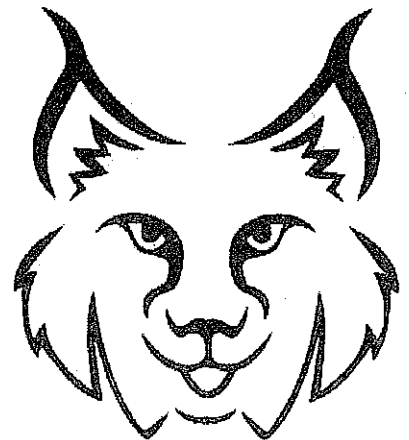
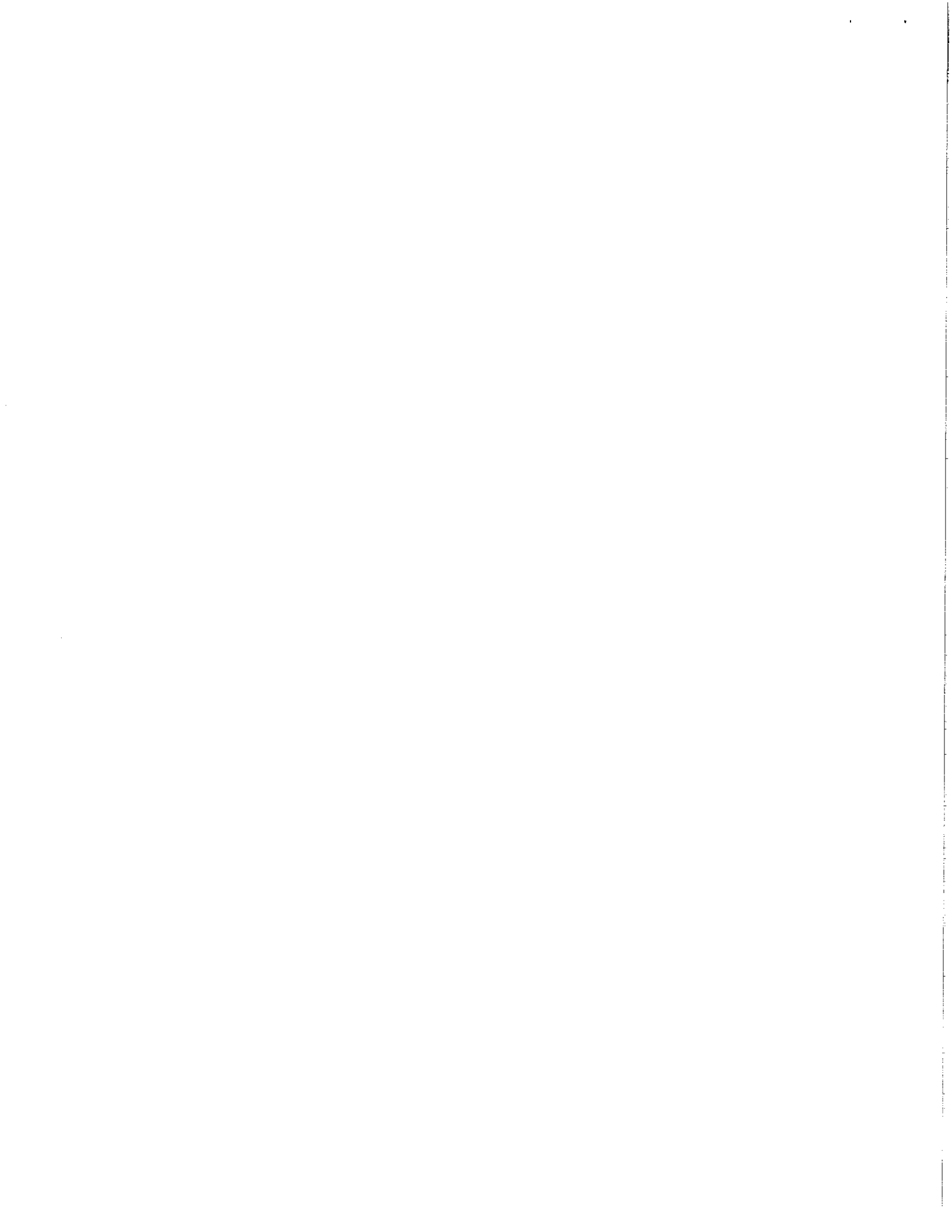


HJT1 HOME OF THE CATS

BEHAVIOR HANDBOOK

2021-22





Hartford Jt. #1 Team Purpose Statement

The community of Hartford Joint #1 School District, including administrators, staff, parents, and students foster a welcoming, positive school environment. The mission of Rossman Elementary School is to provide a multidisciplinary approach to learning, which promotes life-long learning and a sense of belonging for all students as they continue to be challenged academically.

What is the Hartford Jt. #1 Behavior System?

Hartford Joint #1 School District uses a proactive approach creating safe and effective schools. This will increase the capacity of the schools to educate all students utilizing research-based, school-wide, classroom, and individualized interventions.

Key Features, Expectations and Goals:

- Proactive administrative leadership
- Team-based implementation
- A clear set of defined expectations and behaviors
- Teaching and modeling of expected behaviors
- Collect and use data for decision-making, monitoring, and evaluation
- Utilization of our collaborative support teams

School-Wide Behavior Goal

Students representing Rossman Elementary School will meet the building-wide expectations specified as the **"Bobcat Way"** in all settings at all times.

Building-Wide Expectations

"Bobcat Way"

"Be Responsible"

"Be Respectful"

"Be Safe"

Classroom Teacher Responsibilities

- Teach, practice and model building-wide expectations of students being safe, respectful, and responsible.
- Grade levels will establish their own classroom management system based upon the building-wide expectations.
- Teachers will collaborate with the Dean of Students, Psychologist, School Counselor, Assistant Principal, and Principal when working with students who fail to meet building-wide expectations. Together they will use the Collaborative Support Team (CST) process to establish the best intervention plan for the student's needs.
- Teachers will establish and or use strategies to recognize students who meet and/or exceed building-wide and classroom expectations.
- Follow the guidelines for referral procedures. (See documents on last two pages)

All Staff Responsibilities

- All staff will work together to create a school climate that promotes academic and social success for all of our students by implementing the building-wide expectations.
- All staff will communicate with students and parents to provide feedback based on the building-wide expectations.
- All staff will post their classroom expectations where students can clearly read them and identify where they are.
- All staff will collaborate with the Dean of Students, Psychologist, School Counselor and Principal when working with students who fail to meet building expectations.
- All staff members can start a behavioral CST/BIP at any time based on behavior data. CSTs are done in Educlimber and shared with the behavior team.
- All staff will work collaboratively to analyze behavior data, establish strategies and identify interventions to work with students.

Promoting Positive Behavior Expectations

- All staff will recognize students who meet and exceed classroom and building-wide expectations.
- Students who display positive character and behavior can be recognized daily through **Paw Awards**.
- Some students who promote the building-wide expectations (Be Responsible, Be Respectful Be Safe) will be recognized at monthly all school assemblies.
- Behavior expectations are posted around the building to remind students to be respectful, responsible, and safe.

Possible Guidelines

TEACHER MANAGED	OFFICE MANAGED
<i>Disrespect/Defiance</i>	
Not working/work refusal Will not participate Eye rolling/making faces Noises (sigh, huff, etc) Arguing (inappropriate response to teacher request) Cheating/lying	Blatant insubordination Repetitive minor incidents that normal consequences are not addressing Weapons
<i>Disruption</i>	
Making noises Talking/talking out Out of seat Not listening	Screaming/yelling Out of control or unsafe behavior
<i>Physical Contact/Aggression</i>	
Poking Tripping Bumping into another student	Spitting/biting Fighting Punching
<i>Language</i>	
Negative talk Name calling Swearing	Blatant swearing Offensive/lewd language Harassing/threatening language Threatening behavior
<i>Property Misuse</i>	
Minor vandalism (write on desk) Stealing minor items	Vandalism (break/damage) Defacing property Stealing major items
<i>Electronic/Technology Violation</i>	
Cell phone in student possession Off task behavior on the computer	Refusal to give up phone Inappropriate computer usage

CST (Collaborative Support Team) Process

The CST (Collaborative Support Team) process is utilized for students who are exhibiting needs that require intervention. The process is a way for staff to collaborate around a student and develop an intervention. The product of this process can be called a CST or a SIP (Student Intervention Plan).

The CST process is initiated when a student requires an intervention (behavior or academic) that is above and beyond what is normally done within the classroom for all students.

Any staff working with a student can start the CST process. Usually the homeroom teacher starts the CST and will invite team members (psych, counselor, other teachers) to collaborate around the intervention. The CST process can be triggered by behavior and/or academic data.

The CST is referenced in the following district documents:

- PO5410: Promotion, Placement, and Retention
- AG5600B: Removal from Class
- Hartford Jt. 1 Behavior Handbook
- It is a general requirement prior to identifying disabilities through IDEA

Procedure:

1. Identification: There are three ways to identify the need for a CST.
 - a. Student academic or behavioral data (ie. Discipline referrals, screener scores, benchmark scores, attendance data etc.)
 - b. Teacher-driven based on an evident need in the classroom
 - c. Directed through a policy
2. Development of the Intervention:
 - Academic or behavioral data should be analyzed to determine the specific area of need. The intervention should target that need.
 - The team should collaborate and complete the CST/SIP form. The team will include a minimum of three of the following staff members: parent, classroom teacher, counselor, dean of students, interventionist, psychologist, building principal, assistant principals, and if appropriate other personnel (ie. school nurse, specials teacher, AFA teacher).
3. Implementation of Intervention
 - The interventions is implemented to fidelity
 - The intervention is progress monitored in order to determine effectiveness.
4. Evaluation of Intervention
 - Team should evaluate after about six to eight weeks to determine if the intervention is effective. The team will use a data-based decision making process.
 - Effective: Consider tapering off or exit if the data is showing strong positive results
 - Inconsistent: Continue intervention to fidelity or slightly modify
 - Ineffective: Start a new intervention or modify current one

Roles and Responsibilities

General Education Teacher/Interventionist:

- Fill out the CST/SIP paperwork with the team this can be done with the help of the school counselor.
- Schedule any necessary meetings
- Implement and progress monitor the intervention
- Review the intervention and make decisions

School Counselor

- Facilitate the CST meeting with the team. This may mean filling out the paperwork with the general education teacher/interventionist.
- Act as the point person for the CST process within the school building.
- Meet with individual teacher teams at the start of the school year to discuss individual CSTs and share CST plans from previous school years.
- Collaborate with teachers and staff at any point in the process
- Aid in development and progress monitoring of intervention plan
- Ensure the intervention is implemented to fidelity
- Annual presentation to staff on changes/adjustments to CST process and forms

School Psychologist/Dean of Students/Assistant Principal

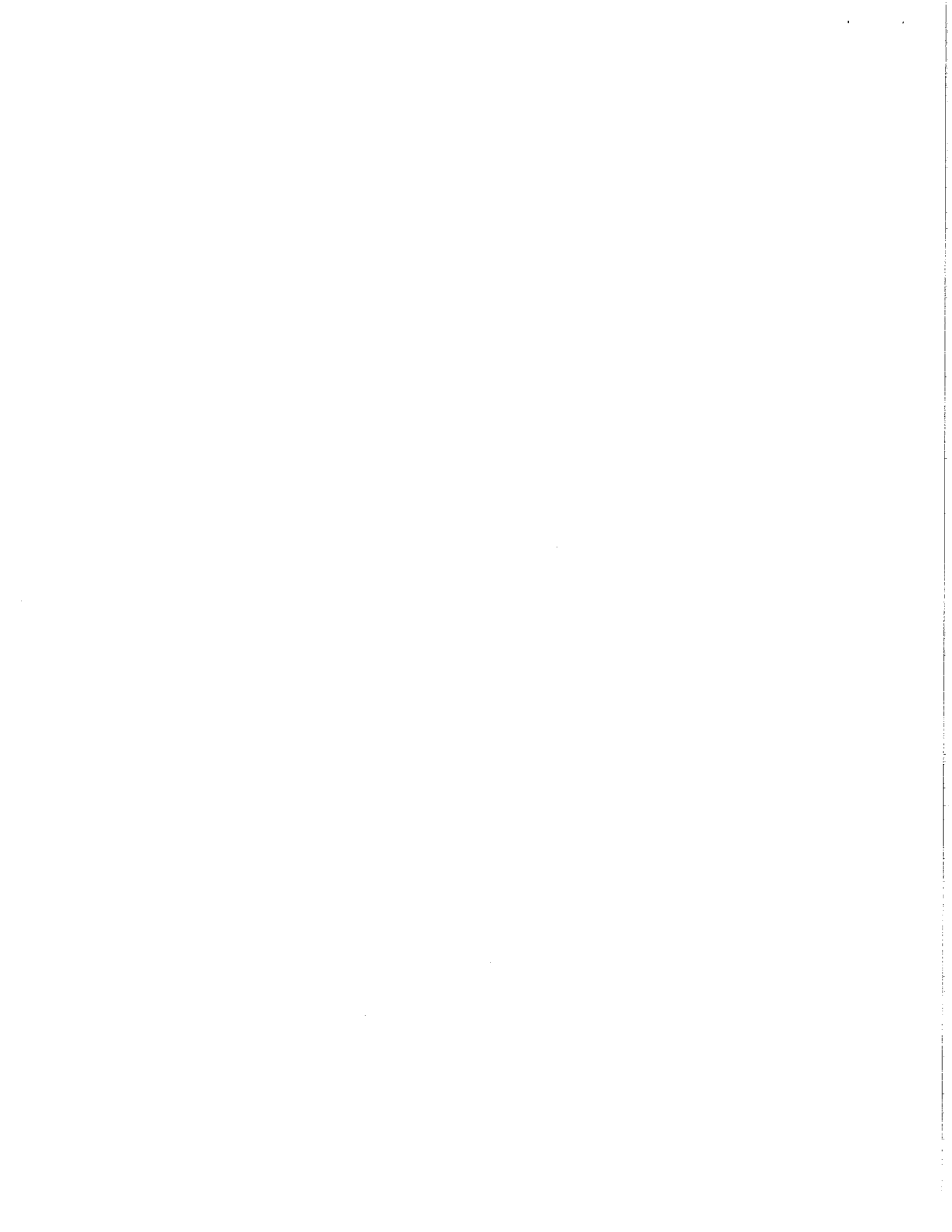
- Facilitate the CST meeting with the team.
- Collaborate with teachers and staff at any point in the process
- Aid in development and progress monitoring of intervention plan
- Ensure the intervention is implemented to fidelity
- Deans/Assistant Principal - Contact teachers to start CST process when it is based on discipline data

Principal

- Oversight of CST process within the school building
- Ensure that staff are following the process, especially when mandated in policy.
- Contact Director of Pupil Services for any complaints or repeated noncompliance.

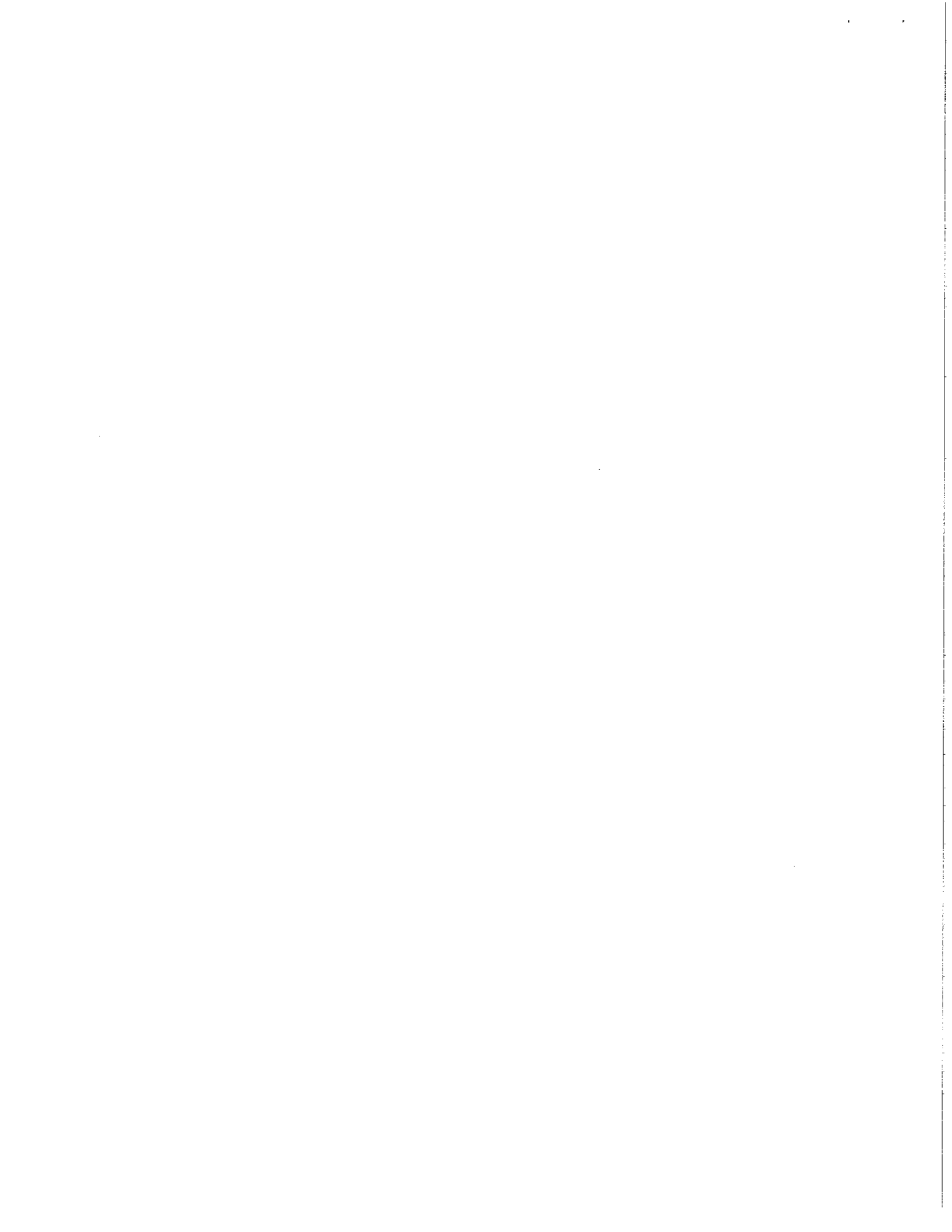
Director of Pupil Services

- Development and editing of the CST process across the district



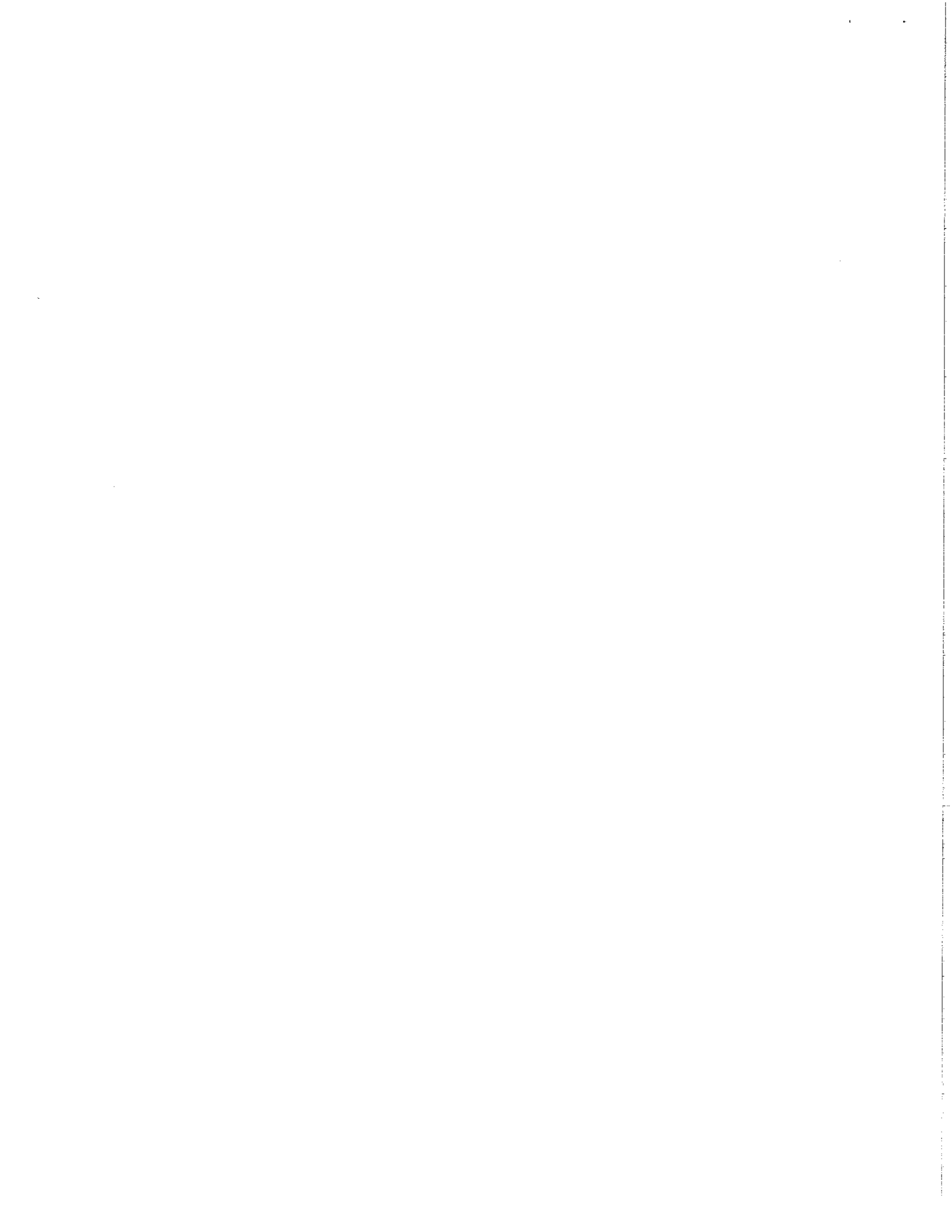
Referral Responsibilities

Referral Number	Contact (Please add this method in the referral write up)	Consequence (Please add the consequence in the referral write up)	Communication	Plan
1	Phone Call To Parent	Teacher Given	<p>If writing a referral please inform the homeroom teacher and case manager if applicable so they are aware. Certified staff giving the referral should be contacting parent.</p>	<p>Consider a CST if the student requires an intervention that is above and beyond what is normally done within the classroom for all students</p>
2				
3	Contact Parents with Their Preferred Method	Office Given Based on Time Frame		
4		Teacher Given		
5		Teacher Given		
6	Phone Call To Parent	Teacher Given Office Given Based on Time Frame	<p>Mandatory CST meeting setup by teacher, facilitated by counselor, and attended by all interested parties. Create a behavior tracking plan for data purposes.</p>	<p>Add Notes to CST Adjust Plan if Needed</p>
7	Contact Parents With Their Preferred Method	Teacher Given		
8		Teacher Given Office Given Based on Time Frame		
9+	Phone Call To Parent			<p>Review/Revise CST and see if changes need to be made to point sheet.</p>



BEHAVIOR ROADMAP

Minor	Major	Date, Incident, and Staff Involved	Method and date parent contacted	Consequence and intervention
Track	Track			
Level 1	Level 1			
Minor 1				
Minor 2				
Minor 3				
5600Bag/po	1 st Major			
Level 1				
Minor 4				
Minor 5				
Minor 6				
5600Bag/po	2 nd Major			
Level 1				
Minor 7				
Minor 8				
Minor 9				
5600Bag/po	3 rd Major			
Level 1				
Level 2	Level 2			
Minor 10				
Minor 11				
Minor 12				
5600Bag/po	4 th Major			
Level 1				
Minor 13				
Minor 14				
Minor 15				
5600Bag/po	5 th Major			
Level 1				
Minor 16				
Minor 17				
Minor 18				
5600Bag/po	6 th Major			
Level 1				
Level 3	Level 3			
Minor 19				
Minor 20				
Minor 21				
5600Bag/po	7 th Major			
Level 1				
Minor 22				
Minor 23				
Minor 24				
5600Bag/po	8 th Major			
Level 1				
Minor 25				
Minor 26				
Minor 27				
5600Bag/po	9 th Major			
Level 1				



Behavior Handbook Checklist Implementation

Purpose

The purpose of the behavior checklists are to ensure staff understand the behavioral and procedural expectations within different areas of the school building. This will increase student and staff safety. The Dean of Students or the Assistant Principal will periodically check-in and observe these areas to ensure that expectations are being followed.

Training

Staff will be trained on the checklists at the August inservice prior to the start of the school year. The Dean of Students or the Assistant Principal will also review the checklists with paraprofessionals at inservices throughout the school year. The Dean of Students or Assistant Principal will meet with new paraprofessionals within the first two weeks that they are hired to go over the behavior handbook and checklists. Additional training will be offered to staff if there is a need or request. Following training, paraprofessionals will sign each checklist and the Dean of Students or Assistant Principal will retain the checklist for the school year. At the end of the school year the checklists will be turned into the Pupil Services Director.

Check-Ins/Observations

The Dean of Students or Assistant Principal will observe and check-in with staff on a rotating basis. Checklists will be filled out periodically for paraprofessionals to ensure expectations are being followed and for the Dean of Students or Assistant Principal to answer any questions. The Dean of Students or the Assistant Principal will fill out a checklist for each paraprofessional in each area of the building that they are supervising. There will be a minimum of three checklists filled out for each paraprofessional throughout the school year. If there is a need, a checklist may be filled out more often. After the checklist is filled out the Dean of Students or Assistant Principal will meet with the paraprofessional to briefly reflect and provide feedback. Both the Dean of Students/Assistant Principal and the paraprofessional will sign the checklist following the debrief.

Incident Procedure

In the event that a paraprofessional struggles to appropriately carry out the behavioral and procedural expectations there will be increased meetings with the Dean of Students or Assistant Principal. The following procedure will be followed:

- 1st Incident: Discussion of the incident and review of specific expectations with the Dean of Students/Assistant Principal. The Dean of Students/Assistant Principal will document the conversation.
- 2nd Incident: Discussion of the incident and review of the checklist(s) with the Dean of Students/Assistant Principal. Document incident and sign checklist.

- 3rd Incident: Discussion of the incident and review of the checklist(s) with the Dean of Students/Assistant Principal. Document incident and sign checklist. Schedule increased observations of the paraprofessional.
- 4th Incident: Discussion of the incident and review of the checklist(s) with the Dean of Students/Assistant Principal and Principal. Document incident and sign checklist. This may result in a formal write up.

In the event that the incident(s) involves a certified staff member, they will work with the building principal to review expectations and make improvements.

Cafeteria Checklist - Supervisor

Date:

Employee: _____

Expectations: The supervisor will actively monitor students to redirect and/or prevent off task behavior in their designated area.

Procedures:

Monitor the Cafeteria that Students are:

<input type="checkbox"/>	Entering in an orderly line, wait for food and proceed to proper seating area
<input type="checkbox"/>	Speaking at a level 2 voice
<input type="checkbox"/>	Cleaning up after themselves
<input type="checkbox"/>	Raising their hands to leave their seat
<input type="checkbox"/>	Leaving in an orderly fashion

Incident documentation and/or action:

<input type="checkbox"/>	If a student is misbehaving, remind them that they are making poor choices and tell them what the right ones would be
<input type="checkbox"/>	If a student continues to misbehave, remind them again that they are making poor choices, have them tell you what the right ones should be, and tell them that if it continues they will be choosing a consequence
<input type="checkbox"/>	If the student continues to misbehave, give them an alternative seat for the remainder of the lunch period.
<input type="checkbox"/>	If unacceptable behavior is chronic or severe – enter Skyward referral and notify classroom teacher

<input type="checkbox"/>	If a student is injured bring them to the office, if necessary fill out an accident report
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Supervisor Notes if Needed

Employee Comments if Needed

Supervisor Signature:

Employee Signature:

Duty Supervisor Recess Checklist

Date: _____

Employee: _____

Expectations: The supervisor will actively monitor students to redirect and/or prevent off task behavior in their designated area.

Procedures:

Monitor the playground ensuring safety by:

<input type="checkbox"/>	Being on time, and following schedules
<input type="checkbox"/>	Monitoring students at all times
<input type="checkbox"/>	Limited conversations with other adults
<input type="checkbox"/>	Keeping cars off of the playground (report license # to the principal)
<input type="checkbox"/>	Ensuring students are always within view
<input type="checkbox"/>	Looking for potential safety hazards

Monitor the playground checking that students are:

<input type="checkbox"/>	Encourage wearing appropriate clothes – boots, jackets – etc. Do not engage in power struggle over this.
<input type="checkbox"/>	Not engaging in unsafe gymnastics such as backflips or front handsprings
<input type="checkbox"/>	Receiving supervisor permission before they enter the building
<input type="checkbox"/>	Staying off of icy areas and out of puddles
<input type="checkbox"/>	Including anyone who asks to play “Everyone can play!”
<input type="checkbox"/>	Not using cell phones/electronic devices on the playground. Cell phones are to be in lockers and OFF at all times.
<input type="checkbox"/>	Stopping games/playing when the whistle blows; line up quickly, quietly, safely and respectfully
<input type="checkbox"/>	Tag games should not be played on the playground structures
<input type="checkbox"/>	Returning playground equipment to the containers when they walk in the doors

<input type="checkbox"/>	Not hanging upside down on the bars or railings
<input type="checkbox"/>	Going down slides feet first, and not walking up the slides
<input type="checkbox"/>	Not sliding down in groups
<input type="checkbox"/>	Not jumping off playground equipment from unsafe heights
<input type="checkbox"/>	Not chasing balls into parking lot/road – they will ask the supervisor for permission to get the ball

Snow Expectations

<input type="checkbox"/>	No throwing of snow
<input type="checkbox"/>	Students must wear boots and snow pants in order to play in the snow; otherwise they must stay on the blacktop
<input type="checkbox"/>	Students can build snowmen and forts, but may not destroy others' creations
<input type="checkbox"/>	Students must go down snow hills feet first
<input type="checkbox"/>	Students must not jump off of snow hills
<input type="checkbox"/>	Snow hills can be closed at the discretion of supervisors

Incident documentation and/or action:

<input type="checkbox"/>	If a student is misbehaving, remind them that they are making poor choices and tell them what the right ones would be
<input type="checkbox"/>	If a student continues to misbehave, remind them again that they are making poor choices, have them tell you what the right ones should be, and tell them that if it continues they will be choosing a consequence
<input type="checkbox"/>	If the student continues to misbehave have them sit out the remainder of recess
<input type="checkbox"/>	If unacceptable behavior is chronic or severe – enter Skyward referral and notify classroom teacher
<input type="checkbox"/>	If a student is injured bring them to the office, if necessary fill out an accident report

Supervisor Notes if Needed

Employee Comments if Needed

Supervisor Signature:

Employee Signature:

Morning Checklist – Supervisor

Date: _____

Employee: _____

Expectations: The supervisor will actively monitor students to redirect and/or prevent off task behavior in their designated area.

Procedures:

Monitor the arrival zone ensuring safety by:

<input type="checkbox"/>	Being on time, and following schedules
<input type="checkbox"/>	Monitoring students at all times
<input type="checkbox"/>	Limited conversations with other adults
<input type="checkbox"/>	Keeping cars off of the playground (report license # to the principal)
<input type="checkbox"/>	Ensuring students are using crosswalks
<input type="checkbox"/>	Not allowing students to ride bike/scooters on the playground
<input type="checkbox"/>	Be on the lookout for adults that have no reason to be on the property
<input type="checkbox"/>	No allowing students in the building before 8:00 – unless at Breakfast or B&G
<input type="checkbox"/>	Ensuring students are always within view
<input type="checkbox"/>	Looking for potential safety hazards

Monitor the arrival zone checking that students are:

<input type="checkbox"/>	Encourage wearing of appropriate clothes – boots, jackets – etc. Do not engage in power struggle over this.
<input type="checkbox"/>	Not engaging in unsafe gymnastics such as backflips or front handsprings
<input type="checkbox"/>	Receiving supervisor permission before they enter the building
<input type="checkbox"/>	Staying off of icy areas and out of puddles
<input type="checkbox"/>	Are in the correct grade level area
<input type="checkbox"/>	Stopping games/playing when the whistle blows; line up quickly, quietly, safely and respectfully

<input type="checkbox"/>	Not hanging upside down on the bars or railings
<input type="checkbox"/>	Going down slides feet first, and not walking up the slides
<input type="checkbox"/>	Not sliding down in groups
<input type="checkbox"/>	Not jumping off playground equipment or benches

Following Snow Expectations:

<input type="checkbox"/>	No throwing of snow
<input type="checkbox"/>	Students must wear boots and snow pants in order to play in the snow; otherwise they must stay on the blacktop
<input type="checkbox"/>	Students can build snowmen and forts, but once the "piece" of snow is in place it must remain there, no taking it to other forts
<input type="checkbox"/>	Students must go down snow hills feet first
<input type="checkbox"/>	Students must not jump off of snow hills
<input type="checkbox"/>	Snow hills can be closed at the discretion of supervisors

Early Entry – (in-climate weather) Monitor the Hallways ensuring students are:

<input type="checkbox"/>	Coming in from outside
<input type="checkbox"/>	Standing by their lockers
<input type="checkbox"/>	Speaking with a level 2 voice
<input type="checkbox"/>	Entering their classroom when the bell rings

Incident documentation and/or action:

<input type="checkbox"/>	If a student is misbehaving, remind them that they are making poor choices and tell them what the right ones would be
<input type="checkbox"/>	If a student continues to misbehave, remind them again that they are making poor choices, have them tell you what the right ones should be, and tell them that if it continues they will be choosing a consequence

<input type="checkbox"/>	If the student continues to misbehave have them sit out the remainder of recess
<input type="checkbox"/>	If unacceptable behavior is chronic or severe – enter Skyward referral and notify classroom teacher
<input type="checkbox"/>	If a student is injured bring them to the office, if necessary fill out an accident report

Supervisor Notes if Needed

Employee Comments if Needed

Supervisor Signature:

Employee Signature:

Dismissal Checklist – Supervisor

Date: _____

Employee: _____

Expectations: The supervisor will actively monitor students to redirect and/or prevent off task behavior in their designated area.

Procedures:

Monitor the Dismissal zone ensuring safety by:

<input type="checkbox"/>	Being on time, and following schedules
<input type="checkbox"/>	Monitoring students at all times
<input type="checkbox"/>	Limited conversations with other adults
<input type="checkbox"/>	Keeping cars off of the playground (report license # to the principal)
<input type="checkbox"/>	Ensuring students are using crosswalks
<input type="checkbox"/>	Not allowing students to ride bike/scooters through dismissal zones
<input type="checkbox"/>	Keeping students behind the safety line for bus pickup
<input type="checkbox"/>	Be on the lookout for adults that have no reason to be on the property
<input type="checkbox"/>	Students are always in view of the supervisor
<input type="checkbox"/>	Ensuring students are not crossing between cars or buses
<input type="checkbox"/>	Looking for potential safety hazards

Monitor the Dismissal zone checking that students are:

<input type="checkbox"/>	Speaking at a level 2 voice
<input type="checkbox"/>	In orderly lines
<input type="checkbox"/>	Have packed up all items and closed their locker
<input type="checkbox"/>	Walking
<input type="checkbox"/>	Are in the correct Dismissal Zone
<input type="checkbox"/>	Not playing in the Dismissal Zones
<input type="checkbox"/>	All students have vacated the premises – if not bring them to the office

Incident documentation and/or action:

<input type="checkbox"/>	If a student is misbehaving, remind them that they are making poor choices and tell them what the right ones would be
<input type="checkbox"/>	If a student continues to misbehave, remind them again that they are making poor choices, have them tell you what the right ones should be, and tell them that if it continues they will be choosing a consequence
<input type="checkbox"/>	If unacceptable behavior is chronic or severe – enter Skyward referral and notify classroom teacher
<input type="checkbox"/>	If a student is injured bring them to the office, if necessary fill out an accident report

Supervisor Notes if Needed

Employee Comments if Needed

Supervisor Signature:

Employee Signature:
