

Parkview Elementary School



*School-wide
Behavior Expectation Plan
2023-2024*

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School-wide Discipline Plan Rationale and Philosophy

What is a School-wide Behavior Plan?

A School-wide Behavior Plan is an organized, data-driven system of interventions, strategies and supports that positively impact school-wide and individualized behavior planning. It is subject to change as we are always seeking to improve.

Defining Discipline

Discipline is a process that uses teaching, modeling and other appropriate strategies to maintain the behaviors necessary to provide a safe, orderly and productive learning environment by changing unacceptable behavior to acceptable behavior.

Our teachers and staff will provide all students with an enriching, challenging and nurturing learning atmosphere each year. Each teacher has a classroom management plan to address procedures and discipline in the classroom through teaching expected behaviors, consequences, and positive rewards. Please make sure you and your child understand these rules and procedures. If you have any questions, please do not hesitate to contact your child's teacher.

If your child's teacher contacts you about a discipline concern for your child, please be supportive and responsive to work with us, so that your child's behavior has a positive outcome.

What are the benefits of a School-wide Behavior Plan?

A systematic approach to discipline enhances learning outcomes for all students. By reinforcing desired behavioral outcomes students will clearly understand expectations. Students are explicitly taught what the desired behavior should be. This attention to expectations leads to a more positive classroom experience, a stronger learning community and an increase in student learning.

School-wide Discipline Plan Rationale and Philosophy

Beliefs Related to Discipline at Parkview Elementary School:

- The misbehavior of one student will not be allowed to interfere with the learning opportunities of other students.
- The misbehavior of a student will not excuse him/her from successfully completing learning objectives.
- Every discipline is an opportunity to teach expected behavior.
- Expected behavior must be communicated, taught, and modeled throughout the school year.
- Parents have a responsibility to ensure that their children's behaviors do not take away from a safe, orderly and academically productive learning environment of others.

Misbehavior in the classroom can negatively affect the classroom environment as well as the educational experience for students enrolled in the course. Disruptive behavior is defined as any behaviors that hamper the ability of instructors to teach or students to learn.

Parkview Elementary School Community Commitment

- ***Be specific:*** tell the student exactly what they did
- ***Be timely:*** don't wait to praise or correct
- ***Be sincere:*** insincere praise is usually worse than none at all
- ***Be consistent:*** with everything, everywhere
- ***Communicate:*** keep open lines of communication open between home and school

The success of a school-wide system lies in the relationship built between parents, staff and students of the school community. This relationship begins with communication. Parents will be informed about current school issues, success and concerns through teacher's updates, the school website, parent meetings, communication from administration, and parent handbooks. The hope is by keeping parents well-informed the plan will be more successful.

On an individual basis student behavioral issues are addressed with parents through the parent/teacher emails, notes home, phone calls home and parent conferences. This communication helps to foster the success of the school-wide plan.

Parkview Elementary School's school-wide plan will be successful because it is based on a commitment to each child's success, to easy-to-follow school rules and to consistency. The system allows for each teacher's style in the classroom and it allows for age appropriate communication and discipline without compromising school-wide policies, expectations and consistency.

Parkview Elementary School Community Commitment

Classroom Teacher's Commitment

Teachers will:

- Enforce the School-wide Discipline Plan as agreed
- Communicate high behavioral expectations to students and parents
- Commit to follow through to the success of student behavior
- Take responsibility for classroom problems and behavior
- Teach and reteach expected behaviors and procedures to students
- Foster a school climate characterized by a concern for students as individuals
- Take an interest in the personal goals, achievements and needs of their students
- Support the students in their academic and extracurricular activities

Staff Member's Commitment

Staff members will:

- Enforce the School-wide Discipline Plan as agreed
- Communicate high behavioral expectations to students
- Commit to follow through to the success of student behavior
- Take an interest in personal goals, achievements and needs of students
- Support the students in their academic and extracurricular activities.

Parkview Elementary School Community Commitment

Administrator's Commitment

Administrators will:

- Support the teachers in this system
- Model high behavioral expectations
- Maintain a school climate in which everyone wants to achieve self-discipline
- Foster a school climate where the administration is sincerely concerned for the staff and students as individuals
- Take an interest in personal goals of teachers, staff and students
- Communicate with parents concerning positive and negative student behavior

Parent's Commitment

Parents will:

- Reinforce the School-wide Discipline Plan
- Communicate high behavioral expectations to their child
- Commit to follow through to the success of their child's behavior
- Take an interest in personal goals, achievements and needs of their child
- Support the students in their academic and extracurricular activities.

Student's Commitment

Students will:

- Follow the School-wide Discipline Plan
- Maintain high behavioral expectations
- Accept responsibility for their behavior
- Set personal goals and work hard to achieve them

Defining Unacceptable Behaviors

Level 1 Behavior Infraction Procedures

Level 1 Behavior Infractions include:

- Inappropriate language (cursing)
- Physical contact (minor pushing, shoving, horseplay)
- Non-compliance
- Dress code violation
- Minor class disruption (excessive talking)
- Lying/cheating
- Inappropriate use of school property or materials (computer misuse)
- Cell phone violations (Students must have cell phones turned off and in lockers during school hours)

Level 1 behavior infractions will be handled by the classroom teacher in accordance with their classroom discipline plan. (Each individual classroom teacher will send their classroom discipline plan home to parents). To ensure Students demonstrate appropriate behaviors in the classroom, procedures and routines must be frequently modeled and practiced. Teachers will each have a quiet spot in the classroom where students can reset for a short period of time if struggling with appropriate behavior in the classroom without missing out on valuable instruction. Students will be sent to a buddy teacher's classroom and fill out a think sheet if they continue to struggle with behavior after visiting the quiet spot. Think sheets will be used as a conversation starter between students and teachers on how to improve behavior. Think sheets will also be shared with parents.

If the behavior persists, the classroom teacher will :

- Conference with the student
- Document the behavior by completing a discipline referral form
- Implement behavior interventions with the student
- Initiate a conference between the student and administrator
- Contact the parent

Other behavioral consequences and interventions could include:

- Meeting with the parent
- Lunch detention (Only administrators can assign lunch detention)
- Time out in another classroom or the office
- Sitting out for part of a desired activity
- Student completion of a Think Sheet, a copy sent home with the student
- Student behavioral intervention plan

If a student accumulates three level 1 infractions in a one week period, the classroom teacher can send the student to the office with a discipline referral to conference with the principal.

Defining Unacceptable Behaviors

Level 2 Behavior Infraction Procedures

Level 2 behavior infractions or students reaching a habitual discipline level will receive an immediate referral to the office to conference with an administrator. Students at the EEC may meet with either Mrs. Cantrell or Mr. Scoggins. An administrator will contact the parent to discuss the incident.

Level 2 infractions include:

- Abusive/ Inappropriate language toward a staff member
- Major pushing and shoving
- Major disrespect/insubordination
- Major classroom disruption/Tantrums
- Major verbal altercation between students
- Theft
- Habitual discipline

Possible consequences and interventions could include:

- Loss of Privileges
- Required Parent Conference
- Restitution, In-class behavioral supports
- Lunch Detention
- In school Suspension
- Out of School Suspension

Defining Unacceptable Behaviors

Level 3 Behavior Infraction Procedures

Students committing Level 3 behavior infractions will be immediately sent to the office with a referral and their parent will be contacted by administration. Level 3 infractions will receive an immediate Suspension for a specific period of time and possible expulsion:

Level 3 infractions include:

- Fighting
- Bullying/Threats
- Alcohol/drugs/tobacco
- Immoral conduct
- Vandalism/Tagging
- Arson
- Weapons

Other possible consequences and interventions could include:

- Loss of Privileges
- Restitution
- Behavior Intervention Plan

Anti-Bullying

It is the responsibility of all staff, students, and community members of Parkview Elementary to ensure our school is a safe, caring place where everyone is respected and no one is bullied.

Bullying is a conscious, repeated, hostile, aggressive behavior of an individual or a group abusing their position with the intention to harm others or gain real or perceived power.

Some examples of bullying include the following incidences that are repeated over time:

- Pushing, hitting, kicking, or throwing things at someone
- Constant name calling or teasing
- Threatening to hurt someone
- Always leaving someone out on purpose
- Spreading rumors about someone, including cyber-bullying on social media

Students, who believe that they have been bullied, or have seen another student being bullied, should immediately report the problem to a teacher or another staff member. Any parent who becomes aware of a bullying incident, should report it to a teacher or school administration.

Bullying is a recurring and deliberate abuse of power, but what is not Bullying?

- Not liking someone
- Accidentally bumping into someone
- Making other kids play things in a certain way
- A single act of telling a joke about someone
- Arguments
- Expression of unpleasant thoughts or feelings regarding others
- Isolated acts of harassment, aggressive behavior, intimidation or meanness

These are viewed as teaching moments but not bullying.

Anti-Bullying

Consequences for Violating Anti-Bullying Rules

After an investigation, Parkview administration will take the following steps when a student is found to have violated the Anti-Bullying Policy:

First time - Meeting with student and notification

School administration will meet with the student to discuss the incident and reinforce to the student that bullying will not be tolerated on campus. The student will also be reminded of the Parkview Elementary Behavior Expectations. Parents will be notified.

Second time - Notification and meeting with parents

School administration will notify the parents of all students involved in the bullying incident and schedule a meeting. The parents may also be asked to meet with other staff members, including the school counselor, student's teacher, or psychologist.

Third time - Suspension from school

Students found to have violated the Anti-Bullying Policy a third time will receive an immediate Suspension for a specified number of days. The student re-entry meeting may include a behavioral intervention plan developed by school staff to ensure the incident does not happen again.

Champions in Life

In order to best prepare our students to be successful citizens the Rangely school district has adopted the vision statement “Champions in Life”. Students and teachers will discuss what this means during classroom lessons and during teachable moments throughout the school day. The Champions in Life pillars that will be emphasized throughout the school year include:

- Hard-working
- Respectful
- Responsible
- Confident
- Trustworthy
- Kind
- Positive
- Persistent

Notice of Receipt of School-wide Discipline Plan

The School-wide Discipline Plan has been written so that students and family members know what behavior is expected. It is helpful when parents are aware of school rules so they can help support our school from home. Please sit down and talk about these rules with your child(ren).

Failure to return this notice of receipt will not relieve students or parents from the responsibility for knowledge of the Parkview Elementary School-wide Discipline Plan

I promise that I will do my best to keep our school a safe and caring place.

1. I will treat everyone with kindness and respect.
2. I will keep my hands and feet to myself.
3. I will not use inappropriate language toward anyone.
4. I will never tease, cause harm, name-call or bully another student.
5. I will immediately notify my teacher or another staff member if I am having issues with another student or see someone else being bullied.

Student signature

Date

Student signature

Date

Student signature

Date

Student signature

Date

Parent signature

Date

