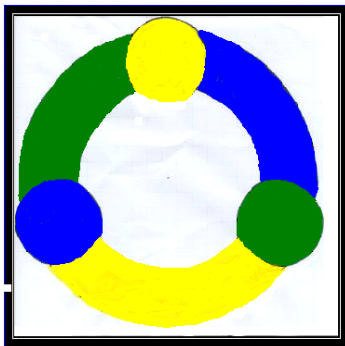


Cooperation ~ Assertion ~ Responsibility ~ Empathy ~ Self-Control



TEAM ACADEMY CHARTER SCHOOL



School-Wide
Behavior Plan

TEAM Academy School-Wide Behavior Plan

Cooperation ~ Assertion ~ Responsibility ~ Empathy ~ Self-Control

RESPONSIVE CLASSROOM

Since 2008, TEAM Academy has trained teachers in Responsive classroom. During the 2011-12 school year we used the principles and approach in developing our school-wide behavior plan.

The guiding principles of Responsive Classroom, which TEAM Academy has adopted, are:

- ✦ The social curriculum is as important as the academic curriculum
- ✦ How children learn is as important as what they learn
- ✦ The greatest cognitive growth occurs through social interaction
- ✦ To be successful academically and socially, children need to learn and practice specific social skills. Five particularly important skills are:
 - Cooperation
 - Assertion
 - Responsibility
 - Empathy
 - Self-Control
- ✦ Knowing the children we teach – individually, culturally, and developmentally – is as important as knowing the content we teach
- ✦ How we, the adults at school, work together is as important as our individual competence; lasting change begins with the adult community

In order to align our plan with these principles, staff have been involved in professional development and are using the Responsive Classroom language and techniques in their practice. Some important components that are being incorporated throughout the school include:

- **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 to understand the school’s teaching approaches
- **Collaborative Problem Solving** – using conferencing, role playing, and other strategies to resolve problems with students

It is the expectation that all staff will be moving toward this approach in their classrooms and specialties.

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CLASSROOM IMPLEMENTATION (TIER 1)

Schedule: The first 30 minutes of school day are scheduled for classroom Morning Meetings and character education. The last 20 minutes of the day are scheduled for Closing Meeting and character education.

Responsive Classroom: aligning the approach of Responsive Classroom with classroom structures and activities. Supports will include ongoing training through trainer-in-residence, mentor staff, buddy classrooms, modeling/sharing, in-service training, and building professional library resources in print and electronically

Classroom Rule Creation: first six weeks devoted to building classroom community including rule creation.

Positive Family Contacts: all staff are encouraged to make positive phone calls or other personal contact (face-to-face, e-mail, note in planner, etc.) at a ratio far greater than contacts about concerns.

Classroom Behavior Plans: classroom plans must be submitted an on file in the office and with the social worker

BEGINNING SCHOOL YEAR EXPECTATIONS

In addition to following the ideals of The First Six Weeks of School, all classrooms are expected to explicitly teach and interactively model (Looks like, Sounds like, Feels like) the common areas:

Morning Routine

- o Exiting bus/car/parking lot
- o Entering the building
- o Going to breakfast or classroom

Hallways

Bathroom

Lunchroom

Recess

SMART room

Lockers

Media Center

Assemblies

Safety procedures (fire, lockdown, and tornado drills)

Dismissal Procedures

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SCHOOL-WIDE IMPLEMENTATION

All-School Morning Meetings: will be scheduled every Monday morning or the first day of the week

Character Education: all teachers will designate part of their room to highlight our character words. Classroom teachers will take time at least one day a week to teach character education. Every morning students will recite the TEAM Academy Creed.

Wolf Paws: students will receive Wolf Paws for positive behaviors that staff notice. These are placed in the Wolf Paw Bucket in the main office and a drawing will be held each week at the All-School Morning Meeting. The winners will attend a pizza party at the end of the month where they will receive a certificate.

School-Wide Signal: show 5 = silent, raised open hand. Please refrain from verbal reminders such as “shhhh”.

Building Communication: TEAM CARES posters displayed around school, newsletters, website, and publication of school-wide behavior plan

Classroom Management: all classrooms will complete classroom management plans that provide specific information about each classroom’s plan for teaching expectations and dealing with student behaviors.

Site-Based Intervention Team: team members will use classroom referral data to discuss appropriate behavioral interventions for students.

Positive Home Communications: telephone calls, e-mails, and/or home visits to all families for positive and information gathering contact.

Parent Meetings: conference for all students during the week before school starts for families to meet their child’s teacher

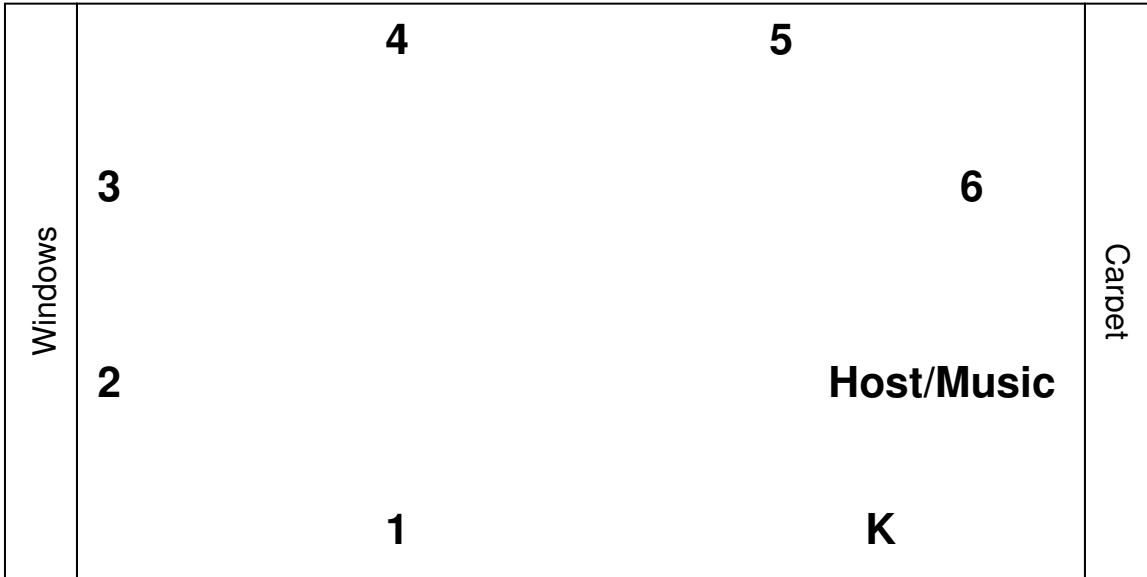
PBIS Committee: reviews referral data to create school-wide interventions for pressing issues

TEAM Academy School-Wide Behavior Plan

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ALL-SCHOOL MORNING MEETING

All-School Morning Meetings will be held on Mondays (or the first day of the week) from 8:05-8:25 in the gymnasium. All classes should immediately come to the gym after the 8:00 am bell and teachers have taken attendance. Classes will site in the same spot each meeting. Dismissal from the gym will be the same every time beginning with Kindergarten.



Agenda:

- Entrance to a song
- Welcome
- Pledge of Allegiance
- Creed
- Morning Greeting
- Morning Message
- Birthdays
- Announcements
 - Wolf Paw
 - Kindness Jar
 - Math Problem of Week
- Cheer
- School Song
- Closing
- Quiet exit to music

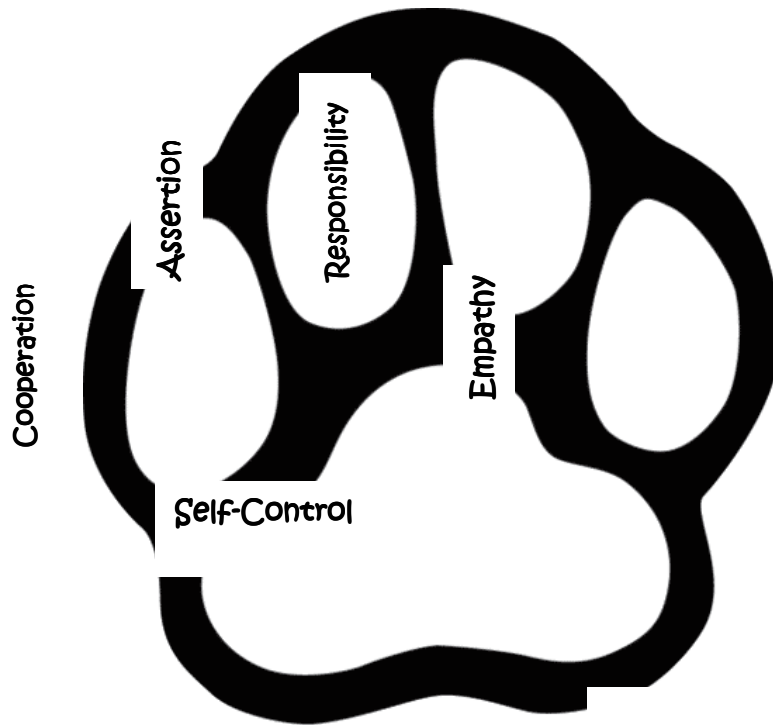
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WOLF PAWS

Students will receive Wolf Paws for positive behaviors that staff notice. These are placed in the Wolf Paw Bucket in the main office and a drawing will be held each week at the All-School Morning Meeting. The winners will attend a pizza party at the end of the month where they will receive a certificate.

Wolf Paw



Name: _____

Grade: _____

Given by: _____

TEAM Academy School-Wide Behavior Plan

Cooperation ~ Assertion ~ Responsibility ~ Empathy ~ Self-Control

TEAM CARES RUBRIC

	Hallway	Lunchroom	Bathrooms	SMART	Lockers	Media Center	Assemblies	Recess
C ooperation	-Use manners -Walk on right side	-Listen to adults -Use table manners	-Only 3 students at a time -Take turns	-Take turns -Be patient	-Keep clean -Consider neighbors	-Take turns -Be patient	-Use appropriate applause -Show 5	-Listen to adults -Share
A ssertion	-Pick up trash	-Leave no trace of yourself -Wash hands if dirty	-Clean up any mess -Tell an adult if supplies are out	-Help others	-Clean area	-Ask for help	-Be prepared -Participate	-Leave no trace -Dress appropriately
R esponsibility	-Be on time -Walk	-Sit at your grade's table -Sit on your coat	-Flush toilet and toilet paper -Wash hands -Turn off water	-Clean up -Respect equipment	-Be organized -Be prompt -Be safe	-Leave no trace -Stay on task -Respect Media Center property	-Enter and exit gym in an orderly manner -Be an active listener	-Line up when told -Walk in crosswalk or sidewalk
E mpathy	-Help others -Be considerate	-Once seated, stay seated -Use kind words	-Respect privacy	-Quiet voices	-Help others	-Help others	-Voices off	-Help others clean up -Include others
S elf-Control	-Hands and feet to self -Voices off -Wait patiently -Greet friends with a silent wave	-Stand on the line -Hands to self -Quiet voices -Sanitize hands	-Keep school supplies out of bathroom -Use sink appropriately -Return to class promptly	-Keep body in control	-Quiet voices -Close lockers quietly	-Quiet voices -Keep body in control -Stay seated	-Walk -Keep body in control	-Keep body in control

TEAM Academy School-Wide Behavior Plan

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STUDENT CODE OF CONDUCT

TEAM Academy will address the academic needs of students through a quality education program. To be effective and to fulfill this goal, we believe that students need a positive, safe, and orderly school environment in which learning can take place without disruption. We strongly believe that there is a direct correlation between good school/classroom behavior and student achievement. Students who do not observe the rules of good conduct in the classroom or on the playground are interfering with the maximum learning and safety of others as well as minimizing their own opportunities to learn. Therefore, our staff takes a very proactive role in enforcing the TEAM Academy Student Code of Conduct outlined below.

Expectations

All students are expected to follow the TEAM CARES Rubric:

- Cooperate with others
- Be Assertive
- Be Responsible
- Show Empathy
- Show Self-Control

Acts of student misconduct include, but are not limited to the following:

- Running and/or making excessive noise in the hall or building
- Failure to complete required homework assignment
- Disrespectful behavior toward an adult
- Failure to carry out directions and/or school guidelines
- Improper dress
- Participating in unacceptable physical conduct (rough play, etc.)
- Disruptive behavior
- Falsifying information (signing homework, etc.)
- Leaving school grounds or classroom without permissions
- Throwing objects (snowballs, stones, etc.)
- Improper use of cell phones and other digital or electronic devices.

Conclusions

The Student Code of Conduct was developed so that parents, students, and staff members will have a common understanding of what is expected from students regarding their behavior while attending school. Proper adherence to this Code is expected to ensure a safe and orderly learning environment conducive to optimum learning. It is further expected that this Code will be implemented in a fair and consistent manner, and that open communication and cooperation will exist among all parents, students, and staff members.

TEAM Academy School-Wide Behavior Plan

Cooperation ~ Assertion ~ Responsibility ~ Empathy ~ Self-Control

STEPS TO SELF-CONTROL

Teachers will be using the Responsive Classroom model for student behaviors. This model views discipline as an opportunity to learn, which means that a social curriculum is an integral part of every classroom. The basic tools include positive reinforcement, modeling, reparation/fix what has been broken, think time somewhere in the classroom, and a loss of a privilege. The following three steps usually help children manage their behavior in both classroom and non-classroom areas. When these steps are not enough, the handbook goes on to discuss keeping students after school for social skills tutoring with the principal or extra homework help. Suspension (either in or out of school, depending upon child and family needs), is still used for serious misconduct.

1. When children begin to lose control, teachers remind them of the rules and, if necessary, calmly and concisely redirect their actions. For example, to a child disrupting another student's work, a teacher might say, "Take your work to that table, please."
2. If children continually choose to ignore or are so upset that they cannot follow the rules, they need a few minutes in a safe place to cool down. This "Take-A-Break" area is within the children's classroom. Sometimes a buddy teacher's classroom is used as a next step.
3. If children continue acting out, they need to spend more time in a quiet place. In our Peace Room, an adult helps upset students focus on structured problem-solving without distractions, do assigned classroom work, and interrupt a pattern of nonproductive behavior. They stay in the Peace Room until they show their readiness to be welcomed back into the classroom. Students will complete a "Fix it Sheet" while in the Peace Room. The Fix it Sheet helps students reflect on their behavior and what they need to do to change it. Students will take the Fix it Plan home to have parents sign and return the following day. Documentation of the Fix it Plan will be recorded in Infinite Campus. Any nearby adult member of the school community will take responsibility for guiding children through these steps to self-control.

Teachers and staff adapt these steps for use in the lunchroom, hallways, and other school spaces. For example, a child who is becoming too noisy at lunch may be told to go for a calming-down break in the Peace Room. Other examples of logical consequences include, but are not limited to: talking to the student, "taking a break", loss of recess, detention, a referral to the office or loss of the opportunity to participate in special school activities (Funfest, assemblies, etc.). School rules apply during all school-sponsored activities including after school functions and off site events.

Every discipline issue is reviewed on an individual basis. We understand every child is at a different level of understanding with different abilities to control behaviors. Our goal is to never suspend a student. Our goal is to educate students in good conduct and character. The student needs to be in school for us to have any impact on their learning.

In the case of bringing a weapon on school grounds, the law requires students to be suspended no less than one year; however, the suspension may be modified, on a case by case basis, subject to review by the School Board. Examples of the other major acts of misconduct (including but not limited to those below) that call for discipline to be administered immediately are the following:

- Malicious types of behavior that endanger the safety of others (e.g. assault)
- Continual classroom disruption
- Extreme acts of defiance and/or threats toward teachers/other adults/fellow students
- Defacement/destruction of school
- Sexual harassment
- Possession/use of any form of alcoholic beverages, tobacco, inhalants, illicit drugs, etc.
- Arson

Students who are served under IDEA (Special Education) or under Section 504 of the Rehabilitation Act of 1973 are entitled to certain additional rights in the area of discipline based upon their qualification for serviced under these federal laws.

TEAM Academy School-Wide Behavior Plan

Cooperation ~ Assertion ~ Responsibility ~ Empathy ~ Self-Control

K-6 GRADE FIX IT PLANS

Fix-it Plan 4th-6th

Name _____ Date _____ Time _____

Directions: Use one of the cool down strategies to calm yourself, then complete then complete this sheet.

- * *Breathe deeply*
- * *Count to 10*
- * *Stretch*

- * *Tighten then relax parts of your body*
- * *Think of a place or thing that makes you happy*
- * *Use your own calming strategy*

What did you do that broke a rule? _____

Put a check by the school CARES rule that you were not able to follow:

Cooperation Assertion Responsibility
 Show empathy Show self-control

What need were you trying to meet when you broke the rule? Check all that applies.

I wanted to have some fun. I wanted to be in control.
 I needed help. I was trying to be noticed.
 Other (name it) _____

What will you do to get your needs met in a more appropriate way? _____

Do you need help from anyone else? Yes No

If yes, what support do you need and from whom? _____

What action(s) will you take to repair the damaged person(s) or things? What Apology of Action will you make? _____

____ Check here if you have already had this problem during the last two days. You may need to conference with an adult to help you break a habit or change your behavior.

Teacher notes: _____

Student Signature: _____ Teacher Signature: _____

Parent Signature: _____

Fix-it Plan 2nd-3rd

Name _____ Date _____ Time of Day _____

Directions: Put a check by the rule you did not follow and the need you were trying to meet. Write complete sentences on the lines provided.

Put a check by the school CARES rule that you were not able to follow:

Cooperation

Responsibility

Assertion

Show Empathy

Show Self-Control

What need were you trying to meet when you broke the rule?

I wanted to have some fun.

I wanted to be in control.

I needed help.

I was trying to be noticed.

Other (name it) _____

What will you do to get your needs met in a more appropriate way? _____

What action(s) will you take to repair hurt feelings or damages?

Teacher notes: _____

Student Signature: _____ Teacher Signature: _____

Parent Signature: _____



Fix it Plan K-1



Name _____

Date _____

What school CARES rule did you break?

___ Be responsible



___ Show empathy



___ Cooperate with others



___ Show self-control



___ Be assertive



What happened?



To Fix it, I will...

Parent Signature _____ Teacher Signature _____

TEAM Academy School-Wide Behavior Plan

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MENU OF TIER 1 INTERVENTIONS FOR CLASSROOM-MANAGED PROBLEM BEHAVIORS

- **Clearly define and post** behavioral expectations/class rules
- **Implement procedures** for class routines
- **Teach, interactively model, and/or role-play** behavioral expectations and routines
- **Pre-correct** by providing descriptions of what the expected behavior will look/sound like. "In two minutes we will break for lunch. I expect everyone to put their material away, push in chairs, and quietly line up for lunch." (later) "Who can remind me what we need to do to be ready for lunch?"
- **Cue/prompt/remind/redirect** Provide a pre-arranged/previously taught cue to remind specific students to engage in appropriate behavior
- **Verbally remind children of expected behavior** "Show me a safe and careful way to put the books away."
- **Verbally redirect children when behavior goes off track** "Stop! Hands down!"
- **Acknowledge/reinforce** students when they are engaged in expected behaviors. "I see that you are reading quietly."
- **Specifically explain** how the behavior did not meet the stated/taught expectation. "When you call you when others are talking you are not showing care for others because it makes it hard for you and others to listen and hear."
- **Provide a warning** Explain what consequences may occur. "If you continue to play with your eraser rather than do your work, you will need to finish your problems during choice time."
- **Respond to rule-breaking with logical consequences** that enlist children's cooperation and help them to learn from their mistakes
- **Behavior plan or contract** See interventioncentral.org for templates and ideas
- **Check for student understanding** of behavior expectations
- **Evaluate the student's skill repertoire** Determine whether the student has the necessary behavioral/academic skills to meet the expectation
- **Provide a structured choice** Clearly offer a choice between two alternatives and state the consequence for each
- **Evaluate environmental factors** within the classroom (e.g. space, time, materials, interactions) that may contribute to misbehavior
- **Use "Take a break"** to teach students to refocus and return to successful participation in classroom activities after breaking a rule or making a mistake
- **Problem solving conference** A Responsive Classroom strategy for addressing one persistent problem involving one student
- **Student to student conflict resolution** Take care of the problem at hand fairly and with minimal disruption to classroom functioning and for children to independently resolve conflicts in a fair and acceptable manner to both parties

TEAM Academy School-Wide Behavior Plan

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CLASSROOM MANAGEMENT PLAN TEMPLATE

CLASSROOM MANAGEMENT PLAN TEMPLATE

Please describe how you will teach and reinforce the TEAM CARES rubric to your students:

When thinking of adult responses to student behavior, the intention is to keep students learning in the classroom and paraprofessionals should be to help in the room as much as possible.

CLASSROOM EXPECTATION	STAFF RESPONSE IF EXPECTATION IS NOT MET

How will you communicate and teach expectations and responses?

____ visuals ____ class discussion ____ verbal reminders ____ modeling ____ other: _____

Please describe a "Take a Break" space in your room that students can access when they need a break (where it is, what does it look like, how do students access it, expectations for using the space, etc.)

Who is your "buddy" teacher/classroom? _____

Please describe the following:

In what types of situations would you access the buddy teacher?

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CLASSROOM MANAGEMENT PLAN TEMPLATE

How does the child get there? _____

How long do they stay? _____

Do they bring work with them? _____

What do they do while they are there? _____

What is the re-entry plan for the student? _____

How will you communicate positive feedback about your students to parents?

Please describe your system for calling/communicating with parents when a student is having difficulty following expectations (When will this happen? Who will call? Who will cover the classroom, etc.)

In the case of a situation when a student is in extreme crisis (safety, prolonged tantrum or distraction to others' learning, left supervised area without permission, weapons) you must call the office immediately and ask for support in adherence to the TEAM Academy School-Wide Behavior Plan. Who is your primary support person? _____

What is your student crisis plan?

Positive character development and restorative justice are critical to student success and are an integral part of student learning. Please describe how you will teach these skills to your class (i.e. social skills, coping skills, cooperation, assertion, responsibility, empathy, and self-control).

Communication among classroom staff is crucial for successful classroom management. Please indicate when and how the adults that work with your students will communicate each week.

