

EBENEZER ELEMENTARY

SCHOOL-WIDE BEHAVIOR PLAN

EBENEZER FALCONS SHOW THEIR

P PERSONAL

R RESPONSIBILITY

I IN

D DAILY SCHOOL

E EFFORTS

STUDENT & PARENT EDITION

REVISED 08/2019

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EBENEZER ELEMENTARY SCHOOL...

...WHERE ALL STUDENTS SHOW THEIR PRIDE

RESPECT, RESPONSIBILITY, LEARNING, and SAFETY



MISSION STATEMENT:

Every child at Ebenezer will show respect and demonstrate responsibility in a cooperative manner, giving everyone the opportunity to learn and the right to be safe.

EBENEZER CREED

I am respectful of others.
I am a good listener.
I am responsible for everything I say and do.
I am proud of our school, Ebenezer.

EBENEZER STUDENTS' BILL OF RIGHTS

I have the right to learn.
I have the right to be different.
I have the right to be myself.
I have the right to hear and be heard.
I have the right to be happy and be treated with respect.

SCHOOL-WIDE EXPECTATIONS:

Be respectful

- Always use kind words.
- Make eye contact with the person speaking and giving directions.
- Respond when someone greets you and/or asks a question.

Be responsible

- Follow directions the first time given.
- Have materials ready when needed.
- Give my best effort when completing work.
- Taking care of the school (for example: picking up trash).

Be ready to learn

- On time to school and class.
- Prepared with all supplies for class and specials.
- Ready to pay attention and follow direction during instruction.
- Consistently giving your best effort.

Be Safe

- Play and use equipment so you and others are safe.
- Keep hands and feet to yourself and use words to express your feelings.
- Move around school in a way that keeps you and others safe.

Level 3 Offenses

These violations are considered serious. If an adult in the building thinks a student is not following any of these rules and the student is reported for these offenses, the student will need to see the principal or head teacher right away. The behavioral report form is to be used by all staff to report level three behaviors. The principal or head teacher will talk with the student about the reasons for the report and conduct an investigation. Teachers and students who witnessed the behavior will be asked to report what they saw or heard. If it is determined through investigation that the student has broken the rules, a consequence will be assigned. See the consequence section below.

The following general rules and guidelines are school wide; they apply at all times:

1. **No defiance, disrespect, striking, or attempting to strike an adult.** These are especially troublesome because that person is probably trying to help you. (The only time it is OK not to listen to an adult at school is if they are asking you to do something that is wrong.)
2. **Never use hands, feet, or objects with the intent to hurt others, including adults.** Of course students are never to use their hands or feet to fight while in school.
3. **No defacing or stealing of any property or possessions.** Stealing, defacing or destroying property is disrespectful to the person to which they belong. Restitution will be sought from the student or student's family for stealing or damaging property.
4. **No threatening or bullying.** When you use force or intimidation to get someone to do something, you are not being respectful of his/her choices. If you see a student breaking a rule, don't try to force them to obey the rules. Instead, go to the nearest adult, and get help. Always report every threat to an adult.
5. **No weapons of any kind.** Weapons in schools can hurt or kill students. Even look-alikes are potentially dangerous. Weapons are just another way to force students to get others to do something against their will.
6. **No illegal substances.** Students are never permitted to carry tobacco, alcohol or illegal drugs in or out of school.

Consequences for Serious Offenses

The principal or head teacher will conduct an investigation. Teachers and students who witnessed the behavior will be asked to report what they saw or heard. If a student is found to be in violation of the rule or rules, the following consequence(s) will be assigned, and the parent will be contacted by phone or letter.

First offense in any one school year will result in the following:

- The principal or head teacher will speak with the student about the report, remind them of the rule, ask the student to name their behavior, what they should have done, and what they will do next time.
- An assignment, that helps the student understand the importance of school rules, may be assigned.
One of following may be assigned at the discretion of the principal or head teacher:
- The student may lose three sessions of recess.
- 1/2, 1, or 2 days of in-school suspension may be assigned. In-school suspension means the student will be out of their regular classroom in a supervised time out room without specials or recess. The classroom teacher will assign work for the student to do. The student will not eat lunch in the cafeteria. A letter to the parent will follow.
- 1, 2, or 3 days of out-of-school suspension may be assigned. Out-of-school suspension means that the student will be given work to do at home by the classroom teacher. A letter to the parent will follow.

Second offense in any one school year may result in all of the following:

- The principal or head teacher will speak with the student about the report, remind them of the rule, ask the student to name their behavior, what they should have done, and what they will do next time.
- An in- or out-of-school suspension of 2 or 3 days will be assigned.
- A school conference will be called, and the parent will be invited to attend. The conference will determine if there is a need for a behavior plan. Implementation of a behavior plan will proceed, if needed.

Third offense in any one school year may result in all of the following:

- The principal or head teacher will speak with the student about the report, remind them of the rule, ask the student to name their behavior, what they should have done, and what they will do next time.
- An out-of-school suspension will be assigned.
- A functional behavioral assessment will be completed for the student.
- A school conference will be held, and the parent will be invited to attend. The conference will implement a behavior plan or revise the existing one.

SCHOOL-WIDE POSITIVE BEHAVIOR REWARDS/RECOGNITIONS

EXCELLENT EVENTS

- Assemblies held once a month, either by grade level in each of the learning lab areas or as a schoolwide event.
- Assemblies are hosted by the principal.
- The month's Character Trait is highlighted.
- At each of these assemblies, recognition is given for the following:

PRINCIPAL'S 100 CLUB

- Students receive a ticket and certificate for positive behavior.
- Names appear on the bulletin board grid in the lobby.
- Rewards are given to students.

P.R.A.I.S.E. Principal's Recognition of Achievement or Improvement in School Efforts

- A certificate and a special gift are given to those students nominated for:
 - Academic achievement, or
 - Effort
- Recognized monthly.

SHINING STARS

- Shining Star certificates along with star stickers are given to students as a reward for any outstanding and/or caring behavior.
- Students bring their shining star certificates to the office to be placed in the shining star box. At that time, office personnel will offer verbal praise.

SHINING STAR of the Month

- Students who receive Shining Star certificates will also have the opportunity to be selected as a Shining Star of the month. An additional reward is given.
- A photo of each Shining Star is displayed on a lobby bulletin board.

BIRTHDAYS of the MONTH

- Individual student birthday recognition.
- Happy Birthday song (K-2).

Good Choices In the Cafeteria

I AM...

RESPECTFUL

- Wait quietly in correct lunch line
- Use good table manners
- Talk nicely to others
- Clean up eating area
- Greet cafeteria workers
- Use appropriate voice & volume
- Raise your hand if you need assistance



RESPONSIBLE

- Know your PIN number
- Get all utensils and food needed
- Follow directions first time asked
- Accept consequences without arguing or complaining

SAFE

- Select healthy foods
- Walk in and out in an orderly manner
- Eat your own food, do not share food
- Stay seated, get up only with permission
- Keep hands and feet to yourself self at all times

Good Choices On the Playground

I AM...

RESPECTFUL

- Share equipment
- Take turns and play cooperatively
- Include others



RESPONSIBLE

- Follow directions first time asked
- Make good choices
- Accept consequences without arguing or complaining

SAFE

- Use equipment properly
- Stay in designated areas
- Run only where permitted
- Use hands and feet appropriately

Good Choices In the Classroom

I AM...

RESPECTFUL

- Listen politely
- Raise hand to speak
- Speak respectfully
- Use kind words
- Use appropriate voice and volume
- Ask permission to use things



RESPONSIBLE

- Follow directions
- Make good choices
- Accept ownership of actions
- Come prepared
- Work carefully
- Complete your work
- Submit assignments on time

READY TO LEARN

- On time to school and class
- Prepared with all supplies for class and specials
- Ready to pay attention and follow direction during instruction
- Consistently giving your best effort

SAFE

- Keep hands and feet to self
- Stay in assigned areas
- Sit in chair safely
- Use furniture and supplies appropriately

Good Choices On the Bus

I AM...

RESPECTFUL

- Line up quietly at the bus door
- Use a quiet voice
- Speak nicely to others



RESPONSIBLE

- Follow directions first time given
- Make good choices
- Be on time outside waiting
- Sit in assigned seat
- Accept ownership of actions

SAFE

- Stay in your seat, facing forward
- Keep hands, feet, and objects inside the bus
- Keep feet in front of you, or pointed toward the floor
- Exit the bus in an orderly way after the bus has stopped

Good Choices With Technology

I AM...



RESPECTFUL

- Accessing school appropriate sites
- Use technology with care and safety
- Treat others with respect online



RESPONSIBLE

- Know your username and password
- Make sure the device is charged each day
- Only print what is needed
- Take responsibility for the device assigned to me

READY TO LEARN

- 45 your computer when the teacher is talking
- Use only educational websites and apps during class time
- Remember to bring technology device to class

SAFE

- Keep your username and password private
- Never share information about yourself online
- Don't post/upload pictures of yourself on the internet
- Never arrange a face-to-face meeting with someone you met online
- Keep food and drink away from ALL technology devices

Good Choices in the Bathroom

I AM...

RESPECTFUL

- Respect the privacy of others
- Close stall doors
- Keep stall doors unlocked for the next person
- Use Level 1 voice
- Use appropriate amount of soap and towels
- Flush only appropriate items down the toilet



RESPONSIBLE

- Flush toilet
- Wash hands with the appropriate amount of soap
- Dry hands with the appropriate amount of towels
- Put towels in the trash
- Keep bathroom clean
- Report to an adult if you see inappropriate behavior

SAFE

- Keep hands and feet to yourself
- Use bathroom equipment as it is intended to be used
- Keep the floor dry and clear of trash

CREATING A CARING COMMUNITY

What is Bullying?

- *using words or actions to hurt someone else
- *gossiping, putting down, alienating another child
- *hurtful and humiliating
- *happens to girls as often as to boys
- *victims are more likely to be helped by another child rather than by an adult. However, most of the time, no one helps.

Who Are the Bullies?

A typical bully:

- *likes power and control over others
- *dominates and enjoys being in charge
- *avoids adults
- *has friends
- *lacks guilt for cruel behaviors

Who Are the Victims?

A typical victim:

- *is easy to pick on
- *is isolated, feels lonely, and has few friends
- *lacks social skills
- *looks and acts fearful
- *annoys and irritates others

Bullying is not the same as normal peer conflict. The following chart distinguishes the differences:

Normal Peer Conflict	Bullying
Equal power between friends	Imbalance of power between friends
Individuals often play together	Individuals rarely play together
Happens occasionally	Repeated negative actions
Accidental	Purposeful
Not serious	Serious with threat of physical or emotional harm
Equal emotional reactions	Strong emotional reaction from victim and little or no emotional reaction from bully
Not seeking power or attention	Seeking power, control, or material things
Not trying to get something	Attempt to gain material things or power
Remorse – will take responsibility	No remorse – blames victim
Effort to solve the problem	No effort to solve the problem

WELCOME TO SUCCESS!

Ebenezer continues the implementation of a school-wide behavior plan with expectations to provide opportunities for our children to be successful! Our primary goal is to promote a positive, caring community where all children can feel safe and enjoy learning.

The previous pages outlined:

- School-Wide expectations
- Level 3 offenses and consequences
- School-Wide positive behavior rewards and recognitions
- Behavior expectations for the:
 - Cafeteria
 - Playground
 - Classroom
 - Bus
 - Technology
 - Bathroom
- Creating a Caring Community

We look forward to working with you and your child for a successful school year.

Thank you for your support!

Sincerely,
Dean Bozman, Ed.D.
Ebenezer Principal

----- **Cut & Return** ----- 

By signing below, I indicate that I have read and understand the school-wide behavior plan. I have discussed it with my child (ren). I agree to support these rules and expectations. By doing so, I will encourage my child to be a self-directed and successful student.

Parent/Guardian

Parent/Guardian

My parents and I have discussed the school-wide behavior plan. I understand and agree to follow all the rules and expectations.

Student's Name

Teacher & Grade

Date

Please SIGN & RETURN this page to your child's teacher by September 6th.