



# **Positive Behavior Policies and Procedures**

**2011-2012  
School Year**

# 1. Positive Behavior Policy

---

## 1.1. The Goal of the Positive Behavior Policy:

Parents, teachers, and students work together to create an environment that is safe and supportive and that promotes learning. It encourages children to think and learn actively and to be hopeful, trusting, loving and healthy.

## 1.2. The Basic Premise:

Our guiding principles and code of behavior expectations establish a positive focus, which reflects a commitment to help children reach their full potential as human beings and to have respect for the dignity of all people. All individuals in the school will treat each other in safe, responsible and respectful ways.

## 1.3. Guiding Principles:

1. Adults have a responsibility to act in a way that demonstrates and reflects our basic premise.
  - a. To provide respectful feedback.
  - b. To be aware of style of communication and how it projects the goal and basic premise.
2. Adults have a responsibility to tie their behavior and responses to students to desired outcomes.
3. All individuals in the school should treat each other in safe, responsible and respectful ways.
4. Students are expected to engage actively in their own learning process.
5. Teachers will teach meaningful lessons in a manner that excites learning.
6. Consequences for inappropriate behavior will be designed to help students appreciate the purpose of school behavior expectations, the importance of taking responsibility for one's actions, and for making amends.
7. All individuals have the right to be treated fairly, respectfully, and consistently.
8. All individuals need to listen to others' point of view. Opinions will be treated in a respectful forum.
9. All individuals have the responsibility to be aware of and abide by the expectations and to accept responsibility for the choices they make.

10. When there is a need to expand or modify this plan, all community members have a responsibility to contribute.

11. These ideas will be integrated fully with the day-to-day life of the school community

## 1.4. Process for Training Volunteers/Staff:

1. Staff/Volunteer reads procedure.
2. Staff/Volunteer and trainer review procedure together.
3. Staff/Volunteer and trainer supervise recess together until trainer and volunteer are confident the volunteer can supervise properly.
4. Trainer updates the list of trained personnel.

## 1.5. All School Guiding Principles of Rules and Behavior Expectations:

| <b>Be safe- and contribute to the safety of others</b>   | <b>Be respectful- and contribute to a respectful community</b>   | <b>Be responsible- and contribute to responsible community</b>   |
|--|--|--|
| <ul style="list-style-type: none"><li>*Choose actions that are safe – that don't hurt yourself or others.</li><li>*Ask for adult help when something goes wrong.</li><li>*Be aware of what you are doing and how it might affect others – strive to be positive.</li></ul> | <ul style="list-style-type: none"><li>*Use kind words and actions – be thoughtful and considerate.</li><li>*Be fair, take turns and share.</li><li>*Clean up after yourself.</li><li>*Put yourself in the other person's place.</li><li>*Pay attention to what others say to you – be a good listener.</li><li>*Respect others' property and personal space.</li></ul> | <ul style="list-style-type: none"><li>*Know the rules and understand your responsibility (role) as a community member.</li><li>*Make the responsible and honorable choice or decision.</li><li>*Make choices knowing the consequences of your choices and accept responsibility for your actions.</li><li>*Help others make appropriate choices.</li><li>*Listen to others with an open mind.</li><li>*Apply all these ideas even when no one is watching.</li></ul> |

## 1.6. Playground Guiding Principles and Behavior Expectations:

| Area            | Be safe- and contribute to the safety of others   | Be respectful- and contribute to a respectful community  | Be responsible- and contribute to responsible community   |
|-----------------|---|--|---|
| Play Ground     | <ul style="list-style-type: none"> <li>~Be within sight at all times</li> <li>~Be aware of games and activities around you</li> <li>~Walk around ongoing games</li> <li>~Use equipment appropriately</li> <li>~Watch out for bystanders</li> <li>~Ask for permission to leave playground</li> </ul> | <ul style="list-style-type: none"> <li>~Play fairly</li> <li>~Include everyone</li> <li>~Share equipment</li> <li>~Discuss game rules calmly</li> <li>~Ask permission of others before chasing or playing tag</li> <li>~Games may be temporarily interrupted to work out problems</li> </ul> | <ul style="list-style-type: none"> <li>~Return equipment appropriately</li> <li>~Help others to remember and follow guiding principles and behavior expectations</li> <li>~Work problems out with words or go get help from an adult</li> </ul> |
| Monkey Bars     | <ul style="list-style-type: none"> <li>~No sitting or standing on top of monkey bars</li> <li>~One person at a time on monkey bars</li> </ul>   | <ul style="list-style-type: none"> <li>~Keep hands to self on monkey bars</li> <li>~When waiting your turn count to sixty</li> </ul>   |   |
| Swings          | <ul style="list-style-type: none"> <li>~Swing in a straight line</li> <li>~Do not play around swings</li> <li>~Do not jump out of swings</li> </ul>   | <ul style="list-style-type: none"> <li>~When waiting your turn count to sixty</li> </ul>   |   |
| Small Equipment | <ul style="list-style-type: none"> <li>~Kick only soccer balls</li> <li>~Kick soccer balls against outside gym wall only</li> </ul>   | <ul style="list-style-type: none"> <li>~Play fairly</li> <li>~Discuss game rules calmly</li> <li>~Include everyone</li> </ul>  | <ul style="list-style-type: none"> <li>~Return equipment</li> <li>~Ask for adult help when needed</li> </ul>  |
| Rainy Days      | <ul style="list-style-type: none"> <li>~Stay in gym</li> <li>~Kicking of balls in gym is not allowed</li> <li>~No running in breezeway</li> </ul>   | <ul style="list-style-type: none"> <li>~Gym is to be used for ball play (no kicking games)</li> </ul>  | <ul style="list-style-type: none"> <li>~Return equipment</li> </ul>   |

## 1.7. Cafeteria and Mealtime Guiding Principles of Rules and Behavior Expectations:

| Area      | Be safe- and contribute to the safety of others  | Be respectful- and contribute to a respectful community                          | Be responsible- and contribute to responsible community   |
|-----------|--|--|---|
| Cafeteria | ~Keep all food and objects to self<br>~Walk in lunch area<br>~Sit while eating<br>~Get adult help for accidents and spills | ~Allow anyone to sit next to you<br>~Use quiet voices<br>~Use good table manners | ~Use all equipment and materials appropriately<br>~Help younger kids in the lunch line<br>~Clean up after yourself<br>~Wait to be excused |

## 1.8. Expectations regarding computer usage:

| Area | Be safe- and contribute to the safety of others | Be respectful- and contribute to a respectful community | Be responsible- and contribute to responsible community   |
|------|---|---|---|
| All  | ~Stay within the filtered system.               | ~Use positive language in communicating electronically. | ~Return the computer to the original configuration.<br>~Keep your personal files (music, games, pictures, etc.) off the computer. |

## 1.9. Expectations regarding Cubbies:

| Area    | Be safe- and contribute to the safety of others | Be respectful- and contribute to a respectful community  | Be responsible- and contribute to responsible community |
|---------|---|--|---|
| Cubbies | ~Keep clean                                     | ~Respect other students privacy and only touch another student's cubbie if you have permission from that student |   |

## 1.10. Recognizing Positive Behavior

All students attending Sunny Wolf Charter School will be recognized for Positive Behavior.

Positive behavior in the classroom and throughout the school will be recognized through a variety of ways.

Students will be recognized for Positive Behavior on both a group and individual basis

## 1.11. Progressive Discipline Matrix:

| Sequence in Single School Day   | Procedure   | Consequence  |
|---------------------------------|---|--|
| 1 <sup>st</sup> Incident        | Contact Student<br>(verbal, gesture, touch)                               |  |
| 2 <sup>nd</sup> Incident        | Verbal Warning  | Loss of 5 minutes from recess<br>etc.  |
| 3 <sup>rd</sup> Incident        | Timeout from Recess   |  |
| 4 <sup>th</sup> Incident        | Referral to Office<br>Referral signed by Parent and<br>returned to School | Incident is documented for<br>Student File<br>Note Sent Home to Parents<br>Phone Call Notifying Parent |
| After 3 Office Referrals        | Parent-Teacher Conference   | In-School Suspension in effect<br>until P-T Conference is held   |
| 4 <sup>th</sup> Office Referral | Parent-Teacher Conference   | Out of School Suspension 3-5<br>days   |

## 1.12. BEHAVIOR THAT MAY BE EXEMPTED FROM PROGRESSIVE DISCIPLINE:

It is understood by students, staff, and parents that some behaviors could result in skipping the steps above in the Progressive Discipline. Due to the seriousness of these behaviors, they could result in Out-of-School Suspension on first Incident.

| Incident                                       | Consequence  |
|--|--|
| Violence Toward Another Person                 | At Teacher/Administrator/Board Designee Discretion |
| Disrespectful to Staff                         | At Teacher/Administrator/Board Designee Discretion |
| Significant Disruption to Learning Environment | At Teacher/Administrator/Board Designee Discretion |

## 1.13. Accountability Map

| Step                             | Detail           | Description of the method.  | Who is accountable            | Who is responsible                                   | Who is informed      |
|----------------------------------|------------------|---|-------------------------------|--|----------------------|
| Training of Staff and Volunteers | Orientation      | Presentation by Administrator/ Board Designee and Staff to group of Volunteers                                  | Administrator/ Board Designee | Volunteers   | Staff and Board      |
|                                  | Content Training | Administrator/ Board Designee and Staff provide specific training for recess procedures to Staff and Volunteers | Administrator/ Board Designee | Volunteers   | Staff and Board      |
|                                  |                  | Staff and Volunteers read procedure   | Administrator/ Board Designee | Volunteers   | Staff and Volunteers |
|                                  |                  | Discussion of procedures between Administrator/ Board Designee, Staff, and Volunteers                           | Administrator/ Board Designee | Administrator/ Board Designee, Staff, and Volunteers | Staff and Volunteers |
|                                  |                  | Staff and Volunteers participate in on the job training at recess with Staff members                            | Administrator/ Board Designee | Administrator/ Board Designee, Staff, and Volunteers | Staff and Volunteers |
|                                  |                  | Administrator/ Board Designee, Staff and Volunteers review rules periodically as needed                         | Administrator/ Board Designee | Administrator/ Board Designee, Staff and Volunteers  | Staff and Volunteers |

| Step                 | Detail                                  | Description of the method.         | Who is accountable               | Who is responsible               | Who is informed             |
|----------------------|---|------------------------------------|----------------------------------|----------------------------------|-----------------------------|
| Development of Rules | Adding and removing rules from the list | Submit changes to Board Secretary  | Administrator/<br>Board Designee | Administrator/<br>Board Designee | Board, Staff and Volunteers |
|                      | Document is updated and filed           | File in paper and electronic files | Administrator/<br>Board Designee | Board Secretary                  | Board, Staff and Volunteers |
| Changes to document  | Changes to document                     | Submit changes to Board Secretary  | Administrator/<br>Board Designee | Board Secretary                  | Board, Staff and Volunteers |
|                      | Document is undated and filed           | File in paper and electronic files | Administrator/<br>Board Designee | Board Secretary                  | Board, Staff and Volunteers |