

Rossman Elementary Behavior Handbook



Hartford Jt. #1 Team 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 our school system, we will create and sustain a positive learning environment in which all students can succeed academically, socially and emotionally.

School Behavioral Expectations

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

Q: What is the JT. # 1 Behavior System?

A: We will use a proactive, team-based framework for creating and sustaining safe and effective schools. 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. This will increase the capacity of the schools to educate all students utilizing research-based, school-wide, classroom, and individualized interventions.

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Rossman Elementary Behavior Matrix

Be Responsible

| All Settings | Bus | Arrival | Hallways | Bathroom | Cafeteria | Playground |
|----------------------------------------------------|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> | <ul style="list-style-type: none"> Stay in your seat | <ul style="list-style-type: none"> Hang up your coat and backpack Be in class at 8:15 Have all supplies ready | <ul style="list-style-type: none"> Waves and smiles only Stay in line order Go directly to your destination | <ul style="list-style-type: none"> Take bathroom pass Think 2's 2 minutes 2 knocks 2 feet on the ground 2 squirts of soap 2 paper towels Score 2! | <ul style="list-style-type: none"> Know your lunch choice and ID number Have everything before you sit down Stay in your seat Clean up your space Bathroom is for emergencies only Raise hand for help | <ul style="list-style-type: none"> Play safely Everyone can play Use equipment correctly Dress appropriately for the weather At whistle, line up in line order by class Put away equipment Line up at volume 0 |

Be Respectful

| All Settings | Bus | Arrival | Hallways | Bathroom | Cafeteria | Playground |
|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> Follow adult given directions | <ul style="list-style-type: none"> Listen to bus driver's directions Voice at volume 1 Use appropriate language | <ul style="list-style-type: none"> Greet people with, "Good morning!" Be ready to learn | <ul style="list-style-type: none"> Voice volume at 0 Use appropriate language One single file line Walk on the right-hand side Touch only what is yours Keep to your own business | <ul style="list-style-type: none"> Voice volume at a 1 in the bathroom Use appropriate language Flush toilet Wash hands Keep bathroom clean Respect other's privacy | <ul style="list-style-type: none"> Use kind words Voice volume is between a 1 and 2 Use table manners- please and thank you Touch & eat only what is yours Use appropriate language | <ul style="list-style-type: none"> Follow adult directions Use appropriate language Be a good sport Take turns Share Use kind words |

Be Safe

| All Settings | Bus | Arrival | Hallways | Bathroom | Cafeteria | Playground |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> Keep hands & feet to yourself | <ul style="list-style-type: none"> Sit on bottom Honor others' space and property | <ul style="list-style-type: none"> Walk at all times | <ul style="list-style-type: none"> Walk at all times Face the front of the line | <ul style="list-style-type: none"> Walk at all times | <ul style="list-style-type: none"> Eat only your food Sit on your bottom | <ul style="list-style-type: none"> Walk on playground equipment |

Be Responsible

| Dismissal | Back Pick Up | Front Pick Up | Assemblies | Field Trips | | |
|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| <ul style="list-style-type: none"> • Pack up all supplies • Know where to go | <ul style="list-style-type: none"> • Line up by grade level • Watch for your car | <ul style="list-style-type: none"> • Line up by grade level • Watch for your car | <ul style="list-style-type: none"> • Sit with hands in lap • Eyes and ears on speaker • Participate appropriately • Ignore inappropriate behavior | <ul style="list-style-type: none"> • Represent Rossman School well • Stay in your seat • Have all of your things ready • Dress appropriately for the weather | • | • |

Be Respectful

| Dismissal | Back Pick Up | Front Pick Up | Assemblies | Field Trips | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| <ul style="list-style-type: none"> • Voice at volume 2 • Use appropriate language • Say goodbye to teacher and friends | <ul style="list-style-type: none"> • Voice at volume 2 • Use appropriate language | <ul style="list-style-type: none"> • Voice at volume 2 • Use appropriate language | <ul style="list-style-type: none"> • Voice at 0 when entering and exiting • Sit on your bottom • Use kind words and actions | <ul style="list-style-type: none"> • Listen to bus drivers and other adults • Use kinds words • Voice at level 1 on the bus • Use appropriate language • Say please, thank you and excuse me | • | • |

Be Safe

| Dismissal | Back Pick Up | Front Pick Up | Assemblies | Field Trips | | |
|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|---|---|
| <ul style="list-style-type: none"> • Exit safely using crosswalks and sidewalks | <ul style="list-style-type: none"> • Wait to walk to your car until instructed by teacher | <ul style="list-style-type: none"> • Wait to walk to your car until instructed by teacher | <ul style="list-style-type: none"> • Keep hands and feet to yourself | <ul style="list-style-type: none"> • Stay with chaperone • Sit on your bottom | • | • |

Grade Expectations

Behavior Matrix

| | Expectations |
|----------------|----------------------------------------|
| Be Responsible | Follow directions the first time given |
| Be Respectful | Use appropriate voice level |
| Be Safe | Keep hands and feet to yourself |

Playground Expectations (students)

General Expectations

- Come to school with the appropriate clothes/boots and wear clothes/boots out to play.
- No gymnastics-no cartwheels, splits, back flips, etc.
- Students must get supervisor permission before they can enter the building.
- Students should stay off icy areas and puddles.
- If students take their coats off, they must wrap them around their waists. They should not be thrown on the ground.
- Students must include anyone who asks to play “Everyone can play!”
- Cell phones/MP3 players and headsets are NOT allowed on the playground. Cell phones are to be in backpacks and turned OFF at ALL TIMES.
- When the whistle blows stop game/playing and line up quickly, quietly, safely, and respectfully.

Equipment Expectations

- All tag games must take place on the grassy areas-NOT the playground structures.
- Students must return playground equipment to the containers when they walk in the doors.
- Students must not sit or hang upside down on the bars or railings.
- Students must go down slides feet first on their bottom or laying down; no walking up the slides.
- Don't slide down in groups. Only one child should be on the slide platform at a time.
- Always check that the bottom of the slide is clear before sliding down.
- Students must not jump off the playground equipment or benches.
- Crowded equipment can be dangerous. Everyone should start on the same side of the equipment and move across it in the same direction
- Students should walk (not run) on the playground structures.
- DO NOT CHASE BALL INTO PARKING LOT – ASK THE ADULT IN CHARGE for permission to get the ball.

Kickball Rules

- Kicking team lines up behind the base line.
- Keep a line order so everyone has a turn to kick.
- Supervisors can shut down any game they deem is getting out of control for that day or a longer period of time if students are arguing too much or not showing good sportsmanship.

Football Rules

- Two hand touch.
- Wait until both sides are set.
- 5 second “banana” rush.
- No blocking.
- All games end when the bell rings.
- Supervisors can shut down any game they deem is getting out of control for that day or a longer period of time if students are arguing too much or not showing good sportsmanship.

Snow Expectations

- There is absolutely no throwing of snow.
- Students must wear boots and snow pants in order to play in the snow: otherwise, they must stay on the blacktop.
- Students can build snowmen and forts, but once the “piece” of snow is placed it must remain there, no taking it to other forts.
- Students must go down snow hills feet first.
- Students must not jump off of snow hills.
- Snow hills can close at the discretion of the supervisors.

Consequences

- Students who do not observe rules will be spoken to by the adult supervisor. The consequence may mean not playing a game, losing a recess privilege, or call to parent. Possible referral to principal.
- Students who intentionally hurt, harass, or threaten someone will lose recess privileges and may have more severe consequences including a possible suspension from school and/or long term loss of recess privileges.

| | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| <p><u>Voice Procedures</u></p> <p>Items That Students Might Need for These Activities: Paper, Pen or Pencil</p> <p>Allow 30 minutes for this session.</p> | | |
| <p>Expectations: Voice Level Procedures</p> | | |
| <p>Be Safe</p> | <p>Be Respectful</p> | <p>Be Responsible</p> |
| | <p>0: Silent 1: Whisper Voice 2: Inside Voice 3: Outside Voice</p> | |
| <p>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>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: | | |
| <p>Looks Like</p> | <p>Sounds Like</p> | |
| | <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.

| <u>Hallway Procedures</u> | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Items That Students Might Need for These Activities: Paper, Pen or Pencil Allow 30 minutes for this session.</p> | | |
| 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 | | |
| <p>A. Objective: By the end of the lesson students will be able to follow school-wide Hallway 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> | | |
| Step 2: Teach and Inform | | |
| <p>D. Teacher starts the discussion of what appropriate hallway procedure looks like.</p> <ul style="list-style-type: none"> • 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. | |

Step 3: Model and Practice

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

- 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.

Step 4: Assessment

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

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

G. Teacher should use activities or assessment for discussion of Hallway Procedures.

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.

| <u>Lunch Procedures</u> | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>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 |
| Step 1: Introduce Lunch Procedures | | |
| <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> | | |
| Step 2: Teach and Inform | | |
| <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 | <ul style="list-style-type: none"> • Students using appropriate Voice Level • Students keeping conversations at their table • Students returning trays quietly | |

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Students raising hands to leave their table • Students cleaning up their area | <ul style="list-style-type: none"> • 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. | |

Acknowledgement Information

Monthly Rewards

Each and every student will have the opportunity to be recognized for behaving respectfully, responsibly, and safely throughout the school year. This will be done by documenting the students who have shown these attributes weekly. Additionally they will be recognized monthly during the Rossman Rendezvous.

1. Each grade level will come up with 15 minute monthly reward activities that will be approved by the principal. Additionally there will be tri-mester rewards on the day before Thanksgiving break, the day before spring break, and the last week of the year with a duration not to exceed 60 minutes.
 - a. Tri-mester 1 reward will be divided in half. Thirty minutes will be for the homecoming parade and 30 minutes will be grade level discretion.
 - b. Tri-mester 2 will be based on grade level discretion.
 - c. Trimester 3 will be grade level discretion. The 4th and 5th grade teams will have the option of going to the Hartford pool.
2. Each grade level will determine eligibility criteria to attend the monthly reward activities that will be approved by the principal.
3. The eligibility criteria will be shared with parents via a letter prior to the beginning of the qualification time period.
4. Eligibility will be tracked weekly and communicated with parents. This can be done via:
 - a. "Star system"
 - b. Monthly charts
 - c. Class Dojo
5. When students do not qualify they will remain in a grade level classroom to work on needed skills.
6. Parameters
 - a. Students will not receive weekly "star" if they have been given a teacher referral for respect or safety.
 - b. Students will receive a weekly "star" for responsibility based upon consistent team parameters.
 - c. Fidelity – students may not go if they have not met specified criteria.
 - d. Once "stars" have been given they cannot be taken away.
 - e. Specialists report to Homeroom.
 - f. If suspended or not in school on the day of the reward they will not receive the incentive.
 - g. Handled daily/weekly by the teacher.
 - h. Ties to assertive discipline.
 - i. Teacher has record of "stars."
7. Additionally students can earn Bee Awards for going above and beyond in showing Respect, Responsibility and Safety.
 - a. These will be put into a drawing and recognized at the monthly acknowledgement programs.

Classroom Discipline Plan for Consequences

When a student chooses not to follow the rules and/or be a disruption to the classroom there needs to be a plan on when and how to hand consequences out.

- If a child is choosing to be disruptive you should ...
 - 1st – verbal warning
 - 2nd – official warning (tally, name written down, card flipped, etc.)
 - 3rd – Official warning
 - 4th – Consequence (same per grade level)
 - 5th - removal from class as a substantial disruption
- 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
- Examples of Progressive consequences
 - Waiting after class
 - Contacting parents
 - Time out (middle room, assigned teacher partner)
 - Time spent during lunch (behavior journal)
 - Time spent after school (behavior Journal)
- These progressions should be posted in the room and taught at the beginning of the year. Despite a student's age they need a clear explanation of your rules, consequences, and positive recognition.
- Once a consequence has been administered a teacher referral must be entered into the data recording system (Skyward, Appendix D).
- If a student receives a consequence they cannot receive a "star" for that week.
- When students receive teacher referrals they, will be tracked and placed upon the behavior road map.

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 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 not be a stimulating experience). 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

Student Referral Form T-Chart

Teacher-Managed Behavior

- Profanity directed at student (2x then office)
- Name calling (teacher's discretion)
- Homework (chronic issues – 3 plus 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
- Health/safety offense (ex. science)
- 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
- 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 positive student 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 infractions 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 | | |

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:

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 with parents on a preferred means of communication for the future which may be (email, dojo, 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.

Support Staff:

When support staff enters a referral they will notify the student's homeroom teacher of the incident. This can be done via email, in person, or by phone. The homeroom teacher will then inform the student's parents/guardians of the incident using the guidelines from the teacher communication guidelines above. If the parent wants more information, the teacher should notify the principal that the parent would like a follow up.

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.