RC Buckley Elementary School

School-wide Behavior Plan

Care for Self
Care for Others
Care for the Environment

284 Ridge Road Lansing, NY 14882 • 607.533.3020 • www.lcsd.k12.ny.us
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Lansing Central School District
Purpose Statement

We will inspire our students to be knowledgeable, responsible, healthy and compassionate citizens.
Beginning of the Year Expectations

All classrooms are expected to explicitly teach and interactively model (i.e., Looks like, Sounds Like, Feels like) appropriate behaviors for the following common areas:

- Morning Routine/late arrival procedure
- Hallways (including stairwells)
- Bathroom
- Cafeteria (attention signals: flicking the lights or all-school signal)
- Bus expectations/procedures
- Playground zones and line-up procedure
  - Structures: sand box, swings, towers, slides, monkey bars
  - Blacktop area
  - ‘Out of Bounds’ areas
- Safety procedures (evacuation/fire drills/lockdown)
- Dismissal procedures

If you have any questions regarding the common area expectations, please consult this handbook, or ask the building principal.
Responsive Classroom Overview

Here are some of the guiding principles of Responsive Classroom:

- The social curriculum is as important as the academic curriculum

- How children learn is as important as what they learn

- The greatest cognitive growth occurs through social interaction

- To be successful academically and socially, children need to learn and practice specific social skills: cooperation, assertion, responsibility, empathy, and self-control.

- Knowing the children we teach – individually, culturally, and developmentally – is as important as knowing the content we teach

How does your classroom reflect these principles?

____________________________
____________________________
____________________________
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____________________________
School-Wide Implementation

**Morning Meeting** – gathering as a whole class each morning to greet one another, share news, etc. (generally the first 20-30 minutes of the school day)

**Positive Teacher Language** – using words and tone as a tool to promote children’s active learning, sense of community, and self-discipline

**Logical Consequences** – responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity

**Academic Choice** – increasing student learning by allowing students teacher-structured choices in their work

**Classroom Organization** – setting up the physical room in a way that encourages independence, cooperation, and productivity

**Collaborative Problem Solving** – using conferencing, role playing, and other strategies to resolve problems with students

**School-Wide Signal** – silent, raised open hand = body still, hands free, mouth quiet, ears listening, eyes watching

**RTI Team** – team members will use classroom referral data to discuss appropriate behavioral interventions for students
School-Wide Hand Signal

One raised hand with fingers outspread. Wait until you have everyone’s attention.

ALL-SCHOOL SIGNAL

- Mouth quiet
- Ears listening
- Hands free
- Eyes watching
- Body still

# Behavioral Expectations

<table>
<thead>
<tr>
<th>Location</th>
<th>Care for Self</th>
<th>Care for Others</th>
<th>Care for Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hallways</strong></td>
<td>Get to where you’re going without distractions</td>
<td>Walk quietly in the halls</td>
<td>Hands to yourself; don’t touch bulletin boards or displays in the hallway</td>
</tr>
<tr>
<td></td>
<td>Maintain body control</td>
<td>Keep space and keep pace with the line</td>
<td>Seek help from an adult when needed</td>
</tr>
<tr>
<td></td>
<td>WALK</td>
<td>Keep to the right on the stairs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ask permission to go to the bathroom</td>
<td>Respect your own and others’ privacy</td>
<td>Use an appropriate amount of toilet paper</td>
</tr>
<tr>
<td></td>
<td>Flush the toilet</td>
<td>Leave the door open when you are done so others know it is available</td>
<td>Use just enough soap and paper towels as needed</td>
</tr>
<tr>
<td></td>
<td>Wash hands with soap and water</td>
<td>Leave the bathroom clean for others</td>
<td>Seek help from an adult when needed</td>
</tr>
<tr>
<td><strong>Bathroom</strong></td>
<td>Eat your lunch</td>
<td>Practice good manners</td>
<td>Follow adult instructions</td>
</tr>
<tr>
<td></td>
<td>Stay in your seat</td>
<td>Talk quietly with others around you</td>
<td>Take only what you need</td>
</tr>
<tr>
<td></td>
<td>Raise your hand if you need something</td>
<td>Maintain body control</td>
<td>Clean up your area</td>
</tr>
<tr>
<td></td>
<td>Ask permission to get up or leave cafeteria</td>
<td>Line up quietly and calmly when lunch is over</td>
<td>Throw away all your trash and compost/recycle</td>
</tr>
<tr>
<td><strong>Cafeteria</strong></td>
<td>Use playground equipment correctly</td>
<td>Include others “Can’t say that you can’t play”</td>
<td>Keep the playground clean</td>
</tr>
<tr>
<td></td>
<td>Follow directions from adults</td>
<td>Immediately work problems out fairly, safely, and kindly</td>
<td>Put all playground materials away when done</td>
</tr>
<tr>
<td></td>
<td>Know and follow the rules of what you are playing</td>
<td>Line up immediately when your class is called</td>
<td>Seek help from an adult when needed</td>
</tr>
<tr>
<td></td>
<td>Maintain body control</td>
<td>Be respectful</td>
<td></td>
</tr>
<tr>
<td><strong>Playground</strong></td>
<td>Sit on bottom, face forward, stay in seat, feet on floor, out of aisle</td>
<td>Use quiet voices and kind words</td>
<td>Keep bus clean and pick up your trash</td>
</tr>
<tr>
<td></td>
<td>Listen to your bus driver and other adults</td>
<td>Keep your hands, feet, and body to yourself</td>
<td>Keep aisles clear</td>
</tr>
<tr>
<td><strong>School Bus</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Playground Rules

Use the playground equipment as intended

SLIDES
- Go down the slide FEET FIRST while sitting on your bottom (no climbing up, don’t go head first, don’t go on your belly, etc.)
- ONE person going on the slide at a time
- Check at the bottom of the slide to ensure that it’s all clear before going down

SWINGS
- Seated on your bottom only (no knees, bellies, standing, etc.)
- Stay a safe distance from other students who are swinging, don’t run/walk in front of or behind someone who is swinging
- Swing front/back, not swing side to side or twisting
- Get off the swing after it has fully stopped, no jumping off

CLIMBING EQUIPMENT
- Always watch out for others before climbing
- Monkey bars are for swinging on by the hands only (no hanging from legs/feet, or climbing on top of them)

TRACK
- For running/walking

SANDBOX
- Sand should remain in the sandbox and on the ground at all times
- Keep sand toys in the sandbox

GENERAL
- Rocks, sticks, sand, woodchips, snow, etc. should remain on the ground unless you are given permission to build/play with them
- No running or chasing on the playground structures
- Leave the ground intact
- No snowballs
Team Sport Rules: Kickball

Bases and pitcher’s mound are painted on the playground blacktop.

Teams must be chosen fairly and quickly. Late comers go on the team with fewer players. An adult may help with team selection.

- 3 outs/team
- 3 fouls = out
- Kick from the home plate only
- Kickers maintain and rotate the random order of kicking, whoever gets the last out in the field is the first to kick.
- Line stands against the wall
- No switching teams unless the teams are unequal
- Intentional bunting counts as a foul ball
- Runner gets to take one base on an overthrow
- No head shots
### Responding to Student Misbehavior

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<tr>
<th>CLASSROOM MANAGED</th>
<th>OFFICE MANAGED</th>
</tr>
</thead>
<tbody>
<tr>
<td>✅ Disruption</td>
<td>✅ Fighting/assault</td>
</tr>
<tr>
<td>✅ Disrespect</td>
<td>✅ Reckless endangerment: <em>engaging in conduct that creates a grave risk of death or serious physical injury</em></td>
</tr>
<tr>
<td>✅ Non-compliance</td>
<td>✅ Harassment</td>
</tr>
<tr>
<td>✅ Property misuse</td>
<td>✅ Chronic bullying including intimidation</td>
</tr>
<tr>
<td>✅ Physical contact</td>
<td>✅ Committed obscene act</td>
</tr>
<tr>
<td>✅ Inappropriate language</td>
<td>✅ Weapon</td>
</tr>
<tr>
<td>✅ Lying</td>
<td>✅ Destruction of property</td>
</tr>
<tr>
<td>✅ Cheating</td>
<td>✅ Theft/possession of stolen property</td>
</tr>
<tr>
<td>✅ Theft/possession of stolen property</td>
<td>✅ Left supervised area (missing)</td>
</tr>
<tr>
<td>✅ Left supervised area</td>
<td>✅ Trash/littering</td>
</tr>
<tr>
<td>✅ Trash/littering</td>
<td>✅ Name calling</td>
</tr>
<tr>
<td>✅ Name calling</td>
<td>✅ Bullying</td>
</tr>
<tr>
<td>✅ Bullying</td>
<td>✅ Fighting/assault</td>
</tr>
</tbody>
</table>

**For a classroom managed misbehavior:**
Implement interventions, notify parents, and document using the TEACHER-HANDLED PROBLEM BEHAVIOR FORM. Retain the completed form in the student’s classroom.

Allow sufficient time for the interventions to work. If the behavior does not improve, attempt other interventions and allow time for interventions to work (keep data). Document repeated misbehavior with the TEACHER-HANDLED PROBLEM BEHAVIOR FORM.

If minor behaviors occur frequently and 3 TEACHER-HANDLED PROBLEM BEHAVIOR FORMS have been completed, complete an OFFICE REFERRAL FORM and attach all TEACHER-HANDLED PROBLEM BEHAVIOR FORMS.

**For an office managed misbehavior:**
Determine whether you need immediate assistance (e.g., physical aggression, imminent threat of aggression, prolonged tantrum, currently missing student). If you need immediate assistance, contact the office for help.

If you do not need immediate assistance, complete the OFFICE REFERRAL FORM.

The principal or mental health team member will meet with classroom teacher and determine the next steps, which may include an intervention or a consequence.

The principal or mental health team member will contact parents and follow-up with the referring adult.
1. **RC BUCKLEY QUICK TICKET** – These forms are ORANGE and are on a ½ sheet of paper.
   a. These forms will be used by **Encore faculty** and **faculty/staff monitoring cafeteria and/or recess** to report student behaviors that should be brought to the classroom teacher’s attention.
      1. Behaviors that are disruptive, unsafe, or otherwise inappropriate can be noted.
      2. These forms are designed to be quick and easy to complete. They should be handed to the classroom teacher when students are picked up from recess/lunch/encore.
   b. The classroom teacher will use this data to follow up with the student as needed.
   c. Completed Quick Tickets should be saved in the classroom wherever teachers keep their student files/records.
   d. If there happens to be recurring Quick Tickets (3 or more within a short period of time) for a student, the teacher can complete a referral form (choose from one of the two forms described below).
   e. The goal of this Quick Ticket form is to increase communication among faculty and staff members and to help everyone work together to reinforce school rules and hold students accountable for their actions no matter where they are in on school grounds.

2. **TEACHER-HANDED PROBLEM BEHAVIOR FORM** – These forms are WHITE with paw prints on the top.
   a. These forms will be used by **Teachers** to record problem behaviors that are resolved within the classroom, or with the help of the Shared Solutions teacher.
   b. Completed forms are to be kept in the teacher’s classroom with student records.
   c. The goal of this Teacher-Handled Problem Behavior form is for teachers to keep a record of problem behaviors in the classroom. Sometimes there are behaviors that haven’t reached the office referral level but are still a concern in the classroom. That is the purpose of this form.
   d. If there is a behavior problem that is recurring in the classroom (3 or more problems of the same nature within a short period of time), the teacher should notify the Shared Solutions teacher or the Principal and complete an Office Referral. (Your completed Teacher-Handled forms will be attached to the office referral form as data.)

3. **OFFICE REFERRAL FORM** – These forms are BLUE.
   a. These forms will be used by **Teachers and Administrators** to report serious behavior problems that cannot be resolved in the classroom and need to be addressed by the Principal. This includes chronic misbehaviors such as 3 or more Teacher-Handled referrals for the same behavior.
   b. Completed Office Referral forms need to be given to the Shared Solutions teacher to be input on School Tool and filed into student files.

The goal of this Office Referral form is to report chronic and major behavioral issues. These forms will be addressed and followed up by the Principal, mental health team and/or the Shared Solutions teacher.
RC BUCKLEY QUICK TICKET

STUDENT: ___________________________  GRADE: _____  DATE: _________  TIME: _________

LOCATION: __________________________  STAFF MEMBER: __________________________

<table>
<thead>
<tr>
<th>Problem Behavior</th>
<th>Additional Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Non-compliance</td>
<td></td>
</tr>
<tr>
<td>☐ Property misuse</td>
<td></td>
</tr>
<tr>
<td>☐ Physical contact</td>
<td></td>
</tr>
<tr>
<td>☐ Inappropriate language</td>
<td></td>
</tr>
<tr>
<td>☐ Left supervised area</td>
<td></td>
</tr>
<tr>
<td>☐ Other: _________________</td>
<td></td>
</tr>
</tbody>
</table>

PLEASE FILL OUT THE ABOVE INFORMATION AND GIVE THIS TICKET TO THE CLASSROOM TEACHER SO THAT THE TEACHER CAN FOLLOW UP WITH THE STUDENT AS NEEDED.
## TEACHER-HANDLED PROBLEM BEHAVIOR FORM

RC Buckley Elementary School

### STUDENT: __________________________ GRADE: ______ DATE: __________ TIME: _______

### LOCATION: __________________________ TEACHER FILLING OUT REPORT: __________________________

<table>
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<tr>
<th>Problem Behavior</th>
<th>Intervention Administered</th>
<th>Possible Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disruption</td>
<td>Taught/re-taught expectations</td>
<td>Get peer attention</td>
</tr>
<tr>
<td>Defiance</td>
<td>Taught/role-played appropriate behaviors</td>
<td>Get adult attention</td>
</tr>
<tr>
<td>Non-compliance</td>
<td>Interactive modeling</td>
<td>Get/obtain item</td>
</tr>
<tr>
<td>Property misuse</td>
<td>Prompted/redirected student</td>
<td>Get/obtain activity</td>
</tr>
<tr>
<td>Physical contact</td>
<td>Clarified behavioral expectations</td>
<td>Avoid peer(s)</td>
</tr>
<tr>
<td>Inappropriate language</td>
<td>Provided warning(s)</td>
<td>Avoid adult(s)</td>
</tr>
<tr>
<td>Lying</td>
<td>Behavior plan/contract</td>
<td>Avoid seat work</td>
</tr>
<tr>
<td>Cheating</td>
<td>Provided structured choice</td>
<td>Avoid group work</td>
</tr>
<tr>
<td>Theft/possession of stolen property</td>
<td>Collaborated with colleagues</td>
<td>Avoid scheduled event</td>
</tr>
<tr>
<td>Left supervised area</td>
<td>Changed environmental factors</td>
<td>Don’t know</td>
</tr>
<tr>
<td>Trash/littering</td>
<td>Met with/talked to parent</td>
<td></td>
</tr>
<tr>
<td>Name calling</td>
<td>Reviewed student data for pattern/trend</td>
<td></td>
</tr>
<tr>
<td>Teasing (chronic = bullying)</td>
<td>Had student take a break</td>
<td></td>
</tr>
<tr>
<td>Other: __________________________</td>
<td>Social conference/facilitated peer mediation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parent/caregiver informed (____) date</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other: __________________________</td>
<td></td>
</tr>
</tbody>
</table>

### DESCRIPTION OF INCIDENT:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

(Use back if necessary)

### OTHERS INVOLVED (INCLUDE ALL ADULTS/STUDENTS):

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

### DATE OF LAST CAREGIVER CONTACT _____/______/_______

### WAS THIS BEHAVIOR BIAS RELATED?  ____NO  ____YES  ____NOT SURE  HOW DO YOU KNOW? ________________
## Office Referral Form

**STUDENT:** __________________________  **GRADE:** ______  **DATE:** ______  **TIME:** ______

**LOCATION:** __________________________  **STAFF MEMBER FILLING OUT REPORT:** __________________________

### Problem Behavior
- Fighting (2+ mutual)
- Assault (1-sided)
- Reckless endangerment
- Left area (missing)
- Threat of physical harm
- Harassment: __________________________
- Chronic bullying including intimidation
- Obscene act
- Weapon
- Destruction of property
- Theft/stolen property
- Other: ___________

### Environmental Factors
- Adult request/directive
- Oral instruction
- Individual seat work
- Group work
- Managing materials
- External interruptions (guest, PA, phone)
- Classroom transition
- Teasing from peer
- Change in routine
- Substitute teacher
- Assembly
- Recess/lunch
- Other: ___________

### Possible Function
- Get peer attention
- Get adult attention
- Get/obtain item
- Get/obtain activity
- Avoid peer(s)
- Avoid adult(s)
- Avoid seat work
- Avoid group work
- Avoid scheduled event
- Don’t know
- Other: ___________

### Administrative Action Taken
- Problem solving process/re-taught expectations
- Parent contact
- Behavior contract
- Logical consequence: __________________________
- Suggestion to refer to RTI team or for SBC
- Lunch detention
- Recess detention
- ISS
- OSS
- Other: ___________

### Description of Incident (If Chronic Behavior, Attach 3 Teacher-Handled Forms Also)
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
(use back if necessary)

### Others Involved (Include All Adults/Students):
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

### Date of Last Caregiver Contact ______/_____/______

### Was This Behavior Bias Related?  ____NO  ____YES  ____NOT SURE  HOW DO YOU KNOW? __________________________

**Administrator Signature** __________________________  **Date** __________________________

**Report Sent To Parent On ______/_____/______  VADIR Report ______/_____/______  VADIR Code _________