

CWHS Behavior Flow Chart

Restorative Practices Procedure Flow Chart

Level 1 & 2

Observe Undesirable Behavior

Level 3 & 4



Corrective Action:

Re-direction
Private talk
Verbal warning

Continue building relationships
Document into Aeries under Interventions

Behavior Continues

Corrective Action:

Re-direct and/or Re-teach
Preferential Seating
Private talk
Re-teach Expectation

Continue building relationships
Document into Aeries under Interventions

Behavior Continues

Corrective Action:

Parent phone call
Reflective writing about expectations
Referral to Counselor or SEL

Document into Aeries under Interventions

Behavior Continues

Does student have...

- 3 of the same misconduct documented?
- 5 of varying misconduct documented?

No Yes

Continue Teacher Management

Temporarily move to an equivalent setting or tower with asynchronous work.

Minor Misconduct

Major Misconduct

Disruptive Behavior (Class, Hallway, Cafeteria)

Language (profanity, racial, harmful, threatening)

Failure to follow classroom rules

Weapons

Food/Drink (gum)

Fighting/Physical aggression

Non-compliance; Uncooperative

Harassment (towards staff and/or students)

Dress code violation

Vandalism - defacing/damaging beyond basic repair

Making inappropriate noises

Stealing/Theft

Cheating / Forgery

Inappropriate touching

Misuse of Technology (Chromebooks)

Leaving without permission; skipping

Horseplay

Threats

Out of Seat; Talking out of turn

Selling, giving, possessing drugs, vapes or alcohol

Electronic Devices (Document in Aeries)

Defiance that consistently interrupts instruction and learning

Inappropriate language

Bullying (true definition)

Stealing depending on value may be major misconduct.

Teacher/Staff Completes discipline referral form in Aeries

Call for an administrator to remove the students with documentation
(Only severe infractions can be documented following the removal)
Meeting is required.

Administrator determines consequences

Student conference
Parent phone call
Parent conference
Lunch Detention
Detention
Restorative Circle
Counselor Support
RTI
In school Suspension
Out of school suspension

Administrator provides teacher w/ feedback

Administrator follows through on consequences

Tower secretary enters discipline info into Aeries and files. A copy is placed in student discipline folder.

- Upon completion of documentation of all restorative efforts in Aeries, send discipline referral via Aeries.
- Request student to report to counselor if necessary. Admin address & meet with student within 24 hours.
- Subsequent Occurrences - Complete discipline referral in Aeries. Request student to report to tower for admin conference.

Reminders for Minor Misconduct:

- Aeries documentation must include 3+ documentations of misconduct (**not from the same day**) and teacher corrective actions before removing student.
- Take concrete action to correct behavior (i.e. reflective writing, time out, preferential seating, etc.). Make sure corrective action(s) correspond to the behavior being corrected.
- Make every effort to build a positive relationship with the misbehaving student; it will decrease the chance of infractions becoming a level 3 or 4.
- **A = Antecedent** (What caused the behavior) **B = Behavior** (What actions did the student do) **C = Consequence** (What was corrective action did you took)

CWHS Behavior Flow Chart

Proactive / Preventative Strategies for Handling Discipline

Core Structures

- Established/Posted school & classroom procedures
- Rules, routines, and arrangements are clearly defined
- Teach **and** re-teach behavioral expectations
- Room arrangement/seating

Additional Steps:

- Build Relationships with students:
 - Threshold greetings, thumbs up, pat on the back, positive note, sticky note, stickers, positive phone call, prominent special seat, small treats/snacks, etc.
- Use natural consequences to prevent possible misconduct:
 - Close proximity, visual cues, pre-correct, etc.
- Address Champion students by name to reinforce positive behaviors explicitly.
- Recognize the behaviors you want repeated specifically and often.
- Use **Positive Narration** to call attention to positive behaviors *without* using emotion:

Examples:

- (Student Name), has his notebook open to page 45
- (Student #1 Name) is standing quietly in the hallway. (Student #2 Name) her two feet in a square and is facing forward
- Class reward systems
- Monthly celebrations for attendance, hard work, and good behavior.
- Call parents when students show an improvement.
- Be consistent with your rules and expectations.
- If scholars have patterns of repeating the same misconduct that is becoming a habit, develop a Behavior Intervention Plan for that child.
- When in doubt, seek advice from your colleagues, mentors, or administrators.

CWHS Referral Process Flow Chart

