



TEMPLE INTERMEDIATE SCHOOL

School-Wide Discipline Plan

2013 – 2014



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

1. Definition of School-Wide Expectations and Routines

1A: Positive School-Wide Rules

Being a Knight Leads to SUCCESS!

- Knowledge
- Nobility
- Integrity
- Growth
- Honesty
- Team
- Service



Behavioral Expectation Definitions

Knowledge

Students come ready to learn.

Nobility

Respect yourself and others.

Integrity

Students will follow through with their responsibilities.

Growth

Be willing to help yourself and others grow.

Honesty

Be truthful to yourself and others.

Team

Work together to accomplish your goals.

Service

Work toward a better school.

1B: Routines and Rules

For hallways, cafeteria, gymnasium, fields, restrooms and classrooms.

General Format for Teaching

Temple Knights' Behavioral Expectations

When introducing behavioral expectations, follow four basic steps:

Step 1: **Access** prior knowledge of **K.N.I.G.H.T.S.** for specific settings.

Step 2: **Identify** **K.N.I.G.H.T.S.** behaviors for specific settings.

Step 3: **Model** **K.N.I.G.H.T.S.** behaviors for specific settings.

- Knowledge
- Nobility
- Integrity
- Growth
- Honesty
- Team
- Service

Step 4: **Review** **K.N.I.G.H.T.S.** expectations for specific settings.

- Every teacher is expected to develop a set of classroom expectations based upon the **KNIGHTS** criteria.
- Teachers may decide to fully define and individualize the **K.N.I.G.H.T.S.** rules in their respective classrooms.
- Classroom rules using the **K.N.I.G.H.T.S.** criteria must be posted in a visible area of the classroom.

Classroom Expectations/Procedures

- Be in your seat before the tardy bell rings
- Enter class prepared and ready to learn
- Respect others personal space (hands, feet, and objects to yourself)
- Cell phones should not be visible and must be turned off in class
- Complete all assignments as instructed
- Be an active, respectful participant in learning
- Listen attentively to others
- Wait to be dismissed by the teacher

Restroom Expectations/Procedures

- Request permission from the teacher to use the restroom during class period (try and use restroom during the passing period or during the lunch break)
- Respect the privacy of others
- Keep restrooms clean
- Return to class promptly when finished

Quad and Field Area Procedures

- Play in designated areas (ie. basketball court and field area)
- Eat snacks on the lunch benches during lunch, before or after school
- Healthy snacks are highly encouraged on campus
- Be responsible for equipment and personal belongings
- Walk on the blacktop and hallways except for specific designated play areas
- Contact sports are not allowed (no tag or contact football)
- Follow game rules and keep safe distances from fences (at least 5 feet)
- Be visible at all times to the outdoor supervisor
- For your safety, do not sit on top of the lunch table or on the railings
- Walk quietly to class

Morning Arrival Expectations/Procedure

- Students are expected to arrive at school prior to the first bell.
- Students are not allowed on campus prior to 7:30 A.M.
- Students are expected to walk to the cafeteria to eat breakfast
- Students who are not eating breakfast stay in the quad area until school begins
- Come to school prepared to learn
- Students should stay on school grounds for the entire day unless he/she is checked out in the office
- Respond appropriately to adult's direction

Dismissal Expectations

- Exit through the Temple gate on Fern Avenue.
- Students are to walk to their dismissal areas on campus/no loitering
- If you are in an afternoon school program, report to it immediately
- Students should not be on campus after 3:00 unless they are attending an afterschool program (Wednesdays-2:00).
- Front of the school is the only area to be used for dismissal

Walkway Expectations/Procedures

- Keep hands, feet and objects to yourself
- Walk quietly at all times in order to respect classes in session
- Walk directly to the destination/no loitering
- Do not sit on or swing from the rails or poles
- If you are going to or from lunch, remember other classes are still in session. Line up quietly by the classroom as designated by your teacher

Assembly Expectations/Procedures

- Attend to the speaker or performance
- Enter and exit quietly
- Show appreciation by clapping (no side conversations, whistling, shouting, booing or similar noise)
- Enter with your class in line
- Stay in your seat unless directed to move
- Keep all body parts and objects to yourself
- Walk at all times
- Keep your feet on the floor while seated:
- Follow directions
- Listen, watch quietly

Bus and Field Trip Expectations/Procedures

- Listen to the directions of the adults, including the bus driver
- Respect other people's personal space
- Clean up after yourself and others
- Keep personal items to yourself and out of the aisle
- Follow the rules of the bus
- Stay in assigned groups
- Keep all body parts and objects in the bus and out of aisles
- Stay in your seat at all times
- No eating or drinking on the bus
- Use a soft voice on the bus
- Follow through on directions

Personal Property Expectations/Procedures

- Keep all body parts and your personal belongings to yourself
- Respect other people's personal belongings
- Store all personal belongings in your backpack or in your pockets
- Bring to school only items that you will need
- Toys, games, cameras, music players should not be brought to school
- Cellular phones must be turned off and stored safely in your backpack during school hours (If students are texting or using the phone during school hours, the phone will be confiscated and only be returned to the parent.)
- Laptops must be off when not in use
- Use personal property for its intended purpose
- Do not use personal cell phones during school day. If you have a need, ask a teacher or administrator for a pass to the main office to seek assistance
- Listen and follow through with adult directions

NOTE: Gum, radios, CD players, CDs, MP3, IPODs players, stereos, headsets, cameras, electronic games, trading cards, skateboards, scooters, toys, large sums of money, jewelry of real or keepsake value, and similar items are not allowed at school. Violations will result in confiscation of the item, which will only be released to parents.

School Property Expectations/Procedures

- Respect school property
- Store all school property checked out to you in a secure location
- Work and play in a safe manner with and around school property
- Use all school property in its intended purpose

Dress Code

The California Education Code Dress Policy states anything dangerous, dirty, or distracting is not allowed on campus. This is an abbreviated list of some items inappropriate for school:

- No baggy pants. Pants must not slip down below the waist nor have oversized pant legs.
- No shirts/jerseys/jackets with team or sport emblems will be allowed.
- No shorts or skirts above the fingertips.
- No halter tops, tube tops, or any other top that exposes the midriff, back, or excessive cleavage.
- No belt buckles displaying letters, numbers, or symbols.

This is not a complete list, and the Temple staff reserves the right to determine if student dress is appropriate and follows the District and State standards.

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 children 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



Implementation Plan for K.N.I.G.H.T.S.

Each first period 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.

When	Topic	Who	Expectation
First Day	Grade-level assembly	Principal	Overview, bell schedule, 1 st period assignments
	Classroom Rules and expectations	All teachers	Each teacher establishes classroom rules and posts them
Second Day	Line, Hallway and Walkway behavior	First period	Each teacher will teach this expectation
	Restroom behavior	Second period	Each teacher will teach this expectation
	Play and	Third period	Each teacher will

	blacktop behavior		teach this expectation
	Eating area and Cafeteria behavior	Fourth period	Each teacher will teach this expectation
	Personal Property	Fifth period	Each teacher will teach this expectation
	School property	Sixth period	Each teacher will teach this expectation
	Arrival, Dismissal behavior	Seventh period	Each teacher will teach this expectation
End of first month	Assembly behavior, school activities	Principal	Principal and assist principal to inform of school activities
Trimester Recognition	School-wide assembly	Principal,	Recognition, review expectations

**Welcome to Temple Intermediate School!
Home of the Temple Knights!**

Procedures for new students arriving at Temple Intermediate 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 KNIGHTS 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 pa

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 (except for emergency situations). 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 ensure all students exit in an orderly fashion and walk to their designated area if participating in an afternoon program.
- **Respectful of Schedule** – The schedule is very tight and teachers need to release students on time so that students may enter the next class on time. 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 “K.N.I.G.H.T.S.” 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. Door Key
5. Communication accessibility
6. First Aide Fanny Pack

Morning Duties: All classroom teachers will have morning duties beginning promptly at 7:50 am. At 8:00 am when the morning bell rings, supervising teacher will blow the whistle when deemed safe.

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.

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.

4. Acknowledge Appropriate Behavior

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

Temple Intermediate School has a system of implementing school-wide incentives in accordance with the K.N.I.G.H.T 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 Knight and the 7 Habits. The student will be recognized at a monthly assembly and enjoy ice cream at their lunch time.

Cafeteria Behavior that is worthy of a Knight: When students 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 ticket winners will be entered into a drawing for a class Otter Pop Party, date to be determined on a monthly basis.

4C. Plans for Positive Parent Contacts

Teachers are encouraged to contact parents at least once a trimester s 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)

Schoolwide Incentive Plan

- Catch them being a knightly citizen – give specific feedback upon observing expected behavior
- Refer to principal for positive behavior – makes positive parent contact
- Staff Knightly Postcards mailed home advising parent of good behavior
- Trimester assemblies to review expectations and acknowledge academic, social and behavioral gains through public recognition and distribution of certificates
- Bumper Stickers awarded to students during Award Assembly—My Student is an honored Knight at Temple Intermediate School!
- Monthly Knight raffle for two speed passes – good for going to front of line for lunch with a friend
- Lunch time celebrations/recognitions for specific honored classes or knights
- Yearly motivational assembly to recognize student gains on the CST
- Lunchtime sports competition between homerooms for Knightly Cup
- Participation in Associated Student Body activities such as Spirit Week

5a. Tier 1 Behaviors

Tier 1 behavior violations are handled at the location the violation occurred. They are handled by the witnessing adult or the adult immediately on duty. The call for verbal warnings and reminders to follow school-wide rules. These behaviors include:

- Running in walking zones
- Gum chewing
- Littering
- Being out of zone areas
- Yelling
- Not completing class or homework
- Not prepared for class
- Calling out
- Lying or omitting the truth
- Not dressing for PE
- Tardy
- Spitting
- Uniform Violation
- Possession of permanent markers

**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.

5b. Tier 2 Behaviors

Tier 2 behavior violations are also handled by the teacher. Teachers give verbal warnings, reteach expected behavior and document behavior in a log. These behaviors include:

- Inappropriate language not directed at people
- Disrespect
- Cheating
- Disrupting
- Property misuse
- Noncompliance
- Failure to follow rules
- Public displays of affection (hugging, kissing, fondling)
- Dress Code Violations
- Inappropriate physical contact—Hands off policy
- Profanity

Students who exhibit chronic Tier 2 behaviors will conference with the teacher, parent, site administrator and counselor. A plan is developed that may take the form of a behavior contract and is targeted to teach expected behavior.

5c. Tier 3 Behaviors

Tier 3 behavior violations require immediate referral to administration. They are written on the office referral form. These behaviors include:

- Chronic Tier 2 behaviors
- Theft
- Physical aggression
- Fighting
- Property damage, including vandalism
- Intimidation
- Verbal threats
- Harassment
- Bullying
- Directed profanity
- Drug, alcohol, tobaccos possession
- Arson
- False Alarm
- Possession of firearms/weapons

The administrator reviews the behavior plan/contract, if one has been developed, conduct an investigation that includes interviewing the referring staff member. The principal will issue consequences and/or corrective action designed to assist the student in improving behavior.

**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.

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.

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 • Pushing/shoving • Note-passing • Minor Bullying • Horseplay 	<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 • Gang related activity • Weapons brought on campus

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)
- Advisement

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

Temple Intermediate 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 behavior2. 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. Teacher schedules a follow-up meeting with the student (2 weeks after initial goal-setting) and records improvements or further offenses.5. Second meeting to adjust goals with parents present is established if offenses are continued.			

Teacher Signature

Student Signature

Parent Signature

6. Document and Review Data

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

If the student is referred to the Temple Office:

Teachers will complete an Office Referral Form* (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 his/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 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: Rewards Systems

Appendix C: Discipline Referrals

Appendix D: Lesson Plans

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

 Teacher Signature

 Student Signature

 Parent Signature

Temple Intermediate 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 KNIGHTS and the 7 Habits. The student will be recognized at a trimester assembly and enjoy ice cream at their lunch time.

Cafeteria Behavior that is worthy of Knighthood: ADD SECTION

Temple Intermediate School Office Discipline Referral

Last Name:	First Name:	Date:	
Referring Staff:	Teacher:	Grade:	
Offense #5 :		Witness/es:	
	Offense #1	Offense #2	Offense #3
Actions Taken by Teacher:			
Date:			
Parent Contact/ Outcome/ Parent Phone #/ _____ Email _____ Date:			
Goal #1:		Goal #2:	

