

The Harding Resiliency Plan

Dear Parents,

We are excited at Harding about the way the district wide initiative of Resiliency is making a difference in our school. Over the summer, our staff worked with Horacio Sanchez on designing a school climate that would help more students experience success each and every day. Sanchez shared information based on brain based research to help us create a plan to help all students learn and grow.

Resiliency is the ability to bounce back in a positive manner even if you have to deal with a very difficult situation. The purpose of having a resiliency plan is to support consistent practices in our school so the staff, students, and parents all know the expectations and procedures.

There are two important actions we are emphasizing to our students for them to be successful. We have told them that if they do two things they can be successful in school and in life. Those two things are “comply with adult requests” and “stay on task.” If they can just do those two basic actions they will be successful.

One of the things that Dr. Sanchez stressed with us is that parents can help all children by remembering three important things at home:

- 1. Establish a consistent bedtime that allows children to get at least 8 hours of sleep – during this time their brains are actually anchoring the learning so they can remember it for the next day;**
- 2. Find a way to have at least one meal a day with your child;**
- 3. Establish rituals and routines;**
- 4. Talk with your child about the phrases “comply with adult requests” and “stay on task” and how that relates to them being successful in school and ultimately in life.**

These routines help children feel safe and help them grow as learners.

We too are working to establish routines in our school. We have set procedures for entering the school, walking in the halls, eating in the cafeteria, and for dismissal. These routines help students feel safe because they know what to expect and how things work at Harding.

If you are interested in a more detailed description of the Harding Resiliency Plan, please refer to our website for information.

For the website

A more detailed description of our plan is given below.

Dr. Sanchez' research indicates that an effective discipline model must work to establish the following:

- 1. A safe predictable school environment;**
- 2. A school wide behavior plan;**
- 3. A minimal**
- 4. A minimal response to all minor infractions;**
- 5. One major infraction that always results in the same consequence;**
- 6. Modify instruction.**

A Safe Predictable School Environment

We established procedures for entering the building, dismissing from the building, and traveling in the hallways. These procedures are explicitly taught, practiced, and reinforced throughout the day. This allows students to have a sense of safety because they understand that “this is how it is done here.”

A School Wide Behavior Plan

Every teacher is expected to provide “random reinforcement” for positive behaviors. Some teachers keep track of this through stickers on a card, punch cards, or other teacher determined methods. At the end of the month students are rewarded for their positive behavior contributions.

A Minimal Response to all Minor Infractions

Minor infractions are handled in the classroom, in a partner teacher's room, through the guidance counselor, and/or the Recovery Room. Students are given instruction on how to handle the situation in a more positive and productive manner or given time to process. This

instruction and/or processing time may be given during specials or recess time.

One Major Infraction That Always Results in the Same Consequence

As a staff we all believe that violent actions cannot be tolerated. Everyone needs to know that these kinds of actions warrant a consistent response. We agreed and it is in accordance with the Code of Conduct, that any act of violence with intent to harm or causing harm gets at least one day of out of school suspension and one day in the recovery room.

The recovery room is run by Mrs. Elzek, the behavior coach. Mrs. Elzek follows a consistent reaction plan to each student that enters the recovery room. In the recovery room students do the following:

1. Identify the concern/conflict in a written format;
2. Students are given activities to help them regain control;
3. Students get an academic activity;
4. Students go through a problem solving process and create a plan where they must re-earn trust and/or make restitution;
5. Then the behavior coach and the student sign off on the plan.

Modify Instruction

We analyze and identify core information that must be automated. This is done so we can build on students' knowledge base and take them to a higher level thinking process. We use a learning focused lesson plan format to activate students' prior knowledge. By doing this we can then help students see the connection between the new learning and what they already know and understand.

Additionally, we incorporate the use of catch phrases, repetition, music, movement, and visual cues to improve focus and comprehension.

The two main catch phrases we are using this year are "Comply with adult requests" and "Stay on task". We explain that students will be successful if they do these two actions.

We also try to help students feel comfortable and safe by offering activities through clubs and our soccer program as well as in the classroom games and morning meetings.

If you have any questions about Harding Community Resiliency Building, please contact me at 717-675-2138.