

West Homer Elementary

PBIS Staff Handbook



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S**

Respectful
Responsible
Safe

West Homer Elementary
School-Wide Behavioral Expectations

A Guide for Teaching School-Wide Behavioral Expectations

School-Wide Positive Behavior Support is a set of strategies and systems to increase the capacity of schools to (a) reduce school disruption, and (b) educate all students including those with problem behaviors

- Clearly defined outcomes
- Research-validated practices
- Supportive administrative systems
- Use of information for problem solving

Features of School-Wide Positive Behavior Support

- Establish regular, predictable, positive learning & teaching environments.
- Train adults & peers to serve as positive models.
- Teach and model behavioral expectations
- Create systems for providing regular positive feedback.
 - Acknowledge students when they are “doing the right thing”.
- Improve social competence.
- Develop environments that support academic success.

We want to create a positive school culture:

- We need a school environment that is **predictable.**
 - Using common language
 - Having a common vision (understanding of expectations)
 - Teaching to develop common experience (everyone knows)
- We need a school environment that is **positive.**
 - Providing regular recognition for positive behavior
- We need a school environment that is **safe.**
 - Where violent and disruptive behavior is not tolerated
- We need a school environment that is **consistent.**
 - All adults use similar expectations.

West Homer Elementary School-Wide Behavioral Expectations

This guide provides specific goals, behavioral expectations, teacher and staff responsibilities, strategies for acknowledgement, procedures for handling infractions of behavioral expectations, and specific routines to be followed.

Mission Statement:

The mission of the West Homer Elementary Community is to deliver a quality education in a safe environment. West Homer students will develop skills that enable them to be:

- Competent and confident learners
- Informed and engaged decision makers
- Caring, helpful individuals
- Life-long learners
- Responsible and respectful citizens

School Goal:

Students at West Homer Elementary will be RESPECTFUL, RESPONSIBLE AND SAFE throughout the school day.

West Homer Behavioral Expectations:

Teacher & Staff Responsibilities:

- ✓ Teachers and staff will teach, model and practice each of the behavioral expectations throughout the year.
- ✓ Teachers and staff will acknowledge student behaviors that meet our expectations.
- ✓ Teachers and staff will implement I–HUM strategies.
 - I – interact with students
 - HU – heads up, always looking around at students
 - M – moving constantly in and around students
- ✓ Teachers and staff will follow procedures for infractions.

WEST HOMER BEHAVIOR MATRIX

The focus of the 2016-2017 school year will be on these three areas.

	BE RESPONSIBLE	BE RESPECTFUL	BE SAFE
Hallway	<ul style="list-style-type: none"> • We walk on the right side facing front • We stay with our group/line • We line up in two lines 	<ul style="list-style-type: none"> • We are silent • We keep our hands, feet, and body to ourselves 	<ul style="list-style-type: none"> • We stay in our own personal space • We walk
Cafeteria	<ul style="list-style-type: none"> • We take our tray and clean our area when we are dismissed • We stay seated and get up only with permission. • We raise our hand if we need something. 	<ul style="list-style-type: none"> • We eat our own food • We use an appropriate voice level • We keep our hands, feet, and body to ourselves • We use polite table manners 	<ul style="list-style-type: none"> • We walk • We stay in our own personal space • We use proper doors to exit
Recess	<ul style="list-style-type: none"> • We stay in designated play areas • We check-in and check-out with an adult when leaving the playground • We promptly line up when the whistle blows 	<ul style="list-style-type: none"> • We keep our hands, feet, and objects to ourselves • We use positive talk • We follow the playground rules • We respect school property 	<ul style="list-style-type: none"> • We use words to solve our problems (ABC's) • We share the equipment. • We follow game rules • We dress appropriately for the weather

	BE RESPONSIBLE	BE RESPECTFUL	BE SAFE
Bathroom	<ul style="list-style-type: none"> • We flush • We wash hands • We put paper towels in the trash • We use two pulls of soap/towels 	<ul style="list-style-type: none"> • We allow others privacy • We use quiet voices • We write and draw only in class 	<ul style="list-style-type: none"> • We keep water in the sink • We report problems to the office • We walk
Arrival	<ul style="list-style-type: none"> • We arrive at school between 8:05 and 8:25 • We wait in the designated area until recess begins • We eat breakfast before going to recess 	<ul style="list-style-type: none"> • We use indoor voices • We keep our hands, feet, and objects to ourselves • We respond appropriately to adult's directions 	<ul style="list-style-type: none"> • We place backpacks along the wall outside our classroom door • We keep playground equipment in our hands
Dismissal	<ul style="list-style-type: none"> • We walk straight to where we are expected to be • We go out the lobby doors or bus line area only • We know how we are going home before we come to school 	<ul style="list-style-type: none"> • We keep our hands, feet, and objects to ourselves • We respond appropriately to adult directions • We use indoor voices 	<ul style="list-style-type: none"> • We follow hallway rules • We stay outside behind the line at parent pick-up
Walking in the hallway	<ul style="list-style-type: none"> • We stay on the side • We stay on task • We clean up after ourselves 	<ul style="list-style-type: none"> • We use quiet voices • We keep our hands, feet, and body to ourselves • We move if we are in the way 	<ul style="list-style-type: none"> • We stay in our own personal space • We sit on the floor near the wall with our feet on the ground • We leave outside doors closed

Acknowledgment System

The acknowledgement system is a feature of our behavioral expectation system. The behavioral expectation system focuses on acknowledging students who demonstrate West Homer behavioral expectations. This program works in conjunction with school-wide and classroom goals. Teachers will continue to use classroom management systems within their classrooms.

Specific Verbal Feedback

- ✓ When you observe students being responsible, respectful, and/or respectful, acknowledge them by giving specific positive verbal feedback such as:
 - “That was so safe the way you held the door open for your classmates.”
 - “Thank you for walking with your hands and feet to yourself.”

Orca Chips

- ✓ Acknowledge students who are exhibiting our behavior expectations by giving them specific positive feedback along with an Orca Chip.
- ✓ Once the Orca Chip container is full the whole school will earn a celebration.

Handling Infractions of Behavioral Expectations

Each teacher can maintain his or her own classroom management strategies. The classroom expectation should include the school-wide expectations of West Homer for being Responsible, Respectful and Safe.

When handling corrections, remember that corrections are an opportunity to teach.

Unless it's a matter of safety, go slow. Ask yourself, "Can s/he perform this skill?" "Why did s/he make this mistake?" Use the information to decide how you will respond. Use your own respectful words. Those in italics are *examples*.

1. Give feedback about the expectation and the mistake.
 - a. *When you're not listening it's not respectful. OR*
 - b. *It's respectful to listen quietly.*
2. Ask for alternative response or provide options.
 - a. *What could you do right now? OR*
 - b. *You could take 5 deep breaths then sit in your chair and listen. OR*
 - c. *You can listen now in the group or you can read the information by yourself in the back of the room. Which will you do?*
3. Provide an opportunity to practice or follow through.
 - a. *Show me what it looks like to be listening quietly.*
4. Provide feedback.
 - a. *Thanks. That's respectful.*
 - b. *Then later when s/he's listening well – Good for you! I saw you listening quietly. That's so respectful!*

Ideas for minor infractions for non-intrusive behavior support strategies include:

- Restate the expectation
- Use proximity – move closer to the student that is not following the expectation
- Gentle touch
- Antiseptic bounce – have the student physically move. The student could move to a different seat or run an errand to the office.
- Ignoring
- Nonverbal
- Indirect verbal – provide positive feedback to a student doing the expectation that the target student is not demonstrating
- Environmental change
- Task change

For students continuing to not demonstrate the expectations, a verbal warning can be used. If multiple verbal warnings have been used with a student, an office referral may be needed. Before a student is sent to the office for repeated behavioral issues, the teacher will contact the parent (significant, high risk behaviors will be immediately sent to the office, a behavioral referral form will be completed and parents will be contacted by the administrator). For significant behavioral concerns, refer the student to I-Team for more assistance.

General Guideline for Teacher-managed versus Office-managed behaviors

Teacher Managed	Office Managed
Language	Weapons
Lateness	Fighting or aggressive physical contact
Preparedness	Chronic minor infractions
Calling out	Aggressive language
Put down	Threats
Throwing	Harassment
Refusing to work	Major dishonesty
Minor dishonesty	Truancy
Touching	Smoking
Tone/Attitude	Vandalism
Electronic devices	Alcohol
Dress code violations	Drugs
Food or drink	Gambling
	Insubordination



Referral Form West Homer Elementary School

995 Soundview Avenue
Homer, AK 99603
(907) 235-5750

Document only

Referral

Student: _____ **Referred By:** _____

Period: _____ **Time:** _____ **Grade:** _____ **Date:** _____

Discipline Classification:

Location Violation	Electronic Devices	Classroom Disruption
Noncompliance	Defiance	Rough Housing/Endangerment
Harassment/Intimidation/Bullying	Fighting/Assault	Vandalism/Theft

Location of Incident: Classroom Playground Gym Hallway Other: _____

Explanation of Behavior:

Consequences:

Warn	Resolve	Restitution	Detention	Youth Court	
Work Service			Parent Meeting	Suspension	Expulsion
Other _____					

Follow up made by: Teacher _____ Counselor _____ Principal _____ Other _____

Signature (Teacher/Administrator): _____ **Date:** _____

Please sign and return this form to West Homer Elementary School

Signature (Parent/Guardian): _____ **Date:** _____

STUDENT SECTION

What Happened?

Why did you choose to act this way?

What could you do differently the next time you need to make a choice? What will you do to keep the problem from happening again? (Avoid using the word "not" when you explain).

1. _____
2. _____
3. _____

General Guidelines for West Homer Elem. Discipline

(may be subject to change)

Any student with 3 behavior referrals in one day/week may be suspended for one or more days.

Any student who refuses to resolve will be choosing to be suspended.

All behavior referrals require parent notification and may result in notification to law enforcement and/or a counselor.

Cumulative Referrals

1-3	Referrals = resolve
4-9	Referrals = Detention
10-14	Referrals = Work Service
15-19	Referrals = Suspension rest-of-day plus one day (1+1)
20-25	Referrals = Suspension rest-of-day plus three days (1+3)

Independent Discipline Classifications

ELECTRONIC DEVICES and TOYS – trading cards, cell phones, I-pod, e-games ...
1 st Referral = resolve, confiscation (device will be returned to a parent/guardian)
2 nd Referral = 1 detention, confiscation (device will be returned to a parent/guardian)
3 rd Referral = 3 detentions, confiscation (device will be returned to a parent/guardian)
4 th Referral = 4 detentions, confiscation (device will be returned to a parent/guardian)
LOCATION VIOLATION
1 st Referral = resolve
2 nd Referral = 1 detention
3 rd Referral = 3 detentions
4 th Referral = 5 detentions
CLASSROOM DISRUPTION
1 st Referral = resolve
2 nd Referral = 1 detention
3 rd Referral = 3 detentions
4 th Referral = 5 detentions
DEFIANCE/NONCOMPLIANCE
1 st Referral = resolve and detention or suspension
2 nd Referral = 1 day suspension
3 rd Referral = 2 day suspension
4 th Referral = 3 day suspension
ROUGH HOUSE/ENDANGERMENT
1 st Referral = resolve
2 nd Referral = 1 recess
3 rd Referral = 3 recesses
4 th Referral = 1 day suspension
HARASSMENT/INTIMIDATION/BULLYING VERBAL, PHYSICAL, SEXUAL, RACIAL
1 st Referral = resolve and detention or suspension
2 nd Referral = 1 recess
3 rd Referral = 1 day suspension
4 th Referral = 2 day suspension
FIGHTING/ASSAULT and ABUSIVE COMMENTS/ACTS TOWARD STAFF
1 st Referral = 1 day suspension
2 nd Referral = 1+1 day suspension
3 rd Referral = 1+2 day suspension
VANDALISM/THEFT
1 st Referral = replacement/restitution, possible suspension
2 nd Referral = replacement/restitution, 1 day suspension
3 rd Referral = replacement/restitution, 2 day suspension

General Lesson Format for Teaching School Behaviors

When introducing behavioral expectations, follow four basic steps:

Step 1: Access prior knowledge of behavior expectations for specific setting.

Step 2: Identify expected behaviors for specific setting.

Step 3: Model expected behaviors for specific setting.

- BE RESPECTFUL
- BE RESPONSIBLE
- BE SAFE

Step 4: Review expectations for specific setting.

Step 5: Provide Opportunities for Practice

1. Specifically teach expectations on first day of school and review after breaks in school year or as needed.
2. Reward expectations with specific praise and Orca Bucks
3. Review expectations with video.

Procedure for Problems in Non-Classroom Settings

1. If a student has a behavior that would warrant a verbal warning, the duty person should talk with the student, re-teach the expectation and contact the student's homeroom teacher. If the behavior is a "significant" issue a referral to the office may be warranted.

Expectations Lesson Plan

Setting: Hallway

Step 1: Teach Expectations for the setting and refer to posters in hallway

Be Respectful	Be Responsible	Be safe
Stay to the right side	Go directly to my destination	Face forward
Follow directions		Keep body and belongings to myself
Quiet Voices		

Non- examples to demonstrate to students

- 1) Running in hallway or racing
- 2) Yelling with friends or to other classes walking in the hall
- 3) Swinging backpacks and coats while walking in the hall
- 4) Walking all over the hallway, not on right side
- 5) Not going to your destination

Discussion Questions

- 1) What did you see that they were not doing right?
- 2) Why is it important and how can you to be **Respectful**, **Responsible**, and **Safe**?
- 3) Can you describe destination and why is it important? I.e. fire drill, lockdown

Expectations Lesson Plan

Setting: Bathroom

Step 1: Review the School Wide Expectations (List Below)

Step 2: Teach Expectations for the Setting

Be Respectful	Be Responsible	Be Safe
<ul style="list-style-type: none"> • We allow others privacy • We use quiet voices • We write and draw only in class 	<ul style="list-style-type: none"> • We flush • We wash hands • We put paper towels in the trash 	<ul style="list-style-type: none"> • We keep water in the sink • We report problems to the office • We Walk

Non-Examples to Demonstrate to Students

1. Run; Jump; Slide on ground; Hang out in bathroom
2. Stop up toilet with paper and objects; Waste toilet paper; Use no toilet paper
3. Forget to flush; Overflow toilet; play in stall
4. Do not wash hands; Clog sink; Play with soap and water; Splash friends
5. Throw wet paper towels on ceiling or on the floor; Throw towels at others

Discussion questions

1. What did you see that they were not doing right?
2. Why is it important to be Respectful, Responsible, and Safe in the bathroom?

Expectations Lesson Plan Cafeteria

School Wide Expectations

	Cafeteria
Respectful	<ul style="list-style-type: none"> • Use a conversation voice • Use table manners
Responsible	<ul style="list-style-type: none"> • Clean up after myself • Handle lunch tray appropriately (Three to me)
Safe	<ul style="list-style-type: none"> • Wait patiently in line • Eat my own food • Wait to be dismissed • Sit with a maximum of three people on a seat

Teach Expectations for the cafeteria

Non-examples to demonstrate to students by adults:

1. Walking in as a group, loud and with pushing. Teacher grabs food from the lunch people, throws back extras, and plays with tray.
2. Teacher sits on knees facing the table behind them. Teacher shares food and flicks food while yelling over to the other table.
3. Teacher leaves a mess on the table and runs to the door, taking food with them, depositing lunchbox in wrong tote.

Discussion Questions?

What did you see that they were not doing right?

Why is it important to be Safe in the cafeteria? Respectful? Responsible?

Demonstrate with Examples and Non-Examples

Expectation	Example	Non-example
Respectful; Conversation voice	Classroom voice so only others at your table can hear you.	Yelling way too loud or talking to another table in an outside voice.
Respectful: Table manners	Chew with your mouth closed Use your napkin Use your utensils properly	Spitting out your food onto the table Touching another's plate Pouring ketchup all over your tray Taking another person's food
Responsible: Clean up after myself	When you dismissed your area is cleaned Be ready to go because your area is clean and everything is put on your plate	Wrappers all over the table around you Food on the floor
Responsible: Handle lunch tray appropriately	When you hand it to the tray stacker, the two square side of the tray is facing to my body My tray is clean My remaining food is in the trash	Your tray has food and garbage on it You toss your tray in the direction of the tray stacker
Safe: Wait patiently in line	Keep body to self	Touching and pushing others.
Safe: Eat my own food	No trading food or taking from someone else's tray	Trading food and/or taking other people's food
Safe: Wait to be dismissed	Clean up your area and wait patiently to be dismissed.	Leaving area without being dismissed
Safe: Sit with a maximum of three people on a seat	Less than 3 to a side section of a table.	More than three students on a side section of a table

Adult Expectations for Cafeteria:

- I: Interact
- HU: Heads-Up
- M: Moving Around
 - Monitor noise level using the stoplight
 - Acknowledge students making good choices
 - Hand out positive rewards
 - Respond to students quickly
 - Be on time
 - Fill out clipboard paper on students with problems
 - Monitor students sent in from recess filling out Stop & Think forms.

Expectations Lesson Plan

Setting: Front Door Pick-Up

Teach Expectations for the Setting and refer to posters for Front Door Pick-Up

Respectful	Responsible	Safe
<ul style="list-style-type: none"> • Follow directions immediately • Ask permission to cross to the cone zone or to walk over to the hill 	<ul style="list-style-type: none"> • Go directly to my destination • Pay attention • No headphones • Look both ways when crossing 	<ul style="list-style-type: none"> • Keep my belongings and body to myself • Walk quietly • Students will stay behind the yellow line on the sidewalk • Ask permission to cross • Students will only load into cars that are parked in the cone zone

Non-examples to demonstrate to students

1. Running towards the front door
2. Bumping into one another
3. Not asking permission to cross the road.
4. Not following directions.
5. Not removing headphones
6. Not looking both ways
7. Not going directly to destination.

Discussion Questions:

What did you see that they were not doing right?

Why is it important to be Respectful, Responsible and Safe at the Front Door during Pick-Up?

Expectations Lesson Plan

Setting: Bus Line

Step 1: Review the School Wide Expectations (list below)

Step 2: Teach Expectations for the Setting

Be Respectful	Be Responsible	Be Safe
<ul style="list-style-type: none"> • Follow directions immediately. • Use conversation voice level. 	<ul style="list-style-type: none"> • Go directly to my destination. • Pay attention. • Personal Devices volume muted. • No headphones. • Only “E” screens on personal devices. • Students will stay on concrete and watch for their parents 	<ul style="list-style-type: none"> • Keep body and belonging to self. • Walk quietly. • Keep doorways and hallways clear. • Ask permission to load on the bus. • Ask permission to leave the bus line.

Non-Examples to Demonstrate to Students:

1. Backpack or coat out in hallway.
2. Loud voices.
3. Being in someone’s “Personal Bubble”.
4. Running in hallway.
5. Leaving bus line on a whim.
6. Ignoring directions.
7. Wiggling or jumping around in line.

Discussion Questions:

1. Why is it important to keep the hallways and doorways clear?
2. What are the rules for personal devices?
3. How do we know when to get on the bus?
4. What if I have to go to the bathroom or get something out of my classroom?

Expectations Lesson Plan

Setting: Recess

Step 1: Teach Expectations for the Setting

Be Respectful	Be Responsible	Be Safe
Include everyone	Follow adult directions immediately	Dress for the weather
Respect others' personal space	Line up quickly	Use equipment properly
Share equipment		Follow playground rules
Use kind words		
Demonstrate sportsmanship		

Step 2: Non-examples to be demonstrated to students

- 1) Still playing after the whistle has blown.
- 2) Playing recklessly.
- 3) Not allowing others to join in your game.
- 4) Not asking an adult to enter the building.
- 5) Being around the dumpsters.
- 6) Using swings unsafely.
- 7) Going outside without being properly dressed.

Step 3: Discussion Questions

- 1) What did you see that they were not doing right?
- 2) Why is it important to Be Respectful, Be Responsible, and Be Safe?
- 3) How does it make you feel when you are not included in an activity?
- 4) What is good sportsmanship?

WHE/FIREWEED RULES

Be Respectful
Be Responsible
Be Safe

Recess Rules

All children are expected to go outside for recess. This would include misty days and days when it is raining lightly. If there is heavy rain, or it is below -10 degrees Fahrenheit (applying wind chill factor) recess will be indoors. Children well enough to come to school will be expected to go outside for recess. A doctor's written request is the only reason a student will be allowed to stay in for recess. Please make sure your child is dressed appropriately for the weather!

1. Students are NEVER to be on the playground unless a duty teacher is present.
2. Students are to go directly outside. They are to remain outside until the bell rings or a teacher indicates that it is time to line up and reenter the building. If for any reason a student needs to return to the classroom or needs to use the restroom, they must get permission from the duty teacher. Students are to enter the building for the purpose requested ONLY and return to the playground promptly. Upon return, students need to report to the duty teacher.
3. Stay in sight of the duty teacher.
4. The following behaviors are not allowed:
 - punching, tripping, tackling, wrestling, pushing, playing Red Rover, or throwing rocks, sand, snow, ice, "cherry dropping," twisting the swing, jumping from peak of swing, standing on slide or swing, climbing up slide, sliding on ice, or splashing water, play fighting
5. Slides: There should only be one person at a time on the slides. That person is to ascend only by the steps and descend only by sliding down the slide bed in a sitting position. The next person in line is to wait at the bottom of the steps until the person sliding has begun her/his descent. There should be no students interfering with a student's descent including no pushing and shoving. No one is to put sand on the slide bed, nor should anyone be standing around, or playing in, the slide landing area.
6. Swings: Only one person to a swing and that person must remain seated. No jumping out of swings.
7. Tether ball: The tether balls are to be struck only by the hand. They are not to be kicked, "sat on" or "swung on".
8. Baseball bats and hardballs are not permitted at recess.
9. No ice skates, roller blades, scooters or skateboards are allowed on the playground.
10. No food or gum is allowed on the playground during lunch recess.
11. Team games such as soccer and touch football should be played in designated areas.
12. All students line up as soon as the whistle is blown.
13. Keep away from dumpster area and storage sheds.
14. All Fireweed students will walk outside to the North end of the building and enter there after recess.
15. Follow sledding rules.

SLEDDING RULES

1. Students may sled only in the designated sledding area and only with the direct supervision of a duty teacher.
2. Students must be wearing hats, coats, boots, and gloves or mittens. 3rd/4th grade students must have snow pants.
3. Only roll-up plastic sleds are allowed.
4. Students may not slide without a sled.
5. Only one student at a time may ride on the sled.
6. Students may not go down the hill head first.

SNOW CREATIONS

1. Snow: Students are encouraged to play safely when we have snow and ice. Building snow figures, sculptures, forts, etc. is permitted. Use of snow or ice as a projectile, of any kind -- thrown, kicked, or conveyed in any other fashion, in any direction -- is not permitted. No whitewashing or pushing someone into the snow. Respect and help preserve what anyone else has built.
2. Students should respect (not destroy) creations made by others.
3. Fifth and sixth grade students may not take over forts until third and fourth graders are done with recess.
4. Students may be on the hills with permission of the duty teacher.

Students exhibiting poor playground behavior may be required to miss recess, walk with the duty teacher or stand against the wall for a specified time. A student standing against the wall will remain there until he/she is excused. Severe infractions will be sent immediately to the office. The duty teacher will report any student to his/her homeroom teacher if student has broken playground rules.

LUNCHROOM RULES

While in line and at the tables, students' behavior should be orderly, respectful and appropriate. Students should have the opportunity to eat their lunch in a pleasant, stress-free environment. The following rules will be in effect:

- Use normal conversation voices. No yelling or shouting.
- Keep your hands and feet to yourself.
- Use good table manners.
- Never throw food in the lunchroom.
- Remain seated. Raise your hand if you need to talk to the teacher on duty.
- Walk into and out of the lunchroom.
- Do not cut or shove in line. Students may not give cuts to friends.
- Exchanging and trading food between students is not allowed.
- Students will wait to be excused. Students are responsible for cleaning their own areas.
- Buying food from other students is not allowed.
- On some days snacks are sold. Students are allowed to purchase two (2).

DRESS CODE

- Hats are to be worn outside only (there will be exceptions to this rule: hat day, costumes and other announced days/times)
- No skin below the collar bones should be exposed
- No spaghetti straps or open back tops, and tank top straps need to be 2 inches in width (unless another garment is worn over as a cover-up)
- No exposed midriff
- Skirts need to be long enough to cover the knee cap (unless tights, pants, etc. are worn under the skirt which exceeds the minimum length)
- Shorts need to touch the top of the knee
- Tights must have shorts or a skirt over them
- Pants need to be worn properly: no sagging
- No exposed undergarments
- Appropriate language and/or graphics on all clothing
- No chains, spikes, of any other accessory that could be used as a weapon
- No skates, heel skates or skateboards

BEHAVIOR DEFINITIONS

Behavior	Definition	Examples	Non-Examples
Forgery/ Misrepresentation/ Cheating	Student engages in a behavior that represents self in an untrue way and/or deliberately violates rules	Forgery: <ul style="list-style-type: none"> • In possession of, passing on, or removing someone else's property, and representing as own • Signing a person's name w/out their permission • Using someone else's computer log-in or lunch # Misrepresentation: <ul style="list-style-type: none"> • Delivering a message that is untrue Cheating: <ul style="list-style-type: none"> • Turning in work that was not completed by the owner 	<ul style="list-style-type: none"> • Student participating less in a group project • Holding work completed by classmate and turning in for that person • General misunderstanding or miscommunication
Disruptive Behavior	Student engages in behavior causing an interruption of class instruction or activity, impacting learning but with no danger of physical/emotional harm	<ul style="list-style-type: none"> • Sustained loud talk • Yelling or screaming • Noise with materials • Horseplay or roughhousing • Sustained out-of-seat behavior 	<ul style="list-style-type: none"> • Sitting quietly but not initiating a task • Raising hand/asking questions/ requesting teacher clarification- intent is on work completion • Any action that could result in physical harm
Endangering Others	Student engages in a behavior that could impact the physical or emotional safety of self or others	<ul style="list-style-type: none"> • Impulsive actions with objects (throwing, slamming objects near others) • Running, pushing • Rough play near other children • Climbing bathroom walls • Pranks, such as tripping • Resulting in a negative emotional impact • Engaging in gossip and/or spreading rumors • Delivering a disrespectful or hurtful message with the target remaining nonresponsive 	<ul style="list-style-type: none"> • Non-intentional clumsiness • Tripping/falling on own • Action only results in disrupted learning, with no threat of harm
Profanity/ Vulgarity	Student delivers verbal messages that are inappropriate or offensive to others	<ul style="list-style-type: none"> • Swearing • Name Calling • Use of words in an inappropriate way 	<ul style="list-style-type: none"> • Quoting a statement to an adult in privacy • Accidental mispronunciation • Student not understanding meaning of word
Insubordination	Student fails to respond to adult requests	<ul style="list-style-type: none"> • Refusing to follow directions • Talking back • Delivering a socially rude message 	<ul style="list-style-type: none"> • Student unaware of request • Student unaware of how to do action requested
Assault	Student engages in actions involving serious physical contact where injury may occur Intent to harm	<ul style="list-style-type: none"> • Hitting • Punching • Hitting with an object • Kicking • Hair Pulling • Scratching • Biting 	<ul style="list-style-type: none"> • Both individuals engage in serious physical contact (this is fighting/physical) • Student accidentally has physical contact with student with no intent to harm (ex: tripping)
Fighting/ Physical	Two or more students engage in actions involving serious physical contact to each other where injury may occur	<ul style="list-style-type: none"> • Hitting • Punching • Hitting with an object • Kicking • Hair Pulling • Scratching 	<ul style="list-style-type: none"> • Only one person engages in physical contact, other participant is passive (this is assault) • Student accidentally has physical contact with

		<ul style="list-style-type: none"> • Biting 	student with no intent to harm (ex: tripping)
Fighting/ Verbal	Two or more students deliver disrespectful verbal or gestural messages to each other	<ul style="list-style-type: none"> • Threats • Intimidation • Obscene gestures, pictures, or written notes • Negative comments based on race, religion, gender, age, national origin, and/or disability • Verbal attacks based on other personal matters 	<ul style="list-style-type: none"> • Only one person engages in harmful verbal messages (this is endangering others) • Word/gesture misinterpreted and not intended to cause harm
Threatened Assault on Staff	Student delivers a verbal or gestural message to a staff member implying intent to physically harm	<ul style="list-style-type: none"> • Student verbally threatens to harm • Student makes a physical motion implying intent to harm (fist, cutting motion) • Student moves into personal space of staff member causing discomfort • Student blocks doorway or other exit 	<ul style="list-style-type: none"> • Word/gesture misinterpreted and not intended to cause harm • Word/gesture is disrespectful, but does not imply intent to physically harm
Threatened Assault on Student	Student delivers a verbal or gestural message to a student implying intent to physically harm	<ul style="list-style-type: none"> • Student verbally threatens to harm • Student makes a physical motion implying intent to harm (fist, cutting motion) • Student moves into personal space of peer causing discomfort • Student blocks doorway or exit 	<ul style="list-style-type: none"> • Word/gesture misinterpreted and not intended to cause harm • Word/gesture is disrespectful, but does not imply intent to physically harm
Sexual Harassment/ Verbal	Student engages in inappropriate verbal messages/gestures of a sexual nature to another student or adult	<ul style="list-style-type: none"> • Threats or intimidation • Obscene gestures • Negative comments based on gender • Negative comments with sexual undertones 	<ul style="list-style-type: none"> • Word/gesture misinterpreted and not intended to cause harm
Bus Incident	Student engages in inappropriate behavior on the bus, or as entering or exiting the bus	<ul style="list-style-type: none"> • Unsafe seating that could endanger self or others • Noncompliance to bus driver directions • Disrupting others • Pushing or other physical contact with others • Throwing objects on bus 	<ul style="list-style-type: none"> • Behavior does not occur on bus • Bus directive unclear
Vandalism	Student misuses or damages property	<ul style="list-style-type: none"> • Property destroyed • Property disfigured 	<ul style="list-style-type: none"> • Accidental damage (such as spilling paint or glue without intent to harm, drops in water/snow)
Theft	Student takes property from school or peer and represents as own	<ul style="list-style-type: none"> • Taking classroom/school property • Taking teacher/ adult staff property • Taking property from classmates <ul style="list-style-type: none"> ○ Storing in desk ○ Placing in school bag ○ Gifting to others ○ Taking out of the school 	<ul style="list-style-type: none"> • Accidental confusion about own and school property (ex: accidentally placing an art supply in desk) • Confusing own property with similar looking property in classroom
Inappropriate Computer Use (Technology Violation)	Student engages in inappropriate (as defined by school rules) use of technology	<p>Inappropriate (violating school policy) use of:</p> <ul style="list-style-type: none"> • Cell phone , Music/Video player, Camera, Computer • Going to websites that are not allowed or inappropriate • Sending email messages that are inappropriate • Taking unwelcome or unknown pictures of others without consent • Using technology to cheat on assignments and work 	<ul style="list-style-type: none"> • Writing paper notes/messages about others • Verbal

Notes: