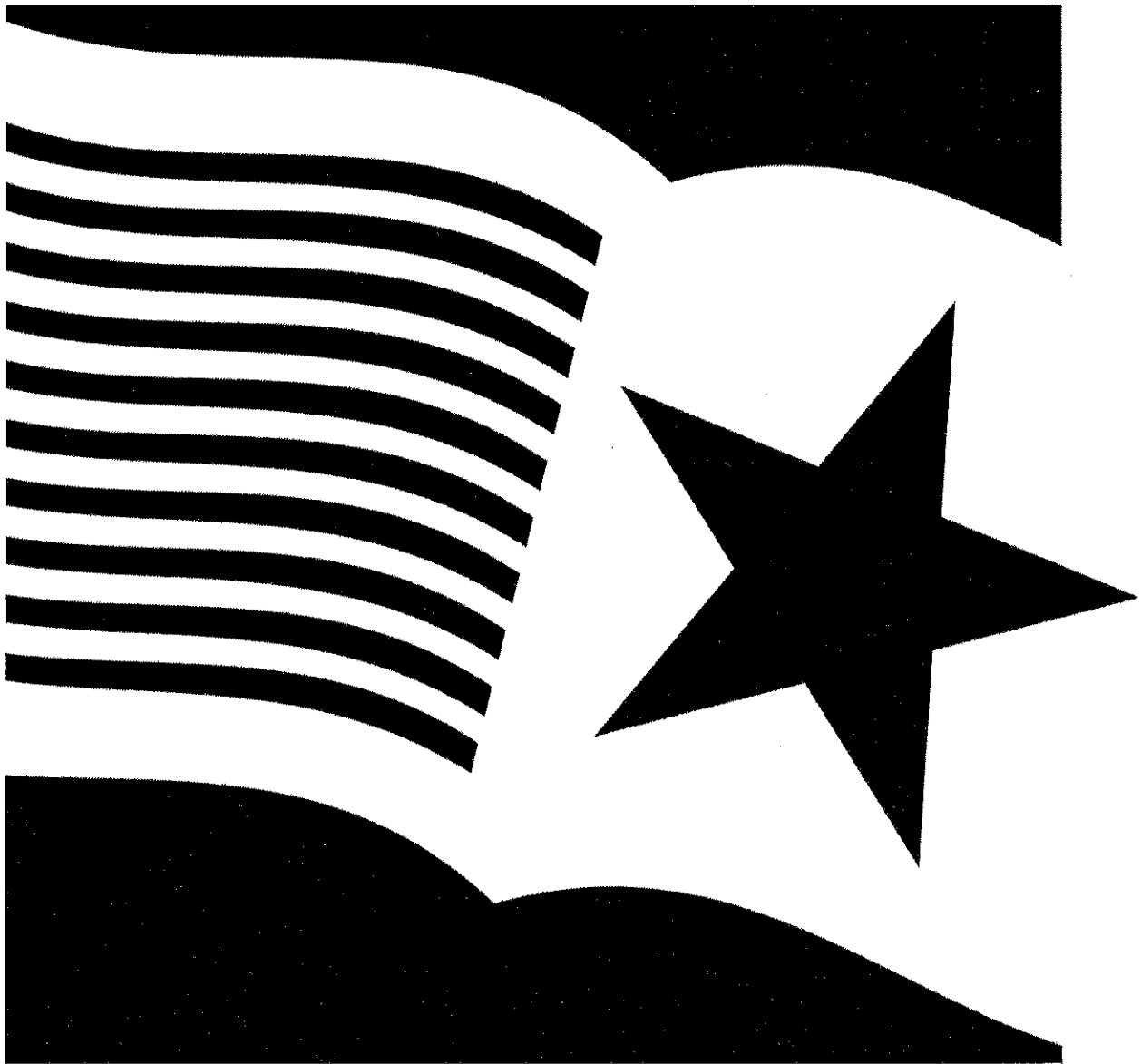


SALFORD HILLS ELEMENTARY SCHOOL

SCHOOL-WIDE BEHAVIOR PLAN



Abbreviated Document

August, 2014

We Are Safe We Are Responsible We Are Respectful We Are Learners

Salford Hills: A “Responsive Classroom” School

For many years, our school has embraced the tenants of Responsive Classroom. This social curriculum has meshed with our belief that schools are nurturing grounds where we teach children social and behavioral constructs so as to better survive in our world today and the world our children will make tomorrow.

Guiding Principles

The *Responsive Classroom* approach is informed by the work of educational theorists and the experiences of exemplary classroom teachers. Seven principles guide this approach:

1. The social curriculum is as important as the academic curriculum.
2. How children learn is as important as what they learn: Process and content go hand in hand.
3. The greatest cognitive growth occurs through social interaction.
4. To be successful academically and socially, children need a set of social skills:

Cooperation

Assertion

Responsibility

Empathy

Self-control.

5. Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach.
6. Knowing the families of the children we teach and working with them as partners is essential to children’s education.
7. How the adults at school work together is as important as their individual competence: Lasting change begins with the adult community.

Classroom Practices

The *Responsive Classroom* is a general approach to teaching, rather than a program designed to address a specific school issue. It is based on the premise that children learn best when they have both academic and social-emotional skills. The *Responsive Classroom* approach consists of a set of practices that build academic and social-emotional competencies and that can be used along with many other programs.

These classroom practices are the heart of the *Responsive Classroom* approach:

- **Morning Meeting**—gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead
- **Rule Creation**—helping students create classroom rules to ensure an environment that allows all class members to meet their learning goals
- **Interactive Modeling**—teaching children to notice and internalize expected behaviors through a unique modeling technique
- **Positive Teacher Language**—using words and tone as a tool to promote children's active learning, sense of community, and self-discipline
- **Logical Consequences**—responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity
- **Guided Discovery**—introducing classroom materials using a format that encourages independence, creativity, and responsibility
- **Academic Choice**—increasing student learning by allowing students teacher-structured choices in their work
- **Classroom Organization**—setting up the physical room in ways that encourage students' independence, cooperation, and productivity
- **Working with Families**—creating avenues for hearing parents' insights and helping them understand the school's teaching approaches
- **Collaborative Problem Solving**—using conferencing, role playing, and other strategies to resolve problems with students

Expected Behaviors Matrix

We Are	Respectful	Safe	Responsible	Learners
Arrival/ Dismissal	<ul style="list-style-type: none"> - Give "5" promptly - Use talking voices 	<ul style="list-style-type: none"> - Walk - Keep hands and feet to yourself - Sit with feet under table - Stay in line 	<ul style="list-style-type: none"> - Be prepared and have a plan - know your bus number - belongings stay in backpack 	<ul style="list-style-type: none"> - Arrive and leave on time - Know what you need with you - Be prepared
Assemblies	<ul style="list-style-type: none"> - Sit quietly - Eyes of speaker - Clap appropriately - Give "5" promptly 	<ul style="list-style-type: none"> - Stay with your class - Hands and feet to yourself 	<ul style="list-style-type: none"> - Enter and leave quietly - Respect personal space 	<ul style="list-style-type: none"> - Listen to the speaker - Participate appropriately
Bathrooms	<ul style="list-style-type: none"> - Privacy - Whisper voices - Use appropriate amount of materials 	<ul style="list-style-type: none"> - Keep water in sink - Sign out - Wash hands with soap 	<ul style="list-style-type: none"> - Report a problem to an adult - Flush toilet - Towels in trash 	<ul style="list-style-type: none"> - Be quick and quiet - Return to classroom quickly
Bus	<ul style="list-style-type: none"> - Use <i>please remember</i> statements - Use talking voice - Listen to Driver - Appropriate school conversation - Give "5" promptly 	<ul style="list-style-type: none"> - Stay seated - Hands to yourself - Face forward 	<ul style="list-style-type: none"> - Listen to driver - Belongings in backpacks - Be a positive role model 	<ul style="list-style-type: none"> - Arrive/Leave on time - Know wave number - Know bus number - Bring all needed materials
Classrooms	<ul style="list-style-type: none"> - Be fair and kind - Respect others space and ideas - Give "5" promptly - Wait for your turn to talk 	<ul style="list-style-type: none"> - Enter only when an adult is present - Use furniture appropriately - Use supplies appropriately 	<ul style="list-style-type: none"> - Use materials and equipment properly - Listen carefully - Complete work neatly and on time 	<ul style="list-style-type: none"> - Ask questions - Follow directions - Listen carefully - Actively engage
Cafeteria	<ul style="list-style-type: none"> - Use your talking voice - Use manners - Give "5" promptly - Respond to directions promptly 	<ul style="list-style-type: none"> - Stay seated - Walk - Eat only your own food - Raise hand for help 	<ul style="list-style-type: none"> - Focus on eating - Use bathroom quickly - Clean up - Get everything you need - Take only what you need 	<ul style="list-style-type: none"> - Line up ready for hallway transition
Hallways	<ul style="list-style-type: none"> - Whisper voice 	<ul style="list-style-type: none"> - Walk - Stay together in a single file line 	<ul style="list-style-type: none"> - Hands to self - Keep personal space 	<ul style="list-style-type: none"> - Listen and watch for teacher directions
Playground	<ul style="list-style-type: none"> - Keep hands and feet to yourself - Respond promptly to whistle and directions 	<ul style="list-style-type: none"> - Be able to see an adult at all times - Play by the rules - Use equipment safely - Promptly report problems to an adult - Close doors 	<ul style="list-style-type: none"> - Return equipment safely 	<ul style="list-style-type: none"> - Line up ready to move to hallways

Expected Behaviors Matrix

Appendix

★ Universal Signal – Give me "5"

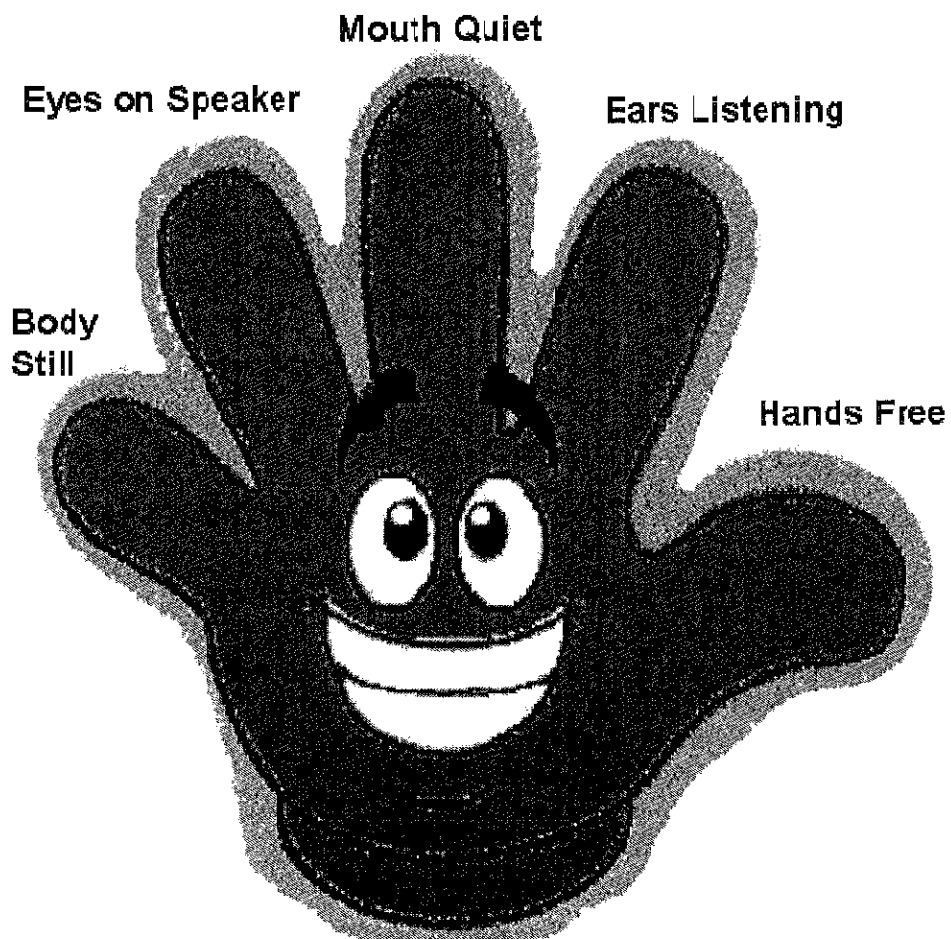
★ Voices

0 – No Talking

1 – Whisper Voice

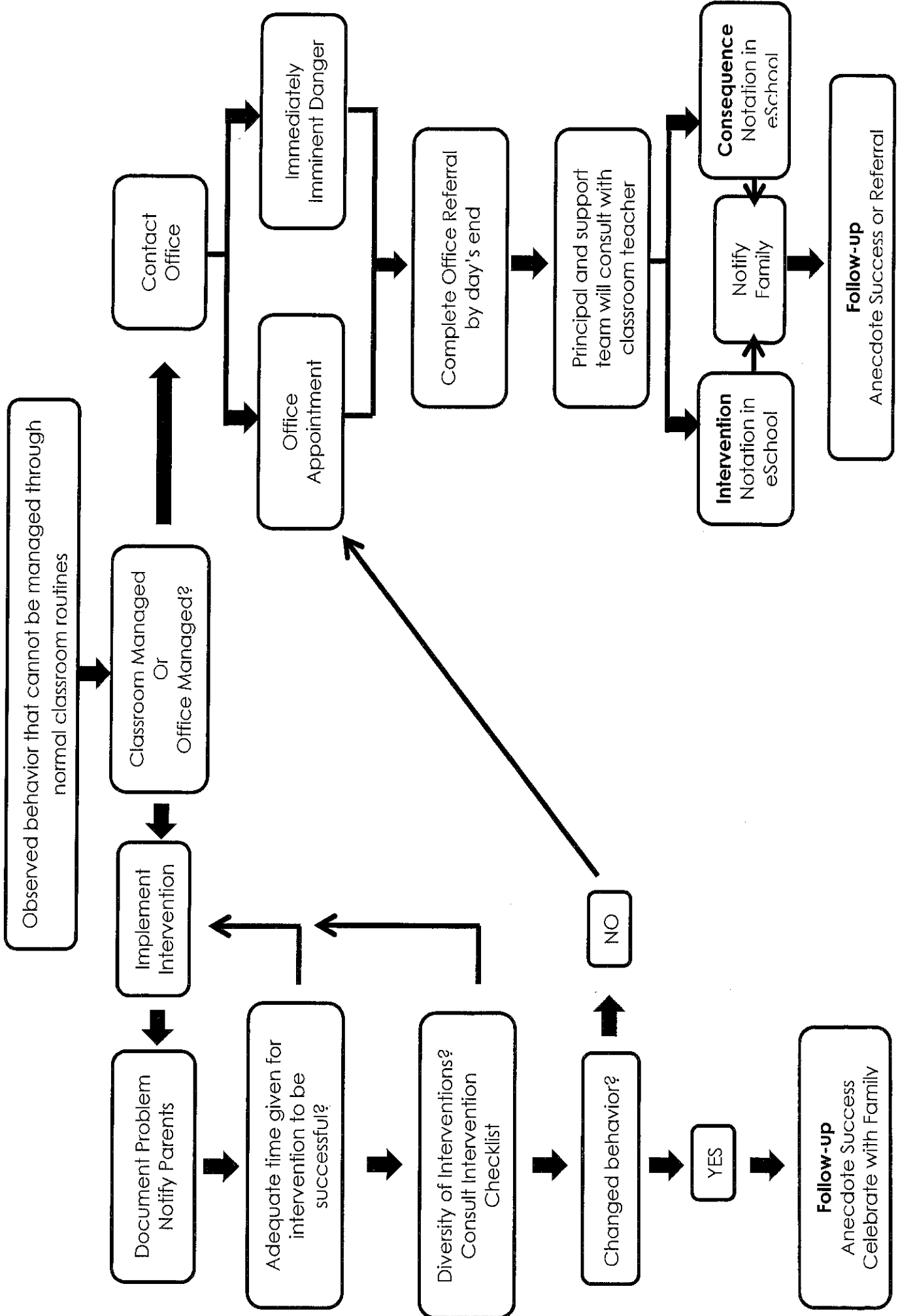
2 – Talking Voice

3 – Outside Voice



Give Me Five!

Classroom vs. Office Managed Behavior Flowchart



IEP / 504 Student

Salford Hills Elementary School

Office Referral Form

eSchool Entry

Student Name: _____ Grade: _____ Date: _____

Referring Staff Member: _____ Time of Incident: _____

Problem Behavior

- Obscenities – Language or Physical
- Fighting/Physical aggression
- Defiance/Disrespect/Non-compliance
- Lying/Cheating
- Harassment/Bullying
- Disruption
- Destruction of Property / Vandalism
- Reckless Endangerment
- Property damage
- Forgery/Theft
- Dress Code Violation
- Technology Violation
- Elopement – Unsupervised Area
- Weapons Violation
- Repeated Classroom Managed Offense: _____

Location

- Classroom
- Playground
- Commons/Music/Art
- Hallway
- Cafeteria
- Bathroom
- Gym
- Library
- Bus Loading
- Parking Lot
- On the Bus
- Assembly/Special Event/Trip
- Office

Possible Motivation

- Obtain peer attention
- Obtain adult attention
- Obtain item/activity
- Avoid task/activity
- Avoid work
- Avoid peer(s)
- Avoid adult(s)
- Don't know
- Other

Description of the Event / Problem:

Others Involved: None Teacher Staff/Paraprofessional Substitute Peers Other

Administrative Decision

- | | |
|---------------------------------------------------------------------|--------------------------------------------------------------|
| <input type="checkbox"/> Time in office / Administrative Conference | <input type="checkbox"/> Individualized Instruction |
| <input type="checkbox"/> Loss of Privilege | <input type="checkbox"/> Bus Suspension |
| <input type="checkbox"/> Conference with Parent / Student | <input type="checkbox"/> In-school suspension |
| <input type="checkbox"/> After School Detention | <input type="checkbox"/> Out-of-school suspension |
| <input type="checkbox"/> Lunch Detention in Office | <input type="checkbox"/> Other Administrative decision _____ |
| <input type="checkbox"/> Restitution | |

Follow-up Comments:



Date: _____

Student Name: _____

Staff Name: _____

My Thought Reflection

What was happening? What did I do?

Has anyone been affected by what I did? How were others feeling? What were others thinking?

What was the expected behavior?

What will I do to handle this differently?

What is the Logical Consequence of my actions? _____

Parent Signature: _____

Date: _____

Teacher Response/Comments: