

Maple Grove Elementary School Community Guidelines and Agreements



Building a school community where each member is a valued and responsible contributor in an inclusive and positive learning environment.

Maple Grove Elementary

School District of Greenfield
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*"Home of the
Mighty Hawks"*

September, 2011

Dear Parents/Guardians,

At Maple Grove, our main focus is providing every child with the very best educational experience. This not only means a challenging curriculum, but also a positive learning environment. For that reason, the staff is committed to developing the whole child. We will focus on the academic needs as well as the social/emotional needs of students. Our goal is to create a community which values and respects each individual, but also has expectations for all members. In order to create and support this type of school community, we are committed to providing instruction and modeling behaviors which we feel provide a positive and supportive environment.

We have developed school wide agreements (rules) which all students will be expected to follow. We have also outlined steps for addressing times when students do not follow the agreements. We will be using a Monday Morning Meeting, called Hawk Talk, to begin each week in order to recognize and celebrate our school, students and staff. Please take time to read through our Community Guidelines and Agreements booklet. It contains information about our school agreements, our Positive Behavior Intervention and Supports (PBIS), school recognitions, Monday Hawk Talks, and how we will build a school culture. Should you have any questions or concerns, please contact your child's teacher or myself. Thank you for working with us to make Maple Grove School a great place to learn!

On behalf of the Maple Grove School Staff,

Michelle Weisrock

Michelle Weisrock
Principal

At Maple Grove School, we believe that all children must learn and are bound together by our common commitment to children.

Community Agreements/PBIS

The purpose of implementing Positive Behavior Interventions and Supports at Maple Grove School is to create a safe and positive school community that lays the foundation for academic and social success.

Our goal is to:

- Create a community of parents, students, and staff.
- Ensure that every community member has a sense of belonging.
- Provide the type and level of support each community member needs.
- Share, model and teach common expectations.
- Use pertinent data to support current practice and initiate change.
- Reinforce and celebrate our successes as a community.

Life is filled with choices. Each day we make many decisions about what we will say and how we will act. Sometimes we make good choices and other times we make poor choices. Either way, we are accountable for the choices we make. In our school community, we have established some agreements. These agreements guide the actions of all members of the school community. We have defined what it looks like, sounds like or feels like to Think HAWK SMART and Act HAWK SMART in various locations in our school as well as in each classroom.

THINK Hawk SMART

Safety

Mutual Respect

Attentive Listening

Right to Pass/Right to Participate

Tolerate and Appreciate/No Put-Downs

ACT Hawk SMART



Hawk SMART Behavior Matrix

	Hallway	Lunchroom	Playground	Bathroom	Monday Hawk Talk	During an Emergency
Safety	Walk at all times. Face forward. Stay to the right. Keep outside doors closed.	Walk at all times. Follow the lunchroom traffic flow.	Be aware of others. Use equipment the correct way. Stay on the playground.	Walk at all times. Use toilets, sinks, soap and towelings correctly.	Enter and exit by walking. Allow classrooms to stay together.	Students in bathroom or hallway go to nearest classroom. Walk in single file line. Allow classrooms to stay together. Face forward.
Mutual Respect	Keep hands & feet in personal space. Keep your coat hook space organized. Pick up items off the floor.	Keep hands & feet in personal space. Use an inside voice. Clean up your space. Respect "voices off".	Play by the agreed upon rules. Solve problems peacefully. Ask for help when needed.	Report any problems to staff members. Wait your turn.	Sit on your bottom with legs crossed and hands in lap. Wait your turn.	Keep hands and feet in personal space. Remain calm.
Attentive Listening	Voice off or inside voice. Follow with your eyes.	Wait your turn to talk. Respond to others. Inside voice. Turn your voice off when asked.	Follow directions of supervisors. Line up at bell. Voices off at bell.	Voice off.	Voice off. Eyes on speaker. Quick response to quiet sign.	Voice off. Follow directions of staff members. Eyes and ears alert. Wait for all clear signal.
Right to Pass/ Participate	Right to your place in a single file line.	Right to participate in a conversation with those around you. Right to a relaxing lunch time.	Right to participate: everyone is included. Right to participate: take turns.	Right to privacy.	Right to display pride while saying the pledge, cheer and song.	Right to feel safe.
Tolerate & Appreciate	Eyes only on work displays.	Use good manners. Be polite.	Use good sportsmanship. Encourage others.	Keep the bathroom clean.	Clap appropriately. Smile.	Be patient.

Childhood is a time to learn about making choices. It is a time for practice. At Maple Grove, students will be faced with many choices about their words and actions. We realize that sometimes students will make a poor choice which does not follow our school agreements. This is the time for students to think about their choice, learn about better choices and be accountable for the choice they made. Along the way, we will teach them how to resolve conflicts and express their thoughts in feelings in order to better understand each other.

We will be using consistent consequences through out the school. The consequences will follow a color system.

- ❖ Every child will begin the day on **BLUE**.
- ❖ After the first redirection, a child will move to **GREEN**. This is a warning and the child should *watch where he/she is going*.
- ❖ A second redirection will move a child to **YELLOW**. This is a classroom time-out to complete a thinking sheet and means *caution, turn it around*.
- ❖ The third redirection will move a child to **ORANGE**. This results in a time-out in another classroom with return to class contract and means *alert*.
- ❖ A fourth redirection moves a child to **RED**. This results in a behavior referral to the office and a parent contact by the administrator, in addition to any administrative consequence.
- ❖ Any severe behavior offense will result in an office referral. School severe behaviors include destruction or vandalism of school property; physical, aggressive violence with body objects, or furniture towards students and/or adults; harassment involving sex or race; verbal threats of physical harm to self, other students, or adults; ongoing harassment or bullying; leaving the classroom with the intent to disappear or avoid; and theft.

Copies of the thinking sheets for classrooms, playground and lunchroom and a return to class contract are included in this handbook.



Just as students are redirected for making an inappropriate choice, students will be rewarded for making the right choices. HAWK SMART tickets are given to students who are “caught” following the school agreements. Students turn these cards into a collection box in their classroom. At the end of every month a drawing is held and four students will be selected from each classroom to earn a special reward. At the end of each day, a classroom will be randomly selected and if they have 90% or more of the students on blue or green, that classroom will receive a special treat. A quarterly incentive for the entire school can be earned if there is a school wide average of 80% of all students on blue or green for the quarter. Students of the Week and Specialist Classrooms of the Week will be chosen using the agreements as a consideration. Most importantly, each classroom will identify classroom incentives that individuals can earn.

Monday HAWK TALKS

Every Monday morning the entire school will come together at 9:25 am to greet each other and celebrate our school. The agenda for Monday HAWK TALKS is as follows:

1. Flag Ceremony with Pledge of Allegiance
2. 2. Sharing of Appreciations
3. Review of Think HAWK SMART, Act HAWK SMART expectations.
4. Student Recognitions – Students/classrooms will be recognized for birthdays, Students of the Week, and Specialist Classrooms of the Week. Classrooms that were recognized as having 90% white or green for the previous week will be announced. Classrooms with no SMART sheets at recess or in the lunchroom will be recognized. At the end of each month, HAWK SMART drawings will be held.
5. Announcements will be made for the week.
6. School Song will be sung.



Maple Grove Elementary School—S.M.A.R.T. Sheet

What was your problem?



Talking



Not Listening



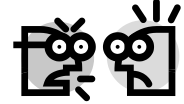
Running



Unsafe Act



Not Using Time Wisely



Disrespectful

Who did you have a problem with?



Myself



A Friend



An Adult

Where did your problem happen?



Classroom



Hallway



Bathroom



Special Event

Why did you do this?



Angry



Want/Need Something



Escape



Not Thinking

Were you Safe?

Yes

No

Did you show Mutual Respect?

Yes

No

Did you Listen Attentively?

Yes

No

Did you Pass or allow others to Participate?

Yes

No

Did you Tolerate or Appreciate others?

Yes

No

Student Signature _____ Staff Signature _____




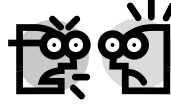
Comments:

On the second redirection/reminder about behavior expectations, your child received this SMART sheet. Please discuss these behaviors with your child and sign and return this sheet.



Parent Signature _____

Maple Grove Elementary School—Playground S.M.A.R.T. Sheet





What was your problem?

			
Not Listening	Danger! Unsafe Act	Rough Play	Disrespectful

Who did you have a problem with?

		
Myself	A Friend	An Adult

Why did you do this?





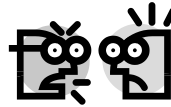

			
Angry	Want/Need Something	Escape	Not Thinking

Were you <u>Safe</u> ?	Yes	No
Did you show <u>Mutual Respect</u> ?	Yes	No
Did you <u>Listen Attentively</u> ?	Yes	No
Did you <u>Pass</u> or allow others to <u>Participate</u> ?	Yes	No
Did you <u>Tolerate</u> or <u>Appreciate</u> others?	Yes	No



Student Signature _____ Staff Signature _____
 Comments: _____

Maple Grove Elementary School—Lunchroom S.M.A.R.T. Sheet





What was your problem?

					
Talking Too Loudly	Not Listening	Danger! Unsafe Act	Running	Disrespectful	Not Using Manners

Who did you have a problem with?

		
Myself	A Friend	An Adult

Why did you do this?

			
Angry	Want/Need Something	Escape	Not Thinking

Were you <u>Safe</u> ?	Yes	No
Did you show <u>Mutual Respect</u> ?	Yes	No
Did you <u>Listen Attentively</u> ?	Yes	No
Did you <u>Pass</u> or allow others to <u>Participate</u> ?	Yes	No
Did you <u>Tolerate</u> or <u>Appreciate</u> others?	Yes	No

Student Signature _____ Staff Signature _____
 Comments: _____



Maple Grove Return to Class Contract

Date _____ Time _____

I understand that I have not been following our school agreements to Think SMART and Act SMART. I already completed a SMART sheet in order to think about my behavior. I have made another poor choice and have had to leave my classroom for a time out in another class. By signing this contract, I understand and agree to follow the SMART agreements. I know that the next time I make a poor choice, I will be sent to the office. I promise to turn my behavior around and Think SMART and Act SMART.

Student Signature _____ **Staff Signature** _____

If this box is checked, the staff member will be contacting you in person or via a phone call.

Dear Parent,

This sheet is to alert you that your child received a third redirection/reminder about behaviors and was sent to another classroom for a time out. Please speak with your child about his/her behaviors so he/she does not continue to spend time away from learning. Please sign and return this sheet. Thanks for your support.

Parent Signature _____

Behavior Referral/Classroom Code of Conduct Maple Grove Elementary School

Student Name	Grade	Date of Incident	Time
Referring Staff Member	Homeroom Teacher		
Location: Assembly Bathroom Classroom Hallway Lunchroom Playground Specialist Other _____			
Reason for Referral: <input type="checkbox"/> Progression to Orange (4 th Behavior Redirection) <input type="checkbox"/> Harassment/Bullying Behavior <input type="checkbox"/> Assault/Endangering Behavior <input type="checkbox"/> Unsafe Behavior <input type="checkbox"/> Destruction of Property/Vandalism <input type="checkbox"/> Theft <input type="checkbox"/> Weapons Related Behavior <input type="checkbox"/> Other _____	Possible Motivation: <input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Obtain Items/Activities <input type="checkbox"/> Avoid Peer <input type="checkbox"/> Avoid Adult <input type="checkbox"/> Avoid Task or Activity <input type="checkbox"/> Impulsive Response <input type="checkbox"/> Anger <input type="checkbox"/> Don't Know <input type="checkbox"/> Other _____		
Description: _____ _____ _____ _____			
Administrative Action Taken: <input type="checkbox"/> Conference with Student <input type="checkbox"/> Change of Placement <input type="checkbox"/> Community Service <input type="checkbox"/> Detention <input type="checkbox"/> Referral to _____ <input type="checkbox"/> In-School Suspension (_____ hours/days) <input type="checkbox"/> Out of School Suspension (_____ days) <input type="checkbox"/> Other _____	Parent/Guardian Notification: <input type="checkbox"/> Written Notice Mailed Home <input type="checkbox"/> Phone call Date _____ Time _____ <input type="checkbox"/> In Person Meeting Date _____ Time _____		
Administrative Signature	Date		