

The Eisenhower Way

2013-2014

School-wide Positive Behavior Discipline Plan



Good citizens learning to be the best readers, writers,
mathematicians and scientists.

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All forms, mini lessons and cafeteria instructional video can be found on the Eisenhower Moodle site.

Eisenhower School Song

*Oh, we are the Pandas
Standing side by side
We are the Pandas
We've got lots of Pride
Learning each day and
Doing our best
That's the way to gain
Success*

*Thinking of others
Doing what is right
Walking the path on
Which we've set our sight
Our goal is easy
To go from grade to grade
We'll try with all our might*

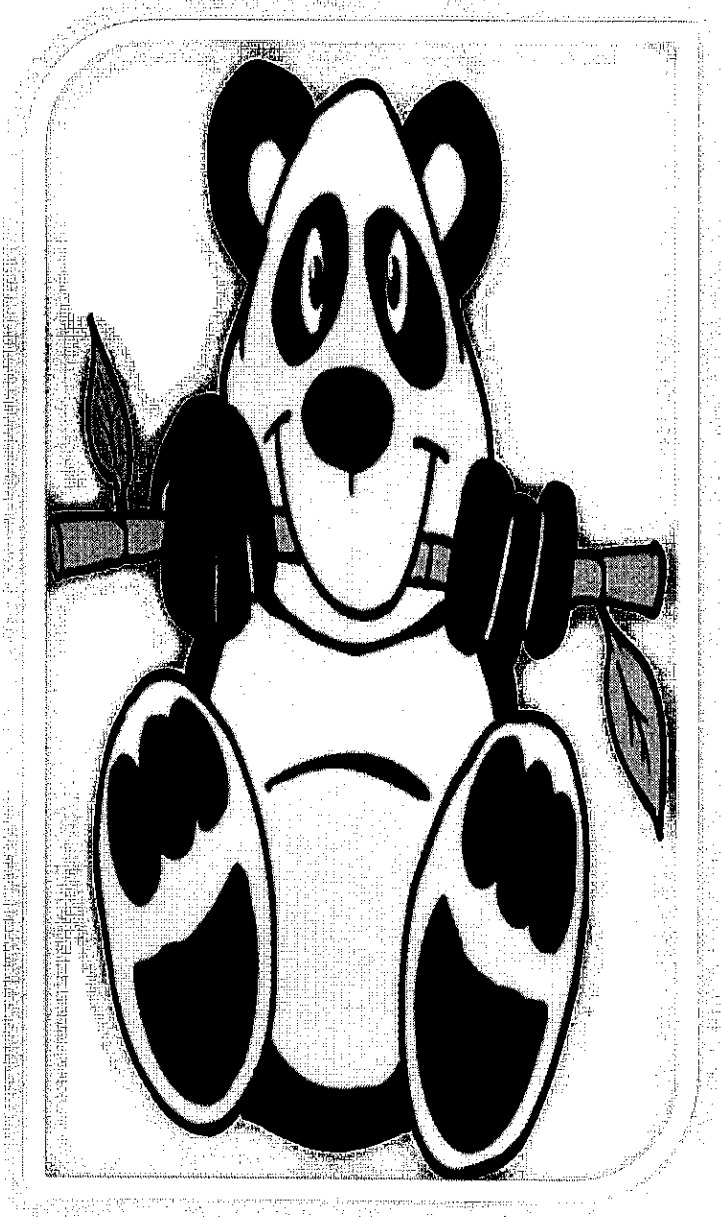
*Oh, we are the Pandas
Standing side by side
We are the Pandas
We've got lots of Pride
Learning each day and
Doing our best
That's the way to gain
Success*

Panda

Positive

Attentive

Learner



Rewards/Recognition System

1. Monthly Panda Celebrations are held on the PE Court or in the school cafeteria. Music is played; the Panda Cheerleaders Cheer, the Bucket Brigade performs, the school song is sung and student excellence is recognized. Student recognition includes, but is not limited to, the following: Gold Note Awards, 54 Letter Club for Kindergarten students, Kings and Queens of Level 17 for 1st and 2nd graders and Character of the Month awards. In addition, Art, Music and PE recognize students as well Honor Roll and Principal's List students.
2. Gold Note Awards: Each week, staff members randomly select students who demonstrate the character traits: Respect, Responsibility, Honest and Motivation. Student names are announced on the Monday morning news show and the Principal or Assistant Principal visits the students' classroom, on Friday, for individual recognition. Students are awarded a "Gold Note" pencil, gift certificate to a local business, a copy of the original Gold Note, and a Gold Note Banner for the Panda Celebration. The student also receives a "Gold Note" sticker that is redeemed for a Character Treat on Friday from the cafeteria staff. In addition, a picture is taken with the student and the teacher and displayed on a school hallway Gold Note Bulletin Board. The picture also becomes a part of the daily Panda News slide show that is shown through the school. A positive phone call is made home.
3. Panda PAL Tickets: Students randomly earn Panda PAL tickets from staff members, when students demonstrate the characteristics of a Panda PAL. (Positive Attentive Learner) The students can redeem the tickets at the Eisenhower School store, which is open every Friday morning before school.
4. Character of the Month Awards: Teachers select two students who best demonstrate the monthly character trait as suggested by the Prevention Office. The students receive a certificate and a certificate from a local business. The students are recognized at our monthly Panda Celebration.
5. Art, Music and PE Awards: Each month, the art, music and PE teachers select a student that best exemplifies their subject area. Students are awarded a certificate and a gift certificate from a local business. Students are recognized during the monthly Panda Celebrations.

6. Alphabet STARS: When a kindergarten student learns all of their 52 letters, they become a member of the Alphabet STARS Club. The students are awarded a ribbon and a certificate, which they wear and bring to the monthly Panda Celebration. The students, along with the Principal or Assistant Principal, appear on the Tuesday morning news show where they are introduced as the newest members of the Alphabet STARS Club. The students take an oath pledging to help the rest of their class to learn all of their 52 letters.
7. "Kings and Queens of Level 17": When a student achieves a reading 17 level, they become a member of the "Kings and Queens of Level 17". Students are introduced on the morning news show, awarded a certificate and Level 17 crown which they wear to the monthly Panda Celebration.
8. Panda Pearls Girls Club: Girls in 4th and 5th grade, who have been identified by staff members as being "at risk", are referred to the Panda Pearls Girls Club. Panda Pearls are assigned mentors from the school and mentors meet with their "Panda Pearl" randomly throughout the week. Panda Pearls and their mentors meet monthly as a group where they can listen to guest speakers or go on a field trip.
9. Bully Awareness/Prevention Classes: The Eisenhower Intervention Specialist and Guidance Counselor schedule Bully Awareness/Prevention classes with all 4th and 5th grade classrooms. There are 4 classroom sessions and cover all aspects of bullying and include the use of the school's bully box.
10. 5th Grade Model Rocketry Program: Fifth grade Teachers have the option of allowing their students the opportunity to participate in the 5th grade Model Rocketry Program. Over a two week period, the PTA sponsored program allows students to learn about the basic principles of aerodynamics while constructing their own model rocket. The students will build, launch and recover their own rocket. The rocket program promotes team work among students while helping to build a student's self-esteem.
11. 5th grade Panda Cheerleaders: All 5th grade girls have the opportunity to participate in the Panda Cheerleaders. Cheerleaders meet randomly and participate in all of the Panda Celebrations and school related functions.

Discipline Referral Process

1. It is the teacher's discretion to document a minor/FYI (level 1) or moderate (level 2) misbehavior (rubric attached). However, all severe (Level 3) misbehavior should be documented. The incident can be documented on an Office Referral and turned into the office. (see attached office referral)
2. If the misbehavior is severe enough where an administrator is called to the classroom, the following steps are suggested:
 - a. Ask the administrator/designee to stay with your class while you talk to the student in private outside the classroom.
 - b. If the student needs to be removed, when the administrator/designee enters the room, quickly and quietly identify the child, hand over the referral and continue to teach your class. The administrator will let you know if any additional information is needed to share with the parent.
 - c. Please refrain making comments such as: "I don't want him/her back in my room for the rest of the day!" or make any comments to the departing student. If the child is placing him/her or others in danger, or is severely physically aggressive, be prepared to evacuate the class.
 - d. When the child returns, please welcome them back to class. Orient him/her to the task at hand (IE: warmly say "Hi Billy. Join your partner in the gathering area.") Refrain from saying any sarcastic or derogatory comments. (IE: "I hope you're ready to work now!")
 - e. Whether the student calms down in class or while they are away, find a time to re-establish therapeutic rapport. What follows are examples of what you might say: "What were you doing when the problem started?", "Is it one of our expectations?", "Can we work it out so that it doesn't happen again?"
 - f. If they open up to you, just listen. Conclude by saying: "I've enjoyed our talk."
3. In the future, please give the student a little extra attention regularly when you teach and compliment him when they experience a little success in class.

Menu of Misbehaviors and Possible Responses

	<u>Mild</u>	<u>Moderate (Level 2)</u>	<u>Severe (Level 3)</u>
Behavior	talking out off task no materials dress code violation no homework	disrespect defiance verbal aggression class disruption	Physical aggression Strong and Repetitive defiance alcohol/drugs weapons
Possible Responses	<ul style="list-style-type: none"> * Proximity * Verbal Reprimand * Signal/Gesture/Look * Record Misbehavior * Model/practice expectation * Discussion with student * Pre-correction * Humor * Planned ignoring * Parental contact * Positive intervention plan 	<p>Also:</p> <ul style="list-style-type: none"> * Positive practice * Conference with teacher * Intervention plan * Time out from positive reinforcement * Restitution * Loss of Privileges * Natural Consequences * Wait time 	<p>Also:</p> <ul style="list-style-type: none"> * Individualized Intervention plan * Teaching and practice of expected behaviors * Community Resource * In school suspension * Out of school suspension

January 2010
SWIS™ Office Referral Definitions

Minor Problem Behavior	Definition
Defiance/Disrespect/ Non-compliance (M-Disrespt)	Student engages in brief or low-intensity failure to respond to adult requests.
Disruption (M-Disruption)	Student engages in low-intensity, but inappropriate disruption.
Dress Code Violation (M-Dress)	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district.
Inappropriate Language (M-Inapp Lan)	Student engages in low-intensity instance of inappropriate language.
Other (M-Other)	Student engages in any other minor problem behaviors that do not fall within the above categories.
Physical Contact/ Physical Aggression (M-Contact)	Student engages in non-serious, but inappropriate physical contact.
Property Misuse (M-Prpty Misuse)	Student engages in low-intensity misuse of property.
Tardy (M-Tardy)	Student arrives at class after the bell (or signal that class has started).
Technology Violation (M-Tech)	Student engages in non-serious but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.

Major Problem Behavior	Definition
Abusive Language/ Inappropriate Language/ Profanity (Inapp Lan)	Student delivers verbal messages that include swearing, name calling or use of words in an inappropriate way.
Arson (Arson)	Student plans and/or participates in malicious burning of property.
Bomb Threat/ False Alarm (Bomb)	Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.

Major Problem Behavior	Definition
Defiance/Disrespect/ Insubordination/ Non-Compliance (Disrespt)	Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions.
Disruption (Disruption)	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Dress Code Violation (Dress)	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.
Fighting/ Physical Aggression (Agg/Fight)	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).
Forgery/ Theft (Forge/Theft)	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission.
Gang Affiliation Display (Gang Display)	Student uses gesture, dress, and/or speech to display affiliation with a gang.
Harassment/Bullying (Harass)	Student delivers disrespectful messages* (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. <i>*Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.</i>
Inappropriate Display of Affection (Inapp affection)	Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult.
Inappropriate Location/ Out of Bounds Area (Out Bounds)	Student is in an area that is outside of school boundaries (as defined by school).
Lying/Cheating (Lying)	Student delivers message that is untrue and/or deliberately violates rules.
Other Behavior (Other)	Student engages in problem behavior not listed.
Property Damage/Vandalism (Prop dam)	Student participates in an activity that results in destruction or disfigurement of property.

Cafeteria Policy

GOAL

The cafeteria will be a respectable place where students will be responsible diners.

RESPONSIBLE CAFETERIA BEHAVIOR

1. While in line students will keep hands, feet and objects to themselves.
2. Students will use quiet voices in the cafeteria.
3. Coming to the lunch line:
 - a. Students are to be escorted to the cafeteria in one line.
 - b. Lunch box students will be at the front of the line and go to the table when their class reaches the cafeteria door.
 - c. Students will choose their lunch, drink and utensils before they sit down.
 - d. Students may sit by friends, but all students will sit with their class. The teacher reserves the right to assign seats for an individual or whole class at the table or designated area.
 - e. Students will stay in their seats and raise hands to get help.
 - f. Students will eat quietly and use good manners.
 - g. Students will walk to the table and to the dismissal line.
 - h. Students will clean up their own area; pick up their trash on the table, throw trash away and stack their tray.
 - i. Everyone will treat others with respect.

CONSEQUENCES FOR CAFETERIA MISBEHAVIOR

Consequences for misbehavior may be implemented by any adult.

1. Verbal reminder
2. Re-direct/Restitution
3. Repeated misbehavior in the cafeteria:
 - a. Lunch line--have student go to the end of the line.
 - b. Cafeteria table--have student eat by himself in a designated area.
4. Excessive total class misbehavior will be reported to the classroom teacher.
5. Physically dangerous behavior, defiance/insubordination--contact office for assistance.

SUPERVISION RESPONSIBILITIES

1. At any time during the lunch period, there will a minimum of 3 assistants supervising in the cafeteria. The assistants will be trained by the Principal/Assistant Principal.
2. School administrators will assist with cafeteria supervision if and when necessary.
3. During the first two weeks of school, the Principal/Assistant Principal will arrange for additional staff to assist with the supervision in the cafeteria.
4. All supervisors will circulate through the cafeteria, interacting with the students in a friendly and positive manner.
5. If a student violates a cafeteria expectation, the supervisor will use a firm, respectful voice to remind the student what s/he should be doing.

ENCOURAGEMENT PROCEDURES

All staff will consistently encourage responsible behavior through positive interactions.

1. All staff will initiate positive and friendly interactions while in the cafeteria.
2. Provide verbal praise for meeting lunchroom rules and expectations.
3. Students will randomly earn Panda PAL Tickets for demonstrating positive cafeteria behavior.

TEACHING RESPONSIBILITIES

1. At the beginning of the school year, and after long vacations, classroom teachers will teach the rules and expectations as outlined. Teachers will review cafeteria expectations on a regular basis.
2. Each teacher will place a copy of the cafeteria policy and expectations in his/her sub folder.
3. Classes need to be at the cafeteria door on time.
4. Each teacher will stay with their class until all students have reached the cafeteria door.
5. Teachers will be inside the cafeteria to pick up their class at the designated time.
6. Teachers will assign a rotating table helper who will put donated items in a box, take trays to the dishwasher area, and pick up trash on their table.

CUSTODIAN RESPONSIBILITIES

One plant operator will be assigned to the cafeteria for the entire lunch time to sweep and mop the floor and to empty trash cans. This person will monitor for safety hazards while on duty in the cafeteria.

Unit of Study: Cafeteria Behavior
Mini-Lesson Teaching Point: Sitting at the table
Materials:

Connection: (activate prior knowledge and focus student attention on the lesson)

Yesterday we were working on...how to go quietly through the cafeteria line while choosing everything you need before you sit down.

Today I am going to teach you ... how to have good manners while sitting at the table eating you lunch.

because...it is important to be respectful of other people and to be responsible for you own food and area.

Teach: (demonstrate the teaching point as if you were working independently)

Let me show you how I...show respect and act responsibly while sitting at the table.

Hmmm...I'm thinking...I should find a place to sit that does not have too many people already and I should sit with my legs still. My food and trash should stay on my tray and I should finish the food on my tray before I ask for anything else. I should talk quietly to the person on each side of me.

Did you see how I...used good manners while sitting at the lunch table?

Remember, once you sit down you can't get back up without permission.

Active Engagement: (coach and assess students during this time)

Now you are going to have a try. You are going to...talk to you partner about how to show respect and be responsible at the lunch table.

Let's all come back together.

Link: (review and clarify key points, globalizing their utility from the now to the future)

Today and everyday when you are eating lunch, you can... Be careful of those around you and be responsible for your food and area. That is how you show good manners.

Share: I noticed.....

Unit of Study: Cafeteria Behavior

Mini-Lesson Teaching Point: Lining up and leaving the cafeteria

Materials: 2 or 3 lunch trays, trash, trash can

Connection: (activate prior knowledge and focus student attention on the lesson)

Yesterday we were working on...manners at the cafeteria table.

Today I am going to teach you...how to line up and leave the cafeteria

because...it is important to be responsible for your tray and trash, it's important to line up quietly and to be safe.

Teach: (demonstrate the teaching point as if you were working independently)

Let me show you how I...take care of my tray and trash and then line up quietly and safely.

Hmmm...I'm thinking...I better look when I dump my trash into the garbage so that it goes into the trash can, and walk quietly to line up at the door.

Did you see how I... was responsible with my tray and trash and how I walked quietly to the door?

Active Engagement: (coach and assess students during this time)

Now you are going to have a try. You are going to...practice emptying your tray into the garbage and lining up quietly at the door.

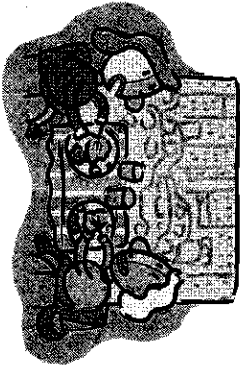
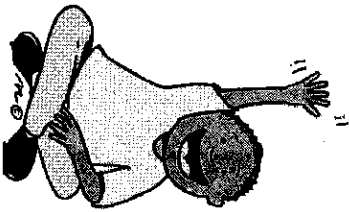
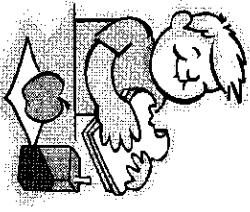
Let's all come back together.

Link: (review and clarify key points, globalizing their utility from the now to the future)

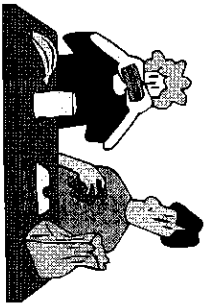
Today and everyday when you are leaving the cafeteria, you can...empty your tray responsibly and line up quietly and safely.

Share: I noticed/liked.....

Eisenhower Elementary Cafeteria Expectations

<p>CONVERSATION</p>		<p>2 Conversation</p>
<p>HELP</p>		<p>Raise Hand to get Eisenhower Adult's Attention</p>
<p>ACTIVITY</p>		<p>Eating Lunch</p>

MOVEMENT

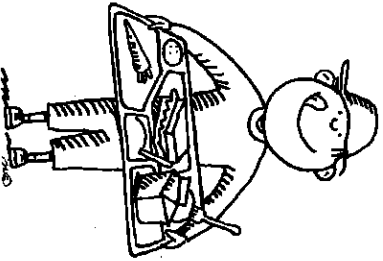


Stay Seated while

Eating

Walk when Movement
is Allowed

PARTICIPATION

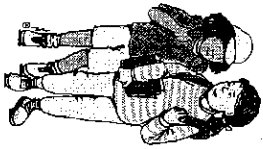
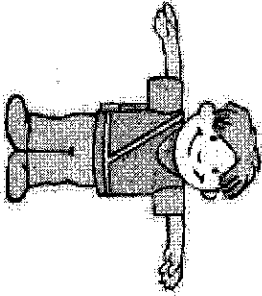
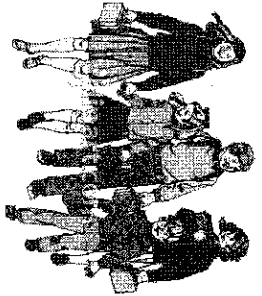


Eat and Touch

ONLY your Food

Clean up Table and
Floor

Eisenhower Elementary Arrival Procedures

C ONVERSATION		2 Conversation
H ELP		Ask a Patrol or Eisenhower Adult
A CTIVITY		1. Breakfast 2. Sit in lobby with your grade level

M

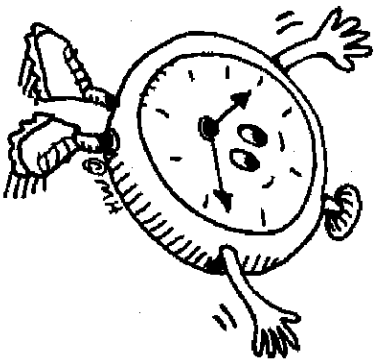
OVEMENT



Walking Feet

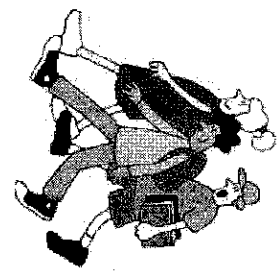
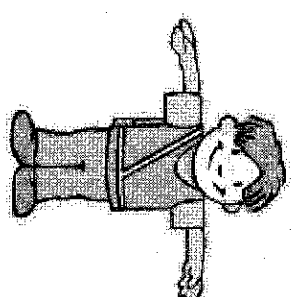
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ARTICIPATION

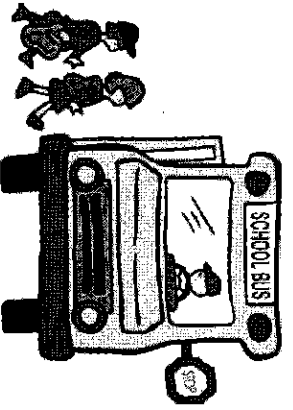


Be On Time
Be Prepared
Go Straight to
Destination

Dismissal Expectations

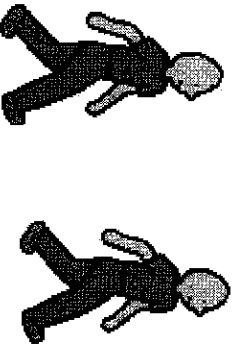
<h1>C</h1> <p>ONVERSATION</p>		<h1>2</h1> <p>Conversation</p>
<h1>H</h1> <p>ELP</p>		<p>Ask an Eisenhower Adult or Patrol</p>

ACTIVITY



Dismissal

MOVEMENT

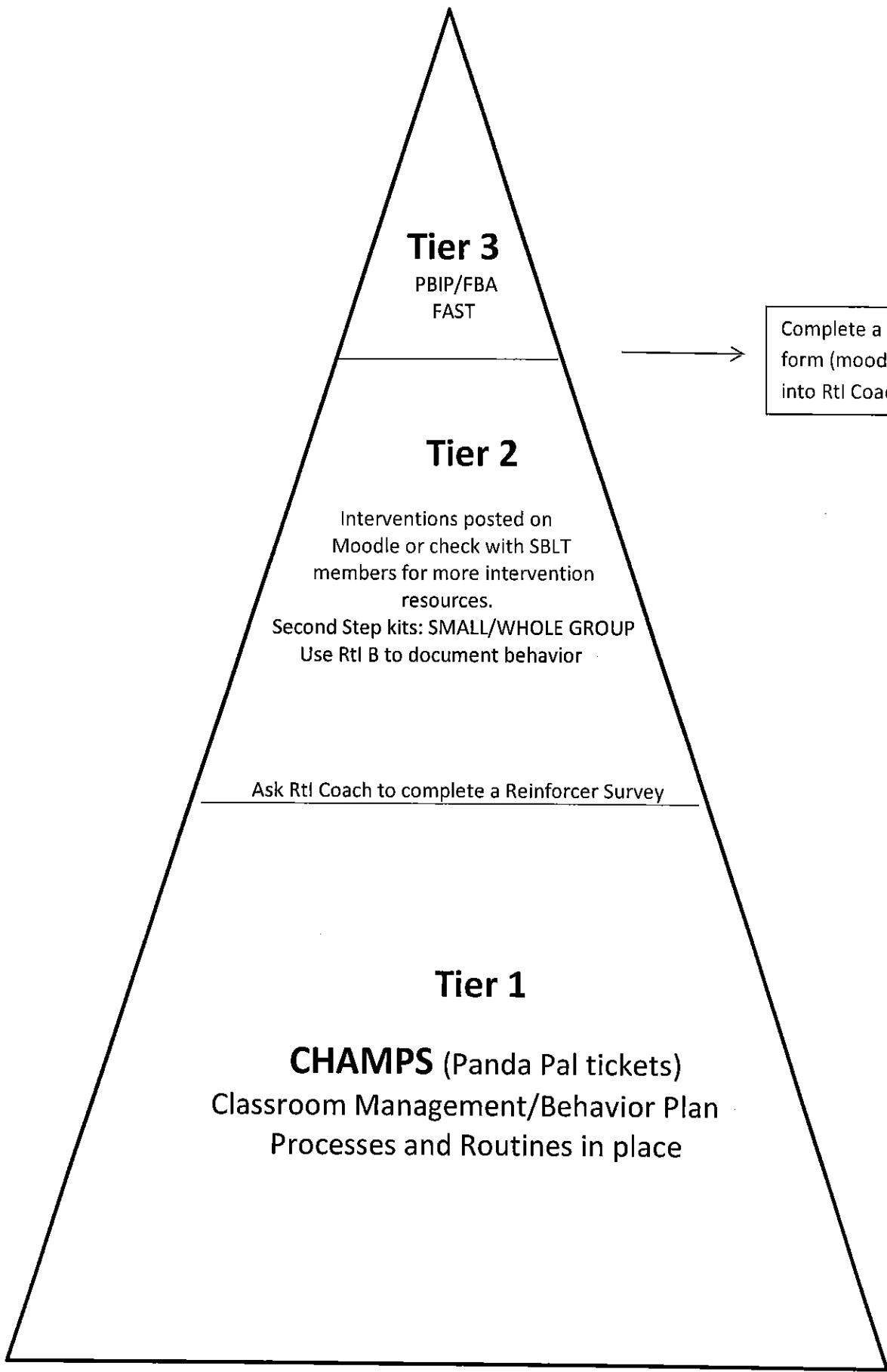


Walking Feet

PARTICIPATION



Go Straight to
Destination



For Office Use

DC	AC
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**PINELLAS COUNTY SCHOOLS
DISCIPLINARY REFERRAL
Eisenhower Elementary School**

Level 2 Moderate Misbehavior Level 3 Severe Misbehavior FYI See Me

Student's Name					
Date of Incident	Time of Incident	Grade	Teacher	Referring Person	Date
NOTICE TO PARENTS					
1. The purpose of this report is to inform you of a disciplinary incident involving the student. 2. You are urged to acknowledge the action taken by the teacher and to cooperate with the corrective action initiated today.					
Reason(s) for Referral:					
<input type="checkbox"/> Battery/Student <input type="checkbox"/> Battery/Adult <input type="checkbox"/> Fighting <input type="checkbox"/> Profane/Obscene Language <input type="checkbox"/> Leaving Campus <input type="checkbox"/> Class Disruption <input type="checkbox"/> Stealing/Theft <input type="checkbox"/> Defiance/Insubordination <input type="checkbox"/> Repeated Misconduct <input type="checkbox"/> Unauthorized Location <input type="checkbox"/> Threats/Intimidation <input type="checkbox"/> other _____					
Description of Incident					
_____ _____ _____ _____					
Action Taken Prior to Referral:					
<input type="checkbox"/> Has previously been referred <input type="checkbox"/> Held conference with parent <input type="checkbox"/> Talked with Student <input type="checkbox"/> Changed student's seat <input type="checkbox"/> Consulted Counselor <input type="checkbox"/> Telephoned Parent <input type="checkbox"/> Small Group Intervention					
Present Action and Recommendation(s):					
<input type="checkbox"/> Student regrets incident, cooperative <input type="checkbox"/> Student will make up time <input type="checkbox"/> Small Group Intervention <input type="checkbox"/> Mediation <input type="checkbox"/> Talked to student <input type="checkbox"/> Talked to parent <input type="checkbox"/> Restitution <input type="checkbox"/> Out of School Suspension <input type="checkbox"/> In-School Suspension					
_____ _____ _____					
Explanation of Evidence:					
_____ _____ _____					
Who Contacted Parent _____		How Contacted _____		Date _____	
Administrator's Signature _____				Date _____	
Parent Signature _____				Date _____	
<i>Please sign referral and return next school day</i>					

