

Building a Positive Learning Community

The T. Clay Wood Elementary School Behavior Management Plan: Agreements, Expectations and Traditions for the 2026-2027 School Year

“A Community of Leaders and Learners Achieving Excellence”

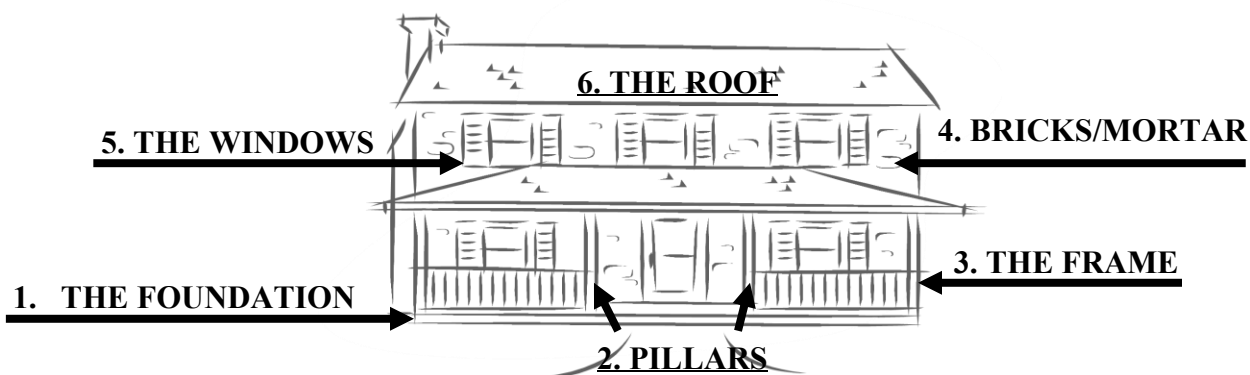
At T. Clay Wood ES we believe it is important that all members of our school community, including students, parents and staff are familiar with our school wide behavior expectations. We believe that this Behavior Management Plan reinforces our philosophy of providing a positive and safe learning environment for our students and staff which maximizes instructional time and fosters an environment where teachers can teach and students can learn.

At T. Clay Wood, we share the same high expectations for all students. Each staff member will clearly and continually communicate and review our expectations to support a safe and positive learning environment. We will model positive successful strategies, hold high expectations for all students, provide engaging curriculum and instruction, and encourage students to think before they make a choice. Students will be held accountable for their behaviors and take responsibility for their actions.

The T. Clay Wood Elementary School Behavior Plan has 6 different components

Putting together a successful and effective Behavior Management Plan is like building a safe and solid home that protects and nurtures a family. We considered 6 different components as important building blocks for our Behavior Management Plan.

1. **The Foundation** - Developing Positive Relationships, Creating a Caring, Respectful Collaborative Community and Providing Engaging, Meaningful and Differentiated Instruction and the 7 Habits.
2. **The Pillars** - 3 School Wide Rules (3 Be's) - 1. BE Safe 2. BE Kind and Respectful 3. BE Responsible and Ready to Learn
3. **The Frame** - Teaching, Modeling, Practicing. Reviewing (T.M.P.R.)- Teachers and staff will teach behavioral expectations and procedures like any academic discipline.
4. **The Bricks and Mortar**- Tiered Interventions and Consequences.
5. **The Windows** - Communication and Reflection.
6. **The Roof** - Positive Recognition, Incentives and Celebrations



All staff will recognize positive behaviors, identify clear rules, boundaries and consequences, provide opportunities for reflection, communicate with and involve parents and support staff, and incorporate behavior management, leadership and improvement strategies from the Character Counts Program, the Olweus Bullying Program, Responsive Classroom Restorative Practices, , Positive Discipline, the 8 Habits of Highly Effective "Timberwolves", Baldrige Quality Tools, Effective School Wide Discipline, and Response To Intervention (RTI) Model as well as MTSS (Multiple Tiered System Support).

Each teacher will share with you the specifics of their own unique classroom management plans. Each plan will include components of communication, positive recognition, natural consequences, and reflection. Research has indicated that parental involvement is critical for success. We believe that by working together, we can more effectively help our students be successful, learn to their fullest potential and be a Quality Leader and Learner each day.. Please review and discuss this Plan with your child. Please sign and return.

COMPONENT 1 - The FOUNDATION - Developing Positive Relationships, Creating a Caring, Respectful Collaborative Community and Providing Engaging, Meaningful and Differentiated Instruction

The very first component focuses on the foundational level of any effective behavior management plan. At T. Clay Wood, we recognize that that no significant learning can occur until a significant positive relationship is developed. In addition, students feel more comfortable and safer in a nurturing community environment. Research has shown that when instruction is engaging, meaningful and differentiated to the students' needs; less incidents of inappropriate behavior occur. We also focus on learning and practicing the 7 Habits!

T. CLAY WOOD SCHOOL PLEDGE - "I am Kind, Trustworthy, and Respectful to Everyone! I am Ready to Learn and Responsible for my Work, my Choices, and my Actions! I am Fair, Caring, and a Good Citizen. I am a Quality Leader and Learner Achieving Excellence. I seek to make a Positive Difference at T. Clay Wood Every Day."

COMPONENT 2 - THE PILLARS - the 3Be's. - School Wide Expectations.

Our 3 School Wide Expectations (3 Be's) are (1) Be Safe, (2) Be Kind and Respectful, (3) Be Responsible and Ready to Learn. Each teacher/Grade Level has developed a plan for their classroom centered around our these 5 BEs School Wide Expectations/School Rules. Your child's teacher will review these plans with you and your children. Our objective and intent is to ensure that all students are safe and comfortable and are not being distracted from learning while at school. Students will remember that their "Character Counts" each day by following these 3 Rules. Our school rules are aligned with the Virginia Tiered Systems of Supports (VTSS) along with the 6 Pillars of Character. The 6 Pillars of character are: - Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. (Abbreviated to T.R.R.F.C.C or called Terrific).

The 3 Be's	Classroom/ Encore	Cafeteria	Playground	Bus	Restroom	Hallway
Be Safe	• Push chair in • Walk (no running) • Keep your hands and body to yourself.	• Walk (no running) • Only eat your own food (No sharing) • Stay Seated • Raise hands • Do not lean against the divider	• Use equipment appropriately • No Rough Play • Do Not climb on top of the equipment. • Do Not Jump off swings. • Do not run up the slide. • Only 1 student down the slide at a time. • No Football games such as tackle or 2 handed touch. • Never THROW Anything • Do not walk behind/in front of swings	• Remain seated • Listen to the Driver • Walk don't run to bus • Stay off the street • Keep body inside bus. • Face Forward • Keep hands/ body off others. • No Horseplay • No throwing items out of the bus/in bus • Keep aisle clear	• Wash hands - use Soap • Walk don't Run • Do not swing on the doors or climb on sinks/toilets • No Hanging on the stall doors	• Walk - • Stay to the right • Must have a buddy • Stay on the Gray Tiles. • Only use middle stairwell unless with an adult
Be KIND and Respectful to Self, Others, Surroundings (SOS)	• Follow directions • Listen to teacher • Keep your hands and body to yourself. • No put downs, no gossip, no bullying • Be a person of Terrific	• Use indoor voices • Keep your hands and body to yourself • Listen to hostess and cafeteria employees • Use positive words	• Follow directions • Share • Take Turns/Include others • Keep your hands and body to yourself. • Tagging games are not allowed on playground - only on field. (Gentle tagging) • Do not run through basketball court while others are playing.	• Wait your turn • Keep your hands and body to yourself • Follow Directions • Do not save a seat. Share with all students. • Help others • Say Thank you to bus driver when exiting bus	• Wait your turn • Be Patient • Be Quiet • Clean up after yourself • Give privacy to others • Do not draw on any surfaces. No vandalism. • Be Polite	• Walk in a straight line • Quiet Zone • Hands at your sides - do not touch posters on wall • Smile • Give a nonverbal

	Character (6 Pillars) • Help others	• Say Please and Thank you • Make friendly table talk	• Footballs can be tossed	• Say only kind words to others		greeting such as a finger wave.
Be Responsible and Ready to Learn	• Use time wisely • Put things away • Care for school and classmates' property • Use 8 Habits • Give Compliments or Put Ups Complete all classwork and Homework • Do your personal best • Listen to the teacher • Be a Quality Leader and Learner	• Clean up after yourself • Ask for permission when you need to get up • Do not throw food or anything. • Raise your hand if you need help or to get up • Follow all cafeteria Rules • Eat only your own lunch - no sharing	• Line up when it is time • Collect your things • Return equipment • Do not lay across swings • No dropping mulch down slides or in holes of equipment • Do not eat or drink on turf field. • High heels or cleats are not allowed on turf field. • Follow all recess expectations • Learn rules of the game	• Follow the bus rules posted on bus (Bus riding is a privilege) • Use inside voice • Be a model for students • Do not arrive at the bus stop more than five minutes before bus • No playing football, etc at bus stop • No electronic devices on bus unless allowed by your bus driver • Listen to Bus Driver • Use time to quietly talk to neighbor or read	• Go with a buddy • Do not throw anything • No playing • Report problems to teacher • Do not misuse school property • Do not throw paper towels on floor or other items into the drains, on ceilings, etc. (Throw paper towels in trash can). • Flush the toilet • Do not dawdle- be quick • While waiting for class, read a book	• Have a buddy with you • Quiet Zone -do not disturb other classes • Go directly to your destination and classroom. • Do not disturb other classes • Do not dawdle • Hands off of Art and posters along the wall

PILLAR and Habit Review -

- Each Month we will focus and discuss one Character Pillar or 8 Habits
- Each grade level will represent one Character Pillar. Kg - Red (Caring), 1st - Purple (Citizenship), 2nd - Green (Responsibility), 3rd - Orange (Fairness), 4th - Blue (Trustworthiness) and 5th - Yellow (Respect)

COMPONENT 3 - THE FRAME - TEACHING. MODELING. PRACTICING. REVIEWING

At T. Clay Wood, we realize that it is important that we are teaching students about our behavior expectations and procedures, helping students develop the lifelong skills of working with others, listening, putting forth their best effort on their work and in school and knowing how to solve problems as they arise.

Students will learn about different levels of inappropriate behaviors so they can more effectively avoid these behaviors and make better choices. We will teach all our students how a Quality Leader and Learner should behave each day at school along with leadership skills such as using the 7 Habits of Effective People.

INAPPROPRIATE BEHAVIORS

We believe an effective behavior plan must provide instruction to students indicating which behaviors should be avoided. It is important that all our students learn to accept responsibility for their actions and understand that, as in real life, there are consequences for inappropriate behaviors. We believe that most discipline situations can be resolved in the classroom with the help of teachers, students, and parents. However, if a problem continues, it will be necessary to send the student to the office with a discipline referral. We also recognize that some students may need an individual behavior plan. The administration, guidance, teachers, parents, and students will develop these, if necessary. We have identified and divided inappropriate behaviors below in increasingly serious levels to more effectively help students understand which actions are not appropriate for school.

Level I Behaviors - Are behaviors that generally are resolved between the teacher, student and/or parent. School counselors may be called in, at times, to provide suggestions or support. If these Level I behaviors continue to occur over a period of time and intervention strategies have not worked they will become Level II offenses.

Level II Behaviors - Are behaviors that generally result in other school personnel such as administration, school counselors, school psychologist, school social worker and/or school intervention teams handling the concern. Parents will usually be contacted and may need to come in to help resolve the concern. If these Level II behaviors continue to occur over a period of time and intervention strategies have not worked they will become Level III offenses.

Level III Behaviors - Are behaviors that are generally considered major offenses which will require immediate removal from class, a discipline referral to the administration and/or suspension from school. Other staff may be called in to provide support and resources. The administration will investigate the incident and determine the appropriate consequence. A referral with consequence(s) will be sent home with the child.

<u>Level I</u>	<u>Level II</u>	<u>Level III</u>
• Not following school/class/café rules • Inappropriate physical behaviors/horseplay/throwing things that are not done with the intent to be harmful • Bringing toys/chewing gum/inappropriate material to school • Defiance/Arguing with teacher • Not listening to teachers/not following directions/off task behavior/excessive talking/interrupting during lessons • Not following dress code • Students should not wear hats in school • Not working well with others/arguing with students • Incomplete/missing home/class work - work not done • Name calling/ teasing/ embarrassing others/laughing at/mockings/ Put downs/ insults/degrading remarks • Excluding from a group • Spreading rumors/gossip • Sneering/making faces/dirty looks/eye rolling • Cheating or Stealing • Disruptive behavior/passing notes • Not following directions/Off task • Vulgarities - Something said in poor taste/profanity Obscene language/gesture/drawings/ Ethnic/Gender slur • Vandalism/Graffiti	• Inappropriate physical contact which is purposeful and meant to harm others. (Depending on the nature, severity and frequency of the physical contact this could be level III) • Threatening (Depending on the nature, severity and frequency of the threat this could be a level III) • Deliberate Disrespect/ Challenging and adult • Throwing objects with the intent to harm or injure • Spitting • Inappropriate touching • Silent Bystander - students who witness someone bring in a weapon, bully someone, break a school rule, exhibit a Level I, II or III behavior or hurt someone are required to tell an adult to help deescalate the situations. Remaining silent can lead to someone getting seriously hurt. We encourage all our students to become <u>Concerned Citizens</u> and report behavior violations to an adult immediately. • Running out of the classroom/building/away from an adult • Vandalism - more frequent/expensive damage • Bus Violations • Bully Behavior (please see PWC Code of Behavior)	• <u>Fighting</u> - both students who fight are in violation of school and county policies not just the student who "started" the fight. The best defense in a situation where someone else hurts you at school is to report the incident immediately to the adult. • <u>Ongoing Bully Behavior</u> targeting specific students • <u>Threats</u> about killing or hurting others. This can result in a formal threat assessment and/or the police being contacted. • <u>Indecent exposure</u> • <u>Drugs</u> - No student shall have or use alcohol, drugs, or anything that resembles alcohol or drugs. • <u>Weapons</u> - Students shall not have weapons; look alike weapons, or other harmful objects. The Code of Behavior outlines provisions regarding weapons. This also applies to toy weapons. If a student accidentally brings something to school that he/she realizes should not be at school, the student needs to tell an adult as soon as possible. Any witness to a Code of Behavior or School Behavior Infraction needs to inform an adult immediately.

Removal from Classroom

Disruptive incident/Teacher removal of student from class—occasionally, it may be necessary to remove a disruptive child from the classroom. The following procedures are to be followed: A student may be removed from the classroom if his conduct disrupts the learning environment or if he is exhibiting behaviors that are considered harmful to himself, to the teacher, or to other students. If a student is exhibiting inappropriate behavior, a teacher has the option of escorting the student to the office or calling the office and asking for someone to come and remove the student. The student will be allowed to return to the classroom only after the administrator and the teacher have conferred and a joint decision has been reached as to when the student may return. There may be some instances when an administrator is not available to deal with the referral. In those cases, one of the school counselors will talk with the student. The student may be returned to class until an administrator is available. If the student's behavior escalates, the parent will be called and asked to come to school to meet with an administrator and possibly take the child home. If a student receives multiple such discipline referrals he may be recommended for Suspension. An administrator and the teacher will determine the length of the suspension.

Bully Prevention Program and Strategies

RULES AGAINST BULLYING

- We will not bully others.
- We will help students who are bullied.
- We will include all students.
- When we know somebody is being bullied, we will tell an adult at school and at home.

At T. Clay Wood Elementary School, we have implemented Olweus Bullying Prevention Strategies to help reduce and eliminate the incidents of Bullying at T. Clay Wood ES. Program. Norwegian researcher Dan Olweus developed the program and schools across the country and around the world have experienced positive results from using the Olweus Bullying Prevention Program. Olweus defines bullying as exposed, repeatedly and over time, to negative actions on the part of one or more other persons." Negative actions are defined as when a person intentionally inflicts injury or discomfort upon another person, through physical contact, through words or in other ways. Bullying is an act of aggression that causes embarrassment, pain, or discomfort to another; it can take many forms: physical, verbal, gestures, extortion and exclusion. It can be planned, organized or may be unintentional. The behaviors listed below are examples of possible bullying behavior. We also teach students what to do if they are being bullied or are witnesses to a bullying situation. Students will be told how to report a bullying incident to an adult and how to include a student who is excluded.

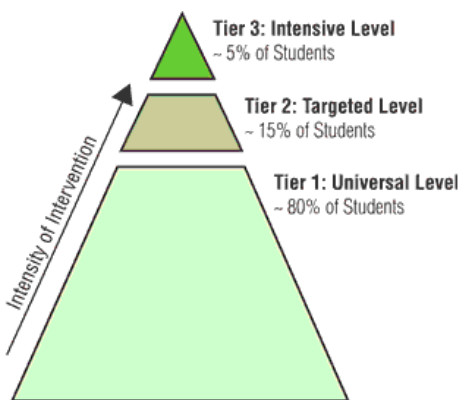
We also teach students that they should not bully others but instead help students who are being bullied by offering their friendship, moving from being a bystander to a concerned citizen, including those left out and reporting bullying behavior to an adult.

Pre-Bully Behaviors:

- Name-calling - Saying things that hurt feelings.
 - Laughing at or Making fun of others by laughing, resulting in hurt feelings or using gestures that hurt feelings.
 - Teasing - - Making fun of others with persistently annoying comments or gestures that hurt feelings.
 - Rumors/gossip - Passing words that will hurt feelings.
 - Pictures/notes - Drawing or passing of pictures/notes that hurt feelings.
 - Inappropriate letter writing or use of email, or social networking to make fun of someone.
 - Inappropriate Physical Contact - Pushing, shoving, bumping, hitting, or kicking - with the intent to annoy, bother, or tease others.
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COMPONENT 4 - BRICKS AND MORTAR- TIERED INTERVENTIONS, VISUAL REMINDERS AND CONSEQUENCES

At T. Clay Wood we recognize that all students learn in different ways. We approach correcting student behavior by following a Response to Intervention (RTI) Tiered approach. Most student behavior will be resolved at the lowest level - Tier 1. Students needing additional support will be given interventions at the Tier 2 and Tier 3 levels. Additionally, it is important for students to know and understand what the consequences are for their behaviors and for their choices. We will explain and teach these to our students. Students will also have an opportunity for reflection when they have made a choice that results in a consequence.



❖ **Behaviors are defined by three tiers.**

1. Tier 1 behaviors should be dealt with in the classroom.
2. Tier 2 behaviors are addressed by guidance, resource or administration, after documented interventions have been tried and the behaviors are re-occurring.
3. Tier 3 behaviors are sent to the office to be handled by administration.

Tiered Interventions

Tier 1 - This is where classroom management starts. Your child's teacher is your partner in establishing consistent and positive classroom behavior. The first tier is the classroom management system that is designed and implemented by the classroom teacher. Classroom management refers to all of the things that a teacher does to organize students' space, time, and materials so that instruction in content and student learning can take place. The teacher is the first person you contact.

Tier 2 -At times a classroom teacher needs support in his/her management of students. Students who need Tier 2 interventions may be referred to an administrator, a counselor, school intervention team or receive other types of support. An individual behavior plan may be developed for this student. Small group support may be offered.

Tier 3 - Interventions will be individualized and developed with support from a team of school and/or county staff. Assessment of student progress will be frequently monitored/reviewed.

Possible Consequences for Inappropriate Behaviors -

- Verbal warning
- Teacher/student conference
- Classroom time out
- Phone call to parent
- Loss of recess time (assigned by administration only)
- Separation from the group
- Review Choices and Reflection - (Possibly written reflection/review)
- Student writes note to parent describing the inappropriate behavior for parent signature
- Restitution made by student (replacing destroyed or stolen property for example)
- Referral to school counselor
- Referral to administration
- Teacher/Parent conference
- Conference with administration/parent
- School Intervention Team Meeting
- Student sent to the office
- Quality Leader and Learner Reflection Form
- County Discipline Referral filed into county system
- Lunch in office
- Detention (see below)
- Loss of field trips, assemblies and other special events,
- Removal from bus
- In-School Suspension
- Police Referral
- Referral for Threat Assessment
- Out of School Suspension
- Expulsion

DETENTION - Teachers and the administration can assign students to detention. Detention is designed to help students think and reflect about their behavior. Detention may be assigned if a classroom discipline situation continues to exist or as a consequence for a major infraction. Detention could also be assigned to help correct a bus or lunch problem or for uncompleted work or missing homework. Parents will be contacted and will need to pick up their child at the conclusion of detention

COMPONENT 5 - THE WINDOWS - COMMUNICATION AND REFLECTION

We believe that it is important that we all work together as a community. In this regard, communication is a key component of our plan and teachers, staff and administrators will communicate both positive news and concerns to parents on a regular basis and if issues arise. Students will reflect on their choices and behavior. Through the process of reflection, students will understand expectations and the impact of their choices. Each teacher and grade level will have different methods to communicate with parents including phone calls, emails, daily reflection forms, and school wide Quality Leader and Learner Reflection Forms. Students will also be given time to reflect on their behavior and achievement using Student Data Notebooks.

Quality Leader and Learner Reflection Form

A Quality Leader and Learner Reflection Form is used by either the teacher or an administrator to inform parents of inappropriate behaviors. It is also a tool that will give students an opportunity to reflect on their choices and can be used by the parent to discuss the behavior choice with their child and help their child think about their choices.

COMPONENT 6 - THE ROOF - POSTIVE REFLECTION, INCENTIVES AND CELEBRATIONS

We believe it is important to recognized students when they make positive decisions and choices. Not only does this reinforce this positive behavior but it also serves as a model for all our students of the desired expectation. As we develop leadership skills in our students, we will discuss the importance of serving as a role model and making a positive difference at school and in the community. There will be classroom and school wide forms of recognition and incentives.

At T. Clay Wood, we believe all students, staff and parents should feel safe, comfortable and respected. We are all committed to providing the most effective learning environment possible while maximizing instructional time for all students. We want our students to learn, be successful and feel a sense of belonging while at school. Our teachers and staff will provide positive reinforcement through individual classroom recognition activities as well as whole school programs. Please keep us informed of your child's achievements and successes outside of school.

See examples on the next page.

I. Leader in Me ongoing awards and 9-week awards:

A. Kg - 5th grade -

1. Habit Hero - Monthly
2. Habit 8 - Exemplary Encore Students - certificate and earn extra Encore. - Quarterly (identified by Encore teachers - earn Extra Encore)
3. Bring Up Grade Award (B.U.G.) - certificate - 2 & 3 quarters. This certificate is given by Dr. Buchheit to students who bring up a D or F grade from one report card to the next one.
4. Positive Referrals (Good News Calls) - Teachers can recommend students for a Positive Referral to Admin

II. End of the Year Recognition

A. Kg - 5th

1. Perfect Attendance All Year Certificates - Given to students who have attended school each day and have a combination of no more than 5 Tardies OR 5 Early Dismissals for the entire school year.
2. Excellent Attendance All Year Certificates - Given to students who have missed no more than 2 days of school and have combination of no more than 5 Tardies OR 5 Early Dismissals

B. Kg - 4th

1. Timberwolf Leadership Award - Students will earn this recognition by meeting the following criteria:
 - Earning S+ in Conduct on the report card with no Xs in any descriptors for CONDUCT for each 9-week period,
 - Earning S or S+ in Work habits on the report card.
 - No Concerns for Effort in any subject area as listed in the comment sections of the report card.
 - Earning No discipline referrals, detentions, or suspensions for the entire year.

C. 3rd -4th grade required and 5th grade optional

1. Wolf Pack Award - 3rd-4th - Any student who did not earn Principal Honor Roll or Honor Roll can be earn this award by demonstrating their best effort on all work during the school year. Teachers select students who they feel consistently did their best even if they could not achieve all As and Bs on their report card. This will usually be given to only a few students in a class each year.

D. 3rd - 5th grade only

1. Honor Roll All Year Certificates - Students will earn this award by earning all As and Bs for each subject for each of the 9-week grading periods.
2. Principal's Honor Roll All Year Certificates - Students will earn this award by earning All As in each subject for each of the 9-week grading periods.

E. 5th grade only

1. Presidential Awards of Academic Excellence - Students would earn this award if they achieved a passed advanced score on their 5th grade Reading and 5th grade Math SOL assessments and average a GPA of 3.50 or higher for the 5th grade year.
2. Presidential Award of Achievement - the purpose of this award is to recognize students who show outstanding educational growth, improvement, or commitment in their academic subjects but do not meet the criteria for the President's Award for Educational Excellence. The classroom teacher selects one - three students to receive this award in his or her classroom.
3. T. Clay Wood PRIDE Award "We Care, We Share, We Work" given to 5th grade students who have earned a B average or higher at the end of the year in all subjects, who have earned a Timberwolf Leadership Award and who document 20 hours of volunteering both within the school and outside of the school. Classroom teachers can override the grade criteria based on additional factors.
4. Timberwolf Leadership Award - Students will earn this recognition by meeting the following criteria:
 - Earning S+ in Conduct on the report card with no Xs in any descriptors for CONDUCT for each 9-week period,
 - Earning S or S+ in Work habits on the report card.
 - No Concerns for Effort in any subject area as listed in the comment sections of the report card.
 - Earning No discipline referrals, detentions, or suspensions for the entire year.
 - 3.5 Recommended by the classroom teacher

Academic Expectations and Attendance

- It is the responsibility of parents/guardians to see that their child attends school regularly and on time every day. Every school day is important to the education of your child.
- Research tells us that the best learning takes place during the interaction between the teacher and child in class. Simply making up the missed work does not begin to take the place of actual class attendance.
- Students who enter class tardy are disruptive to classroom instruction and can have a challenging time getting into the classroom routine.
- The same holds true for students who leave early. If it is necessary to leave school before the regular dismissal time, send a written note to the teacher indicating your intentions.
- **We discourage vacations during the school year.** Please send a note or letter in advance to the teacher and the principal informing the school of your plans. The principal has the responsibility of approving prearranged absences. We realize in the case of a family emergency that this may not be possible.
- **Teachers are not required to provide assignments in advance** for planned vacations or trips. We would encourage students to read, keep a written journal and practice math facts while out of school. Students can complete make up assignments when they return.
- **If your child is absent, please call the school at 703.594.3992 or email CWES-Timberwolf-Attendance@pwcs.edu** This is for your child's safety. If you do not contact the school, you will receive an automated phone call message or a call from the office.
- If we do not hear from you; your child will be marked as unexcused for the day.
- Students with excused absences are allowed two days for every day of absence to make up work. Students are responsible for making up work when they are absent.
- Please send in a note to confirm and excuse the absence when your child returns to school.
- Letters are generated by an automated system for Prince William County Schools when students have a certain number of absences or tardies. Please understand these letters are for informational purposes.

The T. Clay Wood Statement of Civility

At T. Clay Wood, we remind all our stakeholders (including our family members) to remember the 3 B's:

1. Be Safe
2. Be Kind and Respectful
3. Be Responsible and Ready to Learn

Please take responsibility for the energy you bring into your child's school!.

Thank you for always being **kind and respectful** to all our staff members, adults, and children in our building. We all may get frustrated from time to time, especially when it comes to our own children and students.

However, we believe all schools should be places where mutual respect is practiced and reinforced.

We strive to promote an environment in which all members of the school community treat each other with courtesy & respect.

Disrespectful, rude, and abusive behavior or language is unacceptable and creates an unsafe environment.

Any person who exhibits unacceptable behavior may be directed to leave the premises.

Unacceptable behavior includes but is not limited to: Using loud and/or offensive language, displays of temper, speaking in an insulting or demeaning manner, through personal actions, spoken words, pictures, email, social media messages, in writing, or threatening or trying to intimidate office , professional, and administrative staff, students, parents, visitors, and other members of the school community.

Our People are People Too! – Your words and behavior matter!

It is also important to remember that our students are always watching and learning.

It is the responsibility of the student's parents and/or guardians to review these school wide expectations with their students. All students will be held accountable to this plan and the PWCS Code of Behavior. A signature is not required.