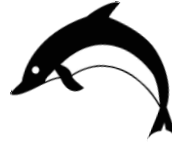


GARVEY SCHOOL DISTRICT



DEWEY AVENUE



SCHOOL

Eva Matthews, Principal

School-Wide Positive Behavior Intervention and Support Plan (PBIS) 2015 – 2016

Mission Statement

To promote academic excellence, Dewey Avenue School will personalize the educational experiences of our students by promoting critical thinking and problem solving skills in a safe and nurturing environment for all members of our community.

Statement of Purpose

To promote academic excellence, Dewey Avenue Elementary School is committed to providing a safe, protective, nurturing and cheerful environment for all members of our community.

A Guide for Teaching School-Wide Behavioral Expectations

A School-Wide Positive Behavior 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 a 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
- Improve social competence
- Develop environments that support academic success

This guide is a result of a cyber-collaborative effort by a representative committee of the Dewey Avenue Elementary School Staff. Members include:

Mr. Alan Chan, 2nd Grade Teacher
Mrs. Regina Chung, Parent
Ms. Virgie Erdmann, Office Manager
Ms. Pat Hernandez, Instructional Assistant
Ms. Lucina Gaeta, 6th Grade Teacher
Mr. Calvin Ly, 6th Grade Teacher/PBIS Coach
Gabriella Marchionee, Academic Coach
Eva Matthews, Principal
Ms. Lynette Thomas, 1st Grade Teacher

1. Definition of School-Wide Expectations and Routines

1A: Positive School-Wide Rules

Dewey Dolphins FLIP for Learning!

- **Focus**
- **Learn**
- **Inspire**
- **Persevere**



Behavioral Expectation Definitions

➤ **Focus**

Students and staff are respectful of each other's right to learn

➤ **Learn**

Students and staff come prepared to school with a positive outlook on learning and teaching

➤ **Inspire**

Students and staff will positively influence each other towards success

➤ **Persevere**

Students and staff will remain willing to focus and learn in spite of difficulties, obstacles or discouragements.

1B: Routines and Rules

For hallways, cafeteria, playground, restrooms and classrooms.

General Format for Teaching

Dewey Avenue School's F.L.I.P. Behavioral Expectations

When introducing behavioral expectations, follow four basic steps:

Step 1: **Access** prior knowledge of **F.L.I.P.** for specific settings.

Step 2: **Identify** **F.L.I.P.** behaviors for specific settings.

Step 3: **Model** **F.L.I.P.** behaviors for specific settings.

- Focus
- Learn
- Inspire
- Persevere

Step 4: **Review** **F.L.I.P.** expectations for specific settings.

Classroom Expectations

- Every teacher is expected to develop a set of classroom rules based upon the **FLIP** criteria.
- Teachers may decide to fully define and individualize the **F.L.I.P.** rules in their respective classrooms.
- Classroom rules using the **F.L.I.P.** criteria must be posted in a visible area of the classroom.

Dewey Avenue's Behavior Expectations Matrix					
Location ⇒ Expectations ↓	Walkways	Cafeteria/ Red Benches	Playground	Restrooms	Classroom
FOCUS	<ul style="list-style-type: none"> Walk Stay to the right- follow the arrows Watch where you are going 	<ul style="list-style-type: none"> Focus on eating first Sit with feet on floor and bottom on bench Walk, holding your tray with two hands 	<ul style="list-style-type: none"> Walk to and from playground Stay within playground boundaries When the bell rings, freeze 	<ul style="list-style-type: none"> Keep feet on floor Keep water in the sink Wash hands Use the restroom for its purpose 	<ul style="list-style-type: none"> Keep hands and feet to yourself Sit with feet on floor, bottom on chair, and facing teacher Walk
LEARN	<ul style="list-style-type: none"> Use quiet voices Go directly to your location 	<ul style="list-style-type: none"> Wait quietly in the lunch line Use inside voices Know your lunch number 	<ul style="list-style-type: none"> Take turns Play fair- follow rules Include everyone 	<ul style="list-style-type: none"> Knock on stall door Give others privacy Use quiet voices 	<ul style="list-style-type: none"> Wait for your turn Listen attentively Actively Participate Learn your college colors
INSPIRE	<ul style="list-style-type: none"> Keep walkways clean Hold door open for person behind you Allow younger children and adults to pass 	<ul style="list-style-type: none"> Use Table manners Clean up after yourself, place all trash on your tray Discard all trash into the trash can and neatly stack your trays 	<ul style="list-style-type: none"> Keep play ground free of trash Line up when whistle is blown Return all play equipment to its proper place 	<ul style="list-style-type: none"> Flush toilet after use Return to room promptly Throw all paper towels into the trashcan 	<ul style="list-style-type: none"> Return borrowed items Be on time Take care of your property Have all materials ready each day. Always try your best. Never give up
PERSEVERE	<ul style="list-style-type: none"> Know your location and purpose for going there. 	<ul style="list-style-type: none"> Stay in your seat Keep all trash on your tray Walk 	<ul style="list-style-type: none"> Inform adult of inappropriate behavior Be responsible for equipment Use good sportsmanship 	<ul style="list-style-type: none"> Help keep restrooms clean Straighten your uniform 	<ul style="list-style-type: none"> Show appropriate attention



Location ⇒ Expectations ↓	Assemblies	Computer Lab	Arrival/Dismissal	Lines	Dress Code
FOCUS	<ul style="list-style-type: none"> • Sit keeping your hands and feet to self • Listen to the presenter • Give your attention to the presenter 	<ul style="list-style-type: none"> • Food or liquids are not allowed. • Stay in your seat • Eyes on your computer • Use quiet voices if you have a question 	<ul style="list-style-type: none"> • Be on time • Stay within playground boundaries • Walk through the gate 	<ul style="list-style-type: none"> • Keep hands and feet to yourself • Face the front of the line 	<ul style="list-style-type: none"> • Follow the dress code.
LEARN	<ul style="list-style-type: none"> • Give your attention to the speaker • Listen to the message 	<ul style="list-style-type: none"> • Use inside voices • Use only approved websites 	<ul style="list-style-type: none"> • Take turns • Play fair-follow rules • Include everyone • Use Blue Crosswalk. 	<ul style="list-style-type: none"> • Listen to your teacher 	<ul style="list-style-type: none"> • Follow the dress code.
INSPIRE	<ul style="list-style-type: none"> • Be a leader • Be respectful to your neighbors • Use your best Dewey Behavior • Make your teachers proud 	<ul style="list-style-type: none"> • Use your time to learn • Become efficient with technology use • Know your codes 	<ul style="list-style-type: none"> • Keep play ground free of trash • Line up when bell rings • Be courteous to our younger students 	<ul style="list-style-type: none"> • Be line leaders, despite your position in line. • Model correct walking 	<ul style="list-style-type: none"> • Be proud! Follow the dress code.
PERSEVERE	<ul style="list-style-type: none"> • Remain focused and attentive through the performance • Be courteous 	<ul style="list-style-type: none"> • Stay in your seat • Refrain from entering prohibited sites. 	<ul style="list-style-type: none"> • Inform adult of inappropriate behavior • Stay until the end of the day (unless ill). 	<ul style="list-style-type: none"> • Stay in line • Always walk with hands to your side or back. 	<ul style="list-style-type: none"> • Follow the dress code.

1C: Bully Prevention/Awareness

Bullying Definition

Bullying is unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behavior must be aggressive and include:

- An imbalance of power: children who bully use their power- such as physical strength, access to embarrassing information, or popularity – to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

Types of Bullying

There are three types of bullying:

- Verbal bullying is saying or writing mean things. Verbal bullying includes:
 - Teasing
 - Name-calling
 - Inappropriate sexual comments
 - Taunting
 - Threatening to cause harm
- Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:
 - Leaving someone out on purpose
 - Telling other children not to be friends with someone
 - Spreading rumors about someone
 - Embarrassing someone in public
- Physical bullying involves hurting a person's body or possessions. Physical bullying includes:
 - Hitting/kicking/pinching
 - Spitting
 - Tripping/pushing
 - Taking or breaking someone's things
 - Making mean or rude hand gestures.

Cyber-bullying: Cyber bullying refers to any harassment that occurs via the internet, cell phones or other devices. Communication technology is used to intentionally harm others through hostile behaviors such as sending text messages and posting inappropriate comments on the internet.

2. Plan to Directly Teach and Model Behavior and Routines

2A: Regular, Periodic Teaching of the Plan and Reviews Schedule; Process for Disseminating Expectations to the Students that Include How and When

Review Plan Schedule

DATE	PBIS TEAM
Week of : October 31, 2014	PBIS
December 17, 2014	PBIS
February 18, 2015	PBIS
April 22, 2015	PBIS
June 3, 2015	PBIS
August 20, 2015	PBIS



Implementation Plan for F.L.I.P.

Each classroom teacher is expected to teach and model the behavior expectations for all settings in the school. This implementation plan is a brief outline for teachers to use to organize their teaching schedule.

DATE	TOPIC	GRADE	EXPECTATION
Week of : Week 1	Classroom, recess, lunch and hallway expectations	K-6	Each Teacher establishes classroom rules and discusses the FLIP poster for all school scenarios with students
Week 2-3	F.L.I.P. Expectations Walk-throughs	K-3 & 4-6	All classes will participate in an assembly with the PBIS Team where school-wide expectations are articulated.
Week 4	FLIP Behavior Teaching, Modeling and Review	K-6	Each classroom teacher will teach, model and review the expectations for student behavior while at Dewey in all scenarios.
Week 5-6	Be Proactive- What does this habit look like with FLIP?	K-6	Teachers will implement at least one teaching, modeling and interactive activity each week using FLIP to focus on this habit.
Week 7-8	Begin With the End in Mind- How does FLIP help me accomplish this?	K-6	Teachers will implement at least one teaching, modeling and interactive activity each week using FLIP to focus on this habit
Week 9-10	Put First Things First- How might I use FLIP to help me prioritize?	K-6	Teachers will implement at least one teaching, modeling and interactive activity each week using FLIP to focus on this habit
Week 11-12	Review and continue modeling use of FLIP to Put First Things First.	K-6	Teachers will review using FLIP to focus on this habit, focusing on areas for improvement based on observational, qualitative data.
Week 13-14	Think Win-Win- Using FLIP is essential to winning for all.	K-6	Teachers will implement at least one teaching, modeling and interactive activity each week using FLIP to focus on this habit
Week 15-16 Week 17	Review and continue modeling using FLIP to Think Win-Win	K-6	Teachers will review using FLIP to focus on this habit, focusing on areas for improvement based on observational, qualitative data.
Week 18	KICK OFF!! To full implementation of FLIP and Rewards	K-6	Teachers will begin the implementation of the OR, data system, and rewards system of FLIP.
Week 18-19	Seek First to Understand- Then be Understood- use FLIP to accomplish this leader behavior	K-6	Teachers will implement at least one teaching, modeling and interactive activity each week using FLIP to focus on this habit
Week 20-21	Review and continue modeling using FLIP to Seek First to Understand.	K-6	Teachers will review using FLIP to focus on this habit, focusing on areas for improvement based on observational, qualitative data.
Week 22-23	Synergize- What is this and how can FLIP help me get to this point?	K-6	Teachers will implement at least one teaching, modeling and interactive activity each week using FLIP to focus on this habit
Week 24-25	Sharpen the Saw- I need to sharpen the saw to focus, learn, inspire and most of all, persevere	K-6	Teachers will implement at least one teaching, modeling and interactive activity each week using FLIP to focus on this habit
Week 26-27	The Leader in Me- How can I use FLIP to be a leader?	K-6	Teachers will implement at least one teaching, modeling and interactive activity each week use FLIP to focus on the 7 Habits.

2B: Procedure for Acquainting New Students with the Discipline Plan



**Welcome to Dewey Avenue Elementary School!
Home of the Dewey Dolphins!**

Procedures for new students arriving at Dewey Avenue School:

- Upon enrolling, students will be welcomed by front office staff and/or the administrator
- Students will receive the school handbook that includes discipline procedures, routines and expectations. Office staff reviews key notes regarding the uniform policy, tardiness, daily procedures, etc.
- The student is then escorted to his/her new class by a classmate who will become that new student's "buddy."
- Within the classroom, new students will be welcomed by the teacher and his/her classmates upon entering the classroom.
- The classroom teacher will share the FLIP saying with the new student and what this expectation looks like in the classroom.
- If in the enrollment process there is an indicator of prior discipline issues, the student and parent will have a conference with the principal. During this meeting, the administrator will explicitly review school discipline rules and expectations for the student and parent.

2C: Leader in Me Component with Implementation Schedule

DATE	TOPIC	GRADE	EXPECTATION
Week of : Week 1-2	FLIP and Leader in Me overview	K-6	Each classroom teacher will teach, model and review the expectations for student behavior and the Leader in Me Components.
Week 3	Leader in Me Modeling	K-6	Teachers will implement overview modeling and interactive activities for all habits, overview.
Week 4	Be Proactive- What does this habit look like with FLIP?		Teachers will implement at least one teaching, modeling and interactive activity each week using FLIP to focus on this habit.
Week 5	Begin With the End in Mind- How does FLIP help me accomplish this?	K-6	Teachers will implement at least one teaching, modeling and interactive activity each week using FLIP to focus on this habit
Week 6	Put First Things First- How might I use FLIP to help me prioritize?	K-6	Teachers will implement at least one teaching, modeling and interactive activity each week using FLIP to focus on this habit
Week 7-8	Review and continue modeling use of FLIP to Put First Things First.	K-6	Teachers will review using FLIP to focus on this habit, focusing on areas for improvement based on observational, qualitative data.
Week 9-10	Think Win-Win- Using FLIP is essential to winning for all.	K-6	Teachers will implement at least one teaching, modeling and interactive activity each week using FLIP to focus on this habit
Week 11-12	Review and continue modeling using FLIP to Think Win-Win	K-6	Teachers will review using FLIP to focus on this habit, focusing on areas for improvement based on observational, qualitative data.
Week 13-14	Seek First to Understand- Then be Understood- use FLIP to accomplish this leader behavior	K-6	Teachers will implement at least one teaching, modeling and interactive activity each week using FLIP to focus on this habit
Week 15-16 Week 17	Review and continue modeling using FLIP to Seek First to Understand.	K-6	Teachers will review using FLIP to focus on this habit, focusing on areas for improvement based on observational, qualitative data.
Week 18-19	Synergize- What is this and how can FLIP help me get to this point?	K-6	Teachers will implement at least one teaching, modeling and interactive activity each week using FLIP to focus on this habit
Week 20-21	Sharpen the Saw- I need to sharpen the saw to focus, learn, inspire and most of all, persevere	K-6	Teachers will implement at least one teaching, modeling and interactive activity each week using FLIP to focus on this habit
Week 22-23	The Leader in Me- How can I use FLIP to be a leader?	K-6	Teachers will implement at least one teaching, modeling and interactive activity each week use FLIP to focus on the 7 Habits.

3. Actively Model and Monitor Expected Behavior

3A: Systematic Method for Modeling Expected Behavior and Monitoring Students

When we teach the students what is expected from them, they have to be monitored consistently and often, with re-teaching and consistent modeling of desired behaviors. This may be done in one of two ways:

IHUM – Interact, Heads-Up (scan the students, work or play areas constantly) Move in the classroom and everywhere on campus you may be on duty.

MIS - Movement among the students in different settings, High Quality Interaction with the students and using a 5 to 1 ratio (5 positive statements to 1 negative statement), Scanning the students in various settings.

Be present and visible during transition time and state expectations with modeling of expected behaviors as often as necessary. Greet the students as they enter the classroom and be sure your expectations are known to them as they wait for class to start. Have your bell work ready and teach the students to get started when they enter the room and during attendance.

Make sure you know your duty schedule and plan to be on time to drop off and pick up your students. The schedules' effectiveness depends upon your punctuality and fulfillment of responsibility to move and scan all students.

Remember we are constant models for our students: refrain from using cell phones when on duty. Plan for absences ahead of time and keep your expectations and duty schedule available for substitutes.

3B. Teacher Monitoring During Transition Times

Between Classes

- **Be in hallways/monitor outside the door** – Watch your students as they move from class to class or exit the building for team teaching events.
- **Teacher Proximity** - A teacher needs to be actively monitoring students at all times, walking around the room and using close proximity to students when needed.
- **Afternoon dismissal** – Upon dismissal, all teachers are required to walk their students to the dismissal gate, ensuring all students exit in an orderly fashion and walk to their designated area if participating in an afternoon program. Students must not be dismissed from their classroom doors.
- **Respectful of Schedule** – The schedule is very tight and teachers need to be on time when picking up and dropping off students. Even 2 minutes can greatly impact the schedule.

Within Class

- **Active monitoring of class** – Be at the center of the action at all times. Student behavior is your responsibility at all times while they are in your presence. Walk around the room, monitor and be aware of your students' attentiveness.
- **Rules** – Post “F.L.I.P.” expectations up in the classroom. Teach your students the expectations and follow through with the implementation schedule.

3C. Defined commitment to monitoring: Duty Schedule's Role

There is a strong relationship between classroom discipline and building school-wide discipline...Marzano (2003) states that building-wide discipline is as important to classroom management and may even contribute more to the climate of the school. The strategies that are needed to establish and maintain an orderly and structured building wide environment are the same strategies used within the classroom. And the expectations for student behavior throughout the school should be consistent with classroom expectations.” (Boynton & Boynton, 2005, pp. 45-6)

Objective: This document's primary purpose is to provide a written reference guide for staff duties which clearly delineates their specific roles, professional responsibilities to supporting and promoting a school wide positive behavior policy, and modeling expectations for desired behaviors.

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

1. Be visible at all times
2. Always be on time
3. Move, move, move
4. Give their full attention to the safety of the students.

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

1. Identification badge
2. Whistle
3. Watch
4. Communication accessibility
5. First Aide Fanny Pack

Morning Duties: All classroom teachers will have morning duties beginning promptly at 7:50-8:05 am or 8:05-8:20 am. At 8:20 am when the morning bell rings, supervising teacher will blow the whistle when deemed safe. All teachers should be at their line-up area by 8:20 am, ready to greet students.

Basketball Court: Supervising staff must ensure to maintain constant visibility here. Your active presence is often enough to prevent dangerous situations.

Cafeteria: Supervision staff will walk around the cafeteria and monitor students/grade levels they are assigned. As time for cafeteria dismissal approaches, staff will remind students to clean up after themselves. Assigned staff member will walk students to the yard.

Upper and Lower Grade Restrooms: The staff member on duty should be monitoring students' behaviors entering and exiting the restrooms. Large groups of students are not allowed at a single time. If there are problems with members of the opposite gender, locate another staff member to assist you.

Play Equipment: Staff members will monitor the play equipment, ensuring students follow the safety rules. Children are not allowed to climb up the slide.

Recess Duty: Supervising teachers will consistently monitor the yard, ensuring to walk the perimeter and recognize potential problems. Once the bell rings to indicate the end of recess, students will freeze. When all students have come down the play apparatus safely, the teacher will blow the whistle indicating students may walk to their line-up area.

Lunch Duty: Supervising staff will ensure students move through the lunch line in a quick and orderly fashion, assisting with the cashier and salad bar as necessary. Once students receive their food, they will go to their class designated tables. Once seated, students must raise their hand and be given permission, by the

assigned supervision aide, to leave their seats for: restrooms or condiments. When approximately 20 minutes have passed, assigned aide will dismiss a table at a time.

Dress Code

- Light Blue, Navy Blue, Royal Blue or White collared shirt
- Khaki, Navy blue or jean shorts, skirt, jumper, pants, leggings or skirt.
- Closed toe shoes
- No baggy or torn attire.
- Dewey Spirit Shirts
- Friday's College Spirit Day- college attire



Restroom Etiquette

- Throw paper towels in the trash can, not the floor or in the toilet.
- Use towels to dry your hands, not to throw on the ceiling.
- Wash your hands carefully, do not drop water on the floor.
- ALWAYS flush the toilet
- Do not bring writing implements into the restroom.
- Restrooms are for restroom business only, it is not a socializing area.
- Food is not allowed in the restroom.
- If you stay in afterschool programs, follow the same etiquette.
- Try to focus when using the restroom to avoid going outside the toilet.

Cafeteria Rules

- Use inside voices
- Eat neatly
- After 20 minutes, when instructed, stand as a table to throw your trash away
- Clean up around your area
- Walk to the front of the cafeteria (towards cashier) and throw trash away in an orderly fashion.
- Help recycle, neatly stack your food trays.
- Quietly walk to playground.

Playground Rules

- When playing on the swings, face towards the benches.
- You are allowed to swing for 30 seconds
- Stand on the mat- yellow line – in front of the swings to wait your turn.
- While on the equipment, go up the stairs and down the slide only.
- Stay off the equipment when wet

Playground Allowable Games

- Soccer on the field
- Hopscotch
- Tetherball
- Basketball
- Play equipment
- Handball
- Four Square
- Flag football (no tackling)
- Hoola-hoop & Jump Rope



4. Acknowledge Appropriate Behavior

4A: School-wide Incentive Plan with Varying Incentives and Frequency

Dewey Ave. School has a system of implementing school-wide incentives in accordance with the F.L.I.P. behavioral expectations, aligned with the use of the 7 Habits. Incentives vary from verbal praise to recognition and ability to earn prizes. Frequency of incentives includes daily, weekly, monthly and three times a year for more formal recognition efforts.

4B. Acknowledgement of Desired Behavior

Specific Verbal Praise: When teachers observe students being focused, learning, inspiring or persevering, teachers will acknowledge the students by giving specific, timely feedback such as:

“Thank you for focusing on your math lesson and demonstrating the desire to learn.”

Future Leader Award: Every month, teachers will choose the student that most demonstrates leadership skills aligned with FLIP and the 7 Habits. The student will be recognized at a monthly assembly and enjoy ice cream at their lunch time.

Cafeteria Behavior that FLIPS: When classes are observed demonstrating proper etiquette, including respectful behavior while at lunch, a supervising staff member will place a ticket in the teacher’s box. At the end of the week, one class per grade span (K-3 and 4-6) ticket winners will be entered into a drawing for a class Otter Pop Party, date to be determined on a monthly basis.

Proud Principal Movie Time: Once per trimester, classes with FLIP tickets will be entered to win a popcorn, juice and movie afternoon with the principal (1 upper and 1 lower grade level) while teachers are given time to plan.

4C. Plans for Positive Parent Contacts

Teachers are encouraged to contact parents every 30 days with a positive comment about their child. This helps create a non-threatening, supportive rapport with parents which helps to alleviate parents becoming defensive when an issue arises. This also promotes positive discipline by the student.

Suggestions for Positive Parent Contacts

Use language line to communicate with non-English speaking parents.

- Utilize the home-school coordinator and/or office staff for translation service for positive written communication to parents
- Direct communications with parents on campus, before and afterschool
- Positive parent phone calls
- Utilize the agenda as a vehicle to positively communicate with parents

It is essential that specific behavioral praise is given and not generalities such as, “Your child was good today” as general statements are too broad to be effective. Remember, the more specific you are, the more effective the reinforcement will be for all involved.

Make expectations low enough in the beginning with the goal of ensuring children will be successful. Then, slowly raise the expectations. If the standards are too high, children will be frustrated and the effort will fail.

5. Addressing Student Behavior

5A. Defined Levels of Behavior (Level 1-3)

Dewey Ave. 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 I Behaviors include the following:

- Inappropriate language
- Horseplay
- Defiance, disrespect, insubordination, non-compliance
- Lying, cheating
- Disruption, excessive talking in class or the cafeteria
- Uniform violation
- Not prepared for class
- Tardiness (if excessive, the office will schedule a SARB meeting)
- Calling out
- Put-downs
- Running
- Yelling
- Throwing
- Possession of electronic devices/toys
- Gum chewing

- Unauthorized eating or drinking
- Not participating
- Not completing class/homework

5B. Written Continuum of Incentives/Consequences for Appropriate/Inappropriate Behaviors (Progressive Discipline Plan to Include Teaching of Desired Behavior(s) and/or Matrix Consequences)

Action Steps to Address Level I Infractions

Step 1: Level 1 behaviors are to be handled by the classroom teacher or staff member witnessing such behaviors. A verbal warning is warranted after the first offense. The behavior should be noted on the student's agenda for grades 2-6 or the teacher developed home school communication system used in grades K-1.

Step 2: If a behavior is repeated, then the teacher warns the child again, providing teaching or re-teaching of expected behaviors. Assumptions cannot be made regarding expected behaviors. Modeling of desired behaviors is also needed at this point. Document action taken in the student's agenda for grades 2-6 or the teacher developed home school communication system used in grades K-1.

Step 3: If the behaviors persist, the classroom teacher should call the parent/guardian to advise them that the teacher will meet with the student for the purpose of goal setting. An email or note may be sent if phone contact is unavailable. After 2 weeks, parent(s)/guardian(s) should be contacted by teacher

regarding the student's response to the goals (progress). Each parent/guardian contact should be documented on a parent contact log and on the goal sheet.

Step 4: If Level 1 behaviors have not improved after 2 additional weeks (after initial goal setting), the teacher will contact the parent(s)/guardian(s) and arrange a meeting to adjust original goals. The teacher may choose to include additional individuals to the conference such as grade-level colleagues or instructional specialists.

Step 5: If Level 1 behaviors do not improve, contact the administrator and set up a meeting with parent, student and principal.

Note: Level 1 offenses are handled by the teacher until step 5 is reached.

Ensure to follow the steps and document each step. Level 1 Referrals sent to the office without the proper documentation will be returned to class to be handled by the classroom teacher.

5C. Referral Procedure with Clear Direction and Examples for Teachers.

Following is an outlined format of the action steps teachers must take for Level 1 offenses.

Step 1	Verbal Warning
Step 2	Verbal Warning with teaching/re-teaching opportunity with modeling of desired behavior
Step 3	Contact parents- develop goal setting. After 2 weeks, make contact with parents and advise of progress.

Step 4	Establish meeting with parents, review previous goals and adjust behavior plan. Provide 2 more weeks of monitoring.
Step 5	Refer student to the office to be counseled by administrator. Establish a meeting with parent, student and administrator.

Staff members may implement a logical, age appropriate consequence to support the desired behavior with the goal of assisting the student to self monitor their own behavior. These consequences include:

- Discussing real life consequences for the behavior
- Establish a mentor
- Behavior tracking sheet to allow student to self monitor

5D. Expectations for Parental Role in Resolving Issues

5E. Clearly Written Expectations of Behaviors that Constitute an Immediate Office Referral

Level 2 Behaviors include the following:

- Dangerous devices – firecrackers, pocket knives, inappropriate use of scissors, etc.
- Fighting – hitting or physical confrontation which both parties are active (not horseplay)
- Forgery – falsifying a signature
- Gambling – risking money on any outcome

- Gang Related – activity of or relating to a gang, includes names, signs, symbols or clothing
- Physical Assault – not horseplay but intentionally or recklessly causing physical injury.
- Pornography – possession and use of pictures, devices or images sexual in nature.
- Sexual Harassment – teasing, taunting or bullying with a sexual connotation
- Skipping Class/Ditching – does not attend class or leaves class without permission.
- Theft – item taken from another person without permission
- Vandalism – destruction of school property, including books, desks, and chairs.

Level 3 Behaviors include the following:

- Alcohol – possession or use of any intoxicating element
- Arson – damaging property by knowing of or attempting to cause a fire or explosion
- Drugs/tobacco – possession or use of any intoxicating element or medication
- Firearms/Guns – any weapon to expel a projectile by explosion or simulated weapons.
- Sexual Battery – act that causes sexual, harmful, or offensive contact to another.

All Level 2 and 3 Behaviors are an automatic office referral. Provide a thorough explanation of the witnessed offense when sending the student to the office, using the official Office Referral Form. Principal will establish a meeting between the teacher, student, parent and self to discuss offense and provide a suitable consequence for the action.

5F. Clearly Written Expectations of Behaviors Teachers Handle in the Classroom

How do I know what I should handle and what I should refer to the office?

Below is a list of behaviors and where they should be handled. They can include, but are not limited to the following examples.

CLASSROOM	OFFICE
<ul style="list-style-type: none"> ● Anything that prohibits or interferes with the teacher teaching or the student learning ● Spitting ● Gum chewing ● Interrupting ● Back talk- disrespect ● Dress code violations – send to Parent room only at recess time 	<ul style="list-style-type: none"> ● Repeated offenses of level 1 (at step 5) ● Breaking equipment on purpose ● Vandalism ● Ditching ● Theft ● Fighting ● Vandalism ● Sexual Harassment

<ul style="list-style-type: none"> ● Pushing/shoving ● Note-passing ● Minor Bullying ● Horseplay 	<ul style="list-style-type: none"> ● Gang related activity ● Weapons brought on campus
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5G. Clear Expectation of Teacher Responsibilities Prior to Writing a Referral

There are a number of consequences a teacher may use to address inappropriate behavior. Remember do not assume students know what the expected behavior looks like. Teacher must consistently model and teach with examples what the desired behavior looks like. Appropriate consequences may include:

- Verbal warning
- Change of seat
- Parent call
- Use of a buddy room for recess (not every day)
- Detention (see note below regarding detentions)
- Time out (limit minutes to age of student. Example: a 5 year old will have no more than a 5 minute time out followed by a talk with the teacher to discuss offense, reflection and learnings).

Sending a student to the office is NOT a consequence. Only Level 2 and 3 offenses may be sent direct to the office with an appropriate referral form.

If the teacher wishes to keep a student for after school detention, the parent/guardian must be notified by phone prior to doing so. If this is not possible, teacher must send home a detention slip which the parent must sign acknowledging the detention.

5H. Clear Indication of Administrator Response to Correctly Submitted Referrals

When the principal receives the student(s) and the written referral, due process will be followed to determine the consequences. Due process includes providing the student an opportunity to explain his/her side of the problem (verbally or in writing) and may also involve talking to any witnesses or other students involved. The principal will review all evidence gathered. Once due process is completed, then the principal will provide consequences based on the Garvey School District Discipline Matrix. Teachers will receive a copy of their referral with the outcome of the due process in their box.

5I. Indicated Adjustments for Special Needs of Students

Student with special needs will be held to all appropriate behavioral expectations just as any other student as long as their behavior is not a direct manifestation of their disability. Teachers will need to know the student's IEP, consult the appropriate case manager and/or school psychologist to understand the student's disability and possible impact to behaviors. If deemed appropriate to modify student behavior, then an IEP meeting will be established to develop a behavior

plan. The teacher may work with the case carrier and school psychologist to develop an appropriate behavior plan targeting the student’s function of the behavior with desired outcome behavior.

5J. Behavior Plan/Contracts to Teachers

Dewey Ave. School

Student Behavior Goal Sheet

Student Name _____ **Date** _____

Teacher _____ **Room:** _____

Student Offense	Impact of Offense	Collaborative Goals	Follow-Up
<ol style="list-style-type: none"> 1. Teacher and student discuss the offense and the impact of the behavior 2. Teacher contacts parents. 3. Teacher and student work together to establish goals to improve behavior (may include parents) 4. Teacher and student sign a Behavior Goal Sheet and send a copy home for parent to sign and return. <p style="margin-left: 40px;">Teacher schedules a follow-up meeting with the student (2 weeks after initial goal-setting) and records improvements or further offenses.</p>			

5. Second meeting to adjust goals with parents present is established if offenses are continued.

Teacher Signature

Student Signature

Parent Signature

5K. Progress Report Templates for Parent Contract
Dewey Ave. School
Behavior Report

Student: _____

Grade: _____

Teacher: _____

Collaboratively Established Goal/s:

Green: your child followed all the rules

Yellow: Your child did not follow class rules and was given a reminder

Orange: Your child did not follow class rules two times and was given a consequence

Red: Your child did not follow class rules three or more times and was given a time out.

Week of: _____

Monday	Tuesday	Wednesday	Thursday	Friday

Week of: _____

Monday	Tuesday	Wednesday	Thursday	Friday

Parent Signature: _____ Date: _____

6. Document and Review Data

6A. Clearly Written Procedures to Consistently Define/record Incidents and Parent Contacts

If the student is referred to the Dewey Office:

Teachers will complete an Office Referral Form* and a Student Behavior Card (noting the infraction level) to send to the office with the student. The teacher will then contact the front office. The student will be called when instruction is least interrupted and when an administrator is available. On the same day the student is called into the office, the teacher or staff member witnessing the incident should communicate the details to the parent(s)/guardian(s) by phone. After the principal meets with the student, the teacher will receive feedback about the outcome.

Level 3 behaviors should be referred to the office immediately. The teacher will complete an Office Referral Form and Student Behavior Card to accompany the student.

Consequences for the student who engages in Level 3 behaviors will be determined by the administration and will comply with Garvey School District Matrix of Consequences, including removal from the classroom for a period of time. An administrator will notify parent(s)/guardian(s).

**Please note that all student documentation may become a legal document; therefore it is imperative that teachers report the facts in an objective manner.*

Discipline/Referrals

All teachers should develop and post in their classroom a list of their Student Expectations or Classroom Management Plan. It should be posted on a chart or classroom wall for all students, parents, and administrators to see when they walk into your room. A student's referral to the office can be a part of the Classroom Management Plan, providing the classroom teacher follows these guidelines.

An office referral should be utilized only after the teacher has imposed his/her consequences, including positive consequences to promote the desired behavior, and has completed Steps 1-4 of the discipline plan. If these attempts have proven unsuccessful, then an office referral is warranted. An Office Referral Form must accompany a student when they are called into the office. Copies of this document are available in the office.

When completing an Office Referral Form, it is imperative to remember the administrator needs detailed information about the incident to effectively conference with the student. If this is not provided, the student will be returned to class. All referrals to the office should include the days and times teacher made contact with parents, including a meeting to establish goals. Teacher will call the parent about the office referral. The administrator will call parents once the investigation is concluded and a decision has been made. All office referrals are recorded on SEIS.

Suspensions

The suspension of a student refers to either an in-house or out-of-school suspension. All suspensions are a consequence issued by the school administrator. The Garvey School District Discipline Matrix will be used to determine the need for a suspension and identify which type of suspension is warranted according to the offense. All students called into the office that are considered for suspension are guaranteed the right to due process.

Remember to communicate with parents often. It is important to share with them the problems and the successes their child is having in your classroom. It is recommended that all teachers keep a phone log of parent communications, including conference outcomes.

6B. Planned Reviews of Student Behavior through Data (Incidents, locations, individuals, teachers)

The administration and instructional team will disaggregate disciplinary data every trimester. The objective will be to identify strands longitudinally and then implement interventions, strategies, and plans of action based upon the data. Each trimester, the quantity and frequency of referrals will be analyzed by: location, grade level, time of year, type of offense, referring adult, type of consequences and their effects, and students receiving the referral.

All certified staff members will maintain a discipline log and parental contact log. Both logs will be used to complete a quarterly report (in the appendix) regarding discipline issues and communications with parents. Teachers should use the documenting system provided in the appendix of this document.

6C. Plan Measurement of Student Response

When administration receives the student(s) and the written referral, due process will be followed to determine the most appropriate consequences. Due process includes providing the student an opportunity to explain hi/her side of the problem (verbally or in writing) and may also involve talking to any witnesses or other students involved, gathering evidence and writing samples or written statements. Once due process is completed, then the a principal will determine appropriate consequences based upon the Garvey School District Discipline Matrix. Teachers will receive a copy of the referral along with the actions taken.

APPENDICES

- Appendix A: Behavior Contracts/Goal Sheet**
- Appendix B: Behavior Report (parent)**
- Appendix C: Rewards Systems**
- Appendix D: Office Discipline Referral (level 1)**
- Appendix E: Office Discipline Referral (level 2)**
- Appendix F: Lesson Plans**

** Teachers, please donate sample lesson plans to include in appendix F.*

Thank you



Dewey Ave. School
Student Behavior Goal Sheet

Student Name _____ **Date** _____

Teacher _____ **Room:** _____

Student Offense	Impact of Offense	Collaborative Goals	Follow-Up
<p>6. Teacher and student discuss the offense and the impact of the behavior</p> <p>7. Teacher contacts parents.</p>			

- 8. Teacher and student work together to establish goals to improve behavior (may include parents)
- 9. Teacher and student sign a Behavior Goal Sheet and send a copy home for parent to sign and return.
Teacher schedules a follow-up meeting with the student (2 weeks after initial goal-setting) and records improvements or further offenses.
- 10. Second meeting to adjust goals with parents present is established if offenses are continued.

Teacher Signature

Student Signature

Parent Signature

Dewey Ave. School
Behavior Report

Student: _____

Grade: _____

Teacher: _____

Collaboratively Established Goal/s:

Green: your child followed all the rules

Yellow: Your child did not follow class rules and was given a reminder

Orange: Your child did not follow class rules two times and was given a consequence

Red: Your child did not follow class rules three or more times and was given a time out.

Week of: _____

Monday	Tuesday	Wednesday	Thursday	Friday

Week of: _____

Monday	Tuesday	Wednesday	Thursday	Friday

Parent Signature: _____

Date: _____

Dewey Ave. School
Rewards Systems

Specific Verbal Praise: When teachers observe students being focused, learning, inspiring or persevering, teachers will acknowledge the students by giving specific, timely feedback such as:

“Thank you for focusing on your math lesson and demonstrating the desire to learn.”

Future Leader Award: Every month, teachers will choose the student that most demonstrates leadership skills aligned with FLIP and the 7 Habits. The student will be recognized at a monthly assembly and enjoy ice cream at their lunch time.

Cafeteria Behavior that FLIPS: When classes are observed demonstrating proper etiquette, including respectful behavior while at lunch, a supervising staff member will place a ticket in the teacher’s box. At the end of the week, one class per grade span (K-3 and 4-6) ticket winners will be entered into a drawing for a class Otter Pop Party, date to be determined on a monthly basis.

Proud Principal Movie Time: Once per trimester, classes with FLIP tickets will be entered to win a popcorn, juice and movie afternoon with the principal (1 upper and 1 lower grade level) while teachers are given time to plan.



Appendix D

Office Discipline Referral

Dewey Ave. School

Office Discipline Referral (Level 1)

Last Name:		First Name:		Date:	
Referring Staff:		Teacher:		Grade:	
Offense #5 :			Witness/es:		
	Offense #1	Offense #2	Offense #3	Offense #4	
Actions Taken by Teacher:					

Date:				
Parent Contact/ Outcome/ Parent Phone #/ _____ Email _____ Date:				
Goal #1:		Goal #2:		

Appendix E

Lesson Plans

Dewey Ave. School Office Discipline Referral (Levels 2 & 3)

Student's Name _____

Date _____

Teacher _____

Referring Teacher _____

<u>Level 2 Behaviors</u>		<u>Level 3 Behaviors</u>	
Check		Check	
	Dangerous devices – firecrackers, pocket knives, inappropriate use of scissors, etc.		Alcohol – possession or use of any intoxicating element
	Fighting – hitting or physical confrontation which both parties are active (not horseplay)		Arson – damaging property by knowing of or attempting to cause a fire or explosion
	Forgery – falsifying a signature		Drugs/tobacco – possession or use of any intoxicating element or medication
	Gambling – risking money on any outcome		Firearms/Guns – any weapon to expel a projectile by explosion or simulated weapons.
	Gang Related – activity of or relating to a gang, includes names, signs, symbols or clothing		Sexual Battery – act that causes sexual, harmful, or offensive contact to another.
	Physical Assault – not horseplay but intentionally or recklessly causing physical injury.		

	Pornography – possession and use of pictures, devices or images sexual in nature.		
	Sexual Harassment – teasing, taunting or bullying with a sexual connotation		
	Skipping Class/Ditching – does not attend class or leaves class without permission.		
	Theft – item taken from another person without permission		
	Vandalism – destruction of school property, including books, desks, and chairs.		

All Level 2 and 3 Behaviors are an automatic office referral. Provide a thorough explanation of the witnessed offense when sending the student to the office, using the official Office Referral Form. Principal will establish a meeting between the teacher, student, parent and self to discuss offense and provide a suitable consequence for the action.

Specific Offense (where, when, to whom, with what, specifics) _____

Witness/es (include room number): _____

Appendix F

Lesson Plans

Please submit to share with staff. Use the implementation timeline to design appropriate lesson plans.