

UNION SCHOOLWIDE BEHAVIOR PLAN

At Union Elementary School, every student is a STAR Student:

Safe

Truthful

Accepting of Others

Respectful and Responsible



If we want our students to be safe, truthful, accepting of others, respectful and responsible, then we must model being safe, truthful, accepting of others, respectful and responsible. We must also teach children what it means to possess these lifeskills and integrate these lessons throughout each day. We also need to recognize and celebrate when students are STAR students.

ORIENTATION: The first five days of the school year are used for orientation of our students to the lifelong guidelines, our procedures, and our expectations. It is also a critical time for teachers and students to get to know each other and build a positive relationship.

- A general orientation of school expectations is held on the first day of school each year in the café which is led by the principal. To follow up, the teachers take their class to the café one class at a time to practice the café procedures.
- Teachers take their class outside, one class at a time to discuss and explain the recess rules. The class then reads and discusses the Recess Contract. Students and parents both sign the contract and teachers collect and keep these on file.
- Students learn and practice proper restroom behavior.
- Classes practice walking down hallways without talking.
- Students are taught to greet adults each morning and say goodbye each evening. (Verbal greeting, high five, hug, and/or handshake) Students are also taught the importance of making eye contact when greeting one another.
- Students are taught to always say please and thank you and that adults will expect good manners at all times.
- Teachers discuss other building procedures such as the STAR Behavior form and the Café Behavior slips.

CLASS MEETINGS: It is expected that each teacher will hold community circles (class meetings) at least once a week. These meetings are very effective ways to build community in the classroom and to change student behavior. If teachers have a positive relationship with their students, then students will be more likely to respect them and the classroom rules. Class meetings are also a golden opportunity to discuss STAR behavior:

CHARACTER EDUCATION: Each month, beginning in September, we focus on one of our lifeskills. The STAR lifeskills should be visible in each classroom and the teaching of the lifeskill is integrated with daily classroom activities. Parents are made aware of the lifeskill focus via newsletters so they can provide reinforcements at home.

STAR STUDENT LUNCHES:

- Each week, beginning in September, students are chosen to attend a Star Student Lunch. The Star Student Lunch is held in the conference room. The students eat with Mrs. Raycroft, Principal, and other Union faculty. The table is decorated with a centerpiece and candles. Students either bring lunch from home or purchase lunch in the café. (Student purchasing a lunch will be allowed to go to the front of the lunch line.)
- Invitations to the lunch are **mailed** home to parents the week before the lunch

HANDLING MISBEHAVIOR: Teachers should handle minor behavior infractions within the classroom fairly and consistently.

- If a child does not display STAR behavior, classroom teachers and specials teachers should have the student complete a STAR Behavior Report.
- ***STAR Behavior Reports provide consistent data and documentation which helps parents, teachers, the counselor, and the principal to work as a team to help individual students improve their behavior.***
 1. First offense: Teacher has student complete the STAR Behavior Report and student takes it home for parent signature. Teacher makes sure the report is returned and signed the next day. If it is not, student misses a recess and calls home. When the form is returned it should be placed in Maggie's mailbox. Maggie will make a folder for the student and place form inside.
 2. Second offense: Teacher has student complete the STAR Behavior Report and student or teacher calls parent. STAR form is sent home for signature. Teacher makes sure the report is returned and signed the next day. If it is not, student misses a recess and calls home. Teacher places form in Maggie's mailbox and she places in student's behavior folder.
 3. Third offense: Teacher has student complete the STAR Behavior Report and student or teacher calls parent. Teacher asks parents to come in to discuss the STAR behavior report and includes student in the conference. Teacher makes sure the report is returned and signed the next day. If it is not, student misses a recess and calls home. Signed form is sent to Maggie's mailbox and she will file.
 4. Fourth offense: Student is sent to the office (preferably during recess) and student will complete a STAR Behavior Report and take it home to be signed. Counselor/principal will make sure the form is returned the following day. Teachers will be given a copy of the signed report. Maggie enters note into PowerSchool and makes reference to student's behavior folder.
 5. Fifth offense: Student is sent to the office (preferably during their recess) and will complete a STAR Behavior Report. Parents will be called and STAR Behavior Report will be sent home for signature. Counselor/principal will make sure the form is returned the following day. Teachers will be given a copy of the signed report. Maggie will enter into PowerSchool.
 6. Sixth offense: Student is sent to the office. Incident is documented on a Student Behavior Form. Parents are called and a meeting is arranged with the student, teacher, principal and/or counselor. The team completes a behavior plan for the student. Maggie makes note in PowerSchool.
- In the case of a serious misbehavior such as physical violence, extreme insubordination, or illegal activity, a child will be sent immediately to the office. Parents will be contacted by the principal or counselor. Teachers will be involved in this communication. Maggie will enter incident in PowerSchool.

- When a child has serious behavior issues and the classroom behavior plan is not effective for that child, then an individualized behavior plan is warranted. Teachers can get assistance from the counselor to develop these in collaboration with the child's parents. An individualized behavior plan would be considered a Tier II behavior intervention. (Tier I intervention is the schoolwide behavior plan which will be effective for 85% or more of the students.)
- In serious situations, a student may be suspended either in school or out of school. During in-school suspension, a student does not see his or her classmates and spends the entire day in the office area. Parents are informed prior to any suspension. Maggie notes in PowerSchool.
- If behavior does not improve for a student on Tier II, then a conference will be called of the parents, counselor, principal, teacher, resource teacher, and teacher to consider a Functional Behavior Plan. This is considered a Tier III intervention and could possibly lead to a Special Education designation for an Emotional Disability.
- ZCS has a Bullying Policy that we are bound to uphold based on Indiana School Code: *Bullying by one student against another student is prohibited and is a violation of the school's student's code of conduct. "Bullying" is defined as overt, repeated acts or gestures, including verbal or written communication transmitted; physical acts committed or any other behaviors committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the other student. Bullying is prohibited when a student is on school grounds, immediately before or during school hours, immediately after school hours or at any other time when the school is being used by a school group; off grounds at a school activity, function or event; traveling to or from school or a school activity, function or event; or using school property or equipment provided by the school. IC 20-33-8-0.2 IC 20-33-8-13.5*

RECESS SUPERVISION:

- Teachers need to review the Recess Contract with students and send home for parents signatures.
- No one on recess duty should ever ignore any child who reports teasing or bullying to them.
- The recess equipment cart should be rolled outside each recess by second grade and returned by fourth grade.
- A first aid kit is secured to the recess cart.
- Three teachers on recess duty should carry walkie-talkies and know how to operate them so they can communicate with the office. One of the secretaries and the nurse always monitor the walkie-talkies during recess. Walkie talkies are kept in the mailroom and should always be properly returned to battery chargers.
- If students need to go to the bathroom during recess, they need to be escorted to the bathroom by one of the adults on duty. Students using bathrooms from playground will use bathrooms in purple wing.
- The best way to avoid problems at recess is with close supervision. There should always be three adults on duty. Duty personnel should spread out so that all areas of the playground are supervised. This time should not be used by the adults to socialize with each other. Adults should walk around and talk to students and observe any problems and intervene quickly. Students should be given timeouts if necessary and adults should follow-up with STAR Behavior reports if appropriate.
- All students need to know that when there is a problem on the playground, they should tell an adult. When they tell an adult, that person should help them resolve

the situation. These events are perfect opportunities to reinforce the lifeskills. Bullying is not to be tolerated by anyone – student or staff.

- Any student who has a serious problem at recess (i.e. physically harming another child or incessant bullying) should be immediately sent to the office to see the principal or the counselor.
- No students should be released to anyone at recess unless the office has authorized the pickup with a radio call or a note.
- When students hear the first whistle at recess, they should freeze. This is an important practice because if we ever need to tell them something at recess, we need them to freeze quickly. At the second whistle, students should line up on the lines in the playground concrete in ABC order by teacher's last name and by grade level from east to west.
- When students enter from recess to go to the café, it is OK if they are talking, but they do need to stay in line, walk, and keep their hands to themselves.
- All teachers with duty should synchronize their watches to the official time on the school phones.
- If problems occur in procedures, meet with your lunch duty/recess duty team to discuss and problem solve. Please let the office know of any changes in procedures.

CAFETERIA SUPERVISION:

- At least two adults supervise the café. The adults need to spend that time walking around the café and talking to the students. The more we can build positive relationships with our students, the less behavior problems will occur.
- At the beginning of lunch, students need to use hand sanitizer. Please see that they do. Once students are seated, they should not get up without permission. If students have to use the restroom, they may ask permission to get a pass. Students use the restrooms in the bus entry lobby across from the café. A student should leave the pass on his/her seat and then return the pass when they return.
- Students should observe the following cafeteria rules:
 - Talk quietly. If lights go down, turn your volume down.
 - Use best table manners.
 - Get quiet immediately when clap signal is given.
 - Clean up area before being dismissed.
- Screaming, teasing, and otherwise inappropriate behavior should not be tolerated or ignored. If a student misbehaves, a Café Behavior slip will be completed. These slips should be delivered to the appropriate teacher mailboxes immediately after lunch. Teachers need to keep these slips and when a child has three slips, please send them to the office and the counselor or the principal will meet with the student during the next recess. The students will fill out a STAR Behavior Form for parents to sign and return. If the child gets three more café reports, then he or she will spend lunch and recess in the timeout room and parents will be called. Students get a clean slate at the beginning of second semester.
- Serious misbehaviors (physical violence, serious insubordination, etc.) should be dealt with immediately by the teacher on duty and referred to the office.
- When parents come to have lunch with their children, the adults on duty should greet them and make them feel welcome.
- Parents should not bring food for any child other than their own. We discourage fast food from being brought in to the café.

SUPERVISION OF HALLWAYS:

- Classroom teachers should be at their doorway to greet students each morning. (High five, hug, hello, or handshake) If a staff member is not assigned to a classroom, then he or she should be stationed in the main hallways to supervise students in the morning.
- Except for arrival, dismissal, going out to recess, and coming in from recess, students should not talk in the hallways. Teachers should walk students to and from specials. Students should always walk and never run in the hallways.
- At the final dismissal bell, students who are picked up by parents should go to the front door. They should not exit the building until the supervising adults go outside with them. Teachers should walk with the students who ride the bus to the end of the sidewalk. Kindergarten Bridge students should exit the bus doors first, followed by 1st, 2nd, 3rd, and 4th grade. Teachers should say goodbye to each student with a high five, hug, goodbye, or handshake.