

Schriever Elementary School
Terrebonne Parish School System



Schriever Elementary School

Mrs. Miranda Babin, Principal
Ms. Natalie Fonseca, Assistant Principal

School-Wide Discipline Plan

2023-2024



The rules and procedures in our Positive Behavior Support Interventions Plan (PBIS Plan) are followed by all faculty and staff, thus helping students predict expected behaviors when they are in all areas of the school.

A Guide for Teaching School-Wide Behavioral Expectations

A School-Wide PBIS Plan is a set of strategies and systems to create a positive school climate and educate all students through the following:

- Clearly defined outcomes
- Research-validated practices
- Supportive administrative systems
- Use of information for problem solving

Features of School-Wide Positive Behavior Plan

- Establish regular, predictable, positive learning and teaching environments.
- Train adults and peers to serve as positive models.
- Teach and model behavioral expectations.
- Create systems for providing regular positive feedback.
- Develop environments that support academic success.

In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important step of a student's educational experience. The purpose of PBIS is to establish a climate in which appropriate behavior is the norm. As the main premise of PBIS, it is best to take a proactive stance rather than a reactive approach to behavior. Setting aside the time for planned teaching of social-emotional skills will reduce the amount of time spent disciplining students each week.

Student Expectations

School-Wide Expectations and Routines

Positive School-wide Expectations

Schriever Expectations

Practice Respect

Accept Responsibility

Work Together

Safety Matters

Expectations Definitions

Practice Respect

Students and Staff always:

- Treat all people with respect.
- Respect the property of others.
- Do all the good we can, in all the ways we can, as often as we can.

Accept Responsibility

Students and Staff always:

- Take responsibility for our own learning.
- Are prepared for school.
- Have a positive openness to learning.
- Recognize that our choices affect us and others around us.

Work Together

Students and Staff always:

- Help each other.
- Work as a team to achieve success.

Safety Matters

Students and Staff always:

- Consider the safety of self and others before acting.

Expectations and Procedures

General Format for Teaching PAWS Expectations

When introducing behavioral expectations, follow four basic steps:

- Step 1: **Access prior knowledge** of the expectation for specific settings.
- Step 2: **Identify** required behaviors for specific settings.
- Step 3: **Model** behaviors for specific settings.
- Step 4: **Review** behavioral expectations for specific settings.

Arrival Expectations

Practice Respect:

- Greet others kindly
- Keep hands, feet, and objects to yourself
- Respect others' personal space

Accept Responsibility:

- Respond appropriately to adult directions
- Come to school prepared to learn
- Dress in full uniform
- Arrive at school on time (between 7:30a.m.-7:50a.m.)
- Arrivals after 7:50 a.m. must report to the office with parent/guardian for tardy pass

Work Together:

- Walk quietly in line

Safety Matters:

- Go directly to the cafeteria or to your classroom
- Stay behind the poles and away from the buses



Bus Expectations

Practice Respect:

- Respect others' personal space
- Be a positive role model
- Listen to directions of adult and driver
- Use nice words

Accept Responsibility:

- Use a soft voice
- Keep personal items to yourself
- Have written permission from a parent, signed by the principal, to ride a bus other than your own

Work Together:

- Talk quietly only to others sitting with you in the same seat
- Sit correctly

Safety Matters:

- Keep hands and objects inside the bus and out of the aisles
- Stay in your seat at all times
- No eating or drinking on the bus
- Listen to the bus driver, your safety depends on it



Cafeteria Expectations

Practice Respect:

- Use manners when speaking to the cafeteria staff, use "please" and "thank you"
- Use table manners when eating
- Respect others' personal space
- Clean up after yourself and others

Accept Responsibility:

- Line up quietly along the stage and windows
- Focus on eating, not talking or playing
- Follow cafeteria procedures*

Work Together:

- Cafeteria is a quiet zone
- Use proper manners

Safety Matters:

- Hold tray with both hands
- Keep floor clean
- Keep hands and feet to yourself
- Stay in your seat
- Walk
- Raise your hand for permission to leave your seat



Cafeteria Procedures*

- Enter the cafeteria quietly and calmly with your teacher
- Be respectful in the serving line
- Take all necessary items to eat lunch
- Give your attention to the cafeteria staff
- Know your lunch number, and speak clearly when giving it at the computer
- Walk to your table
- Sit correctly
- Remain seated facing forward
- Use quiet voices
- For teacher's assistance, raise your hand and wait
- Eat your food only
- Use good table manners
- When finished, pick up all of your trash off of both the table and the floor, and place it on your tray
- Empty your tray when told to by the teacher



Assembly Expectations

Practice Respect:

- Pay attention to speaker
- Enter and exit quietly
- Show appropriate appreciation by clapping when appropriate
- Listen quietly (do not talk, whistle, shout, boo)

Accept Responsibility:

- Choose to listen and learn
- Follow teacher directions
- Stay in line
- Stay in assigned seat unless directed to move

Work Together:

- Keep quiet

Safety Matters:

- Keep hands, feet, and objects to yourself
- Walk at all times



Classroom Expectations and Procedures

- School-wide classroom rules and consequences must be posted in a visible area of the classroom. The following five classroom rules will be used school-wide:
 - Practice Respect - Rule #1 - Raise your hand for permission to speak.
 - Accept Responsibility - Rule #2 - Make "Smart Choices"; Always keep hands, feet, and objects to yourself.
 - Work Together - Rule #3 - Follow directions quickly.
 - Safety Matters - Rule #4 - Raise your hand for permission to leave your seat.
 - P.A.W.S. - Rule #5 - Model PAWS Expectations.
- Every teacher is expected to develop a set of classroom procedures based on the PAWS Expectations. Procedures should be established for the following routines (these are examples, however teachers may have many more routines in their classroom):
 - Participating
 - Requesting to use the restroom
 - Requesting a drink
 - Movement throughout the classroom
 - Lining up inside the room
 - Getting materials inside the classroom
- Remember good classroom management promotes learning.

Dismissal Expectations

Practice Respect:

- Respect others' personal space

Accept Responsibility:

- Respond appropriately to adult directions
- Follow your teacher's instructions on when to leave the classroom according to office instructions
- Leave school with necessary belongings

Work Together:

- Keep hands, feet, and objects to yourself
- Pay attention to where you are going and not to talking

Safety Matters:

- Walk behind the poles until you are across from the door to your bus
- WALK! DON'T RUN!



Drinking Fountain Expectations

Practice Respect:

- Wait your turn
- One person at a time
- Keep hands and mouth off spout

Accept Responsibility:

- Keep your body and water to yourself
- Keep safe distance while waiting

Work Together:

- Keep hand, feet, and objects to yourself
- Take turns

Safety Matters:

- Use fountain properly
- Swallow your water
- Do not climb on the water fountain
- One person on the step at a time



Hallway Expectations

Practice Respect:

- Wait quietly
- Follow adult directions

Accept Responsibility:

- Go directly to and from your destination
- Quickly go where you need to be
- Flip and zip to and from your destination
- Stay in line

Work Together:

- Walk on the lines

Safety Matters:

- Keep hands, feet, and objects to yourself
- Always WALK, don't run
- Be careful



Line and Walkway Expectations

Practice Respect:

- Follow adult directions
- Wait Quietly
- Hold doors open for others
- Quickly go where you need to be

Accept Responsibility:

- Stay with your class
- Walk in a straight line
- Walk directly to your destination
- Zip and flip at all times

Work Together:

- Keep appropriate spacing
- Keep hands, feet, and objects to yourself

Safety Matters:

- Watch where you are going
- Always WALK, don't run
- Yield/stop for others as appropriate



Recess Expectations

Practice Respect:

- Wait your turn
- Play fairly
- Include others
- Listen to adults' rules/instructions
- Use nice words



Accept Responsibility:

- Play in assigned areas
- Use the restroom and get water
- Freeze and sit where you are when the bell rings or whistle blows
- When told to, walk flipped and zipped to your line
- Follow all playground procedures*

Work Together:

- Share equipment
- Place trash in the trash cans
- Line up quickly and quietly

Safety Matters:

- Tell the duty teacher if there is a problem
- No rough play
- Stay in your area

Playground Procedures*

- Walk with your class and teacher to your assigned play area.
- Use the restroom and get water in assigned areas
- Stay in boundaries
- Put all trash in trash cans, pick up trash off of the ground
- No play fighting, tackling or rough play
- Keep hands and feet to yourself
- When the teacher blows the whistle, freeze and check uniforms then walk flipped and zipped to your line.

Restroom Expectations

Use the restroom during your recess time.

P.E. teachers will accompany students to the water fountain after P.E.

Permission to use the restroom will be at the teacher's discretion.

Practice Respect:

- Respect privacy
- Wait your turn patiently and quietly
- Knock on the door to a stall first before opening it
- Return to class promptly when you are finished

Accept Responsibility:

- Do not talk, or use an inside voice if you must talk
- Always walk
- Keep hands, feet, and other objects to yourself
- No pushing, fighting, play fighting, or "iffing"
- Flush the toilet after use
- Keep restrooms clean, put trash in the trash can
- Wash your hands
- Leave immediately when you are finished

Work Together:

- Use toilets properly
- Keep stalls and walls clean
- Keep hands, feet, and objects to yourself

Safety Matters:

- Use restroom correctly
- Walk in the restroom
- Tell an adult if the restroom needs attention
- Keep water in the sinks



Teacher Expectations

Monitoring Expected Behavior

Method for Monitoring Students

When we teach the students what is expected from them, they have to be monitored consistently and often.

Be present and visible during transition time and state expectations. Greet the students when they enter your classroom and be sure expectations are known to them as they travel to class and begin the day. Have your bell work ready, and teach the students to get started when they enter the room.

Make sure you know your duty schedule and plan to be on time to drop off and pick up your students. The schedules depend on your punctuality. Plan for absences ahead of time and keep your expectations and duty schedule available for substitutes.

Monitoring Students During Transitions

Between Classes

- Lining up - All teachers are expected to line their students up before leaving the classroom. There must be a rehearsed procedure for lining up established by the teacher, for example, alphabetical order, number order, tables, or groups.
- Teachers are expected to escort their class the entire way to their destination, this includes to the playground for recess.
- Going to planning classes - All teachers will walk their class to and from planning classes.

In Class

- Active Monitoring of class - Be at the center of the action at all times. When students are working independently, in pairs, or in groups, the teacher is moving to monitor both student learning and behavior.
- Rules - Post classroom expectations and consequences in your classroom. Teach your students the expectations.

Monitoring Students During Duty

General Rules: The staff member on duty should.....

- Arrive at your duty on time so that you meet your legal responsibilities.

- If you are unable to do your duty for any reason, you are responsible for securing a replacement and reporting the change to the office before your duty time.
- Greet parents; welcome them on campus. All visitors should have a Visitor's Pass issued in the office.
- Interact with students.
- Reinforce positive behavior choices according to the PBIS plan.
- Actively do the duty - walk around continuously to make your presence known in the classroom and areas directly near your classroom, i.e. hallway, stairways, and bathroom.
- Watch for patterns of negative behavior.
- Intervene in escalating situations

Equipment: As a general rule for any outdoor duties, the staff member should have as a minimum the following items:

- Whistle
- Watch
- Cub Points

Morning Duties: All teachers will have morning duties beginning promptly at 7:30 a.m. and ending at 7:50 a.m. At 7:50 a.m., when the bell rings, all classes should be prepared to learn.

Afternoon Duties: Teachers scheduled for afternoon duties should immediately report to duty when the first bell rings.

Specific Duty Responsibilities:

Location	Information and Responsibilities
Cafeteria	<ul style="list-style-type: none"> ● Monitor students while in line to ensure students are exhibiting PAWS behavior. ● Encourage students to take care of their needs when in line. ● Encourage students to eat and not talk. ● Distribute "Cub Points" to students for exhibiting PAWS behavior.
Walkway and Hall	<ul style="list-style-type: none"> ● Assist students in going to their classroom or the cafeteria ensuring students are using the lines appropriately. ● Students may not loiter outside or in the cafeteria ● Distribute "Cub Points" to students for exhibiting PAWS behavior.
Car Line (AM)	<ul style="list-style-type: none"> ● Support students in getting out of the car ● Remind students to go to their classrooms (or designated area) or the cafeteria ● Watch for parents attempting to drop students off out of the car line. Politely ask them to get in the car line to drop their child off, remind them this is for the safety of their child. ● Refer problems to the office if necessary.
Bus (AM)	<ul style="list-style-type: none"> ● Remind students to go to their classrooms (or designated area) or the cafeteria

	<ul style="list-style-type: none"> • Assist bus drivers with any behavior issues, by contacting the office. • This is the first place to check dress code. Politely ask students to correct violations. • Remind students to stay behind the poles and away from the buses.
Playground	<ul style="list-style-type: none"> • Monitor students • Make sure students are following playground rules • Make sure students are in designated areas; not lingering between buildings, hallways, and/or bathrooms. • Distribute "Cub Points" to students for exhibiting PAWS behavior.
Bathroom	<ul style="list-style-type: none"> • Make sure students are walking to the restroom. • Make sure students are not playing in the restroom. • Distribute "Cub Points" to students for exhibiting PAWS behavior.
Car Line (PM)	<ul style="list-style-type: none"> • Tell students to listen for their name to be called. • Do not allow parents to pick up students if they are not in the car line. • Refer vehicle problems to the office if necessary. • Students who have not been picked up by 3:15 should be walked to the office where they will wait to be picked up.
Bus (PM)	<ul style="list-style-type: none"> • Support students in exiting campus in a timely manner. • Interact with students • Reinforce positive behavior choices and school rules/expectations by using Cub Points. • Actively do duty - make your presence known and ensure ALL students walk to their buses. • Watch for patterns of negative behavior. • Intervene in escalating situations. • Remain on duty until all buses have exited the circle.

Lesson Plans/ Timelines

Timelines for Teaching P.A.W.S

Behavior expectations are explicitly taught throughout the school year using social-emotional lesson plans. Students will be introduced to the 4 core value expectations at the beginning of the school year during a PBIS Kick-Off Assembly. There will also be periodic booster assemblies throughout the school year to re-teach these expectations.

P.A.W.S. Lessons are scheduled to be taught to all homeroom classes on the following days:

- Lesson 1: Monday, August 7th - Practice Respect
- Lesson 2: Tuesday, August 8th - Accept Responsibility
- Lesson 3: Wednesday, August 9th - Work Together
- Lesson 4: Thursday, August 10th - Safety Matters
- Lesson 5: Friday, August 11th - Review

*Teachers should continue to directly teach procedures, expectations, and routines for the first two weeks and continue to revisit through "teachable moments" throughout the year along with the Long Range Plans.

Long Range Plans for Teaching the Matrix

*Note: Modeling, Reviewing, and Re-teaching **Classroom Expectations** should be on-going,

Week of	School Setting	Behavioral Focus
August 7th (Planning Teachers will assist during scheduled times during the first week of school.)	Whole Matrix	Practice Respect, Accept Responsibility, Work Together and Safety Matters
August 14th	Whole Matrix	Practice Respect, Accept Responsibility, Work Together and Safety Matters
August 21st	Whole Matrix	Practice Respect, Accept Responsibility, Work Together and Safety Matters
August 28th	Whole Matrix	Practice Respect, Accept Responsibility, Work Together and Safety Matters
September 5th	Bus	Practice Respect
September 11th	Cafeteria	Practice Respect
September 18th	Hall / Line-up	Practice Respect
September 25th	Restroom	Practice Respect
October 2nd	Playground	Practice Respect
October 9th	Assemblies	Practice Respect
October 16th	Whole Matrix	Practice Respect, Accept Responsibility, Work Together and Safety Matters
October 23rd	Bus	Accept Responsibility
October 30th	Cafeteria	Accept Responsibility
November 6th	Hall	Accept Responsibility
November 13th	Restroom	Accept Responsibility
November 27th	Playground	Accept Responsibility
December 4th	Assemblies	Accept Responsibility

December 11th	Whole Matrix	Practice Respect, Accept Responsibility, Work Together and Safety Matters
January 3rd	Bus	Work Together
January 8th	Cafeteria	Work Together
January 17th	Hall	Work Together
January 22nd	Whole Matrix	Practice Respect, Accept Responsibility, Work Together and Safety Matters
January 29th	Restroom	Work Together
February 5th	Playground	Work Together
February 19th	Assemblies	Work Together
February 26th	Whole Matrix	Practice Respect, Accept Responsibility, Work Together and Safety Matters
March 4th	Bus	Safety Matters
March 11th	Cafeteria	Safety Matters
March 18th	Hall	Safety Matters
March 25th	Restroom	Safety Matters
April 8th	Playground	Safety Matters
April 15th	Special Events	Safety Matters
April 22nd	Whole Matrix	Practice Respect, Accept Responsibility, Work Together and Safety Matters
April 29th	Whole Matrix	Practice Respect, Accept Responsibility, Work Together and Safety Matters
May 6th	Whole Matrix	Practice Respect, Accept Responsibility, Work Together and Safety Matters
May 13th	Whole Matrix	Practice Respect, Accept Responsibility, Work Together and Safety Matters
May 20th	Whole Matrix	Practice Respect, Accept Responsibility, Work Together and Safety Matters

- Please note that teachers may teach any section of the matrix at any time during the school year.
- Each week, there will be an announcement on the weekly update about the behavioral expectations and school setting that will be the focus of the week.

* **Orientation for new students** will be on-going throughout the school year. The counselor will assist with helping new students transition in a new setting. The counselor will take the student(s) on a tour of the school and explain the expectations school-wide.

Acknowledging Appropriate Behavior

School-wide Incentive Plan with Varying Incentives and Frequency

Acknowledgement of Student Behavior

Specific Feedback: When teachers/staff observe students being responsible, respectful, and safe, they will acknowledge the students by giving specific positive verbal and/or written feedback such as:

- "When you held the door open for your classmates, you were showing your respect for them."
- "Thank you for being safe by walking with your hands and feet to yourself."
- Give Cub Points as positive praise.

Positive Phone Calls: Each teacher will communicate with a student's parents/guardians at minimum 3 times during the school year. This can be **positive phone calls, email or text using SchoolStatus or a note (documented in JCAMPUS)**. Positive communication helps create a non-threatening, supportive rapport with parents which helps to alleviate parents becoming defensive when issues arise. This also promotes positive discipline by the student.

Honor Roll Acknowledgment: Students who meet Honor Roll criteria will be acknowledged at the end of each nine weeks for outstanding academic achievement.

Student of the Month: Each class will determine one student to represent their class as student of the month. Student names will be posted on the school website. Students will receive a yard sign to be taken home and displayed.

Cub Points

- Students in grades K-3 will receive Cub Points to acknowledge good behavior. Pre-K students will participate in classroom acknowledgement systems through conscious discipline.
- All staff members will be able to give cub points to students. Staff will give Cub Points for students following PAWS expectations. When giving Cub Points staff members will tell students why they are receiving the Cub Points.
- Students will be allowed to redeem their Cub Points to purchase items from the classroom PAWSome box. Cub Points will be redeemed each week.

Weekly A/B Conduct Reward and/or Cub Points: Students who receive all A's or B's in conduct for the week (Monday-Friday) and have not received a bus referral during the week will earn extra special cub points to spend in the classroom PAWSome box once a week.

PAWsitve Office referral: Each teacher will send in the name of one student who showed outstanding behavior for the day. The student's name will be announced during the morning announcements. <https://forms.gle/waepF44uT6hAcWNr9>

Monthly Conduct Rewards: Once a month students who have weekly averages of A or B during the month, with no daily averages of D's or F's, have not received an office referral for the month will be rewarded with a special treat. These treats may include an extra recess, dress down day, or movies, etc.

Monthly incentives will be posted on the PBIS bulletin board in the main hallway and throughout the school.

PAWsome Box Decorating Contest

CUB point grade level competition

Acknowledgement of Teacher Behavior

- Throughout the year, positive notes or emails of praise are given as teachers are recognized for specific behaviors.
- A teacher and staff member of the month will be selected by peers via nominations. Employees of the month will have parking spots and recognition.

Addressing Student Behavior

Levels of Behavior

Schriever Elementary School will maintain a level system for handling infractions of behavioral expectations. Outlined below is the level system, along with the instructions for handling such behaviors.

Level 1: All level 1 offenses are only referred to the office at step 5. Follow these steps and document each step.

Step 1	<p>Strong Warning - Teacher will provide student with a warning clearly indicating the appropriate behavior through redirecting behavior. This can be done several different ways:</p> <ul style="list-style-type: none"> - "Proximity control"- circulating throughout the room and stand beside the child's desk while delivering instruction. - By discreetly asking the student: <ul style="list-style-type: none"> * What are you doing? * What should you be doing? * When are you going to start doing that?, - Limiting access to materials, isolating/changing student's seat, etc. <p>Infraction noted JCampus.</p>
Step 2	<p>Refocus - Student will be directed to sit in the classroom and reflect on their behavior. Student may read a book or other activities determined by teacher to help student specific to allow for "cool down". Teacher will give the student time to "cool down" by not talking with the student during this time. .</p>
Step 3	<p>Teacher and Student Conference - Discussion regarding PAWS rule needing refinement. The teacher will give the student the opportunity to talk about which PAWS expectation needs to be addressed. Conference will be documented in JCampus.</p>
Step 4	<p>Cool Down - Student will be sent to a destination determined by the teacher, i.e. computer lab, library, another teacher accompanied with a PAWS Folder. The teacher may ask the student to sit and join their class for a period of time determined by the teacher to allow for a "cool down". After the student has returned to class and had time to "cool down", the teacher may conference with the student about PAWS behavior. Teacher must notify parents by phone of use of the "Cool Down" and discuss the issue with the parents. Use of the Cool Down will be documented in JCampus.</p>
Step 5	<p>Office Referral - Parent contact MUST be done prior to submitting an official referral. Administration will conference with the student and possibly the parent to determine an appropriate consequence. The referred student only comes to the office immediately in the case of a fight or physical assault.</p>

Level 1 Offenses:

- Anything that prohibits or interferes with the teacher teaching or the student learning
- Spitting
- Gum chewing
- Interrupting

- Back talk, disrespect
- Defiance
- Uniform policy violations
- Pushing/shoving
- Note-passing
- Stealing
- Interventions*

*Resources- <http://www.pbisworld.com/>
<http://www.interventioncentral.org/tools/behavior-intervention-planner>
http://hawthorne-ed.com/images/home%20page/research_based.pdf

Level 2 Offenses: Office Referral

Do not send students to the office. The student will be called to the office by administration. For * offenses, call the office and send students to the office immediately or call the office for assistance.

- Drugs/alcohol/tobacco
- Fighting *
- Vandalism
- Sexual harassment
- Gang related behavior
- Sub Misbehavior
- Dangerous Items
- Physical Assault *

If you suspect a student is in possession of drugs/alcohol/tobacco or other dangerous items, call the office immediately. Do not conduct any searches of students or student possessions. Do not let students out of your sight until administration arrives.

If an administrator reports to a classroom for a student behavior problem, that student is to receive an automatic "**F**" in conduct for that day. **The teacher must also contact the student's parents that day to discuss the reasons the administrator had to visit the room that day.**

Distinguishing between Major and Minor Infractions - Often the degree of misbehavior determines whether an infraction should be considered **Major** or **Minor**, for example:

- **Classroom Disruption**
Minor: behavior causes a temporary interruption in class or activity and students respond to redirection after correction for out of seat behavior, off task conversation, eating or drinking, making noise with materials, etc.
Major: behavior that causes a sustained or repeated interruption in class or activity and student does not respond to redirection for sustained or repeated loud talking, arguing, yelling, or repeated out of seat behavior, etc.

- **Bus Disruption**

Minor: eating or drinking on the bus, littering the bus, inappropriate remarks (ex. Profanity) directed to inanimate objects, loud talking while the bus is not in motion, ID and dress code violations, etc.

Major: disrupting, distracting, or disobeying the driver while the bus is in service; includes placing body parts outside of the window, loud vocalizing across rows in the bus or outside of bus, etc.

- **Disrespect**

Minor: rolling eyes or sucking teeth while complying with teacher's request

Major: walking away from a teacher/staff member or out of class while being corrected, yelling, using profanity or name-calling in response to being corrected, etc.

- **Inappropriate Language**

Minor: cursing or other rude messages not intended to intimidate, such as swearing at an inanimate object or in conversation with another student, etc.

Major: student delivers a message (spoken, written, or gesture) to another designed to threaten or intimidate

- **Physical Contact**

Minor: tripping, shoving or "horse-play" without intent to harm

Major: fighting, hitting, inappropriate grabbing of body parts or shoving with intent to harm

- **Willful disobedience**

Minor: Deliberately violates teacher directives. Ex: won't complete work, won't answer questions, head down.

Major: Non-cooperation that is confrontational and that becomes a serious threat to the orderly operation of the classroom or to the safety of others.

Routines and Procedures for Implementing Steps in Discipline Plan

All classrooms will use the 5 step discipline plan. Teachers and students will review school-wide student expectations and consequences for positive and negative student behavior. Each classroom will post expectations and consequences, model appropriate classroom behavior, maintain consistent behavioral expectations and continue to review expectations throughout the year to maintain an orderly and productive classroom environment.

Teacher expectations before writing an office referral

There are a number of consequences a teacher may use to address inappropriate behavior.

- Positive reinforcement
- Verbal warning
- Change of seat
- Loss of privileges
- Parent call
- Parent conference
- Use of a Cool Down
- Behavior contract

Sending a student to the office is NOT a consequence. Only emergency referral students may be sent directly to the office (fighting and Physical Assault). Sending a student to the office empty handed with only their verbal summary is not effective. **See flowchart in the Appendix.*

Please note that all student documentation may become a legal document; therefore it is imperative that teachers report the facts in an objective manner. Opinions and any other subjective information should not be included in a referral. **See example*

Administrator Response to Correctly Submitted Referral

When administration receives the student's written referral, they will determine the consequences. To determine the consequences they will provide the student with an opportunity to explain his/her side of the problem and may also involve talking to any witnesses or other students involved and gathering evidence such as damaged materials. Once this process is completed, the administration will provide consequences for the student's behavior.

Examples of consequences used by administrators:

- Conference with student and/or parent
- Counselor referral
- After school detention
- Parents shadow student at school
- In school detention
- Out of school suspension
- Recommended expulsion

After School Detention is used for office referrals. Students are assigned after school detention only by the principal or assistant principal. An after school detention notification will be sent by email. The teacher should hold the students until after all buses have been dismissed. The teacher will then walk the student to the front office to meet the after school detention teacher.

Staff Responsibilities

- Teach behavior expectations and social skills with fidelity
- Encourage and provide incentives for positive behavior
- Follow Behavior Flow Chart and complete Office Discipline Referral for all office managed behaviors, including multiple incidents of teacher managed behaviors
- Use student, classroom, and school-wide data to make classroom and team decisions
- Model expected behavior for students and provide classroom incentives
- Work within grade-level and vertical teams to problem solve behavior issues
- Keep administration informed of students with frequent or perpetual behavior issues
- **After 3 Office Discipline Referrals, make a referral to PBIS to get additional support from other professionals within the building**

After implementing the components of PBIS with fidelity, do you still have concerns for a specific student(s)? Have you used specific positive praise and planned ignoring with this student? Look at your data, both academic and behavioral. Connect with the PBIS team for support in making a referral for further analysis of the behavior of the concern.

PBIS 2022-2023 Important Dates (subject to change)

PBIS Kick-Off: August 11th - Grades 1-3
 August 11th - Grade K
 August 18th - Grade Pre-K

Monthly Celebrations

August - Freeze Pops - September 8th
 September - Extra Recess - October 11th
 October - Glow Party - November 10th
 November - Movie -
 December - Gingerbread House - grandparents
 January - Winter Fun
 February - Music Fun -
 March - Graffiti Art -
 April - Snack Sack -

PBIS Team Meeting Dates

Appendix