

SWEBS

School Wide Effective Behavior System

CANADOCHLY ELEMENTARY SCHOOL

Eastern York School District

2012 - 2013

“Are You Wearing Your A.R.M.O.R?”

Summary Document

November 2012

Canadochly Elementary School

SWEBS

Part 1 Mission Statement

Eastern York School District Mission Statement:

*“Our mission is to **Educate, Prepare, and Motivate** each student to **Dream, to Learn and to Achieve** throughout life.”*

Eastern York School District Vivid Descriptions of the Future:

- Parents and Caregivers choose to live in EYSD to ensure High Quality education for their children.
- EYSD graduates are extraordinary learners and citizens ready to serve their communities and engage in continuing education and/or work.

SWPBS Mission Statement

The Staff of Canadochly School is committed to creating a school-wide environment which promotes positive social behaviors and increased academic achievement.

We, the staff and students at Canadochly Elementary School work together to provide a positive, safe and consistent school environment that encourages learning, cooperation, respect and responsibility.

Assessments:

At the beginning of each school year, staff and students will complete a survey regarding student behavior and common procedures. The results will be reviewed by the faculty and utilized by the SWEBS Team for the purposes of refining a School Wide Positive Behavior Support plan. Results will be used to identify students in need of intervention to teach/reteach skill deficit areas.

Rules/Expectations:

1. **A**ttention
2. **R**espect
3. **M**otivation
4. **O**rganization
5. **R**esponsibility

Communication:

Rules/Expectations for the building shall be communicated with all students via all staff members. A short informational session will be scheduled with the building principal and each grade level to communicate school wide rules/expectations. Staff members shall communicate rules/expectations to students and families throughout the school year and written teacher-parent communication forms.

ARMOR Cards:

Each time the students earn a staff signature/ punch on ARMOR card, they increase the likelihood of participation in a reward raffle. Students whose cards are completely signed/punched will take the card to the office and deposit a gold slip from the office in the ARMOR container. Students keep the completed ARMOR card and may take it for a free game of bowling at Colony Park Lanes. They shall earn the opportunity to participate in a monthly reward activity. Monthly rewards may include the following activities (committee may meet and decide to revise activities when deemed necessary and/or appropriate – *this is not in place for the 2012-2013 school year*):

September: Jump Rope, and Side Walk Chalk, Extra Recess Time.
October: Board Games, Kickball, Dance Revolution Time
November: Turkey craft (apple, raisin, marshmallows...)
December: Cookie decorate and eat
January: Winter theme activity
February: Game time
March: Movie Madness
April: Kite decorate and flying
May: Playground obstacle course, Sidewalk chalk
June: Outdoor snack time, popsicles, ice cream

*Mike Burnside, Colony Park Lanes is the current contact for ARMOR cards. See Tina for ARMOR card inquiries.

ARMOR Classroom Shield:

Each class shall design and complete a personalized shield. The shield shall be completed during the first week of school. All students castle pages shall sign one side and shall agree upon a class motto, a common class goal and a class symbol of success to display on the other side. The shield shall be carried with pride to school events, assemblies and may be carried when the class is traveling in the hall. The shield may be used as an earned privilege to carry and transport. See class shield sheet attachment.

ARMOR DVD:

A Canadochly DVD has been scripted and filmed (Scott Barr-AV EYHS crew). The DVD is used to educate the students and staff throughout the year. Beginning of year, mid year and to orient incoming students and families to the ARMOR program are planned show times for the student featured scripted DVD.

ARMOR Posters:

Posters are provided to all staff which communicate school-wide rules/expectations. New posters have been designed and printed by Jason Sellers and the Graphic Arts HS department for distribution August 2012 to all classroom teachers to display in a prominent place in the classroom to be used for daily reference. Area specific posters will be displayed throughout the building and are to used as a teachable moment stop by for staff and students (classroom...).

ARMOR Song:

Students and staff demonstrate school ARMOR spirit by participating in a sing along of ARMOR, Lyrics are to the tune of BINGO. See song sheet attachment.

Bus /Walker ARMOR Shields:

Each bus driver, walker guide or building staff may award a shield to recognize appropriate bus/walker ARMOR. Shields are given to the office staff to announce daily and placed on designated bus number / walker shields in the lower hallway entry wall. Prizes (slushy coupons, etc.) will be distributed at achievement levels. (25, 50, 100, 150, 200) Shields should be signed, dated and state reason for recognition. Buses that are experiencing challenges in displaying their ARMOR shall have a personal bus visit by Principal, Transportation Officer and/or School Counselor. Parents will be notified and students may be required to participate in an ARMOR intervention session(s).

Classroom Shields: Classroom shields are awarded to promote recognition of appropriate ARMOR behavior displayed by an entire classroom. Staff are encouraged to award a shield to classes for the following suggested observations (not limited to): quiet hallway line, attentive students in classroom, responsible recess line up and cafeteria line up, table behaviors. Classroom shall display earned shields in a visible location, using shield count as a teachable time to promote ARMOR behaviors. Classroom teachers shall notify the office at the various shield levels:

- 25- class earns the choice of a class game or a class ART pack
- 50- class earns the privilege of a class activity time
- 75-class earns the privilege of a class project time
- 100- class earns the privilege of a class Celebration
- 125- committee to decide (as no class has reached this rank to date)

All classrooms have a shield on display on the office hallway ARMOR board. Individual classroom shields have teacher name and grade. Individual class shields moves along to shield levels to track classroom shields earned. Privileges are stated at each shield level earned. Classrooms are also recognized for their level of achievement at ARMOR Celebrations with a class certificate.

*The office staff announce each shield that is earned on the daily announcements, shields are sent to the office when awarded and then placed in designated teacher mailbox to display in classroom or hallway.

Golden Knights' Society:

Each month, beginning in September, students will be "Knighthood" or recognized for induction into the Golden Knights' Society. Teachers will identify students for Golden Knight induction with a nomination forwarded to the office not later than the second Friday of each month. A brief ceremony, held prior to monthly rewards will be conducted to recognize ("knight") these students. ***This is not in place at Canadochly as of 2012-2013.*** We utilize the RANKS of KNIGHTHOOD and knight students as they achieve a new level of Knighthood.

KIT (Knights In Training) Slips: Only used on buses for 2012-2013 school year

A KIT Slip is an on-the-spot recognition to be awarded when an individual student is demonstrating proper characteristics of one of the ARMOR traits. They are meant to be a quick reinforcement to help desired behaviors continue. Bus drivers can give KIT slips to any students who are consistently showing their ARMOR traits by staying in their seats, respecting bus rules, interacting appropriately with other students, or any other actions that fit within the ARMOR. Students will place their KIT Slips in a designated box or envelope in their homeroom teacher's room. Homeroom teachers will then sign the students' ARMOR card for each KIT slip received.

RANKS OF KNIGHTHOOD: All students enter the school year as a Canadochly Castle PAGE, each students name, grade and picture are on a shield and displayed on the Castle Page Board of Fame. Shields are moved to the Canadochly Castle Ranks of Knighthood board beginning with the rank of Squire. Students are tracked along the spectrum of Knighthood rank throughout the year.

Castle SQUIRE- 5 ARMOR cards completed

Certificate and a Shining Star medallion

Courtyard KNIGHT- 10 ARMOR cards completed

Certificate and a stuffed shining star

Castle KNIGHT- 15 ARMOR cards completed

Certificate and a stuffed bear holding a shining star

Golden KNIGHT- 20 ARMOR cards completed

Giant Medallion Necklace

ROYAL GOLDEN KNIGHT- 25 ARMOR cards completed

Statue of a Golden Knight

Recognition is given at Quarterly ARMOR Celebration Marking Period Assemblies and announced on loud speaker when a rank of Knighthood is achieved.

School-Wide Consequences:

It is the responsibility of all staff, both professional and classified, to promote, encourage, and communicate to students and families the demonstration of expected behavior. All staff shall be provided with KIT Slip each week to be distributed accordingly. It is also the responsibility of all staff members to clearly communicate the common understanding of all school wide expectations. Should a student fail to demonstrate any of these common expectations, it is the expectation of the administration that communication of the student's actions be clearly communicated with the student, parents of the student, counselor, and the administration. The purpose of this communication is to increase the likelihood that the child understands the school-wide expectations and has a specific course of action to follow in relation to the expectations.

Disciplinary Actions/Consequences:

Should a student not demonstrate or meet behavioral expectations, that student may receive a consequence. It is the goal of the School Wide Positive Behavior System that all consequences applied be either logical or natural. Logical consequences for students not meeting behavioral expectations include, but are not limited to, a clearly written explanation and identification of the misbehavior, identification of expected behavior, and practical/applicable/logical future course of action clearly written. This "action plan" shall include three signature lines, one for the student, classroom teacher/principal, and one for the parent. Action plans shall be provided for students to complete within a timely fashion in relation to the offense. A copy of **all actions plans must be signed and returned by parents**, forwarded to the office and maintained in the student's disciplinary file during the course of the year.

Behavioral RtII connections:

Tier 1:

All students will receive regular and consistent instruction/communication from classroom teachers regarding expected behaviors as applied within the curriculum. Teachers/staff shall inform/instruct students regarding Attention, Respect, Motivation, Organization, and Responsibility. Each category of ARMOR will provide examples and non-examples for students to understand.

All students shall complete a behavioral assessment from AIMSweb, and school wide bullying survey, and Rules/Expectations survey. Following these universal screening measures, students in need of a behavioral intervention will be identified, a plan developed and implemented, and data collected on a weekly basis to monitor progress of the behaviors.

During the first three weeks of school (everyday) and again after winter holiday, all teachers will teach students the rules and expectations of the school and classroom utilizing the ARMOR lessons created by elementary district SWEBS committee team members. From kindergarten through grade 5, teachers/staff are expected to explain and practice the behaviors necessary for success on an ongoing basis with teach and reteach components in place consistently.

Tier 2:

Students not demonstrating behavioral expectations shall be evaluated for behavioral interventions. These modifications/interventions shall include, but not be limited to, behavioral modification plans, pre-referral interventions as outlined in the PRIM Manual (located in the office), and/or modifications to the school wide card system.

Students in need of Tier 2 Interventions may be assigned to a lunch behavioral group with the Counselor. This group shall include students from all Tiers and meet twice during a six day cycle.

Students in Tier 2 shall be progress monitored in regard to behavioral expectations outlined in this manual (ARMOR) and the AIMS behavior probes.

Tier 3:

Students who consistently fail to meet with behavioral expectations shall receive a Functional Behavioral Assessment. A meeting shall be held to compile data, communicate behavioral data, and design a behavior plan to assist the student in meeting behavioral expectations. Students in Tier 3, shall meet with the counselor on a consistent basis in both group and individual settings, progress monitored regularly, and receive social skills instruction. Parents shall be notified and attempts shall be made for parental participation in the FBA process.

EASTERN YORK ELEMENTARY SCHOOL'S EXPECTATIONS FOR ARMOR

I will wear my **ARMOR**

	in the Classroom	in the Cafeteria	on the Playground	in the Hallways	on the Bus
A = Attention	Be able to contribute to the conversation Eyes on speaker	Be Prepared to make my lunch choice Be aware of those around me	Follow the directions of the adults Watch where I am going	Eyes forward Know where the people around I am	Eyes forward - watch where I am going Know where the people, things and cars are around me
R = Respect	Raise your hand to speak Speak politely & use my manners Listen when an adult or other students are speaking with you Follow the directions of the adults	Follow the directions of the adult Speak politely & use manners Use indoor voices	Use your manners Talk with the adult on duty if there is a problem Use equipment properly Include others in games Hands & feet to myself	Follow the directions of the adults Hats and hoods off in the building Look with my eyes at the work of fellow students Keep my thoughts to myself until I am out of the hallway	Listen to the bus driver Be polite to the bus driver & use manners Raise your hand to speak with the bus driver about concerns
M = Motivation	Be prepared for the lesson or activity Stay on task Quiet & quick transitions	Use your lunch time to eat! When you are dismissed, line up quickly, quietly, and carefully	Line up quickly, quietly, and carefully Be ready to work when re-entering the classroom	Get to and from your destination quickly	Get to and from school safely and quickly Go directly to the appropriate location for traveling to and from school
O = Organization	Have materials needed for the lesson Keep desk & personal space organized	Know your lunch choice Have everything you need for lunch and recess	Know and follow the rules of the game I am playing Know the location of the equipment I am playing with	Take all materials needed for the place I am going	Keep belongs to myself
R = Responsibility	Raise my hand and ask a question if I do not understand Use materials appropriately	Keep table & floor area clean Help clean up Raise my hand to speak with the adult in charge about concerns	Use equipment properly Return all equipment Use equipment properly Speak with the adult in charge about concerns	Keep my hands to myself Keep the hallways clean and quiet Make myself visible for all to see	Keep the bus clean Look before stepping into the street Take all of my belongings with me

Definition:

Focusing our energy to accomplish a goal/objective.

Characteristics:

- Eye contact
- Prepared to respond
- Asking clarifying questions
- Aware of surroundings
- Focus on speaker

Attention

Examples:

- Responding on topic
- Speaking appropriately
- Contributing to goal
- Listening for understanding
- Taking notes

Non-Examples:

- Calling out
- Interrupting a speaker
- Speaking while others are speaking
- Making noise

Definition:

Treating others' feelings, actions, thoughts, and/or property with sensitivity.

Characteristics:

- Kindness
- Caring
- Sensitivity
-

Respect

Examples:

- Taking turns
- Helping others
- Agreeing to disagree
- Keeping hands, feet, and objects to self
- Encouraging others
- Including others

Non-Examples:

- Bullying
- Tattling
- Lying
- Cheating
- Stealing

Definition:

The desire to accomplish a specific goal or objective.

Characteristics:

- Initiative
- Desire
- Excitement
- Hard work
- Perseverance

Motivation

Examples:

- Timeliness
- Earning rewards
- Quick response
- Enthusiasm

Non-Examples:

- Head down
- Poor posture
- Procrastination
- Sluggishness
- Slow response

Definition:

Easy access of materials needed to accomplish a goal or objective. A plan designed ease the accomplishment of a goal or objective.

Characteristics:

- Neatness
- Orderliness
- Framework
- Plan

Organization

Examples:

- Appropriate materials at desk
- Materials readily accessible
- Graphic organizers

Non-Examples:

- Misplaced items
- Losing important items
- Sloppiness
- Unprepared

Definition:

Completing a goal or objective when it must be completed; within a timely manner.

Characteristics:

- Self control
- Self sufficiency
- Contributing
- Ownership
- Caring for something

Responsibility

Examples:

- Practicing
- Studying
- Caring for pets
- Following rules
- Apologizing for actions
- Cleaning messes
- Doing homework

Non-Examples:

- Disrupting others
- Interfering with goals
- Bullying
- Unfinished work

Congratulations



Name: _____

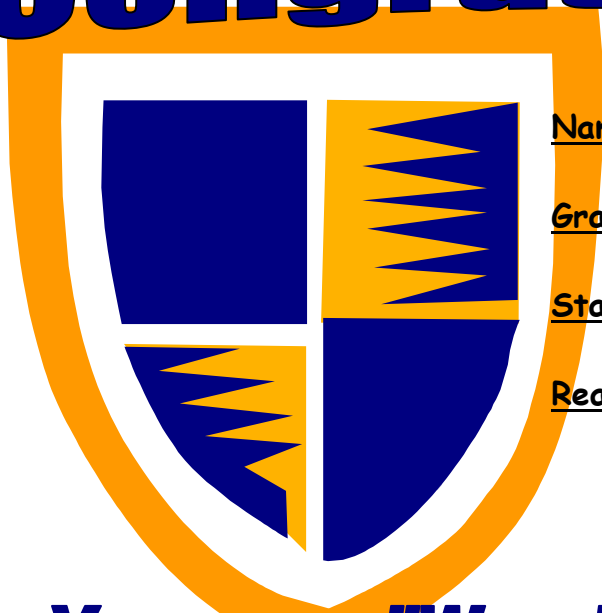
Grade: _____

Staff Member's Signature: _____

Reason for receiving this shield:

You were "Wearing Your ARMOR!"

Congratulations



Name: _____

Grade: _____

Staff Member's Signature: _____

Reason for receiving this shield:

You were "Wearing Your ARMOR!"



Canadochly Dining Room Expectations

Dining Room Goal: Our dining room at Canadochly School is a safe, clean environment where people interact with courtesy and respect.

Entering the cafeteria:

- Students will walk quietly to their designated serving line.

Serving Line:

- Students will use quiet voices when standing in line.
- Students will respond respectfully to adults in the serving line.
- Students will get appropriate items for lunch before they leave the serving line area. (Napkin, Fork/Spoon, Straw, Milk, etc.)

Dining Room:

- Students will walk to their designated table and/or seat and sit down.
- Students will use quiet voices when talking in the cafeteria.
- Students will keep hands, feet, and objects to themselves.
- Students will stay in their seats and raise their hand to get help.
- Students will use good manners.
- Students will make sure their eating space is clean for the next class.

Knights of the RED Table:











- Students are selected to sit at the Red Table when selected by staff on duty
- Students may be allowed to bring a friend who is also wearing ARMOR
- Special activities will be available for use when seated at the Red Table

Leaving the Dining Room:

- Teacher on duty will dismiss students from the designated tables.
- Students will leave their tables and push his/her chair in.
- Students will exit the dining room quietly and return to their classrooms.

Everyone will treat others with dignity and respect.

Matrix in place at Eastern York Middle School and Eastern York High School

<p>Attending</p> 	<p>Classroom</p>  <p><u>Listen to Others</u></p> <ul style="list-style-type: none"> • Inside voice • Take turns • Follow directions • Pay attention to teachers and peers <p><u>Be there</u></p> <ul style="list-style-type: none"> • Be present • Leave only when necessary • Be on time • Be a positive part of class 	<p>Hallway</p>  <p><u>Listen to Others</u></p> <ul style="list-style-type: none"> • Inside voices <p><u>Be there</u></p> <ul style="list-style-type: none"> • Go where you are expected to go 	<p>Lavatory</p>  <p><u>Listen to Others</u></p> <ul style="list-style-type: none"> • Inside voices <p><u>Be there</u></p> <ul style="list-style-type: none"> • Use time wisely • Use only when necessary 	<p>Caferia</p>  <p><u>Listen to Others</u></p> <ul style="list-style-type: none"> • Inside voices • Follow directions <p><u>Be there</u></p> <ul style="list-style-type: none"> • Remain in seats 	<p>Bus</p>  <p><u>Listen to Others</u></p> <ul style="list-style-type: none"> • Inside voices • Follow directions <p><u>Be there</u></p> <ul style="list-style-type: none"> • Be on your assigned bus • Be at your stop • Leave your classroom at the correct run
<p>Responsible</p> 	<p><u>Appropriate word choice</u></p> <ul style="list-style-type: none"> • Stay on topic • Speak positively • Encourage others • No profanity • No name calling <p><u>Be honest</u></p> <ul style="list-style-type: none"> • Set realistic goals • Be accountable for all work • No excuses 	<p><u>Appropriate word choice</u></p> <ul style="list-style-type: none"> • No profanity • No name calling <p><u>Be honest</u></p> <ul style="list-style-type: none"> • Be accountable for your location • Honor personal space 	<p><u>Appropriate word choice</u></p> <ul style="list-style-type: none"> • No profanity • No name calling <p><u>Be honest</u></p> <ul style="list-style-type: none"> • Have permission Use for intended purpose 	<p><u>Appropriate word choice</u></p> <ul style="list-style-type: none"> • No profanity • No name calling <p><u>Be honest</u></p> <ul style="list-style-type: none"> • Honor personal and safety guidelines 	<p><u>Appropriate word choice</u></p> <ul style="list-style-type: none"> • No profanity • No name calling <p><u>Be honest</u></p> <ul style="list-style-type: none"> • Honor personal and safety guidelines
<p>Motivated</p> 	<p><u>Use time wisely</u></p> <ul style="list-style-type: none"> • Active participation • Stay on task <p><u>Cooperate</u></p> <ul style="list-style-type: none"> • Communicate appropriately • Work well with others 	<p><u>Use time wisely</u></p> <ul style="list-style-type: none"> • Do not linger <p><u>Cooperate</u></p> <ul style="list-style-type: none"> • Wait your turn 	<p><u>Use time wisely</u></p> <ul style="list-style-type: none"> • Do not linger <p><u>Cooperate</u></p> <ul style="list-style-type: none"> • Wait your turn 	<p><u>Use time wisely</u></p> <ul style="list-style-type: none"> • Stay on task <p><u>Cooperate</u></p> <ul style="list-style-type: none"> • Wait your turn 	<p><u>Use time wisely</u></p> <ul style="list-style-type: none"> • Stay on task <p><u>Cooperate</u></p> <ul style="list-style-type: none"> • Wait your turn
<p>Organized</p> 	<p><u>Follow procedures</u></p> <ul style="list-style-type: none"> • Follow classroom, team and school rules <p><u>Be prepared</u></p> <ul style="list-style-type: none"> • Have Forever Assignment 	<p><u>Follow procedures</u></p> <ul style="list-style-type: none"> • Follow traffic flow • Use correct stairwells <p><u>Be prepared</u></p> <ul style="list-style-type: none"> • Get required materials 	<p><u>Follow procedures</u></p> <ul style="list-style-type: none"> • Use appropriate hygiene skills <p><u>Be prepared</u></p> <ul style="list-style-type: none"> • Use agenda 	<p><u>Follow procedures</u></p> <ul style="list-style-type: none"> • Wait quietly in line <p><u>Be prepared</u></p> <ul style="list-style-type: none"> • Keep your lunch account current 	<p><u>Follow procedures</u></p> <ul style="list-style-type: none"> • Enter and exit bus in orderly manner <p><u>Be prepared</u></p> <ul style="list-style-type: none"> • Remember to take home all required materials
<p>Respectful</p> 	<p><u>Make healthy personal choices</u></p> <ul style="list-style-type: none"> • Be kind • Use good manners <p><u>Keep it clean</u></p> <ul style="list-style-type: none"> • Throw trash away • Return materials when necessary <ul style="list-style-type: none"> • Care for all property (self, peers, and school) 	<p><u>Make healthy personal choices</u></p> <ul style="list-style-type: none"> • Be kind • Use good manners <p><u>Keep it clean</u></p> <ul style="list-style-type: none"> • Throw trash away • Flush toilets <ul style="list-style-type: none"> • Care for all property (self, peers, and school) 	<p><u>Make healthy personal choices</u></p> <ul style="list-style-type: none"> • Wash hands <p><u>Keep it clean</u></p> <ul style="list-style-type: none"> • Throw trash away • Flush toilets <ul style="list-style-type: none"> • Care for all property (self, peers, and school) 	<p><u>Make healthy personal choices</u></p> <ul style="list-style-type: none"> • Be kind • Use good manners <p><u>Keep it clean</u></p> <ul style="list-style-type: none"> • Throw trash away • Keep dining area (tables and floor) clean <ul style="list-style-type: none"> • Care for all property (self, peers, and school) 	<p><u>Make healthy personal choices</u></p> <ul style="list-style-type: none"> • Be kind • Use good manners <p><u>Keep it clean</u></p> <ul style="list-style-type: none"> • Throw away trash • Care for all property (self, peers, and school)