

COUNCIL ROCK SCHOOL DISTRICT
MAUREEN M. WELCH
ELEMENTARY SCHOOL



School Wide Positive
Behavior Support Plan
2016-2017

Rebecca Grimm
Principal

Developed by the MMW-PBS Committee, Summer 2009

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INTRODUCTION

The mission of Maureen M. Welch Elementary School is to create a community of lifelong learners. We are dedicated to providing a safe, friendly atmosphere of respect and responsibility for all. Together we, the students, staff, and parents will share, learn and grow as respectful, responsible citizens of our community. Toward this goal, we have developed a school-wide behavior positive behavior support plan that supports optimal academic and social, emotional growth. There are several ways in which we implement this plan:

- Character education classes delivered via guidance counselor and classroom teachers. The curriculum uses a variety of lessons from resources such as; Conflict Resolution, Second Step Program and Life Skills
- Implementation of Restorative Practices Implementation of Responsive Classroom
- Small student groups facilitated by the guidance counselor
- Individual student check-ins facilitated by the guidance counselor
- Trouble-Free Playground strategies

School Wide Positive Behavior Supports Approach

At Maureen M. Welch Elementary School, we encourage students to make good choices in regards to their behavior in the areas of respect, responsibility, encouragement, and sportsmanship. The goal of our [C.A.R.E.S.](#) is to develop a safe and secure environment which supports the social development of all students. We expect all members of our community to be treated with respect and understand each other's differences.

While we work together to develop strong social skills, there are times when our school rules are not followed. We recognize that positive social development is an ongoing process and needs to be continually modeled and supported.

Our expectations send strong messages about the behaviors that are expected at school.

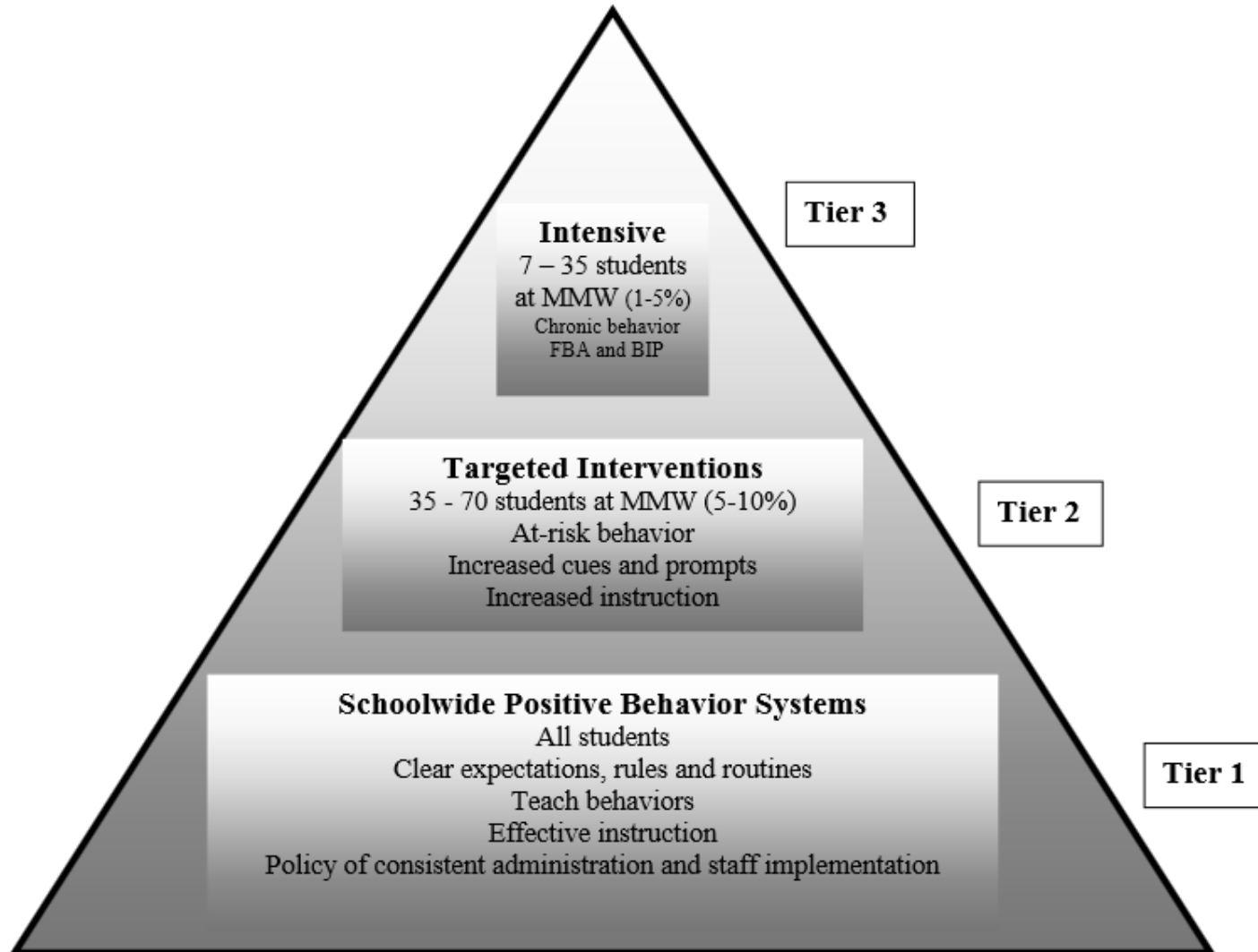
A school-wide positive behavior support plan promotes appropriate student behavior by providing:

- Interventions that are planned and positive, rather than reactive and punitive
- Careful management/elimination of conditions (antecedents) contributing to inappropriate behavior
- Multiple opportunities for positive, corrective feedback
- Limited or eliminated critical feedback
- The teaching, practicing and modeling of pro-social behaviors so they become automatic

Purpose

To promote appropriate student behavior by providing:

- Interventions that are planned and positive rather than reactive and punitive.
- Careful management/elimination of conditions (antecedents) contributing to inappropriate behavior.
- Multiple opportunities for positive, corrective feedback.
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Tier 1 – School Wide Positive Support Plan

The following school wide rules represent the set of core expectations (C.A.R.E.S.) and the corresponding expectations in all areas of the school. These rules are reinforced in classrooms and are posted throughout the school in the appropriate areas as reminders and reference.



In order to encourage a positive atmosphere, students can be recognized and rewarded by any staff member in the form of a **C.A.R.E.S.** card when they are observed behaving appropriately. For all the students who have followed the rules, an assembly or activity will be held on a regular basis.

Teaching children is a shared responsibility. All of our staff understand and use **C.A.R.E.S.** including the cafeteria, recess, and custodians. We look to you for support and cooperation on how we can best teach the children of Maureen M. Welch Elementary School the importance of respecting themselves, their peers, their school, and their community.

Each teacher within their classroom implements a classroom behavior system to manage daily activities. Strategies which be used include a marble jar, clip-up charts, special activity, but never food.

Students have multiple opportunities each day to demonstrate their awareness of the school rules. Teachers model and review these behaviors, frequently providing reminders to the students. Teachers will recognize appropriate behaviors in their classrooms using best practice classroom management strategies. On occasion, students are recognized for an outstanding behavior or a consistently repeated behavior. This may include C.A.R.E.S coins, a C.A.R.E.S. card or a school post card sent home.

PRINCIPAL'S 100 CLUB

Each month a student from each homeroom who has received a C.A.R.E.S. card has a chance to be chosen as the Principal's 100 Club for that month.

Each student will have their name called by Mrs. Grimm, will have their picture taken to be posted on our Principal's 100 Club bulletin board in the school hallway. The child will receive an award certificate and ribbon.

Conversely, those students who have demonstrated unacceptable behavior and poor self-control will receive written notification which must be signed by the parent. This notification will inform you of the incident and subsequent consequences.

The following pages present the behaviors we expect students to exhibit during the school day. Following these, you will find the forms which will be used to communicate behaviors that were not appropriate.



Maureen M. Welch
Elementary School

Recess Rules

Cooperate with Students and Staff

1. Take turns during games.
2. Don't disturb Music classes.
3. When the whistle blows, return equipment and line up.
4. Come into the building quietly.
5. Use indoor voices for indoor recess.

Act Safely and Responsibly

1. Use equipment safely and appropriately.
2. Don't purposely roof balls.
3. Do not pick up stones, wood chips, or other items you find.
When indoors, play only indoor games.

Respect Yourself, Others and Property.

1. Obey and respect recess teachers.
2. Use appropriate language.
3. Keep your hands and feet to yourself.
4. Speak positively about others - no put downs.
5. During indoor recess, don't touch other people's belongings.

Encourage and Help Others.

1. Remind others to take their coats.
2. Report to an adult if someone is being bullied.
3. Include people in games.

Show Good Sportsmanship.

1. Play fair.
2. Follow the rules of the game.
3. Be a humble winner and gracious loser.
4. Be honest and apologize when you should.



Maureen M. Welch
Elementary School

Hallway Rules

Cooperate with Students and Staff

1. Go directly where you need to be.
2. Report anything hazardous, such as a spill on the floor.
3. Hold onto whatever you are carrying.
4. Wait your turn when classes are passing in the hallway.
5. Stop at corners while walking with your class.

Act Safely and Responsibly

1. Walk.
2. Stay with your class.
3. Don't open the outside doors for anyone.
4. Watch where you're going.

Respect Yourself, Others and Property.

1. Walk around the hanging flags.
2. Use your indoor voice.
3. Look at displays without touching.

Encourage and Help Others.

1. Politely tell others to be quieter in line.
2. Help people who need it.

Show Good Sportsmanship.

1. Don't cut in line.
2. If you are upset about something, don't talk about it in line.



Maureen M. Welch
Elementary School

Lunch Rules

Cooperate with Students and Staff

1. Stay at your own table.
2. Put trash in trashcans.
3. Work together to clean the table.
4. Follow the directions of the lunch teachers.
5. When bell rings, be silent immediately.

Act Safely and Responsibly

1. Sit properly.
2. Only get up from your seat when throwing out trash, getting bathroom pass, getting silverware, or asking for help.
3. Walk to the lunch lines and for snack.
4. Use inside voices.
5. Push your chair in gently.

Respect Yourself, Others and Property.

1. Speak respectfully to the lunch teachers.
2. If you have nothing nice to say, don't say anything.
3. Use your manners. Say *Please* and *Thank you*.
4. Food is to eat, not throw.

Encourage and Help Others.

1. If someone has a spill, help them out.
2. Clean up after yourself and others.
3. Be considerate of people with food allergies.

Show Good Sportsmanship.

1. You don't have to be friends, but be friendly.
2. Wait patiently in line for lunch or snacks.
3. No butting in line for lunch or snack.



Assembly/Concert Rules

Cooperate with Students and Staff

1. Be silent and pay attention to the presenter when the peace sign is given.
2. Follow the presenter's directions.

Act Safely and Responsibly

1. Stay seated and silent during performances.
2. Take care of bathroom needs before performances.

Respect Yourself, Others and Property.

1. Use quiet voices during transitions, such as between chorus, band and orchestra performances.

Encourage and Help Others.

1. Show your appreciation for the performers by clapping, not cheering or whistling.

Show Good Sportsmanship.

1. Do not clap along to the music or do anything else unless the presenter asks you.
2. Do not distract the performers by waving or calling to them.

Responsive Classroom

From the Responsive Classroom website, www.responsiveclassroom.org

The responsive classroom is an approach to elementary teaching that emphasizes social, emotional and academic growth in a strong and safe school community. One aspect of a responsive classroom implements apologies in action.

Apology in Action

At Maureen M. Welch Elementary School all classes follow the **Responsive Classroom** philosophy. 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 which did not follow the C.A.R.E.S. expectations. An "Action" means to do something, in this case corrective. Through apology of action, children learn what to do to make amends when saying "sorry" isn't enough.

Using Apology in 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 might 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 in Action helps encourages students to make their own decisions and reinforces responsibility for their own actions.

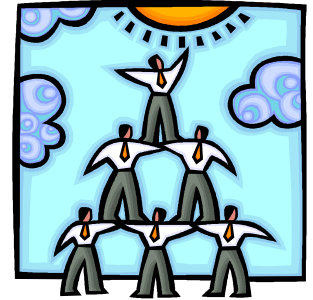
The following forms may be used by classroom teachers to assist in the process of apologizing. For the primary classes, the form is used to generate conversation and brainstorming. For the intermediate classes, students are asked to complete the form independently so that all viewpoints are considered and action is implemented. Typically, students may receive a verbal warning or signal from the teacher, a second and third incident results in an apology of action. Next, the student is required 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. If additional incidents occur, the student will receive a behavior notice which outlines the consequences.

In addition to using a responsive approach, staff is trained and uses restorative practice.

Restorative Practice

From the IIRP website, www.iirp.org

Restorative Practices will be used to help prevent and resolve social and classroom issues. In school, circles and groups provide opportunities for students to share their feelings, build relationships and problem solve, when there is wrongdoing, to play an active role in addressing the wrong and making it right. (Riestenberg, 2002)



Affective Questions:

- What happened? What did you do? (Helps create ownership)
- What were you thinking of 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) In what way?
- What do you think you need to do to make things right? (Plan of action to move forward) This might be in the form of an Apology in Action.

To help those harmed by others' actions:

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Restorative practices are happening in your child's classroom in the form of circles, at times to develop a sense of community, opportunities to be proactive, build character traits in the areas of kindness, empathy, respect, responsibility, trust and cooperation. Once students feel comfortable using circles, circles can be used as tools to solve problems in the classroom and in smaller groups.

For more on restorative practices in schools, go to www.safersanerschools.org

At Maureen M. Welch Elementary school, we hope to develop a community of responsible learners.

Building Character

The teachers and staff at Maureen M. Welch Elementary School believe that all students are entitled to courteous and respectful treatment, by students and staff at school. We have a duty to ensure that students have a safe learning environment. While MMW takes a positive approach to dealing with discipline, we take bullying seriously and investigate all incidents, and follow the district policy.

We define bullying as aggressive behavior that is intentional, repeated and involves an imbalance of power or strength. Bullying can take many forms, such as hitting, kicking, threatening others, teasing, name-calling, excluding others or sending mean notes or e-mails.

The school uses an eclectic approach, utilizing strategies from NOVA, Olweus, and Trouble-Free Playground, in addition to class meetings, assemblies on character education are provided. The teachers provide lessons on tolerance and getting along with others. Our positive behavior program teaches the meaning of respect, responsibility, cooperation, and sportsmanship.

If your child tells you she/he is being bullied or you suspect your child is bullied, what can you do:

- 1. First, focus on your child. Be supportive.**
- 2. Listen carefully to what your child says.**
- 3. Discuss with the situation with your child's teacher and explain your concerns in a friendly, non-confrontational manner.**
- 4. Ask the teacher about his/her observations:**
 - a. Has she/he noticed any bullying?**
 - b. How is your child getting along with others in the class?**
 - c. Has she noticed that your child is being isolated or excluded on the playground?**
- 5. Ask the teacher to investigate.**
- 6. If you are concerned about how your child is coping with the stress of being bullied, ask to speak with the guidance counselor or other school-based professional.**
- 7. Set up a follow-up appointment with the teacher to discuss progress.**

OVERVIEW of CONSEQUENCES

1. Classroom behavior rules implemented
2. Apology of Actions #1-3 - sent home, signed by the parent and returned to school parent and returned to school
3. Behavior notice #1-3 - sent home

- Please recognize that each situation will be handled individually. If physical harm occurs, consequences may go directly to a behavior contract.
- Students in grades K-3 will have a fresh start after each marking period.
- Students in grades 4- 6 will have one fresh start after the middle of the year. In these grade levels, it is expected that the students have the knowledge of our Positive Behavior Support Program from learning and living it in the primary grades and have more control over the choices they make.

Maureen M. Welch Elementary School
APOLOGY IN ACTION

Name _____

Grade: K 1 2

Staff member(s) _____

Date _____

What did I do?	To show I am sorry, I will
I was aggressive with another person.	<i>Draw a picture for _____.</i>
I was talking out of turn.	<i>Write a note to _____.</i>
I used hurtful words to or about another person.	<i>Give a compliment to _____.</i>
I left another student(s) out.	<i>Play/Talk kindly with _____.</i>
I called someone unkind names.	<i>Write a note to my parents.</i>
I was teasing.	<i>Time-out: get back my self-control & think about what I did.</i>
I did not respect school property.	<i>Tell the others that I am sorry.</i>
I used inappropriate language.	
I did not follow directions.	
I did not respect someone's personal property.	
I did something else.	<i>Other:</i>

Say it & sign it:

I AM RESPONSIBLE FOR MY OWN BEHAVIOR!

Date consequences were fulfilled _____

Staff signature & date _____

Parent Signature _____

Maureen M. Welch Elementary School
APOLOGY IN ACTION

Name _____

Grade 3 4 5 6

Staff Member _____

Date _____

1. What happened? Which part of our C.A.R.E.S. rules was broken?

- Cooperate
- Act Safely and Responsibly
- Respect Yourself, Others, and Property
- Encourage and Help Others
- Show Good Sportsmanship

2. How could I have handled this situation differently?

3. What will I do to make up for this action? **Circle 3 choices** (one will be approved by an adult)

4. If an adult saw the behaviors please add a comment

- a. Write a note home to my parents (parent must sign and return)
- b. Write a note to _____
- c. Give a verbal apology
- d. Clean area damaged
- e. Time-out
- f. Assigned seat
- g. Perform a community service that is approved by my teacher
- h. Miss a privilege (For example: party, movie, etc.)
- i. Peer mediation
- j. Detention
- k. Other:

4. Choice:

5. Date and time to be completed:

Check: _____ First offense _____ second offense _____ third offense

Student Signature _____

Adult Signature (upon completion) _____

Parent Signature _____

Behavior Notice

Student: _____ Grade: _____ Date: _____ Time: _____

Homeroom Teacher: _____ Reporting Staff Member: _____

<p>Which School C.A.R.E.S Rule was broken?</p> <p><input type="checkbox"/> Cooperate</p> <p><input type="checkbox"/> Act Safely and Responsibly</p> <p><input type="checkbox"/> Respect Yourself, Others, and Property</p> <p><input type="checkbox"/> Encourage and Help Others</p> <p><input type="checkbox"/> Show Good Sportsmanship</p>	<p>Location:</p> <p><input type="checkbox"/> Classroom</p> <p><input type="checkbox"/> Gym</p> <p><input type="checkbox"/> Bathroom</p> <p><input type="checkbox"/> Hallway</p> <p><input type="checkbox"/> Recess</p> <p><input type="checkbox"/> Lunch</p> <p><input type="checkbox"/> Bus</p>
<p>What Happened?</p> <p><input type="checkbox"/> Inappropriate words</p> <p><input type="checkbox"/> Leaving assigned area</p> <p><input type="checkbox"/> Bullying/Harassment</p> <p><input type="checkbox"/> Misuse of bathroom</p> <p><input type="checkbox"/> Damaging property</p> <p><input type="checkbox"/> Physical contact</p> <p><input type="checkbox"/> Defiance/Disrespect</p> <p><input type="checkbox"/> Disrespect of Property</p> <p><input type="checkbox"/> Disrupting class</p> <p><input type="checkbox"/> Threat</p> <p><input type="checkbox"/> Disturbing other students</p> <p><input type="checkbox"/> Other _____</p>	<p>Explanation of Incident:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Consequence:</p> <p><input type="checkbox"/> No recess</p> <p><input type="checkbox"/> Conference with teacher</p> <p><input type="checkbox"/> Conference with principal</p> <p><input type="checkbox"/> Phone call to parents</p> <p><input type="checkbox"/> Parent conference</p> <p><input type="checkbox"/> After-school detention</p> <p><input type="checkbox"/> In-School suspension</p> <p><input type="checkbox"/> Out-of-school suspension</p> <p><input type="checkbox"/> Other _____</p> <p>Behavior Notice #: _____</p> <p>Note: Accumulation of 3 behavior notices will result in a suspension.</p> <p>Date of consequence: _____</p>	<p>Student Reflection: "How am I going to make this right?"</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Signatures:

 Student Homeroom Teacher Parent Principal

This behavior notice will be submitted to the principal for review and kept on file.