

Sol Feinstone Elementary

HEART OPEN 

CHIN UP 

BRAIN ON 

**Positive Behavioral Support Plan
2019-2020**

Introduction

The Sol Feinstone Elementary Positive Behavioral Support Plan was developed by a committee of parents and staff members between March and August of 2010. It was implemented in the fall of 2010. The plan is based on our concept of R.E.S.P.E.C.T.: Responsibility, Encouragement, Safety, a Positive Attitude, Empathy, Cooperation and Thinking Before We Act. We believe every child is entitled to learn in a fair and nurturing environment in which their opinion is valued and respected. It is the responsibility of students, parents and staff members to follow the expectations of R.E.S.P.E.C.T. where we firmly believe in SFE: Success for Everyone!!!

Committee Members (2010)

| | |
|--------------------|--|
| Drew Agnew | Parent |
| Randi Bauernshub | Parent |
| Kathleen Callaghan | 5 th Grade Teacher |
| Sandy Durkin | 2 nd Grade Teacher |
| John Harlan | Principal |
| Sharon Jankowitsch | 6 th Grade Teacher (<i>Retired</i>) |
| Patti Lipton | 4 th Grade Teacher |
| Lisa McGrath | Parent |
| Craig Miller | School Counselor |
| Jeannie Palmieri | Parent |
| Becky Inker | 5 th Grade Teacher |
| Ed Tate | Parent (<i>Board Member</i>) |
| Carolyn Thorng | Parent |

Sol Feinstone Elementary Positive Behavioral Support Plan

The Sol Feinstone Elementary School Community takes extreme pride in promoting the importance of a behavioral support plan that follows the rules of R.E.S.P.E.C.T.: Responsibility, Encouragement, Safety, a Positive Attitude, Empathy, Cooperation and Thinking Before We Act. Students, teachers and parents work together in creating an environment of mutual respect and trust. We accomplish this through a proactive approach to learning by establishing the following behavioral supports:

- SFE Behavior Matrix Learning Tool
- Implementation of the Responsive Classroom
- Student Grade Level Meetings
- Words to Learn By: R.E.S.P.E.C.T./"Heart Open, Brain On, Chin Up" School Theme/Motto
- NOVA Programs/Assemblies for all Grade Levels
- Friendship Groups facilitated by School Counselor
- Individual Student Check-ins facilitated by School Counselor

The people and programs in place reinforce our concept of R.E.S.P.E.C.T. and determine the quality of our school where we firmly believe in SFE: Success for Everyone!

WHAT IS RESPONSIVE CLASSROOM?

From the *Responsive Classroom* website, www.responsiveclassroom.org

The *Responsive Classroom* is an approach to elementary teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. The goal is to enable optimal student learning. Created by classroom teachers and backed by evidence from independent research, the *Responsive Classroom* approach is based on the premise that children learn best when they have both academic and social-emotional skills. The approach therefore consists of classroom and school wide practices for deliberately helping children build academic and social-emotional competencies.

Core Belief

In order to be successful in and out of school, students need to learn a set of social and emotional competencies—cooperation, assertiveness, responsibility, empathy, and self-control—and a set of academic competencies—academic mindset, perseverance, learning strategies, and academic behaviors.

Guiding Principles

The *Responsive Classroom* approach is informed by the work of educational theorists and the experiences of exemplary classroom teachers. Six principles guide this approach:

1. Teaching social and emotional skills is as important as teaching academic content.
2. How we teach is as important as what we teach.
3. Great cognitive growth occurs through social interaction.
4. How we work together as adults to create a safe, joyful, and inclusive school environment is as important as our individual contribution or competence.
5. What we know and believe about our students—individually, culturally, developmentally—informs our expectations, reactions, and attitudes about those students.
6. Partnering with families—knowing them and valuing their contributions—is as important as knowing the children we teach.

Classroom Practices and Strategies

Responsive Classroom is an approach to teaching based on the belief that integrating academic and social-emotional skills creates an environment where students can do their best learning. The *Responsive Classroom* approach consists of a set of practices and strategies that build academic and social-emotional competencies. This approach works well with many other programs and can be introduced gradually into a teacher's practice.

These core classroom practices are the heart of the *Responsive Classroom* approach:

Shared Practices (K–8)



- **Interactive Modeling**—An explicit practice for teaching procedures and routines (such as those for entering and exiting the room) as well as academic and social skills (such as engaging with the text or giving and accepting feedback).
- **Teacher Language**—The intentional use of language to enable students to engage in their learning and develop the academic, social, and emotional skills they need to be successful in and out of school.
- **Logical Consequences**—A non-punitive response to misbehavior that allows teachers to set clear limits and students to fix and learn from their mistakes while maintaining their dignity.
- **Interactive Learning Structures**—Purposeful activities that give students opportunities to engage with content in active (hands-on) and interactive (social) ways.

Elementary Practices (K–6)



- **Morning Meeting**—Everyone in the classroom gathers in a circle for twenty to thirty minutes at the beginning of each school day and proceeds through four sequential components: greeting, sharing, group activity, and morning message.
- **Establishing Rules**—Teacher and students work together to name individual goals for the year and establish rules that will help everyone reach those goals.
- **Energizers**—Short, playful, whole-group activities that are used as breaks in lessons.
- **Quiet Time**—A brief, purposeful and relaxed time of transition that takes place after lunch and recess, before the rest of the school day continues.
- **Closing Circle**—A five- to ten-minute gathering at the end of the day that promotes reflection and celebration through participation in a brief activity or two.

SFE's "Words to Learn By": R.E.S.P.E.C.T.

SFE students R.E.S.P.E.C.T. each other, themselves and their environment. SFE students are...

Responsible

Encouraging

Safe

Positive

Empathetic

Cooperative

Thoughtful

Every day, SFE students follow the rules of R.E.S.P.E.C.T. They are **responsible** for their actions; **encourage** each other to do the right thing; maintain a **safe** environment for learning; promote **positive** attitudes; show **empathy**; foster **cooperation**; and **think** before they act. Together, we can achieve in fulfilling our new SFE vision, mission and belief statements as well as our school motto, "Success for Everyone."

Sol Feinstone Elementary
R.E.S.P.E.C.T. Report

Name: _____ Grade: _____

Date: _____ Time: _____ Teacher: _____

This is a R.E.S.P.E.C.T. Report, which your child received for breaking one of the rules in the SFE Behavior Matrix Learning Tool. This report must be signed by a parent or guardian and returned to school the following school day. It is important that you discuss the broken rule(s) of our behavior matrix and review this R.E.S.P.E.C.T. Report with your child. Our goal is to develop responsible, empathetic, safe, positive, encouraging, cooperative and thoughtful citizens; your support in reviewing this report with your child is vital in helping us achieve this goal.

Location: Classroom Recess Lunch Hallway Bathroom Bus

Others Involved: None Peers Staff Teacher Substitute

Reported Behavior:

Reported By: _____

Child's Report: Attached is the Apology in Action that has been completed by your child, recording his/her actions and indicating how his/her behavior affected others.

Consequence Given for Action:

_____ Logical Consequence (You Break It, You Fix It), Apology in Action, Contact Parent

_____ Detention (8:30 a.m.-9:00 a.m.) Date: _____

_____ In/Out of School Suspension Date: _____

_____ Bus Suspension Date: _____

This is your child's _____ R.E.S.P.E.C.T. Report.

Principal Signature _____ Date: _____

Student Signature _____ Date: _____

Parent/Guardian Signature _____ Date: _____

Comments:

Apology in Action (Grades K-3):

Name: _____

Date: _____

I hurt someone's (Circle):



Heart/Feelings



Body



Property

Teacher Notes: _____

I think I broke the rule about: (Circle)



Respect



Empathy



Safety



Thoughtful



Cooperation



Positive Attitude

My choice hurt: (Circle)

1. My classmates
2. My teachers
3. My friends
4. Staff at SFE

5. My family
6. My neighbors
7. Other: _____

My choice(s) made the person/people I hurt feel: (Circle)



Sad



Angry



Embarrassed

What I will do to make the person/people I hurt feel better? _____

To be completed after consequence is fulfilled.

Now that I tried to make it better, I think the people/person I hurt might feel:
(Circle)



Happy



Still Angry



Sad

Apology in Action (Grades 4-6):

Name: _____ Date: _____

What I did: _____

What SFE Behavior Matrix rule did I violate? (Circle all that apply.)



My choice of behavior has affected the following people:
(Circle all that apply.)

- 1. My classmates
- 2. My teachers
- 3. My friends
- 4. Staff at SFE
- 5. My family
- 6. My neighbors
- 7. Other: _____

How did your choice of behavior make others feel? _____

What could I have done differently? _____

What will I do to make that person(s) feel better? _____

To be completed after consequence is fulfilled.

Now that I tried to make it better, I think the person(s) I hurt might feel:
