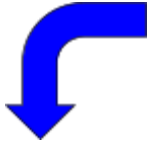
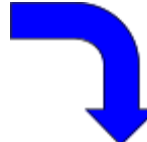




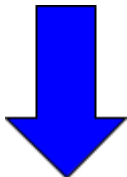
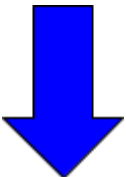


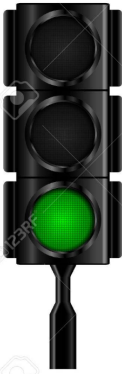
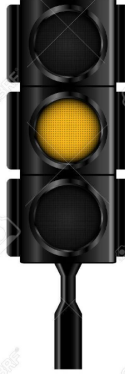

## York Elementary - Behavioral Flow Chart

 <b>Teacher Managed</b>	Is the behavior <b>Teacher Managed</b> or is it <b>Office Managed</b> ?		 <b>Office Managed</b>
	<b>Teacher Managed</b>	<b>Office Managed</b>	
<b>Step 1: Redirect</b> <ul style="list-style-type: none"> <li>• Redirect student and use <a href="#">4-1 positive praise</a></li> <li>• Begin data collection using <a href="#">Minors Documentation Sheets</a></li> <li>• Consider <a href="#">think sheets for support</a></li> <li>• Utilize <a href="#">restorative conversations</a> and <a href="#">Conscious Discipline conversation guide</a>.</li> </ul>	<b>Physical Contact (Reaction)</b> <ul style="list-style-type: none"> <li>• Pushing, shoving, kicking, hitting, tripping, grabbing</li> <li>• Play fighting</li> <li>• Roughhousing/wrestling with another student</li> <li>• Annoying others through physical touch.</li> </ul>	<b>Physical Aggression (Intent)</b> <ul style="list-style-type: none"> <li>• Intent to harm</li> <li>• Hitting with closed fist, choking, biting, injuring on purpose</li> <li>• Bullying/Harassment</li> <li>• Annoying others intentionally &amp; repeatedly, with no change after buddy room visits.</li> </ul>	<b>Step 1: Call</b> <ul style="list-style-type: none"> <li>• Communicate essential information <b>privately</b> to the office</li> <li>• Complete an Office Discipline Referral (ODR)</li> <li>• Student will be picked up from location or sent to Office (situation dependent)</li> </ul>
	<b>Defiance</b> <ul style="list-style-type: none"> <li>• Not following directions</li> <li>• Not completing classwork</li> <li>• Initial refusing to comply</li> <li>• Refusing to take responsibility</li> </ul>	<b>Direct Defiance</b> <ul style="list-style-type: none"> <li>• Continual refusal of redirections</li> <li>• Running away from adult</li> </ul>	
<b>Step 2: Reteach</b> <ul style="list-style-type: none"> <li>• Reteach appropriate behavior to meet SOARR expectations</li> <li>• Use breaks and calming spaces as appropriate</li> </ul>	<b>Disruption</b> <ul style="list-style-type: none"> <li>• Distracting other students</li> <li>• Interrupting lesson</li> <li>• Inappropriate noises</li> </ul>	<b>Major Disruption</b> <ul style="list-style-type: none"> <li>• Yelling, screaming at students or staff</li> <li>• Slamming/tipping furniture</li> <li>• Throwing objects</li> </ul>	<b>Step 2: Conference</b> <ul style="list-style-type: none"> <li>• Student/Office Conference (Due Process)</li> <li>• Office conducts investigation</li> </ul>
	<b>Inappropriate Language</b> <ul style="list-style-type: none"> <li>• Name calling</li> <li>• Using bad words to show off</li> </ul>	<b>Verbal Harassment</b> <ul style="list-style-type: none"> <li>• Racial/sexual comments</li> <li>• Violent Threats/threats with swear words</li> <li>• Repeated verbal harassment</li> </ul>	
<b>Step 3: Reteach &amp; Reflect</b> <ul style="list-style-type: none"> <li>• Reteach</li> <li>• Reflection /Connection (verbal or written)</li> <li>• Private Conference to review SOAR expectations</li> <li>• Use breaks and calming spaces as appropriate</li> <li>• If SPED student, contact SPED team.</li> </ul>	<b>Disrespect</b> <ul style="list-style-type: none"> <li>• Talking back</li> <li>• Reactionary yelling</li> <li>• Saying rude things</li> </ul>	<b>Major Disrespect (Intent)</b> <ul style="list-style-type: none"> <li>• Talking back with threats</li> <li>• Yelling with threats</li> <li>• Swearing at adults</li> </ul>	<b>Step 3: Consequence</b> <ul style="list-style-type: none"> <li>• Appropriate consequence/action determined and enforced by the principal</li> <li>• Designated staff member contacts parent</li> </ul>

## York Elementary - Behavioral Flow Chart

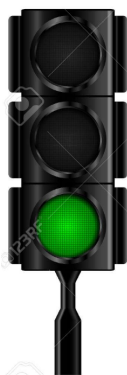
	<b>Property Misuse</b> <ul style="list-style-type: none"> <li>• Playing with classroom tools</li> <li>• Using technology incorrectly</li> </ul>	<b>Major Property Misuse</b> <ul style="list-style-type: none"> <li>• Destroying school property</li> <li>• Theft</li> <li>• Looking at explicit content on technology</li> </ul>	
<b>5 Minors = Office Managed</b> <ul style="list-style-type: none"> <li>• If a teacher has tracked and re-taught behavior 8 times, fill out the Office Referral form</li> <li>• <a href="#">Send Minors Documentation Sheets</a> to the office</li> <li>• Ms. Fetter will schedule a meeting with student ASAP</li> </ul>	<b>Not in Assigned Spot</b> <ul style="list-style-type: none"> <li>• Not joining group during transition</li> <li>• Hiding in classroom</li> <li>• Leaving classroom (call office for support and begin tracking minors)</li> </ul>	<b>Left Building/Out of Bounds</b> <ul style="list-style-type: none"> <li>• Hiding outside of classroom</li> <li>• Refusing to go to expected location</li> <li>• Running away from school</li> </ul>	<b>Step 4:: Re-entry</b> <ul style="list-style-type: none"> <li>• Principal determines when student is ready to return to class</li> <li>• Designated staff member escorts student to class</li> <li>• Teacher/Student mini-conference as soon as possible to rebuild relationship</li> </ul>
		<b>Weapons, Chemicals</b> <ul style="list-style-type: none"> <li>• Any weapons or chemicals brought on school property</li> </ul>	

### Office Call For Support - Walkie Talkie Communication System

		
<b>GREEN</b> - I need to speak with the principal by the next school day. Email Ms. Fetter, no Walkie-Talkie call needed.	<b>YELLOW</b> - I need support from a first responder with a student who is ramping up. (Response Time: 5-10 minutes) <ul style="list-style-type: none"> <li>• State the color: Yellow</li> <li>• State your name</li> <li>• State your location</li> <li>• No student names over the Walkie-Talkies.</li> </ul>	<b>RED</b> - I need immediate support due to a volatile student. (Response Time: Immediate) <ul style="list-style-type: none"> <li>• State the color: Red</li> <li>• State your name</li> <li>• State your location</li> <li>• No student names over the Walkie-Talkies.</li> </ul>

## York Elementary - Behavioral Flow Chart

### Office Call For Support - Walkie Talkie Communication System

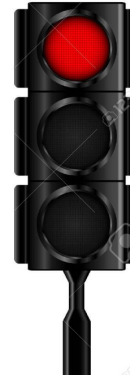


**GREEN** - I need to speak with the principal by the next school day. Email Ms. Fetter, no Walkie-Talkie call needed.



**YELLOW** - I need support from a first responder with a student who is ramping up. (Response Time: 5-10 minutes)

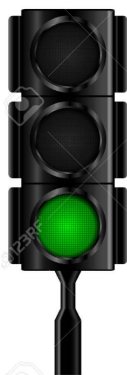
- State the color: Yellow
- State your name
- State your location
- No student names over the Walkie-Talkies.



**RED** - I need immediate support due to a volatile student. (Response Time: Immediate)

- State the color: Red
- State your name
- State your location
- No student names over the Walkie-Talkies.

### Office Call For Support - Walkie Talkie Communication System

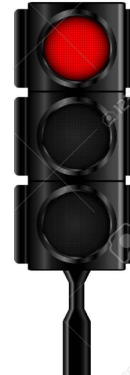


**GREEN** - I need to speak with the principal by the next school day. Email Ms. Fetter, no Walkie-Talkie call needed.



**YELLOW** - I need support from a first responder with a student who is ramping up. (Response Time: 5-10 minutes)

- State: Code Yellow
- State your name
- State your location
- No student names over the Walkie-Talkies.



**RED** - I need immediate support due to a volatile student. (Response Time: Immediate)

- State: Code Red
- State your name
- State your location
- No student names over the Walkie-Talkies.