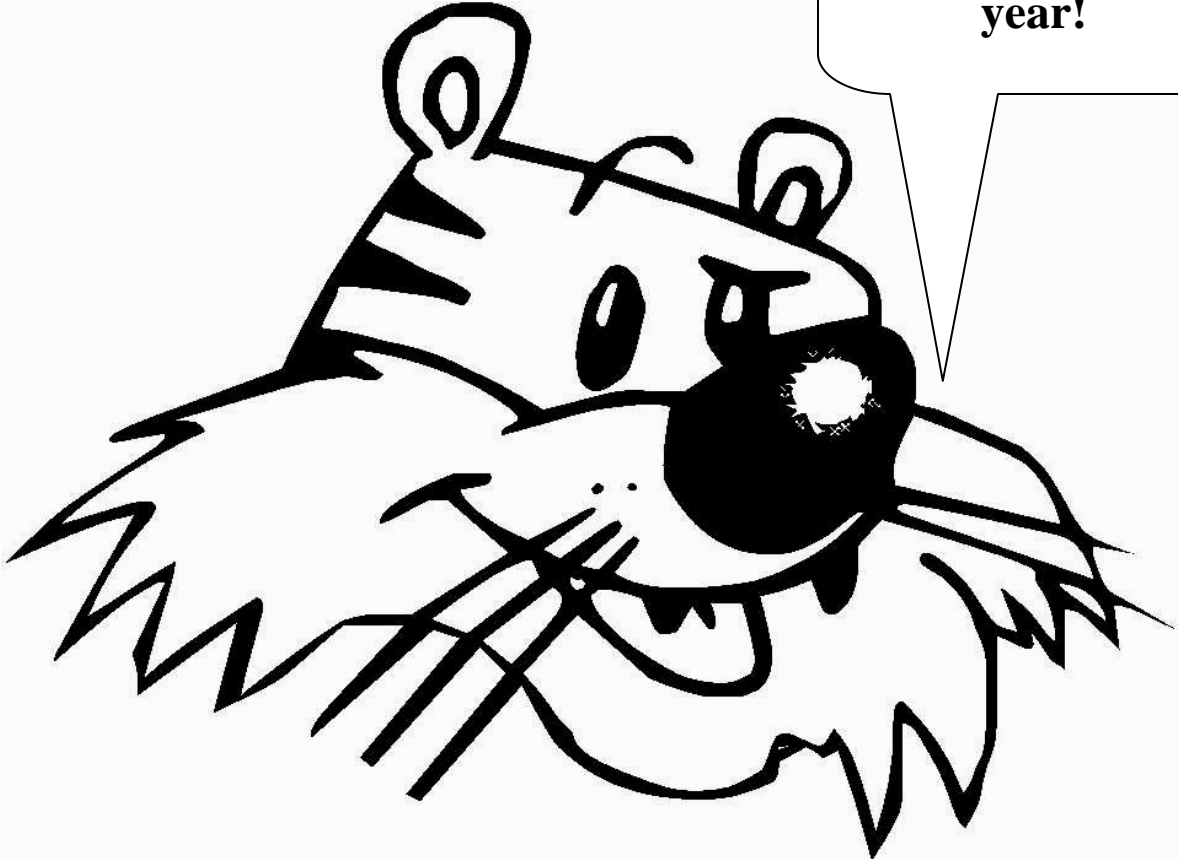


Oakdale Elementary

Revised for the
2007-2008 school
year!



School – Wide Behavior Plan

Introduction

Below is a list of expectations for student behavior in public or common areas (non-classroom areas). In addition there are guidelines for consequences when students don't meet expectations.

The next section of this handbook is a list of behaviors that will be handled by the Student Advocate, principal, school social worker, or lead teacher no matter where in the school they occur.

The final section of this handbook covers School Board Policy about student behavior.

The very last page of this handbook is a copy of the "Oakdale Elementary Expectations Contract." After you have reviewed school expectations with your son or daughter, please have him or her sign it (if the student is able to write) and sign it yourself. Then return it to school. Thank you for your help in making Oakdale Elementary a great place to learn!

School-Wide Expectations

We have three primary expectations for students at Oakdale Elementary

- 1. Show respect**
- 2. Work Cooperatively**
- 3. Be responsible**

Each of these expectations will look, sound, and feel different at different times and in different places during the day. Classroom teachers and specialists will set their own expectations with their classes based on these three core values.

Classroom Procedures

All staff at Oakdale Elementary use similar strategies in the classroom. Typically, if a student is being disruptive or not meeting class expectations the following procedures are used:

Take-a-break: a specific chair or spot in the room where the student goes when directed by the teacher. Typically this is for a short period of time and the student decides when he or she is ready to rejoin the class. This removes the student from the immediate situation. Students in take-a-break may be asked to complete a reflection log. This is an opportunity for self-correction

Loss of Privilege: if a student continues to be disruptive or not meet class expectations he or she may lose a related privilege. For example, if a student is not using art supplies appropriately he or she will lose the privilege of using those supplies for the remainder of the lesson and perhaps the next lesson.

Buddy Room: if a student continues to be disruptive or not meet class expectations he or she may be sent to another classroom for a short period of time. Again, this removes the student from the immediate situation. Typically a student will be asked to complete some kind of reflection, which includes a plan to fix the behavior.

Expectations & Consequences

NOTE: The following are guidelines. The school will use reasonable discretion when assigning consequences when students don't meet school expectations. Severity, context, student attitude and other factors play a part in making the final decision on consequences.

Arrival Expectations

- Breakfast eaters go directly to the cafeteria
- Non-breakfast eaters go directly to class
- All students go back to class immediately after eating using the most direct route
- For behavior expectations in the cafeteria and consequences, see "Cafeteria" below

Consequences

1. Students will receive a reminder about arrival expectations
 2. Students who continue to not meet arrival expectations will be asked to "take a break" and eat their breakfast at the quiet table (same day or next day, depending on circumstance) or "take a break" in the Behavior Room if they do not eat breakfast
 3. After 2nd time at "take a break" students will conference with the Student Advocate and call parents to explain behavior
 4. After 3rd time at "take break" students will miss the following day of recess or be given an appropriate alternative consequence
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Assembly Expectations

- 1. Show Respect**
 - a. Clap when appropriate
 - b. Sit flat to allow others to see
- 2. Work Cooperatively**
 - a. Enter quickly and follow teacher directions
 - b. Remain seated after the assembly until directed to do so
- 3. Be responsible**
 - a. Be silent when the silent signal is given

Consequences

1. Reminder to show respect, be cooperative, or be responsible
2. Sit next to teacher or other staff member
3. Removed from the assembly and phone call home

Students may also lose the privilege to attend or participate in the next assembly.

Bus and Walker Line Expectations

1. Show respect

- a. Follow directions of patrols and adults (driver, teachers, chaperones)
- b. Use appropriate language

2. Work cooperatively

- a. Stay seated (for bus riders)
- b. Use quiet voices
- c. Stay with your group

3. Be responsible

- a. Keep the bus/neighborhood neat
- b. Be safe
- c. Take care of your belongings

Consequences for bus riders

1. Warning & parent contact
2. Loss of bus privilege according to district transportation policy
3. Loss of bus privilege according to district transportation policy

Additional consequences may include loss of bus privilege for two weeks, a behavior plan, a meeting with the parent(s)/guardian(s), and/or suspension.

Consequences for walkers

1. Warning & parent contact
2. Problem solving conference with Student Advocate & parent contact
3. Loss of privilege (e.g. recess) and a parent escort to school

Cafeteria Expectations

1. Show respect to

- a. Students
- b. Adults
- c. Property

2. Work cooperatively

- a. Sit at assigned table
- b. Use restaurant voices with students seated near you
- c. Eat only the food on your tray or in your cold lunch
- d. When finished eating raise your hand and wait to be excused to throw away your trash

3. Be responsible

- a. Keep your restaurant space neat - clean up after yourselves and others
- b. No doggy bags - all food stays in the cafeteria

Consequences

1. Students who are not displaying cafeteria expectations may be given a warning, depending on the circumstance
2. Students who continue to not display cafeteria expectations will be asked to “take a break” and finish their lunch at the quiet table
3. After 2nd time at the quiet table students will conference with Behavior Intervention Specialist and call parents to explain behavior
4. After 3rd time at the quiet table students will miss the following day of recess or do community service in the cafeteria
5. After 4th time student will practice and model appropriate cafeteria expectations for another class (alternative: write a report on appropriate cafeteria behavior)

For more serious misbehavior (insubordination and unsafe behavior like throwing food and fighting) students will be sent directly to the Student Advocate.

Students who need to regularly “take a break” at the quiet table will be referred to the Student Advocate. After meeting with the Student Advocate a behavior/”Fix-it” plan may be written and/or additional consequences given.

Hallway Expectations

- 1. Show respect**
 - a. Quiet in the halls
 - b. Keep hands and feet to yourself
- 2. Work Cooperatively**
 - a. Students should be in single or double lines in the halls.
 - b. Stay to the right in the hallways, including lining up
- 3. Be Responsible**
 - a. During school hours, students in the halls must have a pass unless accompanied by an adult
 - b. Keep halls clean
 - c. Walk in the halls

Consequences

- Consequence left to classroom teacher when under his or her supervision
 - Students who are running in the halls will go back to the starting point and demonstrate appropriate walking or walk with an adult to their destination
 - Students who do not demonstrate appropriate behavior in halls may receive a class escort when using the halls in the future
 - Students who do not demonstrate appropriate behavior in the halls may lose the privilege of leaving the classroom unless accompanied by an adult
 - Students who do not demonstrate appropriate behavior in the halls may do community service in the halls
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Recess Expectations

- 1. Show respect to**
 - a. Students
 - c. Adults
 - b. Property
- 2. Work Cooperatively**
 - a. Line up when asked by recess monitor
 - b. Share equipment/games
- 3. Be Responsible**
 - a. Play safely
 - b. Return equipment
 - c. Follow playground rules (posted)

Consequences

1. Reminder of the recess expectation/rules
2. Student will be directed to a “take a break” bench until the monitor invites them back to participate in recess
3. Student will be directed to a “take a break” bench until the end of their recess period

For more serious misbehavior (insubordination and unsafe behavior like fighting, tackling, throwing rocks) students will be sent to the Behavior Intervention Specialist.

Students who need to regularly “take a break” will be referred to the Student Advocate. After meeting with the Student Advocate a behavior/”Fix-it” plan may be written and/or additional consequences given.

Consequence Guidelines for Behavior Handled Outside the Classroom

NOTE: Consequences for severe misbehavior like harassment, bringing weapons to school, bomb threats, and chemical use are governed by school district policy. A summary of these policies can be found in the next section titled, District Policy Information. More information can be found on the school district website (www.isd622.org) or in the “Student Responsibility Handbook” that was sent home with each student.

NOTE: The following are guidelines. The school will use reasonable discretion when assigning consequences when students don’t meet school expectations. Severity, context, student attitude and other factors play a part in making the final decision on consequences.

Behavior Guidelines	1 st	2 nd	3 rd	4 th
Dress Code – clothes promoting drug and alcohol use, showing the midriff, spaghetti straps, short shorts, hats or other non-religious head coverings in the building, underwear showing, or otherwise distracting to the learning process.	Student will change clothes so that he or she meets dress code. Parent phone call.	Student will change clothes so that he or she meets dress code. Parent phone call.	Same as previous <u>and</u> loss of recess privilege or community service. OR After school detention – Grades 4 and 5 only.	Same as previous. And/or In school suspension

Behavior Guidelines	1 st	2 nd	3 rd	4 th
<p>Fighting – throwing punches, kicking, violent shoving, otherwise physically hurting another. This includes the person who “started it” and the person who “fought back.”</p>	<p>Problem solving conference with Behavior Intervention Specialist or Social Worker.</p> <p>Parent phone call or conference.</p> <p>Community service or loss of privilege (e.g. recess)</p>	<p>Problem solving conference with Behavior Intervention Specialist or Social Worker.</p> <p>Parent phone call or conference.</p> <p>Community service or loss of privilege (e.g. recess)</p> <p style="text-align: center;">OR</p> <p>1-4 days after school detention – grades 4-5 only</p>	<p>Problem solving conference with BIS or Social Worker.</p> <p>In school suspension.</p> <p>Parent phone call or conference.</p> <p>Possible referral to counseling for anger management.</p> <p>Possible meeting with Oakdale Police.</p>	<p>Problem solving conference with BIS or Social Worker.</p> <p>Out of school suspension.</p> <p>Parent conference.</p> <p>Problem solving conference with BIS or Social Worker.</p> <p>Referral to counseling for anger management.</p> <p>Meeting with Oakdale Police.</p>

<p>Threats – telling a person you will hurt them. For example, “I’m going to hit you.”</p>	<p>Problem solving conference with Behavior Intervention Specialist or Social Worker.</p>	<p>Problem solving conference with BIS or Social Worker.</p> <p>Community service or loss of privilege (possible 1-2 days after school detention – grades 4-5 only).</p> <p>Possible referral to counseling for anger management.</p>	<p>Problem solving conference with BIS or Social Worker.</p> <p>Community service or loss of privilege (possible 1-2 days after school detention – grades 4-5 only)</p> <p>Possible referral to counseling for anger management.</p>	<p>Problem solving conference with BIS or Social Worker.</p> <p>In school suspension.</p> <p>Possible referral to counseling for anger management.</p> <p>Meet with Oakdale police.</p>
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Behavior Guidelines	1 st	2 nd	3 rd	4 th
<p><u>Vandalism</u> – defacing, cutting, or damaging property that does not belong to the student.</p>	<p>Community service at the school. Possibly during recess or after school.</p> <p>Pay for damages.</p> <p>Parent phone call.</p>	<p>Community service at the school. Possibly during recess or after school.</p> <p>Pay for damages.</p> <p>Parent phone call.</p> <p>Meet with Oakdale police.</p>	<p>Community service at the school. Possibly during recess or after school.</p> <p>Pay for damages.</p> <p>Parent phone call.</p> <p>Meet with Oakdale police.</p>	<p>Community service at the school. Possibly during recess or after school.</p> <p>Pay for damages.</p> <p>Parent phone call.</p> <p>Meet with Oakdale police.</p> <p>In school suspension.</p>
<p><u>Stealing</u> – taking or possessing items that do not belong to the student.</p>	<p>Conference with Behavior Intervention Specialist or Social Worker.</p> <p>Parent phone call.</p>	<p>Conference with Behavior Intervention Specialist or Social Worker.</p> <p>Parent phone call.</p> <p>Loss of privilege (e.g. recess).</p>	<p>Conference with Behavior Intervention Specialist or Social Worker.</p> <p>Parent phone call.</p> <p>Loss of privilege (possible after school detention 1-2 days for students in grades 4-5).</p> <p>Meet with Oakdale Police.</p>	<p>Conference with Behavior Intervention Specialist or Social Worker.</p> <p>Parent phone call.</p> <p>Meet with Oakdale Police.</p> <p>In school suspension.</p>

NOTE: In cases of vandalism we will always seek restitution. It may be in the form of returning the item, payment to replace the item, or community service.

District Policy Information

This handbook is a supplement to the School District Policy governing student behavior, which is outlined in the “Student Responsibility Policy” handbook that is reviewed with student each year and sent home.

The following topics are only covered in summary because they are thoroughly covered in the “Student Responsibility Policy” handbook:

Bullying Prohibition – Policy 528

In order to provide a safe and civil learning environment, the North St. Paul-Maplewood-Oakdale School District strictly prohibits all acts of bullying.

Bullying, as outlined in Policy 528, is defined as any written or verbal expression, physical act or gesture, or pattern thereof, by a student, or group of students, that is intended to cause or is perceived as causing distress to one or more students.

Bullying includes, but is not limited to, conduct by a student against another student that has the effect of harming a student, damaging a student’s property, placing a student in reasonable fear of harm to his or her person or property, or creating a hostile educational environment for a student.

It is the school district’s intent to prevent bullying and to take action to investigate, respond, remediate, and discipline those acts of bullying which have not been successfully prevented.

Any person who believes he or she has been the victim of bullying or any person with knowledge or belief of conduct that may constitute bullying shall report the alleged acts immediately to the building principal.

Chemical Use and Abuse – Policy 417

The use, possession, sale, or transfer of tobacco, alcohol, toxic, simulated and/or controlled substances or associated paraphernalia in school, on school transportation, at school-sponsored events, or in any other school-related location is prohibited.

Drug Free Workplace/School – Policy 418

Use of controlled substances, toxic substances, and alcohol before, during, or after school hours, at school or in any other school location, is prohibited as general policy. Paraphernalia associated with controlled substances is prohibited.

Harassment and Violence – Policy 411

Everyone Oakdale has the right to feel respected and safe. Our district has a policy, which prohibits racial, religious, or sexual harassment and violence. We take seriously all reports of harassment or violence and appropriate actions are taken. A record of the incident(s) is also forwarded to the District Center.

Hazing – Policy 525

“Hazing” means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person or causes property damage, in order for the student to be initiated into or affiliated with a student organization. District policy states that no student, employee or volunteer of the school district shall plan, direct, encourage, aid, condone, or engage in hazing.

School Weapons – Policy 501

According to school policy, students are not allowed to bring any type of item to school that can be construed to be a weapon. This includes toy weapons, as well as knives in lunch boxes. The district takes a “zero tolerance” position towards weapons, and severe consequences are administered to anyone breaking this rule, including automatic suspension from school. Students are informed about this rule in school, and parents are encouraged to engage in conversations at home about the serious nature of this policy.

Oakdale Elementary Expectations Contract

I, _____, am a member of Oakdale's learning community. In order to make sure Oakdale is always a great place to learn, I know that I have to do my part as a member of the community.

I agree to:

Show respect to adults, students, and property.

Work cooperatively with others.

Be responsible for my behavior and for making Oakdale a safe place to learn.

I know that learning to make choices and follow rules prepares me for being successful in life. I know that there are rewards and consequences for each decision I make. I know that occasionally everyone makes a bad decision. I will learn from all my choices. I will do my best to make Oakdale a great place to learn!

Possible consequences include:

- Take-a-break
- Loss of privilege
- Buddy room
- Parent contact
- Community service at the school
- Conference with Behavior Intervention Specialist, Principal, Social Worker, or other staff
- After school detention – grades 4 & 5 only (advance notice will be given to parents/guardians and transportation provided)
- In school or out of school suspension
- Other

Student name (please print) _____

Student signature _____

Parent/Guardian signature _____