

John Fenwick Elementary School

School-Wide Positive Behavior Support (PBS) Plan and Discipline Policy

Teaching*Learning*Caring



John Fenwick Elementary School School-wide Positive Behavior Support (PBS) Plan and Discipline Policy

A comprehensive Positive Behavior Support Plan includes a range of intervention strategies that are designed to prevent the problem behavior while teaching socially appropriate alternative behaviors. The goal is an enhanced quality of life for individuals involved and their support providers in a variety of settings.

The key features of PBS, as identified by a pioneer in the field, George Sugai, include (6):

- a prevention-focused continuum of support;
- proactive instructional approaches to teaching and improving social behaviors;
- conceptually sound and empirically validated practices;
- systems change to support effective practices; and
- data-based decision making.

The following document outlines various schedules and routines, which are extremely important for young adults. Rules . . .

- Influence a child's emotional, cognitive, and social development.
- Help children feel secure and comfortable.
- Help children understand the expectations of the environment.
- Help reduce the frequency of behavior problems (e.g., tantrums).
- Can result in higher rates of child engagement.

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PRESCHOOL SOCIAL BEHAVIOR

Social skills in young children are more closely associated with school readiness and success in kindergarten and first grade than cognitive and academic skills (Raver & Knitzer, 2002; Smith, 2004). Nationally, early care and education providers report that challenging behavior and social skill problems are their greatest challenges and programs report expelling preschoolers at a rate three times that for school age children (Gilliam, 2005; **Hemmeter et. al, 2007**).

Teaching three and four year olds how to make right choices takes a team effort. The preschool family and parents need to work together in order to help young children make good choices. We need to teach and model appropriate behaviors.

Your child will be exposed to a classroom discipline plan that consists of three parts: *general classroom rules, positive recognition and consequences*. Rules are few, reasonable and developmentally appropriate. Positive recognition is specific to the task and observable. Consequences are logical and promote the development of self-discipline. Teachers will communicate consequences in a calm, supportive and encouraging manner. The use of consequences allow the child to make future decisions and helps the teacher to remain an educator, rather than become involved in power struggles with the child.

Still in spite of the time and attention teachers take in choosing a classroom discipline plan, there will be times when students choose not to follow the rules or become a danger to themselves and others. Our team developed an *Early Childhood Behavior Management Checklist*, which is designed as guidelines for teachers to use when responding to typical challenging behaviors displayed by children in early childhood classrooms. Of course if extreme behaviors are displayed, i.e throwing chairs, turning over tables, an immediate contact with staff other than the teacher, may be necessary.

Our team believes that typical challenging behaviors can be addressing in the early childhood classrooms. Before contacting preschool staff outside the classroom, the preschool staff in the classroom will do the following:

- ❑ Positive telephone contact to the family in September
- ❑ Redirect Behavior – How?
- ❑ Model positive behavior
- ❑ Restrict social activities for a short time. Perhaps utilize a “Listening Chair” or a “Cool-down” area. Remember their attention span is usually 3 minutes plus the child’s age. Positive reinforcement is critical. Accentuate the positive behavior that you are seeking.
- ❑ Utilize the paraprofessional.
- ❑ Utilize your partner teacher next door.
- ❑ Telephone the parent or guardian.
- ❑ Letter home to the parent or guardian.
- ❑ Keep a log of dates and a brief summary.
- ❑ Referral to I&RS.
 - Discuss strategies.
 - If applicable, administer a functional behavior assessment.
 - Develop a Behavior Modification Plan. What behavior needs to change? Concentrate on one behavior at a time.
 - Create a Social Story.
- ❑ Parent Meeting. Document the date and time with a copy to administration.

Unfortunately, there are times when we have exhausted all strategies and techniques. When this happens, the following policies will be implemented to the regular preschool program and the afterschool wrap-around program:

Challenging Behaviors which may cause a continued interruption of class activities and/or cause bodily harm to self or others. These behaviors have been ongoing, steps outlined above have been implemented and now the incidences require added attention. Examples-Continued refusal to follow directions, climbing on tables, chairs, heater vents, window, punching and hitting classmates, etc.

First Referral:

1. Classroom teacher contacts parents/guardian and shares the incident. Classroom teacher and PIRT coordinator, Master Teacher or Preschool Social Worker discusses the issue/s with the student. This may happen in the classroom or out of the classroom, depending upon the severity of the incident.
2. In-class observation by PIRT coordinator, Master Teacher and Preschool Social Worker.
 - Discussion of observations concerning incident with child, parents/guardians and staff involved.

Second Referral:

1. Classroom teacher requests assistance from PIRT coordinator, Master Teacher or Preschool Social Worker. Conference with parent/guardian and possible removal from the classroom for a determined amount of time. This will depend upon the severity and duration of the incident.

- Continued in-class observation by PIRT coordinator, Master Teacher and Preschool Social Worker.
- If not already done, administer a Functional Behavior Assessment – discuss results with staff.
- Discussion of observations concerning incident with child, parent and staff involved.

Third Referral:

1. All of the above.
2. Re-visit PIRT
3. Request an observation by a Child Study Team member.
4. Discussion with the parent/guardian.

Knowingly admitting to taking items from the classroom that belong to the teacher, peer or other staff member. The referral to the office would be a result of continued incidences of taking objects.

First Referral:

1. Discussion with child, parents/guardians and staff involved.
2. Vice Principal, Preschool School Social Worker, or PIRT Coordinator discusses the situation with the child.
3. Letter home documenting the incident and a copy placed in student file

Second Referral:

1. Items 1,2
2. Letter home documenting the incident and a copy placed in student file

Third Referral:

1. Items 1,2
2. Letter home documenting the incident and a copy placed in student file

As with any discipline policy, administration reserves the right to adjust the consequences depending upon the severity and continuous infraction of the incident.

Early Childhood Incident Report

Child's Name _____ Date: _____

Teacher: _____ Room Number: _____

Time of Incident: _____ Location of Incident: _____

Brief Description of Incident: _____ _____ _____ _____ _____ _____ _____ _____
--

Action Already Taken (Please check)	
<input type="checkbox"/> Positive Contact with Parent	<input type="checkbox"/> Developed Behavior Modification Plan
<input type="checkbox"/> Redirected Behavior	<input type="checkbox"/> Parent Meeting (Notify administration)
<input type="checkbox"/> Modeled Behavior/Role Play	<input type="checkbox"/> Other?
<input type="checkbox"/> Restrict Social Activities	
<input type="checkbox"/> Utilized Paraprofessional	
<input type="checkbox"/> Telephoned Parent	
<input type="checkbox"/> Letter Home to Parent	

Additional Comments: _____

Teacher Signature: _____

Please retain a copy of this form and send a copy to: Sharen Cline, Early Childhood Supervisor, Tonya Conner, School Social Worker, Karen Wright, School Counselor and CST Case Manager.

Early Childhood Incident Report to Parent

John Fenwick School
Salem, NJ
856-935-4100

Date:

Dear

Teaching three and four year olds how to make right choices takes a team effort. The preschool family and parents need to work together in order to help young children make good choices. We need to teach and model appropriate behaviors.

Regrettably, there are times when we have exhausted all strategies and techniques at school and now need your help. Unfortunately, your child experienced some difficulties in school. The following information is being shared with you concerning the incident.

Child's Name:

Brief description of the incident:

This following tells you about the action already taken:

Action Already Taken	
<ul style="list-style-type: none">• Positive Contact with Parent	<ul style="list-style-type: none">• Developed Behavior Modification Plan
<ul style="list-style-type: none">• Redirected Behavior	<ul style="list-style-type: none">• Parent Meeting (Notify administration)
<ul style="list-style-type: none">• Modeled Behavior/Role Play	<ul style="list-style-type: none">• Other: PIRT meeting held to discuss his behavior.
<ul style="list-style-type: none">• Restrict Social Activities	
<ul style="list-style-type: none">• Utilized Paraprofessional	
<ul style="list-style-type: none">• Telephoned Parent	
<ul style="list-style-type: none">• Letter Home to Parent	

OFFICE ONLY: PLEASE CHECK

We have discussed the incident with you via telephone () or in person ()
We need to discuss the incident with you at _____ on _____.

NOTES: Please contact Ms. Cline at 935-4100 ext. 1229 if you have any further questions or concerns.

Principal/Early Childhood Supervisor

Copy to teacher Copy to parent Copy in student file

Copy to school counselor




Copy to CST if applicable

Section 1



School Rules and Expectations, And Lesson Plans

Section 1a Rules and Expectations



School-wide Rules and Expectations

Rules 	<u>Be safe</u>	<u>Be responsible</u>	<u>Be respectful</u>
Expectations	Use materials correctly	Be on time and prepared	Use manners (please, thank you, you're welcome)
	Always walk on school grounds	Follow adult directions the first time	Keep your classroom and school grounds clean
	Keep your hands and feet to yourself	Make good choices	Listen and follow adult directions
	Report problems to adults		
	Stay in assigned area		

Cafeteria Rules and Expectations

<u>Rules</u> 	<u>Be safe</u>	<u>Be responsible</u>	<u>Be respectful</u>
Expectations	Always walk	Keep your area clean and your food on your tray	Use inside voices
	Stay in line and wait your turn	Keep personal belongings with you	Listen to and follow adult directions
	Stay in your seat	Stay in your assigned seats	Use manners to all adults and students (please and thank you)
	Follow traffic patterns	Empty tray appropriately	

Arrival/Dismissal Rules and Expectations

<u>Rules</u> 	<u>Be safe</u>	<u>Be responsible</u>	<u>Be respectful</u>
<u>Expectations</u> 	Walk on sidewalks and walkways	Enter and leave school promptly	Listen to adults and teachers on duty
	Cross at crosswalk with teacher or crossing guard	Keep and take all belongings with you	Put trash in a trash can
	Stay away from strangers	Take care of school property	
	At arrival wait patiently and orderly for doors to open		
	During dismissal wait patiently in a line for bell to ring		

Restroom Rules and Expectations

<u>Rules</u> →	<u>Be safe</u>	<u>Be responsible</u>	<u>Be respectful</u>
Expectations	Do not stand on toilets or vents	Clean up your personal mess	Use toilets properly
↓	Keep water in sink when washing hands	One squirt with hand soap when washing your hands	Report damages to a teacher
	Check for other students before bathrooms are locked	Paper towels = "2 is plenty, 3 is too many."	Keep area sparkling clean for all
		Keep floor and walls clean and clear	Honor the privacy of others

Hallway Rules and Expectations

<u>Rules</u> →	<u>Be safe</u>	<u>Be responsible</u>	<u>Be respectful</u>
Expectations	Always walk quietly	Stay on the second block	Keep hands and feet to yourself
↓	Always face front and look where you are going	Stay on right side of hallway	Keep hands off walls and artwork
	Open and close doors slowly and quietly	Stay in line	Respect others personal space

All-Purpose Room Rules and Expectations

<u>Rules</u> →	<u>Be safe</u>	<u>Be responsible</u>	<u>Be respectful</u>
Expectations	Walk directly to designated area	Keep your hands in your lap	Keep your eyes on the speaker/performer
↓	Sit quietly with class in a appropriate manner	Listen with your ears	Use manners during presentations
↓		Raise your hand and wait your turn	Clap for performers

Playground Rules and Expectations

<u>Rules</u> →	<u>Be safe</u>	<u>Be responsible</u>	<u>Be respectful</u>
Expectations	Play only in assigned areas	Report any accidents or injuries to an adult	Wait your turn
↓	Keep your hands and feet to yourself	Report any broken equipment or foreign objects	Listen to teachers on duty
↓		Use equipment appropriately	Use kind words (please, thank you, may I play too)

Learning Resource Center Rules and Expectations

<u>Rules</u> →	<u>Be safe</u>	<u>Be responsible</u>	<u>Be respectful</u>
Expectations	Always walk	Open and close books carefully	Stay quiet and use inside voices when appropriate
↓	Sit in designated area	Keep hands to yourself when walking through LRC	Be aware of and respect other classrooms in area
	Be aware of objects (cords on floor)	Open and close doors slowly and quietly	
	Door holders- hold door for entire class		

School Grounds Rules and Expectations

<u>Rules</u> →	<u>Be safe</u>	<u>Be responsible</u>	<u>Be respectful</u>
Expectations	Keep your hands and feet to yourself	Use equipment properly	Use kind words and language
↓	Stay with an adult at all times	Seek an adult when a problem arises	Share, take turns and wait patiently while playing with your friends

Section 1b

Lesson Plans

School-wide Rules Lesson Plan

Objectives: Students will be able to recite the rules with 80% accuracy when asked, and demonstrate the behavioral expectations in all school-wide locations.

Materials:

Paper
Crayons
Markers

Preparation:

Display poster of school-wide rules and expectations.

Procedure:

Direct Instruction: Teachers will discuss the different rules (be safe, be responsible, be respectful).

Modeling: Students will make posters depicting the rules for grade level poster contest. Winning posters from each grade level will be displayed around the school.

Assessment:

Students will make posters.
Oral questioning of the rules.

Follow-up: Review rules as needed.

Assembly skit of the school-wide rules.
Selected students will review rules on the announcements.
Contest of rap song, poem, story or skit of rules.

Cafeteria Rules Lesson Plan

Objectives: Students will be able to recite the rules with 80% accuracy when asked, and demonstrate the behavioral expectations in all school-wide locations.

Materials:

Table and/or desk

Picture cards

Cafeteria tray

Silverware set from cafeteria

Preparation:

Arrange an area in your classroom similar to an empty cafeteria table.

Procedure:

Direct Instruction: Introduce cafeteria rules and expectations by showing and discussing picture cards.

Modeling: Teacher models with student volunteer cafeteria procedures.

Role-Play: Students practice sitting, emptying tray, and walking in a line.

Assessment:

Oral questioning and discussion.

Match picture to procedure.

Follow-up: Teacher takes class to cafeteria for more practice.

Display of picture cards.

Review procedures before lunch for the first few weeks of school.

Assembly skit.

Bathroom Rules Lesson Plan

Objectives: Students will be able to recite the rules with 80% accuracy when asked, and demonstrate the behavioral expectations in all school-wide locations.

Materials:

Paper Towel Rhyme
Flush Rhyme
Soap Rhyme

Preparation:

Hand soap and paper towel rhyme by the sinks in the classroom.

Procedure:

Direct Instruction: Introduce the procedural rhymes for flushing and hand washing. Review the bathroom rules and expectations.

Modeling: Teachers model proper hand washing techniques and paper towel procedures.

Role-Play: Students practice proper hand washing techniques and paper towel procedures.

Assessment:

Complete rhymes.
Teacher observation

Follow-up:

Teacher takes class to the bathroom and monitors appropriate usage.
Display of rhymes.
Review rhymes daily for the first few weeks of school.

Flush Rhyme

**Don't be in a rush
Please flush.**

Paper Towel Rhyme

**2 is plenty
3 are too many.**

Soap Rhyme

**One pump will do
You don't need two.**

Hallway Rules Lesson Plan

Objectives: Students will be able to recite the rules with 80% accuracy when asked, and demonstrate the behavioral expectations in all school-wide locations.

Materials:

Posters of the rules hung up in the hallways.

Preparation:

Display hallway rules and expectations in the classroom.

Procedure:

Direct Instruction: Review hallway procedures poster. Teacher will take class out into the hallway and practice hallway rules and expectations.

Modeling: Teacher models with student volunteer.

Role-Play: Students practice hallway rules and expectations.

Assessment:

Observation of students following rules and expectations.

Follow-up:

Review and role-play rules as needed.

Assembly skit.

All-Purpose Room Rules Lesson Plan (for assemblies)

<p>Objectives: Students will be able to recite the rules with 80% accuracy when asked, and demonstrate the behavioral expectations in all school-wide locations.</p>
<p>Materials: Copy of chant Sound off chant recorded by Mr. Grimes CD/Tape player</p>
<p>Preparation: Assemble students around you on the rug area and have a CD/Tape player.</p>
<p>Procedure: <i>Direct Instruction:</i> Students join the teacher on the rug and have them show you how to sit on the rug crisscross. <i>Modeling:</i> Echo chant the Sound Off Chant. <i>Role-Play:</i> Students will sing along with the chant on the CD/Tape.</p>
<p>Assessment: Students will sing/say words to the chant.</p>
<p>Follow-up: Review chant before every assembly. Selected students will review rules on the morning announcements.</p>

Sound Off Chant

When you're in the Multi-Purpose Room
Repeat
Here are some things you need to do.
Repeat
Sit quietly and crisscross
Repeat
Keep your hands and feet to yourself.
Repeat
Use manners please and thank you
Repeat
And don't forget to clap too.
Repeat.

Playground Rules and Expectations Lesson Plan

Objectives: Students will be able to recite the rules with 80% accuracy when asked, and demonstrate the behavioral expectations in all school-wide locations.

Materials:
Playground video.

Preparation:
VCR and TV in the classroom

Procedure:

Direct Instruction: Instruct students to watch the video and discuss what happened. Discussion of inappropriate and appropriate use of the playground.

Modeling: Video will model appropriate playground usage.

Role-Play: At recess time students will practice appropriate playground usage.

Assessment:
Students state playground rules.

Follow-up:
Review rules daily.
Reshow video when needed.

Section 2 Student Incentives

Student Incentive System

Title:

Ram Rewards (One Ram Reward is worth one point)

Form:

Slip of paper (business stock) with teacher name, student name, and school-wide rules.

Production:

Teachers will be given master copy for additional reproductions (as needed).

Earning the rewards:

Students will earn a Ram Reward for demonstrating one of the school rules. Staff will write their name on the reward, circle the rule(s) that the student demonstrated, and give the reward to the student.

Daily Reward collection:

Ram rewards are collected each day by the classroom teacher and stored in a secure location within the classroom (e.g., pouch, pencil case, ziploc baggie or in an area predetermined by the classroom teacher).

Reward Exchange:

- School store
 - The school store will be held in a location and monthly date/time determined by Mrs. Price.
 - Teacher will be given a tally sheet on the morning of the store exchange. The tally sheet will list the rewards available for that day.
 - Students will be asked if they wish to cash in their points or save them. If they cash in their points, students will choose from one reward available at each point level. The point levels are 5, 10, 15, 20 and 25. The classroom teacher/student will graph the number of tickets each student earns. If the students decide to save their Ram Rewards, they may be redeemed for special lunches as follows:
 - Lunch with Ms. Price – 100 Points – Hot dog/Juice or Ice Cream.
 - Lunch with Ms. Cline – 130 Points – Pizza.
 - Lunch with Ms. Woods – 150 Points – McDonalds.

Section 3
Office Referral Form Flowchart
and
Office Referral Form

Office Referral Flow Chart

Step	Who	What
1	Any teacher	<p><i>Discipline Referrals are completed in Oncourse. All teacher interventions prior to Office Referral must be documented in Oncourse.</i></p> <ul style="list-style-type: none"> a) Complete identifying information. b) Write description of the behavior(s) or incident resulting in the referral. c) Check <i>one</i> reason for referral (the most severe behavior). d) E-mail form to administrative staff.
2	Administrative staff	<ul style="list-style-type: none"> a) Check any administrative action(s) taken. b) Disposition will be documented on Oncourse. c) Letter will be sent and mailed home to Parent/Guardian by the front office secretary. d) Provide copy to parents/guardian. e) All discipline information can be viewed in Oncourse.
3	Behavior Support team	<p>Examine data for changes or trends in frequency in order to make data-based decisions & effective, efficient solutions 1x per month.</p>

(Office Referral Form is documented in Oncourse)

Section 4

Office Referral Form Definitions

Location Definitions

Classroom: Any area used for instructional purposes including the learning resource center, school grounds during physical education class and all-purpose room.

All-purpose room: Room used for assemblies, breakfast and lunch. Behavioral expectations differ depending on the activity. Refer to rules and expectations for all-purpose room and cafeteria.

Playground: All areas around the play equipment and the fields when students are at recess.

Restrooms: All bathroom facilities located in hallways and classrooms.

School grounds: All grounds outside the school building, within school property, to include play equipment area and fields when not at recess nor during physical education class.

Hallways: All traffic corridors to include the traffic areas through all building wings.

Main office: Office area at the main entrance of the building.

Learning Resource Center: Area at the end of the main wing that contains book stacks. Not to include any classroom location or staff work area.

Motivation for Behavioral Infraction

Staff attention: Student engages in problem behavior(s) to gain adult(s) attention.

Peer attention: Student engages in problem behavior(s) to gain student(s) attention.

Avoid demands: Student engages in problem behavior to get away from/escape tasks or activities.

Avoid peers: Student engages in problem behavior to avoid peers.

Avoid staff: Student engages in problem behavior to avoid staff.

Acquire items: Student engages in problem behavior to acquire food, activities and/or tangible items.

Unknown: The behavior was not observed by any staff or the motivation is not discernable.

Administrative and Faculty Actions

Faculty actions:

Student conference – Staff and student discuss the problem behavior at length focusing on problem solving and conflict resolution strategies.

Phone call to parent – Teacher makes contact with parent/guardian regarding the problem behavior to notify the parent of the problem and obtain parental support regarding.

Detention – Time spent in the assigning teacher’s classroom working on social skills related to the behavioral infraction or completing school-work. Detention can be during recess or after school.

Parent conference scheduled – Teacher makes contact with parent/guardian and arranges a time to discuss the behavior.

Administrative actions:

Conference with student – Administrative personnel meet with the student to discuss the event, problem solve and engage in conflict resolution strategies. Social skills instruction regarding the behavioral infraction will take place.

Parent conference – Parent is asked to return with the student the following day, during teacher planning time (unless other arrangements are made) to discuss the behavior and put a plan in place.

Detention – Time spent in the school assigned classroom working on social skills related to the behavioral infraction or completing school-work.

In-school support room (Mrs. Wright’s Room 11)– Time spent in support room working social skills necessary to be successful in the classroom or de-escalating problem behavior.

Out of school suspension – Time spent out of school for behavioral infraction.

Civil restitution – Student is asked to restore an environment he/she disrupted.

Other – A consequence related to the behavioral infraction that is not specified here. Examples:

1. Social skills instruction – Individualized instruction whereby the student meets with one of the following; teacher, counselor or administrator regarding the infraction. During this meeting, staff and student discuss the problem behavior in an instructive session. Effective social skills instruction includes the “tell-show-do” method. This involves **telling** the student the appropriate behavior, **showing (model)** the behavior, and then asking the student to perform the behavior (**do**). Social skills instructional material may be used (see school counselors for curricula).
2. Loss of privilege – The removal of a privilege in part or whole (depending on the severity and frequency of infractions). May include lost recess time or the prohibition of school trips or other extracurricular school activities. The loss of privilege must match the severity of the behavioral infraction. Highly punitive losses that do not match the severity of the behavior will be seen as punitive and not instructive and will likely lead to emotional outburst from the student. Students should be given the opportunity to earn the privilege back **if** the infraction was not severe or if the privilege is temporally distal. If the event is temporally distal, behavioral goals should be set and met in order for the student to participate.

Section 5

Discipline Policy

Goals of Corrective Consequences

Corrective consequences are those consequences administered when all else has failed. Consequences such as these should always be measured by their functional relationship to the reduction of the problem behavior. Additionally, they are to be instructive and supportive regarding the behavioral infractions leading to office discipline referrals. For example, corrective consequences should:

1. Teach students the appropriate replacement behavior.
2. Reduce the occurrence of the inappropriate behavior.
3. Aid and support the classroom teacher after classroom strategies are exhausted.
4. Reduce the need for punitive and/or ineffective consequences that do not teach the appropriate replacement behavior.

The consequences that follow were developed keeping these goals, the Salem City School District mission statement in mind.

Salem City School district mission states:

“To provide a caring, nurturing, safe environment that challenges all students in the Salem schools to develop their full potential intellectually, socially, emotionally, and physically in cooperation with parents, staff, board of education, and community.”

Finally, in keeping with best practices regarding systems level behavioral support, the teacher is always the first line of support.

Article XII sections B of the teacher contract states:

“The first line of discipline is the teacher in charge. The teacher is responsible for providing a classroom program which will reduce the need of extrinsic discipline procedures. The teacher is also responsible for establishing reasonable and understood classroom rules or procedures in harmony with the nature of the learner and the nature of the subject in which instruction is being given. Except in emergencies, the teacher is responsible for exhausting all disciplinary procedures at his/her hand, including teacher/pupil counseling, teacher/parent counseling, and other appropriate practices before referral to higher authority for disciplinary action.”

Category 1: Disruptive Behavior

Definition – Behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.

Kindergarten

1st Offense - One or more of the following; individualized social skills instruction specific to the infraction, loss of privilege, restitution. Mandatory teacher-parent contact by phone and note sent home with student with a copy of the note mailed to home address.

2nd Offense - Consequences may include those in step 1 and removal for de-escalation. Student is required to complete academic instructional material missed during this time.

3rd Offense - Consequences may include those in steps 1 & 2. Trained staff will develop, with the classroom teacher, an intervention based on the results of a functional behavioral assessment and/or behavior modification plan (determined according to the infraction).

4th Offense - Consequences may include those in steps 1, 2, & 3. Parent conference (out-to-parent) scheduled for the next school day during the referring teacher's planning time.

1st Grade

1st Offense - One or more of the following; individualized social skills instruction specific to the infraction, loss of privilege, restitution. Mandatory teacher-parent contact by phone and note sent home with student with a copy of the note mailed to home address.

2nd Offense - Consequences may include those in step 1 and removal for de-escalation. Student is required to complete academic instructional material missed during this time.

3rd Offense - Consequences may include those in steps 1 & 2. Trained staff will develop, with the classroom teacher, an intervention based on the results of a functional behavioral assessment and/or behavior modification plan (determined according to the infraction). **1 DAY OFFICE DETENTION**

4th Offense - Consequences may include those in steps 1, 2, & 3. Parent conference (out-to-parent) scheduled for the next school day during the referring teacher's planning time. **2 DAYS OFFICE DETENTION**

2nd Grade

1st Offense - One or more of the following; individualized social skills instruction specific to the infraction, loss of privilege, restitution. Mandatory teacher-parent contact by phone and note sent home with student with a copy of the note mailed to home address.

2nd Offense - Consequences may include those in step 1 and removal for de-escalation. Student is required to complete academic instructional material missed during this time.

3rd Offense - Consequences may include those in steps 1 & 2. Trained staff will develop, with the classroom teacher, an intervention based on the results of a functional behavioral assessment and/or behavior modification plan (determined according to the infraction). **2 DAYS OFFICE DETENTION**

4th Offense - Consequences may include those in steps 1, 2, & 3. Parent conference (out-to-parent) scheduled for the next school day during the referring teacher's planning time. **3 DAYS OFFICE DETENTION**

Category 2: Defiance/Noncompliance

Definition – Failure to comply with staff/adult repeated requests or directives and/or talking back to teacher after **multiple classroom intervention strategies have been utilized and documented as per teacher contract.**

Kindergarten

1st Offense - One or more of the following; individualized social skills instruction specific to the infraction, loss of privilege, restitution. Mandatory teacher-parent contact by phone and note sent home with student with a copy of the note mailed to home address.

2nd Offense - Consequences may include those in step 1 and removal for de-escalation. Student is required to complete academic instructional material missed during this time.

3rd Offense - Consequences may include those in steps 1 & 2. Trained staff will develop, with the classroom teacher, an intervention based on the results of a functional behavioral assessment and/or behavior modification plan (determined according to the infraction).

4th Offense - Consequences may include those in steps 1, 2, & 3. Parent conference (out-to-parent) scheduled for the next school day during the referring teacher's planning time.

1st Grade

1st Offense - One or more of the following; individualized social skills instruction specific to the infraction, loss of privilege, restitution. Mandatory teacher-parent contact by phone and note sent home with student with a copy of the note mailed to home address.

2nd Offense - Consequences may include those in step 1 and removal for de-escalation. Student is required to complete academic instructional material missed during this time.

3rd Offense - Consequences may include those in steps 1 & 2. Trained staff will develop, with the classroom teacher, an intervention based on the results of a functional behavioral assessment and/or behavior modification plan (determined according to the infraction). **1 DAY OFFICE DETENTION**

4th Offense - Consequences may include those in steps 1, 2, & 3. Parent conference (out-to-parent) scheduled for the next school day during the referring teacher's planning time. **2 DAYS OFFICE DETENTION**

2nd Grade

1st Offense - One or more of the following; individualized social skills instruction specific to the infraction, loss of privilege, restitution. Mandatory teacher-parent contact by phone and note sent home with student with a copy of the note mailed to home address.

2nd Offense - Consequences may include those in step 1 and removal for de-escalation. Student is required to complete academic instructional material missed during this time.

3rd Offense - Consequences may include those in steps 1 & 2. Trained staff will develop, with the classroom teacher, an intervention based on the results of a functional behavioral assessment and/or behavior modification plan (determined according to the infraction). **2 DAYS OFFICE DETENTION**

4th Offense - Consequences may include those in steps 1, 2, & 3. Parent conference (out-to-parent) scheduled for the next school day during the referring teacher's planning time. **3 DAYS OFFICE DETENTION**

Category 3: Skip/Leave Class Without Permission

Definition – Student leaves class/school without permission or stays out of class/school without permission.

Kindergarten

1st offense – One or more of the following; individualized social skills instruction specific to the infraction, loss of privilege, restitution. Mandatory teacher-parent contact by phone and note sent home with student, with a copy of the note mailed to home address.

2nd offense – Consequences may include those in step 1, a counseling consultation and a parent conference. **1 DAY OFFICE DETENTION**

3rd offense – Consequences may include those in steps 1 & 2 with a referral to counseling. **2 DAYS OFFICE DETENTION**

4th offense – Consequences may include those in steps 1, 2, & 3 with a parent conference with all staff involved. **3 DAYS OFFICE DETENTION**

1st Grade

1st Offense – One or more of the following; individualized social skills instruction specific to the infraction, loss of privilege, restitution. Mandatory teacher-parent contact by phone and note sent home with student, with a copy of the note mailed to home address.

2nd Offense – Consequences may include those in step 1, a counseling consultation and a parent conference. **2 DAYS OFFICE DETENTION**

3rd Offense – Consequences may include those in steps 1 & 2 with a referral to counseling. **3 DAYS OFFICE DETENTION**

4th Offense – Consequences may include those in steps 1, 2, & 3 with a parent conference with all staff involved. **4 DAYS OFFICE DETENTION**

2nd Grade

1st Offense – One or more of the following; individualized social skills instruction specific to the infraction, loss of privilege, restitution. Mandatory teacher-parent contact by phone and note sent home with student, with a copy of the note mailed to home address.

2nd Offense – Consequences may include those in step 1, a counseling consultation and a parent conference. **3 DAYS OFFICE DETENTION**

3rd Offense – Consequences may include those in steps 1 & 2 with a referral to counseling. **4 DAYS OFFICE DETENTION**

4th Offense – Consequences may include those in steps 1, 2, & 3 with a parent conference with all staff involved. **5 DAYS OFFICE DETENTION**

Category 4: Stealing/Theft

Definition – Student is in possession of, having passed on, or being responsible for removing property belonging to another student, staff or school building.

*Note - Forgery of a serious document is included in this section.

Kindergarten

1st Offense – One or more of the following; individualized social skills instruction specific to the infraction, loss of privilege, restitution. Mandatory teacher-parent contact by phone and note sent home with student, with a copy of the note mailed to home address.

2nd Offense – Consequences may include those in step 1, a counseling consultation and a parent conference. **1 DAY OFFICE DETENTION**

3rd Offense – Consequences may include those in steps 1 & 2 with a counseling referral and/or intervention and referral services process. **2 DAYS OFFICE DETENTION**

4th Offense – Consequences may include those in steps 1, 2, & 3 with a parent conference with all staff involved. **3 DAYS OFFICE DETENTION**

1st Grade

1st Offense – One or more of the following; individualized social skills instruction specific to the infraction, loss of privilege, restitution. Mandatory teacher-parent contact by phone and note sent home with student, with a copy of the note mailed to home address.

2nd Offense – Consequences may include those in step 1, a counseling consultation and a parent conference. **2 DAYS OFFICE DETENTION**

3rd Offense – Consequences may include those in steps 1 & 2 with a counseling referral and/or intervention and referral services process. **3 DAYS OFFICE DETENTION**

4th Offense – Consequences may include those in steps 1, 2, & 3 with a parent conference with all staff involved. **4 DAYS OFFICE DETENTION**

2nd Grade

1st Offense – One or more of the following; individualized social skills instruction specific to the infraction, loss of privilege, restitution. Mandatory teacher-parent contact by phone and note sent home with student, with a copy of the note mailed to home address.

2nd Offense – Consequences may include those in step 1, a counseling consultation and a parent conference. **3 DAYS OFFICE DETENTION**

3rd Offense – Consequences may include those in steps 1 & 2 with a counseling referral and/or intervention and referral services process. **4 DAYS OFFICE DETENTION**

4th Offense – Consequences may include those in steps 1, 2, & 3 with a parent conference with all staff involved. **5 DAYS OFFICE DETENTION**

Category 5: Inappropriate touch, language, gestures and/or symbols/ inappropriate dress (containing words, gestures and/or symbols)

Definition – Verbal/written/drawn messages that include swearing, name calling or use of words in an inappropriate way. This may include words, gestures, and/or symbols.

Kindergarten

1st Offense – One or more of the following; individualized social skills instruction specific to the infraction, loss of privilege, restitution. Mandatory teacher-parent contact by phone and note sent home with student, with a copy of the note mailed to home address.

2nd Offense – Consequences may include those in step 1, a counseling consultation and a parent conference. **1 DAY OFFICE DETENTION**

3rd Offense – Consequences may include those in steps 1 & 2 with a counseling referral and/or intervention and referral services process. **2 DAYS OFFICE DETENTION**

4th Offense – Consequences may include those in steps 1, 2, & 3 with a parent conference with all staff involved. **3 DAYS OFFICE DETENTION**

1st Grade

1st Offense – One or more of the following; individualized social skills instruction specific to the infraction, loss of privilege, restitution. Mandatory teacher-parent contact by phone and note sent home with student, with a copy of the note mailed to home address.

2nd Offense – Consequences may include those in step 1, a counseling consultation and a parent conference. **2 DAYS OFFICE DETENTION**

3rd Offense – Consequences may include those in steps 1 & 2 with a counseling referral and/or intervention and referral services process. **3 DAYS OFFICE DETENTION**

4th Offense – Consequences may include those in steps 1, 2, & 3 with a parent conference with all staff involved. **4 DAYS OFFICE DETENTION**

2nd Grade

1st Offense – One or more of the following; individualized social skills instruction specific to the infraction, loss of privilege, restitution. Mandatory teacher-parent contact by phone and note sent home with student, with a copy of the note mailed to home address.

2nd Offense – Consequences may include those in step 1, a counseling consultation and a parent conference. **3 DAYS OFFICE DETENTION**

3rd Offense – Consequences may include those in steps 1 & 2 with a counseling referral and/or intervention and referral services process. **4 DAYS OFFICE DETENTION**

4th Offense – Consequences may include those in steps 1, 2, & 3 with a parent conference with all staff involved. **5 DAYS OFFICE DETENTION**

Category 6: Property Destruction

Definition – Student deliberately impairs, defaces or destroys staff, student or school property either inside or outside the building.

Kindergarten

1st Offense – One or more of the following; individualized social skills instruction specific to the infraction, loss of privilege, restitution. Mandatory teacher-parent contact by phone and note sent home with student, with a copy of the note mailed to home address.

2nd Offense – Consequences may include those in step 1, a counseling consultation and a parent conference. **1 DAY OFFICE DETENTION**

3rd Offense – Consequences may include those in steps 1 & 2 with a counseling referral and/or intervention and referral services process. **2 DAYS OFFICE DETENTION**

4th Offense – Consequences may include those in steps 1, 2, & 3 with a parent conference with all staff involved. **3 DAYS OFFICE DETENTION**

1st Grade

1st Offense – One or more of the following; individualized social skills instruction specific to the infraction, loss of privilege, restitution. Mandatory teacher-parent contact by phone and note sent home with student, with a copy of the note mailed to home address.

2nd Offense – Consequences may include those in step 1, a counseling consultation and a parent conference. **2 DAYS OFFICE DETENTION**

3rd Offense – Consequences may include those in steps 1 & 2 with a counseling referral and/or intervention and referral services process. **3 DAYS OFFICE DETENTION**

4th Offense – Consequences may include those in steps 1, 2, & 3 with a parent conference with all staff involved. **4 DAYS OFFICE DETENTION**

2nd Grade

1st Offense – One or more of the following; individualized social skills instruction specific to the infraction, loss of privilege, restitution. Mandatory teacher-parent contact by phone and note sent home with student, with a copy of the note mailed to home address.

2nd Offense – Consequences may include those in step 1, a counseling consultation and a parent conference. **3 DAYS OFFICE DETENTION**

3rd Offense – Consequences may include those in steps 1 & 2 with a counseling referral and/or intervention and referral services process. **4 DAYS OFFICE DETENTION**

4th Offense – Consequences may include those in steps 1, 2, & 3 with a parent conference with all staff involved. **5 DAYS OFFICE DETENTION**

Category 7: Harassing/Threatening/Intimidating Behavior

Definition – Any gestural, verbal or written act that comments on a personal characteristic such as: ethnicity, religion, gender, sexual orientation or handicap that physically or emotionally harms another student.

Kindergarten

1st Offense – One or more of the following; individualized social skills instruction specific to the infraction, loss of privilege, restitution. Mandatory teacher-parent contact by phone and note sent home with student, with a copy of the note mailed to home address.

2nd Offense – Consequences may include those in step 1, a counseling consultation and a parent conference. **1 DAY OFFICE DETENTION**

3rd Offense – Consequences may include those in steps 1 & 2 with a counseling referral and/or intervention and referral services process. **2 DAYS OFFICE DETENTION**

4th Offense – Consequences may include those in steps 1, 2, & 3 with a parent conference with all staff involved. **3 DAYS OFFICE DETENTION**

1st Grade

1st Offense – One or more of the following; individualized social skills instruction specific to the infraction, loss of privilege, restitution. Mandatory teacher-parent contact by phone and note sent home with student, with a copy of the note mailed to home address.

2nd Offense – Consequences may include those in step 1, a counseling consultation and a parent conference. **2 DAYS OFFICE DETENTION**

3rd Offense – Consequences may include those in steps 1 & 2 with a counseling referral and/or intervention and referral services process. **3 DAYS OFFICE DETENTION**

4th Offense – Consequences may include those in steps 1, 2, & 3 with a parent conference with all staff involved. **4 DAYS OFFICE DETENTION**

2nd Grade

1st Offense – One or more of the following; individualized social skills instruction specific to the infraction, loss of privilege, restitution. Mandatory teacher-parent contact by phone and note sent home with student, with a copy of the note mailed to home address.

2nd Offense – Consequences may include those in step 1, a counseling consultation and a parent conference. **3 DAYS OFFICE DETENTION**

3rd Offense – Consequences may include those in steps 1 & 2 with a counseling referral and/or intervention and referral services process. **4 DAYS OFFICE DETENTION**

4th Offense – Consequences may include those in steps 1, 2, & 3 with a parent conference with all staff involved. **5 DAYS OFFICE DETENTION**

Category 8: Physical/Verbal Altercation

Definition – Age or developmentally appropriate behavior that may result in a **student** pushing, hitting, shoving, yelling at or lashing out at another student. Behavior may include age appropriate temper tantrums or aggressive behavior that results from extreme frustration. Severity of the behavior and student frustration should be considered when determining if

Kindergarten

1st Offense - One or more of the following; individualized social skills instruction specific to the infraction, loss of privilege, restitution. Mandatory teacher-parent contact by phone and note sent home with student with a copy of the note mailed to home address.

2nd Offense - Consequences may include those in step 1 and removal for de-escalation. Student is required to complete academic instructional material missed during this time.

3rd Offense - Consequences may include those in steps 1 & 2. Trained staff will develop, with the classroom teacher, an intervention based on the results of a functional behavioral assessment and/or behavior modification plan (determined according to the infraction).

4th Offense - Consequences may include those in steps 1, 2, & 3. Parent conference (out-to-parent) scheduled for the next school day during the referring teacher's planning time.

1st Grade

1st Offense - One or more of the following; individualized social skills instruction specific to the infraction, loss of privilege, restitution. Mandatory teacher-parent contact by phone and note sent home with student with a copy of the note mailed to home address.

2nd Offense - Consequences may include those in step 1 and removal for de-escalation. Student is required to complete academic instructional material missed during this time.

3rd Offense - Consequences may include those in steps 1 & 2. Trained staff will develop, with the classroom teacher, an intervention based on the results of a functional behavioral assessment and/or behavior modification plan (determined according to the infraction). **1 DAYS OFFICE DETENTION**

4th Offense - Consequences may include those in steps 1, 2, & 3. Parent conference (out-to-parent) scheduled for the next school day during the referring teacher's planning time. **2 DAYS OFFICE DETENTION**

2nd Grade

1st Offense - One or more of the following; individualized social skills instruction specific to the infraction, loss of privilege, restitution. Mandatory teacher-parent contact by phone and note sent home with student with a copy of the note mailed to home address.

2nd Offense - Consequences may include those in step 1 and removal for de-escalation. Student is required to complete academic instructional material missed during this time.

3rd Offense - Consequences may include those in steps 1 & 2. Trained staff will develop, with the classroom teacher, an intervention based on the results of a functional behavioral assessment and/or behavior modification plan (determined according to the infraction). **2 DAYS OFFICE DETENTION**

4th Offense - Consequences may include those in steps 1, 2, & 3. Parent conference (out-to-parent) scheduled for the next school day during the referring teacher's planning time. **3 DAYS OFFICE DETENTION**

Category 9: Hitting/Kicking Staff

Definition – Any pre-meditated hitting, punching, kicking, biting and/or throwing of objects at a staff member.

Kindergarten

1st Offense – Mandatory removal from class with consultation between a counselor/ and the student or students involved. One or more of the following; individualized social skills instruction specific to the infraction, loss of privilege, restitution. Mandatory teacher-parent contact by phone and note sent home with student, with a copy of the note mailed to home address. **OUT-TO-PARENT**

2nd Offense – Mandatory removal from class with consultation between a counselor and the student or students involved. Parent conference (out-to-parent). Student cannot return to school until a conference is held. If a staff member is involved, the conference will be held during his/her planning time. Student will be referred to counseling. **1 DAY SUSPENSION**

3rd Offense – Consequences will include those in steps 1 & 2. Trained staff will develop, with the classroom teacher, an intervention based on the results of a functional behavioral assessment and/or behavior modification plan (determined according to the infraction). **2 DAYS SUSPENSION**

4th Offense – Consequences will include those in steps 1 & 2. Trained staff will develop, with the classroom teacher, an intervention based on the results of a functional behavioral assessment and/or behavior modification plan (determined according to the infraction). **3 DAYS SUSPENSION**

1st Grade

1st Offense – Mandatory removal from class with an mandatory consultation within 24 hours between a counselor and the student or students involved. One or more of the following; individualized social skills instruction specific to the infraction, loss of privilege, restitution. Mandatory teacher-parent contact by phone and note sent home with student, with a copy of the note mailed to home address. 3 days office detention with social skills instruction. Such instruction shall be cooperatively planned and instructed by staff involved. **OUT-TO-PARENT**

2nd Offense – Mandatory removal from class with consultation between a counselor and the student or students involved. Parent conference (out-to-parent). Student cannot return to school until a conference is held. If a staff member is involved, the conference will be held during his/her planning time. Student will be referred to counseling. **1 DAY SUSPENSION**

3rd Offense – Consequences will include those in steps 1 & 2. Trained staff will develop, with the classroom teacher, an intervention based on the results of a functional behavioral assessment and/or behavior modification plan (determined according to the infraction). **2 DAYS SUSPENSION**

4th Offense – Consequences will include those in steps 1 & 2. Trained staff will develop, with the classroom teacher, an intervention based on the results of a functional behavioral assessment and/or behavior modification plan (determined according to the infraction). **3 DAYS SUSPENSION**

Category 9: Hitting/Kicking Staff - Continued

Definition – Any pre-meditated hitting, punching, kicking, biting and/or throwing of objects at a staff member.

2nd Grade

1st Offense – Mandatory removal from class with consultation between a counselor and the student or students involved. One or more of the following; individualized social skills instruction specific to the infraction, loss of privilege, restitution. Mandatory teacher-parent contact by phone and note sent home with student, with a copy of the note mailed to home address. 3 days office detention with social skills instruction. Such instruction shall be cooperatively planned and instructed by staff involved. **OUT-TO-PARENT**

2nd Offense – Mandatory removal from class with mandatory consultation within 24 hours between a counselor and the student or students involved. Parent conference (out-to-parent). Student cannot return to school until a conference is held. If a staff member is involved, the conference will be held during his/her planning time. Student will be referred to counseling. **2 DAYS SUSPENSION.**

3rd Offense – Consequences will include those in steps 1 & 2. Trained staff will develop, with the classroom teacher, an intervention based on the results of a functional behavioral assessment and/or behavior modification plan (determined according to the infraction). **3 DAYS SUSPENSION**

4th Offense – Consequences will include those in steps 1 & 2. Trained staff will develop, with the classroom teacher, an intervention based on the results of a functional behavioral assessment and/or behavior modification plan (determined according to the infraction). **5 DAYS SUSPENSION**

Category 10: Hitting/Kicking Student

Definition – Any premeditated hitting, kicking, biting, punching and/or throwing of objects at another student or students.

Kindergarten:

1st Offense – Mandatory removal from class with a consultation between a counselor and the student or students involved. One or more of the following; individualized social skills instruction specific to the infraction, loss of privilege, restitution. Mandatory teacher-parent contact by phone and note sent home with student, with a copy of the note mailed to home address. **OUT-TO-PARENT**

2nd Offense – Mandatory removal from class with a consultation between a counselor and the student or students involved. Parent conference (out-to-parent). Student cannot return to school until a conference is held. If a staff member is involved, the conference will be held during his/her planning time. Student will be referred to counseling. **1 DAY SUSPENSION**

3rd Offense – Consequences will include those in steps 1 & 2. Trained staff will develop, with the classroom teacher, an intervention based on the results of a functional behavioral assessment and/or behavior modification plan (determined according to the infraction). **2 DAYS SUSPENSION**

4th Offense – Consequences will include those in steps 1 & 2. Trained staff will develop, with the classroom teacher, an intervention based on the results of a functional behavioral assessment and/or behavior modification plan (determined according to the infraction). **3 DAYS SUSPENSION**

1st Grade

1st Offense – Mandatory removal from class with a mandatory consultation, within 24 hours, between a counselor and the student or students involved. One or more of the following; individualized social skills instruction specific to the infraction, loss of privilege, restitution. Mandatory teacher-parent contact by phone and note sent home with student, with a copy of the note mailed to home address. 3 days office detention with social skills instruction. Such instruction shall be cooperatively planned and instructed by staff involved. **OUT-TO-PARENT**

2nd Offense – Mandatory removal from class with a mandatory consultation, within 24 hours, between a counselor and the student or students involved. Parent conference (out-to-parent). Student cannot return to school until a conference is held. If a staff member is involved, the conference will be held during his/her planning time. Student will be referred to counseling. **1 DAY SUSPENSION**

3rd Offense – Consequences will include those in steps 1 & 2. Trained staff will develop, with the classroom teacher, an intervention based on the results of a functional behavioral assessment and/or behavior modification plan (determined according to the infraction). **2 DAYS SUSPENSION**

4th Offense – Consequences will include those in steps 1 & 2. Trained staff will develop, with the classroom teacher, an intervention based on the results of a functional behavioral assessment and/or behavior modification plan (determined according to the infraction). **3 DAYS SUSPENSION**

Category 10: Hitting/Kicking Student - Continued

Definition – Any hitting, kicking, biting, punching and/or throwing of objects at another student or students.

2nd Grade

1st Offense – Mandatory removal from class with a mandatory consultation, within 24 hours, between a counselor and the student or students involved. One or more of the following; individualized social skills instruction specific to the infraction, loss of privilege, restitution. Mandatory teacher-parent contact by phone and note sent home with student, with a copy of the note mailed to home address. 3 days office detention with social skills instruction. Such instruction shall be cooperatively planned and instructed by staff involved. **OUT-TO-PARENT**

2nd Offense – Mandatory removal from class with a mandatory consultation, within 24 hours, between a counselor and the student or students involved. Parent conference (out-to-parent). Student cannot return to school until a conference is held. If a staff member is involved, the conference will be held during his/her planning time. Student will be referred to counseling. **2 DAYS SUSPENSION**

3rd Offense – Consequences will include those in steps 1 & 2. Trained staff will develop, with the classroom teacher, an intervention based on the results of a functional behavioral assessment and/or behavior modification plan (determined according to the infraction). **3 DAYS SUSPENSION**

4th Offense – Consequences will include those in steps 1 & 2. Trained staff will develop, with the classroom teacher, an intervention based on the results of a functional behavioral assessment and/or behavior modification plan (determined according to the infraction). **5 DAYS SUSPENSION**

Category 11: Fighting

Definition: Actions involving serious physical contact where injury or harm may occur to one or more students. (Two or more students need to be involved to be considered fighting.)

Kindergarten

1st Offense – Mandatory removal from class with an immediate mandatory consultation between a counselor and the student or students involved. One or more of the following; individualized social skills instruction specific to the infraction, loss of privilege, restitution. Mandatory teacher-parent contact by phone and note sent home with student, with a copy of the note mailed to home address. **OUT-TO-PARENT**

2nd Offense – Mandatory removal from class with an immediate mandatory consultation between a counselor and the student or students involved. Parent conference (out-to-parent). Student cannot return to school until a conference is held. If a staff member is involved, the conference will be held during his/her planning time. Student will be referred to counseling. **1 DAY SUSPENSION**

3rd Offense – Consequences will include those in steps 1 & 2. Trained staff will develop, with the classroom teacher, an intervention based on the results of a functional behavioral assessment and/or behavior modification plan (determined according to the infraction). **2 DAYS SUSPENSION**

4th Offense – Consequences will include those in steps 1 & 2. Trained staff will develop, with the classroom teacher, an intervention based on the results of a functional behavioral assessment and/or behavior modification plan (determined according to the infraction). **3 DAYS SUSPENSION**

1st Grade

1st Offense – Mandatory removal from class with an immediate mandatory consultation between a counselor and the student or students involved. One or more of the following; individualized social skills instruction specific to the infraction, loss of privilege, restitution. Mandatory teacher-parent contact by phone and note sent home with student, with a copy of the note mailed to home address. 3 days office detention with social skills instruction. Such instruction shall be cooperatively planned and instructed by staff involved. **OUT-TO-PARENT**

2nd Offense – Mandatory removal from class with an immediate mandatory consultation between a counselor and the student or students involved. Parent conference (out-to-parent). Student cannot return to school until a conference is held. If a staff member is involved, the conference will be held during his/her planning time. Student will be referred to counseling. **1 DAY SUSPENSION**

3rd Offense – Consequences will include those in steps 1 & 2. Trained staff will develop, with the classroom teacher, an intervention based on the results of a functional behavioral assessment and/or behavior modification plan (determined according to the infraction). **2 DAYS SUSPENSION**

4th Offense – Consequences will include those in steps 1 & 2. Trained staff will develop, with the classroom teacher, an intervention based on the results of a functional behavioral assessment and/or behavior modification plan (determined according to the infraction). **3 DAYS SUSPENSION**

Category 11: Fighting - Continued

Definition: Actions involving serious physical contact where injury or harm may occur to one or more students. (Two or more students need to be involved to be considered fighting.)

2nd Grade

1st Offense – Mandatory removal from class with an immediate mandatory consultation between a counselor and the student or students involved. One or more of the following; individualized social skills instruction specific to the infraction, loss of privilege, restitution. Mandatory teacher-parent contact by phone and note sent home with student, with a copy of the note mailed to home address. 3 days office detention with social skills instruction. Such instruction shall be cooperatively planned and instructed by staff involved. **OUT-TO-PARENT**

2nd Offense – Mandatory removal from class with an immediate mandatory consultation between a counselor and the student or students involved. Parent conference (out-to-parent). Student cannot return to school until a conference is held. If a staff member is involved, the conference will be held during his/her planning time. Student will be referred to counseling. **2 DAYS SUSPENSION**

3rd Offense – Consequences will include those in steps 1 & 2. Trained staff will develop, with the classroom teacher, an intervention based on the results of a functional behavioral assessment and/or behavior modification plan (determined according to the infraction). **3 DAYS SUSPENSION**

4th Offense – Consequences will include those in steps 1 & 2. Trained staff will develop, with the classroom teacher, an intervention based on the results of a functional behavioral assessment and/or behavior modification plan (determined according to the infraction). **5 DAYS SUSPENSION**

Category 12: Controlled Substances and Harmful Instruments

Definition: Students are in possession of items such as tobacco, prescriptive medicine, or fire making devices, knives or other sharp instruments, or other objects that can cause bodily harm.

Kindergarten

1st Offense – Mandatory removal from class with an immediate mandatory consultation between a counselor and the student or students involved. One or more of the following; individualized social skills instruction specific to the infraction, loss of privilege, restitution. Mandatory teacher-parent contact by phone and note sent home with student, with a copy of the note mailed to home address. **OUT-TO-PARENT**

2nd Offense – Mandatory removal from class with an immediate mandatory consultation between a counselor and the student or students involved. Parent conference (out-to-parent). Student cannot return to school until a conference is held. If a staff member is involved, the conference will be held during his/her planning time. Student will be referred to counseling. **1 DAY SUSPENSION**

3rd Offense – Consequences will include those in steps 1 & 2. Trained staff will develop, with the classroom teacher, an intervention based on the results of a functional behavioral assessment and/or behavior modification plan (determined according to the infraction). **2 DAYS SUSPENSION**

4th Offense – Consequences will include those in steps 1 & 2. Trained staff will develop, with the classroom teacher, an intervention based on the results of a functional behavioral assessment and/or behavior modification plan (determined according to the infraction). **3 DAYS SUSPENSION**

1st Grade

1st Offense – Mandatory removal from class with an immediate mandatory consultation between a counselor and the student or students involved. One or more of the following; individualized social skills instruction specific to the infraction, loss of privilege, restitution. Mandatory teacher-parent contact by phone and note sent home with student, with a copy of the note mailed to home address. **3 days office detention** with social skills instruction. Such instruction shall be cooperatively planned and instructed by staff involved. **OUT-TO-PARENT**

2nd Offense – Mandatory removal from class with an immediate mandatory consultation between a counselor and the student or students involved. Parent conference (out-to-parent). Student cannot return to school until a conference is held. If a staff member is involved, the conference will be held during his/her planning time. Student will be referred to counseling. **1 DAY SUSPENSION**

3rd Offense – Consequences will include those in steps 1 & 2. Trained staff will develop, with the classroom teacher, an intervention based on the results of a functional behavioral assessment and/or behavior modification plan (determined according to the infraction). **2 DAYS SUSPENSION**

4th Offense – Consequences will include those in steps 1 & 2. Trained staff will develop, with the classroom teacher, an intervention based on the results of a functional behavioral assessment and/or behavior modification plan (determined according to the infraction). **3 DAYS SUSPENSION**

Category 12: Controlled Substances and Harmful Instruments

Continued

Definition: Students are in possession of items such as tobacco, prescriptive medicine, or fire making devices, knives or other sharp instruments, or other objects that can cause bodily harm.

2nd Grade

1st Offense – Mandatory removal from class with an immediate mandatory consultation between a counselor and the student or students involved. One or more of the following; individualized social skills instruction specific to the infraction, loss of privilege, restitution. Mandatory teacher-parent contact by phone and note sent home with student, with a copy of the note mailed to home address. **3 days office detention** with social skills instruction. Such instruction shall be cooperatively planned and instructed by staff involved. **OUT-TO-PARENT**

2nd Offense – Mandatory removal from class with an immediate mandatory consultation between a counselor and the student or students involved. Parent conference (out-to-parent). Student cannot return to school until a conference is held. If a staff member is involved, the conference will be held during his/her planning time. Student will be referred to counseling. **2 DAYS SUSPENSION**

3rd Offense – Consequences will include those in steps 1 & 2. Trained staff will develop, with the classroom teacher, an intervention based on the results of a functional behavioral assessment and/or behavior modification plan (determined according to the infraction). **3 DAYS SUSPENSION**

4th Offense – Consequences will include those in steps 1 & 2. Trained staff will develop, with the classroom teacher, an intervention based on the results of a functional behavioral assessment and/or behavior modification plan (determined according to the infraction). **5 DAYS SUSPENSION**

SECTION SIX ROUTINES AND PROCEDURES

BEFORE SCHOOL ROUTINE

- 7:30-8:00 a.m. - A staff member greets all students at front entrance, directing all into the building. Staff members will supervise students in the main hall. Breakfast students enter cafeteria. Non-breakfast students line up in designated areas in the main hall. All staff members are to remind students daily to use inside voices while in lines in halls.
- 8:00 a.m. - Bell rings. Students in line WALK to their classrooms. Students eating breakfast proceed to classroom when finished.

Teachers should be visible in the hallways and LRC, at the doors/entrance to their rooms, to supervise the movement of the students and prevent incidents of arguing, pushing, and fighting.

All teachers should enforce the school-wide expectations of walking quietly in the halls, keeping hands to themselves, walking single file in hallways.

These behaviors are expected whenever groups of students move through the halls. Teachers must enforce this expectation whenever children are in the halls.

ASSEMBLIES

Whenever assemblies are held, the classroom teacher supervises the class in assembly. Teachers are expected:

- To teach accepted behaviors for assembly.
- To set good examples of behavior at group functions.
- To correct children and ensure proper behavior during any assembly and/or provide incentives to encourage proper behavior during an assembly.

During scheduled Special Subjects periods, the special subject area teachers will supervise the class in the assembly.

Most assemblies are informative. Children should attend assemblies that provide basic information, i.e. recycling, science, cultural events.

Some assemblies and special events are rewards. Each grade should arrange for one teacher to supervise the students in that grade who can not attend a reward assembly or special event. Reward assemblies will be labeled on the school calendar. Prior notification must be made to parents. A list of students not participating must be submitted to administration.

LAVATORY USE

- All classes with lavatories in their classrooms will use only their own classroom lavatories.
- Students in the main hall should use the hall lavatories.
- Lavatories can be vandalized by children in school. Teachers should take steps to prevent this.
- Teachers in the main hall must teach lavatory procedures and behaviors.
 - Require children to carry lavatory passes.
 - Maintain a class log of students leaving the room unattended. (sign out sheet)
 - Allow no pens, pencils or crayons to leave the room with a student going to the lavatory.
 - Have children report incidents of vandalism to you.
 - Report any lavatory vandalism to the office.
 - Group lavatory use times may be necessary.
- Enforce the practice of washing hands after each lavatory use.

LUNCHROOM PROCEDURES

- All traffic to and from cafeteria is to be quiet and orderly. Please enforce silent lines as other grades are working.
- Children must have time scheduled prior to lunch for use of the lavatory. Hands **MUST** be washed before going to the lunchroom.
- **NO PUPIL MAY LEAVE THE CAFETERIA UNLESS IT IS AN EMERGENCY. ONLY ONE CHILD AT A TIME MAY BE PERMITTED TO LEAVE BY THE DUTY TEACHER. THE DUTY TEACHER MUST MAINTAIN A LAVATORY LOG BOOK. STUDENTS ARE TO USE THE MAIN HALL LAVATORIES ONLY IN EMERGENCIES.**
- All talking is to be in inside voices.
- Each class has assigned tables. Once seated, pupils cannot visit other tables. Duty teachers are required to have table arrangements developed for their lunch and communicate these arrangements to the respective students.
- Throwing food and shoving are not to be tolerated; all incidents should be reported to the pupil's classroom teacher for management. Continued incidents can result in the student eating alone for a day or week, silent lunches, recess detention and/or office referrals.

LUNCHROOM PROCEDURES - Continued

- Areas under tables are to be kept clean. Have pupils pickup anything that may be on the floor in their immediate eating area. Please be diligent. It is important to teach responsibility for the appearance of their school.
- Any pupil not giving cooperation and respect is to be reported to the pupil's classroom teacher for management, as in #6.
- Serious infractions of conduct which make an unsafe environment are to be reported immediately to administrative staff.
- The duty teachers and the cafeteria aides are to circulate among tables and enforce conduct, table manners and speaking in soft, quiet voices. Duty teachers are in charge. All discipline referrals must be completed by the duty teachers, only after management steps have been taken unless it is a serious infraction; or unsafe situation, such as physical violence.

SUGGESTIONS:

1. Be firm with pupils.
2. Be consistent in your actions.
3. Maintain positive relationships with students.

PLAYGROUND ROUTINES

Children must learn and practice safety rules for the playground. The following information for "Safe Play" should be taught as part of the required 150 minutes of health, safety and physical education per week.

- Walk, not run, on sidewalk and blacktop areas, especially when exiting the passageway to the playground area.
- Stress: no rough play will be tolerated. Example: tackling, fighting, hitting, pushing, running without looking, rushing, slamming, etc.
- Teach the **objective** and safe use of each piece of equipment.
 - Practice the use of each piece of equipment with students.
 - TAKE TURNS on all equipment.
 - Use common sense on all equipment.
 - Hold on tightly with both hands on equipment.
 - Limit the number of students to 5/equipment.
 - Periodically review proper use of all equipment.

PLAYGROUND ROUTINES - Continued

- Appropriate clothing must be worn for play on equipment; i.e., no loose clothing or skirts, only rubber soled shoes. Good or "special dress" clothing should not be worn for play. **At no time should student wear backless sandals, flip-flops, slides or any footwear not firmly fitted to the foot.** Report to parent in writing that a child was not permitted on equipment due to footwear concerns.
- Check each piece of equipment and report broken equipment to the office immediately.
- Assign consequences for those who do not follow rules and regulations, i.e., loss of playground privileges for a time period. Have an assigned time-out spot in the playground area and use it when a rule is broken. When playing roughly, second chances will result in injuries and unnecessary referrals.

Ball Playing and Running Games

1. Look for a safe place to play.
2. Be aware of others around, especially small children.,
3. NO PUSHING OR ROUGH PLAY

Climbers/New Playground

1. Teacher in charge determines safe number of students for the climber.
2. Watch hands and feet placement.
3. Walk on outer edges of climber, not in area where children swing on poles, ladders, etc.
4. NO PUSHING OR ROUGH PLAY

Funnel Ball

1. Take turns.

STUDENT AND STAFF EXPECTATIONS

Enforce these expectations every day during teacher directed outside play.

1. Rough play is not part of our games.
2. Show respect for others and follow instructions given by teacher.
3. Stay out of ditches, off hills, and away from puddles and mud.
4. Stop what you are doing when the teacher blows the whistle and line up silently
5. Leave rocks, bark, sticks and other dangerous objects alone. Report such problems to teachers.
6. Play only on playground areas, not in the courtyards.
7. Keep the building and grounds free of litter. **Pick up trash, if it is visible.**
8. Take turns on equipment.
9. No chewing gum and candy on the playground.
10. Leave unsafe objects (radios, tape players, hard balls, electronic games, etc.) at home.
11. Settle differences peacefully using conflict resolution strategies.
12. During school, students will not leave the playground for any reason.

RESPONSIBILITIES OF TEACHERS

All playground activities must be under the **direct supervision of the classroom teacher.**

Activities should develop physical skills and social skills. How to play group games and how to play on group equipment in a safe and courteous way must be taught and practiced. Part of playground instruction should include conflict resolution. Stop/Think/Plan.

1. Teach safety rules for all equipment and review regularly.
2. Be firm and consistent in enforcing the rules and developing children's self discipline.
3. Help children understand the reasons for the rules and enforcement of them.
4. Practice actual use of equipment as part of required health, safety, physical education instruction.

AFTER SCHOOL ROUTINES

1. Students are to walk in orderly lines whenever they are on a school sidewalk.
2. The teacher should supervise a sidewalk in the same manner as a hall line.
3. Parents will be notified at the beginning of the school year where their children will be dismissed.

All students must leave the building with their teachers at 3:00 dismissal. Any students who are to serve office detention should be escorted back into the building by their classroom teacher and directed to the detention room. Students who must complete work or serve teacher detention should re-enter the building only under the supervision of their classroom teacher.

Reinforce to All: Students are to be dismissed promptly at 3:00 p.m. Students are to be walked up the sidewalk to Smith Street and sent on their way from the Smith Street sidewalk by their classroom teacher. Students should leave as quickly as possible at dismissal and go straight home. Pre-kindergarten and kindergarten students are to be picked up at the outside doors to their classrooms.

Reinforce to Students: Do not wait for others at the Middle School.

No students should be in the building after dismissal unless they are under teacher supervision. Siblings are not to wait in front of school for students who participate in after-school activities. Question any students in the hall after dismissal.

Students who are participating in a scheduled after-school activity will meet in a designated area. At dismissal they are to leave the school grounds as quickly as possible.

Students who are not listed as participants in an activity should not be in the school. They should not wait for other children. Students who are at an activity but are not scheduled participants should be reported to the office for detention.

SECTION SEVEN **DEVELOPING STAFF RESPONSIBILITIES**

All staff contributes to John Fenwick School's friendly, inviting environment. We set the tone through our actions and attitudes. Our support and encouragement will be demonstrated through four important procedures.

We will teach expectations for responsible behavior in every school environment by relating student actions to school rules and the importance of being kind and mannerly, being cooperative, respecting all property and using self-control at all times.

We will provide positive feedback to students when they are meeting expectations and following the guidelines for success.

We will view minor misbehavior as a teaching opportunity, responding with calm, consistent corrections or consequences.

We will work collaboratively to solve problems that are chronic or severe in nature.

RESPONSIBILITY & DISCIPLINE: AN ON-GOING PROCESS

Establishing a sense of responsibility and discipline is an on-going process, not a one-time product. Adherence to the policy in this document will not ensure school discipline or individual responsibility. It will, however, facilitate the process. Staff must work continuously to achieve as much consistence as possible, and be prepared to revise and adapt procedures as needed. To keep this process alive, the Routines and Procedures Committee will meet on a regular basis, will seek input from staff, students and parents on possible improvements, and will facilitate a yearly review of procedures.

ROLES AND RESPONSIBILITIES

STAFF

Staff must assume the responsibilities outlined in this manual. The development of self- discipline and responsibility can only be learned from adults who take the steps necessary to teach this. With teacher consistence, all students can develop the skill and attitudes needed to develop self-confidence and maximize learning creating an environment of Teaching, Learning, Caring.

CLASSROOM TEACHERS

The classroom teacher is the center of school responsibility and discipline. Teachers must continually emphasize to both students and parents the importance of “Be respectful, be responsible for yourself, and be safe.” Teachers will focus on teaching and encouraging responsible behavior, rather than trying to “control” irresponsible behavior. This will be accomplished by helping students see how their behavior relates to school-wide guidelines emphasizing safety, being responsible, and treating everyone with respect.

Three basic principles of behavior management will be implemented by all teachers:

1. At the beginning of the new school year, and as necessary throughout the school year, students will be taught the routines and procedures that will help them behave responsibly in each type of classroom activity.
2. Teachers will interact frequently with each student when the student is behaving appropriately, giving positive feedback at the moment.
3. Teachers will consistently implement classroom consequences when misbehavior occurs. The focus of interactions with each student will continue to be primarily positive.

Staff will work collaboratively to assist a student in learning to behave responsibly when chronic misbehavior occurs. Teachers provide a student’s best hope for learning to be more successful. Each teacher will have a classroom discipline and responsibility plan, which includes the routines and procedures taught to the students, on file in the office.

SCHOOL ADMINISTRATORS

The role of the school administrators in responsibility and discipline is to guide staff and students in their efforts to achieve the school’s mission – student success.

The administrators will be responsible for making sure that the Routines and Procedures Committee meets on a regular basis. The principal, vice principal, and the committee will examine records of office referrals, suggestions from staff, and any other relevant information as they continually evaluate the efficacy of current procedures. The vice principal and the committee will guide the staff through a yearly review and update of this manual.

The school administrators will have a thorough working knowledge of this manual and provide assistance to staff in implementing the classroom management and school-wide procedures. In this capacity, the administrators will provide training and continued support to teachers as they strive to teach students to follow the guidelines for success.

The school administrators will assist staff with severe misbehavior such as physically dangerous situations, illegal acts, insubordination, and any chronic or recurring problems. As needed on a

case-by-case basis, the school administrators will initiate parental conferences, out-of-school suspension, contacting the appropriate authorities, referral to service agencies, or other severe consequences.

SCHOOL NURSE/GUIDANCE

Staff or students may wish to consult with the full time nurse on matters related to hygiene and nutrition problems, drug involvement, depression, child abuse, neglect, or other problems. The full time guidance counselors will meet with students experiencing problems in small groups or individually. Staff or students may wish to consult with the Guidance Counselors on matters related to discipline or personal issues. Students may self-refer. Staff members must complete a referral form if they feel a student is in need of counseling services.

OFFICE, CUSTODIAL, CAFETERIA STAFF, PARAPROFESSIONALS

All staff has an equal and contributing part in teaching responsibility and discipline in John Fenwick School. The guidelines of cooperation and mutual respect include all students and all staff. Through positive interactions with students, non-certified staff members will encourage students to follow school rules. Each staff member should be knowledgeable of the rules and guidelines specified for school wide areas and implement the procedures outlined in this manual.

ROUTINES AND PROCEDURES COMMITTEE

The Routines and Procedures Committee may include the vice principal, teachers from each grade level, a para-professional, and a representative from special education or student support services. Through monthly meetings, the Routines and Procedures Committee will:

- Coordinate dissemination of information to parents regarding student discipline and responsibility, including a beginning of the year welcome letter outlining policies and guidelines.
- Review office referral records to make recommendations to staff regarding changes in policy and/or suggest staff development activities.
- Gather input from staff and parents regarding current policies so that appropriate actions may be taken.
- Refer individual students with chronic office referrals, chronic truancies, grade decline, or problems of substance abuse to the Intervention and Referral Services (I&RS).
- Conduct a formal end-of-the-year review of discipline policies and procedures. This will include:
 - A review of all suggestions made during the year.
 - A review of all office referrals.
 - Based on faculty feedback, policies may be re-written.

At the beginning of the school year, the Routines and Procedures Committee will review guidelines and policy with staff to ensure that students will be taught (or re-taught) expectations in all classrooms and common areas of the school.

PARENTS

Parents are encouraged to participate in the educational process. The support and cooperation of parents is essential to effectively help each student reach his or her fullest potential. The major role of parents in assisting with school discipline & responsibility is to consistently demonstrate interest and support in how their child is doing in school. Please review and discuss the discipline policy with your child. When children see that parents support their best efforts, they are given a real incentive to strive for excellence. We will keep parents informed of student responsibility and efforts through conferences, report cards, phone calls, and notes.

Parents may be asked to help teach a child specific skills, such as remembering homework, learning to be more independent, or managing anger in a mature way. When parents are asked to assist, specific information will be provided on ways to help the child.

If there is a severe or recurring problem, parents will be asked to help staff teach the student an alternative set of behaviors. In such a case, everyone must recognize that teaching a child to get along in the school environment will make it possible for the student to be successful when going to the middle school and high school. By working together, parents and staff can help the student learn behaviors that will increase opportunities for success, and improve self-concept.

ENCOURAGING RESPONSIBLE CHOICES

POSITIVE INTERACTIONS AND POSITIVE FEEDBACK

The minute-by-minute interactions that occur between staff and students are the most important means of encouraging students. Staff will strive to interact with students in a friendly, supportive manner at all times. Positive interactions will include greeting students, talking to students, making eye contact, smiling, and using overt praise. When praising students, staff will provide students with specific information about what behaviors are contributing to success, i.e., "Alicia, you have been very responsible about remembering to hand in your homework on the day it is due."

SPECIAL ATTENTION

Occasionally a student exhibits chronic misbehavior. When this becomes apparent, it is the responsibility of the teacher to discuss the problem with a school administrator. The school administrator and the teacher might consider asking all staff to make a conscious effort to interact positively with the student. This strategy may reduce the student's need to get attention and recognition through misbehavior.

HELPING STUDENTS WITH CHRONIC MISBEHAVIOR

The majority of our students will strive to meet expectations for responsibility and self-discipline. However, no single set of procedures will work to help every student develop the behavioral skills and attitudes needed to be successful in school. Therefore, we will design a series of interventions for students who have not been motivated by school-wide procedures. The focus will remain positive, while recognizing a continuing need for calm and consistent consequences.

We also recognize that some students will present an extreme challenge. We, therefore, urge our teachers to keep the following concepts in mind:

- No one is expected to have all the answers.
- We live in a culture where an adequate education is critical to success. Therefore, we will make every effort to teach students to be successful in the school environment.
- Teachers are encouraged to seek assistance from other teachers, specialists, the administration, the Intervention and Referral Services (I&RS) or parents.
- Referral to the Child Study Team will be made when improvements cannot be made in the regular program through the collaborative efforts of staff.

The following suggestions demonstrate the types of plans that should be developed for students with chronic misbehavior. The sequence shows how a plan may evolve over a period of four to five months, with more energy devoted to encouraging success than to punishing failure.

Suggestions: Encouraging a student who engages in chronic misbehavior to assume greater responsibility.

1. Discuss the problem with the student. Help the student see how his specific actions can be changed to reflect the school rules, "Treat everyone with respect. Be kind and mannerly. Cooperate with everyone. Respect all property. Use self-control at all times." The goal of this discussion will be to clarify how the student can take control of his behavior. Suggestions must be clear and direct.
2. Set written goals with the student.
3. Catch the student doing something right and provide immediate positive feedback.
4. Establish time out in the classroom as a mild consequence.
5. Encourage other staff members to interact positively with the student.
6. Call the parents when problems occur.
7. Diagnose whether the student is capable of being academically successful. If not, arrange for a peer tutor.
8. Call parents on days when improvement takes place.
9. After-school detention assigned by the teacher may be necessary. (Reminder: 24 hours notice is required.)
10. Supply intermittent re-enforcers when the student improves.
11. Loss of privileges may be necessary.

12. Give the student additional responsibilities in the classroom.
13. Arrange for a conference with the parents and the student to discuss future goals for behavior and long-term expectations.
14. Seek suggestions from the Salem Intervention and Referral Service (SIRS).
15. Establish an individual reinforcement system.
16. Work on improving self-image through positive self-talk.
17. Send the student to the principal/early childhood supervisor for encouragement when improvement occurs.
18. Pre-arrange for the students to be isolated for short periods after each misbehavior.
19. Refer student to the school guidance counselor.
20. If the student's behavior hasn't improved, ask for an observation from a school administrator, CST member, or other staff member who might collaborate.
21. Consider referral to the Child Study Team for evaluation.

Note: These suggestions use interventions with energies directed to proactive, positive interventions, rather than to reactive, punitive interventions. The teacher has tremendous latitude for professional judgment in developing interventions to help a student with a recurrent behavioral problem.

INTERVENTION & REFERRAL SERVICES (I&RS)

After establishing a positive classroom environment with clear behavioral expectations, one or more students may still behave irresponsibly. The teacher may wish to brainstorm additional behavioral or academic interventions that may help the student learn to be more responsible. The SIRS team may be convened to assist in this effort. Experienced staff members serve on SIRS to help teachers develop plans to deal with chronic and severe behavior problems.

SIRS will include the referring teacher, a counselor, the nurse, a member of the Child Study Team, the vice principal, and at least two other teachers. The committee may also include other staff members who work with the student. To convene the Salem Intervention and Referral Service, the teacher should complete a SIRS Referral Form, available from a guidance counselor.

Meetings will follow a prescribed format and will be limited to 10 to 20 minutes in length.

1. The initial brainstorming and planning meeting. Strategies will be reviewed and a plan developed.
2. A follow-up meeting to review progress and explore other strategies will be scheduled.

Other meetings may be scheduled at the request of the referring teacher, counselor or parent. Parents will be encouraged to attend the meetings and participate in the formation of a plan.

AFTER-SCHOOL DETENTION

Administrators may assign a student to serve after-school detention. Detention is supervised from 3:00 p.m. until 3:30 p.m.

The goal of the detention period is to help the student realize there are consequences for bad behavior. Consequently, the after school detention sessions will be designed so that students do not enjoy being there – it will be dull. Students will not be allowed to talk to each other, nor will they be allowed to complete any assignments.

SEVERE INNAPROPRIATE BEHAVIOR AND OFFICE REFERRAL

Most inappropriate behaviors will be dealt with by the teacher using discussion or mild consequences, as indicated throughout this manual. However, three categories of severe misbehavior will result in the student being sent immediately to the office.

1. Physically dangerous behavior: i.e., fighting or assault.
2. Illegal acts: i.e., stealing, items listed in Category 12. The administration will make all decisions regarding whether or not to contact any relevant authorities.
3. Continued insubordinate behavior: i.e., the direct and immediate refusal to comply with a reasonable adult instruction within a specified period of time. (A student forgetting homework or being disruptive in class are not examples of insubordinate behavior.)

Office referrals are to be reserved for severe or chronic misbehavior. Referrals for minor problems will not be accepted as students soon learn that being referred to the office is “no big deal.” To maintain effectiveness, office referrals must be used only for severe or recurring problems.

When making an office referral, the referring adult will complete a discipline referral in Oncourse as soon as possible. Records will be kept by the school administrators and office staff on all office referrals. This data will be retrieved from Oncourse and shared with the Routines & Procedures Committee monthly. Using these records, the Routines and Procedures Committee will determine whether there is a need to revise policies, or plan further staff development to ensure more consistent implementation of the current policies.

SPECIAL EDUCATION STUDENTS

Students with disabilities will be assisted by appropriate staff to meet the expectations of a student’s Individualized Educational Plan (IEP). In some cases, expectations will be modified to allow for student success. Consequences for violations will include choices so that a student’s unique disability may be taken into account at the discretion of the school staff, or as required by their IEP. Discipline procedures for students on IEP’s may be individualized, unique, and inconsistent with district policy.

SPECIAL EDUCATION STUDENTS (Continued)

Staff is aware that suspensions for students on IEP's fall under specific education state and federal regulations. The Child Study Team will be notified when a student with disabilities is suspended. They shall determine whether the student's behavior or activity was the result of the student's disability or the result of an inappropriate placement or program. If the behavior was due to the disability or inappropriate placement or program, the team shall prepare a revised IEP. If the team determines that the student's behavior was unrelated to the student's handicapping condition and that the student's program and placement are inappropriate, John Fenwick School staff may enforce its non-exclusionary policies as applied to non-handicapped students. Exclusion that results in a change of placement must be done through the Child Study Team.

RESPONSIBILITY IN COMMON AREAS

Common school areas include such places as the playground, halls, restrooms, and lunchroom. With different adults supervising these areas, it is important to share consistent expectations for responsible behavior. Without consistence from adults, there will be continued testing of limits by students. With clarification of expectations, the staff of John Fenwick School can focus on encouraging student responsibility, and reduce the need to correct misbehavior.

Because each common area is unique, a separate document has been developed so that staff and student may have a clear understanding of appropriate behavior in each area.

Each classroom teacher will use the information on the following pages to teach students what constitutes responsible behavior on the playground, in the halls, restrooms, and cafeteria. Expectations will be taught and re-taught. The younger the students, the more time teachers will spend discussing, modeling, practicing, and role-playing. If problems occur in any area, staff will resume lessons on responsible behavior in that setting. All students will receive positive instruction and information on how to behave responsibly in different settings.

SECTION EIGHT

CLASSROOM BEHAVIOR SUPPORT PLAN STRATEGIES

INTRODUCTION

You can't teach and your students can't learn when discipline problems disrupt your classroom. The foundation of a smoothly running classroom is a Positive Behavior Support Discipline Plan that states the rules of the classroom, consequences for students who choose not to observe the rules, and positive reinforcement for students who behave appropriately.

By being a supportive teacher you effectively communicate student expectations and communicate what students can expect from you. Supportive teachers set firm, **consistent** limits, while at the same time remain aware of the students' need for warmth and support.

RULES:

Students need to know exactly what is expected of them. Good classroom management begins with clearly defined rules or expectations. Make sure rules are observable. Examples:

- Follow directions the first time they are given.
- Keep hands, feet and objects to yourself.
- Do not leave the room without permission.

CONSEQUENCES:

Students need to be taught to be responsible for their actions. They need to realize that they are accountable for the choice they make.

- Make sure the consequences are something you are comfortable using.
- Students should not like the consequences.
- Consequences should include contacting parents.
- Consequences must comply with school and district policy.

EXAMPLES:

Warning (always first)	Loss of privilege (free time, movie)
Time out away from group within the classroom	Letter to parents
Recess detention	Phone call to parents
After-school teacher detention	Conference with parents
In-class detention	Refer to the Vice-Principal/Principal

REWARDS:

Negative consequences will stop unwanted behavior. Positive consequences will reinforce desired behavior. To get this result you must make every effort to focus on the positive behavior of your students, not the negative behavior. Positive responses to expected behavior should become a natural, **consistent** part of your teaching style.

You need to "**catch your students being good**" and take every opportunity to let them know that you notice and appreciate their efforts.

PARENTAL SUPPORT:

Parental support is an essential component of any discipline plan. Research has clearly shown that when parents are involved, a child does better academically and behaviorally. Make sure parents are aware of your program **early** in the school year. Enlist their support right away! Then, when a problem arises you are in a position to contact the parents immediately. Parents tend to hear from schools only when their child has misbehaved.

WORKING WITH PARENTS:

The school is responsible for building relationships with parents before problems with students arise. Often parents have had negative relationships with schools as students themselves. Thus, they come to their children's schools with preconceived negative conceptions.

Children spend 6 to 10 hours a day in school and/or extended care. Therefore, schools have become responsible for teaching not only academics, but addressing social and emotional issues as well.

Currently, the most common methods used by teachers to communicate with parents are calling on the telephone, holding conferences, sending notes, meeting them at pickup, and classroom newsletters.

SUGGESTIONS:

Telephone Calls:

Being positive and showing interest and enthusiasm, increases the likelihood that parents will engage in reciprocal behavior. It is best to develop open lines of communication before problems arise. Make calls to report good behavior or conscientious work habits.

Conferences:

The productive relationships that teachers build with parents provide children with greater consistency in the two most important environments in their lives, thereby increasing opportunities for learning and growth.

- The first step is building rapport with the parents. Speaking positively about the student conveys a caring attitude.
- Second, obtain pertinent information from the parents.
- Third, provide specific information about what the child is doing in school.
- Fourth, summarize what was said and discuss any follow-up activities.

CLICK MODEL
(Comprehensive Learning & Interventions for Correcting Kids)

THINGS THAT WORK

1. Having a definite plan of action.
2. Be consistent and fair.
3. Depriving students of recess.
4. Keeping pupils after class for a minute.
5. Keeping pupils after school for 10 to 15 minutes. (Prior parent notification required).
6. Immediate detention or within 24 hours of violation.
7. Signed punishment notices.
8. Promptly calling parent at home or work on certain violations.
9. Having students write notes to their parents and explaining their misbehavior - have it signed.
10. When a criminal violation occurs, promptly calling the police.
11. Having students carry daily behavior reports which are signed by teachers. This is checked daily by vice-principal or principal.
12. Insisting parents come to school for meetings when a student's behavior doesn't change.
13. Mentors.
14. Contracts.
15. Class meetings.
16. Expulsion when necessary.
17. Calm teachers and administrators.
18. Predictable and consistent classroom routines.
19. Seating charts.
20. Cheerfully decorated rooms and schools.
21. Student involvement.
22. Teaching students' problem-solving steps when difficulties arise.
 - a. Ignore it.
 - b. Talk it over.
 - c. Agree with other student on a solution.
 - d. Put it on the class meeting agenda.
23. Saying no when you have to.
24. Finding out the belief behind a student's misbehavior.
25. Before and after school tutoring programs.
26. CLICK classes (one of the most effective classes to change behavior).
27. Convenience groups. Groups that take place of homerooms.
28. Activity periods.
29. Community service groups.
30. Peer mediation.

THINGS THAT DON'T WORK

1. Sitting students alone into the hall.
2. Sending notes home to parents who don't care or cannot control their kids.
3. Generalized shouting at individual students or groups.
4. Suspending students from school if they are sent to office for misconduct.
5. Using students as office monitors after they are sent to office for misconduct.
6. Not reporting criminal activity of any kind when you should.
7. Scheduling after school detention at the student's convenience.
8. Not following up on consequences, set time-lines for new behavior, etc.
9. Ignoring students breaking school or class rules.
10. Being inconsistent or favoring certain students over others (giving athletes or drama students a break).
11. Calling students to the office over sound system when they have broken school rules.
12. Sending students to the office for minor infractions.
13. Boring instruction.
14. Not having a plan of action in the classroom.
15. **Calling parents to pick up their student for misconduct.**

TEACHER EXPECTATION/STUDENT ACHIEVEMENT (TESA MODEL)

Research shows that students learn more easily in a setting in which they feel comfortable and valued.

What a teacher expects of students and how he/she communicates those expectations and demonstrates caring and feeling for students will influence student response.

TESA strategies should be present and evident in every classroom. TESA strategies will be noted in classroom observations.

TESA Interaction Model

	STRAND A: Response Opportunities	STRAND B: Feedback	STRAND C: Personal Regard
Unit 1	<i>Equitable Distribution of Response Opportunities</i> (TO) To provide response opportunities to perceived "low achievers" as frequently as to other students. (SA) "I am going to be called on to perform in this class."	<i>Affirm or Correct Students Performance</i> (TO) "Low achievers" will receive feedback about their class performance as frequently as others do. (SA) "I am going to be told promptly that my classwork is acceptable or not."	<i>Proximity</i> (TO) In a friendly manner, to be within arm's reach of low achievers as frequently as with other students in the class. (SA) "My teacher is close by, and it doesn't bother me."
Unit 2	<i>Individual Helping</i> (TO) To provide individual help to low achievers as frequently as to other students. (SA) "My teacher is concerned about me and wants me to succeed."	<i>Praise of Learning Performance</i> (TO) To praise the learning performance of low achievers as frequently as that of other students. (SA) "My teacher is especially pleased with my classwork."	<i>Courtesy</i> (TO) To use courteous words as frequently with low achievers as with other students and as frequently with all students as with adults. (SA) "My teacher respects me."
Unit 3	<i>Latency</i> (TO) To give low achievers as much time to respond to a task or question as given to other students. (SA) "I have time to think."	<i>Reasons for Praise</i> (TO) Specifically, to tell low achievers as frequently as other students why their classwork is acceptable or praiseworthy. (SA) "My teacher is going to tell me why she/he likes what I accomplish in this class."	<i>Personal Interest/ Compliments</i> (TO) To use courteous words as frequently with all students as with adults. (SA) "I am more than just a student to my teacher; my teacher even compliments me."
Unit 4	<i>Delving</i> (TO) To help all students to respond to questions by providing additional information to them. (SA) "My teacher is making a special effort in helping me to answer."	<i>Listening</i> (TO) To listen attentively to low achievers as well as to other students. (SA) "My teacher is really interested in what I have to say."	<i>Touching</i> (TO) to touch low achievers in a friendly manner as frequently as high achievers. (SA) "My teacher likes me."
Unit 5	<i>Higher-Level Questioning</i> (TO) To challenge the thinking abilities of low achievers as often as other students by requiring them to do more than simply recall information. (SA) "My teacher really expects me to think."	<i>Accepting Feelings</i> (TO) To convey to all students that their feelings are understood and accepted in a nonjudgmental manner. (SA) "My teacher knows how I feel, and that's okay.""	<i>Delving</i> (TO) To be cool and calm with stopping the misbehavior of low achievers just as with high achievers. (SA) "The teacher is upset with what I'm doing, but not with me as a person."

TO: Teacher Objectives

SA: Student Awareness

All staff members will strive to implement the procedures and philosophies outlined in this manual. Individual staff concerns should be put in writing, discussed with the administrator, and placed on file. Without written exceptions on file, it is assumed that each staff member agrees to implement the procedures outlined in the following pages.

DISCIPLINE AND CLASS SUPPORT

Effective pupil support is essential to efficient instruction in every educational program. Discipline can never be considered apart from teaching; **discipline is teaching**. Children need and respect order and structure. **Behavior is learned**; it is important that the teacher and pupils discuss and build standards of good conduct. These standards should be consistently followed.

Part of growing up is learning self-control and self-direction. Continual control by an authoritarian teacher will not provide an environment conducive for learning these behaviors. An effective teacher will increase the responsibility and opportunities for cooperative planning, which will provide the necessary experiences that help children develop self-control. **Concern for and respect of the individual is of major importance in the classroom.**

Good pupil control and discipline require much effort on the teacher's part.

Avoid:

1. Poorly planned lessons.
2. Excessive paper/pencil tasks, (i.e., worksheet after worksheet)
3. Poor motivational techniques.
4. Vague directions which are difficult to understand.
5. Harsh or demeaning comments to students.
6. Excessive down time.
7. Transitions longer than four minutes.

Remember That:

1. Children learn and modify behavior better with encouragement rather than with blame.
2. **Reprimands are to be given in private.** Never use sarcasm or ridicule.
3. Children are to be treated with consideration, respect and courtesy. Let a child know you disapprove of his behavior and not of him as a person.
4. All of the facts should be known before action is taken.
5. Self-discipline must be developed. Let pupils assume responsibility as they show they can handle it.
6. Teachers should never try to teach to noisy, inattentive classes. Stop everything. Quiet discussion will help. Assigning consequences will regain their attention.
7. Anti-social behavior often indicates an unspoken need of the child.

Do:

1. Keep brief anecdotal records of the date and description of behavior, so that you will have specific examples when discussing pupils. This information can be entered in Oncourse.
2. Study the child's cumulative record, health records and reading records for clues. Note carefully the comments under the parent conferences. Look, too, for any unusual home situation. Discuss concerns with the guidance counselor.

DISCIPLINE DO'S AND DON'T'S

DO'S

1. Do be firm, but fair.
2. Do handle cases privately.
3. Do carry through promises or consequences in a timely fashion.
4. Do let children aid in deciding action in some cases.
5. Do give a child a chance to exonerate himself.
6. Do confer with parents.
7. Do take away privileges when necessary.
8. Do give pupils opportunities to be "on their honor."
9. Do keep "cool" when handling problems.
10. Do give a child a chance to "cool off", then hear the problem.
11. Do encourage pupils to discuss and problem solve with their peers.

DON'TS

1. Don't embarrass a child in class.
2. Don't label a child as a discipline problem.
3. Don't force a child into good behavior - coax or reward him.
4. Don't overlook emotional problems.
5. Don't accept withdrawal as improved behavior.
6. Don't ignore a child.
7. Don't back a child into a corner.
8. Don't speak unkindly to a child.
9. Don't be condescending or negative when addressing a child's work or oral answer.

REFERRAL TO OFFICE

Student discipline problems are to be handled by the classroom teacher through proactive methods, positive consequences and reinforcement, parent contact and restriction of privileges.

All student referrals to the office must be written in Oncourse. Administration will make every attempt to assist with the situation as soon as possible.

Provide time-out in your classroom for disruptive and defiant students. Time-out is to be structured and monitored by the classroom teacher. **Time-out is never to exceed 10 minutes or the chronological age of the student.**

Call the Security Guard to the room to get children who are disruptive when it is an emergency and other children are in eminent danger. Meet with administrators privately to discuss how to deal with specific children. **Refer students who present frequent problem behaviors to the guidance counselor or Intervention & Referral Services (I&RS), early in the school year. Putting this step off is a disservice to the child.**

Office staff are not certified to supervise students; that is the job of professional teaching staff members. Children are not to be sent to the office for time-out.

Teachers should have used all strategies at their disposal before referring a student to the office. These strategies include:

- Positive encouragement
- Positive consequences
- Parent call or letter
- After-school detention (with 24 hour prior notice to parents)
- Restrict activities in classroom/loss of privileges
- Change consequences: make it harder for individual student, not the whole class
- Parent conference (You should have met with a parent face-to-face prior to referral.)

PARENT CONTACT

A copy of all correspondence to parents should be sent to the main office so the administrators are aware of the flow of correspondence. Letters to parents are important in maintaining good school-community relations. They also inform parents of positive or negative actions of their children, and are valuable documentation.

REMEMBER:

The teacher is the source of classroom control. If the documentation does not show parent contact and follow up has been made, no office action will be taken to referrals..

No child is to be sent to the office with a behavior referral. The child, except in extreme cases, i.e. fighting, should remain in the room until an administrator comes to the room.

No children are to be left in a room unsupervised, or sent to a room that is unsupervised, at any time. The teacher is responsible at all times to provide adequate supervision of students.

Effective classroom management and comprehensive lesson planning are the foundation of an orderly, safe classroom. Positive consequences for positive actions are more effective and have a longer impact than punishment.