

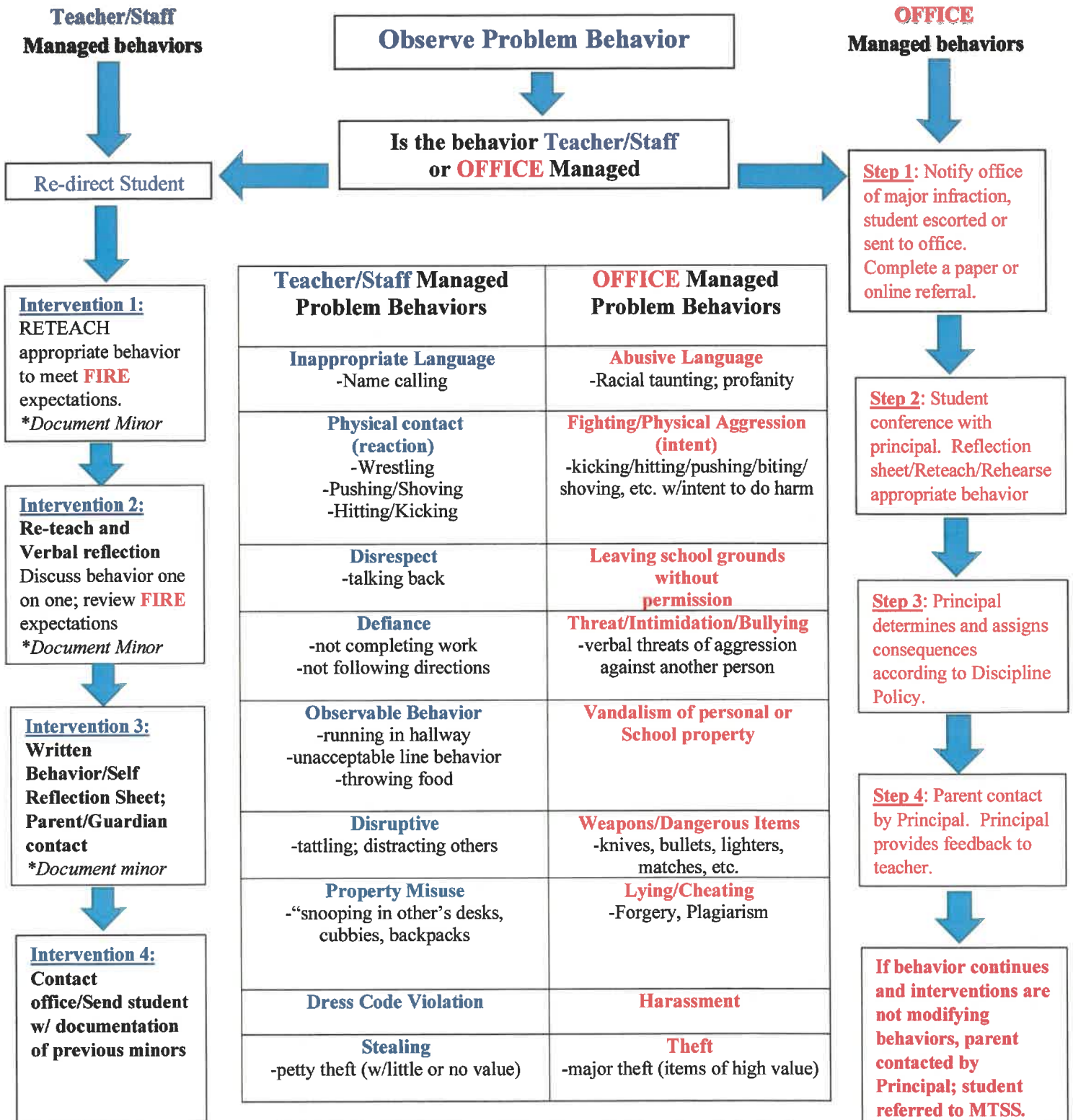


School-wide Discipline Plan Parent Handbook

FIRE Central Elementary PBIS Teaching Matrix **FIRE**

	Hallway	Cafeteria	Classroom	Bathrooms	Playground
FOCUS	Eyes and body facing forward. Hands, feet and body to yourself. Stay to the right.	Wait in line quietly. Hands and feet to yourself. Sit on your bottom with feet on floor. Eat your own lunch.	Listen to adults and classmates. Complete your work on time. Participate in class.	Use quiet voices. Use the toilet, flush, and wash hands quickly. Return to class right away.	Follow playground rules. Line up quickly when the bell rings. Run only on the grass.
INTEGRITY	Go directly to your destination. Avoid other students that are off task. If you find trash, throw it away.	Inside voices. Clean up after yourself. Ask permission to leave your seat.	Follow classroom rules/agreements. Do your own work and do your best. Ignore others if they are off-task.	Wash your hands with soap. If you find trash, throw it away. Avoid others if they are off-task.	Play fairly and be a good sport. Be honest when solving problems. Avoid playing on equipment before/after school.
RESPECT	Use walking feet. Silent voices so you do not bother other classes. Keep hands, feet, and bodies off the walls.	Be neat. Use good manners. Be kind to others.	Be helpful to others. Raise your hand and wait to be called on to talk. Always use a quiet voice.	Respect others' privacy. Wait your turn patiently. Help keep the bathroom clean.	Use equipment safely and correctly. Play safely and respectfully. Help clean up.
ENTHUSIASM	Be a good example. Report problems to an adult. Smile at others when you pass them.	Raise your hand if you need help. Help others clean up. Sort your trash: compost and recycle whenever you can.	Support the learning of others. Be ready to learn and have a positive attitude. Work, even if it is hard.	Report problems to an adult. Use a pass or sign out of your class. Be a good example.	Include others when you play. Invite people to play with you. Keep track of your own belongings.

Central Elementary Behavior Flow Chart



PLEASE NOTE:

***Minor offenses “reset” every 30 days.**

***Take concrete action(s) to correct behavior,** i.e., individual practice, removal from activity, seat change, etc.) as interventions.

Consequences for Minor and Major Incidents

When students do not follow the outlined school-wide discipline plan they will receive consequences based on the philosophy of progressive discipline. Progressive discipline uses a consistent approach that starts with a minor consequence for the first offenses and progresses to a more severe consequence for repeated offenses.

Minor behavioral issues will be handled by the teacher (classroom, art, music, P.E, SpEd, GT, etc.). Teachers will use their discretion when they believe the classroom behavior requires an office referral.

The following are examples of the consequences teachers may use for minor incidents:

- Redirection
- Removal to a “time out” area within the classroom
- Written referral
- Conference with the student
- Note/Phone call to the parent
- Removal to another setting (no longer than 30 minutes)

Major offenses will be handled by the principal. Each student is an individual whose needs will be taken into consideration when determining consequences.

The following are examples of the consequences the principal may use for major incidents:

- Natural consequences (i.e., cleaning the desk that the student wrote on; letter of apology)
- Parent phone call
- Alternative recess (only used for when the issue occurs during the regular recess)
- Suspension
- Other disciplinary actions in accordance with the SVVSD School Board Student Discipline Policy
- Expulsion

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Defining Unacceptable Behaviors

There are two levels of behaviors: Minor and Major. Minor behaviors will be addressed and handled by teachers/staff. Major behaviors will be referred to the office to be handled by the counselor or the principal. (See flowchart on following page).

The following table provides examples of minor and major behavior problems.

BEHAVIOR	MINOR	MAJOR
Defacing	Something that can be removed, cleaned, or fixed.	Inability to clean or fix.
Disrespect toward peers	Mildly rude interactions with a peer or peers that may cause a slight upset.	Rude and deliberate interactions or arguing with a peer or peers that is offensive to the peer/peers.
Disrespect toward a staff member/adult	Mildly rude interactions with a staff member/adult that may cause a slight upset.	Rude and deliberate interactions or arguing with a staff member/adult that is offensive to the staff member/adult.
Endanger	Minor injury to others. Disregard the safety of others.	Major injury – a physical mark, deliberately causing someone pain.
Inappropriate Behavior	Slight disruption that hinders the learning of others.	Continued or physical disruption that significantly hinders the learning of others.
Inappropriate Language	Profanity exclaimed, not intended at an individual	Continuous swearing, offensive gestures or comments directed at an individual.
Insubordination	Failure to follow directions in a reasonable amount of time.	Continued refusal to follow directions and/or arguing with an adult
Dress Code Violation	Wearing clothes that are inappropriate for school but <u>do not</u> cause distraction in the classroom.	Wearing clothes that are inappropriate for school but <u>do</u> cause distraction in the classroom.
Wandering	Wandering in the classroom.	Leaving a classroom/area without permission.