

Stewart Elementary
2016-2017
School-Wide System of Positive Behavioral Supports

Dear Parents,

Welcome back to a new and exciting year! The Stewart Elementary family is very enthusiastic about getting off to a great start. In order to provide a SAFE, RESPECTFUL, and RESPONSIBLE environment, please read the following documents and review them with your child so they are familiar with the expectations as well. They convey our goals and expectations for our school wide positive behavior support system.

The staff at Stewart Elementary is committed to providing a wonderful educational experience for our students. We ask that the parents support our efforts as we implement a plan that provides consistency for all grade levels. It takes a village to raise our children and a good plan to be successful. Have a great school year!

Thank You,
Stewart Staff

Stewart Pledge

I am proud to be a student at Stewart Elementary.
I am a respectful, responsible, and safe problem solver.
Today, I will listen and cooperate.
I am here to learn.
I will succeed.

Homework Policy

Stewart Elementary has adopted the Success For All (SFA), reading program. Each night students of all grade levels are required to spend at least 20 minutes reading a selection of their choice OR their teacher's choice. This is a great opportunity for an adult to support the student's nightly reading. Please remember to sign the student's response sheet each night, so we can fulfill our goal of 100% of our students reading every night.

Another opportunity is to spend time checking over the student's homework. To know if your child has MATH, SOCIAL STUDIES, AND/OR SCIENCE homework, please check their homework planner.

Every Thursday, folders go home filled with important information and daily work your child has done. Please look at the contents and have your child return the empty folder the next day.

Stewart Elementary guidelines for NOISE LEVELS

The following noise levels were developed to support Stewart Elementary School Wide Behavior Plan. Expectations will be taught through explicit and direct lessons including modeling at the beginning of and throughout the school year.

I am a respectful and responsible thinker when I listen and talk at school so everyone can be heard and get what they need.

0 Noise Level= No talking

1 Noise Level= Whisper (If I talk, only someone next to me can hear me.)

2 Noise Level= Conversation Voice (If I talk, a few people near me and across from me can hear me).

Hallways= 0 Noise Level

Cafeteria= 2 Noise Level

Restroom= 1 Noise Level

What are Viking Values?

Rewards given to students for showing Stewart's behavioral expectations:

- Respectful
- Responsible
- Self-determined
- Safe

What do we do with the Viking Values?

- By the end of each quarter, classes will shop at the Little Vikes Shop
- Teachers choose when to take classes
- Students choose to save or spend money

Stewart Elementary Dress Code

This code is not to be considered all-inclusive. The final determination of whether an item or style is objectionable is left to the judgment of school officials.

1. Tops must fit properly and cannot be too tight. Tops must cover midriff. See through, mesh style, low cut, muscle shirts and spaghetti straps are NOT permitted.
2. Bottoms must fit properly, worn at the waist and cannot be oversized or too tight. Shorts and dresses are permitted and shall be of a length no shorter than the fingertips when the arms and hands are outstretched at the sides.
3. Shoes must fit properly and attach to the entire foot. For safety reasons, flip-flops are not allowed. Sports/Gym shoes should be worn in the gym. No open toes or slick soles.
4. No style or color of dress shall be identifiable to any gang or group other than the approved school clubs or groups.
5. Dress is to be clean and free from holes and frays.

Stewart's Discipline Code for Inappropriate Behavior

A student will start on GREEN LEVEL every day for any behavior listed for inappropriate behaviors, unless there is a special circumstance attached to the behavior. Each teacher will begin with Level 1 Consequences in their classroom. When it gets to Level 3, a behavior reflection sheet is completed by the student and the teacher will contact the parents. At red students will be referred to the principal and parent contact made (most restrictive). **EACH DAY THE STUDENT WILL START WITH A CLEAN SLATE FOR BEHAVIOR.** Teachers can keep track of offenses made during the day with the Stewart Behavior Chart. The teacher also has the right to enforce other consequences if deemed necessary.

INAPPROPRIATE BEHAVIORS:

- A. Failure to follow a reasonable request
- B. Teasing, taunting, instigating mocking others
- C. Lying
- D. Theft
- E. Insubordination: Mocking or sarcasm with teacher/staff
- F. Excessive noise
- G. Other

Students earn their way back up if they start to make good choices.

Blue

First incident of inappropriate behavior:

The teacher will:

1. Make a private statement or a redirection with the student about their behavior in a firm voice.

Yellow

Second incident of inappropriate behavior:

The teacher will:

1. Relocate the student within the classroom to continue work.
2. A statement of behavior will be made to the student regarding their behavior.

Red

Third incident of inappropriate behavior:

The teacher will:

1. Move the student to a different location in the room, small group room, or to co-teacher's classroom.
2. The student will be given a Think It Through or Reflective Sheet to complete. A copy will be sent home to be signed by the parent. Teachers can also communicate the behavior situation to parents in the Princeton Agenda book that goes home each night.
3. Teacher will discuss the sheet with the student.
4. The Student is responsible for making up any missed work.
5. Teacher will contact the parents to discuss the problem and officially warn the parent and student of possible future consequences.

Level 4: Referral

Fourth incident of inappropriate behavior

The Teacher Will:

1. Complete and submit a discipline referral and the "Think It Through Sheet" or a behavior reflection sheet to the principal.
2. The principal will investigate and assign the appropriate consequences. Possible actions: conference, detention, emergency removal, in-school suspension, out of school suspension.
3. The student is responsible for making up any missed work.
4. The parents will be notified of the consequences via phone and written documentation.

*Special Note: If a student is referred more than 3 times to the principal in a quarter, a specific behavior plan should be developed. A follow up consultation with the district's behavior coach will be implemented if necessary. A behavior intervention plan will be discussed.

ZERO TOLERANCE BEHAVIORS THAT ARE REFERRED TO THE OFFICE AND DIRECTLY TO THE PRINCIPAL:

1. Serious physical aggression to anyone on school property or during school activities: leaves marks or blood, fights, physical or sexual assaults, or even intentional harm with chemicals, equipment, school materials / supplies and intentional throwing of objects that could cause physical harm or property damage.
2. Any behavior that incites panic or causes a school disruption, this includes threats or use of: written or verbal bomb threat, false fire alarms, firecrackers, smoke bombs, etc.
3. Sexual harassment or sexual misconduct; threats, sexual gesture, inappropriate touching, reports of exposing self to others.
4. Possession of "how to" information on: weapons, bombs, dangerous or illegal substances.
5. Serious verbal or written threats to students or others: verbal statements to kill, shoot, injure, or bring a weapon to school, hit list, or bring an illegal substance to school.
6. Possession of drugs or alcohol.
7. Any threats towards teachers, staff or their property.
8. Intentional serious property damage.
9. Possession of weapons or look-alikes.
10. Intentional elimination of bodily fluids.
11. Leaving school property without written permission.
12. Harming oneself.
13. Bullying and victimization; targeted, repeated incidents that include aggressive collaboration by students.

Consequences for Zero Tolerance Behaviors

1. The teacher will complete a discipline referral and contact the parents to notify them that a referral was submitted.
2. The principal will contact the parent regarding the ZERO Tolerance Behaviors.
3. The principal will determine the consequence which can be: Out of School Suspension, Recommendation for Expulsion or other measures.
4. Meeting the parent, student psychologist and administrator to discuss if a behavior plan is needed.
5. If a plan is developed, it is shared with all stakeholders.
6. The **Stewart Crisis Team** may be called as needed to assess the severity of the situation and for additional support.