

Stevens Forest Elementary School 2018-2019 Student Behavior Management Information for Parents

Students and staff have been working as a classroom community to develop norms around behaviors that show a student is ready to learn. There will be a continued focus on instruction that provides students with an understanding about what it looks like, feels like, and sounds like to be respectful, responsible, and ready. Behavior expectations and supports are aligned with HCPSS Superintendent, Dr. Martirano's, positive and student-centered approach to ensure that every child succeeds.

Based on results from student, staff, and family surveys at the end of the 2017-2018 school year, we have made some adjustments to last year's management system to better reflect the needs of the SFES community. In order to have a comprehensive program of support, our student behavior management system will include elements from PBIS (Positive Behavior Interventions and Supports), Restorative Justice, and from a Social Emotional Learning (SEL) curriculum.

Restorative Culture is a philosophy that emphasizes building relationships. When there is a need to repair harm caused by conflict and wrongdoing, restorative culture provides an opportunity for everyone impacted by an incident to come together in a safe space to address their feelings and needs, and reach a resolution that heals and restores relationships. ***Restorative Practices*** build healthy relationships between students and school staff, as well as among adults within the school community; support students' healthy social and emotional development; create safe spaces for difficult conversations, deep emotions and healing; shift the focus from intervention to prevention of disciplinary infractions; and shift the paradigm from punitive to restorative disciplinary practices. This year at SFES we will focus on the use of ***Restorative Conversations*** when conflict occurs. This informal dialogue will use restorative language to resolve conflict and will be guided through the use of "The Big Five Questions". Below are the questions that will be used with students.

The Big Five Questions

From your point of view, what happened?

What were you thinking at the time?

How have others been affected?

What would you like to have happen next?

What feelings or needs are still with you?

Caring School Community Social Emotional Learning Curriculum

Caring School Community builds classroom and schoolwide community while developing students' social and emotional learning (SEL) skills and competencies. It is designed to help students become caring, responsible members of their school communities and, ultimately, to grow into humane, principled, and skilled citizens of a democratic society. From the first day of Pre-Kindergarten through the last day of grade 5, the lessons in the program help teachers create warm, safe, and disciplined classroom environments where students can develop the skills and dispositions they need to interact constructively with others. The program achieves this by doing the following:

- building caring relationships with and among students
- directly teaching social skills
- creating calm, orderly learning environments through the effective use of classroom management practices
- helping students acquire self-discipline through a caring and effective approach to discipline

Students at SFES will receive daily instruction from the Caring School Community Social Emotional Learning Curriculum. Regular communication about the curriculum and the specific focus in your child's grade level will be communicated throughout the year.

Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success. PBIS implementation involves explicitly prompting, modeling, practicing, and encouraging positive expected social skills across settings and individuals. The multi-tiered “**continuum**” is comprised of carefully selected, evidence-based practices at three different levels of support intensity.

Tier 1: Universal practices are experienced by all students and educators across all settings to establish a predictable, consistent, positive and safe climate.

Tier 2: Targeted practices are designed for groups of students who need more structure, feedback, instruction and support than Tier 1 alone.

Tier 3: Indicated practices are more intense and individualized to meet the challenges of students who need more than Tiers 1 and 2 alone.

Each classroom and related arts teacher will be developing a Classroom Management Plan for the 2018-2019 school year. These management plans will be sent home to parents in the first weeks of October to allow families to be aware of expectations, support, and positive and negative consequences.

Classroom Management Strategies used in the classroom can include, but are not limited to:

- Teaching behavioral expectations
- Reinforcing positive behaviors
- Problem solving with student(s)
- Building and maintaining positive relationships
- Parent/guardian communication
- Awarding positive phone calls home and sending positive notes
- Ensuring an instructional match
- Establishing routines
- Rehearsing transitions
- Giving students choices
- Announcing classroom management goals

There will be an increased focus on acknowledging and reinforcing positive behaviors. Students displaying respectful, responsible, and ready behavior are considered “**Ready to Learn**” and will receive bobcat tickets and teacher praise. Students who consistently model respectful, responsible, and ready behavior and/or go above and beyond expectations are displaying “**Hip Hip Hooray**” behaviors and will receive bobcat tickets, teacher praise, positive phone calls, principal phone calls home, and/or a pawsome certificate.

Students will be given an opportunity once a week to cash in their bobcat tickets for classroom or school-wide rewards. We encourage families to make discussions about bobcat tickets and how they were earned and spent in school a part of your daily/weekly conversations at home.