss of student points or privileges, a classroom time-out, a note or call home, completion by the student of a behavior action plan).

Intensity II Behavior is responded to with a Corrective Action and Consequence – possible consequences:

- Move the student to another seat in the classroom
- Loss of the opportunity to earn reinforcement tickets
- Loss of extra privileges
- Loss of reinforcement tickets
- Loss of free time (on a graduated scale)
- Write in discipline log/book
- Student needs to write an action/remediation plan
- Student needs to model the appropriate behavior
- Student needs to repair or replace damaged items
- Teacher ends activity for the student; makes him/her watch the other students until they have completed the activity
- Letter to parent – written by the student
- Notes home written by the teacher
- Time-out in class
- Detention
- Phone contact with parent
- Parent/teacher conference OR Parent/student/teacher conference

Intensity III (Persistent/Dangerous) Behavior: Behavior problems in the classroom that are so significant or so persistent that they require some type of out-of-classroom intervention (e.g., a referral to the office/social worker) and some type of systematic problem solving and classroom-based intervention after the out-of-classroom consequence.
Intensity III Behavior is responded to with a Consequence and Intervention

- Student writes an action/remediation plan
- Student needs to apologize/make amends
- Student needs to model the appropriate behavior where the infraction occurred
- Student needs to model the appropriate behavior with involved individuals
- Student needs to repair or replace damaged property and/or items
- Letter to parent – written by the student
- Note home written by the administrator and the teacher
- Phone contact with parent
- Parent/teacher conference
- Parent/student/teacher conference
- In-school suspension
- Out-of-school suspension

Continuum of Consequences

Positive Consequences: As a school, it is important to recognize and give attention to those students who “keep their promises” and exhibit excellent student behavior. Here are just a few ways that we can reinforce positive student behaviors:

- **Cougie cards** are to be given to students who are caught “keeping their promises” to keep Copeland School a safe and happy environment to learn using our common language. Each grade level will have a designated color for Cougie cards. Staff members will complete the ticket and give it to the student to bring to the office. The principal will choose one ticket per grade level on a regular basis. Students chosen will have their picture taken and invited to a celebration. All Cougie cards will be displayed on the bulletin board by the office.
- **Paw Awards** will be given to classrooms exhibiting positive character. These awards will be posted outside classroom doors.

Negative Consequences: When a child “breaks” a promise, he/she receives a “Broken Promise.” To administer this consequence, inform the student that they have received a Broken Promise and fill out the necessary paperwork. The intention of a “Broken Promise” is to provide a consequence for behaviors outside of those that are manageable within the classroom management system. For examples of behaviors that should warrant a “Broken Promise”, please see the attached list of behaviors. **Students earn a “clean slate” at the start of a new trimester.**

1st Broken Promise - Student receives a “Broken Promise” that goes home to parents and parents are contacted. This contact can come in the form of an email or a phone call (with or without the student). This contact will be made as soon as possible. A loss of privilege may be determined to be beneficial for the student.

2nd Broken Promise - Student receives “Broken Promise,” loses a school privilege (example: assembly) that day, attends counseling session/“retraining” and teacher calls home.

3rd Broken Promise - Student receives “Broken Promise,” loses a school privilege that day, attends counseling session/“retraining,” principal calls home, conference with parents and teachers.

4th Broken Promise - Student receives “Broken Promise,” loses two school privileges, counseling session/“retraining,” principal calls home, and/or half-day in school suspension, Behavior Plan created.

**Discipline situations may arise that require consequences other than those listed above.*

require administrator consequences, parent contact, and signature. Please turn in all forms to Mrs. Cukier in the office.

Name _____

Date _____

Teacher _____

STOP AND THINK SHEET

Please check the Copeland School promise that was broken.

- Take care of myself Take care of others Take care of our school

What did you choose to do?

What is the expected behavior? (Refer to the expectations)

How can you change your behavior to make the situation better?

Student Signature _____ Parent Signature _____



Copeland Manor School Student Expectations

	Classroom	Hallway	Cafeteria	Playground	Bathroom	Bus
Take care of myself	Focus, listen to others Follow directions Manage emotions Be ready to learn Use materials appropriately Give best effort	Walk safely on the right side Go directly to intended location Follow all directions Bring necessary materials	Eat my own food Keep feet under the table Raise my hand and ask for help Follow directions	Use equipment properly and safely Dress for the weather	Use a quiet voice Wash my hands	Stay seated, facing the front Follow directions/listen to the bus driver Know your bus stop Be ready to get on and off the bus
Take care of others	Use kind words Respect safety of others Be in the group	Respect the space and work of others	Consider the needs of others Enjoy the students at your own table Use an inside voice	Use respectful and kind words Include others and take turns Keep hands and feet to yourself	Give everyone privacy Keep hands and feet to yourself Wait your turn Be quick	Use soft voices Keep aisles clear Use kind words Keep hands and feet to yourself
Take care of our school	Take care of, and clean up all materials	Keep a quiet voice Walk peacefully, keeping hands and feet to yourself Respect student work in the halls	Recycle and throw away trash Pick up any trash you see (even if it's not yours!)	Line up immediately when the bell rings or whistle is blown Use equipment properly	Use soap and water in an appropriate way Keep the area clean (flush!)	Keep the bus clean