

# **Spruce Street Behavior Handbook**

## **Spruce Street School**

**2014-2015**

### **Section I. Our Beliefs, Values, and Approach to Student Behavior: An Overview**

As a school community, we are committed to supporting students in their social and emotional growth. Aligned with the mission and vision of our school, students and adults will play an active role in this social/emotional work, from curriculum development, to family involvement, to conflict resolution. This area of work is the perfect opportunity to truly be *reflective, inquisitive, and community-minded problem-solvers*.

As our school has grown, so have our successes and challenges. Our students have grown older, bringing forward new behaviors and abilities. We have also added a variety of staff members over the years that bring with them new insights and ideas. As a collective, we remain cohesive and committed to supporting our students. We are a learning community, and that goes for both children *and* for adults.

## Section II. Positive Behavior Expectations Across Spruce Street

As a staff, we remain committed to nurturing the social and emotional development of each child. As a school, we have developed a common set of positive expectations, known as The Four Be's:

Be Kind

Be Safe

Be Fair

Be Responsible

### Classroom Management

Classroom teachers instill a clear, consistent and caring tone in the classroom. We know children (and adults!) thrive on knowing what's expected, and how they will be supported. Many behavior incidents can be prevented through a positive mindset and proper planning.

Teachers are mindful of transitions and procedures within the classroom, such as unpacking, bathroom procedures, and how to access pencils. Also, they take into consideration procedures and expectations for out-of-the-classroom transition procedures, such as lining up and re-entering the classroom after lunch.

### Shared Spaces

These words – *kind, safe, fair and responsible* – mean different things depending on the situation. Below is a rubric of shared expectations for each of the following spaces: the cafeteria, yard, stairwells, bathrooms, and hallways. The rubric specifies our expectations for children in each of these situations, and what the Four Be's look like in practice. Our goal is to create a common language for all adults and children in all spaces of the school.

**Shared Space Expectations**

# The Four Be's

	<b>Cafeteria</b>	<b>Hallway/Stairs</b>	<b>Recess</b>	<b>Bathroom</b>
<b>Be Kind</b>	<ul style="list-style-type: none"> <li>-Include others at your table</li> <li>-Use kind words to adults and others</li> </ul>	<ul style="list-style-type: none"> <li>-Silent waves to friends</li> </ul>	<ul style="list-style-type: none"> <li>-Take turns</li> <li>-Include others and share</li> </ul>	<ul style="list-style-type: none"> <li>-Flush</li> <li>-Give privacy to others</li> </ul>
<b>Be Safe</b>	<ul style="list-style-type: none"> <li>-Stay in your seat</li> <li>-Walking only</li> <li>-Stop, look and listen for the chime</li> <li>-Only eat your own food</li> <li>-Let an adult know about spills</li> </ul>	<ul style="list-style-type: none"> <li>-Walking only</li> <li>-Face forward</li> <li>-One hand on the railing</li> <li>-One step at a time</li> </ul>	<ul style="list-style-type: none"> <li>-Play safely</li> <li>-Stop, look and listen for the whistle</li> <li>-Follow directions of all adults</li> <li>-Quietly and quickly line up at the start and the end of recess</li> </ul>	<ul style="list-style-type: none"> <li>-Wash your hands</li> <li>-Keep the lights on</li> </ul>
<b>Be Fair</b>	<ul style="list-style-type: none"> <li>-Wait your turn in line</li> <li>-No saving seats</li> </ul>	<ul style="list-style-type: none"> <li>-Move quietly through the hall because others are learning!</li> </ul>	<ul style="list-style-type: none"> <li>-Recess equipment is for everyone!</li> <li>- Share, take turns, include others and use and put away carefully.</li> </ul>	<ul style="list-style-type: none"> <li>-Make it speedy</li> </ul>
<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>-Clean up all of your mess</li> <li>-Pick up dropped items</li> </ul>	<ul style="list-style-type: none"> <li>-Go to and from your destination. Do not wander around the building</li> <li>-Stay with your partner</li> </ul>	<ul style="list-style-type: none"> <li>-Use and put away equipment carefully</li> </ul>	<ul style="list-style-type: none"> <li>-Keep the bathroom clean by placing paper towels in the trash</li> </ul>

What do the Four Be's look like in *your* child's classroom? We have recommended that each teacher construct a chart similar to the one below. Teachers and students should provide input and co-create this chart, to be used as a touchstone across the year.

	Class __ - ____
<b>Be Kind</b>	
<b>Be Safe</b>	
<b>Be Fair</b>	
<b>Be Responsible</b>	

## Section III. Modeling, Learning, and Leadership Opportunities

### Classroom-based Instruction

The classroom is definitely the heart of our students' lives at school. This is where they spend the most time and form the closest relationships. Each teacher builds in some on-going time and structures to teach important social skills strengthen social emotional learning and build a strong community. These structures will help prevent issues from arising.

Additionally, there are structures and supports that can help when issues arise and need to be addressed in the classroom. Some of these structures include classroom meetings, community circles, Second Step Social/Emotional Conflict Resolution curriculum, guidance lessons and outside resources such as Kate Greenberg from Home School Solutions.

### Social and Emotional Learning (SEL) Supports and Materials

At our school, our teachers have a wide range of read alouds and books on all levels that address social/emotional issues. Teachers can also reach out to our librarian, or Sarah, our guidance counselor.

### Spruce Street Meetings

Spruce Street Meetings are an opportunity for all classes to come together as a school community. It's a chance to reinforce the Four Be's as well as discuss various issues, events, or initiatives that are happening throughout the year.

Spruce Street Meetings are our take on school assemblies. They are a chance for Nancy and Hillary to discuss and share important information and reinforce the Four Be's. They are also an opportunity for all of the classes to hear, learn and share with each other. We will kick off our first Spruce Street Meeting on Friday, September 19<sup>th</sup>.

Here are the themes for this year's meetings:

9/19 – Safety	1/23- 3 <sup>rd</sup> grade share	5/22 – Cluster teachers share
10/17 – Community Building	2/13- 2 <sup>nd</sup> grade share	6/20- Gala Video and end
11/21 – 5 <sup>th</sup> grade share	3/13- 1 <sup>st</sup> grade share	year reflection
12/19- 4 <sup>rd</sup> grade share	5/1 – K share	

### Buddy Classes/ School Community

Having a buddy class is also a great structure for building community and friendships across grades. It's a great way for older students to help and work with younger students, and it's great for younger students to see what older students work on and are capable of. Buddy classes have typically been book buddies, but it can also be so much more.

Additionally, our upper grade students will have increased opportunities to make choices (ie. recess clubs) and increase their independence. These opportunities help students become active participants in their education, as well as become role models for our younger students. These opportunities not only help prepare students for middle school but it also helps builds community as we continue to add on new grades.

## **Section IV. Creating a Common Language/ Teacher and Administrative Responses to Behavior**

### **Creating a Common Definition and Language**

As we communicate with each other – staff, students, and families – it is important to all speak the same language and have a shared set of expectations.

### **Roles and Responsibilities of Adults at Spruce – Teachers, Support Staff, Administrators**

Every adult who interacts with children plays a vital role in supporting positive behavior at Spruce Street. This is not only the job of teachers. In fact, every adult in our building shares responsibility for modeling positive behavior and supporting children’s social and emotional development.

## Classroom Teacher Responses

Classroom teachers use a variety of responses when addressing classroom misbehavior.

Responses	Description
Conference with student	Private time with student to discuss behavior and possible solutions.
Conference with parent	Teacher communicates with student's parent by phone, email, written notes, or person to person about the problem.
In-class time out	For a short duration (five minutes or less) the student is separated from the group, but remains in class. This gives the student a brief withdrawal of attention and other reinforcers and a time for student to reflect on his/her action.
"Buddy Class" Time out	For a brief duration (fifteen minutes or less) the student visits a buddy classroom. This provides the student with a brief withdrawal of attention and other reinforcers and a time for student to reflect on his/her action. The teacher should conference with the student upon their re-entry to the classroom.
Think Sheet	Form used to help student identify negative behavior and space to write a solution for their behavior. Copies of the Think Sheet will be sent home with a place for parent signature.
Apology Restitution / Corrective Action to a problem	Student makes amends for his/her negative actions. Takes responsibility to correct the problem created by the behavior. This could mean an apology note to another individual or taking some action (ie. cleaning up a mess that was made) to correct negative action
Behavior Contract	Teacher and student and possibly parent formulate a plan to help student achieve desired behavior or remediate or stop further occurrences of the problem behavior. Plan may include incentives but also may include consequences for misbehavior.

## Office / Administrative Responses

When classroom teachers need additional support in response to misbehavior, administrators use a variety of responses with students.

Administrative Responses	Description
Conference with student	Student meeting with administrator. Depending on the circumstance, this may involve other students involved and teacher/ staff members involved.
Conference with parent	Administrator communicates with student's parent by phone, email, written notes, or person to person about the problem.
Time Out	Student is required to spend a period of time away from the other students and regularly scheduled activity for a duration of time.
Privilege Loss	Student is unable to participate in some type of privilege ( i.e. recess, special activity or event)
Apology Restitution / Corrective Action to a problem	Student makes amends for his/her negative actions. Takes responsibility to correct the problem created by the behavior. This could mean an apology note to another individual or taking some action (i.e. cleaning up a mess that was made) to correct negative action
Class Removal	Temporary removal of the student from their class. Student will spend either a half day or full day (as determined by the administrator) in an alternate class and receive class work from their teacher to complete. Class removals can sometimes occur on the following day after an incident.
Suspension	Temporary removal of the student from participating in school activities with their class. Student will spend a set number of days (as determined by the administrator) in an alternate class and receive class work from their teacher to complete.
Referral	A referral is made to school support staff or outside resources in order to provide assistance or support to the student.

## **Section V. Bullying/ Discipline/ and Responses and Consequences to Inappropriate Behavior**

### **Bullying, Cyber bullying and Other Harassing Behaviors**

All students have the right to feel physically and emotionally safe at school. Bullying is defined as a behavior that is purposely hurtful and happens over and over again to hurt someone physically, emotionally, socially or psychologically. Bullying is a serious offense with serious consequences. The New York City Discipline Code prohibits students from bullying for any reason, including taunting and/or intimidation through the use of epithets or slurs involving race, color, ethnicity, national origin, religion, gender, gender identity, gender expression, sexual orientation or disability. This policy is in effect on school grounds, school buses and at all school sponsored activities, programs and events.

Sometimes harassing behaviors can occur off of school grounds but interfere with or disrupt learning. “Cyber bullying” is defined as the use of any electronic communication device to convey a message in any form (text, image, phone, audio, game, or video) that is intended to harm, insult, or humiliate another in a deliberate, repeated or hostile and unwanted manner. Anonymous posting or acts can be considered acts of cyber bullying and are expressly forbidden.

Any accusation of bullying or harassing will result in an immediate investigation by the school. This investigation will include a conference with students involved as well as witnesses. Parents/guardians will be informed of the results of these investigations and appropriate actions will be taken to address the issue. Additional consequences as describes in the NYCDOE discipline code will be followed.

### **Spruce Street Discipline Policy**

Spruce Street School believes that all students have the right to a safe environment and we are committed to supporting students in their social and emotional growth. We work towards guiding students towards positive behaviors through opportunities for learning and re-direction. However, when our initial attempts are unsuccessful or insufficient, teachers and administrators will draw on a continuum of responses, including consequences.

While some of the teacher and administrative responses have been defined previously in this packet, you will find an additional table included on the following pages. This outlines how different consequences for behaviors are applied in a progression. All consequences are in line with the NYCDOE discipline code and we use the NYCDOE discipline code book as an additional resource to address behaviors not outlined in this manual.

We ask that all families read and understand our school responses and consequences for behavioral infractions. We also ask that you sit down with your child/children and read the policy together and discuss it. At the back of this handbook is a student/parent behavioral contract for you to sign and return to your child’s teacher. If your child is in grade 1-5, both student and parent’s signature is required.

## **School Responses/ Consequences for Behavioral Infractions**

### **Kindergarten**

Kindergarten is a transitional year for students as they acclimate to a more structured and academic school day. Teachers spend a great deal of time establishing routines and structures that promote positive behavior in the beginning of the school year. Throughout the school year, teachers work on helping students learn appropriate ways to interact and negotiate with their peers and handle problems in socially appropriate ways.

When Kindergarten students engage in inappropriate or negative behaviors, teachers will always try to re-direct students, provide a learning opportunity as well as give many chances to improve or correct behavior. When these initial attempts do not seem to be successful or sufficient, teachers will draw upon a continuum of responses to help guide toward positive behavior.

Some of these responses may include: re-direction, warning, conference with student, loss of privilege, time out, and parent contact and/or parent meetings. Additionally teachers may reach out to support staff or school administrators for additional support.

School Responses/ Consequences for Behavioral Infractions

Grades 1- 5

	Infractions	Classroom Teacher Response/Consequence	Additional Support	Administrative Response/Consequence
<p><b>Level 1</b></p> <p>Uncooperative/ Noncompliant Behavior</p>	<p>Out of seat</p> <p>Running in the room</p> <p>Calling out</p> <p>Incomplete work</p> <p>Not following directions</p> <p>Non-participation</p>	<p><b>First Infraction:</b> -Teacher re-direction/ warning -Teacher/ student conference</p> <p><b>Repeated Infractions:</b> - in class time out - “Think Sheet” and copy sent home</p> <p><b>Chronic Infractions:</b> -Teacher communicates with student’s parent -Teacher/ Student behavior contract</p>	<p>Teacher can also:</p> <p>Refer to guidance counselor to provide assistance or support to the student and or teacher.</p>	
<p><b>Level 2</b></p> <p>Disruptive Behavior</p>	<p>Physical contact – pushing/ shoving</p> <p>Name calling, put downs</p> <p>Talking back to adults</p> <p>Throwing objects</p>	<p><b>First Infraction:</b> -Teacher re-direction/ warning</p> <p><b>Repeated Infractions:</b> Teacher chooses from the following: -Teacher/ student conference -in class time out -Privilege Loss -Apology/ Restitution -“time out” with a buddy teacher - “Think Sheet” and copy sent home - Teacher communicates with student’s parent -Teacher/ Student behavior contract</p> <p><b>Chronic infractions:</b> Teacher can choose from above and/or refer to assistant principal</p>	<p>Teacher can also:</p> <p>Refer to guidance counselor to provide assistance or support to the student.</p> <p>Counselor can: -address student behavior -provide conflict resolution if necessary -work on an individual plan for student</p>	<p>Referral to Principal/ Assistant Principal to:</p> <p>-address behavior with student</p> <p>-make parent contact if necessary</p> <p>-meet with parents if necessary</p> <p>-Suspension (if warranted)</p>

	<b>Infractions</b>	<b>Classroom Teacher Response/Consequence</b>	<b>Additional Support</b>	<b>Administrative Response/Consequence</b>
<b>Level 3</b>  Aggressive Behavior  Bullying / Harassment	Severe hitting  Kicking  Biting  Physical Fight  Destruction of property  Leaving the classroom without permission  Running from adults  Bullying/ Harassment  Cyber bullying	Teacher can choose from the following or reach out to assistant principal for support (if needed): -Teacher/ student conference -in class time out -Privilege Loss -Apology/ Restitution -“time out” with a buddy teacher - “Think Sheet” and copy sent home - Teacher communicates with student’s parent -Teacher/ Student behavior contract	<b><u>For severe incidents:</u></b> <b>Teacher will reach out for immediate support from:</b>  School safety: for assistance with severe aggressive behavior or student safety concerns  Principal/ assistant principal/guidance counselor: for assistance with unsafe behavior, aggressive behavior or investigation into allegation of bullying/ cyber bullying	Principal/ Assistant Principal will:  -address behavior with student  -make parent contact if necessary  -meet with parents if necessary  Classroom Removal or Suspension (if warranted)

## Section VI. Communication Norms

- **Staff-Families**

**There are many ways for adults to communicate about students and behavior. Here are some guiding ideas:**

Phone Calls:

- Useful for sharing good news, updates, sharing of important incidents, setting up a meeting
- Parents will be notified of misconduct (depending on severity/frequency)
- Staff members besides classroom teachers may call parents in order to communicate

Meetings:

- A staff member/teacher might request a family member to come in for a meeting
- A family member may request a meeting with a staff member/teacher

Email:

- Email is useful for brief correspondences
- Remember that it is best to have in person conversations about sensitive issues
- Remember that all emails can easily be shared with others (even if it was not intended to be shared with others) and are permanent

- **Student-Student**

**It is important for students to communicate with each other when conflicts arise. Here are some ways we support that.**

Students (with adult support and facilitation) should learn to communicate with each other and resolve conflicts.

Students may use an Apology Note (see sample)

Students may use I-statements (see sample)

Students may use Think Sheets (see sample)

- **Student-Families**

**Follow-up between home/school is important. We have some additional tools for families to use when talking to children about behavior incidents.**

Think Sheets can be sent home and signed by a parent if necessary

**Apology Note/ Sample**

Dear \_\_\_\_\_,

I am sorry for \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.

Next time I will \_\_\_\_\_

\_\_\_\_\_.

I don't like it when you \_\_\_\_\_

\_\_\_\_\_.

Next time can you please \_\_\_\_\_

\_\_\_\_\_.

From,

\_\_\_\_\_

## **“I” Message / Sample**

Did someone upset you?

Use an “I message” to tell them how you feel.

I feel \_\_\_\_\_

When \_\_\_\_\_

Because \_\_\_\_\_

I would like \_\_\_\_\_

# Think Sheet (*Sample*)

Name \_\_\_\_\_

Date \_\_\_\_\_

What did I do?

Where did it happen:

Classroom      Lunchroom      Recess

Gym              Art              Science      Other: \_\_\_\_\_

Did I hurt someone's body or feelings?

What happened right before? Was there a problem?

Next time I have that problem, how else can I solve it?

Notes:

**An online version of The Discipline Code can be found at:**

**<http://schools.nyc.gov/RulesPolicies/DisciplineCode/default.htm>**

# Student/Parent Behavioral Contract

\_\_\_\_\_  
Name of Student

\_\_\_\_\_  
Name of Teacher

\_\_\_\_\_  
Grade

## {Student Section: All Students in Grades 1-5 should sign below}

### I agree to:

- Be kind, safe, fair and responsible at school
- Follow the rules of my classroom
- Follow the rules of the school community in shared spaces like the cafeteria, hallway/stairs, recess and bathroom
- To work with all the teachers and adults at Spruce Street School to make good choices

I have discussed this with my parents and I will follow this agreement.

Student's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## {Parent Section}

I have received a copy of the **Discipline Code** and **Bill of Student Rights and Responsibilities** and understand the behavior that is required of my child. I have also read the **Spruce Street Behavior Handbook**.

I understand that my participation in my child's education will help him/her be successful in school. I have read this agreement and I will carry out the following responsibilities to the best of my ability.

### I agree to:

- Encourage my child to be a kind, safe, fair and responsible at school
- Follow the rules of the school community in shared spaces like the cafeteria, hallway/stairs, recess and bathroom
- Discuss the Discipline Code and the Bill of Rights and Responsibilities with my child.
- Discuss the Spruce Street Behavior Handbook with my child.

Parent/Guardian Name: \_\_\_\_\_ Date: \_\_\_\_\_  
(Please Print)

Parent/Guardian Signature: \_\_\_\_\_