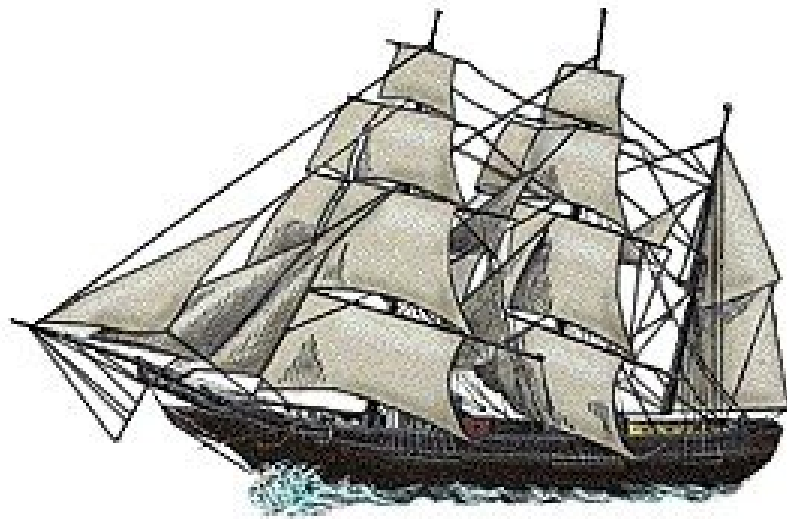


Olive Chapel Elementary School



School-Wide
Behavior Support Plan
2009-2010

Olive Chapel Elementary School
Behavior Support Plan

PURPOSE:

- ◆ Enforce safety
- ◆ Provide consistent, equitable standards
- ◆ Teach students to exercise and sustain self control
- ◆ Enforce consequences
- ◆ Sustain the right to a quality school environment for all students
- ◆ Reinforce responsibility for actions
- ◆ Maintain focus on learning and teaching
- ◆ Build knowledge of appropriate and inappropriate behavior
- ◆ Model and encourage good choices
- ◆ Inspire respect
- ◆ Require an atmosphere conducive to learning—in all school areas

- ◆ Model the Eight Character Traits of the Wake County Public School System: Courage, Good Judgment, Integrity, Kindness, Perseverance, Respect, Responsibility, and Self-Discipline.

- ◆ Model positive attitudes towards people, towards the environment, and towards learning by developing: Appreciation, Commitment, Confidence, Cooperation, Creativity, Curiosity, Empathy, Enthusiasm, Independence, Integrity, Respect, and Tolerance.

CODE OF CONDUCT:

- I am respectful
- I am responsible
- I am safe
- I am prepared
- I am learning

Therefore:

- I will respect myself, others, and the environment
- I will cooperate with my school family
- I will work conscientiously so that my teachers can teach and others can learn
- I will make choices that do not endanger myself or others

COMMUNICATION:

The Wake County Public School System Student/Parent Handbook, The Olive Chapel Elementary Student/Parent Handbook, and Classroom Policies and Procedures will be sent home at the beginning of the year. Each of these documents outlines various policies and procedures in which our school community will thrive.

When parents, teachers, and students work together toward a common goal, it will help students have a positive experience at Olive Chapel Elementary School. Although discipline is not a formal subject, it is one of the most important lessons learned. Discipline underlies the whole educational process and is the key to good citizenship and proper consideration for other people. Our students deserve the most positive educational climate for their academic growth. Therefore, this school-wide discipline plan will be in effect at all times.

Our Code of Conduct contains the expectations we know are important for maintaining a trusting, safe, and positive environment where all students will learn. All students will know these expectations. Positive techniques will be used in the class and throughout the school to encourage appropriate behavior (e.g., Positive Referral to the Principal/Assistant Principal). Each teacher has a classroom management system plan to address discipline in the classroom. Please ensure that you and your child understand his/her rules and procedures. If the teacher calls you about a discipline concern for your child, please be supportive and responsive to work with us, so your child's behavior results in positive consequences.

Parents are asked to please read and sign the Student/Parent/Teacher Contract.

Defining Behavior Support:

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

Purpose of a School-Wide Behavior Support Plan:

- ◆ Maintain a safe environment
- ◆ Promote an orderly environment
- ◆ Maintain a productive environment
- ◆ Teach students to exercise self-control
- ◆ Provide consistent and equitable standards
- ◆ Teach replacement behaviors
- ◆ Enforce consequences (including logical and natural consequences)
- ◆ Teach and model the eight character traits of the WCPSS: courage, good judgment, integrity, kindness, perseverance, respect, responsibility, and self-discipline
- ◆ Sustain the right to a quality school environment for all students

Beliefs Related to Behavior Support:

- ◆ *Learning and Teaching of the intended curriculum for all students is the highest priority; therefore, the misbehavior of one student...
...will not be allowed to interfere with the learning opportunities of another student.
...will not be allowed to interfere with teachers' responsibility to teach all students.
...will not excuse the misbehaving student from successfully completing the learning objectives.*
- ◆ *Discipline is part of the daily routine, not a disruption of the daily routine.*
- ◆ *In the handling of unacceptable behaviors, the focus must be on the judgment of the behavior, not the student.*
- ◆ *Staff must not respond to misbehavior as if it were a personal attack on them.*
- ◆ *Staff has an obligation to show respect for students and parents at all times, regardless of how they themselves are being treated.*
- ◆ *Changing behavior takes time.*
- ◆ *Self-discipline is the expected outcome.*
- ◆ *Every discipline situation is an opportunity to teach expected behavior.*
- ◆ *Teaching and modeling of acceptable behaviors, along with providing appropriate consequences (punishment) for unacceptable behaviors, will change unacceptable behaviors to acceptable behaviors.*
- ◆ *Expected behaviors must be communicated, taught, and modeled on a daily basis 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 for others.*
- ◆ *All behavior is purposeful. Seek first to understand the function of the behavior.*
- ◆ *Consequences don't teach new behaviors. Teaching new behaviors teaches new behaviors.*

DISCIPLINE PROCEDURES:

Prior to an Office Discipline Referral:

1. Parents and students must know teacher expectations and procedures.
2. Parents and students must know the classroom teachers' and specialist teachers' (art, music, and physical education) discipline plans and procedures.
3. Teacher/teacher assistant/staff member must document on a Classroom Discipline Form unacceptable behaviors and consequence imposed, trying several strategies/interventions to stop the inappropriate behavior.

Green Level Behaviors

- ◆ Appropriate behavior is the expectation at Olive Chapel Elementary School. It is expected that students will be following the Code of Conduct at all times. Students following the Code of Conduct would be demonstrating Green Level Behaviors.

Yellow Level Behaviors (Warnings)

- ◆ The teacher may contact the parent and inform the parent of the incident and consequence given. Documentation of incident and consequence is encouraged for accurate records and information.
- ◆ If behaviors continue, a teacher/parent conference will be necessary (phone or in person). Data collection and Student Support Team Referral may be a consideration at this level.
- ◆ If behaviors continue after teacher/parent conference, an office referral will be made.

Examples of Yellow Behaviors:

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| ◆ Not following directions | ◆ Inappropriate language/pictures |
| ◆ Eye rolling | ◆ Wandering (in or out of class) |
| ◆ Running in hallways | ◆ Back talking/arguing |
| ◆ Interrupting | ◆ Open Defiance |
| ◆ Laughing at/sneering at others | ◆ Inappropriate gestures or language |
| ◆ Excessive talking | ◆ Excessive Taunting |
| ◆ Name calling | ◆ Refusing to work |
| ◆ Derogatory notes | ◆ Cheating, lying, untruthfulness |
| ◆ Misuse of materials | ◆ Throwing objects |
| ◆ Teasing/put downs | |
| ◆ Degrading or mocking | |

Red Level Behaviors (Office Referrals)

- ◆ Results in a direct office referral documented on an Office Referral Form.
- ◆ An administrator will contact the student's parent and complete the Office Referral Form.
- ◆ An appropriate consequence will be given.
- ◆ A student may also be referred to the office after repeated documentation of Yellow Level offences.

Examples of Red Behaviors:

- ◆ Fighting (2 active parties)
- ◆ Bullying, excessive
- ◆ Threatening/taunting
- ◆ Ethnic/Racial slur
- ◆ Threatening bodily harm
- ◆ Obscene gestures
- ◆ Stealing
- ◆ Biting/Spitting
- ◆ Use of profanity
- ◆ Inappropriate touching
- ◆ Pulling fire alarm
- ◆ Damaging property
- ◆ Drugs
- ◆ Weapon/Facsimile of a weapon/Dangerous instrument
- ◆ Leaving school without permission
- ◆ Assault with intent to fight with another student

Certain offenses require an immediate office referral (e.g., sexual harassment, possession of a weapon, making threats, inflicting bodily harm on others and other serious policy violations) and may involve WCPSS Security Officers and Apex Police Department Officers. These incidents may immediately result in an Out-of-School Suspension or other consequence at the discretion of the administrator. A student can be brought straight to the office in an emergency situation.

COMMON AREA BEHAVIOR EXPECTATIONS:

The following tables highlight positive attitudes and behaviors in various common areas throughout the school. While every example is not listed, good judgment is a guiding principle.

School-Wide:

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| RESPECT: Being kind Listening to others Using kind words and manners TOLERANCE: Accepting people and their differences COOPERATION: Sharing Playing together Reporting problem situations Playing fairly APPRECIATION: Being encouraging | EMPATHY: Caring Standing up for others Helping others when they are sad or hurt Using your "I messages" Being supportive of the accomplishments of others COMMITMENT: Modeling the character traits INTEGRITY: Apologizing for mistakes Being responsible for own actions CONFIDENCE: Being a good role model |
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Cafeteria:

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| <p>COOPERATION: Standing in line quietly Patiently waiting your turn Getting all your condiments before sitting down Staying in your seat once you are seated Talking quietly Using good table manners Raising your hand if you need something Following adult directions Leaving your table space clean Lining up correctly</p> | <p>APPRECIATION: Keeping the cafeteria clean Allow others to enjoy a conversation Earning recognition/rewards Thanking cafeteria staff</p> |
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Restroom:

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| <p>COMMITMENT: Getting permission to use the restroom COOPERATION: Returning directly to class/assignment</p> | <p>RESPECT: Checking stalls before entering Flushing the toilet Washing hands Throwing trash away Turning the water off when done</p> |
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Hallway:

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| <p>COOPERATION: Walking in a straight line facing forward Keeping hands to your sides Staying on the right side of the hall Quiet (inside) voice in the building Following teacher directions</p> | <p>RESPECT: No interrupting of other classrooms</p> |
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Assemblies:

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| <p>COOPERATION: Follow teacher directions Enter assembly area quietly Sitting with bottoms down and feet still Remaining seated APPRECIATION: Thanking the performers Participating at appropriate times</p> | <p>RESPECT: Waiting patiently for the program to begin Facing forward with eyes on the presenter Respond with respect to the presenter</p> |
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Playground:

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| <p>COOPERATION: Following teacher directions Taking turns Being a good sport RESPECT: Taking care of the equipment</p> | <p>INTEGRITY: Playing fairly Working out problems with classmates Making sure everyone is having a good time</p> |
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