

West Fargo Student Management Program (Rtl-B)

West Fargo School District Elementary Buildings have adopted a Code of Conduct, which defines the operating principles of the entire school community. The Code of Conduct outlines how members of our schools are expected to interact with one another.

Staff and students will work together to help every person reach his/her fullest potential; academically, socially, physically, and emotionally. We believe that behavior is a choice. We believe that discipline is guidance. Through discipline we strive to teach appropriate conduct and personal responsibility using an equal balance of logical consequences, problem solving and restitution. Students will be expected to own their behaviors and solve their problems with adult guidance. Behavior which helps someone grow and mature will be encouraged. Behavior, which interferes with another person's growth or rights, will not be tolerated.

We believe that when a school defines, teaches, enforces and reinforces a Code of Conduct the stage is set for managing student behavior with clear limits, caring, and consistency.

North Dakota Century Code (NDCC) requires that any school district with multiple schools at any given level must have **identical** behavior management programs using identical language and expectations (NDCC 15.1-19-02).

To help meet requirements of the North Dakota Century Code, every school K-5 has participated in Department of Public Instruction Rtl-B training and a district discipline committee was formed to create a uniform Student Management Program. A Code of Conduct was created to guide operating principles, life skills created to guide social skills expectations; Behavior Matrix created to provide positive procedures in a school community, and training of staff to help build positive relationships with students to facilitate effective classroom management and ultimately a positive learning environment.

West Fargo Public Schools Code of Conduct

**I am respectful.
I am responsible.
I am safe.**

We are here to learn; therefore, I will do nothing to keep the teacher from teaching and anyone from learning, including myself. I will cooperate with all people within the school community. I will respect others, the environment and myself. I will not use any mean word, sign, or act that threatens or hurts a person's body, feelings, or property.

The **West Fargo Student Management Program** emphasizes **10 Life Skills** (Social Skills) that every teacher will demonstrate and review throughout the school year and every student will practice and apply daily.

10 LIFE SKILLS

Following Instructions

- Look at the person
- Say, "Okay."
- Do it right away

Getting the Teacher's Attention

- Look at the teacher
- Raise your hand
- Wait to be called on
- Ask your question or give your answer using a pleasant voice

Listening

- Look at the person
- Remain quiet and listen
- Nod your head or say, "Okay."

Staying on Task

- Look at the task
- Think about what you need to do
- Focus all of your attention on the task
- Ignore distractions
- Work until you are told to stop

Reporting to the Teacher

- Look at the teacher and stay cool
- Ask the teacher if he/she has time to talk to you alone
- Tell what you have to say and/or heard
- Answer the teacher's questions truthfully

Disagreeing Appropriately

- Look at the person

- Use a calm voice and tell why you feel differently
- Give a reason
- Listen to the other person

Making and/or Accepting an Apology

- Look at the person
- Use a serious and sincere voice
- Say, "I'm sorry for..." or "I accept your apology"
- Explain how you plan to do better next time

Talking with Others/Appropriate Voice Tone

- Look at the person
- Use a pleasant voice
- Listen when others talk
- Match your voice to the setting

Accepting "No" or "A Consequence"

- Look at the person
- Listen
- Say, "Okay."
- Stay cool. If you disagree, ask later

Sportsmanship

- Appropriately request to be a part of an activity
- Cooperate with others in the group, take turns, and play by the rules of the game.
- Use a pleasant voice when talking to others.
- Remember to accept losing or winning appropriately

The **Behavior Matrix** guides student and staff on the expected behavioral procedures within the school environment. If a student needs redirection on any area of the **Behavior Matrix**, faculty will reteach the appropriate **Life Skill** using the **Corrective Teaching Steps** (below) to help children improve and apply the necessary expectations.

WEST FARGO ELEMENTARY SCHOOL'S BEHAVIOR MATRIX

	I am RESPONSIBLE	I am RESPECTFUL	I am SAFE
Classroom	<ul style="list-style-type: none"> Be ready for class. Be on time. Follow directions. Take care of materials and equipment. Clean up after yourself. Give your best effort. Use your time appropriately. Take care of yourself. 	<ul style="list-style-type: none"> Use kind words. Listen when others are speaking. Wait your turn to speak. Respect others. Respect school property. Keep hands, feet, and objects to yourself. 	<ul style="list-style-type: none"> Use materials and equipment appropriately. Push chairs in. Walk. Dress appropriately. Move safely throughout the space.
	I am RESPONSIBLE	I am RESPECTFUL	I am SAFE
Bathroom	<ul style="list-style-type: none"> Use a quiet voice. Use the toilet and sink appropriately. Wash hands with soap. Pick up after yourself. Return to the classroom as soon as possible. 	<ul style="list-style-type: none"> Keep your hands, feet, and objects to yourself. Allow others privacy. Listen to the adult. Use the toilet and sinks quickly, as others may be waiting. 	<ul style="list-style-type: none"> Watch for wet floors and messes. Report them to an adult. No playing or fooling around.
	I am RESPONSIBLE	I am RESPECTFUL	I am SAFE
Lunchroom	<ul style="list-style-type: none"> Use a quiet voice in line and at the table. Take all needed items before you sit down. Keep your area clean. Pick up after yourself. Finish eating in a timely manner. Remember your lunch choice. 	<ul style="list-style-type: none"> Keep your hands, feet, and objects to yourself. Use good table manners. Be polite. Listen to the adult. Visit quietly until you are dismissed. 	<ul style="list-style-type: none"> Walk at all times. Use utensils appropriately. Watch for spills and report them to an adult.
	I am RESPONSIBLE	I am RESPECTFUL	I am SAFE
Arrival/Dismissal	<ul style="list-style-type: none"> Be on time. Have all materials with you. Go promptly to where you are supposed to be. 	<ul style="list-style-type: none"> Wait politely for bell to ring. Hold the door for others. 	<ul style="list-style-type: none"> Walk at all times. Stay on the sidewalk. Wait for bus in the assigned area. Use the bike rack. Allow others to exit before entering.
	I am RESPONSIBLE	I am RESPECTFUL	I am SAFE
Hallway	<ul style="list-style-type: none"> Listen to the adult's directions. Bring necessary materials with you. Line up promptly. Use a quiet voice. Stay with your class when walking in the hall. 	<ul style="list-style-type: none"> Keep your hands, feet, and objects to yourself. Keep non-classroom areas clean. 	<ul style="list-style-type: none"> Walk at all times. Go straight to where you need to be.
	I am RESPONSIBLE	I am RESPECTFUL	I am SAFE
Playground	<ul style="list-style-type: none"> Return equipment to where it belongs. Line up immediately when the bell rings or the whistle blows. 	<ul style="list-style-type: none"> Keep your hands, feet, and objects to yourself. Speak politely to others. Listen to adults. Include others. Take turns. Use good sportsmanship. 	<ul style="list-style-type: none"> Use the playground equipment properly. Ask for permission to leave the playground and report back when you return. Stay in allowed area. Report any damaged equipment. Wear the proper clothing.
	I am RESPONSIBLE	I am RESPECTFUL	I am SAFE

RESPECTFUL			
Assembly	<ul style="list-style-type: none"> Listen, watch, and learn. 	<ul style="list-style-type: none"> Use polite audience manners. Respect the space of others. Participate appropriately. 	<ul style="list-style-type: none"> Always walk, sit flat on the floor/bleacher, and face forward. Stay with your class.
	I am RESPONSIBLE	I am RESPECTFUL	I am SAFE
Computer	<ul style="list-style-type: none"> Close all programs before leaving. Log off. Clean up after yourself. 	<ul style="list-style-type: none"> Listen and follow directions. Use equipment appropriately. Wait patiently for help. 	<ul style="list-style-type: none"> Watch for cords. Only use teacher approved websites.
	I am RESPONSIBLE	I am RESPECTFUL	I am SAFE
Library	<ul style="list-style-type: none"> Return books to their proper location. Return books on time. Choose "good fit" books. Take good care of library materials. 	<ul style="list-style-type: none"> Use a quiet voice. Listen and follow directions. Wait patiently for your turn. 	<ul style="list-style-type: none"> Walk in the library.
	I am RESPONSIBLE	I am RESPECTFUL	I am SAFE
Lockers/Coat Room	<ul style="list-style-type: none"> Keep your area clean. Be trustworthy at locker area. Use lockers quickly. 	<ul style="list-style-type: none"> Close lockers quietly. Stay in your own space. Keep hands and feet to yourself. 	<ul style="list-style-type: none"> Walk in locker areas. Keep items in locker, not on the floor.
	I am RESPONSIBLE	I am RESPECTFUL	I am SAFE
Office	<ul style="list-style-type: none"> Tell an adult what you need. Return to the classroom as soon as possible. 	<ul style="list-style-type: none"> Do not interrupt. Address the staff politely. Be respectful of office workers' time. Respect the privacy of others. Use good manners. Wait quietly. 	<ul style="list-style-type: none"> Wait patiently by sitting and/or standing in one place.
	I am RESPONSIBLE	I am RESPECTFUL	I am SAFE
Bus/Field Trip	<ul style="list-style-type: none"> Face forward, limbs out of the aisle. 	<ul style="list-style-type: none"> No eating or drinking. Obey adults on the bus. Use a quiet voice. 	<ul style="list-style-type: none"> Keep hands, feet, and objects to yourself. Stay in your seat. Only bring safe allowable objects on the bus. Track your leader and stay with the group.

Corrective Teaching Steps

Initial Praise/Empathy

Manner in which to approach the child in a neutral manner

- Thank you for coming over here to me...
- I can tell that you are upset right now...

Describe Inappropriate Behavior (DIB)

- Describe what you saw

Describe Appropriate Behavior (DAB)

- Discuss Life Skill

Rationale

- Explain why correct behavior is expected and/or how correct behavior will help student be successful

Request acknowledgement

- Student shows that they understand

Practice

- Show me or tell me how to do this correctly...

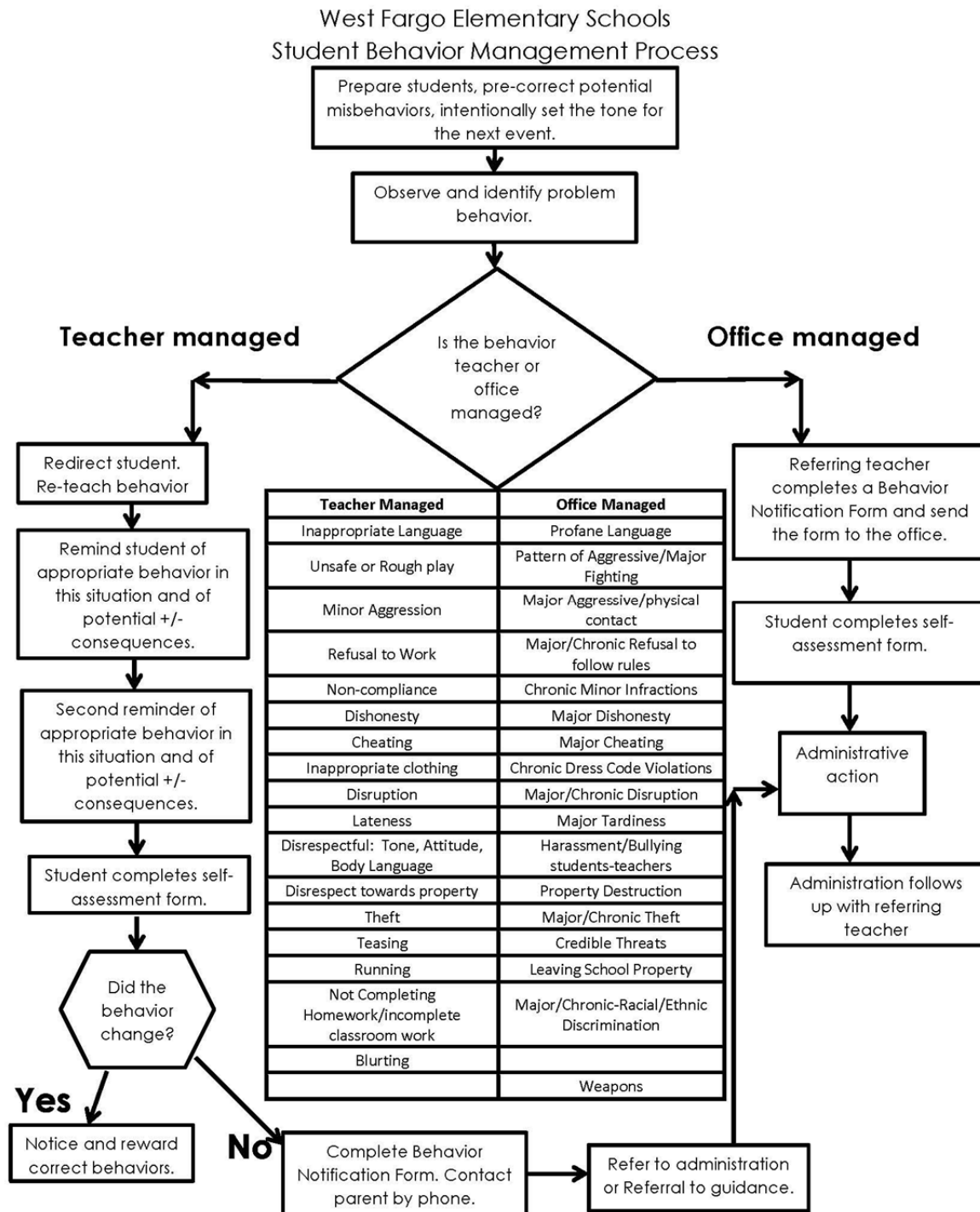
Feedback and/or consequence

- Example: Restitution, owe time, etc.

General praise

- Thank you for talking with me
- I know you can do it!

If a child needs further assistance on a social skill or behavioral expectation from the **Behavior Matrix**, the school will communicate with parents about behavioral concerns. Please keep in mind that faculty make necessary phone calls, emails, set up parent meetings, provide resets, practice social skills, utilize prompts, and provide reminders in order to give children numerous opportunities to demonstrate good choices. If a child needs further assistance beyond these techniques, behavior notification forms may be used. The **West Fargo Elementary Schools Student Behavior Management Process** (below) is followed



If your child should need further practice on social skills or **Behavior Matrix** expectations requiring parental or principal assistance, the **Behavior Notification** form will be used to communicate with families and document consequences.

West Fargo Behavior Notification

Name: _____ **Grade** _____ **Location**

Date: _____ **Time:** _____ Playground Library
 Cafeteria Classroom
Teacher: _____ Hallway _____
 Bathroom _____
Issued By: _____ Other _____

Others involved in incident: None Peers Staff Teacher Substitute Unknown Other

Previous Behavior Violations: Minor # _____ Major # _____
 Three minor violations will result in a major violation. All minors are filed with classroom teachers. All majors will require administrative action.

Minor Problem Behavior	Major Problem Behavior	Possible Motivation
<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Abusive Language	<input type="checkbox"/> Obtain Peer Attention
<input type="checkbox"/> Physical Contact	<input type="checkbox"/> Fighting	<input type="checkbox"/> Obtain Adult Attention
<input type="checkbox"/> Defiance	<input type="checkbox"/> Physical Aggression	<input type="checkbox"/> Obtain Items/Activities
<input type="checkbox"/> Disruption	<input type="checkbox"/> Defiance/Disrespect	<input type="checkbox"/> Avoid Peer(s)
<input type="checkbox"/> Inappropriate Behavior	<input type="checkbox"/> Harassment/Bullying	<input type="checkbox"/> Avoid Adult
<input type="checkbox"/> Property Misuse	<input type="checkbox"/> Lying/ Cheating	<input type="checkbox"/> Avoid Task or Activity
<input type="checkbox"/> Other _____	<input type="checkbox"/> Stealing	<input type="checkbox"/> Don't Know
	<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____

Comments/Description of Behavior:

Decision : Teacher Notification Principal Notification

<input type="checkbox"/> Loss of Privilege _____	<input type="checkbox"/> Restitution
<input type="checkbox"/> Detention _____	<input type="checkbox"/> Behavior Plan
<input type="checkbox"/> Conference _____	<input type="checkbox"/> In-school Suspension (____ hours/ days)
<input type="checkbox"/> Parent Contact or Meet with Parent	<input type="checkbox"/> Out of School Suspension (____ days)
<input type="checkbox"/> Reteach	<input type="checkbox"/> Other _____

To be completed by student:

1. I was not: Respectful Responsible Safe (circle one)

2. From this point on I will _____

 _____ (see matrix).

Parent Signature: _____ **Date:** _____

Parent contacted by: email phone personal contact signature only

Office Use Only Powerschool _____ SWIS _____

Copies: Minor: Parent, Teacher Major: Parent, Teacher, Office
