



Copeland Manor School Behavior Plan

"Promise Plan"

At Copeland Manor School, we believe that teaching our students quality character traits is equally important to teaching them academic skills. Copeland staff members, students, and parents all share the responsibility in making school a safe place.

School Responsibilities:

The school has the responsibility to clearly communicate and enforce student behavior in a fair, consistent, and supportive manner.

Teachers will:

- Communicate frequently with families about their child's progress and give suggestions for help.
- Create a Classroom Management plan that wholly aligns with the guidelines established in the Copeland Manor School Promise Plan.
- Uphold high expectations for student behavior.

Parent Responsibilities:

Parents have the responsibility to reinforce the expectations of the school and to help their children become responsible citizens.

Parents will:

- Discuss and support the Promise Plan with your child, including school expectations and continuum of consequences.
- Ensure that your child attends school regularly, arrives on time and is prepared to learn with homework completed.
- Attend Parent Teacher Conferences and become an active participant in your child's school and become knowledgeable about your child's academic and behavior progress.

Student Responsibilities:

Students have the responsibility to keep the Copeland School Promises by making good choices and promising to uphold the pillars of Character Counts.

Copeland School Promises

Promise No. 1 -- I promise to be **respectful**.

Promise No. 2 -- I promise to be **responsible and safe**.

Promise No. 3 -- I promise to be **ready to learn**.

School-wide Systems of Support for Student Behavior

The rationale behind a school-wide behavior system is to improve the learning environment throughout the school and to give more attention to our students' behavior, social and emotional development. The Character Counts Committee has planned several activities to support the Promise Plan, focusing on a few character traits each trimester. Character Counts awards are given with award certificates distributed and pictures posted on the Character Counts wall.

Trimester 1:

- Behavior Stations and Assembly – beginning of school year
- Character Counts Week: early September
- Highlighted Character Traits: **Responsibility** (wear green) and **Citizenship** (wear purple)
- Lunch with Principal: every 4-6 weeks to celebrate positive behavior

Trimester 2:

- Behavior Expectations revisited
- Highlighted Character Traits: **Fairness** (wear orange) and **Caring** (wear red)
- Lunch with Principal: every 4-6 weeks to celebrate positive behavior

Trimester 3:

- Highlighted Character Traits: **Trustworthiness** (wear blue) and **Respect** (wear yellow)
- Positive behavior celebration -- TBD
- Lunch with Principal: every 4-6 weeks to celebrate positive behavior

Definition of Bullying

"Bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending his or herself. "

Staff Expectations for Promoting Student Behavior

1) **Character Education/Building Community:** All staff members are asked to support and promote student behavior expectations at all times in all areas of the building.

2) **Classroom Management Plan:** Each Copeland classroom teacher is expected to have a classroom management plan in place that reflects the basic tenets of the Copeland Promise Plan. This plan should include both student expectations as well as consequences, and should be documented in writing and posted in the classroom. The "Broken Promise" form, described below, should be reserved for major offenses or in situations when a child has repeated minor offenses and has not responded to the classroom management plan.

Minor Behaviors (Classroom Management Plans)	Major Behaviors (Broken Promises)
<ul style="list-style-type: none"> - Inappropriate language - Physical contact - Defiance - Disruption - Property misuse - Electronic/Technology Safe Use Violation <p>Other examples:</p> <ul style="list-style-type: none"> - Gossiping/tattling - Disruptive behaviors (shout outs, out of seat, pencil tapping, etc.) - Disrespecting self, peers, or property - Invading personal space of peers - Dress code issues - Cell phone issues - Swearing/inappropriate nonverbal gestures 	<ul style="list-style-type: none"> - Repeated minor behaviors - Abusive language - Fighting/ Physical Aggression - Defiance/Disrespect - Harassment/ Bullying - Electronic/ Technology Safe Use Violation - Major Cheating <p>Other examples:</p> <ul style="list-style-type: none"> - Any illegal behavior (pulling fire alarm, weapons, stealing, etc.)

3) **Documentation (Major Behaviors/Broken Promise):** Staff members are responsible for documenting major incidents of student misbehavior **IN A TIMELY MANNER (same day whenever possible)**, as well as any interventions and/or consequences used. Regular documentation on classroom behaviors will continue outside of the Promise Plan. The staff member who administers a Broken Promise should make a copy of the form before sending it home with the parent and put it in Mr. Feldman's mailbox.

Minor Behaviors: A form is available to document minor behaviors. Any staff member observing a minor unexpected behavior should complete the Minor form and give it to the classroom teacher to be sent home for parents. Three Minor write-ups will result in a Broken Promise.

4) **Collective Responsibility:** At Copeland, *ALL* staff members are responsible for helping to manage and monitor *ALL* students' behavior. In order to make an impact, we must work collaboratively and support one another! When an incident is observed outside of the classroom, the staff member will confer with the teacher. After collaboration with the classroom teacher (and/or social worker, principal) and a consequence is chosen, the witnessing supervisor will write the Broken Promise. Behaviors will be categorized by intensity, as explained below.

5) **Reward Assemblies:** At Copeland, we will have a Positive Behavior Assembly each trimester to reward the students for their behavior. If a student receives 2 Broken Promises

or 4 Minor write-ups in a trimester, then that student will miss a portion of the Reward Assembly. If they miss a portion of the assembly, they will have a conference with a staff member to promote positive behavior.

Intensity Levels and Adult Responses

	Intensity 1	Intensity 2	Intensity 3
Student Behavior	Off-task/Annoying - tapping, - talking, - fidgeting, - looking out the window	Continued off-task/ annoying & Disruptive/Interfering/Antisocial - touching others - engaging peers - speaking out - argumentative/power struggle	Persistent/Dangerous -physically/verbally aggressive -Unsafe behavior
Adult Response	Corrective Action Teacher proximity - Praise on-task peers - Use nonverbal redirection - Warning	Corrective Action & Consequence - conference with teacher - Classroom consequence (i.e. color change) - parent communication	Consequence/Intervention - referral to office - phone call home

Intensity Levels Defined

Intensity I (Annoying) Behavior: Behavior problems in the classroom that teachers handle with a minimum of interaction or intervention (e.g., using physical proximity, a social skills prompt, reinforcing other students' appropriate behavior, giving a nonverbal cue to the student).

Intensity I Behavior is responded to with a Corrective Action: Effective teaching/corrective responses for Intensity I behaviors ranges across:

- Teacher visual, non-verbal, or physical prompt
- Teacher proximity
- Teacher redirect
- Teacher warning
- Teacher puts name on the blackboard
- Student is moved to another seat in the classroom
- Student needs to apologize to teacher/class
- Loss of recess time to make up for lost classroom time
- Student needs to write an action/remediation plan
- Teacher ends activity for the student; makes him/her watch the other students until they have completed activity
- Teacher calls home with student from the classroom
- Note sent home with parent signature required

Intensity II (Disruptive/Interfering/Antisocial) Behavior: Behavior problems in the classroom that teachers handle with a more directed intervention (loss of student points or privileges, a classroom time-out, a note or call home, completion by the student of a behavior action plan).

Intensity II Behavior is responded to with a Corrective Action and Consequence – possible consequences:

- Move the student to another seat in the classroom
- Loss of the opportunity to earn reinforcement tickets
- Loss of extra privileges
- Loss of reinforcement tickets
- Loss of free time (on a graduated scale)
- Write in discipline log/book
- Loss of recess time
- Student needs to write an action/remediation plan
- Student needs to model the appropriate behavior
- Student needs to repair or replace damaged items
- Teacher ends activity for the student; makes him/her watch the other students until they have completed the activity
- Letter to parent – written by the student
- Notes home written by the teacher
- Time-out in class
- Detention
- Phone contact with parent
- Parent/teacher conference OR Parent/student/teacher conference

Intensity III (Persistent/Dangerous) Behavior: Behavior problems in the classroom that are so significant or so persistent that they require some type of out-of-classroom intervention (e.g., a referral to the office/social worker) and some type of systematic problem solving and classroom-based intervention after the out-of-classroom consequence.

Intensity III Behavior is responded to with a Consequence and Intervention

- Student writes an action/remediation plan
- Student needs to apologize/make amends
- Student needs to model the appropriate behavior where the infraction occurred
- Student needs to model the appropriate behavior with involved individuals
- Student needs to repair or replace damaged property and/or items
- Letter to parent – written by the student
- Note home written by the administrator and the teacher
- Phone contact with parent
- Parent/teacher conference
- Parent/student/teacher conference
- In-school suspension
- Out-of-school suspension

Continuum of Consequences

Positive Consequences: As a school, it is important to recognize and give attention to those students who “keep their promises” and exhibit excellent student behavior. Here are just a few ways that we can reinforce positive student behaviors:

- **Cougie tickets** are to be given to students who are caught “keeping their promises” and going above and beyond to keep Copeland School a safe and happy environment to learn using the language of Character Counts. Each grade level will have a designated color for Cougie tickets. Staff members will complete the ticket and give it to the student to bring to the office to place in the Red Character Bucket. The principal will choose one ticket per grade level on a regular basis. Students chosen will have their picture taken and be invited to eat lunch with the principal. All Cougie tickets will be displayed on the Building Character bulletin board.
- **Paw Awards** will be given to classrooms exhibiting positive character. These awards will be posted outside classroom doors.
- **Super Cougie** awards will be given to students demonstrating above and beyond character. These students will have their pictures taken and displayed outside of the office.

Negative Consequences: When a child “breaks” a promise, he/she receives a “Broken Promise.” To administer this consequence, inform the student that they have received a Broken Promise and fill out the necessary paperwork. The intention of a broken promise is to provide a consequence for behaviors outside of those that are manageable within the classroom management system. For examples of behaviors that should warrant a broken promise, please see the attached list of behaviors. **Students earn a “clean slate” at the start of a new trimester.**

1st Broken Promise - Student receives a “Broken Promise” that goes home to parents and parents are contacted. This contact can come in the form of an email or a phone call (with or without the student). This contact will be made as soon as possible. A loss of privilege may be determined to be beneficial for the student.

2nd Broken Promise - Student receives “Broken Promise,” loses lunch recess or school privilege (example: assembly) that day, attends Promise Class (led by Mrs. Travelstead), and teacher calls home.

3rd Broken Promise - Student receives “Broken Promise,” loses lunch recess or school privilege that day, attends Promise Class, principal calls home, conference with parents and teachers.

4th Broken Promise - Student receives “Broken Promise,” loses two lunch recesses or other school privilege, Promise Class, principal calls home, half-day in school suspension, Behavior Plan created.

**Discipline situations may arise that require consequences other than those listed above.*

Copeland Manor Behavior Report

Broken Promise Form



Name: _____

Date of Incident: _____ Time: _____

Classroom Teacher: _____

Grade: K 1 2 3 4 5

Referring Staff: _____

Location (circle one)	
Playground	Library
Cafeteria	Bathroom
Hallway	Arrival
Dismissal	Classroom
Computer Lab	P.E.
Music	Art
Bus	
Other: _____	

Copeland School Promises

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Promise No. 2 -- I promise to be responsible and safe.

Promise No. 3 -- I promise to be ready to learn.

Promise Broken: _____ Promise No. 1 _____ Promise No. 2 _____ Promise No. 3

Brief description of the incident (including when and where incident occurred):

Consequences

Loss of privilege	Loss of Recess: __AM __Lunch __PM __All
Time in office	Conference with student
Parent Contact/ Think Sheet	Assigned seat on bus/ Suspension from bus
Individualized instruction	In-school suspension (____ hours/days)
Out of school suspension (____ days)	Other: _____

Broken Promise 1 2 3 4 (circle the number of Broken Promises given this trimester)

Spoke With: Classroom Teacher on : _____ (Date) Administrator on: _____ (Date)

Parent Signature: _____ Date: _____ Return by: _____

**All Broken Promises require parent contact, and signature. Teachers, please turn in all forms to the Office once parent signature has been obtained.

Name _____

Date _____ Teacher _____



Please check the Copeland School promise that was broken.

- Be Respectful Be Responsible and Safe Be Ready to Learn

What did you choose to do?

What is the expected behavior? (Refer to the expectations)

How can you change your behavior to make the situation better?

Student Signature _____

Parent Signature _____



Copeland Manor School Student Expectations

	Classroom	Hallways	Cafeteria	Playground	Bathroom	Bus
Be Respectful	<p>Keep hands and feet to yourself.</p> <p>Use kind words.</p>	<p>Walk facing forward.</p> <p>Walk on the ride side of the hallway</p>	<p>Listen to the adults.</p> <p>Use kind words.</p> <p>Clean up your area (including floor).</p>	<p>Share and include others.</p> <p>Use kind words.</p> <p>Listen to the supervisors.</p> <p>Enter building silently.</p>	<p>Give everyone privacy.</p> <p>Keep hands and feet to yourself.</p>	<p>Use soft voices.</p> <p>Keep aisles clear.</p> <p>Listen to the driver.</p> <p>Use kind words.</p>
Be Responsible and Safe	<p>Be prepared with supplies.</p> <p>Stay on task and follow directions. Give your best effort.</p> <p>Use materials correctly.</p> <p>Complete your work.</p>	<p>Follow all directions.</p> <p>Bring necessary materials.</p>	<p>Eat your lunch.</p> <p>Follow directions.</p>	<p>Use equipment properly.</p> <p>Dress for the weather.</p> <p>Line up immediately when the bell rings or whistle is blown.</p>	<p>Use soap and water in an appropriate way.</p> <p>Use quiet voices.</p> <p>Be quick.</p>	<p>Follow bus driver's directions.</p> <p>Know your bus stop.</p> <p>Be ready to get on and off the bus.</p>
Be ready to Learn	<p>Listen without interrupting.</p> <p>Take care of, and clean up all materials.</p>	<p>Keep quiet voice.</p> <p>Walk peacefully, keeping hands and feet to yourself.</p> <p>Go only where you need to go.</p>	<p>Stay in your seat.</p> <p>Use inside voices.</p> <p>Keep hands and feet to yourself.</p> <p>Recycle and throw away trash.</p>	<p>Include others.</p> <p>Take turns.</p> <p>Use respectful and kind words.</p> <p>Keep hands and feet to yourself.</p>	<p>Wait your turn.</p> <p>Wash your hands.</p> <p>Flush toilet after you use it.</p>	<p>Walk on and off the bus.</p> <p>Stay seated, facing the front.</p> <p>Keep hands and feet to yourself.</p>

