

SEQUOIA

PATHFINDER ACADEMY
AT EASTMARK

**Sequoia Pathfinder Academy at
Eastmark**

SCHOOL-WIDE POSITIVE BEHAVIOR PLAN

CARE FOR SELF • CARE FOR OTHERS • CARE FOR THE ENVIRONMENT

Responsive Classroom

The guiding principles of Responsive Classroom:

- The social curriculum is as important as the academic curriculum
- How children learn is as important as what they learn: Process and content go hand- in- hand
- 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 (often referred to in Responsive Classroom as CARES) are:
 - **C**ooperation
 - **A**ssertion
 - **R**esponsibility
 - **E**mpathy
 - **S**elf-Control
- Knowing the children we teach- individually, culturally, and developmentally- is as important as knowing the content we teach
- How we, the adults in the school, work together is as important as our individual competence: Lasting change begins with the adult community (2007, Northeast Foundation for Children, Inc.)

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 modeling
- **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 leaning by allowing students teacher-structured choices in their work
- **Classroom Organization:** setting up a physical room in ways that encourage students' independence, cooperation, and productivity
- **Working with Families:** creating avenues for hearing parents' insights and helping them understand that school's teaching approaches
- **Collaborative Problem Solving:** using conferencing, role playing, and other strategies to resolve problems

Classroom Implementation (Tier 1)

Schedule: Every classroom begins the day with morning meeting.

Responsive Classroom: aligning the approach of Responsive Classroom with classroom structure and activities. Supports will include ongoing training through trainer-in-residence, mentor staff, modeling/sharing, in-service training, book club, mini-topic workshops, building professional library resources in print and electronically.

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

Positive family contacts: all staff are encouraged to make positive phone calls or other personal contact (e.g., face-to-face, email, note in backpack) at a ratio far greater than contacts about concerns.

Beginning School Year Expectations

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

- Morning Routine
 - Entering the school
 - Entering the classroom
- Morning Recess
- Hallways and Stairways
- Bathroom and Water Fountains
- Cafeteria (all school signal),
- requesting lunch
- Playground and Line up signal
 - Structures & courts
 - Covered hallways
 - Playground games
 - Coming in from recess
- Safety Procedures (evacuation, fire drill, lock downs)
- Specials
- Cultural Arts events and Special visitors
- Field Trips
- Dismissal Procedures
 - exiting the school
 - Heading to after-school program

School Wide Implementation (Tier 1)

All School Meeting: will be scheduled several times throughout the year. Teachers will review expectations for assembly behavior, practice and reinforce positive behaviors in the practices session and will stay with their class during an assembly.

Positive Behavior Gears: students receive gears for positive behaviors staff notice in alignment with our core values. These are displayed on a wall in the student commons area. After a certain number are collected, the school will have a school-wide celebration.

Positive Postcards: staff members will write positive postcards to students detailing specific positive behaviors that reflect effort towards improving a behavior or to acknowledge teamwork skills and core values. Cards are available in the office and will go home with students in backpacks

School-wide Signal: Silent, raised open hand = *Body still, Hands free, Mouth quiet, Ears listening, Eyes watching*. Please refrain for using verbal reminders such as "shhh"

Building Communication: poster creation, publication of plan in parent handbook, newsletters, websites

Classroom Management Plans: all classrooms will complete classroom management plans that provide specific information about each classroom's plan for teaching expectations and dealing with student behavior; No color programs or other whole class behavior plans will be posted in the classroom.

Data: The principal will use classroom referral data to discuss appropriate behavioral interventions for students.

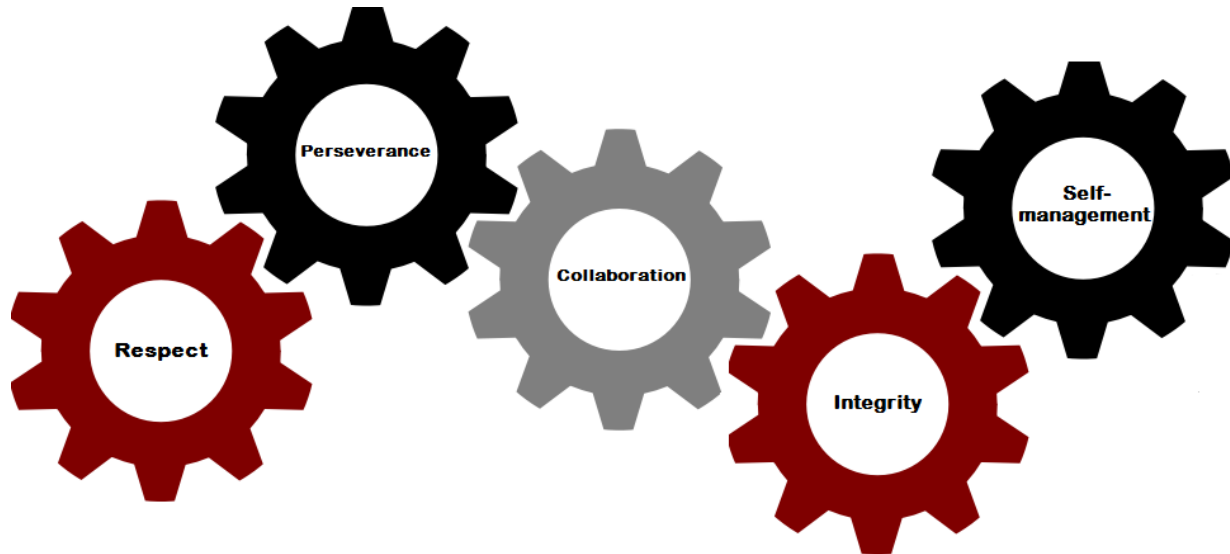
Positive Home Communication: telephone calls or emails to all families for positive and information-gathering contact

School-wide RTI: creating school-wide interventions for educational and behavioral issues.

ALL SCHOOL SIGNAL



POSITIVE BEHAVIOR GEAR NOTES



Students receive a gear note for positive behaviors staff notice.

These are displayed in the mural for all to see. After a certain number of gears are collected, the school will have school-wide celebration.

Celebrations may include pajama day, crazy hat day, favorite sport team day, or backwards day.

Walking *through* Halls Expectations

1. Students walk in a line off the wall.
2. Voices off
3. Hands to self
4. Give personal space to others
5. Walk

Cafeteria Expectations

1. Two students carry basket of lunch boxes to cafeteria with class.
2. After recess, students line up single file.
3. Students follow hallway expectations walking to the cafeteria
4. Students wait outside the door until told to enter
5. Students enter the cafeteria and kitchen area and wash hands, making sure to put paper towels in the trash.
6. Students with lunch from home walk to the tables to designated spot; students buying lunch walk to the server.
7. Students select a milk and meal then walk to Ms. Boyd who will enter their information and deduct the lunch from the student's account
8. Students walk with their tray into the cafeteria and sit where directed by staff.
9. There is no saving of seats.
10. NO SHARING OF FOOD
11. Staff will be available to assist students with lunch
12. Students must raise their hand to get out of their seat
13. When students are done eating, they may ask to throw trash away or wait until the entire class is done.
14. When lunch time is over, a staff member will escort students back to class.

Playground Expectations

Be Safe – hands and feet to self; kind words

Little playground:

- Climb only where ladders or steps (not on outside of equipment)
- Only slide down the slide – no climbing up the slide
- Swing by hanging on with both hands, sitting on swing facing building
- Take Turns by waiting on the bench – teacher will signal turns
- No one on the black area around the swing if anyone is on the swing
- Only one person at a time going down the slide
- No chasing students up and down the equipment

Big Playground:

- Balls stay on the court or grassy area
- No climbing up the basketball hoops
- Only adults can retrieve a ball if it goes over the fence

RESPONDING TO STUDENT MISBEHAVIOR

Observe a problem behavior that is **frequent** or **intense** enough that the general management strategies are not working.

Determine whether the behavior is classroom managed or office managed

Classroom Managed

- disruption
- disrespect
- non-compliance
- property misuse
- physical contact
- inappropriate language
- lying
- cheating
- left supervised area
- littering
- Name-calling

Office Managed

- fighting
- assault
- reckless endangerment: engaging in conduct that creates a grave risk of death or serious injury
- harassment
- chronic bullying, including intimidation
- committed obscene act
- weapon
- destruction of property
- theft/possession stolen property
- left supervised area (missing student)

MENU OF TIER 1 INTERVENTIONS FOR CLASSROOM MANAGED PROBLEM BEHAVIOR

For a **classroom managed** misbehavior that is frequent or intense:

- Implement Tier 1 behavior interventions, notify parents, and document online through Power School.
- if classroom managed behaviors occur frequently and 5 incidents have been documented in 4 weeks, teachers will contact the principal to indicate a need for assistance
- if incident involves 2 students in possible bullying behavior, please document

For an **office managed** misbehavior:

- If there is actual or imminent physical aggression or it is prolonged tantrum, contact office
- Complete the online Power School documentation on the day of incident
- The principal will meet with the classroom teacher and determine the next steps, which may include an intervention or a consequence
- Communication to parents made that day but no later than 24 hours from the time of the incident.

A Summary of the *Responsive Classroom* Approach to Discipline

Proactive Strategies—How to Promote Positive Behavior

- Ensure basic needs are being met
- Build a safe, caring community
- Address social-emotional needs
- Plan engaging learning experiences and provide academic support as needed
- Establish clear expectations
- Create and display class rules
- Teach the rules and expectations
- Teach basic routines and procedures
- Use positive teacher language to set students up for success:
 - Give positive reminders
 - Reinforce students' progress

Reactive Strategies—How to Respond Effectively in the Moment

- Use nonverbal cues
- Move closer to the child (proximity)
- Use positive teacher language:
 - Remind children just as they're about to go off track
 - Redirect them if they've already gone off track
- Use logical consequences:
 - Loss of privilege
 - Reparation ("You break it, you fix it")
 - Positive time-out
- Tips for success:
 - Use a calm and respectful tone
 - Respond early to misbehavior
 - Don't take behavior personally
 - Maintain "clean slates" for all children
 - Continue using the proactive strategies

If the Child Continues to Struggle

- Plan individual accommodations and arrangements
- Use problem-solving conferences
- Consider individual written agreements
- Ask colleagues for help

Communicating With Parents

- Make sure parents know you like the child
- Tell parents some positives, not just the challenges
- Focus on "just the facts"
- Explain how the behavior hurts the child's learning
- Be clear about the purpose of your communication
- Keep your cool and maintain a professional demeanor at all times