

# **Spruce Street Behavior Handbook**

## **Spruce Street School**

**2015-2016**

### **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.

# The Four Be's

Shared Space Expectations	Cafeteria	Hallway/Stairs	Recess	Bathroom
<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 Responsive Classroom practices, Second Step Social/Emotional Conflict Resolution curriculum, guidance lessons and outside resources such as Kate Greenberg from Home School Solutions. For information about Responsive Classroom, see our Responsive Classroom section.

### 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. This year our Student Council will help plan and facilitate each meeting. We will kick off our first Spruce Street Meeting on Friday, September 11<sup>th</sup>.

Here are the dates for this year's meetings:

9/11/15	1/22/16	5/27/16
10/16/15	2/26/16	June TBD
11/13/15	3/18/16	
12/18/15	4/22/16	

### 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.

### **Spruce Street Service**

Spruce Street Service is one period a week in which students work in another classroom or assist a teacher in some capacity. This is an opportunity for students to work on their leadership skills, increase their independence and contribute to our school community. All students in 6th grade will participate in Spruce Street Service as a required class. Spruce Street Service will be offered to 3rd, 4th, and 5th graders as an elective.

## Section IV. Responsive Classroom Approach

The Responsive Classroom approach is a way teaching that fosters safe, challenging, and joyful schools. Developed by classroom teachers, this approach consists of practical strategies for bringing together social and academic learning throughout the school day. The Responsive Classroom approach seemed like a natural fit for Spruce Street School as it has an emphasis on building friendly and supportive communities. All staff members participated in a full day training on the Responsive Classroom and about half of our staff members did an extended week long training.

Here are some of the key elements of the Responsive Classroom approach that you will see throughout our school:

**-Morning Meeting:** Teachers lead students in a daily gathering that uses a consistent format for friendly greetings, sharing of news, having fun together, and warming up for the day of learning.

**-Creating Rules:** Teachers collaborate with students to develop classroom rules that support everyone's learning.

**-Interactive Modeling:** Teachers actively involve children in purposefully demonstrating and analyzing key behaviors that support the social and academic curricula.

**-Classroom Organization:** Teachers organize materials, furniture, and displays in ways that encourage students' independence, cooperation, productiveness, and positive behaviors.

**-Guided Discovery:** Teachers introduce students to classroom materials in a way that encourages the children to use the materials independently, creatively, and responsibly.

**-Academic Choice:** Teachers use children's interests and the powerful learning cycle of planning, working, and reflecting to maximize students' academic growth.

**-Teacher Language:** Teachers consciously use words as a professional tool to promote learning, community, and self-discipline.

**-Collaborative Problem-Solving:** Teachers use structured approaches for working together with students to solve academic and social problems and teach them skills for solving problems with increasing independence.

**-Logical Consequences:** Teachers respond to misbehavior with consequences that are respectful of the children and supportive of their efforts to learn how to fix their mistakes.

**-Working with Families:** Teachers design avenues for respectful, two-way communication and collaboration with students' families.

### **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. Using the Responsive Classroom approach teachers will use a cohesive approach in all grades and classrooms.

### **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.



## Section V. Teacher and Administrative Responses to Behavior

### 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.

<b>Administrative Responses</b>	<b>Description</b>
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 VI. Cell Phone/ Portable Electronic Policy (as of 3/25/15)**

Subject to the rules below, students are permitted to bring electronic items to school, including but not limited to: 1) cell phones; 2) laptops, tablets, iPads and other similar computing devices, and 3) “portable music and entertainment systems”, such as iPods, Kindles, MP3 players, cameras or other photographic equipment, PSP, Nintendo DS, and any other device capable of recording audio, photographic or video content.

See below for more information regarding usage restrictions, confiscation, and discipline.

### **A. The use or display of cell phones, computing devices and portable music and entertainment systems at school is subject to the restrictions below.**

1. Cell phones, computing devices, and portable music and entertainment systems may not be turned on or used during school hours.
2. Cell phones, computing devices, and portable music and entertainment systems may not be turned or used during after-school programs or field trips.
3. Cell phones and portable music and entertainment systems may not be turned on or used during the administration of any school quiz, test or examination.
4. Computing devices may not be turned on or used during the administration of any school quiz, test or examination, except where such use has been explicitly authorized by the school or is contained in an Individualized Education Program or Section 504 Accommodation Plan.
5. Use of cell phones, computing devices, portable music and entertainment systems and other electronic devices during the administration of state standardized examinations is governed by State Education Department Rules.
6. Cell phones, computing devices and portable music and entertainment systems may not be turned on or used during school fire drills or other emergency preparedness exercises.
7. Cell phones, computing devices, and portable music and entertainment systems may not be used in locker rooms or bathrooms.

### **B. Confiscation and return of electronic items**

If students use or display cell phones, computing devices, and/or portable music and entertainment systems in violation of the school policy the device will be confiscated and returned as described below:

1. The school staff member who sees the students with the device in a manner inconsistent with school policy will confiscate the item and take it to the office where it will be stored in a locked area.
2. The student's parent or guardian will be informed by phone, email, or in person.
3. The parent or guardian will be required to pick up the confiscated device.
4. If a device is used or displayed in a manner inconsistent with school policy more than 3 times in a school year, the student's right to bring that device to school will be revoked for that school year.

**The school is not liable or responsible for lost, stolen, and/or damaged cell phones, computing devices, and portable music and entertainment systems.**

### **C. Discipline**

Students who use or display cell phones, computing devices, and/or portable music and entertainment system in violation of any provision of the DOE's Discipline Code, the school's policy, Chancellor Regulation A-413, and/or the DOE's Internet Acceptable Use and Safety Policy ("ISUSP") will be subject to discipline in accordance with the guidance interventions and disciplinary responses set forth in the Discipline Code.

## **Section VII. 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 described 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 1-6, both student and parent's signature is required.

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

In this section we will explain how we respond to behavioral infractions as a school. All consequences are in line with the NYCDOE Discipline code, however, this sections lays out in simpler terms how these consequences might look at Spruce Street School. This section is broken down to address the responses for Pre-K and Kindergarten , Grades 1-5 and Grades 6-8. As stated earlier, in the section on Responsive Classroom, as a school we aim to use logical consequences that best support the student's efforts to fix their mistakes when possible.

### **Pre K**

Pre- K is a transitional time for our youngest students. This is a year of tremendous social and emotional growth. While Pre- K students are not covered in the NYCDOE discipline code, we respond to Pre-K issues in a very similar way as we do to the Kindergarten students, as outlined below.

### **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 to 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

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

		-Teacher/ Student behavior contract <b>Chronic infractions:</b> Teacher can choose from above and/or refer to assistant principal		
	<b>Examples of 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 Engaging in vandalism or graffiti	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>For severe incidents: Teacher will reach out for immediate support from:</b>  <b>School safety: for assistance with severe aggressive behavior or student safety concerns</b>  <b>Principal/ assistant principal/guidance counselor: for assistance with unsafe behavior, aggressive behavior or investigation into allegation of bullying/ cyber bullying</b>	Principal/ Assistant Principal will:  -address behavior with student  -make parent contact if necessary  -meet with parents if necessary  Classroom Removal or Suspension (if warranted)



## **Middle School**

Middle School is a transitional time when students begin to have more independence. At Spruce Street School we are preparing students for high school and to be contributing members of our community. With independence comes responsibility. We expect our middle school students to show responsible behavior and follow school rules. Responsible behavior will be rewarded with increased privileges throughout the school year, such as the addition of out lunch. However, failure to follow school rules can result in loss of privileges, including loss of in school and after school extracurricular activities, as well as out lunch opportunities.

## School Responses/ Consequences for Behavioral Infractions

### Grades 6-8

	Examples of Infractions	Classroom Teacher Response/Consequence	Additional Support	Administrative Response/Consequence
<p><b>Level 1/Level 2</b></p> <p>Uncooperative /Noncompliant Behavior</p> <p>Disorderly Behavior</p>	<p>Being late for class or school</p> <p>Bringing or using items in school that are in violation of DOE or school policy</p> <p>Incomplete work</p> <p>Not following directions</p> <p>Non-participation</p> <p>Using school computers or devices without permission</p> <p>Gum chewing</p>	<p><b>First Infraction:</b></p> <ul style="list-style-type: none"> <li>-Teacher re-direction/ warning</li> <li>-Teacher/ student conference</li> </ul> <p><b>Repeated Infractions:</b></p> <ul style="list-style-type: none"> <li>- Parent Conference</li> <li>-Privilege Loss-</li> </ul>	<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 3</b></p> <p>Disruptive Behavior</p>	<p>Physical contact –pushing/ shoving</p> <p>Name calling, put downs</p> <p>Engaging in verbally rude or disrespectful behavior</p> <p>Misusing property belonging to others</p> <p>Throwing objects</p> <p>Leaving the classroom without permission</p>	<p><b>First Infraction:</b></p> <ul style="list-style-type: none"> <li>-Teacher re-direction/ warning</li> <li>-Teacher/ student conference</li> </ul> <p><b>Repeated Infractions:</b></p> <p>Teacher chooses from the following:</p> <ul style="list-style-type: none"> <li>-Privilege Loss</li> <li>-Apology/ Restitution</li> <li>-Class Removal</li> <li>- “Think Sheet” and copy sent home</li> <li>-Parent Conference</li> <li>-Teacher/ Student behavior contract</li> </ul>	<p>Teacher can also:</p> <p>Refer to guidance counselor to provide assistance or support to the student.</p> <p>Counselor can:</p> <ul style="list-style-type: none"> <li>-address student behavior</li> <li>-provide conflict resolution if necessary</li> <li>-work on an individual plan for student</li> </ul>	<p>Referral to Principal/ Assistant Principal to:</p> <ul style="list-style-type: none"> <li>-address behavior with student</li> <li>-make parent contact if necessary</li> <li>-meet with parents if necessary</li> <li>-Suspension (if warranted)</li> </ul>

	Engaging in vandalism or graffiti Scholastic dishonesty	<b>Chronic infractions:</b> Teacher can choose from above and/or refer to assistant principal		
<b>Level 4</b>  Aggressive Behavior  Bullying / Harassment	Severe hitting  Physical Fight  Destruction of property  Bullying/ Harassment  Cyber bullying  Falsely activating a fire alarm	Teacher can choose from the following or reach out to assistant principal for support (if needed):  -Teacher/ student conference -Privilege Loss -Apology/ Restitution - Class Removal - “Think Sheet” and copy sent home - Parent Conference -Teacher/ Student behavior contract  -Loss of privilege	<b>For severe incidents:</b>  <b>Teacher will reach out for immediate support from:</b>  <b>School safety: for assistance with severe aggressive behavior or student safety concerns</b>  <b>Principal/ assistant principal/guidance counselor: for assistance with unsafe behavior, aggressive behavior or investigation into allegation of bullying/cyber bullying</b>	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:**



# Student/Parent Behavioral Contract

\_\_\_\_\_

<b>Name of Student</b>	<b>Name of Teacher</b>	<b>Grade</b>
------------------------	------------------------	--------------

## {Student Section: All Students in Grades 1-6 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: \_\_\_\_\_