

Positive Behavior at Meridian Park Elementary

Information for Parents and Students

Expectations

Positive behavior is expected from every child at Meridian Park. We expect students to be:

- **Respectful** (words and actions)
- **Responsible** (learners and citizens)
- **Safe** (words and actions)

We have a school-wide positive behavioral culture at Meridian Park that takes a systems approach to teaching pro-social behaviors. In order to establish a whole school culture that is positive and conducive to learning for all of our students, the staff at MP collaborates on the following components to increase school-wide positive behaviors at MP:

- ✓ Define, teach, and re-teach positive social expectations to all students throughout the year
- ✓ Post our expectations and systems in classrooms and hallways; and refer to them regularly
- ✓ Acknowledge positive behavior and reward it regularly
- ✓ Use behavior data to help us with our school-wide decision making on behavior needs
- ✓ Arrange consistent and effective 'natural consequences' for negative behaviors
- ✓ Prevention work (social skills training, Second Step, Roots of Empathy, anti-bullying assemblies, student check-ins, etc.)
- ✓ Use interventions with students that fit the need for the situation/monitor effectiveness
- ✓ Communicate and work together with parents and caregivers

Cheetah Cheers

Our goal is to make the positive behavior recognition system at Meridian Park meaningful and fun for students. Students may receive **Cheetah Cheers**, written notices of positive behavior that any teacher or staff member may give a student or class. These slips accumulate in the classroom and can result in incentives such as receiving an extra recess or having a special classroom event. In addition, students may also earn a chance to come to the office to make a good news phone call home or to have other positive rewards set up by the staff. Individual classrooms also have reward systems. Parents are encouraged to ask your child about this award system and to provide awards at home for Cheers or other positive behaviors.

Self-Managers

Our self-manager program is part of our school-wide positive behavior plan at Meridian Park. The program recognizes and reward students for great behavior in the classroom and in the general areas of school throughout the school day. **Self Managers** are students who follow the MP expectations most of the time with few reminders. They are given a self-manager badge to proudly wear throughout the day. This privilege is for consistent positive behavior and enables them to earn more independence at school. For example, some walk in the hall on their own or others might get dismissed from class first for recess, lunch and/or at the end of the day. Please look for more details from your child's teacher about specific classroom expectations and privileges that relate to that particular classroom.

Voice Levels

Appropriate **voice levels** are expected in classrooms, hallways, the library, and other areas. Our voice level system begins at level 0 (no talking) and increases to level 3 for a loud voice.

Bullying

We have a zero tolerance policy regarding **bullying, harassment, and related behaviors**; and respond appropriately to situations involving harassment behaviors. We are careful to assess each situation, especially age appropriate social development behaviors as different than bullying situations, and respond appropriately.

Level System for Negative Behaviors and Consequences

Situations involving negative behaviors will be considered in context of the level system described below. Our general policy and practice is the adult closest to the situation will facilitate resolution.

Level 1 – lowest level

Minor concerns are handled at the time of the situation in class, on the playground, or other areas of the school. Classroom discipline plans and recess/lunch supervision should handle most of the concerns. Responses include:

- * Verbal re-direction
- * On the spot conference with student to discuss and problem solve
- * Time out/Time owed interventions
- * Loss of privileges
- * Teaching/Re-teaching of procedures
- * Communication referral to teacher
- * Mediation/Conflict resolution instruction and follow through
- * Documentation through the MP Communication Slip (sent home to be signed & returned)

Level 2

This level includes larger offenses during the school year, chronic first level concerns (patterns of behavioral concerns), or a situation that cannot be handled solely by a student supervisor or the teacher's classroom discipline plan (eg. major defiance or continued disrespectful behavior, lying/cheating/ stealing and others).

Some examples of effective Level 2 procedures and consequences include:

- * Social Skills training/group or other intervention with family advocate
- * Time out in buddy classroom
- * Mediation/Conflict resolution instruction
- * Suspended recess or other student "carrots" (field trips, etc)
- * A written Behavior Improvement Plan/ tracking sheet/ goal setting
- * Communication slip and/or a telephone call to parents
- * Time out in buddy classroom
- * Conference with principal/time-out in office, if needed

Level 3

This level includes repeated major offenses, severe disrespect/ disruption to the learning environment, sexual harassment, or dangerous or illegal behavior. Some examples of effective Level 3 procedures and consequences include:

- * Parent involvement
- * Cumulative communication slips with "larger consequences"
- * A-Team/SST Meeting
- * Implementation of a Behavior Improvement Plan
- * Revised schedule, seating assignments/restrictions at specific times
- * Short-term suspension, if appropriate (in school or at home)
- * Community Service
- * Restricted areas in the school
- * Outside support or wrap around services/outside community involvement

Level 4

A major incident of physical aggression, property damage, weapons, drugs/alcohol, or severe/repeated bullying may result in suspension from school. Situations at this level are handled by the administration and require clear communication with teacher, parent and administrator to discuss plan for child's behavior, plans for his/her re-entry into school, and needs/supports.