

**THE LONGFELLOW  
SCHOOL-WIDE  
BEHAVIOR PLAN**



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# The Longfellow School-Wide Behavior Plan

“Everyone Everywhere Doing the Same Thing”



Two Fold:

## 1. Character Education

“We believe that the learning of social skills is the foundation for social and academic adequacy. It assists in the prevention of social problems and leads to successful functioning and survival skills for our citizens. SOCIAL BEHAVIOR AND ACADEMIC BEHAVIOR ARE HIGHLY CORRELATED. We believe it is more productive to teach children the proper ways to behave than to admonish them for improper behavior. This requires direct and systematic teaching....” By Ruth Weltmann, *Begun from Social Skills Lessons and Activities*.

## 2. Consequences

- Punitive Consequences
- Behavior Modification Plans

# **CHARACTER EDUCATION**

**“Caught Being Good”**

- **Character Education Poster in each room**
- **Weekly assemblies for direct teaching of character education**
- **Continued references and reinforcement of character traits in the classroom**
- **Gold slips given for “Caught Being Good” behavior**

# **Virtues: The Gifts of Character**

**Assertiveness**

**Caring**

**Cleanliness**

**Commitment**

**Compassion**

**Confidence**

**Consideration**

**Cooperation**

**Courage**

**Courtesy**

**Creativity**

**Detachment**

**Determination**

**Diligence**

**Enthusiasm**

**Excellence**

**Flexibility**

**Forgiveness**

**Friendliness**

**Generosity**

**Gentleness**

**Helpfulness**

**Honesty**

**Honor**

**Humility**

**Idealism**

**Integrity**

**Joyfulness**

**Justice**

**Kindness**

**Love**

**Loyalty**

**Moderation**

**Modesty**

**Orderliness**

**Patience**

**Peacefulness**

**Perseverance**

**Purposefulness**

**Reliability**

**Respect**

**Responsibility**

**Self-discipline**

**Service**

**Tact**

**Thankfulness**

**Tolerance**

**Trust**

**Trustworthiness**

**Truthfulness**

**Understanding**

**Unity**

# WEEKLY ASSEMBLY

A twenty minute, school-wide, character building assembly is held every Monday morning or first school day of the week, in the gym. The purpose of the assembly is three-fold:

1. Teaching the character trait of the month (monthly trait schedule following)
2. Community building
3. Celebrating student successes

Staff members are assigned to monthly character trait teams. These teams are responsible for planning the weekly assemblies and putting up the monthly character trait bulletin board in the hall. (see attached schedule)

## **What is done during assembly time:**

- Direct teaching of the character traits through skits, songs, chants, pledges, etc. (see attached)
- Character trait videos
- Celebrating individual students' behavior choices by drawing gold slips and awarding them with trophies, prizes, and certificates

## **Resources**

- **Character trait program with videos and lesson plans**
- **Character binder with ideas in each classroom**
- **Other character books in the library**
- **Media specialist pulls library books that address the monthly character trait. Teachers may use these books in the classroom to reinforce the trait.**

## Curriculum Schedule

### Cycle 1

#### Character Traits

Following the Rules  
Being the Best You Can Be  
Putting Creativity to Work  
Sharing  
Caring and Nurturing  
Resisting Peer Pressure  
Learning to Persevere  
Working to Take care of Ourselves  
Growing and Change

#### Videos

Bea's Own Good  
Kylie's Song  
Dream Catchers  
Ludmila's Way  
Papa Piccola  
Hana's Year  
Jackson's Plan  
Tessa on her Own  
Tonia the Tree

### Cycle 2

Controlling Anger  
Solving Problems  
Learning to be a Leader  
Telling the Truth  
Coping with Peer Abuse  
Think of Others  
Standing on your Own  
Recognizing Self Worth  
Turning Unique Gifts into Contributions  
Moving and Change

Amazing Mallika  
Molly's Magic  
My Way Sally  
Plato's Journey  
Emily Breaks Free  
Thank You, Meiling  
Minou  
Clarissa  
Kylie's Concert  
Toad in Town

### Cycle 3

Becoming a Leader  
Being Trustworthy  
Repeating Rumor and Gossip  
Importance of Heritage  
Discovering Happiness  
Being a Loyal Friend  
Cooperating For a Kinder World  
Celebrating Gifts of the Heart  
Sibling Rivalry  
Coping with Competition

Following Isabella  
Inger's Promise  
Feathers at Las Flores  
Pequena the Burro  
Gumbo Goes Downtown  
Bastet  
Time for Horatio  
Bailey's Birthday  
JoMo and Mata  
Kiki and the Cuckoo

Pledge

**We as a Longfellow community**

**pledge to**

**be**

**Safe**

**Respectful**

**and Responsible**

**at**

**School**

**and at Home**

**We will be good role models for**

**Others**



Chant

**SAFETY RESPECT**

**RESPONSIBILITY**

**These three words are good for me!**

**SO**

**BE SAFE**

**BE RESPECTFUL**

**BE**

**RE – SPON – SI – BLE**

**BUZZ**

# Longfellow School Song

*Long-fel-low Elementary*

*We hon-or thee.*

*Long-fel-low Elementary*

*How proud are we!*

*Where we learn to work and play*

*With our friends most every day*

*So re-spon-si-bly*

*Long-fel-low Elementary*

*We honor thee!*

# GOLD SLIPS

## CAUGHT BEING GOOD!

- Students exhibiting behaviors that are safe, respectful, or responsible will be given a gold *Caught Being Good* slip which they post on the hall bulletin board weekly. (Any staff member may give a gold slip to any student exhibiting “Good” behavior.)
- Every Friday, the gold slips will be collected for use at the Monday Character Education Assembly.
- As a reward for “Good” behavior, ten gold slips will be drawn during the weekly assembly to acknowledge those students. A small prize will be given.
  - **Three students from K-2 and three students from 3-5 will earn a traveling trophy. This trophy will stay with the student in their classroom for a week, and will be returned at the assembly the next week.**
  - **Ten students will choose a prize from the Leopard Spot cart, five students from K-2 and five students from 3-5.**
- **The gold slips will be returned to classroom teachers to be sent home with the students.**

Caught being good!

Who: \_\_\_\_\_


Date: \_\_\_\_\_

Be safe

Be respectful

Be responsible

By: \_\_\_\_\_



Classroom teacher: \_\_\_\_\_

# CONSEQUENCES

- **Consequence posters displayed in each room**
  - **Steps toward detention**
  - **Immediate detention behaviors**
    - **Behaviors that require an immediate detention without going through the steps**
- **Detention time**

# Longfellow's Behavior Plan

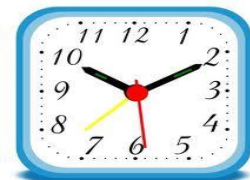
1. Warning



2. 5 Minute Time Out



3. 10 Minute Time Out



4. Detention – Call  
Home to Guardian



## Immediate Detentions

1. Fighting
2. Threatening
3. Weapons
4. Throwing Objects
5. Bus Safety
  
6. Harassment
7. Name Calling
8. Bullying
9. Arguing, Talking Back to Adult
10. Disrespect to Guest Teachers
11. Damaging School Property
  
12. Stealing
13. Cheating
14. Lying
15. Swearing

## The Process to Follow When Students Exhibit Inappropriate Behaviors

This is a school-wide plan. It is an expectation that all staff members will follow this plan and implement it consistently.

There are two ways a student can receive a detention. The first is working through the steps (see previous page). Every room has a poster of these steps posted for the students to see and for the staff member to see. The second way to receive a detention is by-passing the steps and going immediately to a detention (see previous page for reasons for immediate detention). Again, every room has this poster displayed for all to see. Each room also has a system for identifying which detention step a student has reached.

Any staff member may give a detention if it is warranted. The staff member giving the detention fills out the green detention slip (see below), and THAT STAFF MEMBER has the child call home immediately and explain to a parent or guardian that they were given a detention and why. If nobody is at home, the child is to leave a message. If the staff member giving the detention is not the classroom teacher, they need to notify that teacher of the detention. After the call home and notifying the classroom teacher, the green slip should then be taken to the staff lounge and put in the appropriate spot for the detention duty teacher to collect.

### *Longfellow Behavior Plan*

Dates Served \_\_1\_\_2\_\_3\_\_4\_\_5

#### Safety

Fighting	Throwing Objects
Threatening	Bus Safety
Weapon	Other _____

#### Respect

Harassment	Disrespect to Guest Staff
Name Calling/Tease	Damaging School Property
Bullying	Other _____

Argue/Talk Back To Adult

#### Responsibility/Moral Character

Stealing	Talking
Cheating	Out of Seat
Lying	Not Following
Swearing	Instructions
Habitually Not Doing	Other
Homework	Not Doing Seatwork

Where: \_\_\_\_\_ Date: \_\_\_\_\_

Student: \_\_\_\_\_ Grade \_\_\_\_\_

Given By: \_\_\_\_\_ Time: \_\_\_\_\_

Classroom Teacher : \_\_\_\_\_

Others Involved: \_\_\_\_\_

Motivation: \_\_\_\_\_

## **Detention Room**

The detention staff member checks the detention board in the staff lounge daily. If there are detentions that day, they take those students to their classroom. The students serve detention time for 20 minutes during the noon hour working on Behavior Modification activities (see following pages for examples). Detention time is not just punitive; it is also corrective. Students learn strategies for implementing appropriate behavior.

Also built into the detention plan are steps to be followed for each acquired detention (see following pages for example). These levels are cumulative for the quarter, but when the new quarter begins, the student begins with a clean slate. The classroom teacher is responsible for following through with the steps that correspond with the student's number of detentions. The classroom teacher will send a letter home notifying the parent when a meeting or referral is required. The classroom teacher will schedule a meeting with office staff and parents when needed.



## Longfellow Detention Worksheet

Name \_\_\_\_\_

Date \_\_\_\_\_

Detention Teacher \_\_\_\_\_

Classroom Teacher \_\_\_\_\_

Parents/Guardian:

Our children need our help and support. Please take time to discuss this worksheet with your child. Talk with your child about what happened and help them learn more appropriate behaviors. We appreciate your involvement in this learning process. Please return this slip to school tomorrow.

What happened?

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What were MY inappropriate choices in this situation?

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What unpleasant, hurtful, sad, embarrassing, or other negative consequences occurred as a result of my inappropriate choices?

---

---

---

What would have been a better way to handle this situation?

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\_\_\_\_\_  
Student Signature

## **DESCRIPTION OF DETENTIONS**

1<sup>st</sup> Detention            Free

2<sup>nd</sup> Detention

- Student Will Lose Class Privilege determined by the individual Classroom teacher.

3rd Detention

- Conference and Compact Signing: (Gold Compacts in Office)  
Conference will be set by referring teacher. Those expected to attend will be: principal, student, parent's or guardian, classroom teacher and or persons involved with observation of student behavior. In the event that a parent/guardian is not able to attend, the conference will still take place with all other parties involved and a copy of the compact will be mailed to the student's home.

4<sup>th</sup> Detention

- Referred to Child Study

Date: \_\_\_\_\_

Dear Parent(s)/Guardian,

Your child received a detention on \_\_\_\_\_ for

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Your child currently has \_\_\_\_\_ detentions. The description of the behavior plan is on the reverse side of this letter. Questions or concerns, please call me at 328-3600 either before or after student contact hours.

Sincerely,

Teacher

Please sign and return as communication that you have read this document.

\_\_\_\_\_  
Parent/Guardian

Date \_\_\_\_\_

## Student Compact

I, \_\_\_\_\_, understand that I have a problem

with these behaviors:

1.) \_\_\_\_\_  
\_\_\_\_\_

2.) \_\_\_\_\_  
\_\_\_\_\_

3.) \_\_\_\_\_  
\_\_\_\_\_

This quarter I am going to work on these behaviors by: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I know that if I do any of these behaviors I will lose: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

to remind me that what I did was not right.

If I control these behaviors I will receive: \_\_\_\_\_

\_\_\_\_\_

as a reward for my improved behavior.

We will meet again on \_\_\_\_\_ to discuss  
how this plan is working out.

We have read and discussed this compact in a meeting on  
\_\_\_\_\_. We hereby sign as a way  
of making our commitment to this arrangement.

\_\_\_\_\_  
Student DATE \_\_\_\_\_

\_\_\_\_\_  
Teacher DATE \_\_\_\_\_

\_\_\_\_\_  
Parent/Guardian DATE \_\_\_\_\_

\_\_\_\_\_  
Principal DATE \_\_\_\_\_