Oakdale Elementary

Revised for the 2011-2012 school year!

School – Wide Behavior Plan
Introduction

Below is a list of expectations for student behavior in public or common areas (non-classroom areas). In addition there are guidelines for consequences when students don’t meet expectations. Depending on a variety of factors school staff may alter the consequences for a given incident.

School Board Policy Governing Student Behavior
This plan provides information on how Oakdale Elementary implements a variety of school board policies. For more information on specific School Board Policies, please refer to the District 622 website listed below.

http://www.isd622.org/22381042614353560/site/default.asp?

You can find detailed information about the following policies, and more, at the above website:

- Bullying Prohibition
- Chemical Use and Abuse
- Drug Free Workplace/School
- Harassment and Violence
- Hazing
- School Weapons

Further, District 622 mails a district calendar in August annually to all families with students enrolled in the district. There is a copy of the Student Responsibility Handbook inside the calendar. This document provides detailed information about policies related to student discipline.

School-Wide Philosophy and Practices

School-Wide Positive Behavioral Interventions and Supports

Oakdale Elementary uses a school-wide philosophy for behavior expectations and practices; School-Wide Positive Behavioral Interventions and Supports (SW-PBIS). There are behavioral expectations taught and posted throughout the school; hallway, bathroom, cafeteria, playground, library assemblies, and the bus. At Oakdale, there are three core behavioral expectations that are positively stated and easy to remember; Get Ready, Responsible and Respectful. Rather than telling students what not to do, we focus on preferred behaviors. SW-PBIS is a system that uses “gotchas” as a way of labeling appropriate behavior when seen by a staff member; Oakdale uses GRRR tickets to catch students that are seen Getting Ready, Responsible and Respectful.
School-Wide Expectations
We have three primary expectations for students at Oakdale Elementary

1. Get Ready
2. Get Responsible
3. Get Respectful

Each of these expectations will look, sound, and feel different at different times and in different places during the day. Classroom teachers and specialists will set their own expectations with their classes based on these three core values.

Classroom Procedures
All staff at Oakdale Elementary use similar strategies in the classroom. Typically, if a student is being disruptive or not meeting class expectations the following procedures are used:

**Take-a-break:** a specific chair or spot in the room where the student goes when directed by the teacher. Typically this is for a short period of time and the student decides when he or she is ready to rejoin the class. This removes the student from the immediate situation. Students in take-a-break may be asked to complete a reflection log. This is an opportunity for self-correction.

**Loss of Privilege:** if a student continues to be disruptive or not meet class expectations he or she may lose a related privilege. For example, if a student is not using art supplies appropriately he or she will lose the privilege of using those supplies for the remainder of the lesson and perhaps the next lesson.

**Buddy Room:** if a student continues to be disruptive or not meet class expectations he or she may be sent to another classroom for a short period of time. Again, this removes the student from the immediate situation. A student will be asked to complete an Oakdale Grrr Fix-It Plan. The plan will go home with the student that day. We ask you review this plan with your child, sign it, and return it the next school day.

### Expectations & Consequences

**NOTE:** The following are guidelines. The school will use reasonable discretion when assigning consequences when students don’t meet school expectations. Severity, context, student attitude and other factors play a part in making the final decision on consequences.

### Arrival Expectations
- Breakfast eaters go directly to the cafeteria with backpack & coats (grades K & 1 may hang their coats and bags before going to breakfast)
- Non-breakfast eaters go directly to their assigned area
• 1-5 – GYM
• Kg – LIBRARY

• All students go back to class immediately after the 8:40 bell, using the most direct route
• For behavior expectations in the cafeteria and consequences, see “Cafeteria Procedures” below

_Consequences_
1. Students who are not following arrival/breakfast procedures will be asked to “take a break” and eat their breakfast at the quiet table (same day or next day, depending on circumstance)
2. After 2\textsuperscript{nd} time at the quiet table students will conference with the Student Advocate and call parents to explain behavior
3. After 3\textsuperscript{rd} time at the quiet table students will miss the following day of recess or be given an appropriate alternative consequence

_Assembly Expectations_
1. **Get Ready**
   a. Check yourself
   b. Watch for quiet signal
   c. Line up immediately when called
2. **Get Responsible**
   a. Participate appropriately
3. **Get Respectful**
   a. Hands and feet to yourself
   b. Eyes on speaker
   c. Sit on pockets

_Consequences_
1\textsuperscript{st} = reminder to Get Ready, Get Responsible, or Get Respectful
2\textsuperscript{nd} = sit next to teacher or other staff member
3\textsuperscript{rd} = removed from the assembly and phone call home

_Students may also lose the privilege to attend or participate in the next assembly._

.Bus and Walker Line Expectations

1. **Get Ready**
   a. Watch for your stop
   b. Be on time
2. **Get Responsible**
   a. Follow bus safety rules
   b. No eating on the bus
3. **Get Respectful**
   a. Follow adult directions
   b. Hands and feet to yourself
c. Use inside voices

Consequences
1st offense = Warning & parent contact
2nd = Loss of bus privilege according to district transportation policy
3rd = Loss of bus privilege according to district transportation policy

Additional consequences may include loss of bus privilege for two weeks, a behavior plan, a meeting with the parent(s)/guardian(s), and/or suspension

Consequences for walkers
1. Warning & parent contact
2. Problem solving conference with Student Advocate & parent contact
3. Loss of privilege (e.g. recess) and a parent escort to school

Cafeteria Expectations
1. Get Ready
   a. Say please and thank you
   b. Watch for your turn
   c. Line up in squares immediately when called
   d. Captains be ready to do your job
2. Get Responsible
   a. Four to a bench
   b. Stay at your table until excused
   c. Clear your area when leaving
   d. Throw milk and trash into their appropriate barrel
   e. Stack trays neatly
   f. Take only your items
3. Get Respectful
   a. Use restaurant manners
   b. Use conversation voices
   c. Follow adult directions

Consequences
1. Students who are not displaying cafeteria expectations may be given a warning, depending on the circumstance
2. Students who continue not to display cafeteria expectations will be asked to “take a break” and finish their lunch at the quiet table
3. After 2\textsuperscript{nd} time at the quiet table students will conference with the Student Advocate and call parents to explain behavior
4. After 3\textsuperscript{rd} time at the quiet table students will miss the following day of recess or do community service in the cafeteria
5. After 4\textsuperscript{th} time student will practice and model appropriate cafeteria expectations for another class (alternative: write a report on appropriate cafeteria behavior)

For more serious misbehavior (insubordination and unsafe behavior like throwing food and fighting) students will be sent directly to the Student Advocate.

Students who need to regularly “take a break” at the quiet table will be referred to the Student Advocate. After meeting with the BIS a behavior/”Fix-it” plan may be written and/or additional consequences given.

\section*{Hallway Expectations}

1. \textbf{Get Ready}
   a. Eyes forward
   b. Start and stay in your lane
   c. Look for the quiet signal

2. \textbf{Get Responsible}
   a. Stay to the right
   b. Single file line
   c. Go the speed limit

3. \textbf{Get Respectful}
   a. Follow adult directions
   b. Be quiet
   c. Hands and feet to yourself
   d. Merge carefully

\section*{Consequences}

- Consequence left to classroom teacher when under his or her supervision
- Students who are running in the halls will go back to the starting point and demonstrate appropriate walking or walk with an adult to their destination
- Students who do not demonstrate appropriate behavior in halls may receive a class escort when using the halls in the future
- Students who do not demonstrate appropriate behavior in the halls may lose the privilege of leaving the classroom unless accompanied by an adult
- Students who do not demonstrate appropriate behavior in the halls may do community service in the halls

\section*{Playground Expectations}

1. \textbf{Get Ready}
   a. Line up immediately when called
2. \textbf{Get Responsible}
3. Get Respectful
   a. Follow adult directions
   b. Include others
   c. Hands and feet to self

Consequences
1st = reminder of the recess expectation/rules
2nd = student will be directed to a “take a break” bench until the monitor invites them back to participate in recess
3rd = student will be directed to a “take a break” bench until the end of their recess period

For more serious misbehavior (insubordination and unsafe behavior like fighting, tackling, throwing rocks) students will be sent to the Student Advocate.
Students who need to regularly “take a break” will be referred to the Student Advocate. After meeting with the Student Advocate a behavior/"Fix-it” plan may be written and/or additional consequences given.

Bathroom Expectations

1. Get Ready
   a. Watch for your turn

2. Get Responsible
   a. Keep bathroom area clean
   b. Be quick and quiet
   c. Flush when finished

3. Get Respectful
   a. Use two squirts of soap
   b. Use three cranks of towels
   c. Respect privacy of others

Consequences
- Students who do not meet expectations will use the bathroom after other classmates have finished.
- Students may make posters that outline appropriate bathroom behavior.
- Students who have repeated behavioral difficulties using the bathroom on their own will lose the privilege of going unaccompanied until the appropriate behavioral skills are learned.
Consequence Guidelines for Behavior Handled Outside the Classroom

NOTE: Consequences for severe misbehavior like harassment, bringing weapons to school, bomb threats, and chemical use are governed by school district policy. More information can be found on the school district website (www.isd622.org) or in the “Student Responsibility Handbook” that was sent home with each student.

NOTE: The following are guidelines. The school will use reasonable discretion when assigning consequences when students don’t meet school expectations. Severity, context, student attitude and other factors play a part in making the final decision on consequences.

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<thead>
<tr>
<th>Behavior Guidelines</th>
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<tr>
<td><strong>Fighting</strong> – throwing punches, kicking, violent shoving, otherwise physically hurting another. This includes the person who “started it” and the person who “fought back.”</td>
<td>Problem solving conference with Student Advocate or Social Worker. Parent phone call or conference. Community service or loss of privilege (e.g. recess)</td>
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<td>Problem solving conference with Student Advocate or Social Worker. In school suspension. <strong>And/or</strong> Out of school suspension.</td>
<td>Problem solving conference with Student Advocate or Social Worker. Out of school suspension. Parent conference. Referral to counseling for anger management. Possible meeting with Oakdale Police.</td>
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<td><strong>Threats</strong> – telling a person you will hurt them. For example, “I’m going to hit you.”</td>
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<td><strong>Vandalism</strong> – defacing, cutting, or damaging property that does not belong to the student.</td>
<td>Community service at the school. Possibly during recess or after school.</td>
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<td><strong>Stealing</strong> - taking or possessing items that do not belong to the student.</td>
<td>Conference with Student Advocate or Social Worker. Restitution. Parent phone call.</td>
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<td><strong>Dress Code</strong> - clothes promoting drug and alcohol use, showing the midriff, spaghetti straps, short shorts, hats or other non-religious head coverings in the building, underwear showing, or otherwise distracting to the learning process.</td>
<td>Student will change clothes so that he or she meets dress code. Parent phone call.</td>
<td>Student will change clothes so that he or she meets dress code. Parent phone call.</td>
<td>Same as previous and loss of recess privilege or community service.</td>
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This handbook is a supplement to the School District Policy governing student behavior, which is outlined in the “Student Responsibility Policy” handbook that is reviewed with student each year and sent home.

The following topics are only covered in summary because they are thoroughly covered in the “Student Responsibility Policy” handbook:

**Bullying Prohibition – Policy 528**
In order to provide a safe and civil learning environment, the North St. Paul-Maplewood-Oakdale School District strictly prohibits all acts of bullying.

Bullying, as outlined in Policy 528, is defined as any written or verbal expression, physical act or gesture, or pattern thereof, by a student, or group of students, that is intended to cause or is perceived as causing distress to one or more students.

Bullying includes, but is not limited to, conduct by a student against another student that has the effect of harming a student, damaging a student’s property, placing a student in reasonable fear of harm to his or her person or property, or creating a hostile educational environment for a student.

It is the school district’s intent to prevent bullying and to take action to investigate, respond, remediate, and discipline those acts of bullying which have not been successfully prevented.

Any person who believes he or she has been the victim of bullying or any person with knowledge or belief of conduct that may constitute bullying shall report the alleged acts immediately to the building principal.

**Chemical Use and Abuse – Policy 417**
The use, possession, sale, or transfer of tobacco, alcohol, toxic, simulated and/or controlled substances or associated paraphernalia in school, on school transportation, at school-sponsored events, or in any other school-related location is prohibited.

**Drug Free Workplace/School – Policy 418**
Use of controlled substances, toxic substances, and alcohol before, during, or after school hours, at school or in any other school location, is prohibited as general policy. Paraphernalia associated with controlled substances is prohibited.

**Harassment and Violence – Policy 411**
Everyone Oakdale has the right to feel respected and safe. Our district has a policy, which prohibits racial, religious, or sexual harassment and violence. We take seriously all reports of harassment or violence and appropriate actions are taken. A record of the incident(s) is also forwarded to the District Center.
Hazing – Policy 525
“Hazing” means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person or causes property damage, in order for the student to be initiated into or affiliated with a student organization. District policy states that no student, employee or volunteer of the school district shall plan, direct, encourage, aid, condone, or engage in hazing.

School Weapons – Policy 501
According to school policy, students are not allowed to bring any type of item to school that can be construed to be a weapon. This includes toy weapons, as well as knives in lunch boxes. The district takes a “zero tolerance” position towards weapons, and severe consequences are administered to anyone breaking this rule, including automatic suspension from school. Students are informed about this rule in school, and parents are encouraged to engage in conversations at home about the serious nature of this policy.