

ARTHUR JACOBSEN ELEMENTARY SCHOOL

SCHOOL-WIDE POSITIVE BEHAVIOR PLAN

Vision: AJ's vision is to collaboratively forge a powerful model of education by utilizing equitable, engaging, and effective teaching practices to accelerate learning for all students..

Mission: The mission of AJ is to provide a welcoming, safe, inclusive learning community focused on positive relationships and academic excellence.

Arthur Jacobsen positive approach has three Goals:

1. We can create an environment where children feel physically and emotionally safe in school, so that they can learn at their best.

"Be Courteous, Be Safe, Be Responsible"

2. We can facilitate the development self-discipline and the skills for working and learning cooperatively with others to achieve academic success.

"Be your best self."

3. We can show compassion to all students in our teaching and conferencing, and when we are determining appropriate actions to correct undesired behaviors.

"You matter to me."

Arthur Jacobsen positive approach objectives:

1. **Clearly Identify Roles and Responsibilities** of those involved in the school-wide system of positive behavior support.
2. **Foster positive behavior** within students through intentional *character development, conflict resolution*, and positive recognition of desired behaviors and effort.
3. **Identify and define disruptive behaviors** into *three levels of severity* for students, parents, teachers and administrators.
4. Use the **corrective action ladder** to develop a student's ability and skills to manage their own behavior through reflection, behavior modification plans, and/or discipline actions.
5. Apply **logical consequences, restorative solutions, and best practice interventions** that maintain a student's dignity at all times and supports their personal growth.
6. **Assess students** who demonstrate disruptive behaviors either continuously or violently may be potentially behavioral impairments or disabilities, and **we want to improve supports** for students who are apart of at-risk populations for educational failure.

Roles and Responsibilities in Terms of Positive Behavior Development

Student: The student has the responsibility of taking ownership of their behavior, being honest about their actions and decisions, reflective of their behavior, active in the problem-solving, accept their consequences, and collaborative in finding solutions.

Parent: The parent has the responsibility to advocate for their student, initiate a conference with your child's teacher if concerns arise, support them in their character development, reflective of their child's behavior, active in the problem-solving, attend goal setting conferences, hold their student accountable, and collaborate with school staff to find meaningful solutions.

Teacher: The teacher has the responsibility to provide evidence based and rigorous academic instruction, model expectations, foster positive language and behavior in students, establish clear expectations for student behavior, identify and communicate negative behaviors, teach appropriate behavior and social problem-solving skills, follow through with discipline situation reasonably, fairly, patiently and without provocation, reflect on their decisions and actions, provide a collection of data documenting behaviors, utilize the BIT Team in problem solving, hold students accountable, and collaborate in finding solutions.

Counselor: The counselor primary responsibility is to provide evidence based guidance, support, conflict mediation, and to teach coping skills for students. As a resource to teachers, the counselor can help teachers build community in the classroom, counsel students that teachers identify as needing support, and create initiatives to support school wide expectations. *The counselor will also participate as a member of the BIT Team, provide advice and support administration in implementation of the school-wide system.*

Whole Child Specialist: The Whole Child Specialist has the responsibility to students to provide them with clear behavior expectations, treat students with respect, and design behavior plans and interventions that support their development. The WCS should also be a resource for teachers in development of logical consequences, behavior modification systems, and provide support in communicating with students and parents. *WCS will be a member of the BIT Team, provide advice and support administration in implementation of the school-wide system.*

Administrators: The Principal and Assistant Principal have the responsibility to enforce school wide expectations, provide teachers with guidance in terms of behavior policies, assist teachers through the problem solving process, participate on the BIT team, develop student improvement plans, determine appropriate restorative actions, and collaborate in finding solutions. The administration must balance the rights of other students and staff with the need to support struggling students.

Building Intervention Team: The BIT Team has the responsibility to support teachers in the review of student behavior data, development of positive behavior supports, working with teachers to problem-solve, and collaborate in finding solutions for the student.

FOSTERING POSITIVE BEHAVIOR

School-wide Guidelines: Teaching and modeling positive behaviors are the primary approaches to discipline at Arthur Jacobsen. In turn this provides the foundation for individual classrooms to develop their own set of behavioral expectations. This self-governing model teaches character traits on a regular basis through countless interactions between children, children and teachers, and other adults. Students are immersed in learning about, and expected to practice, strong character. The following traits are ones' adults model in order to help students grow and interact with personal responsibility for their behavior and learning.

C. Courteous	S. Safe	R. Responsible
<ul style="list-style-type: none">▪ Empathetic▪ Respectful▪ Welcoming	<ul style="list-style-type: none">▪ Physical Safety▪ Mental Safety▪ Emotional Safety	<ul style="list-style-type: none">▪ Accountable▪ Focused▪ Engaged

Classroom Guidelines and Practices: The proactive strategies used in the classrooms and throughout the school to achieve these goals are up to the teacher to determine, build and practice. **Behavior should be viewed within the context of the student's life at school**, in a particular classroom's agreements, and the school's collaborative, respectful methods. Throughout the year/s teachers and staff are called upon to get to know and understand the children at Arthur Jacobsen. Personal knowledge about the child's, or family's "story" can be respectfully useful in working with the children.

Each classroom teacher and specialist will be expected to create **Classroom Norms** with their students. These norms should be connected to the school wide guidelines, reinforced throughout the year, referenced in behavior conferences and posted clearly for all to see. This is especially helpful for guest teachers, specialists and administrators to help reinforce while in the room.

Daily **classroom meetings** are used as one vehicle for teachers to get to know their students well. This is also a place for discussing and problem-solving specific issues. Here, both children and teachers teach, practice and model appropriate ways of resolving conflict. Character traits and social skills should be **explicitly taught** in the classroom.

Positive Feedback Practices: To help support positive behaviors and actions, students must receive positive feedback in greater quantities than negative. As a school we want to focus on the positive things students are doing, instead of focusing our attention on the negative things. The practices listed below are designed to recognize the positive community, character and academic contributions of students at Arthur Jacobsen.

Verbal Praise (Immediate): Praise should be focused on a student's willingness, effort and grit in improving their behavior, knowledge and skill. This will be supported by staff at Arthur Jacobsen through strong practice of **"effort praise."** Praise that is focused on an individual's effort supports their development of the growth mindset and builds a commitment to continuous self-improvement.

Soaring Thunderbird (Immediate): Students and adults can provide each other positive feedback through the immediate and daily recognition for demonstrating Courteous, Safe and/or Responsible Behavior. Soaring Thunderbird Tickets will be available in classrooms, common areas and in the office. When anyone recognizes positive actions or decisions in another, they can fill out a form. These should be collected by classroom teachers. Teachers should read those recognitions out to the class at a time that fits in their schedule. Soaring thunderbirds for a staff member, it should be sent to the front office.

Soaring Thunderbird (Weekly): Each class should review their soaring Thunderbirds, and at the end of the week select one to be shared on the Monday Morning Announcements by the principal. Ideally they would be reviewed on Friday, and each class would vote on which one to share. Those should be sent to the office Friday afternoon to be ready for the following Monday.

Lunch with the Principal (Weekly): Teachers will select a different student each week who has produced a high quality piece of work. That student will be invited down to the office for lunch with the principal. Their work will then be put on displayed in the Hallway of Excellence. *Monday Lunch:*

Kindergarten/ 1st Grade

Tuesday Lunch: 2nd Grade/ 3rd Grade

Wednesday Lunch: 4th Grade/ 5th Grade

Awesome Attendance Award (Monthly): Students who have had perfect attendance for the past month will be entered into a monthly drawing for a prize. Their names will be recognized at the monthly assembly before the drawing.

Trait of the Month: Classroom teachers will be asked to nominate at least one student each month for this reward. The focus of the award should be on the trait of the month.

Student of the Month: All teachers (Classroom and Specialists) will be asked to nominate at least one student each month for this reward. The focus of the award should be on student growth, not necessarily the “best” or most intelligent student in the classroom. The award should be authentic and sincere, but teachers should recognize a different student each month to provide multiple opportunities for students to shine. This award is focused on students who fall into one of the following categories.

- *Student showed progress and improvement in a subject area(s).*
- *Student made a contribution to the community through service and/or volunteering.*
- *Student displayed exemplary leadership.*
- *Student showed positive attitude toward classmates, school staff, learning and school.*
- *Student participated in a school based extracurricular activity.*
- *Student demonstrated exemplary behavior.*
- *Student encouraged others to be their best self.*
- *Student worked up to their ability, showed GRIT.*
- *Student exhibit good character, hard work, and honesty.*

IDENTIFY AND DEFINE DISRUPTIVE BEHAVIORS

Disruptive behaviors or conduct can have a tremendously negative impact on the quality of education, the environment, the safety and the culture of Arthur Jacobsen. These behaviors are not acceptable and will not be tolerated, and it is important to help students curb these behaviors through a strong discipline ladder, interventions and agreements.

LEVEL ONE: MINOR DISRUPTIVE BEHAVIOR

Students are expected to conduct themselves in keeping with their level of maturity and development, acting with due regard for teachers and others acting in a supervisory role, the educational purposes underlying all school activities, and the maintenance of a quality learning environment for all. This kind of conduct is not conducive to the learning environment, and when they become repetitive this chronic behavior can erode the quality of the learning environment, rigor and safety of the school. **Chronic behavior will result in the use of the Discipline Ladder starting at Step #1.**

Level One: Definitions of Minor Disruptive Behaviors	
Verbal Outbursts	Yelling or shouting during instruction time that distracts others from learning.
Lack of Eye Contact	Not making eye contact when being spoken to by another student or adult.
Side conversation	Speaking to others when the teacher or another is speaking to the whole group or small group.
Not prepared for class	Not having the appropriate equipment, materials, homework or pre-work ready to complete the tasks and activities assigned during that class period.
Misuse of Work Time	Not working on the assigned work during the given time, rushing through work, playing or distracting themselves or others from meeting deadlines.
Disruption	Behavior causing an interruption to the class or activity.
Running/ Jumping Indoors	Running, skipping, jumping, moving erratically, walking backwards, or in a way that could cause physical danger to themselves or others.
Transition Trouble	Being loud and/or disruptive during transitions, or lingering in common areas
Public Displays of Affection	Kissing, handholding, hugging, heavy petting or other sexual contact that makes others uncomfortable and prevents the connection with others.
Attention Seeking	Clowning around, making inappropriate noises.

Not Attending to Directions	Does not follow directions or respond to teacher.
Misuse of Privileges	Does not follow the expectations set for privileges such as classroom or lunchroom helper.
Personal Boundaries	Physically touching another person to cause them discomfort or to irritate; lacking personal boundaries with others.
Noncompliant Behavior	Refusal to accept consequences or directions.
Damaging Supplies	Deliberately destroying or damaging school supplies, such as breaking pencils, rulers, clipboards, paper or books; inappropriately using school equipment. For example: not properly sitting in a chair.
Academic Dishonesty	Copying other student's work, asking them for help or assistance on personal assessments, or plagiarism.
Disrespectful towards Teacher	Talking back, making excuses or arguing with teachers in an attempt to derail or under mind instructions, directions or authority.
Leaving Classroom	When a student leaves the classroom or instructional area without notifying and seeking permission from their teacher or supervisor.

LEVEL TWO: MAJOR DISRUPTIVE BEHAVIOR

Conduct which disrupts or threatens to disrupt the operation of the school, which interferes in any way with the public or private rights of other students or citizens, which threatens or endangers the health or safety of any person, or which damages property will not be tolerated and will result in immediate disciplinary action and consequences. **Any occurrence of such behavior will result in the use of the Discipline Ladder starting at Step #4.**

Level Three: Definitions of Major Behaviors	
Fighting	At least two students mutually engaged in serious physical contact (punching, kicking, scratching, hair pulling, hitting with object).
Physical Aggression	One student making serious physical contact upon another (hitting, punching, kicking, scratching, hair pulling, hitting with object).
Insubordination	Complete refusal to follow staff directions in such a manner that the learning environment is significantly disrupted and/or the students places his/herself in a dangerous situation. Walking away from an adult when being spoken too.
Student Threat	Student delivers a message (verbalized, written, drawn or gestured) toward another that conveys an act of intended injury or harm.
Disruption	Behavior causing a sustained and significant interruption of a class or activity.
Harassment / Discrimination	<ul style="list-style-type: none">• Teasing, name calling, or other actions intended to emotional hurt another student• Repeated teasing, name calling, or other actions, as well as activities or statements intended to be offensive of one's religion, race, heritage, color, and disability, including sexual harassment.
Vandalism / Property Damage	<ul style="list-style-type: none">• Participating in an activity that results in substantial destruction or disfigurement of property.• Deliberately impairing the usefulness of school property, another's student's or staff member's personal property. (<i>Different from Vandalism</i>).
Theft	Possession of, having passed on, or the removing of someone else's property.

Bullying	Unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.
Abusive/ Inappropriate Language	Verbal messages that include swearing or using words in an inappropriate way in such a manner that the learning environment is significantly disrupted. (<i>Different from Harassment/Discrimination</i>)
Out of Bounds/ Inappropriate Location	Leaving the school grounds without permission, entering an area of the school off limits to students, and hiding from staff
Technology Violation	Inappropriate or illegal use of technology (<i>using technology for non-educational purposes, looking up inappropriate content, etc.</i>) without notifying an adult immediately when an accidental use has occurred.
Other	Could include: possession (<i>tobacco, cellphones, mp3 players, laser pointers, drugs, or weapons</i>)--arson--forgery--bomb threat--false alarms—extortion--computer use violation-- leaving campus.

POSITIVE BEHAVIOR SUPPORT LADDER

The three goals of the positive behavior Support Ladder:

- clearly define parameters of expected behaviors,
- monitor behaviors with systems that respect student's growth and privacy,
- and to implement supports, interventions, and consequences when necessary

Aggressive or disruptive behavior may happen for a variety of reasons and in a variety of school settings. In line with our educational philosophy, these behaviors are handled in a variety of ways that integrate the needs of the child or children and teach or model the desired outcome. Whenever possible, those involved are invited to actively participate in the conflict resolution. Our goals are to protect each person's rights, and to help each person learn to make wise choices, caring for themselves and others.

There are times when staff must take action to ensure a quality learning environment and the integrity of our school's mission and values. When behavior impedes the ability of students to perform at the highest level, the staff will utilize the support ladder to prevent such behaviors from repeating. The ladder is designed to be a clear, fair and transparent system for disciplining students, providing opportunities to improve, and to open lines of communication and support.

Step #1: Turn Around
Participants: Student
<ul style="list-style-type: none"> • Teacher identify undesired behaviors. • Clearly identifies the undesired behavior to the student. • Teacher asks the student to take a break within the classroom. • Teacher hands the student a Turn Around Form. • Student completes the form and hands it back to the teacher at an appropriate time. • Teacher reviews the form and maintains it as record of behavior.
Desired Outcome: Completed Turn Around Form
Communication: The student might share something of concern or interest, and that could and probably should be shared with parents, counselor, BIS or Admin.
Next Steps: After four weeks, the teacher could decide to.... <ul style="list-style-type: none"> • Teacher Continues to Monitor Behavior • Move student to Step #2

Step #2: Student Conference
Participants: Teacher and Student
<ul style="list-style-type: none"> • Teacher identify repeated undesired behaviors • Teacher should take student aside during instructional time or hold them back from non-instructional time to discuss pattern of behavior. • Teacher clearly identifies the undesired behaviors and logical consequences. • Student has opportunity to share perspective and seek supports. <ul style="list-style-type: none"> ○ Struggling with home or school issue ○ Moved seating assignment ○ Academic support in subject area • The teacher and student write a goal for their undesired behavior. • Discuss possible behavior interventions and/or identify logical consequences for school and home • Determine the roles and responsibilities of the student and teacher in improving the behavior • The teacher and student use the SMART goal to create a contract. • Teacher may need to teach the student some skills or provide them opportunity to learn appropriate and positive behavior.
Desired Outcome: Teacher/ Student Contract

Communication: Teacher will check-in with student daily until the goal is met consistently.

- Teacher may want to connect with BIS or counselor for ideas or support in teaching student needed behavior skills.
- The student might share something of concern or interest, and that could and probably should be shared with parents, counselor, BIS or Admin.

Next Steps: After four weeks, the teacher and student could decide to....

- Exit student from the contract
- Revise and extend Teacher/ Student Contract
- Move student to Step #3
- Schedule a BIT meeting

Step #3: Student-Parent Conference

Participants: Teacher, student and Family

- Teacher identify repeated undesired behaviors
- Teacher should take student aside during instructional time or hold them back from non-instructional time to discuss pattern of behavior.
- Teacher clearly identifies the undesired behaviors and logical consequences.
- Student and has opportunity to share perspective and seek supports. ○
Struggling with home or school issue
 - Moved seating assignment, etc.
 - Academic support in subject area
- Parent has opportunity to ask teacher and student clarifying questions •
The teacher, student and parent write a SMART goal for their undesired behavior.
- Discuss possible behavior interventions and/or identify logical consequences for school and home.
- Determine the roles and responsibilities of the student, parent and teacher in improving the behavior
- The teacher, student and parent create a contract.
- Teacher may need to teach the student some skills or provide them opportunity to learn appropriate and positive behavior.

Desired Outcome: Student-Parent Contract

Communication: Teacher will check-in with student daily and communicate with home weekly progress towards the goal.

- Teacher may want to connect with BIS or counselor for ideas or support in teaching student needed behavior skills.
- The student or parent might share something of concern or interest, and that could and probably should be shared with counselor, BIS or Admin.

Next Steps: After four weeks, the teacher, student and parent could decide to... • Exit student from the contract
• Revise and extend Student-Parent Contract
• Move the student to Step #4
• Schedule a BIT meeting

Step #4: Office Referral (Start of Level 2 Behaviors)

Participants: An Administrator or BIS, teacher, student and family

- Student is sent to the office.
- An office referral form is completed and entered into SWIS.
- *If this is a level 1 or 2 Behavior, the teacher should send down all accompanying documentation.*
- Administrator will conference with student.
- Student and has opportunity to share perspective and seek supports.
- Administrator will contact the parent about the issue.
- Parent will be given an opportunity to share perspective and/or seek support
- Parent may be asked to come to the school for an immediate conference. • Restorative Action Plan will be completed.
- Student will be allowed to re-enter the classroom once they have met the requirements of their Restorative Action Plan.
- Parent and teacher will be given a copy of the corrective action letter. • Administrator will conduct re-entry meeting with student to ensure completion of all required pieces of their restorative action plan.

Desired Outcome: Restorative Action Plan

Communication: Administrator will communicate outcome office referral to parent and teacher.

Next Steps: After four weeks, the administrator, student and parent could decide to... • Student completed Restorative Action Plan and returns to class.
• Revise and extend Student-Parent Contract with administrator monitoring.
• Schedule a BIT meeting
• May move to student to Step #5

Step #5: Check In and Check Out

Participants: BIT Team, teacher, student and family

- After several office referrals for disruptive behaviors, an administrator could create a check in and check out system for the student.
- This would begin by creating a plan with the student and BIS with input from teacher and student.
- The student and BIS would write a SMART goal for their undesired behavior.
- The BIS would put into place a intervention system for the student.
 - Set clear Check In Dates and Times
 - Identify consequences for both positive and negative behaviors.
 - Identify skills or strategies to help the student improve behavior.
 - Set up times to meet with counselor or BIS to develop those skills or strategies.
- Determine the roles and responsibilities of the student, parent, teacher and administrators to support students in their Plan.
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Desired Outcome: Check In and Check Out Plan

Communication: BIS will check in with student on a schedule to ensure the plan is being followed.

BIS will communicate progress to teacher, parent, and administration regularly.

Next Steps: After four weeks, an administrator could...

- Exit student from Check In and Check Out System
- Revise and Repeat Check In and Check Out Plan
- Schedule a BIT meeting
- Move student to Step #6

Step #6: Individual Student Intervention

Participants: BIT Team, teacher, student and family

- At multiple points in the process of helping the student improve behavior, the student could be referred to the BIT Team.
- The team would review student information.
 - Turn around forms
 - Student Contracts
 - Student Parent Contracts
 - Office Referrals
 - Check In and Check Out Plans
 - Grades and Attendance Records

<ul style="list-style-type: none"> ○ Assessments, IEPs or 504 Plans • The team might also ask the teacher and parent to fill out checklists or inventories to gather more information specific to the student and behaviors. • <p>At a BIT meeting,</p> <ul style="list-style-type: none"> ○ the team will review the information to identify undesirable behaviors, ○ determine sequence of behaviors to address in terms of importance, ○ The BIT leader will determine the appropriate next steps for to help the student develop positive behavior. <ul style="list-style-type: none"> • The Plan will be tracked in the Individual Student Intervention System on SWIS Suite
<p>Desired Outcome: Positive Behavior Intervention Plan</p>
<p>Communication: The BIT Team will assign a plan manager to ensure clear communication to student, teacher, parent, administration and team.</p>
<p>Next Steps: Through ongoing and continued support the student will hopefully make positive gains in improving their behavior After four week intervals, the BIT team....</p> <ul style="list-style-type: none"> • Assess the progress of the student • Revise the plan or determine new focus • Communicate progress to student, parent and teacher

ACTIONS TO SUPPORT STUDENTS

Non-Punitive Logical Consequences: Often the most effective intervention is to allow a student to experience a logical consequence that follows the behavior. Consequences are **respectful, relevant and realistic**. Logical consequences provide a student more support to learn the effect of her behavior and learning to be responsible for the consequences of her actions.

Respectful: the teacher uses positive language with the students. For example, Jimmy, take a break from the game, I will signal for you to come back in after a while, instead of, “Jimmy, I’m not going to put up with your antics today, you are annoying the other children.”

Relevant: The consequence should be directly related to the misbehavior. For example, if a child throws food in the cafeteria, a relevant consequence would be for the child to help clean up the mess, not, for example to miss recess.

Realistic: The consequence should be reasonable for the student and manageable for the adult. For example, if a student writes on the bathroom wall, a realistic consequence would be to clean that wall, not all the bathrooms in the building.

Listed are three basic types of logical consequences:

1. **Simple reparation** (also known as, “you break it, you fix it”).

2. **Increased structure and supervision.** In some instances of misbehavior, it’s effective for adults to provide additional structures or bump up the level of supervision temporarily, perhaps for a class period, a day or a few days. This might take the form of:

- Moving the child away from where the misbehavior occurred (a child who distracts others at an all-school meeting is told to move to a different spot).
 - Taking away objects related to the misbehavior until adults are sure the child can handle the object appropriately (a student who uses playground equipment dangerously must stop using it; the student talks with an adult about proper use and tries again in a day or two).
 - Narrowing a child's choices (Lucy, today during recess you'll need to choose the playground games. You can try the monkey bars again tomorrow.)
 - Taking a privilege or responsibility away from the child for a while. (A student messenger is disruptive in the hall loses that role for the rest of the week and needs to show that he can handle the responsibility before getting a turn at being messenger).
3. **Take-a-break (a positive time-out).** To help children regain self-control, adults can respectfully have them take a short break in a designated place. When taking a break, the child sits quietly or uses calming techniques to regain self-control so he can come back and rejoin the group in a positive way.

Conflict Resolution: As we all know; conflicts arise within any community. Conflict resolution is an area of the school environment that is crucial to the on-going positive nature of our program. As a general rule, children and adult members of our community attempt to use conflicts to teach new and/or better behaviors. **Teacher Mediate conflicts between students by helping students develop the attitudes and language to effectively communicate.** The protocol for conflict resolution is called VOMP.

Description of Minor Corrective Actions (Teachers and Paraprofessionals)

Student/ Teacher Conference: Meet with the student to provide him/her with corrective feedback, re-teach behavior expectations, set up a plan to improve behavior.

Behavior Contracts: Create a formal agreement that include expected behaviors, consequences for infractions and incentives for demonstrating positive behaviors.

Service tasks: Give back to their classroom, school or community through the completion of tasks or projects that provide a service to others.

Verbal Apology: Work with the student to choose an appropriate way for him/her to apologize and make amends to those harmed or offended.

Letter of Apology- The student will be asked to write an apology letter to those impacted by their behavior. In this letter the student must clearly describe the impact of their actions or decision, explain what would have been a more appropriate action or decision, and communicate how they will prevent a reoccurrence.

Assignment- Reflective activity, such as writing an essay, about the offense and how it affects the student, others, and the school.

Work Time: Additional work time during which the student completes his/her work. This may be during lunch, recess, assemblies or before or after school depending on teacher availability.

Presentation- The student will be asked to create and deliver a presentation to their peers, class or the whole school to educate others about appropriate choices and consequences. The goal of the presentation is to empower the student, not to publicly shame the student. The student will be given direction and support in this process.

Behavior Modification Chart- The student will be asked to set personal targets to curb or eliminate a reoccurring unwanted behavior. The student would be asked to check in with their teacher(s) periodically to assess their progress towards their target. This would also include conferencing with their teacher(s) to help gradually improve behavior overtime.

Preventative Action Plan- The student would be asked to create their preventative action plan for reoccurring unwanted behaviors. The goal is to empower the student to develop a plan that helps them prevent certain behaviors.

Lunch with Teacher/ Administrator- The student will be asked to spend a lunch or a series of lunch with a teacher or an administrator. During this time the student and adult can build a relationship that should help them problem-solve future problems and brainstorm solutions to current issues.

Preferential Seating- The student will be asked to sit in a specific location within the classroom that will help manage their behavior. This seat assignment will be determined by their teacher or through the RTI team. The goal is to seat the student in the best location for their own personal learning and those around them.

Preferential Grouping- The will be asked to work within a certain group or partnership that would be conducive to their learning and the learning of others. The grouping will be determined by their teacher or through the RTI team.

Other Positive Behavior Interventions- There will be a host of other possible actions or interventions that could be put into place to support students with challenging behaviors.

Parent/ Administrator Conference: Development of an open communication system between parents/guardians and teacher in order to address issues the student may be facing in a collaborative manner.

Referral to Support Services: Refer student to counselor, social-worker, behavior interventionist, or Behavior Intervention Team.

Description of Major Corrective Actions (BIS, Administrator and BIT)

Student/ Administrator Conference: Meet with the student to provide him/her with corrective feedback, re-teach behavior expectations, set up a plan to improve behavior.

Parent/ Administrator Conference: Development of an open communication system between parents/guardians and school officials in order to address issues the student may be facing in a collaborative manner.

Loss of Privilege: Loss of the ability to participate in class or school wide events, they may also loss privilege to move freely through the school or access to school equipment or supplies, such as computer devices.

Placement Change: Adjust the student's class schedule or placement to maximize academic and behavioral improvement.

Community Service: An administrator could decide that the student needs to complete between 1 and 40 hours of community service. These service hours must be tracked by the student, supervised and verified by a teacher, parent or guardian.

Check Up Plan: Require daily or weekly check-ins with an administrator for a set period of time.

Restorative Action Plan: Student and advisor would work together to create a plan to restore their place within the community, school or classroom. This may be a series of actions or consequences to help make the student whole again.

Referral to Support Services: Refer student to counselor, social-worker, behavior interventionist, or Behavior Intervention Team.

Set Up Support Services: Arrange for the student to receive services from a counseling, mental health, or mentoring agency.

Move to Step #5 (*Check In/ Check Out*): Create check-in/check-out intervention plan for the at-risk student with a caring adult in the school who tracks the student's behavioral progress and addresses his/her individual needs on a daily basis.

Move to Step #6 (*Individual Student Intervention*): These interventions will be developed, monitored and revised by the BIT with the guidance of the Behavior Intervention Specialist. These is a Tier III intervention that may qualify the student for special education services.

In-School Suspension: An administrator might decide that the student will be temporarily excluded from their class for the entire school day or for a certain instructional period for a specific period of up to five (5) school days. They will be provided their instruction in isolation within another area of the school building. This includes exclusion from adventures and/or fieldwork.

Out-of-School Suspension: An administrator might decide that the student will be temporarily excluded from their class for the entire school day for a specific period of up to five (5) school days. The student is not allowed out school grounds during the duration of the suspension, and they will be held accountable for all instruction missed during the suspension. This includes exclusion from adventures and/or fieldwork.

Other Positive Behavior Interventions- There will be a host of other possible actions or interventions that could be put into place to support students with challenging behaviors.

ADDITIONAL SCHOOL-WIDE SYSTEMS

VOMP Protocol: Peer conflicts should be managed in an effective system that allows all parties an opportunity to be heard, to actively listen to others, and constructive active steps to restoring collaboration and respect in the school. This protocol extremely easy to follow. Teachers can model it for students, use it to mediate conflicts, and students can be taught to use this protocol independently.

- **VENT-** Each student will get an opportunity to vent their frustrations or grievances.
- **OWNERSHIP-** Each student will take ownership of their part of the conflict.
- **MOCCASSINS-** Each student will describe the other person's perspective of the conflict.
- **PLAN-** Students will develop a plan to resolve the issue and/or to prevent future conflict

School-wide Volume Control System: Noise in the school building can cause a major distraction within the learning environment, and it is important that all teachers and staff members are using the same system to make it easier for students to understand the expectations. The system below can be used both verbally and non-verbally through hand signals. An adult could politely ask students to speak at certain level, use their hand to indicate the acceptable volume level or both.

0- Silence Is Golden (no voice)

1- Spy Talk (whisper)

2- Low Flow (partner or small group talk)

3- Formal Normal (speaking whole class)

4- Loud Crowd (yelling)