

Wildcat Way



Central Middle School's
Behavior System

Central Middle School Wildcat Way Handbook

Wildcat Way Purpose Statement:

The foundation of our school's culture is built on the common values of being safe, being respectful and being responsible.

Through the implementation of the Wildcat Way behavior system at Central Middle School, we will create and sustain a positive learning environment in which all students can succeed academically, socially and emotionally.

Central Middle School Behavioral Expectations

- **Be Safe**
- **Be Respectful**
- **Be Responsible**

Q: What is the Wildcat Way behavior system?

A: The Wildcat Way behavior system uses a proactive, team-based framework for creating and sustaining a safe and effective school. Emphasis is placed on prevention of problem behavior, development of pro-social skills, and the use of data-based problem solving for addressing existing behavior concerns. Implementing the Wildcat Way behavior system increases the capacity of our school to educate all students utilizing research-based school-wide, classroom, and individualized interventions.

Table of Contents

Behavior Matrix: p. 4-7

Describes what the expectations are for different areas of the building.

Cool Tools: pp. 8-22

Schedule – p. 8

Cool Tools – pp. 9-22

Bathroom Procedures – pp. 9-10

Hallway Procedures – pp. 11-12

Lunch Procedures – pp. 13-14

Voice Procedures – pp. 15-16

Assembly and Field Trip Procedures – pp. 17-18

Organized and Prepared Procedures – pp. 19-20

Technology Procedures – pp. 21-22

Acknowledgement System: p. 23

Procedure—p. 23

This explains the ticket reward system that rewards students for expected behaviors. It provides an opportunity for all students to be acknowledged.

Behavior plans: pp. 24 - 25

Classroom Behavior Plan - pp. 24 - 25

T-Chart p. 26

Behavior Road Map - p. 27 - 28

Sample tier 1 interventions/consequences – p. 29

Skyward – p. 30

Parent Communication: pp. 31

Hartford Joint #1: Central Middle School Behavior Matrix

Wildcat Way	All School Settings	Before and After School	Hallways	Bathrooms	Cafeteria Lunch	Field Trips	Technology
<i>Be Responsible</i>	*Follow the school dress code (ex. Long enough shorts, shirts with sleeves, appropriate images and language on clothing, etc.) *Understand school policies (ex. Use prescription medication as directed)*Note: refer to student handbook	*Gather all supplies before you leave *Be on time if you are attending before/after school study hall *Go directly to assigned waiting area (bus line)	*Go directly to your destination *Have a pass that is visible in the hallway	*Keep your bathroom clean *Use the bathroom for what it should be used for	*Know your student ID number *Bring lunch money when needed *Keep your table clean *Get lunch/leave lunch only when dismissed *Stay in designated areas (inside or outside)	*Know where you are going *Stay with teacher, chaperone, adult *Follow directions of school and field trip site	*Bring laptop to school every day, fully charged *Store or keep laptop in an appropriate case *Have appropriate materials that laptop may need

Wildcat Way	All School Settings	Before and After School	Hallways	Bathrooms	Cafeteria Lunch	Field Trips	Technology
<i>Be Respectful</i>	<ul style="list-style-type: none"> *Use appropriate language *Use appropriate volume *Treat all peers, adults, and guests appropriately *Use good manners (please, thank you, excuse me) 	<ul style="list-style-type: none"> *Listen to all staff members *Respect your surroundings (peers, environment, school property) 	<ul style="list-style-type: none"> *Keep to your own issues and business *Use manners (Ex: Excuse me) *Touch only what is yours *Follow flow of traffic (allow people to move freely in hallways) 	<ul style="list-style-type: none"> *Respect others' privacy *Keep the bathroom clean for others 	<ul style="list-style-type: none"> *Use good manners (please and thank you) *Eat what you have taken *Eat and touch only your own food *Touch only what is yours *Listen and follow directions given by staff members on lunch duty 	<ul style="list-style-type: none"> *Use good manners (please, thank you, excuse me, etc.) * Listen to teacher, adults, chaperones the first time 	<ul style="list-style-type: none"> *Laptop use should follow district policy (refer to technology agreement) *Cooperate with adults when asked to see your laptop *Touch only what is yours

Wildcat Way	All School Settings	Before and After School	Hallways	Bathrooms	Cafeteria Lunch	Field Trips	Technology
Be Safe	<ul style="list-style-type: none"> *Keep hands, feet, and body to yourself 	<ul style="list-style-type: none"> *Wait in assigned area *Keep hands, feet, and body to yourself *Always walk 	<ul style="list-style-type: none"> *Walk *Keep hands, feet, and body to yourself 	<ul style="list-style-type: none"> *Practice good personal hygiene (wash hands, etc.) *Keep water at the sink and the floor dry *Walk *Put all garbage in the appropriate area 	<ul style="list-style-type: none"> *Walk *Keep food at the table *Keep hands, feet, and body to yourself 	<ul style="list-style-type: none"> *Stay with teacher/c haperone/ adult *Follow directions 	<ul style="list-style-type: none"> *Keep your password(s) private *Laptop use should follow district policy (refer to technology agreement) *Take good care of your laptop (ex. Keep in case, keep food and liquids away, etc.) *Report any suspicious behavior

Classroom Expectations

Behavior Matrix

Wildcat Ways	Expectations
Be Responsible	<ul style="list-style-type: none"> -Bring Class Materials -Be on time
Be Respectful	<ul style="list-style-type: none"> -Use appropriate Voice Level -Be Kind
Be Safe	<ul style="list-style-type: none"> -Walk -Keep Hands and Feet to Yourself

Cool Tool Schedule

Cool tools will be taught during RTI time:

Week 1:

Cafeteria

Voice

Week 2:

Hallway

Organization

Week 3:

Bathrooms

Week 4:

Bus/Field trips

Week 5:

Assemblies

<p align="center">Central Middle School – Wildcat Way Lesson Plan: <u>Bathroom Procedures</u></p> <p align="center">Items That Students Might Need for These Activities: Paper, Pen or Pencil</p> <p align="center">Allow 30 minutes for this session.</p>		
Expectations: Bathroom Procedures		
Be Safe	Be Respectful	Be Responsible
<ul style="list-style-type: none"> • Wash your hands • Keep water in the sink 	<ul style="list-style-type: none"> • Allow people to have their privacy • Close the stall door • Flush the toilet • Voice Level 1 	<ul style="list-style-type: none"> • Enter quietly • Report all problems and spills to an adult • 2 pumps of soap • 2 pulls for paper towels • Exit within 2 minutes • Keep walls free of writing
<p align="center">Step 1: Introduce Lunch Procedures</p> <p>A. Objective: By the end of the lesson students will be able to follow school-wide Lunch Procedures.</p> <p>B. "Today we are going to learn about always being safe, respectful, and responsible. Being safe always means being free from harm. Being respectful always means being polite and cooperative. Being responsible means being dependable and trustworthy."</p> <p>C. Check for student understanding.</p>		
<p align="center">Step 2: Teach and Inform</p> <p>D. • Teacher's show video of inappropriate voice level, water splashing, paper on floor, etc. Teachers have students write on butcher paper examples of poor behavior.</p> <ul style="list-style-type: none"> • Students brainstorm (as whole class or in small groups) ideas of what Bathroom Procedures look and sound like. • Refer to chart below 		
Looks Like	Sounds Like	
<ul style="list-style-type: none"> • Students respecting the space of others • Students washing hands and throwing away paper 	<ul style="list-style-type: none"> • Students use Voice Level 1 	

<ul style="list-style-type: none"> • Students exiting the bathroom quickly 	
<p style="text-align: center;">Step 3: Model and Practice</p> <p>E. Teachers provide practice of the Bathroom Procedures in the classroom.</p> <ul style="list-style-type: none"> • Teachers and students should model: appropriate voice level, washing hands and putting paper towels in the trash. • In small groups, students role play appropriate bathroom behavior. Create a skit and share with rest of class as well as a statement discussing why it is important to show appropriate behavior in the bathroom. • In addition to sharing skit, students will share their statements to the rest of the class. 	
<p style="text-align: center;">Step 4: Assessment</p> <p>G. The following follow-up activities can be small group or individual work:</p> <ul style="list-style-type: none"> • Write Bathroom Procedures and explain why each is important. • Write a script to be used to inform a new student of appropriate bathroom behavior. <p>H. Teacher should use activities or assessment for discussion of Bathroom Procedures.</p> <p>I. Teacher should leave the paper on the wall with the brainstormed ideas</p>	
<p style="text-align: center;">Step 5: Monitoring and Feedback</p> <p>J. Remind students to be safe, respectful, and responsible and follow Bathroom Procedures.</p> <p>K. Praise students who are being safe, respectful, and responsible.</p> <p>L. If a student's behavior is other than expected, staff should:</p> <ul style="list-style-type: none"> • Draw the student aside quietly. • State the procedure that needs reinforcement. • Ask the student to demonstrate or restate expected behavior. • Give the student immediate positive feedback. 	

Central Middle School – Wildcat Way Lesson Plan:
Hallway Procedures

Items That Students Might Need for These Activities: Paper, Pen
or Pencil

Allow 30 minutes for this session.

Expectations: Hallway Procedures

Be Safe	Be Respectful	Be Responsible
<ul style="list-style-type: none"> • Walk facing forward • Keep hands, feet, and body to self 	<ul style="list-style-type: none"> • Stay to the right • Be in assigned area when bell rings • Use manners • Voice Level 0 when classes are in session • Close only your own locker 	<ul style="list-style-type: none"> • During class use a visible pass • Go directly to your destination • Use only assigned locker/hook • Close lockers quietly

Step 1: Introduce Hallway Procedures

A. Objective: By the end of the lesson students will be able to follow school-wide Hallway Procedures.

B. "Today we are going to learn about always being safe, respectful, and responsible. Being safe always means being free from harm. Being respectful always means being polite and cooperative. Being responsible means being dependable and trustworthy."

C. Check for student understanding.

Step 2: Teach and Inform

D. Teachers show video of inappropriate hallway behavior.

- Discuss what would have been appropriate hallway behavior.
- Students brainstorm (as whole class or in small groups) ideas of what Hallway Procedures look and sound like.
- Write examples on the paper that is taped to the wall or Smart Board.
- Teacher highlights examples of behavior staff will be looking for at all times during the school day (each procedure listed on the Hallway Poster should be addressed).
- Discuss what appropriate hallway behavior looks like and sounds like.
- Refer to the chart on the below.

Looks Like	Sounds Like
<ul style="list-style-type: none"> • Students walking in the hallway quietly. • Student touching only their own belongings. • Students walking facing forward. 	<ul style="list-style-type: none"> • Students using appropriate voice level. • Students greeting friends silently when classes are in session. • Students walking quietly.
<p style="text-align: center;">Step 3: Model and Practice</p> <p>E. Teachers provide practice of the Hallway Procedures in the classroom.</p> <ul style="list-style-type: none"> • Teachers and students should model: appropriate voice level, walking, hands to self, leaving no trace, going directly to destination and following teacher directive. • Teachers should reinforce direct routes to cafeteria, classes, closest bathrooms, office, nurse's office, library, auditorium and gym. • In small groups, students role play appropriate hallway behavior. Create a skit and share with rest of class as well as a statement discussing why it is important to show appropriate behavior in the hallway. • In addition to sharing skit, students will share their statements to the rest of the class. 	
<p style="text-align: center;">Step 4: Assessment</p> <p>F. The following follow-up activities can be small group or individual work:</p> <ul style="list-style-type: none"> • Write Hallway Procedures and explain why each is important. • Write a script to be used to inform a new student of appropriate hallway behavior. <p>G. Teacher should use activities or assessment for discussion of Hallway Procedures.</p> <p>H. Teacher should leave the paper on the wall with the brainstormed ideas.</p>	
<p style="text-align: center;">Step 5: Monitoring and Feedback</p> <p>I. Remind students to be safe, respectful, and responsible and follow Hallway Procedures.</p> <p>J. Praise students who are being safe, respectful, and responsible.</p> <p>K. If a student's behavior is other than expected, staff should:</p> <ul style="list-style-type: none"> • Take the student aside quietly. • State the procedure that needs reinforcement. • Ask the student to demonstrate or restate expected behavior. • Give the student immediate positive feedback. 	

<p align="center">Central Middle School – Wildcat Way Lesson Plan: <u>Lunch Procedures</u> Items That Students Might Need for These Activities: Paper, Pen or Pencil Allow 30 minutes for this session.</p>		
Expectations: Lunch Procedures		
Be Safe	Be Respectful	Be Responsible
<ul style="list-style-type: none"> • Eat and drink only your food and beverages • Walk at all times • Wait in a single line to receive and return tray. • Finish your food in the cafeteria 	<ul style="list-style-type: none"> • Keep your place in line • Stay in your chosen seat • Keep conversation at own table • Clean up after yourself • Use good manners • Lights off: Voice level 0 • Lights on: Voice level 2 	<ul style="list-style-type: none"> • Empty waste in appropriate containers • Know lunch ID Number • Bring lunch money when needed • Wait at table to be dismissed • Wash tables when it is your turn
<p align="center">Step 1: Introduce Lunch Procedures</p> <p>A. Objective: By the end of the lesson students will be able to follow school-wide Lunch Procedures.</p> <p>B. "Today we are going to learn about always being safe, respectful, and responsible. Being safe always means being free from harm. Being respectful always means being polite and cooperative. Being responsible means being dependable and trustworthy."</p> <p>C. Check for student understanding.</p>		
<p align="center">Step 2: Teach and Inform</p> <p>D. Teacher starts the discussin of what appropriate lunch behavior looks like.</p> <ul style="list-style-type: none"> • Students brainstorm (as whole class or in small groups) ideas of what Lunch Procedures look and sound like. • Write examples on the paper that is taped to the wall or Smart Board. • Teacher highlights examples of behavior staff will be looking for at all times during the school day (each procedure listed on the Lunch Poster should be addressed). • Discuss what appropriate lunch behavior looks like and sounds like. • Refer to the chart on the below. 		

Looks Like	Sounds Like
<ul style="list-style-type: none"> • Students facing forward in a single line, waiting to receive food and return tray • Students keeping their place in line • Students raising hands to leave their table • Students cleaning up their area 	<ul style="list-style-type: none"> • Students using appropriate Voice Level • Students keeping conversations at their table • Students returning trays quietly • Students using good manners...please and thank you.
<p style="text-align: center;">Step 3: Model and Practice</p> <p>E. Teachers provide practice of the Lunch Procedures in the classroom.</p> <ul style="list-style-type: none"> • Teachers and students should model: appropriate voice level, using good manners, single file lines facing forward, keeping place in line, keeping body and objects to self, raising hands to leave seat, quietly stacking chair, returning trays and cleaning area. • In small groups, students role play appropriate lunch behavior. Create a skit and share with rest of class as well as a statement discussing why it is important to show appropriate behavior in the lunchroom. • In addition to sharing skit, students will share their statements to the rest of the class. • Students practice lunch procedures with teacher giving immediate feedback and praise. 	
<p style="text-align: center;">Step 4: Assessment</p> <p>F. The following follow-up activities can be small group or individual work:</p> <ul style="list-style-type: none"> • Write Lunch Procedures and explain why each is important. • Write a script to be used to inform a new student of appropriate lunch behavior. <p>G. Teacher should use activities or assessment for discussion of Lunch Procedures.</p> <p>H. Teacher should leave the paper on the wall with the brainstormed ideas.</p>	
<p style="text-align: center;">Step 5: Monitoring and Feedback</p> <p>I. Remind students to be safe, respectful, and responsible and follow Lunch Procedures.</p> <p>J. Praise students who are being safe, respectful, and responsible.</p> <p>K. If a student's behavior is other than expected, staff should:</p> <ul style="list-style-type: none"> • Take the student aside quietly. • State the procedure that needs reinforcement. • Ask the student to demonstrate or restate expected behavior. • Give the student immediate positive feedback. 	

<p align="center">Central Middle School – Wildcat Way Lesson Plan: <u>Voice Procedures</u></p> <p align="center">Items That Students Might Need for These Activities: Paper, Pen or Pencil Allow 30 minutes for this session.</p>		
Expectations: Voice Level Procedures		
Be Safe	Be Respectful	Be Responsible
	0: Silent 1: Whisper Voice 2: Inside Voice 3: Outside Voice	
<p align="center">Step 1: Introduce Voice Procedures</p> <p>A. Objective: By the end of the lesson students will be able to follow school-wide Voice Level Procedures</p> <p>B. "Today we are going to learn about always being safe, respectful, and responsible. Being safe always means being free from harm. Being respectful always means being polite and cooperative. Being responsible means being dependable and trustworthy."</p> <p>C. Check for student understanding.</p>		
<p align="center">Step 2: Teach and Inform</p> <p>D. Teacher brings out a piece of chart, butcher paper, tape, markers, or smart board.</p> <ul style="list-style-type: none"> Students brainstorm (as whole class or in small groups) ideas of what Voice Level Procedures look and sound like. Write examples on the paper taped to the board. Teacher highlights examples of behavior staff will be looking for at all times during the school day (each procedure listed on the Voice Level Poster should be addressed). Discuss what appropriate voice level behavior looks like and sounds like. Refer to chart: 		
Looks Like	Sounds Like	
	<ul style="list-style-type: none"> Students using appropriate Voice Level and language according to the Voice Level Procedures for their given setting. 	

Step 3: Model and Practice

E. Teachers provide practice of the Voice Level Procedures in the classroom.

- Teachers and students should model: using silent voice, using whisper voice, using inside voice, and using outside voice.
- Teachers should model: shouting in the hallway, talking during classroom lessons, and using outside voice in the cafeteria, bathroom, etc.

F. Students practice Voice Level Procedures with teacher giving immediate feedback and praise.

Step 4: Assessment

G. The following follow-up activities can be small group or individual work:

- Write Voice Level Procedures and explain why each is important.
- Draw a picture, with a caption, of appropriate voice level behavior.
- Write a script to be used to inform a new student of appropriate voice level behavior.
- Four or five students model Voice Level Procedures while others give feedback on their behavior.

H. Teacher should use activities or assessment for discussion of Voice Level Procedures.

Step 5: Monitoring and Feedback

I. Remind students to be safe, respectful, and responsible and follow Voice Level Procedures.

J. Recognize students who are being safe, respectful, and responsible.

K. If a student's behavior is other than expected, staff should:

- Use proximity to influence appropriate behavior.
- State the procedure that needs reinforcement.
- Ask the student to demonstrate or restate expected behavior.
- Give the student immediate positive feedback.

Central Middle School – Wildcat Way Lesson Plan:
Assembly and Field Trip Procedures

Items That Students Might Need for These Activities: Paper, Pen
or Pencil

Allow 30 minutes for this session.

Expectations: Hallway Procedures

Be Safe	Be Respectful	Be Responsible
<ul style="list-style-type: none"> • Walk facing forward • Keep hands, feet, and body to self 	<ul style="list-style-type: none"> • Use manners • Voice Level 0 when speakers are talking 	

Step 1: Introduce Assembly and Field Trip Procedures

- A. Objective: By the end of the lesson students will be able to follow school-wide Assembly and Field Trips Procedures.
- B. "Today we are going to learn about always being safe, respectful, and responsible at CMS. Being safe always means being free from harm. Being respectful always means being polite and cooperative. Being responsible means being dependable and trustworthy.
- C. Check for student understanding.

Step 2: Teach and Inform

- D. • Teacher's show video of inappropriate voice level, running, pushing, clapping at inappropriate time, screaming on the bus and not listening to bus driver, etc. Teachers have students write on butcher paper examples of poor behavior.
- Students brainstorm (as whole class or in small groups) ideas of what Assembly and Field Trips Procedures look and sound like.
 - Refer to chart below:

Looks Like	Sounds Like
<ul style="list-style-type: none"> • Students respecting others • Students walking in an orderly fashion 	<ul style="list-style-type: none"> • Students use appropriate voice level

Step 3: Model and Practice

E. Teachers provide practice of procedures as appropriate.

- Walking into the auditorium
- Practicing getting on the bus

Step 4: Assessment

F. The following follow-up activities can be small group or individual work:

- Write procedures and explain why each is important.
- Write a script to be used to inform a new student of appropriate behavior.

G. Teacher should use activities or assessment for discussion.

H. Teacher should leave the paper on the wall with the brainstormed ideas.

Step 5: Monitoring and Feedback

I. Remind students to be safe, respectful, and responsible and follow Hallway Procedures.

J. Praise students who are being safe, respectful, and responsible.

K. If a student's behavior is other than expected, staff should:

- Take the student aside quietly.
- State the procedure that needs reinforcement.
- Ask the student to demonstrate or restate expected behavior.
- Give the student immediate positive feedback.

**Central Middle School - Lesson Plan:
Organized and Prepared Procedures**

Items That Students Might Need for These Activities: Paper, Pen
or Pencil

Allow 30 minutes for this session.

Expectations: Organized and Prepared Procedures

Be Safe	Be Respectful	Be Responsible
		<ul style="list-style-type: none"> • Bring writing utensil, laptop, book, and homework to class • Have agenda with you at all times • Record assignments in your agenda <p>Double Check supplies before you go to class</p>

Step 1: Introduce Organized and Prepared Procedures

A. Objective: By the end of the lesson students will be able to follow school-wide Organized and Prepared Procedures.

B. "Today we are going to learn about always being safe, respectful, and responsible at CMS. Being safe always means being free from harm. Being respectful always means being polite and cooperative. Being responsible means being dependable and trustworthy.

C. Check for student understanding.

Step 2: Teach and Inform

D. • Teacher's show video - Double Check Supplies.

• Students brainstorm (as whole class or in small groups) ideas of what Organized and Prepared Procedures look and sound like.

• Refer to chart below:

Looks Like	Sounds Like
<ul style="list-style-type: none"> • Students having needed materials in class • Students writing assignments in their agenda • Students double checking supplies 	

Step 3: Model and Practice

E. Teachers provide checklist of needed supplies.

- Teachers and students should model: writing assignments in agenda and using checklist.
- In small groups, students write a statement about why it is important to be prepared for class.
- Students will share their statements with the rest of the class.

Step 4: Assessment

G. The following follow-up activities can be small group or individual work:

- Write Organization Procedures and explain why each is important.

H. Teacher should use activities or assessment for discussion of Organized and Prepared Procedures.

I. Teacher should leave the paper on the wall with the brainstormed ideas.

Step 5: Monitoring and Feedback

I. Remind students to be safe, respectful, and responsible and follow Hallway Procedures.

J. Praise students who are being safe, respectful, and responsible.

K. If a student's behavior is other than expected, staff should:

- Take the student aside quietly.
- State the procedure that needs reinforcement.
- Ask the student to demonstrate or restate expected behavior.
- Give the student immediate positive feedback.

Central Middle School - Lesson Plan:
Technology Procedures

Items That Students Might Need for These Activities: Paper, Pen
or Pencil

Allow 30 minutes for this session.

Expectations: Technology Procedures

Be Safe	Be Respectful	Be Responsible
<ul style="list-style-type: none"> • Keep password private. • Report suspicious behavior. • When hitting reply, make sure you understand where the email is going. • Follow district policy- refer to technology agreement. 	<ul style="list-style-type: none"> • Carry laptop in case • Cooperate with adult when asked to see your screen. • Touch only <u>your</u> laptop. • Have volume turned off or use headphones when appropriate. 	<ul style="list-style-type: none"> • Keep food and drink away from computer. • Bring laptop to school fully charged. • Bring computer accessories (charger, mouse, flash drive). • Shutdown computer at the end of every day.

Step 1: Technology Procedures

A. Objective: By the end of the lesson students will be able to follow school-wide Technology Procedures.

Step 2: Teach and Inform

D. • Teacher's show video of inappropriate computer behavior. Teachers have students write on butcher paper examples of poor behavior.

• Students brainstorm (as whole class or in small groups) ideas of what Technology Procedures look and sound like.

• Refer to chart below:

Looks Like	Sounds Like
<ul style="list-style-type: none"> • Students handling computers carefully • Students carrying laptop in cases 	<ul style="list-style-type: none"> • Sound muted or headphones

Step 3: Model and Practice

E. Teachers provide practice of the Technology Procedures in the classroom.

- Teachers and students should model: appropriate computer use.
 - In small groups, students role play appropriate Technology behavior. Create a skit and share with rest of class as well as a statement discussing why it is important to show appropriate behavior in the bathroom.
 - In addition to sharing skit, students will share their statements to the rest of the class.

Step 4: Assessment

G. The following follow-up activities can be small group or individual work:

- Write Technology Procedures and explain why each is important.
- Write a script to be used to inform a new student of appropriate Technology behavior.

H. Teacher should use activities or assessment for discussion of Technology Procedures.

I. Teacher should leave the paper on the wall with the brainstormed ideas.

Step 5: Monitoring and Feedback

J. Remind students to be safe, respectful, and responsible and follow Technology Procedures.

K. Praise students who are being safe, respectful, and responsible.

L. If a student's behavior is other than expected, staff should:

- Draw the student aside quietly.
- State the procedure that needs reinforcement.
- Ask the student to demonstrate or restate expected behavior.
- Give the student immediate positive feedback.

CMS Acknowledgement System:

Weekly Acknowledgment:

- Staff will give students “PAWS” for showing the Wildcat Way around the school.
- Teachers must initial/sign tickets in colored pen (to prevent photocopying.)

Weekly Reward:

- Students will be able to use the PAWS for items around the school including but not limited to;
 - Wildcat Store
 - Teacher selected (e.g. special seat, etc.)
 - Monthly drawing chance
 - Vibe room
 - Other

Monthly Acknowledgement:

- “Wildcat Way Celebration”
- One per tri-mester
- Teams create recognition items (e.g. perfect attendance, sports, academic achievements)
- Drawing for raffle prize(s)
- Student of the Week acknowledgments – done via the announcements
- Sports
- Other

Monthly Reward:

- Students who have not earned any referrals via “Skyward”
- Kids who don’t go will work on needed skills.
- Options:
 - Recognition time (e.g. dodgeball, volleyball, basketball, TV show)
 - Ice cream party
 - Pizza party
 - Video games
 - Survey students for more ideas

End of Year:

Each grade level will plan and determine an end of the year incentive trip to be approved by the principal.

Classroom Behavior Plan

When a student decides not to follow the rules and/or be a disruption in the classroom the teacher is expected to implement their Assertive Discipline plan on when and how to hand out consequences.

- Consequences should be;
 - Progressive
 - Consistent
 - Relatively easy to implement
 - Not meant to criticize or humiliate
 - Accumulation should not carry over day to day
 - Presented as a choice
 - Given without anger

- These consequences, and the progression of consequences, should be posted in the room and taught at the beginning of the year. Despite a student age they need a clear explanation of your rules, consequences and positive recognition. This should be reviewed and reinforced when needed.

- Once a consequence has been administered a teacher referral must be entered in to the data recording system (Skyward).

- If a student receives a consequence, represented as a “#” on the matrixis, they cannot receive a Wildcat Way ticket for that week from the person issuing the consequence.

- Once a student has received a total of 5 consequences (ODR’s), from one teacher or multiple, the pupil service team will intervene and meet with the child. At this meeting, parents will be contacted, the student will be placed in a counseling group and the child will receive a point towards the OTL room, or change in placement. The child will now be considered to have had committed a major violation, and a point to work down the Minor/Major matrix.

Classroom Behavior plan

Student acts out	Teacher re-sets the expectation by giving explicit corrective feedback, and teacher checks for understanding.
Student acts out	Teacher gives corrective feedback, student narrates the expectation. The student is told they are given a strike. Their name is written down confidentially. The student is reminded of the choice they are making, and the student narrates the expectation to verify they know the next level of consequences
Student acts out	A tally is put down confidentially and student is reminded of consequence they are choosing and verifies that they know the next level of consequences.
Student acts out = # (Teacher Referral)	<p>The student has chosen a consequence. Below are examples; they should be progressive. More than one type of consequence/intervention should be used.</p> <ul style="list-style-type: none"> - Wait after class to discuss the actions - Time out (student placed in middle room, or partner teachers room for short duration) - Contact Parents - Time spent during lunch – with completion of behavior journal - Time spent after school – with completion of behavior journal. <p>The teacher will enter a teacher referral into the data collection system, and ensure the student does not receive a Wildcat Way ticket from them for the week. Once the student has moved through this progression they will meet with the pupil service team in accordance with the minor matrix and start the progression over.</p>
Student still acts out	The student is removed from the classroom as a substantial disruption. This is counted as a major and a minor and follows along the major/minor matrix.



Student Referral Form T-Chart

Central Middle School

Teacher-Managed Behavior

- Profanity directed at student (2x then office)
- Name calling (teacher's discretion)
- Homework (chronic issues – 3+times)
- No supplies (chronic issue- 3+ times)
- Tattling
- Passive non-compliance
- Lying (teacher's discretion)
- Cheating (including plagiarism)
- Minor harassment
- Minor dress code violations
- Horse play/play fighting (unless repeated)
- Talking out – minor

Administration-Managed Behavior

- Attendance/Tardy (chronic)
- Health/safety offense (ex. science, tech-ed.)
- Profanity directed at student/adults (chronic/multiple times)
- Vandalism
- Substances (everything)
- Defiance (chronic)
- Weapons
- Major disruptions (substantial, repetitive, after interventions tried)
- Fighting
- Active non-compliance
- Verbal/Physical intimidation
- Stealing
- Truancy
- Chronic wanderers
- Gang-related activity
- Chronic dress code violations
- Bullying
- Harassment (including sexual)

Behavior Road Map

The vast majority of students within our district are well behaved, respectful students who contribute to the learning environment of the schools. Hartford Jt. 1 staff is committed to working with students and parents to recognize those who exhibit positive behavior and provide a plan for improvement if needed. Students who are following school rules will learn to their potential and will not disrupt other students from doing the same. The district recognizes student positive behavior and behavior improvements through monthly rewards. Each grade level will plan and organize a reward that is age appropriate and meaningful to their students.

Recognizing there are students who disrupt the learning for themselves and others or cause an unsafe learning environment there is a behavior framework that is utilized

Minor infraction are violations to classroom rules and are the responsibility of the referring teacher. These may include, but are not limited to: Talking out, refusing to follow directions, name calling, horse play/play fighting. Teachers will document the minor infraction in Skyward and the date the parent was contacted. (Educational assistants are expected to document infractions, but will inform the classroom teacher for communication to parents)

Major violations are offenses that are more serious behaviors or repeated minor infractions. An administrator or designee will manage these according to Policy JG-E. These may include, but are not limited to: Substantial disruptions (an interruption that is repetitive, distracting, and continues after the teacher has utilized multiple classroom management strategies), physical or verbal threats, physical or verbal aggression, profanity directed at adults/students, weapons, drugs, harassment, physical fights, stealing, or destruction of property.

Minor Track	Major Track	Date, Incident and Staff involved	Method and date parent contacted	Consequence and Intervention
Level 1	Level 1			
Minor 1				
Minor 2				
Minor 3				
JG – E Level I	1st Major			
Minor 4				
Minor 5				
Minor 6				
JG – E Level I	2nd Major			
Minor 7				
Minor 8				
Minor 9				
JG – E Level I	3rd Major	*Mandatory CST or reconvene IEP, BIP created		

Level 2	Level 2			
Minor 10				
Minor 11				
Minor 12				
JG – E Level II	4th Major			
Minor 13				
Minor 14				
Minor 15				
JG – E Level II	5th Major			
Minor 16				
Minor 17				
Minor 18				
JG – E Level II	6th Major	*Mandatory CST or reconvene IEP		
Level 3	Level 3			
Minor 19				
Minor 20				
Minor 21				
JG – E Level III	7th Major			
Minor 22				
Minor 23				
Minor 24				
JG – E Level III	8th Major	Pre – expulsion hearing		
Minor 25				
Minor 26				
Minor 27				
JG – E Level III	9th Major	Expulsion hearing		

Sample Classroom/Teacher Consequences

Conference with Student: Private time with a student to discuss behavior intervention/solution. This can include direct instruction in expected or desirable behaviors.

Conference with parents: Teacher communicates with student's parent(s) by phone, email, written notes, or person to person about the problem.

In-Class Time Out: Predetermined consequences for breaking a classroom rule. Short duration (five minutes or less, usually separated from group, but remains in class) and brief withdrawal of attention and other reinforcers (a time for student to reflect on his or her action). Use a timer or some other way of showing end of time-out period. Student simply rejoins group after time out is over. Student must comply with rules of time out. Time out procedure must be taught to students before implementing.

Think sheet: A PBIS form used to help a student identify negative behavior including space to write a solution for the behavior

Silent lunch: Lunch spent with the teacher to discuss issues and instruct on desirable behaviors

Out-of-class Time out: Student is assigned to another supervised environment for a period of time out (e.g. another classroom). Slightly longer duration than in-class time out (30 minutes or less). Student must comply with rules of exclusion time out. Reduction in reinforcement (it should be boring). May include completion of a think sheet. Time-out procedure must be taught to students before implementing.

Apology Restitution: Student makes amends for negative actions. Takes responsibility to correct the problem created by the behavior through verbal or written declaration of remorse.

Corrective Assignment Restitution: Completion of a task that compensates for the negative action. Also triggers a desire not to revisit the negative behavior. Examples: clean-up, do something for another person.

Sample Classroom/Teacher Interventions

Home/School Plan: Parent(s) and teacher agree on a consistent approach. The plan should be consistent with PBIS practices-emphasizing teaching and rewarding of appropriate behaviors and using consistent consequences for problem behaviors. The home/school plan should be explained to the student by the parent(s) and teacher, as appropriate.

Written Contract: Student, teacher, and parent(s) may formulate a document expressing the student's intention to remediate or stop further occurrences of a problem behavior. Written contract should be positive in tone. It should include incentives but may also include consequences for misbehavior.

For additional interventions go to:

www.pbisworld.com

Teacher Referral in Skyward

If your child has received a consequence from their teacher, they will enter a “Teacher Referral” into the Skyward system. As a parent you will have access to view this in through your parent access. To access this feature follow the steps below.

- Log into your Skyward Family Access Page
- Click on the Discipline tab on the left

Once there you will be able to view the date the incident occurred, what the offense was, and who entered it.

Parent Communication

Teacher/Support Staff:

When a Skyward referral has been entered, teaching staff will contact the parents to inform them of why the referral was entered. Initial contact should be made via a phone call. At this time, they will work out with parents on a preferred means of communication for the future which may be (email, phone call, or a note.)

The following information will be communicated:

- Why the referral was entered
- Factors that may have caused the situation to occur
- Important details of the situation
- Consequences given
- Ask parents for any helpful information on why a situation may have happened.

Names of other students involved in the incident, and consequences, will not be shared.

Office:

-Principal or Designee will communicate in writing with parents whenever there is a suspension. They will also communicate via phone and or writing if a student is serving a detention.

-If a student's behavior is directed to, or observed by other students principals will decide on a case-by-case basis if other parents should be contacted. For example, if a student threatens to harm another student or classmates, the principals will decide if and what they want to share with the parents of students who may have witnessed the situation without identifying the student who acted out.