

M.M. SEYLAR ELEMENTARY SCHOOL
820 Callowhill Road * Perkasie, PA 18944
215-257-6272

POSITIVE SCHOOLWIDE SELF-DISCIPLINE PLAN



CHARACTER COUNTS

****Trustworthiness***

****Respect***

****Responsibility***

****Fairness***

****Caring***

****Citizenship***

PENNRIDGE SCHOOL DISTRICT MISSION STATEMENT

The Pennridge School District, in partnership with family and community, will provide an opportunity for all students to become productive citizens with the necessary skills for life-long learning.

M. M. SEYLAR ELEMENTARY SCHOOL DISCIPLINE MISSION STATEMENT

In order to provide a positive, safe environment conducive to learning, each member of the M. M. Seylar School Community, including students, staff and parents, will work together to demonstrate self control, respect for self and others and accept responsibility for one's own actions. The highest standards will be set and modeled for students to develop the understanding and skills necessary to prepare them to become productive citizens.

One of the primary goals of education is to ensure that children learn self management skills. M. M. Seylar's School Wide Discipline Plan is based on students demonstrating appropriate behavior.

The Seylar community will....

- Respect the rights, feelings and property of themselves and others at all times
- Give their best effort
- Listen and respond appropriately to all adults in the school setting
- Be on time and fully prepared
- Accept responsibility for their own actions and accept the consequences of those actions
- Dress in a way that is safe and does not interfere with learning
- Be honest and offer information that will keep themselves safe and healthy

M. M. Seylar's faculty has invested time in gathering information regarding a number of positive discipline programs in order to establish a framework for positive school-wide discipline. The foundation of M. M. Seylar's program is based on six essential behaviors, or pillars of character, that we expect all students to demonstrate in order to foster a positive, safe school environment. They include the following:

- *Trustworthiness: This pillar encompasses a variety of qualities: honesty, integrity, reliability, and loyalty. Being trustworthy means keeping promises and doing one's best to always tell the truth.
- *Respect: The Golden Rule is the most useful guide here: Treat others as you wish to be treated. That means being courteous, listening to others, and accepting individual differences.
- *Responsibility: This pillar includes demonstrating self-control and being accountable for one's actions at all times. Being responsible requires that we carefully consider the consequences of our choices before we make them.
- *Fairness: Being fair means playing by the rules and not taking advantage of others. A fair person makes informed decisions without favoritism and does not blame others carelessly.
- *Caring: Kindness and compassion are the important components of this pillar. A caring person helps others whenever possible.
- *Citizenship: Good school citizens work to make their school community better. They are committed to being the best they can be and take pride in being a role model for others.

These six pillars were selected because they are inclusive, and can easily be understood by even our youngest learners, while still being very appropriate to the needs of our oldest students.

As a faculty, we are committed to a proactive approach in which we will strive to continuously model and encourage positive behaviors. Our goal is to foster positive interactions which will facilitate a learning environment conducive to instruction.

Our school-wide discipline plan is also designed to reinforce the understanding that all behavior choices result in either a positive or negative consequence. Behavioral consequences are designed to relate directly to the choices demonstrated by students. In discussing consequences with a student, the adult will make a conscious effort to redirect students in an objective manner, encouraging the student to reflect upon his/her actions.

Our plan, combined with your support, will also assist students in making appropriate choices and develop an understanding of how these choices impact themselves and others.

CHARACTER COUNTS

Expectations for behavior are based on six essential behavioral traits that are basic to achieving success in the school environment and throughout our lifetime. These essential traits include: kindness, cooperation, respect for self and others, honesty, preparation, and safety.

Teachers have shared these behavioral traits with students by describing examples of what these positive behaviors "look like" across the various settings within a student's day. Listed below are the examples shared with the students.

CHARACTER COUNTS IN...



THE CAFETERIA

- | | | |
|--------------------------------------------------------|-----------------------------------------------------|--------------------------------------------|
| *Wait quietly in line to order | *Use polite words and tone | *Act friendly toward those around you |
| *Remember to get all utensils and food items "in line" | *Sit at your assigned table in correct order/number | *Remain seated until dismissed by an adult |
| *Clean up completely after yourself | *Use appropriate table manners | *Walk slowly, look ahead, pay attention |
| *Report problems to an adult | *Follow directions from adults | *Have money or credit slip ready |
| *Return lost items/money to an adult | *Eat only your own food | |



DURING TRANSITION TIME



*Enter or leave the room quietly so others can work without being distracted

*Follow rules without reminders from an adult

*Report problems to the nearest adult

*Walk to the right

*Use manners when going into another classroom to politely interrupt

*Walk quietly so others can work and continue learning

*Be ready to begin working as soon as you enter the classroom

*Wait for teacher's directions before leaving the room

*Keep your hands and feet to yourself

*Stop and look at hallway intersections, doorways, etc.



ON FIELD TRIPS



*Use polite language

*Display good manners to others, including guides, chaperones, teachers, and students

*Listen attentively when others are speaking

*Report problems to your teacher or the adult assigned to care for you

*Follow the rules discussed by your teacher before the trip

*Respect the property and rules of the place you're visiting

*Keep track of the time and where you need to be

*Always stay with your assigned group and chaperone so you can be seen or heard

*Follow bus safety

*Be a model citizen representing our school

*Bring only those items on the trip requested by your teacher

*Follow the plan set up by your teacher in case of an emergency



IN THE COMPUTER LAB



*Adhere to the lab schedule

*Offer to help someone having difficulties

*Wait patiently at your seat for assistance

*Come prepared to the lab and take all of your belongings with you when you leave the lab

*Follow classroom rules in the lab

*Report any equipment problems to the adult in the room

*Tell an adult if you see anyone not following the "User's Agreement"

*Use equipment as instructed

*Always leave the lab better than you found it

*All students must be supervised while using the computer



AT INDOOR/OUTDOOR RECESS



- | | | |
|------------------------------------------------------------|-------------------------------------------------------------|------------------------------------------------------|
| * Invite others to join in your play | * Include all who want to play | * Offer help to others who need it |
| * Use polite language and compliments | * Work out disagreements peacefully | * Agree on rules before a game and follow game rules |
| * Follow rules without adult reminders | * Use problem-solving strategies for "little problems" | * Report "big problems" to the closest adult |
| * Take turns | * Stay in designated areas | * Dress appropriately |
| * Be a good winner and show sportsmanship | * Use "indoor voices" during indoor recess | * Offer apologies when appropriate |
| * Accept differences in ability and skills | Have yourself and your equipment ready before going outside | * Clean up completely by the end of the recess time |
| * Line up quickly and quietly when the bell/whistle sounds | * Use equipment properly | |



ON THE BUS



- | | | |
|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| * Use polite words and friendly tone | * Sit in assigned seat | * Attempt to solve "small problems" on your own |
| * Report "big problems" or recurring problems to an adult or bus safety | * Report "big problems" accurately to the bus driver | * Follow the bus driver's directions |
| * Use courtesy and manners | * Report on time in an orderly way to your bus stop in the morning and to your afternoon bus promptly when it's called | * During dismissal, listen carefully for your bus number to be called |
| * Be dressed appropriately for the weather when leaving the building | * Exit the bus with all of your belongings | * Face forward and remain seated at all times |
| * Use only indoor voices on the bus | * Walk when getting on and off the bus | * Keep body parts and objects inside the bus in your own space |

WE BELIEVE.....

- *All students can learn and follow behavioral expectations;*
- *Respect for self and others are key to maintaining a positive learning environment;*
- *All students are responsible for managing their own behavior and for their actions;*
- *Students must understand that all behaviors have consequences-either positive or negative;*
- *All students need to belong and feel accepted;*
- *All adults in the school must model appropriate behaviors and set clear expectations for students.*

Supporting students in fulfilling their responsibility to learn and demonstrate appropriate behavior involves providing clear expectations, incentives for positive behavior, and logical consequences if inappropriate behavior occurs.

The expectations for behavior are taught at the beginning of the school year, posted in each classroom, and reinforced throughout the school year. The examples contained in the "Character Counts In..." section on the previous pages outlines the rules to be followed and the behaviors to be demonstrated in the various settings that make up a student's day.

Each teacher implements procedures within the classroom to reinforce and support the implementation of behavioral expectations. These procedures include incentives for students demonstrating positive behavioral choices, as well as logical consequences designed to foster student accountability.

In those situations involving serious misbehavior that interferes with the rights of others to learn, interferes with the ability of the teacher to teach, are physically unsafe, or involves the destruction or loss of property, parents will be contacted. This contact will be made by phone or through sending home either a Primary (Gr. 1-3) or Intermediate (Gr. 4-5) "Problem Solving Report". The child's homeroom teacher will also maintain a record of any serious misbehavior. If a student continues to accumulate infractions for serious misbehavior, additional privileges could be lost. The plan outlining this procedure is shared with each parent at the beginning of the year. Copies of both the Primary and the Intermediate "Problem-Solving Reports" may be found on the next two pages.



Problem Solving Report Primary Grades

M. M. Seylar Elementary School

Student Name _____ Date _____

Circle the Seylar School rule(s) that you chose not to follow:

Trustworthiness

Respect

Caring

Fairness

Responsibility

Citizenship

Explain what you chose to do to break the school rule(s):

I _____

Name one or two ways you could have solved the problem differently and that you are willing to try next time:

1. _____

2. _____

Student Signature _____ Parent Signature _____

Teacher Signature _____ Principal Signature _____
(If seen by Principal)

This report is a sign and return document.

Problem Solving Report – Intermediate Grades
M.M. Seylar Elementary School

Student Name _____ Date _____

Answer each question in complete sentences.

What did you do that was inappropriate? _____

Circle the Seylar School rule(s) that you chose not to follow:

*Trustworthiness *Respect *Caring *Fairness *Responsibility *Citizenship

Tell what happened.

What events led up to the inappropriate action? _____

Where did the incident happen? _____

Who was present when the incident occurred? _____

Explain two ways you could have solved the problem differently and that you will try next time:

1. _____

2. _____

Student Signature _____

Parent Signature _____

Teacher Signature _____

Principal Signature _____

(If seen by Principal)

This report is a sign and return document.