

Fairmount Park School
School Wide Guidelines for Success
General Expectations

TO PROVIDE STUDENTS, PARENTS, AND STAFF MEMBERS WITH A SAFE AND
PRODUCTIVE LEARNING ENVIRONMENT

We believe it is the responsibility of each individual to actively support and facilitate the
implementation of the guidelines outlined below.

CORE VALUES

In working with students, as a staff we believe that:

- Students should be responsible for solving their own problems with adult guidance and/or assistance.
- Students should face consequences instead of punishment whenever possible.
- The preservation and/or enhancement of a student's self-respect and dignity is crucial to a successful disciplinary action.
- The adult's emphasis should be placed on learning new behaviors instead of "paying" for past deeds.
- Discipline should be considered as opportunities for personal growth rather than bad things which should never happen.

GUIDING PRINCIPLES

The majority of students at Fairmount Park Elementary School work hard and follow school rules. Clear behavior expectations and high standards insure a school climate that maximizes student achievement and safety. It allows staff to handle discipline problems in the best interest of the student through the use of the following set of principles:

- The student will establish ownership of the problem.
- The student will practice making decisions.
- The student will solve the problem so it doesn't make a problem for others.
- The student and the situation will be dealt with on an individual basis.
- The student's respect and self-esteem will stay intact
- The student will learn from his/her problems.

SCHOOL WIDE RULES

Be Respectful

Treat yourself and others with courtesy and consideration.

Be Responsible

Take ownership for your words and actions.

Be Focused on Achievement

Develop your desire for academic excellence and believe in your ability to achieve.

COMMON AREA EXPECTATIONS

Fairmount Park Elementary is a **Bully Free Zone**

Walk responsibly to, from and inside the building

Keep hands and feet to self, **respect** the personal space of others

Be respectful of the students in classrooms learning

Take pride in our school community, **respect** our buildings, our materials and our campus

DINING ROOM EXPECTATIONS

Walk to, from and inside our dining room at all times

Remain in a single file while in the serving line

Keep hands and feet to yourself, respect personal space

Get your own milk / eating supplies / straws / condiments

Go straight to your assigned seat

Face forward and keep your feet under the table

Sit on your bottom while at the table

Remain seated / Raise your hand if you need assistance

Touch and eat only your own food

Use a level 2 conversation voice

Keep the dining room "Bully Free"

Pick up paper and food from table and floor

Remain seated until your table side has been directed to stand

Keep your place in line when dumping your tray

Go straight to your line to wait for your teacher, keeping both feet in front of you facing the door

CLASSROOM MANAGEMENT PLANS

Teachers develop their own classroom management plans consistent with the above core values and guiding principles. These individual management plans make optimum use of expected behaviors, consequences and positive reinforcements for use in the classroom. Use of proactive intervention strategies can de-escalate behaviors before they get out of hand. Some additional interventions follow:

Possible Discipline Interventions

1. Give the student the "evil eye"
2. Walk toward the student
3. Stand close to the student (proximity)
4. Eye contact and a shake of the head indicating "No."
5. A gentle hand upon the shoulder of the student
6. Change the student's location by asking,
 - Jeff, would you mind moving over here for a moment?
 - Would you mind waiting here for a minute and then we can talk.
7. Statement: (The misbehavior is just misplaced.)
 - That behavior would be fine on the playground. It not OK here.
 - That's not acceptable here.
 - Save it for later.
8. Using an I-message.
 - I get distracted when there is pencil tapping.
 - It scares me to see you running in the hall. Wait right here for a moment, then you can go.
9. Teacher sets limits by describing what he/she allows, does, or provides, without telling the students what to do about it.
 - I listen to people whose hands are raised.
 - I give credit for all papers on my desk by 3:15.
 - I'll dismiss people as soon as desks are clean.
 - Feel free to return to the group as soon as you can handle it.
10. Provide choices.
 - Would you rather work quietly with the group or go to time-out?
 - Would you rather talk this over quietly with me now or after school?
11. Give the student an appointment to talk about the problem. Counseling involves requiring him to come up with a new behavior before returning to the scene of the rule violation.
12. Restrict the student from the area until the adult feels that another try is in order. The student then returns to the area of the infraction on a day-to-day basis: "You may start using the playground again. Each good day you have earns you another day."

13. Provide a natural or logical consequence with empathy : "I'm sorry that worked out that way for you. What are you going to do if this comes up again?"
14. Have the student make an "informational telephone call" to his/her parents to describe the problem and his/her plans for improvement.
15. Hold a parent/student/teacher conference.

Teachers are expected to employ discipline interventions according to their classroom management plan, employing the use of natural consequences when appropriate. If a student does not respond positively to proactive classroom interventions, this hierarchy of consequences should be used.

In-Class Time Out - Each teacher should establish a "time-out area" in a low traffic part of the classroom. Keep the length of any time-out brief, and you should not allow the student to take work to the time out area. The time out consequence lets a student know that his/her behavior was not acceptable while at the same time providing him/her with an opportunity to de-escalate, refocus and ultimately re-engage with the class. Time out does not begin until the student is in the area, seated and quiet.

Out-of-Class Time Out - Each teacher (this includes specials teachers) should pre-establish a working agreement with other on grade level teachers (if possible) to provide a time-out seat for students. The length of the time-out should be brief (**no longer than 15 min.**) Teachers should accept students only from those teachers with which a working agreement has been made to prevent overcrowding. If a student is inappropriate while in an "out of class" time-out, **the host teacher** should call the office for assistance. The student will be removed from the time-out class and placed in an office time-out area. The classroom teacher will be notified of his/her student's removal by the behavior specialist/designee.

Behavior Intervention Plan (PBIP) - When you treat student misbehavior as an instructional opportunity, you give students the chance to learn from their mistakes. A behavior intervention plan is intended for situations in which a student's inappropriate behavior occurs frequently enough to concern you. It will assist you in identifying the cause of chronic misbehavior and reduce the probability that the chronic misbehavior will continue. (**See Behavior Intervention Plan Guidelines**)

Behavior Support - A teacher may call the office for assistance with a student when the implementation of the established classroom management plan interventions have been unsuccessful. A **Level 2** call acknowledges that assistance is requested and the behavior specialist/designee will come to the classroom as soon

as he/she is available. A **Level 3** call signifies that students are being evacuated from the room for their safety and immediate attention is required. **Leaving area** is a **Level 3** call, as the student's individual safety is compromised and immediate attention is required. **Any conversation** regarding the offending student's behavior **should be private**, between the teacher and the behavior specialist or designee, in order to preserve the offending student's dignity. Removal from the classroom will be considered **only** if de-escalation within the classroom is not effective or the removal is to follow through with the teacher's direction to go to an out-of-class time out. The behavior specialist serves as a resource to both students and teachers. He/she is available to assist teachers with the embedding of the school wide behavior expectations, RIDE/Champs/Love & Logic strategies, counsel with individual students, provide small group behavior support, assist with the development of behavior intervention plans (PBIPs) and Functional Behavior Plans (FBAs), and is a member of the School-Based Multi-tiered Systems of Support Team (MTSS).

MTSS Team Referral - Should the implementation of research-based behavior intervention strategies prove to be ineffective in addressing a student's targeted behavior concern, an MTSS Team Meeting Request Form and supporting progress monitoring data may be submitted to the MTSS Coordinator. An initial MTSS meeting to discuss the student will then be scheduled. The team will work with the teacher to modify one or more aspects of the current behavior interventions (PBIP) being implemented and continue to evaluate its effectiveness or if it is determined that an FBA (Tier 3) should be implemented, the process will be initiated.

Administration is available to teachers at any time to discuss and assist with classroom behaviors and management.

STUDENT BEHAVIOR REPORTS (OFFICE REFERRALS)

Student Behavior Reports are **automatically** written for the following **major** infractions: Referrals should be sent to the office via teacher/adult or with a student (if folded and stapled). The offending student should remain in class until called for by the office.

- Weapons (toy or real) / Dangerous Object
- Alcohol / Drugs / Tobacco
- Fighting / Physically Dangerous Behavior
- Theft
- Bullying / Harassment
- Vandalism / Property Damage
- Arson

- Disrespect/Abusive Language Toward an Adult
- Out of Area
- Severe Disruption Requiring Evacuation of Classroom

Office referrals should be filled out completely by the referring teacher and include specific information with regard to the offense being reported. Names of students other than the offending student should never be written on the referral due to confidentiality. Likewise, you may not discuss any behavioral consequences imposed on the offending student with the parent/guardian of the victim or any other interested party. The behavior specialist/designee may attempt a parent contact regarding the issue, however, it is expected that the teacher communicate any referral issues to the parent via agenda, phone call or in person. Copies of the report will be given to the classroom teacher. It is the responsibility of the student to return the signed report to the teacher/office the next school day.

Office Time Out

A student placed in office time out is expected to sit in an assigned area to regain composure and think about the behavior(s) that has led to their removal from the classroom. The student will return to the classroom after he/she has de-escalated and demonstrated an understanding of the behavior necessary to be successful. The student will return to class with an escort or a time indicated pass.

In School Suspension

The office time out area is also used to house students on an in-school suspension.