

# **CAMARGO ELEMENTARY SCHOOL**



**BEHAVIOR HANDBOOK:  
PARENT & STUDENT  
2020-2021**

# **CAMARGO ELEMENTARY SCHOOL'S**

## **"SOCIAL EMOTIONAL LEARNING APPROACH TO BEHAVIOR"**

At Camargo Elementary School, our goal is to provide our students with an environment conducive to learning; therefore, it is expected our students will display appropriate behavior on a daily basis. The following behavior management plan will be implemented in an effort to maintain an orderly learning environment and to redirect inappropriate student behavior. Students can and will learn to modify and manage their behavior so that it is appropriate for school. We strive to create and reach high expectations for the behavior and academic progress of all of our students.

Family involvement in this process will play an integral part in our students' overall success. Please take the time to discuss the components of this plan with your child. Teachers will keep families abreast of students' inappropriate behaviors. If necessary, parents (or grandparents or guardians) will be required to meet with teachers and the principal to develop a specific plan for a child's behavioral success.

### **SCHOOL VISION**

The vision of Camargo Elementary is to encourage and foster partnerships with the community in order to create a culture where students feel welcome, safe, respected, and motivated to achieve at high levels. This will be accomplished by setting high expectations and collaborating to meet all students' individual needs.

### **SCHOOL MISSION STATEMENT**

The mission of Camargo Elementary is total commitment to supporting and challenging students to be self-disciplined and motivated learners in order to reach their full potential both academically and personally.

### **SCHOOL BEHAVIOR PLAN VISION**

At Camargo Elementary School, we strive to maximize learning by providing an atmosphere that is safe, nurturing, and positive for all students. It is our goal for students to take the responsibility in creating a climate that is conducive to academic excellence and civic awareness.

# **CAMARGO'S POSITIVE BEHAVIOR GUIDELINES FOR SUCCESS**

If given high expectations for behavior and provided with the direct instruction and continued reinforcement of positive behavior along with clear and fair consequences for misbehavior, all students can and will learn to behave appropriately at school.

Camargo Elementary School students will focus on Camargo's Big 3 Positive Behavior Guidelines:

## ***1. BE RESPECTFUL***

## ***2. BE RESPONSIBLE***

## ***3. BE SAFE***

Teachers, principals, support staff, and parents will review our Guidelines for Success with the students. At school, all Camargo staff will continually remind students of, explain, demonstrate through their behavior, and reinforce with consequences, the school rules.

## **POSITIVE BEHAVIOR EXPECTATIONS**

Behavior expectations and consequences must be explicitly taught, modeled, and discussed. At school, these are the responsibilities of the principal, teachers, and support staff:

- During the first two weeks of school, all staff members will explain and demonstrate Camargo Elementary School's procedures and behaviors. Teachers and staff members will continue to remind students of proper procedures and behaviors throughout the year. Teachers will discuss the expectations of students throughout the day.
- The principal/assistant principal will announce reminders that focus on character traits, behaving appropriately, and acting responsibly to begin each school day.
- Teachers and staff will utilize Camargo's Tribe CHAMPS Expectation Posters to teach the students the expectations in the classroom, cafeteria, restroom, hallways, at recess, and during dismissal.
- Camargo's Tribe CHAMPS Expectation Posters will be placed in all classrooms and around the school to serve as visual reminders to the students.
- Camargo's Big 3 and CHAMPS vocabulary will become a part of the school's daily language to reinforce appropriate behavior.
- Each classroom teacher will have a system in place so that each student immediately knows the consequences of his/her behavior. The system will include provisions for giving a warning, redirection, time away, reflection, and logical consequences directly tied to the misbehavior. (Example: A student jumping from the swing results in that student not being able to use the swings again that day).
- Teachers will provide the principal/assistant principal with a copy of their classroom plan for behavior management.

# **SOCIAL EMOTIONAL LEARNING AND TRAUMA INFORMED CARE AT CAMARGO ELEMENTARY**

## **WHAT IS SOCIAL EMOTIONAL LEARNING?**

Social and emotional learning (SEL) is the process through which children & adults understand & manage emotions, set & achieve positive goals, feel & show empathy for others, establish & maintain positive relationships, & make responsible decisions. (*CASEL 2019*)

## **WHAT DOES CAMARGO ELEMENTARY BELIEVE ABOUT SOCIAL EMOTIONAL LEARNING SKILLS?**

We believe that social emotional learning skills are at the heart of academic growth, thriving relationships, intentional decision making, and well-being. Our SEL Framework includes standards of: self and social awareness, self management, relationship skills, and responsible decision making. SEL skills will be taught, integrated with academic instruction, practiced by staff, and demonstrated organizationally so that everyone feels welcome and safe.

## **WHY SEL?**

Understanding and implementing social emotional learning helps to:

1. Improve students' attitudes about self, others, and school
2. Increase positive classroom behavior
3. Increase academic achievement
4. Positively impacts school safety
5. Reduces emotional stress

## **HOW IS SEL USED AT CAMARGO ELEMENTARY?**

- **Parent Communication** (i.e. parent teacher conferences, notes in agenda, Remind messages, etc). Attending Parent Teacher Conferences and communicating regularly throughout the school year are ways to keep lines of communication open to discuss concerns or share progress.
- **Positive Behavioral Interventions and Supports (PBIS) Reinforcement System**: School wide students follow the guidelines for success Be Safe, Be Responsible. and Be Respectful. The expected behaviors are taught to students at the start of the year and reinforced daily. Students can earn positive reinforcements for following the expectations.
- **School Wide/Grade Level Systems (i.e. CHAMPS, Voice Levels)**: Teachers structure the classroom environment to embed social emotional learning into all parts of the day. Teachers use a classroom management approach called CHAMPS, in which the expectations for movement, activity, and collaboration are specifically defined. The entire building uses numbers to define what voice levels should be during different activities and in different spaces.

These are just some examples of the strategies used to help students succeed.

# **CAMARGO'S POSITIVE BEHAVIOR REINFORCEMENT**

Camargo Elementary School's faculty and staff will implement the following incentive as its positive behavior reinforcement. The goal is to promote positive behavior that fosters an environment conducive to learning.

## **CLASSROOM INCENTIVES**

Each classroom teacher and/or grade level will have an individualized motivation system that allows for their students to earn reinforcement (extra recess, PJ day, treasure box, etc.) for displaying appropriate behaviors, following classroom and school rules, completing expected procedures, and more.

## **SCHOOL WIDE INCENTIVES**

### ➤ **CAMARGO CHAMPS - "CAUGHT BEING GOOD"!**

- Grade level Camargo CHAMPS will be selected each week by their grade levels teachers.
- Teachers will nominate CHAMPS by completing a Google Form.
- Each CHAMP will be recognized, on our "Camargo CHAMPS" bulletin board at the front of the school with their photograph!
- Also, at the end of each 9 weeks, the Camargo CHAMPS will be recognized at Pow-Wows with an additional treat!

### ➤ **POW-WOW CELEBRATIONS**

- Pow-Wows will occur at the end of each 9 weeks.
- At each Pow-Wow, students will be recognized in front of the entire school for their accomplishments during the 9 weeks including:
  - Perfect Attendance
  - Academics (Honor Roll, Lexia, etc.)
  - Camargo CHAMPS
  - And More!

# WHAT IS CHAMPS?

CHAMPS is a system of expectations that works with any set of rules, rewards, or consequences that are already being implemented. In addition to using the 3 Bs: Be Safe, Be Responsible, and Be Respectful, Camargo Elementary School will also employ the CHAMPS program and strategies to further enhance the school environment. CHAMPS is part of Randy Sprick's Safe and Civil Schools and is a research-based program with over thirty years of classroom research.

## The CHAMPS acronym stands for:

- **Conversation:** Can students talk to each other during this activity?
- **Help:** How do students get the teacher's attention and their questions answered?
- **Activity:** What is the task/objective? What is the end product?
- **Movement:** Can students move about during this activity?
- **Participation:** How do students show they are fully participating? What does work behavior look/sound like?
- **Success:** When students meet CHAMPS expectations, they will be successful!

## According to Safe and Civil Schools, CHAMPS strategies are easy to implement and will:

- Reduce classroom disruptions and office referrals
- Improve classroom climate
- Increase student on-task behavior
- Establish respectful and civil interactions

# GETTING STARTED

Use the CHAMPS acronym to define detailed behavioral expectations for EACH instructional approach that you use. Here is the CHAMPS acronym along with questions to ask yourself for developing each structured activity.

**C** Conversation: Can students converse during this activity? About what? With whom? For how long?

**H** Help: How do students get your attention for help? How do students get questions answered? What should they do while they wait for you?

**A** Activity: What is the expected end product of this activity? What is the task or objective?

**M** Movement: For what reasons can students get out of their seats during this activity? Do they need permission to do so?

**P** Participation: What behavior shows that students are participating or not participating?

**S** Success: There are no questions for this one. When CHAMPS expectations are met, students will be successful.



# **CAMARGO'S CHAMPS EXPECTATIONS**

## **FOR COMMON AREAS**

- ❖ Cafeteria
  - ❖ Library
  - ❖ Hallways
  - ❖ Bathrooms
  - ❖ Gym
  - ❖ Playground
- ❖ Assemblies
  - ❖ Bus Ramp
  - ❖ Drop-off/Pick-Up
  - ❖ Office
  - ❖ Nurse

	<b>ASSEMBLIES</b>	<b>BUS RAMP</b>	<b>BACKLOT</b>	<b>OFFICE</b>	<b>NURSE</b>
<b>C</b>	0 or 1	2	2	2	0
<b>H</b>	- Raise hand - Then, make eye contact with an adult	Talk to teacher	Talk to teacher	Wait quietly until secretary is free to ask for help	Talk to Nurse when it's your turn
<b>A</b>	- Eyes on speaker - Active listening	- Getting on Bus - Getting off Bus	- Getting in car - Getting out of car	Going to the office	Going to the Nurse
<b>m</b>	- Walking when entering/exiting - Stay seated until told to move	- Walking feet - Hands to side	- Walking feet - Hands to side	- Walking - Wait in Line	- Walking - Wait in line
<b>P</b>	- Be respectful to speaker - Clap when appropriate	- Give a greeting (Hi! Bye!) - Walking with a purpose	- Give a greeting (Hi! Bye!) - Walking with a purpose	- Get what you need and go back to class - Be polite and kind	- Get what you need and go back to class - Be polite and kind
<b>S</b>	WELL DONE! YOU MADE YOUR "TRIBE" PROUD!	WELL DONE! YOU MADE YOUR "TRIBE" PROUD!	WELL DONE! YOU MADE YOUR "TRIBE" PROUD!	WELL DONE! YOU MADE YOUR "TRIBE" PROUD!	WELL DONE! YOU MADE YOUR "TRIBE" PROUD!



# VOICE LEVELS

**0**

**NO TALKING**

**1**

**WHISPER**

**(ONE PERSON CAN HEAR)**

**2**

**TABLE TALK**

**(THOSE AT YOUR TABLE OR SEVERAL  
AROUND YOU CAN HEAR)**

**3**

**STRONG SPEAKER**

**(TEACHER OR TALKING TO THE  
WHOLE CLASSROOM)**

**4**

**OUTSIDE**

**(USED ON PLAYGROUND)**

## Classroom Expectation Report

Student Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Location: \_\_\_\_\_ Referring Staff: \_\_\_\_\_

### **Be Respectful**

- |  |  |
|--|--|
| <input type="checkbox"/> Classroom disturbance                           | <input type="checkbox"/> Lying   |
| <input type="checkbox"/> Repeated failure to follow rules & instructions | <input type="checkbox"/> Cheating  |
| <input type="checkbox"/> Misbehavior during school activities            | <input type="checkbox"/> Vulgar gestures                                     |
| <input type="checkbox"/> Inappropriate language                          | <input type="checkbox"/> Abusive language                                    |
| <input type="checkbox"/> Defiant   | <input type="checkbox"/> Major theft   |
| <input type="checkbox"/> Minor theft                                     | <input type="checkbox"/> Damage to property                                  |
| <input type="checkbox"/> Disrespectful                                   | <input type="checkbox"/> Harassment  |
| <input type="checkbox"/> Other:  | <input type="checkbox"/> Repeated violation of cell phone expectation/policy |

### **Be Responsible**

- |   |   |
|---|---|
| <input type="checkbox"/> Possession of and/or use of tobacco products or other inappropriate substances | <input type="checkbox"/> Repeated refusal to work               |
|   | <input type="checkbox"/> Inappropriate use of school technology |
|   | <input type="checkbox"/> Other:                                 |

### **Be Safe**

- |   |  |
|---|--|
| <input type="checkbox"/> Inappropriate display of affection | <input type="checkbox"/> Intimidating or threatening to staff or student |
| <input type="checkbox"/> Horse playing                      | <input type="checkbox"/> Inappropriate restroom behavior                 |
| <input type="checkbox"/> Hitting student or staff           | <input type="checkbox"/> Fighting  |
| <input type="checkbox"/> Physical aggression                |  |
| <input type="checkbox"/> Other:                             |  |

### **Description of Incident:**

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- Teacher requests conference  
    ✓Parent Available Time/Date: \_\_\_\_\_
- Please sign and return

Teacher Signature: \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date \_\_\_\_\_

White: Teacher      Yellow: Parent      Pink: Behavior Interventionist

# **CAMARGO ELEMENTARY SCHOOL'S BEHAVIORAL EXPECTATIONS CONTRACT**

**Please print student's name:** \_\_\_\_\_

I have read and discussed the Camargo Elementary Behavioral Expectations with my parents and teachers. I understand the plan, and I will adhere to the guidelines.

**Student's Signature:** \_\_\_\_\_ (Grades 2-5)

I have read and discussed the Camargo Elementary Behavioral Expectations with my child. I understand the plan, and I will support the guidelines.

**Parent's Signature (s):** \_\_\_\_\_

Please return only this page to your child's teacher by *Friday, September 4th, 2020*. Please keep the copy of the Behavior Plan at home to reference when needed. Thank you!

