



Code of Conduct & Positive Behavior Support Plan



Nakia Jones-Tate, Principal



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CRSD CODE OF STUDENT RIGHTS, RESPONSIBILITIES AND CONDUCT

The Student Code of Rights, Responsibility, and Conduct assumes that the vast majority of Council Rock students are law abiding and respect both public property and personal property, as well as the rights of others. However, when student conduct disturbs the learning environment or threatens the health, safety, and welfare of themselves and of others, they subject themselves to disciplinary action. Such action could be in the form of one or more of the following: teacher-pupil conferences, parent-teacher conferences, detention, suspension or expulsion from school.

GENERAL REGULATIONS

The following list shall include, but shall not be limited to, those offenses that could result in either a teacher-pupil conference, a parent-teacher conference, a detention, a temporary or full suspension or a permanent expulsion from school.

1. Cutting class or leaving school property without permission.
2. Possessing, using, or trafficking in any drug, narcotic, alcohol, or controlled substance. [Board Policy 218.3](#)
3. Smoking on school property. [Board Policy 218.7](#).
4. Conducting oneself improperly at any school function, District and/or Student Activity.
5. Being disrespectful or insubordinate to any employee of the Council Rock School District or those employed by a company under contract to the Council Rock School District.
6. Harassing another student.
7. Assault on, and/or physical involvement with, any employee of the Council Rock School District or those employed by a company under contract to the Council Rock School District.
8. Vandalizing school property or tampering with the safety or emergency systems of any school.
9. Fighting or instigating a fight.
10. Repeated and willful violation of existing school rules which might cause a disruption of school, its programs, or interference with the learning process and District and/or Student Activities.
11. Possession of firearms, knives, or other dangerous weapons on school property. [Board Policy 218.1](#)
12. Any conduct constituting a violation of the United States or Pennsylvania Criminal Code or a Municipal ordinance which might be detrimental to the school program, or interfere with the learning process, or with the normal or appropriate conduct, activities of the students and any employee of the Council Rock School District.
13. Misconduct or flagrant misbehavior on school buses or any vehicle which transports students to and from school and/or District and/or Student Activities.

SAFETY AND POLITENESS RULES

A. BEHAVIOR FOR BUSED STUDENTS

1. Arrive at your stop promptly. Do not arrive at your stop more than five (5) minutes ahead of the bus arrival.
2. Treat the property at the stop as though it was part of your home.
3. Board the bus in a single file and proceed to the rear and find an available seat.
4. Speak softly to your neighbors.
5. Unless there is an emergency, do not speak to the driver while the bus is in motion.
6. Eating should take place somewhere other than the bus.
7. Help keep your bus clean.
8. Remain seated while the bus is in motion.
9. Be polite and friendly to your driver and your neighbors.
10. When leaving the school bus, disembark in an orderly fashion with the students closest to the front leaving first.
11. Unless you have received prior approval from the office, you should get off the bus at your regular stop.
12. Bus children are to ride the bus both to and from school. They are not to ride one time and walk another.

13. Switching buses (See Transportation Section).
14. The school is responsible for the child's safety from the time your child leaves home until he returns home. Only by strict enforcement of the rules can we insure your child's safety; repeated infraction of the rules may necessitate the denial of bus privileges.
15. No pets may be brought on the school bus.

***BREAKING OF THESE RULES MAY MEAN A REVOCATION
OF THE PRIVILEGE OF RIDING THE SCHOOL BUS***

B. BEHAVIOR ON THE PLAYGROUND

Our playgrounds are for the use and enjoyment of all students. We want to encourage vigorous play as a means to physical well being. However, a primary concern of those of us involved with youngsters is safety. Some activities that might be considered quite reasonable in the backyard at home are not permitted at school due to the large number of children involved. Also, we ask that students not bring toys, radios, or equipment to school without the appropriate staff permission. For the safety and benefit of all the children, we have established the following guidelines. While most appear to be common sense (as indeed most safety rules are), please go over these rules with your child/children.

GENERAL RULES

1. (COURTESY) Please be courteous and respectful of others--share and follow the directions given by the supervising adults. The type/size of balls that can be used in the playground shall be regulated by the supervising adults. Balls should not be thrown/kicked against the school building or near playground equipment.
2. (BALL ACTIVITIES) Games which involve the use of balls should be played only in areas designated by supervising adults. Baseballs, hard rubber balls, or tennis balls are not allowed. Balls should not be thrown/kicked against the school building or near playground equipment.
3. (BOUNDARIES) Students may not enter or go near: parking lots, driveway areas, public highways, retention basin area, wooded areas, school window areas. Specific play areas will be regulated by the supervising adults to insure the safety of all. Supervising adults will retrieve playground equipment (i.e., balls) that enters the "off-limit" areas.
4. (LEAVING PLAY AREAS) Students shall enter/exit the playground through the courtyard area doors. Students should remain in the playground areas assigned by the supervising adults at all times. Students may leave the playground areas if they acquire permission and are issued a pass to enter the school building by the supervising adult.
5. (UNSAFE PLAY) Unsafe play and equipment are not permitted. Example: fighting, playing tag-type activities on equipment, excessive hard hitting and pushing in soccer type games, going down the sliding board backwards. Jump ropes may be used with the approval of the recess aides.
6. (ABSENCE FROM RECESS) Please see Section under Absences.
7. (SNOW/ICE) Following a snow fall, students may be able to go outside after the blacktop areas have been cleared. Sliding on the ice is dangerous and should be done only with parental supervision. No snowballs.
8. (THROWING OBJECTS) We all treasure our eyes; therefore, students will not be permitted to throw stones, mud, sticks, hardballs, snowballs, etc.
9. (LINE-UP) Students shall promptly report to their assigned line-up areas when the whistle is blown.

10. (INJURY) If a student is hurt, tell the supervising adult immediately. The student will receive the appropriate attention, help and care.
11. (SHARE) Students should share all playground equipment.
12. (FOOD/BEVERAGES) Food, chewing gum, or beverages are not permitted in the playground areas.
13. (PASS) Pupils are not permitted to enter the school building from the playground unless they have a pass issued to them from the supervising adult.

SPECIFIC RULES FOR EQUIPMENT USE

CLIMBING THE RING EQUIPMENT

1. The equipment is for children who can reach it, not for those who have to be lifted up.
2. Travel in one direction only.
3. Use proper grip with thumbs and fingers on opposite side of rungs.
4. Hold on with both hands except when moving from one rung to another.
5. No crowding; be sure the next rung is free before advancing to it. Also, do not play tag on bars, push or shove, step on other student's hands, climb real fast.
6. In dismounting, draw up legs slightly and look down before dropping. Stop swinging motion of body before dismounting. Bend knees slightly when feet strike ground.
7. NO somersaults on the equipment.
8. NO hanging upside down on the equipment.

SLIDING BOARD EQUIPMENT

CHILDREN WILL:

Slide one student at a time
Wait their turn in a line
Hold side rails with two hands
Sit down immediately upon reaching top
Slide in a sitting position
Move away from slide when
bottom is reached
Not hang on slide hood

CHILDREN WILL NOT:

Push while in line
Skip stairs while climbing
Stand at the top of the slide
Slide on stomach head-first
Run up or down slide
Slide down or climb up support
poles
Jump off from the middle of
sliding board

SWING EQUIPMENT

CHILDREN WILL:

Refrain from pushing or shoving others
Sit on the middle of the swing
Hold on to the side chains with both hands
Come to a stop by slowing down
Swing one person per seat
Swing forward and back only

CHILDREN WILL NOT

Swing on their stomach
Stand or kneel on the swing
Push another person on the swing
Climb on swing frames
Walk directly in front or back
of swing while in motion

C. BEHAVIOR IN THE CLASSROOM

1. Know your task at hand.
2. Help your teacher keep your room neat. (Do you know your job?)
3. Follow your teacher's directions carefully when lining up to leave your room.
4. When offering an answer to a question, make sure you are following the rules for recitation.
5. Getting your teacher's attention to be permitted to speak is important. Do you know the correct manner to do so?
6. What are the class rules for getting a drink of water, visiting the lavatory, sharpening your pencil, etc.
7. The chewing of gum is not permitted.
8. Unless your teacher has a procedure for snacks in your classroom, please confine your eating to the cafeteria.
9. Cleaning your hands after visiting the lavatory or before lunch is a good health habit. Do you?
10. When a visitor comes to your room, be polite and respectful.
11. Do not touch/take that which belongs to other people without their permission.

D. BEHAVIOR IN THE HALLWAYS

1. WALK!
2. Always walk to your right in an orderly fashion close to the wall.
1. A clean school means the hallways are also clean. Help our custodian by keeping trash off the floors, your hands off the walls, and crayon and pencil marks on paper.
4. Running in the halls can cause serious accidents.
5. Loud and disruptive talking is not necessary in the hallways. Speak softly.
6. Students of all ages should remove their hats when entering a building.
7. Always wipe your feet before entering the school.

E. BEHAVIOR IN THE CAFETERIA

1. When entering the cafeteria, waiting for friends will not be permitted in the hallway or in the cafeteria.
2. Make sure you have a straw, if needed, before you go to a seat.
3. Follow in and take every seat. Please do not leave empty seats as everyone needs a place to eat.
4. Borrowing or lending money is frowned upon. If you have lost your money, tell the aide in the cafeteria or your teacher.
5. Please keep trash at your place until you are dismissed. Make sure your trash is placed in can and not on the floor.
6. Trash cans are provided for you. Cans without liners are for unused liquids only; no paper goods are to be put in these cans.
7. Your cooperation in keeping the noise at a reasonable volume will make the lunchroom a more pleasant place to eat. Too much noise makes everyone uncomfortable.
8. Please try to remember that we never leave our seats unless we are taking back a tray.
9. We have aides in the lunchroom to help you, but we would like to stress the importance of staying in your seat. If you need help, please raise your hand.
10. No food is permitted outside the lunchroom.
11. The lunchroom aides know you are anxious to get out to the playground after lunch. Your full cooperation will help make this possible.

F. BICYCLE BEHAVIOR

Students in grades 4, 5, and 6 are permitted to ride their bicycles to school if they do the following:

1. Acquire a parental permission slip from the office and have their parents complete.
2. Follow good bicycle safety practices including:
 - Wear a helmet at all times while riding a bicycle (it is a Pennsylvania law).
 - Keep on the right side of the road close to the curb or edge of the road.
 - Keep both hands on the handle bars, except when signaling his/her intention to stop or turn.
 - Never carry additional riders.
 - Observe all traffic lights, stop signs, and directions given by traffic officers.
 - Be particularly observant when crossing intersections and railroad crossings when coming out of a driveway and when leaving a parking space.
 - Never hitch a ride on a moving vehicle.
 - When riding in a group, ride in single file.
 - Give pedestrians the right of way.
 - Park bicycle in the racks provided and LOCK it.
 - Never ride bicycles on school property and across intersections.

G. ASSEMBLY PROGRAMS

1. Please show respect for all performances - be courteous. Hooting and whistling are not courteous.
2. Ask your teacher if you may go to the bathroom prior to going to a program.

H. DRESS AND GROOMING

The Council Rock School District Board of School Directors has a policy in effect to monitor inappropriate attire. Students are reminded that extremely offensive and distracting styles of clothing (i.e., tank tops, muscle shirts, midriff tops, biking pants, excessively short skirts/shorts, etc.) are discouraged. Undergarments or bare skin at the mid-section or back should not be visible at any time. Also, clothing advertising drugs and alcohol products or clothing that conveys an inappropriate message is not permitted. If a child comes to school dressed inappropriately, he or she will be given two choices: To pick clothing from the nurse's office or call a parent for a change of clothing. Please use discretion when choosing clothing.

HILLCREST **ROAR** RULES

Respectful to All

Obey Safety Rules

Act Responsibly

Ready to Learn

(See below for ROAR Matrixes)



IS ROARING ABOUT POSITIVE BEHAVIOR

What is R.O.A.R.?

R.O.A.R. is an acronym that represents the following important life-long skills that our students will carry into all areas of their lives:

Respectful to all, Obey safety rules, Act responsibly, and Ready to learn

Why is R.O.A.R. important in our school?

R.O.A.R. is part of a program called positive behavior supports. Positive Behavior Support (PBS) is an international program to promote and maximize academic achievement and positive behavior. It is a school-wide program using positively stated learning and behavior expectations. We can not expect that children automatically know what is expected of them; therefore we need to teach them. We know that when good behavior and good teaching come together, our students will excel in their learning. Hillcrest Elementary is proud to be a part of this exciting initiative.

How can you support PBS at home?

- Reinforce the importance of the **R.O.A.R.** behaviors when they are displayed at home.
- Students spent time with their families and devised their individual matrixes. These matrixes were brought back to school and used to create one matrix for the entire school to use.

How can I learn more about R.O.A.R.?

Visit our website for more information:

Departments: Counseling Corner

R.O.A.R. RULES



IS ROARING ABOUT POSITIVE BEHAVIOR

	Recess	Classroom	Hallway	Cafeteria	Bathroom	Assemblies	Bus/Van/Car
Respect to All	<ul style="list-style-type: none"> * Keep your hands, feet, and objects to yourself * Use kind words * Include others 	<ul style="list-style-type: none"> * Give people personal space * Say please, thank you and I'm sorry * Avoid talking when someone else is talking 	<ul style="list-style-type: none"> * Walk calmly * Hands to ourselves * Don't worry about who stands near you 	<ul style="list-style-type: none"> * Clean up after yourself * Listen to directions of adults * Use table manners 	<ul style="list-style-type: none"> * Respect the privacy of others * Clean up after yourself * Do not write on the walls 	<ul style="list-style-type: none"> * Applaud when a person is finished speaking * Use quiet bodies 	<ul style="list-style-type: none"> * Use polite language * Sit in your seat and listen to the bus driver * Use calm voices
Obey Safety Rules	<ul style="list-style-type: none"> * Play calmly * Don't jump off the swings or climb the slide * Be aware of others 	<ul style="list-style-type: none"> * Hang up your school bag * Push in your chair * Keep 4 legs of the chair on the ground 	<ul style="list-style-type: none"> * Stay to one side of the hallway * Walk in a straight line 	<ul style="list-style-type: none"> * Stay off the stage * Clean up food or trash on the floor * Food should not be thrown 	<ul style="list-style-type: none"> * Keep the lights on * Don't swing or climb on stall doors * Keep soap off the floor 	<ul style="list-style-type: none"> * Follow entry and exit procedures * Sit quietly * Listen and follow directions 	<ul style="list-style-type: none"> * Use a quiet voice * Keep your hands and feet to yourself * Stay seated
Act Responsibly	<ul style="list-style-type: none"> * When swinging, don't go too high * Get in line when you are supposed to do so 	<ul style="list-style-type: none"> * Don't scribble on your classwork or homework * Avoid fiddling with things in your desk 	<ul style="list-style-type: none"> * Don't cut in line * Walk silently 	<ul style="list-style-type: none"> * Clean up spills * Don't push in the snack line 	<ul style="list-style-type: none"> * Make sure all paper towels get in the trash * Don't splash water 	<ul style="list-style-type: none"> * Don't sit next to someone you might talk to * Sit on your bottom, not your knees 	<ul style="list-style-type: none"> * Don't kick the seats * Set a good example for younger kids
Ready to Learn	<ul style="list-style-type: none"> * Walk quietly into the building when recess is finished * Line up quietly and in magic number order * Pay close attention to the recess aides 	<ul style="list-style-type: none"> * Sit up straight and keep your feet on the floor * Keep your desk neat and organized * Keep your eyes on the teacher 	<ul style="list-style-type: none"> * Observe classroom bulletin boards as you walk in the hall 	<ul style="list-style-type: none"> * Listen to the cafeteria aides when they give directions. * Walk in without acting silly * Eat a healthy lunch 	<ul style="list-style-type: none"> * Use the bathroom at appropriate times, like during breaks * The bathroom is not to be used just to talk to with friends 	<ul style="list-style-type: none"> * Keep your eyes on the speaker * Participate, if asked * Don't talk to your neighbor 	<ul style="list-style-type: none"> * Be calm and prepare yourself for school * Be on time to school or to the bus stop * Make sure you are wearing proper school clothes



Bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Please note that the district defines bullying as a communication or act that is intentional and delivered in electronic, written, verbal, or physical form to another student or students, which occurs in or by way of a school setting that is severe, persistent, or pervasive and has the effect of doing any of the following: substantially interfering with a student's education; or creating a threatening environment; or substantially disrupting the orderly operation of the school.

We, at Hillcrest, are committed to maintaining a safe **bully-free** environment. Intervention programs have been implemented in all grade levels to ensure prevention. Additionally, town meetings and assemblies are used to communicate expectations and provide periodic reminders.

At times, the term bullying can be misused when describing a conflict. A student who has one encounter with another student is not, by definition, being bullied; rather, engaged in a peer conflict or disagreement. However, if you see a pattern of negative interactions with another student; please contact the school immediately. **DO NOT wait weeks or months to report a concern.** This often leads to frustration. Documentation and action from the school can only begin upon receipt of notification.

Upon notification, the school must conduct an investigation. Additionally, parents will be provided with paperwork to document this complaint along with the district guidelines used during the investigation. A student who violates the bullying policy shall be subject to appropriate disciplinary action, which may include administrative/student/parent conference, loss of privileges, referral to guidance counselor, school detention, suspension and/or expulsion. Please note that, in most cases, a progression of consequences will be considered.

Bully *Prevention* and *Intervention* is critical in maintaining a safe environment. The R.O.A.R. program is our School-Wide Positive Behavior Supports designed to foster a community where each member feels valued, respected, connected, and safe. Each year, Hillcrest Elementary has a dedicated team that works to implement the R.O.A.R. program. Additionally, students are directly taught how to be caring citizens through *Second Step* lessons (K-3), *Life Skills* lessons (4-6), school assemblies, school guidance lessons, and the use of Restorative Circles.

To learn more about our School-Wide Positive Behavior Supports (SWPBS) and our Bullying Prevention Programs, please visit our HCE webpage. [HCE SWPBS Link](#).

Please visit the attached link [Board Policy 218.10](#) to read more information on the CRSD bullying policy.





Bullying Prevention



Our school is committed to preventing and effectively addressing bullying between students. To achieve this goal, cooperation and assistance by everyone, in the school community is needed, most especially students. This year, we encouraged that each student through grades 3-6 formally pledge against anti-bully. Each student pledged not to act as a bully, join in the bullying of others and promptly report bullying to an adult.

How does SWPBS help?

- Rules help to establish structure in unstructured areas. This structure reduces the possibility for students to exhibit bullying behaviors.
- Throughout the year, students are explicitly taught how to be respectful to one another. This occurs through the use of children's literature, role-playing, Restorative circles, and assemblies.
- The Second Step Program (K-3) and Life Skills Training (Gr. 4-6) are presented by homeroom teachers throughout the school year, as per our district curriculum, to support the children's positive social skills and responsible decision-making.
- Specific assertiveness skills are taught through school guidance lessons and school-wide programs
- Social reinforcements for bullying are reduced when the entire school is working toward the same goals.

Bullying... As a Parent, What Can I Do?

Get the facts

- Assure your child that the problem will be addressed
- Stay calm and be objective
 - There are two sides to every story
- Gather as many details as possible
 - Where did it happen? When did it occur? Who was there? How did the interaction begin?
- Write down when your child was bullied. This will help to show that there is a pattern and that it is not just a one-time event.

Communicate with the school:

- Encourage your child to speak to his/her teacher or school counselor verbally or in writing
- If your child is not comfortable speaking up, you can contact your child's teacher or school counselor
- Continue to maintain open communication with school personnel

Encourage your child to use strategies that they have learned:

- Tell the bully to stop (action) in a firm, calm voice
- Walk away from uncomfortable situations
- Know that it is not your fault
- Tell adults at home and at school
- Hang out with people who will let you be you
- Don't be a bully yourself

What to do if your child may be bullying:

- Talk clearly about behaviors that encourage positive relationships
- Avoid physical punishments
- Reduce the amount of TV and video game violence
- Determine whether or not your child is being mistreated
- Sometimes bullying can be a reaction to hurt, fearful or angry emotions



POSITIVE REWARD SYSTEMS



Hillcrest Elementary School strongly believes that the key to a successful school environment is praising and rewarding students for their hard work, effort and success both behaviorally and academically. Each teacher and staff member is trained, encouraged and reminded to constantly “catch” students behaving according to the Code of Conduct and working toward their potential. The following are some ways teachers and staff reward students.



ACHIEVEMENT BREAKFAST

Selected students will be honored during an achievement breakfast each marking period. The purpose of the breakfast is to celebrate positive attitudes, academic growth and foster continued confidence in students’ abilities to try their best within the classroom. Each teacher will provide the office with the names of one/two students who have shown progress/growth during the semester and who continue to display a positive attitude, while trying their very best in the classroom. Invitations will be mailed directly home to those chosen students to ensure no hurt feelings. Please note: This is a staff-student incentive. There are many other parent opportunities to provide input.



PRINCIPAL’S PICK

*In addition to our P100 Club, each week a class is selected for the **Principal’s Pick** for lunch and recess. Throughout the week classes are observed during lunch and recess for exceptional behavior and following all of the ROAR rules. One class is selected for each area. Each day a class earns a three (3) their name will be added to the **Principal’s Pick** drawing. One class can earn up to five entries, increasing their chances of being selected for that week. Additionally, each grade level has an opportunity to win a weekly incentive during that period.*

*The winning class receives the **Principal’s Pick** trophy for classroom display and their picture is posted on our mascot, Tigger, in the main hallway for that week.*

SEE BELOW FOR SAMPLE DISPLAY



PRINCIPAL'S 100 CLUB (P100 CLUB)/ROAR TICKETS

The Principal's 100 Club (P100 Club) is a school-wide behavior intervention that is intended to enhance the social climate of the entire school. This intervention will be used in the context of our School-Wide Positive Behavior Support Plan (ROAR RULES).

*The Principal's 100 Club is a school-wide **ALL** positive, prevention focused intervention. It applies to all students, all staff and all settings. It consists of several evidence based behavior management practices: 1) verbal praise, 2) public posting, 3) the Mystery Motivator, 4) a variable reinforcement schedule and 5) a group contingency.*

HOW IT WORKS

- ROAR TICKETS will be randomly placed in staff mailboxes each day.
 - Staff are encouraged to select students outside of their classroom
- Students can earn a ROAR TICKET **anywhere** in the school if they are modeling exemplary behavior.
- If a ROAR TICKET's staff holder sees a student modeling exemplary behavior, s/he may be selected to receive their ROAR TICKET.
- If selected, the teacher will congratulate the student, while providing **behavior-specific** praise related to *the ROAR RULES*.
- The student is encouraged to sign the ROAR TICKET with first and last name. (assistance provided to younger students)
 - The student will report to the office to "cash-in" the ROAR TICKET on the same day
- The student will sign our **HCE Celebrity Book** and Select a random number from 1-100 for placement on our Principal 100 Board
 - Student's name will be placed in corresponding space.
- Positive emails are made to inform parents of good news (usually next day of receipt)
 - Students are publically acknowledged in the next day announcement
- Reward(Mystery Motivator) for the individuals whose names complete 10 in a row on the P100 Club Board
 - New Mystery Motivator selected for next round
- Names can be removed from the board once entire board is completed and Start Over
 - 10 tickets per day times/100= approximately 2 week turn-around



PRINCIPAL'S PICK DISPLAY



We ROAR at RECESS

Respectful to All
Obey Safety Rules
Act Responsibly
Ready to Learn

Help your class earn 3 Points every day by following our ROAR RULES during recess.

1) You increase your chances of being selected as the weekly Principal's Pick every day your class earns 3 points.

2) Weekly points will be tallied for each grade level. Every grade that earns _____ points for the week will be awarded *FREE PLAY FRIDAY*. (Friday-Thursday)

GOPPOLD																			
KARCEWSKI																			
SHORTLIDGE																			
AUSTIN																			
CLIFFORD																			
CROWLEY/SPEAK																			
HOLOVAK																			
LONGSTREET																			
MOORE																			
GELLER/WHITTAKER																			
LENICKY																			
MULLIN																			
GAMBLE																			
MCCULLOUGH																			
WAITE/WALKER																			
TODD																			
VACCA/KOPEL																			
WEISS																			
GALLAGHER																			
WADE																			

ROAR RULES RUBRIC FOR RECESS

1 POINT= FOLLOW SAFETY RULES

1 POINT= LISTEN TO DIRECTIONS THE 1ST TIME

1 POINT- POSITIVE INTERACTIONS

YOUR GOAL IS TO EARN 3 POINTS EVERY DAY!

Ready to Learn

2) Weekly points will be tallied for each grade level. Every grade that earns _____ points for the week will be awarded **FREE SIT FRIDAY.** (Friday-Thursday)

[illegible]

YOUR GOAL IS TO EARN 3 POINTS EVERY DAY!

The *Responsive Classroom* Approach

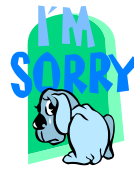
(From the Responsive Classroom website, www.responsiveclassroom.org)

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



Apology of Action



At Hillcrest Elementary School many classes follow the **Responsive Classroom** philosophy. (See preceding page for an overview of the *Responsive Classroom* approach) Managing hurt feelings is a skill taught in the Responsive Classroom approach. For an "Apology," children learn to let someone know that they are sorry for something they have done that does not follow the **ROAR RULES; Respectful to All, Obey Safety Rules, Act Responsibly, and Ready to Learn**. An "Action" means to do something. Through *Apology of Action*, children learn what to do to make amends when saying "sorry" isn't enough.

Using *Apology of Action* helps children to mend emotional and relationship messes. Teachers help the children learn how to ask for and make an *Apology of Action* that is realistic, respectful, and relevant to the hurtful situation. For example, if a child hurts someone by refusing to include her in a game, the child could promise to sit with her on the bus going home. If a child makes fun of someone, the teased child could ask for an *Apology of Action*, and the teaser might write a note telling what he or she likes about the child. *Apology of Action* helps to encourage students to make their own decisions and reinforces responsibility for their own actions.

Please refer to the forms in this document entitled "*Apology of Action K-3 or 4-6*". These forms may be used by classroom teachers to assist in the process of apologizing. For the primary classes, the form is used to generate conversation and brainstorming. For the intermediate classes, students are asked to complete the form independently so that all viewpoints are considered and action is implemented. Typically, students may receive a verbal warning or signal from the teacher for initial an Apology of Action. However, a second and third incident that results in an *Apology of Action* will require the student to meet with another adult (typically the principal, IST teacher, or other classroom teacher) not associated with the incident. During this discussion the adult and the student develop a plan of corrective action. This form is completed and sent home for parent signature. Should additional incidents occur, the student will receive a behavior notice which outlines the consequences. (See **ROAR REPORT**)



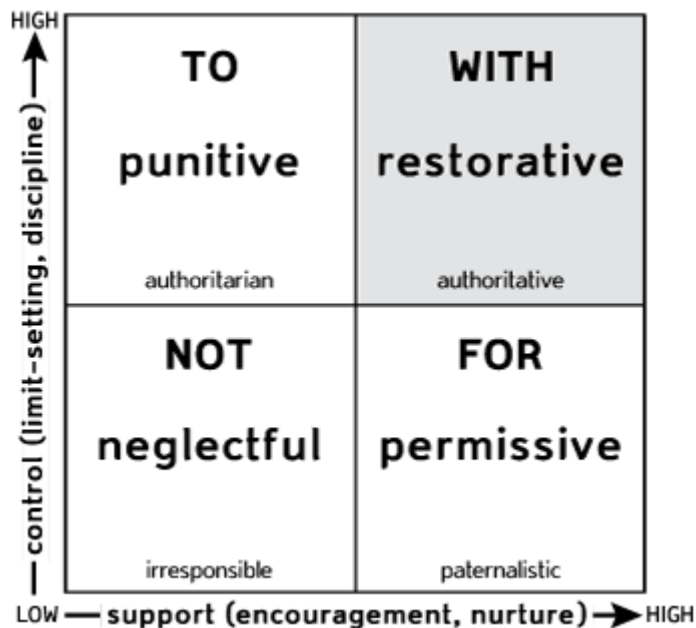
Restorative Practices Approach

(From the IRP website, www.iirp.org)

Restorative Practices is an emerging field of study that enables people to restore and build community in an increasingly disconnected world.

The emerging field of “restorative practices” offers a common thread to tie together theory, research and practice in seemingly disparate fields, such as education, counseling, criminal justice, social work and organizational management.

In education (for more about restorative practices in schools go to [www. safersanerschools.org](http://www.safersanerschools.org)), circles and groups provide opportunities for students to share their feelings, build relationships and problem-solve, and when there is wrongdoing, to plan an active role in addressing the wrong and making things right (Riestenberg, 2002).



The restorative domain combines both high control and high support and is characterized by doing things with people, rather than **to** them or **for** them.

The three principals of fair process are:

- *Engagement*—involving individuals in decisions that affect them by listening to their views and genuinely taking their opinions into account
- *Explanation*—explaining the reasoning behind a decision to everyone who has been involved or who is affected by it
- *Expectation clarity*—making sure that everyone clearly understands a decision and what is expected of them in the future (Kim & Mauborgne, 1997)

On a restorative practices continuum, the informal practices include *affective statements* that communicate people's feelings, as well as *affective questions* that cause people to reflect on how their behavior has affected others.

Affective Questions

- What happened? What did you do? (Helps create ownership)
- What were you thinking at the time? (Helps reflect on more than impulsive actions)
- What have you thought about since? (Helps reflect on the choices/consequences that have happened as a result)
- Who/how many have been affected by what you have done? (Helps build empathy)
- What do you need to do to make things right? (Plan of action to move forward)

Restorative Circles

Restorative circles are based in Restorative Practices and they provide students with opportunities to share their feelings, ideas and experiences in order to establish relationships and social norms on a non-crisis basis.

Circle-go-rounds are a great way to foster a sense of community among students in a classroom. They are proactive and bring great discussion and ideas to the forefront. Circles help build character traits in the areas of kindness, empathy, respect, responsibility, trust, and cooperation. Once students feel comfortable using circles they can be used as a tool to solve problems in the classroom or among a smaller group of children.

Levels of Behavior

(Please note that these are some examples, all behaviors may not be mentioned below)



Red Zone: Behaviors that would require a **ROAR REPORT** and the involvement of the Principal.

- Documented repeated behaviors in yellow
- Intent to cause physical harm
- Weapons
- Sexual harassment (def. in handbook)
- Theft of significant items
- Cyberbullying
- Vulgar/foul language or gestures toward others
- Bullying...definition
- Intentional destruction of property
- Threats
- Fighting
- Yelling at an adult



Yellow Zone: Behaviors that would require attention at the classroom level. This could include loss of a preferred activity, asking students to determine ways they could rebuild the class community, parent contact, apology of action, etc.

- Repeated behaviors in green
- Refusal to do a task
- Grabbing
- Fooling around in the bathroom
- Purposefully throwing objects
- Lack of respect toward employee: backtalk, dirty looks, etc.
- Lying/forging parent signature
- Cheating
- Teasing
- Cell phone usage
- Petty theft
- Hallway behavior



Green Zone: Behaviors that could be ignored, discussed at a private time, or given a warning.

- Tattling
- Passing notes
- Fiddling
- Calling out
- Talking in class
- Off task behavior
- Noises

Hillcrest Elementary School- **ROAR REPORT**

Report #

Name:

Grade:

Reporter:

Date:

Time:

Teacher:

The children and staff of Hillcrest Elementary School have pledged that they value and will always work to demonstrate the following: **R**espectful to All, **O**bey Safety Rules, **A**ct Responsibly, and **R**eady to Learn. When student conduct disturbs the learning environment or threatens the health, safety and welfare of themselves and others, they are in violation of our **ROAR RULES** and subject to disciplinary action. This notification is to inform you that your child was seen in the Main Office today for the below reported behavior

Parent/Student Directions



Review this form with your child.



Sign the bottom portion of the form.



Return this form to school tomorrow.

Location:

____ Classroom

____ Hallway

____ Playground

____ Bus

____ Cafeteria

____ Bathroom

Observed Behavior (Reporter): (Please do not include names of other children)

Child's Report: I received this ROAR Report because...

The behavior I am being asked to change violates the **ROAR RULES** because I am not demonstrating:

____ **R**espectful to All ____ **O**bey Safety Rules ____ **A**ct Responsibly ____ **R**eady to Learn

I plan to change my behavior by:

Consequence Given for Action:

____ Verbal Warning

____ Written Warning

____ Call to Parent

____ Loss of Privilege

____ Time-Out

____ Conference Requested

____ In/Out of School Suspension

____ Admin/Student Conference

Other: _____

____ Logical Consequence ("You Break It, You Fix It"), Apology of Action, etc.

Principal Signature: _____

Date: _____

Student Signature: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

KINDLY RETURN THIS ROAR REPORT ON THE FOLLOWING SCHOOL DAY!

Apology of Action (Grades K-3)

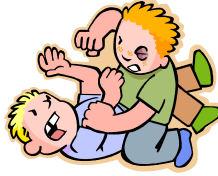
Name: _____

Date: _____

I HURT SOMEONE'S (CIRCLE WHICH ONE):



Heart/Feelings



Body

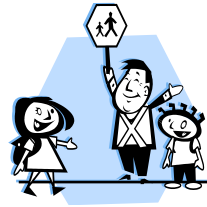


Property

I THINK I BROKE THE RULE ABOUT: (CIRCLE ONE)



Respectful to All



Obey Safety Rules



Act Responsibly



Ready to Learn

MY CHOICE HURT: (CIRCLE ONE)

1. My classmates
2. My teachers
3. My friends
4. Staff at HCE

5. My family
6. My neighbors
7. My bus driver
8. Other: _____

MY CHOICE(S) MADE THE PERSON/PEOPLE I HURT FEEL: (CIRCLE ONE)



Sad



Angry



Embarrassed



Disappointed

WHAT WILL I DO TO MAKE THE PERSON/PEOPLE I HURT FEEL BETTER? _____

To be completed after consequence in fulfilled

NOW THAT I TRIED TO MAKE IT BETTER, I THINK THE PERSON/PEOPLE I HURT MIGHT FEEL:
(CIRCLE ONE)



Happy



Still Sad



Still Angry

Apology of Action (Grades 4-6)

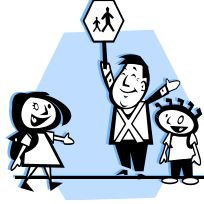
Name: _____

Date: _____

WHAT **ROAD RULE** DID I VIOLATE: (CIRCLE ONE)



Respectful to All



Obey Safety Rules



Act Responsibly



Ready to Learn

MY CHOICE OF BEHAVIOR HAS AFFECTED THE FOLLOWING PEOPLE: (CIRCLE ALL THAT APPLY TO YOUR CHOICE)

- | | |
|------------------|------------------|
| 1. My classmates | 5. My family |
| 2. My teachers | 6. My neighbors |
| 3. My friends | 7. My bus driver |
| 4. Staff at HCE | 8. Other: _____ |

HOW DID YOUR CHOICE OF BEHAVIOR MAKE OTHERS FEEL? _____

_____.

WHAT COULD I HAVE DONE DIFFERENTLY? _____

_____.

WHAT WILL I DO TO MAKE THAT PERSON FEEL BETTER? _____

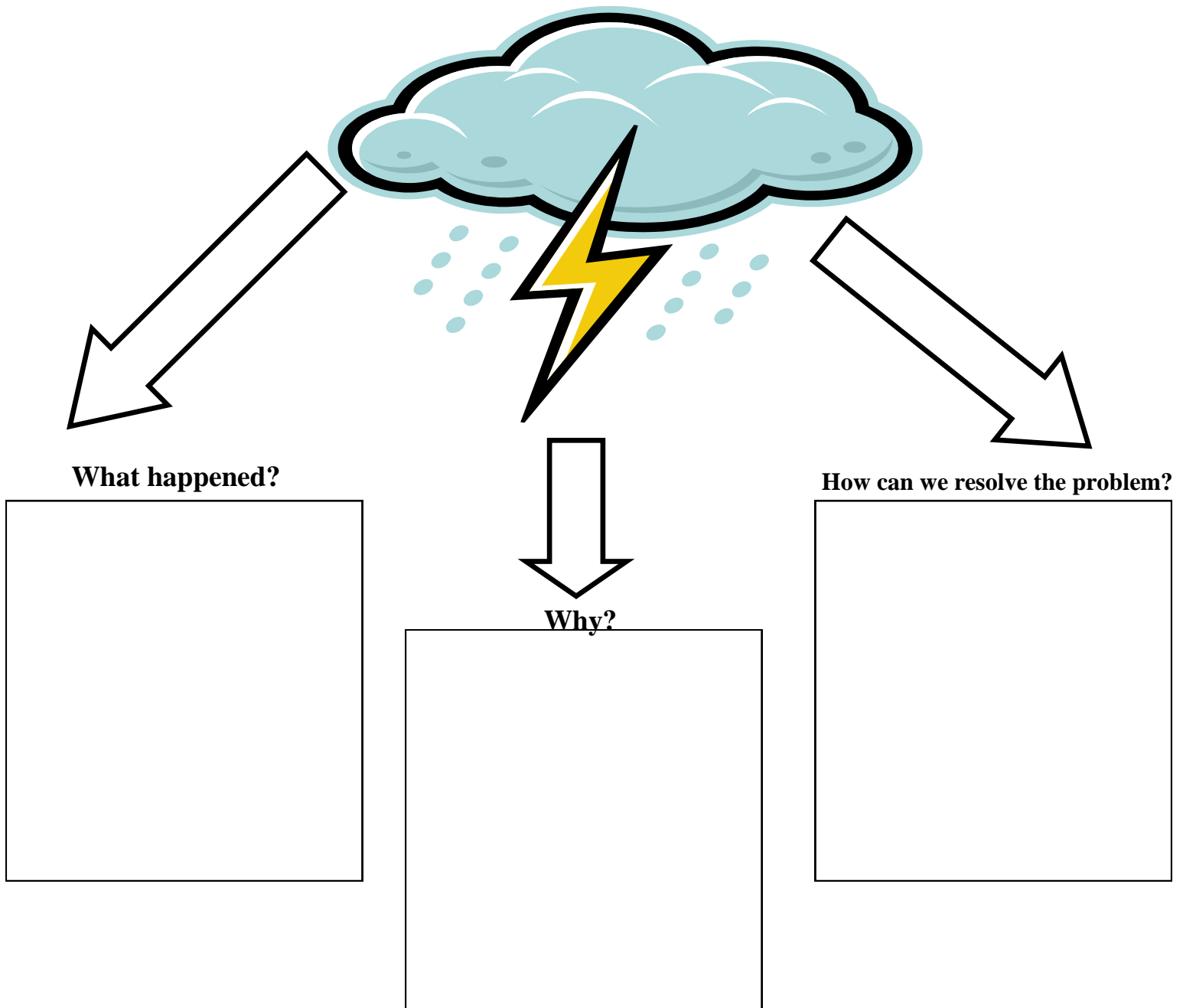
_____.

To be completed after consequence in fulfilled

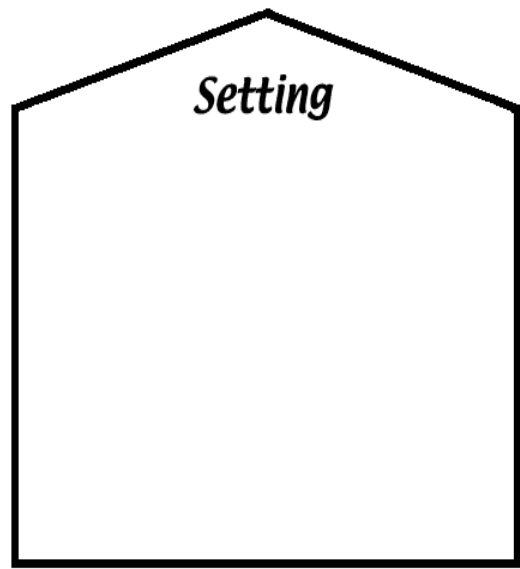
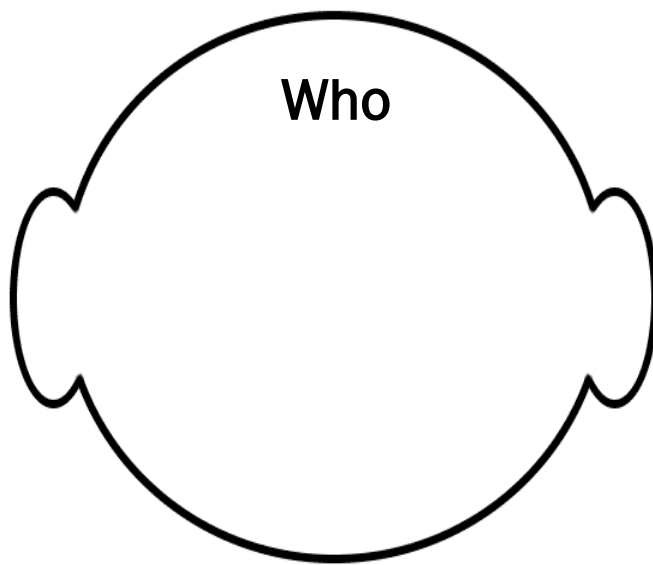
NOW THAT I TRIED TO MAKE IT BETTER, I THINK THE PERSON/PEOPLE I HURT MIGHT FEEL:

Alternatives for Apology of Action

CONFLICT MAP



Conflict Map



Problem

Events

Solution

RESOLUTION MAP

