Craig-Houghton Elementary School

School-Wide Discipline Plan

2016-2017

A Guide for Teaching School-Wide Behavioral Expectations

School-Wide Positive Behavioral Interventions and Supports is a set of strategies and systems to increase the capacity of schools to (a) reduce school disruption, and (b) educate all students including those with problem behaviors

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

**Features of School-Wide Positive Behavior Support**

* Establish regular, predictable, positive learning & teaching environments.
* Train adults & peers to serve as positive models.
* Teach and model behavioral expectations
* Create systems for providing regular positive feedback.
  + Acknowledge students when they are “Doing it the T-BONE Way”
* Improve social competence.
* Develop environments that support academic success.

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This guide provides specific goals, behavioral expectations, teacher and staff responsibilities, strategies for acknowledgement, procedures for handling infractions of behavioral expectations, and specific routines to be followed.

**School Goal:**

Students at Craig-Houghton Elementary will show their R.O.A.R. behavior throughout the school day by following the four behavioral expectations.

**Craig-Houghton Behavioral Expectations:**



**Teacher & Staff Responsibilities:**

* Teachers and staff will teach, model and practice each of the behavioral expectations throughout the year.
* Teachers and staff will acknowledge student behaviors that meet the ROAR expectations.
* Teachers and staff will actively monitor students by using these strategies:
  + interact with students
  + heads up, always looking around at students
  + moving constantly in and around students
* Teachers and staff will follow procedures for infractions.

**Acknowledgment System**

The acknowledgement system is a feature of the ROAR behavioral expectation system. The behavioral expectation system focuses on acknowledging students who demonstrate Craig-Houghton behavioral expectations. This program works in conjunction with school-wide and classroom goals.

**Specific verbal feedback**

* When you observe students being, safe, organized, accountable, and/or respectful, acknowledge them by giving specific positive verbal feedback such as:
  + “That was so helpful the way you held the door open for your classmates.”
  + “Thank you for walking with your hands and feet to yourself.”

**Red Critter**

* Acknowledge students who are exhibiting ROAR behaviors by giving them specific positive feedback along with a Red Critter point.
* Each grade level team will establish a guideline for the number of Red Critter points needed to earn specific incentives. Incentives could include computer time, free time, sitting in a special chair, prize box, teacher helper…etc.. The PBIS team will also set guidelines and goals for Red Critter points to participate in Nine-Week celebrations.
* Parents can log in to an account with Red Critter and see their student’s progress and communicate with teachers. This will serve as a conduct report.

**Handling Infractions of Behavioral Expectations**

Craig-Houghton Elementary 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 Classroom Managed behaviors include:**

* Inappropriate language (cursing, name calling)
* Physical aggression (pushing, shoving, wrestling, biting with no marks)
* Defiance, disrespect, insubordination, non-compliance, talking back (not completing classwork, not following directions)
* Lying, cheating
* Running in hall, poor line behavior
* Harassment, teasing, taunting (physical and/or verbal)
* Disruption, excessive talking, tattling
* Dress code violation
* Not prepared for class
* Chewing gum
* Petty theft – items of little value (pencils)

Please Note: A Minor Infraction Form and Call Log should be created for each child and kept in a notebook for documentation. These forms will be turned in with the Office Discipline Referral.

Intervention 1: Level 1 behavior is to be handled by the classroom teacher or staff member witnessing such behaviors. The behaviors will be documented on the Minor Infraction Form and keep for documentation. Teacher will re-teach the expected behavior and student will model it correctly.

Intervention 2: The student will receive a time-out. Before the time-out the teacher will go over the expected behavior again. During the time-out, the student will complete a Behavior Think Sheet for the appropriate grade level. After the time-out or by the end of day, the teacher and student will discuss behavior goals for the future. The Behavior Think Sheet will be kept for documentation. Teacher will document behavior and intervention on the Minor Infraction Form.

Intervention 3: If the problem persists, the teacher will fill out the Classroom Managed Behavior Form and call home. (Document on call log) The teacher will send a form to the school counselor, who will call the student when available. The student will complete their Behavior Think Sheet with the school counselor by the end of the day. The student and counselor will brainstorm better solutions to use in class.

Intervention 4: Complete an Office Discipline Referral form and attach the Classroom Managed Behavior Form. Keep the call log in your records until needed. Send the form to the office. Students able to stay in the classroom may be put in isolated instruction. The appropriate personnel will call for the student when instruction is least interrupted and an administrator is available. The student will have a conference with the administrator and will be assigned the appropriate consequences. Office staff will notify parents of incident and assigned consequence. The white copy will go home with the student. The yellow copy will be placed in Mrs. Dorsey’s box and the pink copy will be placed in the homeroom teacher’s box. A copy of the Classroom Managed Behavior Form will be made and returned to the teacher’s box.

**Level 2 Office Managed behaviors include:**

* Abusive language (threat of physical harm, offensive racial/sexual comments)
* Fighting (intent, defined as actions that require a visit to the nurse)
* Forgery, theft
* Property damage
* Skipping class, Leaving school grounds without permission
* Vandalism (irreversible destruction of school or personal property)
* Violation of district technology guidelines

Teacher will complete an Office Discipline Referral form to be sent to the office. Students able to stay in the classroom may be put in isolated instruction. The appropriate personnel will call for the student when instruction is least interrupted and an administrator is available. Students in a fight will be sent to the office with a Discipline Referral. The student will have a conference with the administrator and will be assigned the appropriate consequences. Office staff will notify parents of incident and assigned consequence. The white copy will go home with the student. The yellow copy will be placed in Mrs. Dorsey’s box and the pink copy will be placed in the homeroom teacher’s box.

**Level 3 Office Behavior Managed behaviors include:**

* Arson
* Bomb threat, false alarm
* Use, possession of alcohol
* Use, possession of prescription or non-prescription drugs
* Use, possession of tobacco
* Use, possession of weapons

Level 3 behaviors should be referred to the office immediately. Teacher will complete an Office Discipline Referral form to accompany the student. Consequences for students who engage in level 3 behaviors will include removal from the classroom for a period of time. Office staff will notify parents.

**TIER 3 Behaviors**

After a student has received 1 suspension, begin ABC behavior cards on that student.

Students who engage in continued disruptive behavior (2 Office Discipline Referrals will be submitted to the PBIS team. Please fill out the PBIS TIER 3 form (with grade level teachers if the problem is across the grade level) and submit to the PBIS mailbox. The PBIS Coach will present the information and solicit input at the next PBIS Team meeting. The form will be returned to you with the recommendations.

**General Lesson Format for**

**Teaching School R.O.A.R. Behaviors**

When introducing behavioral expectations, follow four basic steps:

Step 1: Access prior knowledge of R.O.A.R. for specific setting.

Step 2: Identify R.O.A.R. behaviors for specific setting.

Step 3: Model R.O.A.R. behaviors for specific setting.

* Respect for All
* Own your Behavior
* A+ Attitude
* Reach your Goals

Step 4: Review expectations of R.O.A.R. for specific setting.

Craig-Houghton Elementary School

Classroom Managed Behavior Form

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Location:** Cafeteria Classroom Media specials class Hallway Restroom Bus Computer Lab Dismissal Dress Code | **Date:** | **Time:** |
| **Incident 1 Description:** | **Intervention 1/ Comments**  **Restate expectation and Reteach** | |

|  |  |  |
| --- | --- | --- |
| **Location:** Cafeteria Classroom Media specials class Hallway Restroom Bus Computer Lab Dismissal Dress Code | **Date:** | **Time:** |
| **Incident 2 Description:** | **Intervention 2/ Comments**  **Restate expectation and Reteach**  **Time out with Behavior Think Sheet** | |

|  |  |  |
| --- | --- | --- |
| **Location:** Cafeteria Classroom Media specials class Hallway Restroom Bus Computer Lab Dismissal Dress Code | **Date:** | **Time:** |
| **Incident 3 Description:** | **Intervention 3/ Comments**  **Call home and Behavior Think Sheet with Counselor** | |

**Incident 4** : Complete an Office Discipline Referral form, attach Minor Infraction Form, and Call Log. Send the form to the office. Students able to stay in the classroom may be put in isolated instruction. The appropriate personnel will call for the student when instruction is least interrupted and an administrator is available.

Counselor Form

3rd Classroom Managed Behavior Form

Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Homeroom Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Referring Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time :\_\_\_\_\_\_\_\_\_\_\_

Brief Description of Behavior:

|  |
| --- |
|  |

Previous Interventions

|  |
| --- |
|  |

Counselor’s Notes Student counseled Date :\_\_\_\_\_\_\_\_\_\_\_\_\_ Time \_\_\_\_\_\_\_\_\_

|  |
| --- |
|  |

PBIS Team Referral

Please complete after a student has received 2 Office Discipline Referral forms and behavior has not been resolved.

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Homeroom Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number of Minor Infractions

|  |
| --- |
|  |

Number of Office Discipline Referrals

|  |
| --- |
|  |

Number of Days Suspended

|  |
| --- |
|  |

Describe Behavior

|  |
| --- |
|  |

Previous Interventions

|  |
| --- |
|  |

Please attach all documentation (call log, Counselor notes, Minor Infraction forms, Behavior think sheets, Print out of Red Critter profile)

**PLEASE SUBMIT FORMS AND DOCUMENTATION BY THE LAST TUESDAY OF THE MONTH TO BE REVIEWED BY THE PBIS TEAM**