

G.W. Miller and Highview Elementary School: Behavior Response Plan for Grades K-4

Student Name: _____ **Date:** _____ **Class Code:** _____

In an effort to help students make better decisions following a disciplinary situation, we will utilize a variety of strategies. These may include a parent/guardian conversation, referral to a clinician, conflict resolution, restorative meetings, individual behavior plan, reflection, and/or re-entry plan. Discretion will be used in order to address each situation with an appropriate approach that best reflects the needs of a particular student/group, with the goal being to have the student(s) reflect and identify strategies to be their best self as they move forward. It is understood that building administrators have the right to exceed any of these steps depending on the severity of the offense. Similarly, an administrator will use his/her discretion in cases where the prescribed penalty would be excessive due to particular circumstances. **Please note:** One or more responses may be implemented for each occurrence.

Undesirable Behaviors	First Occurrence	Second Occurrence	Third (or more) Occurrence
- Classroom, cafeteria, bus, bathroom, gym, or hallway disturbance - Running/wandering the hallways - Tardiness/unexcused absences - Gum chewing - Non-compliance with dress code - Non-compliance with electronic devices, AUP or BYOD policy - Failure to follow directions - Failure to complete school work - Teasing and/or excluding others	Verbal Warning Electronics will be confiscated by staff Parent will be called by Staff and/or Staff and Child Change of Clothing	Loss of Privilege (1 or more days) Reflection/Apology Parent Called by Staff and/or Staff and Child ISS with re-entry plan Change of Clothing	Loss of Privilege (2 or more days) Reflection/Apology Parent called by staff and/or staff and child ISS with re-entry plan Change of Clothing
Ongoing Undesirable Behaviors that are Verbal, Physical, or Inappropriate Verbal: teasing, cursing, cyber-bullying, spreading rumors, exclusion of or intimidation of others, heated argument, inappropriate language or behavior toward students and staff, not telling the truth Physical: Minor scuffles (pushing/shoving); biting, choking, hitting, kicking, spitting, throwing objects, stealing, damage or abuse of school property (ex. graffiti), pantsing, inappropriate touching, running from an adult, use of phone/camera in school or on the bus Other inappropriate/disruptive behaviors: Bus incidents, disrespect/ lack of cooperation with staff, inappropriate drawings, inappropriate writing, cheating, forging notes or excuses, repeated tardiness or absences, bullying/teasing, threatening student or staff member, inappropriate language, fighting, continued cheating, continued forging notes or excuses, plagiarism, leaving school grounds, leaving class or playground without permission, repeated classroom disruptions, invasion of privacy or space, cutting classes, defiance of authority, willfully refusing to follow directions given by a staff member	Verbal Warning Reflection/Apology Parent Called by Staff and/or Staff and Child Possible Parent Meeting Individual Behavior Plan/Contract with Support Counseling Loss of Privilege (1 or more days) ISS or OSS (re-entry plan) Bus Suspension Supt./District Meeting	Possible Parent Meeting Individual Behavior Plan/Contract with Support Review of Behavior Plan/Contract Counseling Reflection/Apology Loss of Privilege (2 or more days) ISS or OSS (re-entry plan) Bus Suspension Supt./District Meeting	Meeting with Parents to Review Behavior Plan/Contract Loss of Privilege (3 or more days) ISS or OSS (re-entry plan) Bus Suspension Supt./District Meeting

Severe Behaviors <i>District policy strictly prohibits prejudicial behavior against any student or staff member, including those who visit our schools. Allegations of bullying or harassment of students/staff on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation and gender identity or gender expression are taken very seriously. This includes any language/gesture targeting an individual in a way to demean or offend based on any of the above mentioned.</i> • Physical assault of a classmate or staff member • Extreme threats • Violent/excessive fighting (verbal, physical, cyber, sexual) • Possession, use, or transfer of weapons • Possession of illegal substances • Bomb threat • Setting off fire alarm • Destruction of property • Truancy • Possession/use of unauthorized substance • Theft • Possession/sale of stolen property • Taking, sending or uploading a picture or video intended to violate the privacy of another • Racial/ethnic slurs • Prejudicial slurs	ISS or OSS (re-entry plan) Individual Behavior Plan/Contract with Support Police Involvement/ Supt./District Meeting	ISS or OSS (re-entry plan) Individual Behavior Plan/Contract with Support Review of Behavior Plan/Contract Police Involvement/ Supt./District Meeting	Meeting with Parents to Review Behavior Plan/Contract ISS or OSS (re-entry plan) Police Involvement/ Supt./District Meeting
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Suspension: **ISS:** In-School Suspension & **OSS:** Out-of-School Suspension

Counseling: Individual, small group, or classroom meeting

Re-Entry Plan: Meeting to develop a plan to modify behavior

Reflection: With teacher, counselor, or other designated staff member, student fills out a behavior reflection (apology) during the time of lost privilege (Reflection Sheet)

Individual Behavior Plan: Student/Teacher/Counselor/Administrator/Parent meets in person or by telephone to create an Individual Behavior Plan

Notes:
