

ILALKO ELEMENTARY SCHOOL

SCHOOL-WIDE POSITIVE DISCIPLINE BEHAVIOR PLAN



Vision: The vision of Ilalko Elementary School is to partner with families to develop students in the skills & attitudes that will maximize their potential for lifelong learning, critical thinking, positive social interactions, and responsible decision making, in the future they choose.

Mission: Ilalko is a collaborative community that celebrates and builds on the academic and social strengths of each student through challenging and engaging instruction.

Ilalko positive approach has three Goals:

1. We can create an environment where children feel physically and emotionally safe in school, so that they can develop skills and attitudes for lifelong learning.

“Be Kind, Be Safe, Be Responsible”

2. We can facilitate the development of self-discipline and the skills for working and learning cooperatively with others to ensure positive social interactions.

“Be your best self.”

3. When we are determining appropriate actions to correct undesired behaviors; We show compassion and empathy, while providing logical consequences.

“You matter to me.”

Ilalko positive discipline 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 *minor or major 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 support their personal growth.
6. Use a **Behavior Intervention Team (BIT) to assess students** who are demonstrating continuous or violent behavior. **We strive to improve support for students** by objectively assessing behaviors to determine if behavioral impairments or disabilities are at play, which can cause the student to become at-risk 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 problem-solving, accepting 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's 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.*

Behavior Intervention Specialist: The Behavior Intervention Specialist (BIS) 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 BIS should also be a resource for teachers in the development of logical consequences, behavior modification systems, and provide support in communicating with students and parents. *BIS 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 Ilalko. 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.

Kind	Safe	Responsible
<ul style="list-style-type: none"> ▪ Empathetic ▪ Considerate ▪ Welcoming 	<ul style="list-style-type: none"> ▪ Mentally Safe ▪ Physically Safe ▪ Emotionally Safe 	<ul style="list-style-type: none"> ▪ Accountable ▪ Focused ▪ Engaged

Husky P.R.I.D.E. Expectations

Positive Attitude: I will have a positive attitude towards learning and help create a safe and friendly environment

Respect: I will show respect towards others, my school, and myself.



Integrity: I will show integrity by being responsible for the choices I make and work with others to make Ilalko a safe place for us to grow.

Dependability: I will show dependability by coming to school on time and ready to learn.

Effort: I will ask questions and give my best effort to be successful in school.

PBIS Matrix:

These are school wide expectations in common areas. Students will brainstorm with classroom teacher PBIS strategies that can be added to these locations and when coming up with classroom expectations.

 Ilalko Elementary Standards of Expected Schoolwide Student Behavior Matrix					 Ilalko Elementary Standards of Expected Schoolwide Student Behavior Matrix				
Expectations	On Campus	School Events	Technology	24/7	Expectations	Restroom	Cafeteria	Hallway & Lockers	Front Office & Health Room
Be Kind	<input type="checkbox"/> Use your manners <input type="checkbox"/> Be kind and respectful <input type="checkbox"/> Use appropriate voice levels <input type="checkbox"/> Listen and be attentive <input type="checkbox"/> Use appropriate language <input type="checkbox"/> Help anyone who needs assistance <input type="checkbox"/> Be patient	<input type="checkbox"/> Enter quietly <input type="checkbox"/> Listen and be attentive <input type="checkbox"/> Positively respond to presenters/performers	<input type="checkbox"/> Be aware of how your post will affect others <input type="checkbox"/> Keep your online presence positive <input type="checkbox"/> Use all equipment appropriately	<input type="checkbox"/> Treat all people the way you want to be treated <input type="checkbox"/> Be a little kinder than necessary <input type="checkbox"/> Be honest and tell the truth	Be Kind	<input type="checkbox"/> Voice Level 0 <input type="checkbox"/> Wait your turn <input type="checkbox"/> Give Privacy <input type="checkbox"/> Use manners	<input type="checkbox"/> Voice Level 0 unless talking to Food Service adults <input type="checkbox"/> Give space <input type="checkbox"/> Use manners	<input type="checkbox"/> Voice Level 0 <input type="checkbox"/> Wait when others are in front of locker or you in line <input type="checkbox"/> Give Privacy by only being in your locker or in your space <input type="checkbox"/> Use manners	<input type="checkbox"/> Voice Level 1 when talking <input type="checkbox"/> Wait for an adult to assist you <input type="checkbox"/> Give space
Be Responsible	<input type="checkbox"/> Report incidences that threaten the safety of others <input type="checkbox"/> Worry about yourself <input type="checkbox"/> Return things the way you found them <input type="checkbox"/> Clean up after yourself <input type="checkbox"/> Ask for help when struggling (academically or emotionally)	<input type="checkbox"/> Sit appropriately <input type="checkbox"/> Follow all directions <input type="checkbox"/> Accept the outcome of an event <input type="checkbox"/> Be humble in victory or defeat	<input type="checkbox"/> Make good choices when engaging online <input type="checkbox"/> questions/consider your sources <input type="checkbox"/> Know that everything online is not always factual	<input type="checkbox"/> If you make a mistake, own it <input type="checkbox"/> When things get tough, ask for help <input type="checkbox"/> Work hard and be the best person and student you can be	Be Responsible	<input type="checkbox"/> Clean up any messes <input type="checkbox"/> Flush Toilet <input type="checkbox"/> Wash Hands <input type="checkbox"/> Walk at all times <input type="checkbox"/> Be quick	<input type="checkbox"/> Wait your turn <input type="checkbox"/> Take 1 serving <input type="checkbox"/> Eat ONLY in classroom <input type="checkbox"/> Clean up any mess <input type="checkbox"/> Memorize Student number	<input type="checkbox"/> Clean up any mess <input type="checkbox"/> Open and Close locker quietly <input type="checkbox"/> Always walk on the right side of the hallway	<input type="checkbox"/> Get permission from an adult <input type="checkbox"/> Have your pass
Be Safe	<input type="checkbox"/> Quietly wait your turn <input type="checkbox"/> Keep your hands, body, and feet to yourself <input type="checkbox"/> Use equipment appropriately <input type="checkbox"/> Follow all directions <input type="checkbox"/> Tell an adult if you are worried about a friend	<input type="checkbox"/> Exit quietly and always walk when dismissed <input type="checkbox"/> Keep your hands, feet, and body to yourself <input type="checkbox"/> Look for directions from the adult in charge	<input type="checkbox"/> Keep all passwords and personal info safe <input type="checkbox"/> Do not engage with strangers <input type="checkbox"/> Know the rules of school equipment and use appropriate websites	<input type="checkbox"/> Don't worry about what others are doing <input type="checkbox"/> Do the right thing, in the right place, at the right time	Be Safe	<input type="checkbox"/> Get permission before going <input type="checkbox"/> Report problems or issues	<input type="checkbox"/> Walk when entering line <input type="checkbox"/> Use utensils only as directed	<input type="checkbox"/> Walk in hallways <input type="checkbox"/> Follow directions by adults <input type="checkbox"/> Stop when asked to prevent accidents	<input type="checkbox"/> Walk coming to office or health room <input type="checkbox"/> Keep hands to self



Expectations	Drop Off/Pick Up Zone	Bus Zone	Before School	Recess
Be Kind	<input type="checkbox"/> Voice Level 1 or 2 <input type="checkbox"/> Acknowledge adults and other students <input type="checkbox"/> Use manners	<input type="checkbox"/> Voice Level 1 or 2 <input type="checkbox"/> Give space to others getting on, while riding, and exiting the bus <input type="checkbox"/> Use manners	<input type="checkbox"/> Voice Level 1 or 2 <input type="checkbox"/> Wait when others are in front of locker or you in line <input type="checkbox"/>	<input type="checkbox"/> Voice Level 1 when talking <input type="checkbox"/> Wait for an adult to assist you <input type="checkbox"/> Give space
Be Responsible	<input type="checkbox"/> Follow directions given by adult <input type="checkbox"/> Walk at all times <input type="checkbox"/> Be quick	<input type="checkbox"/> Wait your turn <input type="checkbox"/> Keep track of personal belongings <input type="checkbox"/> Clean up when exiting bus <input type="checkbox"/> Follow expectations and directions given by adult	<input type="checkbox"/> Clean up any mess <input type="checkbox"/> Open and Close locker quietly <input type="checkbox"/> Always walk on the right side of the hallway	<input type="checkbox"/> Get permission from an adult <input type="checkbox"/> Have your pass
Be Safe	<input type="checkbox"/> Use sidewalk at all times <input type="checkbox"/> Stay in safety zone when waiting	<input type="checkbox"/> Walk <input type="checkbox"/> Listen to Drivers expectations and directions <input type="checkbox"/> Ride your own bus <input type="checkbox"/> Keep hands, feet, body to self	<input type="checkbox"/> Walk in hallways <input type="checkbox"/> Follow directions by adults <input type="checkbox"/> Stop when asked to prevent accidents	<input type="checkbox"/> Walk coming to office or health room <input type="checkbox"/> Keep hands to self

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 Ilalko. 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. We ask that the 5:1 rule be applied. That is 5 positives need to be recognized to 1 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 Ilalko.

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 Ilalko 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.

Husky Pride Recognition (Weekly): Students and adults can offer positive feedback to each other through immediate and daily recognition for demonstrating Kind, Responsible, and Safe behaviors. *Husky Pride Tickets* will be available in classrooms, common areas, and the office. Anyone who notices positive actions or decisions in another can fill out a ticket. Once a Husky Pride Ticket is completed, it should be given to the office or a classroom teacher, who will ensure it is collected by the office. Each class should send their Husky Pride Tickets to the office by the end of the week, no later than 2:55 p.m. on Friday (or whenever convenient for the teacher). At 2:55, ASB leadership and administration will

select some tickets to be shared during the announcements by ASB leaders or administrators.

- ☐ When giving out P.R.I.D.E. tickets it is important to remember the purpose of the ticket is to **provide a positive interaction with a caring adult to increase intrinsic motivation** around the skills and attitude of P.R.I.D.E.
- ☐ Best practice is to provide praise **specific to the child** on their developing skills and attitudes. Write their name on the ticket and mark the specific reason that they have earned the P.R.I.D.E. ticket.
- ☐ Pride tickets should never be associated with a consequence.

Awesome Attendance Award (Monthly): Students with perfect attendance or those who have shown improvement in their attendance will receive a certificate for their hard work. At the end of the year, all students with perfect attendance will be honored at the year-end assembly. Their achievements will also be highlighted in the monthly newsletter and on our website.

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 Ilalko. 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.
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 the 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 Two: 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,
- to implement supports, interventions, and consequences when necessary

Disruptive or aggressive behavior can occur for various reasons in any school setting. We address these challenges through tailored approaches that consider the individual student's needs and promote positive behavior. When feasible, we involve students in conflict resolution to foster responsibility and empathy. Our goal is to create a safe and supportive environment where all students can learn and grow.

To maintain a high-quality learning environment, staff may need to implement specific interventions. Our support ladder provides a clear framework for addressing persistent disruptive behavior, emphasizing prevention, improvement, and communication. This system ensures consistency, fairness, and transparency while prioritizing student success.

Step #1: Think Time
Participants: Student
<ul style="list-style-type: none"><input type="checkbox"/> Teacher identifies undesired behaviors.<input type="checkbox"/> Clearly describes the undesired behavior to the student.<input type="checkbox"/> Teacher asks the student to take a break within the classroom.<input type="checkbox"/> Teacher hands the student a Think Time Form.<input type="checkbox"/> Student completes the form and hands it back to the teacher at an appropriate time.<input type="checkbox"/> Teacher reviews the form with the student and maintains it as a record of behavior.
Desired Outcome: Completed Think Time Form and Restorative Conversation between the student and the teacher.
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 of classroom-based interventions, the teacher could decide to... <ul style="list-style-type: none"><input type="checkbox"/> Continue to Monitor Behavior<input type="checkbox"/> Move student to Step #2

Step #2: Student Conference and Goal Setting

Participants: Teacher and Student

- ☐ Teacher identifies repeated undesired behaviors
- ☐ Teacher takes the student aside during instructional time, or holds them back from non-instructional time, to discuss the pattern of behavior and why the behavior is problematic.
- ☐ Teacher clearly identifies the undesired behaviors and logical consequences. The student has the opportunity to share their perspective and seek teacher support.
 - ☐ 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 plan. The teacher may need to teach the student some skills or provide them an opportunity to learn appropriate and positive behavior.

Desired Outcome: Teacher and student clarity regarding the desired behavior defined by a SMART goal and plan.

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 plan
- ☐ Revise and extend Teacher/ Student Plan
- ☐ Move student to Step #3
- ☐ Schedule a BIT meeting

Step #3: Student-Parent Conference and Behavior Contract

Participants: Teacher, student and Family

- ☐ Teacher identifies repeated undesired behaviors
- ☐ Teacher takes the student aside during instructional time, or holds them back from non-instructional time, to discuss the pattern of behavior and why the behavior is problematic.
- ☐ Teacher clearly identifies the undesired behaviors and logical consequences. The student has the opportunity to share their perspective and seek teacher support.
 - ☐ Struggling with home or school issue
 - ☐ Moved seating assignment
 - ☐ 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: Teacher, student, and parent clarity regarding the desired behavior defined by a SMART goal and a Student-Parent Contract

Communication: Teacher will check-in with the 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 provided to the admin.
- ☐ *If this is a chronic minor behavior, the teacher should include all accompanying documentation.*
- ☐ Administrator will confer with the student.
- ☐ Student has opportunity to share perspectives and seek support.
- ☐ 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 restorative action plan.
- ☐ 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...

- ☐ Complete Restorative Action Plan and return 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 an 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.

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... <ul style="list-style-type: none"> <input type="checkbox"/> Exit student from Check In and Check Out System <input type="checkbox"/> Revise and Repeat Check In and Check Out Plan <input type="checkbox"/> Schedule a BIT meeting <input type="checkbox"/> Move student to Step #6

Step #6: Individual Student Intervention
Participants: BIT Team, teacher, student and family
<ul style="list-style-type: none"> <input type="checkbox"/> At multiple points in the process of helping the student improve behavior, the student could be referred to the BIT Team. <ul style="list-style-type: none"> <input type="checkbox"/> The team would review student information. <input type="checkbox"/> Turn around forms <input type="checkbox"/> Student Contracts <input type="checkbox"/> Student Parent Contracts <input type="checkbox"/> Office Referrals <input type="checkbox"/> Check In and Check Out Plans <input type="checkbox"/> Grades and Attendance Records <input type="checkbox"/> Assessments, IEPs or 504 Plans <input type="checkbox"/> 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. <input type="checkbox"/> At a BIT meeting; <ul style="list-style-type: none"> <input type="checkbox"/> the team will review the information to identify undesirable behaviors <input type="checkbox"/> determine sequence of behaviors to address in terms of importance <input type="checkbox"/> The BIT leader will determine the appropriate next steps to help the student develop positive behavior. <input type="checkbox"/> The Plan will be tracked in the Individual Student Intervention System on SWIS Suite
Desired Outcome: Positive Behavior Intervention Plan
Communication: The BIT Team will assign a plan manager to ensure clear communication to student, teacher, parent, administration and team.

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....

- ☐ 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 their behavior and to acquire learning to be responsible for the consequences of their 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 classroom, a relevant consequence would be for the child to help clean up the mess.

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 a different playground game. You can try the monkey bars again tomorrow.)
 - ☐ Taking a privilege or responsibility away from the child for a while. (A student runner who is disruptive in the hall loses that role for the rest of the week and needs to show that they can handle the responsibility before getting a turn at being runner).
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 they 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. **Teachers 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 includes 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/they/them 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 their 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 BIT team. The goal is to seat the student in the best location for their own personal learning and those around them.

Preferential Grouping- The student 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 BIT 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 them 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 lose 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 a 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.

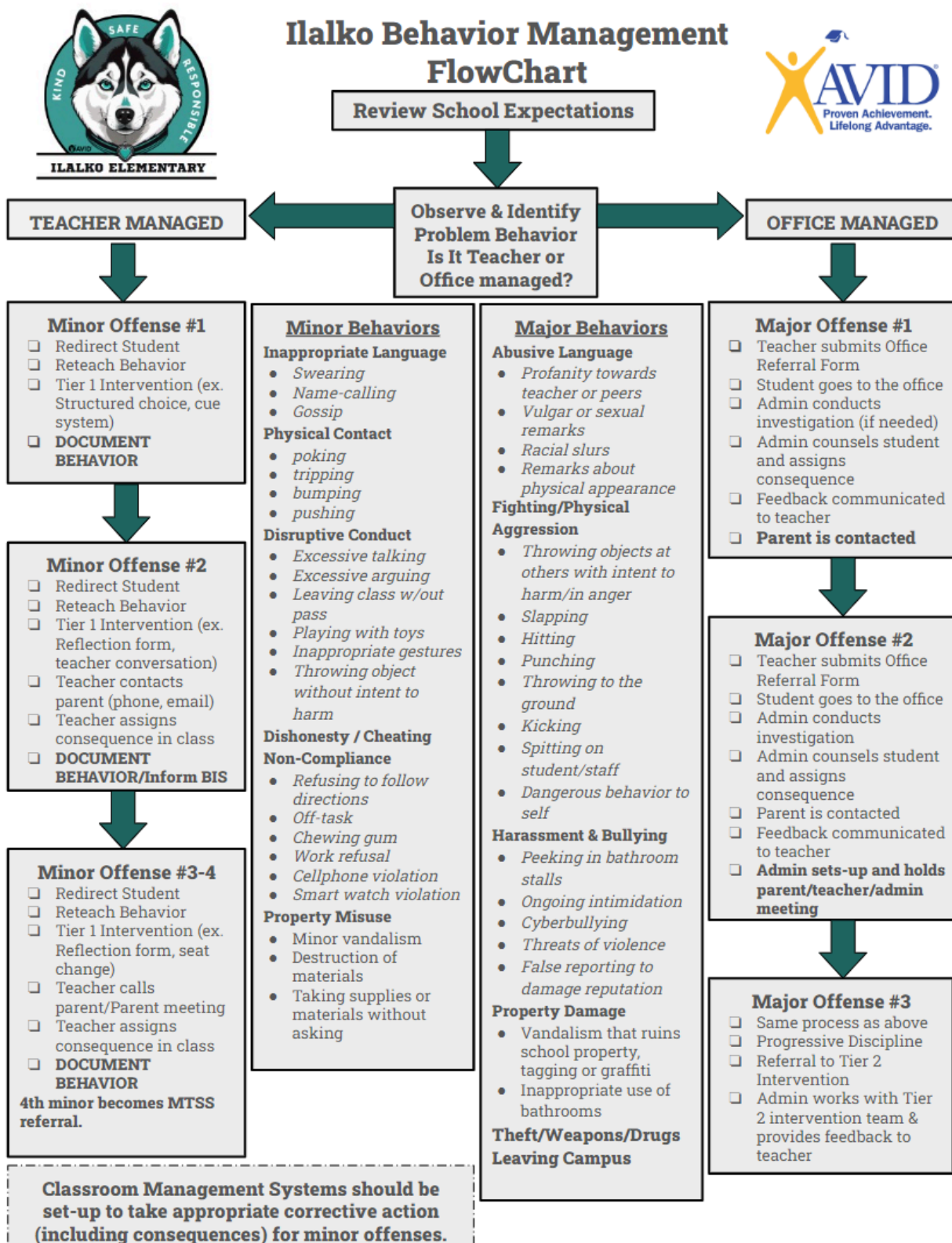
Move to Step #6 (*Individual Student Intervention*): These interventions will be developed, monitored and revised by the BIT with the guidance of the Behavior Intervention Specialist. This is a Tier III intervention that may qualify the student for special education services.

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 on 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.

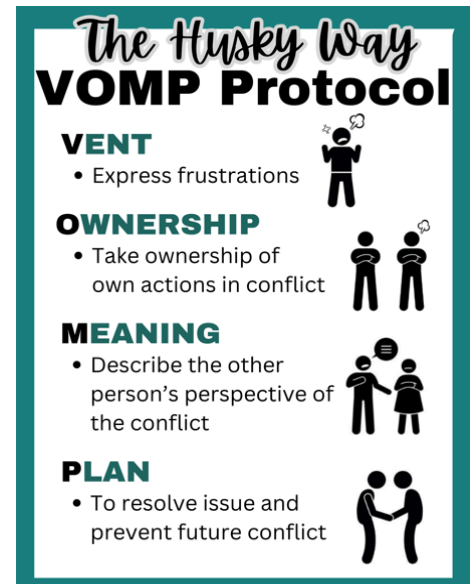
FlowChart for Behavior



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 construct active steps to restoring collaboration and respect in the school. This protocol is 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.
- **MEANING-** 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 a certain level, use their hand to indicate the acceptable volume level or both.

- 0- Silence Is Golden (no voice)
- 1- Quiet Talk (whisper)
- 2- Conversation (partner or small group talk)
- 3- Presentation (speaking whole class)



Requesting Assistance: If a teacher, paraeducator, or staff member requires assistance with a student's behavior, they should contact the office, and a member of the care team will come to the classroom to provide support. Staff should not send a student directly to the office for behavioral issues; instead, call the office so the Care Team can respond.

Care Team Responders:

- Behavior Intervention Specialist
- Assistant Principal
- Principal
- Counselor

To ensure staff receive the necessary support when needed, we have developed a color-coded response protocol. Please see the table below for color-coded examples.

<u>Color Code</u>	<u>Scenario Example</u>	<u>Responding Team Members</u>	<u>Radio Call from Office</u>
<u>Urgent Response Needed</u>	<p>Imminent Danger to the students or staff. (Physical Fighting, severe health reaction)</p> <p><i>Evacuate class to the hallway if possible or needed.</i></p> <p><i>*Also use for a student who has left the classroom or campus.</i></p> <p><i>(priority over yellow calls)</i></p>	<p>In the Following Order:</p> <p>Behavior Intervention Specialist (BIS)</p> <p>Assistant Principal</p> <p>Principal</p> <p>Counselor</p> <p>In the event of a Red care team members will be pulled from meetings to respond.</p>	<p>"Care team, Care team, Care team" "Red in (location) for student (initials)"</p> <p>Then add "Health" or "Behavior"</p>
<u>ASAP</u>	<p>Impact to Whole Class</p> <p>Come as quickly as possible (Not dangerous but disruptive to learning, student is not responding to teacher requests, <i>priority over green calls</i>).</p>		<p>"Care team, Care team, Care team" "Yellow in (location) for student (initials)"</p>
<u>Assist or Consult</u>	<p>Impact to an Individual Student, or Teacher Needs a Break, teacher wants to have a 1:1 with a student and needs coverage.</p> <p>Come as quickly as possible</p> <p>(lowest priority)</p>		<p>"Care team, Care team, Care team" "Green in (location) for student (initials)" OR</p> <p>"for teacher break"</p>

