Walgrove Elementary School
Positive Behavior Support Plan

"Education is not the filling of a pail, but the lighting of a fire."
William Butler Yeats

Introduction
Walgrove abides by the district mandate to establish a "School-wide Discipline Policy" however our community embraces a different paradigm in terms of what "discipline" entails. Traditionally discipline has represented the idea of "punishment" for an action. At Walgrove, we believe in the origin of the word "discipline" which is based in the idea "to teach." We developed the following positive behavior support plan to formalize our approach about how to best establish the nurturing and respectful environment required to support student learning.

School Vision
Walgrove Elementary School fosters an innovative learning environment that develops global awareness and a shared responsibility for our community. The Walgrove experience will lay the foundation for a lifelong love and enthusiasm for learning and the pursuit of knowledge. Walgrove is a diverse community of learners, including students, staff, and parents, who communicate with mutual respect, as they support each other within a shared set of core beliefs.

Walgrove's Core Beliefs
The Walgrove community is actively engaged in delivering an enriched, standards-based curriculum for all students. The Walgrove staff have creative freedom within a safe environment that supports the emotional, physical and social growth of all students, with respect to their diversity.
- We believe children learn best when they are seen as creative and inventive discoverers.
- We believe that hands-on experience, prior knowledge, self-discovery, guided learning and direct instruction are key for student to construct and gain knowledge.
- We believe children learn best through intrinsic motivation and a love of learning.
- We believe that all children learn best when their diverse individual experiences, backgrounds, and voices are valued and respected giving an equitable opportunity for all to reach their maximum potential.

- We believe that children learn best when the school environment supports children's social and emotional growth as a foundation for their academic growth.
- We believe that cooperation among students, staff, and parents, involving open communication and respect for each other's diversity, is critical to a child's academic and social emotional growth.

Creating a New Culture: Infrastructure of Self-regulation and Support

Central to all of these Core Beliefs is a commitment to creating a Walgrove culture of mutual support and listening to each other at the school. To do this effectively we will build and reinforce an infrastructure that gives both teachers and students the tools they need to support quality academic instruction. Social emotional growth, with an emphasis on developing self-regulation, is central to academic growth in students. In order to maximize our effectiveness as an educational community we must come together in mutual respect with openness to learning from one another, adult and child alike.

Walgrove's Communally Developed Agreements for Behavior

The Walgrove community has developed behavioral agreements for all stakeholder groups (adult and child) in the following areas of campus: Playground, Lunch Area, Quad Area, Classroom, Walkways, Library, Auditorium, and Bus. Agreements are stated in the positive, so that we are reminded of what behavior we need to demonstrate, which is more active than stating what behaviors we need to avoid. Many of these agreements came from students themselves. General behavioral agreements for all areas of campus, which fall under the three Walgrove W's "We are safe. We are responsible. We are respectful."

Our School Agreements:	We Are Safe	We Are Responsible	We Are Respectful
Lunch Area	☆ Walk ☆ Sit at your assigned table ☆ Eat only your own food ☆ Sit at the lunch tables	☆ Wait patiently in line for your food ☆ Clean up all trash ☆ Stay seated until dismissed	☆ Use quiet voices ☆ Follow directions ☆ Keep your hands and feet to yourself
Classroom	☆ Keep hands and feet to yourself ☆ Use materials appropriately	☆ Take care of classroom materials ☆ Touch only your own materials	☆ Listen when others are talking ☆ Follow teacher directions

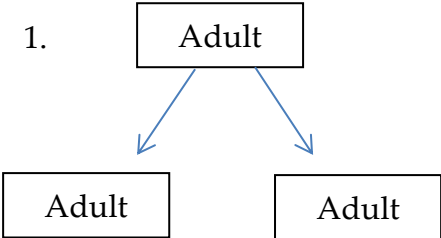| Playground	☆ Use apparatus properly—go down slide only ☆ Keep hands and feet to yourself ☆ Stay in view of the adult supervisors	☆ Use bathroom and get water before the bell ☆ Return all equipment to Coach Rachel's room ☆ Clean up all trash	☆ Know and follow rules of the game ☆ Play fairly ☆ Everyone can play ☆ Use appropriate language
Quad Area	☆ Sit on benches ☆ Walk in the quad	☆ Stay off of trees and other plants ☆ Keep the quad clean	☆ Listen quietly during assembly ☆ Remove hats and refrain from talking during the "Pledge of Allegiance"
Bathroom	☆ Flush toilet and wash your hands ☆ Keep your feet on the floor ☆ One person to a stall	☆ Use the bathroom and then leave ☆ Return to your classroom promptly ☆ Conserve supplies (toilet paper, water, soap)	☆ Give people privacy ☆ Keep bathrooms clean
Walkways	☆ Walk in the walkways ☆ Watch for opening doors ☆ Always have a partner	☆ Go directly to class ☆ Stay out of the walkways unless you need to be there	☆ Use quiet voices ☆ Hold the door for people behind you
Library	☆ Walk in the library ☆ Enter the library only when there is adult supervision	☆ Take care of the books ☆ Put books back on the shelf where they belong ☆ Use materials appropriately	☆ Use quiet voices
Auditorium	☆ Walk in the auditorium ☆ Sit back in seats with feet toward floor	☆ Sit quietly with your group ☆ Participate appropriately	☆ Listen to presenter/performer silently ☆ Follow all adult directions
Bus	☆ Stay seated while bus is moving ☆ Follow all driver	☆ No food or drink on the bus ☆ Clean up all trash	☆ Keep hands and feet to yourself ☆ Use quiet voices

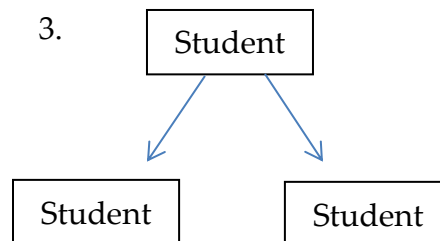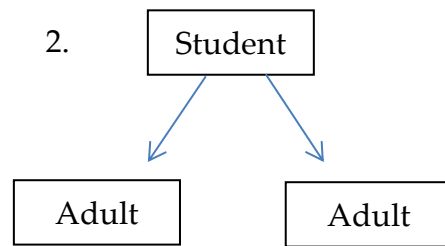|	directions	☆ Keep all personal items in backpack	
Office	☆ Walk through the office	☆ Clean up after yourself	☆ Treat all individuals with respect

Walgrove School-wide Framework for Support Intentions: Building the conditions for support to occur

Building Relationships: In support of our culture of being proactive rather than reactive to behavior, we will establish Support Relationships based upon the graphics below, so that any individual finding himself/herself in a time of emotional need has two specific people to whom to turn to help resolve the situation. This infrastructure of support, which emphasizes connections and relationships within our community, is one strategy that exists in tandem alongside an established set of adult and student strategies for positively/supportively addressing behavioral issues. Having these relationships in place enables individuals to seek support without having to provide extensive context about their need during the emotional moment. This practice is conducive both to maintaining the harmony of the school environment as well as guiding both students and adults in developing self-regulatory skills. Individuals are able to take action to take care of their needs in a responsible, non-disruptive fashion. GOAL BEING SELF-REGULATION.

To ensure that the decision to seek support from a pre-established person is a responsible choice there are established limits/guidelines for the process. All individuals need to be accountable for their intention in seeking support through the use of a "Support Plan" which establishes where the individual is going and for how long (circle an established time) the "check-in" is required.

We recognize that establishing such relationships does not happen immediately, and therefore will initiate the first three types of support relationships immediately at the start of the year and plan to initiate the fourth after student relationships with one another have had a chance to develop—perhaps in November or December of the school year.

1.

Adult

Adult   Adult

2.

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                    ┌─────────────┐
                    │   Student   │
                    └─────────────┘
                      ↙         ↘
        ┌─────────────┐       ┌─────────────┐
        │    Adult    │       │    Adult    │
        └─────────────┘       └─────────────┘
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3.

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                    ┌─────────────┐
                    │   Student   │
                    └─────────────┘
                      ↙         ↘
        ┌─────────────┐       ┌─────────────┐
        │   Student   │       │   Student   │
        └─────────────┘       └─────────────┘
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Additional Strategies to Explore
Our Positive Behavior Support Team will explore the possibility of establishing Student Facilitators to support students in resolving playground conflicts and perhaps a Student Judicial Review Board to mediate and help resolve student conflicts.

Anti-bullying Policy:
Bullying remains a significant barrier to student achievement which must be addressed promptly. The Positive Behavior Support Team is in the process of developing an "Anti-bullying Policy" based upon a clarified definition of bullying: "hurtful or aggressive behavior toward an individual or an group [which] appears to be unprovoked, intentional, and (usually) repeated…The acts involve a real or perceived imbalance of power."
Many conflicts are inadvertently identified as bullying which do not actually fall under this definition of bullying. The tools outlined in Appendix A support students in developing strategies to address conflict and building relationship, which we believe will eliminate the majority of instances of "bullying" reported by students.
At the same time, genuine bullying will not be tolerated. All incidents will be investigated and addressed per the policy developed by the PBS Team and implemented through the appropriate protocol.

"Consequences" Protocol:

Notes:

- A main focus is "problem solving" – student to student, student to teacher, teacher to parent, administrator to student & parent…
- Whenever appropriate, student/s will be given an opportunity to reflect (Incident Journal) and/or speak and listen with their peers ('Council', 'Peace Path', 'Conference'…) before speaking with adult. The Incident Journal is a tool to be used school-wide.
- At each progressive level of 'severity', the student's problem solving strategies or plans will be re-visited and a new plan can be created as needed.
- **(1)** = Adult conferences with student & provide opportunity for student – driven problem solving

Addressed By Staff			
Behavior	**Low Severity**	**Severe**	**Persistent**
Inappropriate Language	(1) Adult conferences with student & provide opportunity for student – driven problem solving	Teacher note home/or Parent/Teacher conf.	Parent conference with Teacher and Administrator
Minor Fighting (Pushing, Shoving)	(1) and written warning sent home	Parent/Teacher Conference	Parent conference with Teacher and Administrator
Disrespectful to adults/peer	(1) and written warning sent home	Parent/Teacher Conference	Parent conference with Teachers and Administrator
Congregating for Inappropriate Conduct	(1)	Note sent home	Parent/Teacher conference
Inappropriate Clothing	Call home requesting change of clothes	Parent/Teacher conference	Parent Conference with Teacher and Administrator

Running in hallways	Verbal warning	(1)	Teacher/Parent conference
Initiating or Spreading Rumors	Verbal warning	Teacher note home/ Parent/Teacher conf.	Parent conference with Teacher and Administrator
Taking Others' Belongings	(1)	Note Home; Parent/Teacher conference	Parent conference with Teacher and Administrator
Not Following Directions	(1)	Note Home	Parent/Teacher/Administrator Conference
Talking in Class	(1)	Note Home	Parent/Teacher/Administrator Conference
Not completing assigned tasks	(1)	Teacher note home	Parent/Teacher Conference

Addressed by Administration		
Behavior	First Offense	Second Offense or Severe Behavior
Improper Touching (Sexual) Threatening Bodily Harm Major Fighting Selling on Campus Defacing School property Weapons on Campus Severe Harassing or Bullying	Parent/Teacher/Administrator Conference with active "problem-solving"	Per District Guidelines

Tools (Refer to Appendix A for a description of each of these tools)
- Common Terminology
- Clear procedures
- Agreements
- Helpful and Supportive Words
- Repertoire of possible "guiding" responses
- Council
- Active Listening
- Vulnerability-based Trust
- Class Meetings
- Educational Focus
- Support Cards
- Walgrove W's (STEPS)
- HALT
- School-wide Mind/Body Practice
- Proactive Approach to Incidents
- "I" statements
- Clear Limits and Boundaries
- "Circuits" of Communication
- "Checking In"
- Peace Path
- Incident Journal
- Restorative Justice Approach
- Strategies for "Cooling Off"
- Non-violent Communication
- Conflict Exploration Council

Response to "Mis"behavior

Jane Nelsen, Ed.D. in her book Positive Discipline (2006) poses the notion that actions that we have traditionally labeled as misbehavior are in fact more appropriately viewed as, "a lack of knowledge (or awareness), a lack of effective skills and developmentally appropriate behavior, discouragement—or, often, a matter of some incident that invites us to revert to our primitive brains where the only options is power struggles or withdrawal and poor communication." (p. 68). Therefore, our intention in addressing "misbehavior" is to educate individuals and support them in finding a different and more appropriate way of expressing their need, whether it is to get or avoid attention, participate in or avoid a task, or get a tangible item. We have developed the following steps to address such situations (although each situation will be addressed on an as needed basis, which means that certain more significant events prohibited by LAUSD

policy will be escalated to a higher level without necessarily going through each of these steps):

1. Students involved will conference with one another
2. Adult will speak to each student individually
3. Adult will council students together
4. Adult will contact parent, if needed, for additional follow through and support at home

If a child poses a chronic disruption to the learning environment, per the UTLA contract, that child may be suspended from the classroom with work to complete in an alternate instructional environment. Whenever possible, Walgrove aims to address behavioral challenges collaboratively with families in order to reduce the incidents of out-of-school suspension. As we become more familiar with using our new system of support and become more proficient using our tools, we predict out of class suspensions will be used much less frequently and only as a last resort. While we support the idea of related "consequences" for misbehaviors that support the development of appropriate behaviors, we resist the idea of "punishment," the notion that "in order to make children do better, first we have to make them feel worse." (Nelsen, 2006, p. 14) We also recognize that often out-of-school suspension is perceived by students as an opportunity to avoid whatever situation they aim to get away from at school.

<u>Summary</u>
We believe that having a well-articulated plan in place, as well as incorporating an understanding and appreciation of the purpose behind behaviors will enable us to address behavioral concerns in a **proactive** fashion rather than simply reacting when the behavior occurs.

Appendix A: Tools

General Tools

1. **Common Terminology:** Successful implementation of our school-wide plan depends in large part to our collaborative use of **defined common terminology**.

2. **Clear procedures**: The school community communicates a clear set of procedures to all stakeholder groups that address how we use and move about our campus. For example, teachers commit to walking their students to the lunch area or the yard rather than just dismissing them at the door.

3. **Agreements**: The school has developed a set of mutually developed behavioral "agreements" for areas of the campus, including: classroom, walkways, quad, playground, lunch area, bathrooms, library, main office, library, school assemblies, and bus. These are presented to students and adults at the beginning of the school year, sent home to parents, regularly reviewed and reinforced in the classrooms, and posted in the specific areas.

4. **Helpful and Supportive Words:** Giving any kind of effective feedback requires the use of specific and descriptive comments about what an individual has done well so they can repeat it in the future. This is essential in redirecting behavior as well; we can best do this by providing feedback using **helping and supportive words** that identify what the specific positive behavior an individual demonstrated, or that we would like to see demonstrated.

5. **Guiding Responses:** In an effort to clearly model the kind of respectful behavioral redirection we hope to see all adults use with students at Walgrove, we have developed a **repertoire of possible "guiding" responses** to specific situations. This is not intended to be an exhaustive list, but to model the style of positively addressing behaviors as they occur.

6. **Council** is the practice of storytelling in a circle which supports to development of community and reflection. The four intentions of Council are: listen from the heart; speak from the heart; speak spontaneously; and speak leanly.

7. **Active listening** is a critical aspect of successful problem solving because it communicates openness to actually listening to and considering another's perspective. Active listening involves body language that conveys attention and interest, such as facing the person, making eye contact, and gesturing acknowledgement of points made. Further, it involves hearing the other person out without interrupting. Often having one's perspective listened to enables individuals to be more receptive to participating in resolution of a conflict, rather than reinforcing entrenched positions.

8. **Vulnerability Based Trust:** When we are able to **practice vulnerability-based trust** we communicate to others that while their decisions initially make us uncomfortable, we trust them enough to allow them to move forward, and even,

if necessary, learn from their mistakes. This willingness to trust in turn builds trust.

9. **Class meetings**, as described in Jane Nelsen's <u>Positive Discipline</u>, are a regular form of group communication that function as an opportunity specifically designed to develop solutions to problems that specific students or the class as a whole are experiencing. This structure is structured to help students develop problem solving skills, and has the added benefit of positively impacting the academic and social skills of students.

10. **Educational Focus:** More important than teaching people what <u>not</u> to do is teaching them <u>what</u> to do. As we model and guide the behavior of others it is essential to approach this with an **educational focus** rather than a punitive one— or the intention to punish. We do not believe that punishment in itself teaches individuals the right choices to make in the future.

11. **Support Cards:** All individuals at school, as part of the infrastructure of support, will identify two "support" people to whom they may go in times of need. These "support" people will be documented on support cards as pre-established agreements

12. **Second Step Curriculum:** The *Second Step* program for kindergarten through grade 5 is a universal, classroom-based program that promotes the development of students' social-emotional competence. It promotes school success, school connectedness, and a safe and respectful school climate by directly teaching students the skills that strengthen their ability to: learn; have empathy; manage emotions; and solve problems. It prevents problem behaviors, peer rejection, impulsivity, anti-social behavior, and low academic achievement by developing students' self-regulations skills; social emotional competencies, and school connectedness.

Tools to Support Self-regulation

1. **Walgrove W's:** As part of the practice of "We are safe. We are responsible. We are respectful." Students implement the following: I **Stop** (What happened or is happening); I **Feel** (How did I or do I feel); I **Think** (I think I would feel better if…); I **Choose** (I am willing to….); I **Act** (I follow through). These steps are reviewed weekly at the Friday morning assemblies with the entire Walgrove community.

2. **HALT**: HALT is an acronym for Am I hungry? Lonely? Angry? Tired? By identifying the need behind behavior we are best able to address it in an effective and positive way. We first ask these questions of ourselves and then of the other person.

3. **Establish school-wide mind/body practice:** For example: Move with Me self-regulation cards as a strategy for helping individuals develop self-regulatory practices and habits.

4. **Proactive Approach to Incidents:** Since it is fairly unlikely that children given a "time out" actually use this as time to reflect on the behavior that resulted in the need to be separate from the group, framing this as a **"cooling off"** period more respectfully validates that the child has had an emotional peak and needs time to deescalate rather than that the child is being punished. Because solutions cannot be effectively sought while in the "emotional" moment, providing a cooling off period enables an individual time to deescalate until they are calm enough to truly problem solve and come to a resolution to a problem.
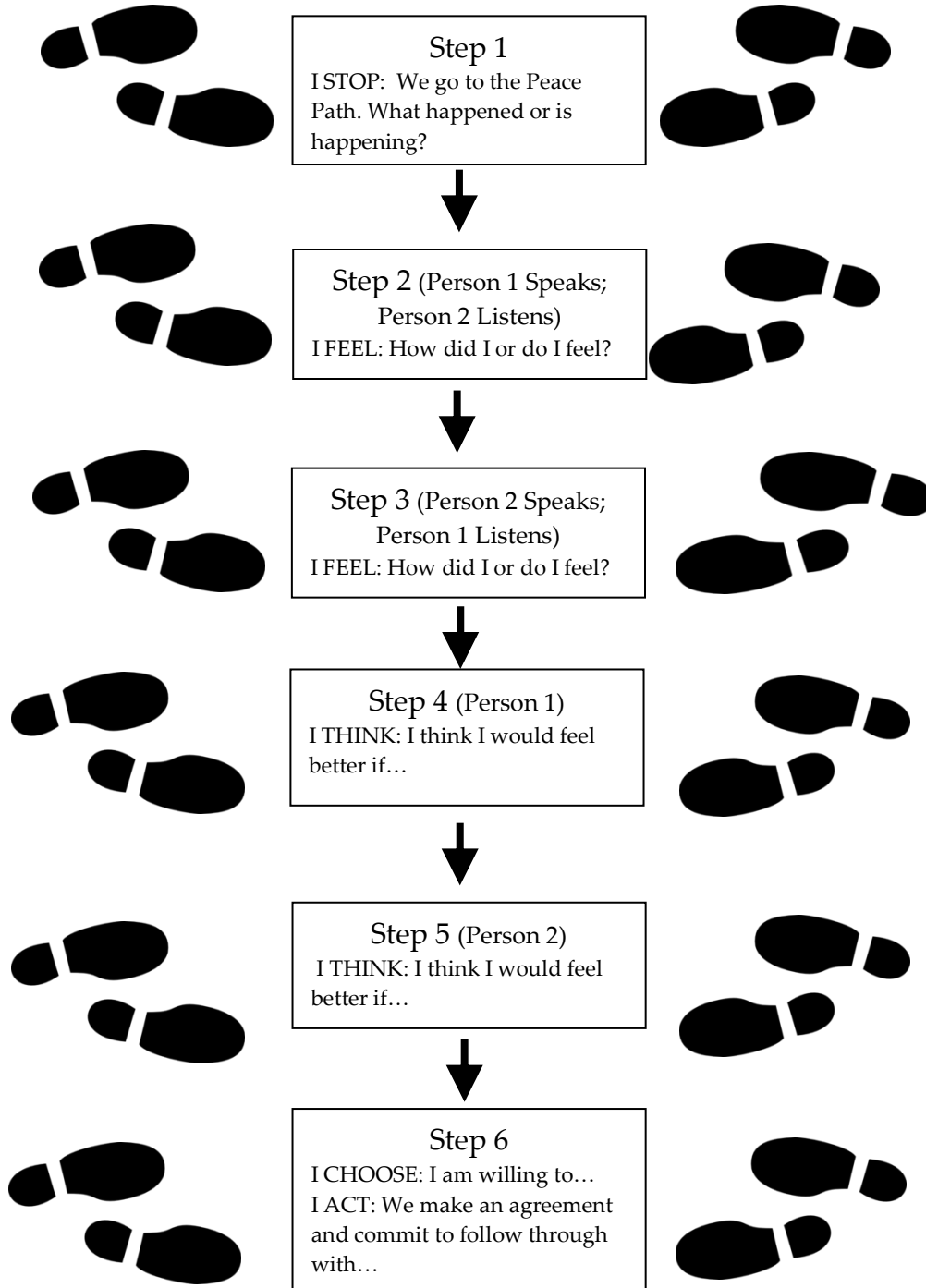
Tools for Problem Solving and Exploring Conflict

1. The use of **"I" statements** is a strategy for presenting feedback to someone in a way that, because it is personalized, enables the person to better hear the message without feeling as defensive or attacked. "I" statements are framed in the following way: "I feel (specific feeling) when you (specific behavior) because(specific impact)." The intent is to make someone aware of his/her impact on others with the behavior.

2. **Set Clear Limits and Boundaries:** Establishing **clear limits and boundaries** enables us to reflect upon our own actions and determine behaviors that are or are not acceptable. Our school community commits to recognizing and guiding individuals who violate these established limits and boundaries. Individuals will learn language such as, "I am setting a limit. I need you to honor this boundary."

3. **Establish "Circuits" of Communication:** When communicating with another person it is essential to ensure that both parties are actively engaged in the conversation. This can be done by articulating an agreement that people are truly hearing each other and connected. The idea of circuit implies the cyclical nature of communication.

4. **"Checking In":** Individuals who sense that they might have engaged in an uncomfortable interaction with another can "check in" to gauge if the other person is upset or any other discussion needs to take place to resolve the situation.

5. The **Peace Path**, which will be painted on the playground, is a conflict resolution process students are expected to engage in when they experience a conflict with peer(s). There are very specific guidelines which address how the Peace Path is to be used. After appropriate training in how to use the Peace Path, this is a strategy for students to use to more independently resolve conflict. (see attached graphic)

6. **Incident Journals:** The use of an **Incident Journal** whenever students are involved in a conflict serves two purposes: 1. It enables students an opportunity to express their perspective of what happened without concern about being interrupted, and 2. It provides students in an emotional state a chance to "cool down" and de-escalate before talking about the situation. The journal is an open-ended reflection sheet filled out individually by each student involved which poses the following questions: What happened? Who was involved? What part of this is your responsibility? How can we resolve this situation?
7. The **Restorative Justice Approach** refers to individuals' efforts to resolve a conflict in a productive and positive way that restores the relationship. The belief is that having the involved individuals develop their own resolution leads to more effective solutions than those that are imposed on them by others. This approach builds self-regulatory skills and an increase in empathy. Restorative Justice represents a paradigm shift away from "Retributive Justice" toward solving conflicts in a more productive and positive way. (see attached chart of required shift in our approach)
8. **Strategies for "Cooling Off":** In each classroom, the teacher engages students in generating a repertoire of "cooling off" strategies such as, walk away; count to 10; pause; take 3 deep breaths, so that when students are in the emotional moment they have a tool kit to draw upon.
9. **Non-violent Communication** is a communication and problem solving tool that focuses on the process of deeply listening to others and activating the compassion that we all hold within ourselves to address others from an empathetic perspective versus an antagonistic perspective.
10. **Conflict Exploration Council**: Using council as a strategy among parties engaged in a conflict as well as neutral parties to witness the understanding of what happened. This type of council centers around the following questions: what happened, why it happened, and what is to be done. The focus is on listening, understanding, and coming to an agreement of how to move forward in a positive way.

Peace Path Steps

Correlated to the Walgrove "W's" to build upon that which the children are familiar.

Step 1
I STOP: We go to the Peace Path. What happened or is happening?

Step 2 (Person 1 Speaks; Person 2 Listens)
I FEEL: How did I or do I feel?

Step 3 (Person 2 Speaks; Person 1 Listens)
I FEEL: How did I or do I feel?

Step 4 (Person 1)
I THINK: I think I would feel better if…

Step 5 (Person 2)
I THINK: I think I would feel better if…

Step 6
I CHOOSE: I am willing to…
I ACT: We make an agreement and commit to follow through with…

Students will stand across from each other on stenciled footsteps. There is a mouth or ear near each set of footprints to indicate whose turn it is to speak and whose turn it is to listen. They will move laterally through the footprints, always continuing to face one another.

Paradigm Shift Required:
We need to change the way we approach behavior.

Old Paradigm Retributive Justice →	New Paradigm Restorative Justice
Misdemeanor is defined as breaking a school rule	Misdemeanor is defined as adversely affecting others
Focus on establishing blame or guilt, on the past (did s/he do it)	Focus on problem-solving by expressing feelings and needs and how to meet them in the future
Adversarial relationship and process	Dialogue and negotiation—everyone involved in communicating and cooperating with each other
Imposition of pain or unpleasantness to punish and deter/prevent	Restitution as a means of restoring both/all parties, the goal being reconciliation
Attention to right rules, and adherence to due process	Attention to right relationships and achievement of the outcome
Conflict represented as impersonal and abstract: individual versus school	Misdemeanors recognized as interpersonal conflicts with some value for learning
One social injury replaced by another	Focus on repair of the social injury/damage
School community as spectators, represented by member staff dealing with the situation	School community involved in facilitating restoration
People affected by misdemeanor not necessarily involved	Encouragement of all concerned to be involved—empowerment
Individual'sl accountability defined in terms of receiving punishment	Individual's accountability defined as understanding the impact of the action, seeing it as a consequence of choices and helping to decide how to put things right