

**THE LONGFELLOW
SCHOOL-WIDE
BEHAVIOR PLAN**

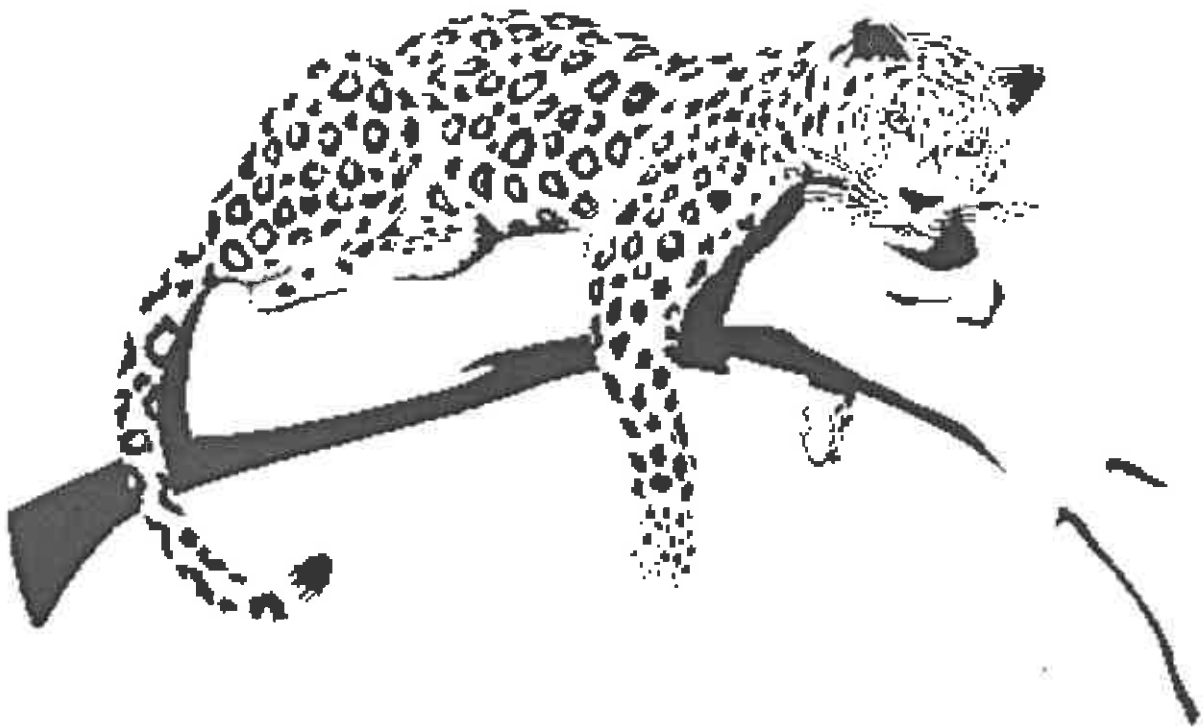
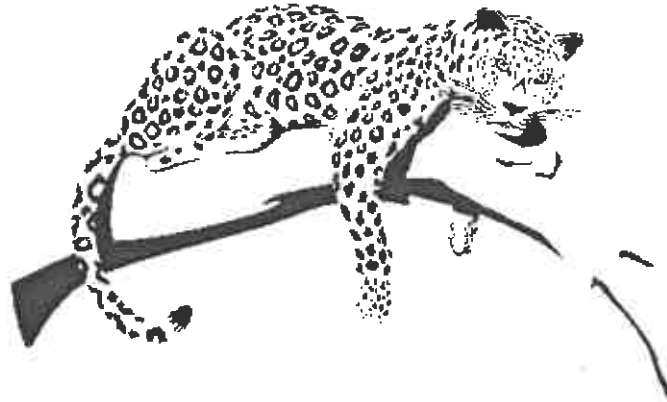


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The Longfellow School-Wide Behavior Plan

“Everyone Everywhere Doing the Same Thing”



Two Fold:

1. Character Education

“We believe that the learning of social skills is the foundation for social and academic adequacy. It assists in the prevention of social problems and leads to successful functioning and survival skills for our citizens. SOCIAL BEHAVIOR AND ACADEMIC BEHAVIOR ARE HIGHLY CORRELATED. We believe it is more productive to teach children the proper ways to behave than to admonish them for improper behavior. This requires direct and systematic teaching....” By Ruth Weltmann, *Begun from Social Skills Lessons and Activities*.

2. Consequences

- Punitive Consequences
- Behavior Modification Plans

CHARACTER EDUCATION

“Caught Being Good”

- **Character Education Poster in each room**
- **Weekly assemblies for direct teaching of character education**
- **Continued references and reinforcement of character traits in the classroom**
- **Gold slips given for “Caught Being Good” behavior**

Virtues: The Gifts of Character

Assertiveness

Caring

Cleanliness

Commitment

Compassion

Confidence

Consideration

Cooperation

Courage

Courtesy

Creativity

Detachment

Determination

Diligence

Enthusiasm

Excellence

Flexibility

Forgiveness

Friendliness

Generosity

Gentleness

Helpfulness

Honesty

Honor

Humility

Idealism

Integrity

Joyfulness

Justice

Kindness

Love

Loyalty

Moderation

Modesty

Orderliness

Patience

Peacefulness

Perseverance

Purposefulness

Reliability

Respect

Responsibility

Self-discipline

Service

Tact

Thankfulness

Tolerance

Trust

Trustworthiness

Truthfulness

Understanding

Unity



WEEKLY ASSEMBLY

A school-wide, character building assembly is held every Monday morning or first school day of the week, in the gym. The purpose of the assembly is three-fold:

1. Teaching the character trait of the month (monthly trait schedule following)
2. Community building
3. Celebrating student successes

Staff members are assigned to monthly character trait teams. These teams are responsible for planning the weekly assembly.

Assembly Time:

- Classes report to the gym at 9:10. Assembly needs to be finished by 9:30 or before due to special area classes

What is done during assembly time:

- Direct teaching of the character traits through skits, songs, chants, pledges, videos, etc. Refer to google site for some already made ideas.
- Celebrating individual students' behavior choices by drawing gold slips and awarding them with trophies, prizes, and certificates

Responsibilities for the team:

Prior to Assembly:

- **Friday prior to assembly take down gold slips and count the total (4th grade club)**
- **Draw one gold slip from each classroom to choose a prize**
- **Draw one gold slip from each grade to receive a trophy**
- **Mark the student's names on the clipboard on the prize cart that were picked for trophies each week.**
- **Get prize cart from teachers' lounge.**

During the Assembly:

- **Prepare a short presentation (10-15 minutes) to teach about the character trait.**
- **Read prize/trophy winners. Share number of gold slips earned**
- **Return prize cart.**
- **Sort gold slips by classroom and return to teacher's mailboxes.**

Curriculum Schedule

Quarter 1 -

Character Traits:

- Welcome Back
Staff Introductions, Our Job, Your Job
- Safety
- Respect

Quarter 2 -

Character Traits:

- Responsibility
- Thankfulness/Generosity

Quarter 3 -

Character Traits:

- Caring for Self and Others
- Problem Solving
- Overcoming Challenges

Quarter 4 –

Character Traits:

- Sportsmanship
- Celebrations

Pledge

We as a Longfellow community

pledge to

be

Safe

Respectful

and Responsible

at

School

and at Home

We will be good role models for

Others

Chant

**SAFETY RESPECT
RESPONSIBILITY**

These three words are good for me!

SO

BE SAFE

BE RESPECTFUL

BE

RE – SPON – SI – BLE

BUZZ

Longfellow School Song

Long-fel-low Elementary

We hon-or thee.

Long-fel-low Elementary

How proud are we!

Where we learn to work and play

With our friends most every day

So re-spon-si-bly

Long-fel-low Elementary

We honor thee!

GOLD SLIPS

CAUGHT BEING GOOD!

- Students exhibiting behaviors that are safe, respectful, or responsible will be given a gold *Caught Being Good* slip which they post on the hall bulletin board weekly. (Any staff member may give a gold slip to any student exhibiting “Good” behavior.)
- Every Friday, the gold slips will be collected for use at the Monday Character Education Assembly.
- As a reward for “Good” behavior, gold slips will be drawn during the weekly assembly to acknowledge those students. A small prize will be given, or a trophy awarded.
 - **One student from each grade level will be picked from gold slips for a trophy. This trophy will stay with the student in their classroom for a week, and will be returned at the assembly the next week. Mark students name on the clipboard on the prize cart.**
 - **One student from each classroom will be picked from gold slips to choose a prize from the Leopard Spot cart.**
- The gold slips will be returned to classroom teachers to be sent home with the students after the Monday assembly.

Caught being good!

Who:



Classroom teacher:

CONSEQUENCES

- **Consequence posters displayed in each room**
 - **Steps toward detention**
 - **Immediate detention behaviors**
 - **Behaviors that require an immediate detention without going through the steps**
- **Detention time**

Longfellow's Behavior Plan

1. Warning



2. 5 Minute Time Out



3. 10 Minute Time Out



4. Detention – Call
Home to Guardian



Immediate Detentions

1. Fighting
2. Threatening
3. Weapons
4. Throwing Objects
5. Bus Safety

6. Harassment
7. Name Calling
8. Bullying
9. Arguing, Talking Back to Adult
10. Disrespect to Guest Teachers
11. Damaging School Property

12. Stealing
13. Cheating
14. Lying
15. Swearing

The Process to Follow When Students Exhibit Inappropriate Behaviors

This is a school-wide plan. It is an expectation that all staff members will follow this plan and implement it consistently.

There are two ways a student can receive a detention. The first is working through the steps (see previous page). Every room has a poster of these steps posted for the students to see and for the staff member to see. The second way to receive a detention is by-passing the steps and going immediately to a detention (see previous page for reasons for immediate detention). Again, every room has this poster displayed for all to see. Each room also has a system for identifying which detention step a student has reached.

Any staff member may give a detention if it is warranted. The staff member giving the detention fills out the green detention slip (see below), and **THAT STAFF MEMBER** has the child call home immediately and explain to a parent or guardian that they were given a detention and why. If nobody is at home, the child is to leave a message. If the staff member giving the detention is not the classroom teacher, they need to notify that teacher of the detention. After the call home and notifying the classroom teacher, the green slip should then be taken to the staff lounge and put in the appropriate spot for the detention duty teacher to collect.

Longfellow Behavior Plan

Dates Served

Safety

| | |
|-------------|------------------|
| Fighting | Throwing Objects |
| Threatening | Bus Safety |
| Weapon | Other _____ |

Respect

| | |
|--------------------------|---------------------------|
| Harassment | Disrespect to Guest Staff |
| Name Calling/Tease | Damaging School Property |
| Bullying | Other _____ |
| Argue/Talk Back To Adult | |

Responsibility/Moral Character

| | |
|----------------------|--------------------|
| Stealing | Talking |
| Cheating | Out of Seat |
| Lying | Not Following |
| Swearing | Instructions |
| Habitually Not Doing | Other |
| Homework | Not Doing Seatwork |

Where: _____ Date: _____

Student: _____ Grade _____

Given By: _____ Time: _____

Classroom Teacher : _____

Others Involved: _____

Motivation: _____

Detention Room

The detention staff member checks the detention board in the staff lounge daily. If there are detentions that day, they take those students to their classroom. The students serve detention time for 20 minutes during the noon hour working on Behavior Modification activities (see following pages for examples). Detention time is not just punitive; it is also corrective. Students learn strategies for implementing appropriate behavior.

Also built into the detention plan are steps to be followed for each acquired detention (see following pages for example). These levels are cumulative for the quarter, but when the new quarter begins, the student begins with a clean slate. The classroom teacher is responsible for following through with the steps that correspond with the student's number of detentions. The classroom teacher will send a letter home notifying the parent when a meeting or referral is required. The classroom teacher will schedule a meeting with office staff and parents when needed.

DESCRIPTION OF DETENTIONS

1st Detention Free

2nd Detention

- Student Will Lose Class Privilege determined by the individual Classroom teacher.

3rd Detention

- Conference and Compact Signing: (Gold Compacts in Office)
Conference will be set by referring teacher. Those expected to attend will be: principal, student, parent's or guardian, classroom teacher and or persons involved with observation of student behavior. In the event that a parent/guardian is not able to attend, the conference will still take place with all other parties involved and a copy of the compact will be mailed to the student's home.

4th Detention

- Referred to Child Study

Date: _____

Dear Parent(s)/Guardian,

Your child received a detention on _____ for

Your child currently has _____ detentions. The description of the behavior plan is on the reverse side of this letter. Questions or concerns, please call me at 328-3600 either before or after student contact hours.

Sincerely,

Teacher

Please sign and return as communication that you have read this document.

Parent/Guardian

Date

Student Compact

I, _____, understand that I have a problem
with these behaviors:

1.) _____

2.) _____

3.) _____

This quarter I am going to work on these behaviors by: _____

I know that if I do any of these behaviors I will lose: _____

to remind me that what I did was not right.

If I control these behaviors I will receive: _____

as a reward for my improved behavior.

We will meet again on _____ to discuss
how this plan is working out.

We have read and discussed this compact in a meeting on
_____. We hereby sign as a way
of making our commitment to this arrangement.

Student DATE _____

Teacher DATE _____

Parent/Guardian DATE _____

Principal DATE _____