



Positive Behavior Intervention and Supports (PBIS) Multi-Tier System of Supports (MTSS)

Staff Manual and Guidelines 2021-2022

Be Safe

Be Respectful

Be Responsible



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What is Multi-Tier Intervention and Supports (MTSS)?	

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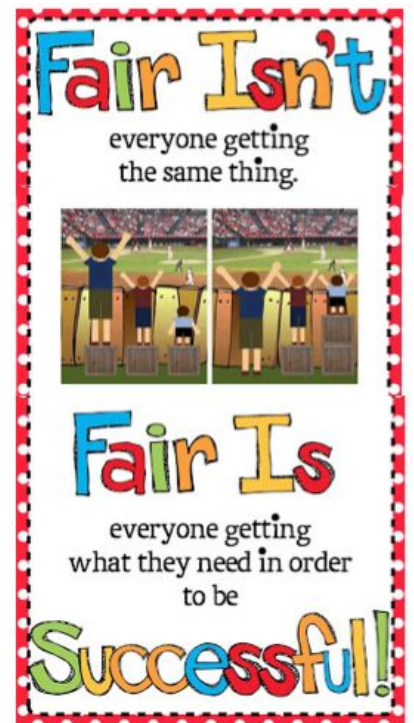
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Autumn Chapman, Superintendent/Principal

Stakeholder Equity Committee

Mission Statement

Loleta Elementary School strives to provide all students with educational opportunities that are equitable and will prepare students to become contributing members of our community. We strive to support the academic and socio-emotional development of students in a positive and fair manner that supports accountability and learning.



What is PBIS?

Positive Behavior Interventions and Supports is a process for creating safer and more effective schools. It is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school-wide, and classroom behavior support systems. The process focuses on improving a school's ability to teach and support positive behavior for all students. Rather than a prescribed program, PBIS provides systems for schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student specific plans. PBIS includes school-wide procedures and processes intended for all students and all staff in all settings. PBIS is not a program or a curriculum. It is a team-based process for systemic problem solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach and all students can learn.

What is PBIS at our school?

We have adopted a unified set of classroom rules that define our expectations for behavior in our school. You will see these rules posted throughout the school and your child will be learning them during his or her first days at school. Our unified classroom rules, found in every classroom and non-classroom setting in the school, are as follows:

Rule #1: Be Safe

Rule #2: Be Responsible

Rule #3: Be Respectful

Behavioral Expectations: The Loleta Elementary School District has three behavioral expectations for all schools: Be Safe, Be Respectful, Be Responsible.

Behavior Matrix: A matrix with settings, events, or classroom routines along the top with the behavioral expectations in the left column. Each matrix junction (box) contains the behavior indicators, or what the behavior expectation looks like in that particular setting or event.

Behavior Indicators: What the behavioral expectations look like across various school settings, events, or classroom routines.

Procedures: Specific ways for students to complete tasks. An example of this is how to behave responsibly during transitions: 1. Clean up your area, 2. Stand and push in your chair, 3. Eyes are on me.

As part of our PBIS process, teachers and other staff members use evidence-based practices to increase student learning and decrease classroom disruptions. To keep students on the rules in a positive manner, we do the following when teaching academics and behavior:

- Constantly teach and refer to our school-wide expectations.
- Provide students with more praise than correction.
- Talk to students with respect using positive voice tone.
- Actively engage everyone in the class during instruction.
- Use pre-correcting, prompting, and redirecting as we teach.

- Look for the positive first and provide positive, immediate, frequent, and explicit feedback.

Specific Practices and Supports include:

Clearly defined behavior expectations.

Teaching of behavior expectations

Behavior indicators

Classroom procedures

System of Acknowledging Appropriate Behavior

Cougar Cash

Student Store

Good News Postcard

Monthly Awards Acknowledging Positive Behaviors

Acts of Kindness

System for Correcting Inappropriate Behavior

Strategies for Correcting: Positive prompting and reminders

Behavior Tracking Forms/Referrals

Addressing Continuing Behavior Concerns (beyond Tier 1)

Parent Contact

Tier 2 interventions:

- Check-In/Check-Out (CICO)
- Behavior Contracts
- School Counseling
- Student Success Team (SST) meeting

Tier 3 interventions:

- Functional Behavior Assessment
- Referral for Special Education Services

Data Analysis

Analysis of SWIS data by administration and staff to determine environmental factors (e.g. locations, time, etc.) that behaviors primarily occur and changing staffing patterns

Analysis of student behaviors and teaching needed

Analysis of individual student behaviors

Supports for Educators:

Coaching as part of the Humboldt MTSS Initiative

Differentiated Instruction Training by HCOE

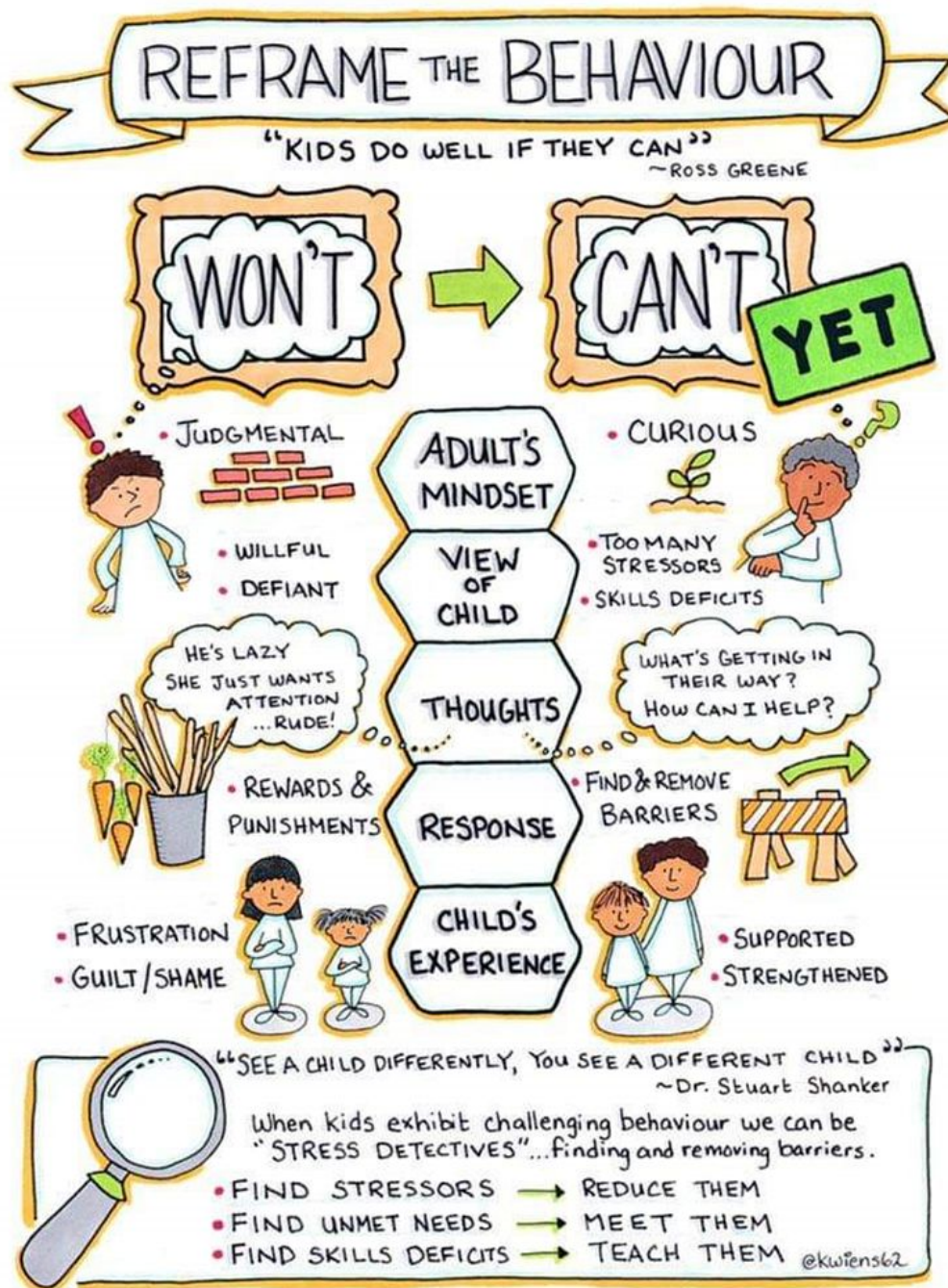
Qualitative Teacher Evaluations and Feedback

For more information:

- A short video about SW-PBIS: http://www.pbis.org/swpbs_videos/pbs_videocreating_the_culture.aspx
- A more in-depth introduction into SW-PBIS: <http://www.pbis.org/school/default.aspx>
- Information about the evidence-base of SW-PBIS: <http://www.pbis.org/research/default.aspx>

Trauma Informed Practices

Schools play a significant role in supporting the health and well-being of children and youth, including those affected by traumatic experiences. We understand that Loleta Elementary School has a high number of students impacted by trauma, including historical trauma, and have experienced significant Adverse Childhood Experiences (ACES). In a trauma-sensitive school, all aspects of the educational environment from engagement with students and families to procedures and policies are grounded in an understanding of trauma and its impact and are designed to promote resilience for all. Loleta Elementary School strives to understand the complexity of student behavior (e.g. what is going on for a student) to better support their socio-emotional development, access to education, and overall school success.



Modules on Trauma Informed Care can be viewed at:

<https://safesupportivelearning.ed.gov/draft-trauma-informed-care-modules-1-2-ed-review>

Articles on Trauma's Impact to Learning can be viewed at:

<https://www.edutopia.org/article/teaching-trauma>

<https://www.edutopia.org/article/how-and-why-trauma-informed-teaching>

<https://www.edutopia.org/article/supporting-students-chronic-trauma>

At Loleta Elementary School, we are trauma-informed:

We **connect** before we correct.

We understand behavior is **communication**.

We teach **self-regulation**.

We allow **“do-overs”**.

We think **“can’t” not “won’t”**.

We empathize when someone is **“flipping their lid”**.

We make **repair**.

We **breathe deeply** and we **love even more deeply**.

And we know...

HEALING happens in RELATIONSHIP

Trauma Impact to Educators:

We at Loleta Elementary School also understand the important work of teachers and adults at school and understand that trauma can also affect our own well-being. It is important that we all take care of ourselves, remind ourselves to practice self-care, and ask for help when needed.

Articles on Vicarious Trauma can be accessed at:

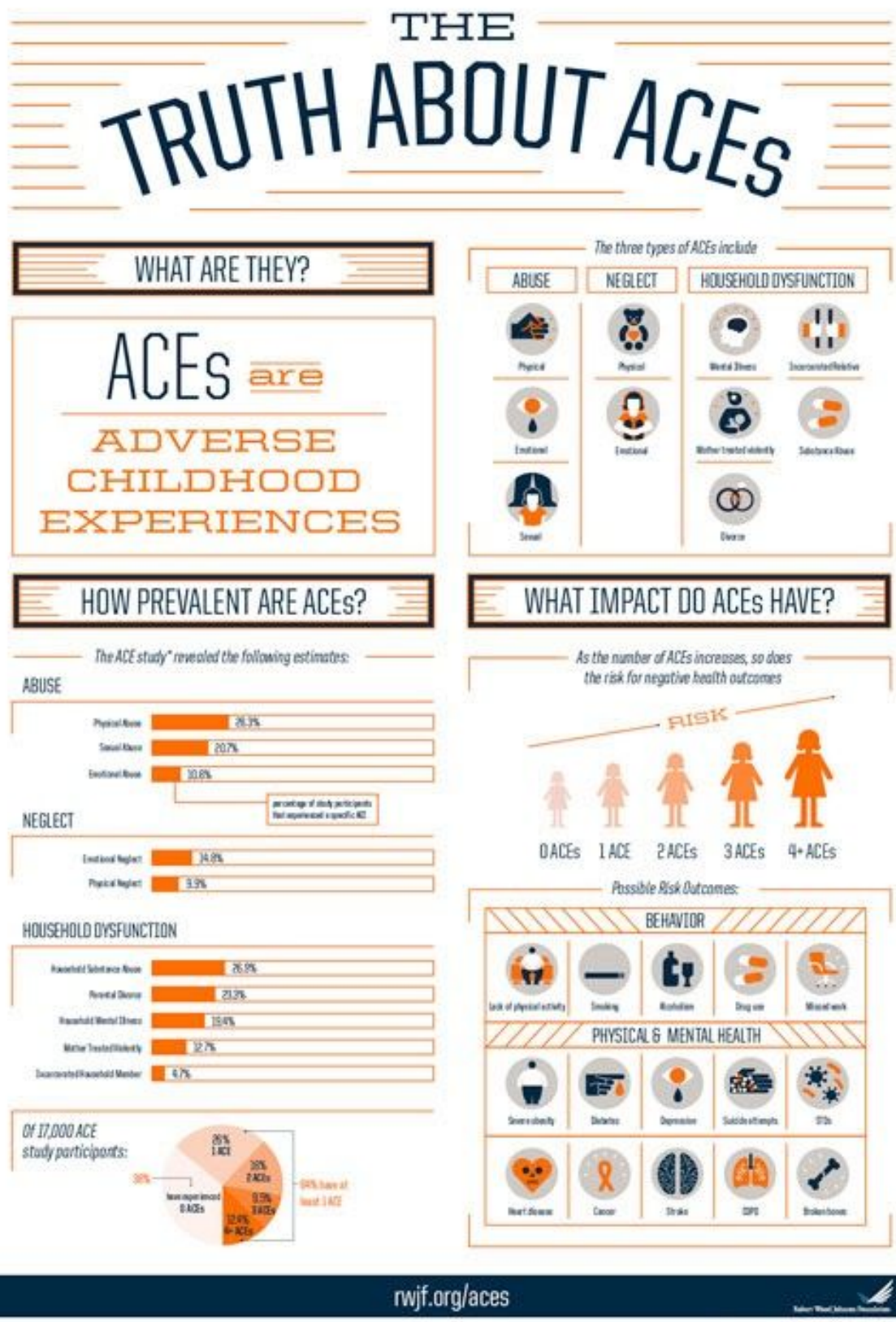
<https://www.edutopia.org/article/when-students-are-traumatized-teachers-are-too>

<https://www.edutopia.org/article/teachers-experience-vicarious-trauma>

<https://www.edutopia.org/article/student-trauma-its-ok-set-boundaries>

Trauma and Impacts to Behavior: At Loleta Elementary School, we understand that trauma impacts a student's socio-emotional and behavioral development. According to a study by the Center for Disease Control and Prevention and Kaiser, nearly nearly six out of 10 children have experienced trauma. Students who experience Adverse Childhood Experiences like violence, exposure to drug use, and chronic housing instability can be either hyperactive—unable to contain the anxious energy—or hypoactive—unable to muster the energy to engage. Trauma impacts a child's brain and cognitive processes, making critical thinking and problem solving more difficult and emotional outbursts more likely. We understand it is vital to create a positive school climate and that relationships with students is vital to their development and sense of safety and trust. We also understand that when child

experience behavioral challenges that there is likely an underlining challenge or skill deficit that they are dealing with and that we, as educators, should also teach socio-emotional and behavioral strategies in addition to academics.



Stressed brains do not learn in the same way that non stressed brains do.

STRESS & EARLY BRAIN GROWTH Understanding Adverse Childhood Experiences (ACEs)

What are ACEs?

ACEs are serious childhood traumas -- a list is shown below -- that result in toxic stress that can harm a child's brain. This toxic stress may prevent child from learning, from playing in a healthy way with other children, and can result in long-term health problems.

Adverse Childhood Experiences can include:

1. Emotional abuse
2. Physical abuse
3. Sexual abuse
4. Emotional neglect
5. Physical neglect
6. Mother treated violently
7. Household substance abuse
8. Household mental illness
9. Parental separation or divorce
10. Incarcerated household member
11. Bullying (by another child or adult)
12. Witnessing violence outside the home
13. Witness a brother or sister being abused
14. Racism, sexism, or any other form of discrimination
15. Being homeless
16. Natural disasters and war

Exposure to childhood ACEs can increase the risk of:

- Adolescent pregnancy
- Alcoholism and alcohol abuse
- Depression
- Illicit drug use
- Heart disease
- Liver disease
- Multiple sexual partners
- Intimate partner violence
- Sexually transmitted diseases (STDs)
- Smoking
- Suicide attempts
- Unintended pregnancies

How do ACEs affect health?

Through stress. Frequent or prolonged exposure to ACEs can create toxic stress which can damage the developing brain of a child and affect overall health.

Reduces the ability to respond, learn, or figure things out, which can result in problems in school.

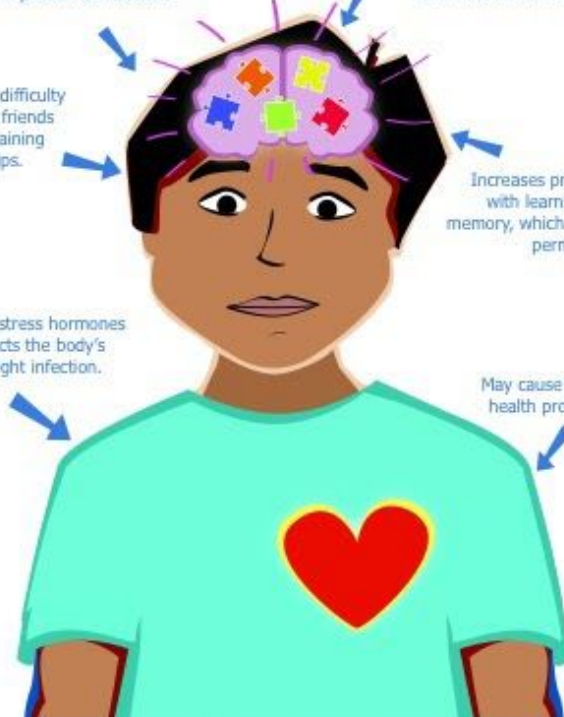
Lowers tolerance for stress, which can result in behaviors such as fighting, checking out or defiance.

Increases difficulty in making friends and maintaining relationships.

Increases problems with learning and memory, which can be permanent.

Increases stress hormones which affects the body's ability to fight infection.

May cause lasting health problems.



A Survival Mode Response to toxic stress increases a child's heart rate, blood pressure, breathing and muscle tension. Their thinking brain is knocked off-line. Self-protection is their priority. In other words:
"I can't hear you! I can't respond to you! I am just trying to be safe!"

A trauma informed approach **IS**

- *Maintaining high expectations
- *Teaching students how to regulate
- *Wondering what's happened to students instead of whats wrong with them
- *Teaching students about how their brain works with their amygdala, pre-frontal cortex, and hippocampus
- *An understanding that behaviors are responses to trauma
- *Establishing a safe environment
- *Developing and maintaining relationships
 - *Culturally responsive
 - *Empowering students
- *Giving students control when appropriate
- *Taking care of yourself

@traumainformedteachers

A trauma informed approach is **NOT**

- *Lowering expectations
- *Enabling
- *Embarrassing students
- *Shaming or judging parents, guardians, or caregivers
- *Using isolation, out-of-school suspensions, restraints as a strategy to change behavior
- *Giving the ACE quiz to students
- *Excusing behavior

Childhood Resiliency Starts With:

**A shift in thinking from
“What’s wrong with you?”
to**

“What’s going on for you?”

Resilient students need resilient teachers.

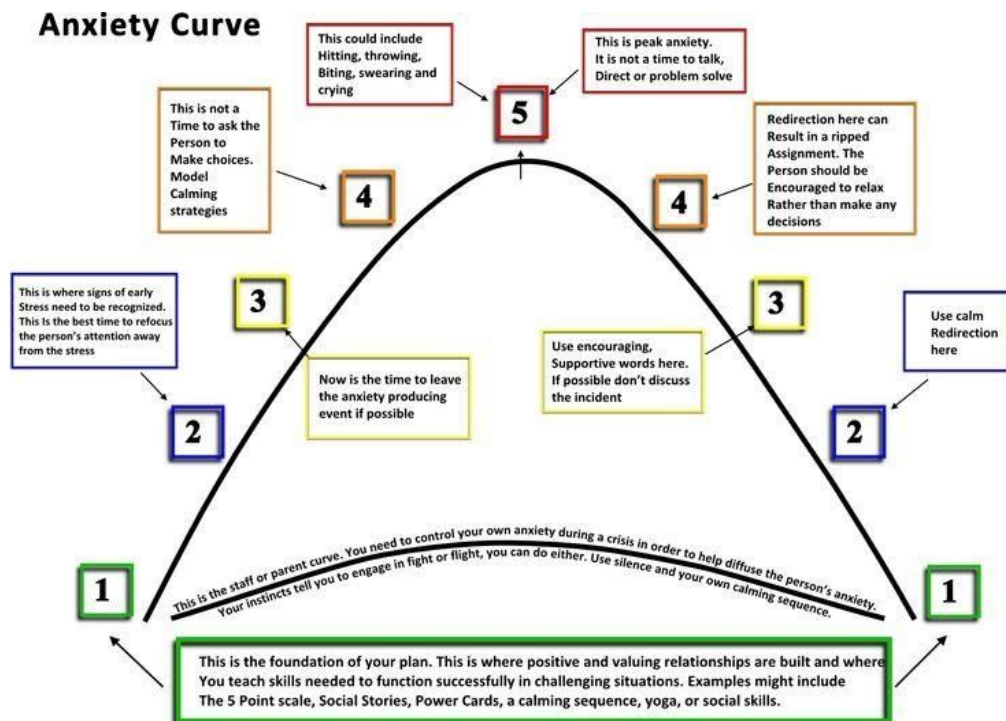
How to respond to student behavior during an escalation:

We at Loleta Elementary School understand that our response to student behaviors impact their skills in regulating and re-joining the academic curriculum. Loleta Elementary School staff have been instructed in utilizing strategies referenced in Crisis Prevention Institute (CPI) and the Anxiety Curve as a way to guide student interactions and deescalation.

CPI de-escalation include:

- Be Empathic and Nonjudgmental
- Respect Personal Space
- Use Non-threatening Nonverbals
- Avoid Overreacting
- Focus on Feelings
- Ignore Challenging Questions
- Choose Wisely What You Insist Upon
- Allow Silence for Reflection
- Allow Time for Decisions

See CPI Manual for additional resources.

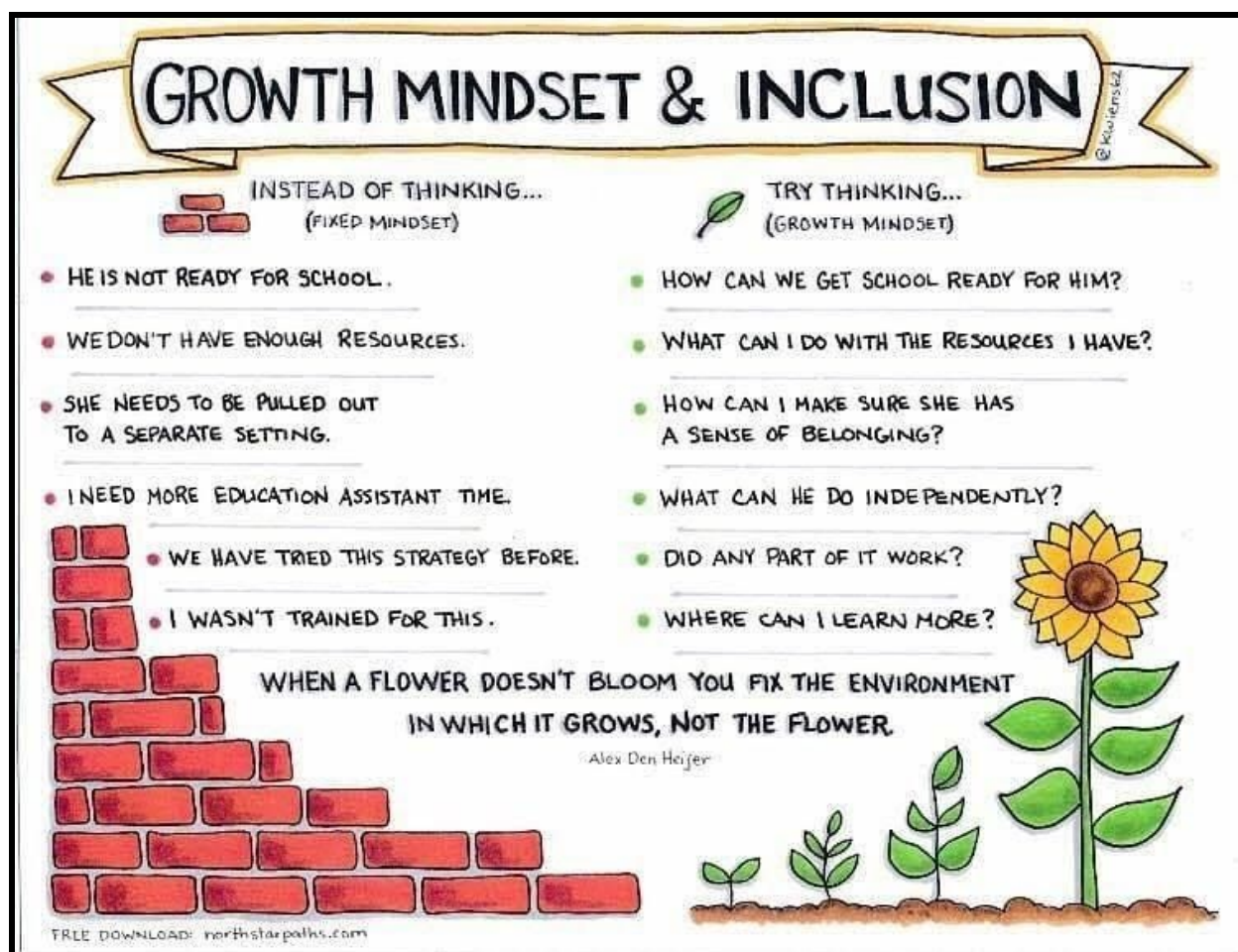


Guidelines for Keeping Students in the Learning Environment

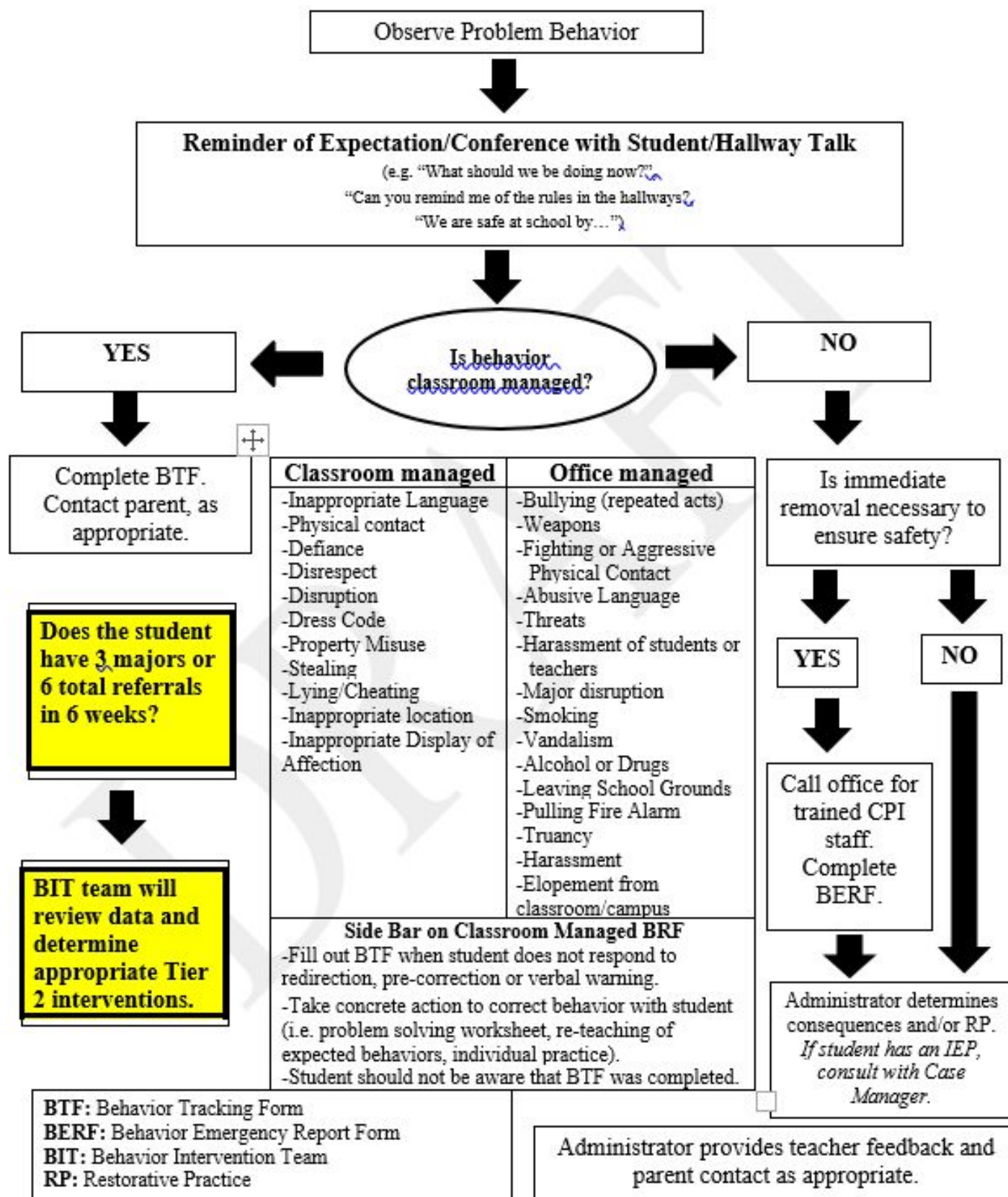
Step 1	Opportunity	Teacher will redirect student toward more appropriate conduct
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Step 2	Hallway Talk (2 minute max)	Teacher will engage in hallway restorative conversation.
Step 3	Behavior Tracking Form/Referral	<p>Teacher completes a BTF and sends student to Principal or other individual responsible for restorative discipline for Major Referrals.</p> <p><i>Referral Process:</i></p> <ul style="list-style-type: none"> ● <i>Reflection Sheet</i> ● <i>Restorative conversation</i> ● <i>Accountability steps determined</i> ● <i>Steps will be documented in SWIS</i>

The key to the referral process is investigation of the SWIS referral by hearing all sides before imposing an accountability plan.



Discipline Matrix



School Wide Interventions and Supports (SWIS) Definitions

Loleta Elementary School utilizes School Wide Interventions and Supports (SWIS) as a method to track behavior and determine appropriate environmental interventions (e.g. additional staffing in appropriate areas) and student or classroom interventions. All staff should complete Behavior Tracking Forms (BTFs) and submit the form to the Principal.

PBIS Behavior Tracking Forms (BTF's)/Data Collection Procedures:

In order to have accurate data to make data-based decisions, **all staff** should fill out behavior tracking forms **consistently and accurately**. Please read over these simple guidelines to help improve data collection.

- Fill out a form everytime you see a problem behavior; when a student is not safe, respectful, or responsible.
- Be sure to include; **Student Name** (first and last, or last initial), **Grade** (If you are unsure what grade the student is in, this can be left blank), **Referring Staff** (Your name), **Date** and **Time**.
- **Problem Behavior:** Determine whether the behavior was **minor or major**; please check one and only one! (If you feel the need to check more than one behavior, please fill out a different form for each behavior. For example if a minor behavior was done and when redirected it escalated to a major behavior, 2 forms are required.)
- **Location, Others Involved, Possible Motivation:** Please check one and only one for each category must be selected. (Often times these boxes are left blank, in order to submit the data into SWIS one category must be selected. Even if you are unsure, your guess is better than the person entering the data.)
- **Teacher Intervention:** Please check one and only one. (When checking a box in this category, its assumed the intervention has been done by the referring staff. For example, if parent contact is selected, you have contacted the parent. If you are suggesting an intervention please write it in the comment/recommendations section. For example, if you would like administration to contact the parent.)
- **Referral for Administrative Intervention:** (Principal only) Please check one and only one. (If applicable attach documentation. For example, student reflection and/or suspension.)
- **Student Interaction:** Students should not be aware that you are completing a BTF or making a referral. BTFs are for data collection and intervention purposes only and should not be utilized in a manner to persuade or threaten a student.

Definitions of Behaviors:

Minor Problem Behaviors:

Minor Problem Behavior	Definition
Defiance (M-Defiance)	Student engages in brief or low-intensity failure to follow directions or talks back.
Disrespect (M-Disrespect)	Student delivers low-intensity, socially rude or dismissive messages to adults or students.

Disruption (M-Disruption)	Student engages in low-intensity, but inappropriate disruption.
Dress Code Violation (M-Dress)	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district.
Inappropriate Language (M-Inapp Lan)	Student engages in low-intensity instance of inappropriate language.
Other (M-Other)	Student engages in any other minor problem behaviors that do not fall within the above categories.
Physical Contact/ Physical Aggression (M-Contact)	Student engages in non-serious, but inappropriate physical contact.
Property Misuse (M-Prpty Misuse)	Student engages in low-intensity misuse of property.
Tardy (M-Tardy)	Student arrives at class after the bell (or signal that class has started).
Technology Violation (M-Tech)	Student engages in non-serious, but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.

Major Problem Behaviors:

Major Problem Behavior	Definition
Abusive Language/ Inappropriate Language/ Profanity (Inapp Lan)	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.
Arson (Arson)	Student plans and/or participates in malicious burning of property.
Bomb Threat/ False Alarm (Bomb)	Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.
Bullying (Bullying)	The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling.
Defiance/ Insubordination/ Non-Compliance (Defiance)	Student engages in refusal to follow directions or talks back.
Disrespect (Disrespt)	Student delivers socially rude or dismissive messages to adults or students.
Disruption (Disruption)	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Dress Code Violation (Dress)	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.
Fighting (Fight)	Student is involved in mutual participation in an incident involving physical violence.
Forgery/ Theft/Plagiarism (Theft)	Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property; or the student has signed a person's name without that person's permission, or claims someone else's work as their own.
Gang Affiliation Display (Gang Display)	Student uses gesture, dress, and/or speech to display affiliation with a gang.

Harassment (Harass)	The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.
Inappropriate Display of Affection (Inapp affection)	Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult.
Inappropriate Location/ Out of Bounds Area (Out Bounds)	Student is in an area that is outside of school boundaries (as defined by school).
Lying/Cheating (Lying)	Student delivers message that is untrue and/or deliberately violates rules.
Other Behavior (Other)	Student engages in problem behavior not listed.
Physical Aggression (PAgg)	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).
Property Damage/Vandalism (Prop dam)	Student participates in an activity that results in destruction or disfigurement of property.
Skip class (Skip)	Student leaves or misses class without permission.
Tardy (Tardy)	Student is late (as defined by the school) to class or the start up of the school day (and Tardy is not considered a minor problem behavior in the school).
Technology Violation (Tech)	Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.
Truancy (Truan)	Student receives an 'unexcused absence' for ½ day or more.
Use/Possession of Alcohol (Alcohol)	Student is in possession of or is using alcohol.
Use/Possession of Combustibles (Combust)	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).
Use/Possession of Drugs (Drugs)	Student is in possession of or is using illegal drugs/substances or imitations.
Use/Possession of Tobacco (Tobacco)	Student is in possession of or is using tobacco.
Use/Possession of Weapons (Weapons)	Student is in possession of knives (> 6 in., < 6 in.) and guns (real or look alike), or other objects readily capable of causing bodily harm.

Perceived Motivation (Function of Behavior):

Perceived Motivation	Definition
Avoid Adult (Avoid a)	Student engages in problem behavior(s) to get away from adult(s).
Avoid Peer(s) (Avoid p)	Student engages in problem behavior(s) to get away from/escape peer(s).
Avoid Tasks/Activities (Avoid task)	Student engages in problem behaviors(s) to get away/escape from tasks and/or activities.

Obtain Adult Attention (Ob a attn)	Student engages in problem behavior(s) to gain attention of adult(s).
Obtain items/Activities (Ob itm)	Student engages in problem behavior(s) to gain items and/or activities.
Obtain Peer Attention (Ob p attn)	Student engages in problem behavior(s) to gain attention of peer(s).
Other (Other)	Possible motivation for referral is not listed above. Staff using this area will specify the possible motivation for this student's problem behavior.
Unknown Motivation (Unknown)	Student engages in problem behavior(s) for unclear reasons.

Restraint/Seclusion:

Restraint/Seclusion	Definition
None	(Default) No restraint or seclusion was used.
Restraint	Any measure or condition used to immobilize or reduce the ability of a student to move his or her torso, arms, legs, or head freely.
Restraint & Seclusion	The use of both restraint and seclusion.
Seclusion	The involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving.
<i>Definitions based on documentation from the U.S. Department of Education on Restraint and Seclusion.</i>	

Action Taken:

Action Taken	Definition
Action Pending (Act Pen)	Consequence for referral is pending. Referral will be modified when "action taken" is determined.
Alternative Placement (Alt Placement)	Consequence for referral results in student being placed in a different educational setting
Bus Suspension (Bus susp)	Consequence for referral results in 1-3 day period when student not allowed on the bus.
Community Service (Comm svc)	Consequence for referral results in involvement in community service activities or projects.
Conference with Student (Conf)	Consequence for referral results in student meeting with administrator, teacher, and/or parent (in any combination).
Expulsion (Expul)	Consequence for referral results in student being dismissed from school for one or more days.
In-School Suspension (In-sch susp)	Consequence for referral results in a period of time spent away from scheduled activities/classes during the school day.
Individualized Instruction (Instruct)	Consequence for referral results in student receiving individualized instruction specifically related to the student's problem behaviors.
Loss of Privilege (Loss priv)	Consequence for referral results in student being unable to participate in some type of privilege.
Other Action Taken (Other)	Consequence for referral results in administrative decision that is not listed. Staff using this area will specify the administrative action taken.
Out-of-School Suspension (Out-sch susp)	Consequence for referral results in a 1-3 day period when student is not allowed on campus.

Parent Contact (Parent)	Consequence for referral results in parent communication by phone, email, or person-to-person about the problem.
Restitution/Community Service (Restitution)	Consequence for referral results in apologizing or compensating for loss, damage, or injury; community services.
Time in Office (Office)	Consequence for referral results in student spending time in the office away from scheduled activities/classes.
Time Out/Detention (Detent)	Consequence for referral results in student spending time in a specified area away from scheduled activities/classes.

Continuum of Corrective Responses

- Calm
- Consistent
- Brief
- Immediate
- Respectful

Classroom Responses:

- Pause in teaching
- The teacher “look”
- Physical proximity
- Praise appropriate behavior observed
- Touch or gesture
- Use humor (but never sarcasm, kids don’t understand and feel shamed)
- Reminder, “If you _____ we will have time for _____.”
- Ask class for response that ends inappropriate behavior (“Take out scratch paper and list... raise your hand if... close your eyes and imagine...”)
- Gentle verbal correction (quiet, quick, calm)
- Ignoring
- Reteach, positive practice
- Alternative Academic Task
- Reflection Desk in which student completes reflection sheet
- Voluntary Time Out
- Owed Time (lunch, recess, etc.) in which the student Restore and Repair the Environment (Community Service)
- Loss of points or privileges
- Discussions, conference with student
- Contract with student
- Classroom Level (informal) individual Behavior Intervention Plan, self-monitoring, reinforcement system
- Parent contact
- Restore and Repair the Environment (community service)

School Level Response:

- Send student to a Buddy Room
- Complete Behavior Tracking Form
- Contact Office if Major and immediate assistance needed.
- Parent Contact
- Detention, Suspension.
- Restorative Conference
- Restore and Repair the Environment (Community Service)

Hallway Talk/Student Conference Procedures:

1. Positive, private, using quiet voice
2. Describe the problem
3. Describe the alternative (what the student should do instead)
4. Tell why alternative is better
5. Practice (student should tell and/or show)
6. Provide feedback

General Response to Behavior

1. Provide **verbal redirection/reminder** (2x).
2. Have a **private conversation** with student. (Hallway talk).
3. Provide **space and wait time** (unless a safety issue).
4. Provide **reinforcement to other students** (Cougar Cash).
5. **Check-in** to see if student made a choice and follow through.
6. **Compliment the right choice or replacement behavior.**



7. If behavior continues, consider buddy classroom.
8. Contact office for Majors needing immediate assistance. Office will text Autumn, Sandy, Kelly, or Heather.
9. Complete BTF.

Talking to Parents about Student's Behavior

1. Start the conversation with a **friendly greeting**.
2. Stay focused on the **issue at hand**.
3. Be gentle and **speak with a calm voice**.
4. Step into the parent's shoes and **consider what they are hearing**.
5. Avoid judgement.
5. **Present a positive along with the negative**.
6. **Plan a time to follow up**, if needed.
7. Attempt to make conduct contact with parents at a ratio of **4 positives to 1 corrective**.

Buddy Classroom Procedures

We all know the basics of classroom management when dealing with general misbehavior in our students:

- Eye Contact, Pause in teaching, The teacher “look”
- Physical proximity, Touch or gesture
- Praise appropriate behavior observed in others
- Use humor (but never sarcasm, kids don’t understand and feel shamed)
- Reminder, “If you _____ we will have time for _____.”
- Ask class for response that ends inappropriate behavior (“Take out scratch paper and list... raise your hand if... close your eyes and imagine..”)
- Gentle verbal correction (quiet, quick, calm)
- Ignoring
- Stop-Reteach-Choices-Acknowledge-Cooperation (STCAC)
- Alternative Academic Task
- Owed Time (lunch, recess, etc.) in which the student Restores and Repairs the Environment (Community Service)
- Loss of points or privileges
- Discussions, conference with student
- Parent contact

But, what if your student can’t be redirected or comply with your requests? Sometimes we need a more structured approach to getting a student back on track and onto success in our classrooms. All of our interactions with students should be with instruction in mind, even when we are talking about behavior. The following process needs to be taught to students at the beginning of the year at a time in which all students are calm and focused. It will not work if you are trying to prompt an escalated child to do the following steps if he or she is not familiar with it.

A Protocol for Teaching Take A Break (TAB) in the Buddy Room

Positive, Proactive Correction:

There may be times students are unable to Take a Break (TAB) in the classroom and another step must be taken. For example, a student may not respond appropriately to your instruction to Take a Break. Inappropriate responses include:

- Refusal to move to the assigned area
- Becoming confrontational
- Balking and asking why
- Fidgeting, talking to others, etc. while in TAB
- Creating any kind of further disruption

In situations like this, the student is not going to regain composure in the classroom setting. When this occurs, a more stringent form of TAB is required in order to remove the student from the setting while also giving them a chance to get control. It is very important that you remain completely calm during this time.

Please be sure to use redirecting language in a neutral tone, stating what the specific behavior that you want. The goal is to have the student change the inappropriate behavior without escalation. The more calm you remain, the greater the chance of de-escalation.

The next step is to assign TAB in the Buddy Room. Before the students arrive for the first day of school, set up a

mutual agreement with another teacher whose classroom is in close proximity to yours to serve as one another's Buddy Room. If a student needs to TAB in the Buddy Room you want to be able to monitor the student's movement from one room to the other. Make a special seat available in each classroom for a student to use while "cooling off" and completing a Fix It Plan. Just like TAB in the classroom, TAB in the Buddy Room is not a punishment. It should be presented to students as a gift or opportunity for the student to regain control and cool off or recompose themselves before re-entering the classroom.

Since TAB in the Buddy Room is a stronger form of redirection, it is essential that it be taught and modeled in much the same fashion as the Take a Break. Demonstrations of when TAB in the Buddy Room might be used and how a student should respond to being sent to the Buddy Room is critical to it being viewed as an opportunity to preserve the student's dignity. Prior to teaching TAB in the Buddy Room, it is essential that the following be established and taught: Classroom behavior expectations

- Classroom procedures and routines
- The signal for silence
- The use of the Y-Chart to clarify expectations
- Take a Break

Buddy Room Procedures:

What is one thing that you do to calm down when you get upset or mad?

Share one thing they understand about the use of Take a Break in your classroom. After hearing all of the shares, ask students if they think there may be times when something more than Take a Break is needed. Limit this to only a few responses to allow time for teaching the strategy. Remind students that during the 3rd week of school a Social Contract will be created which will allow them to make agreements as a community that will guide their work together. Explain that classroom expectations are in place and are to be followed until the contract is developed to maintain order in the classroom and school so that students may learn. Explain that TAB in the Buddy Room that you are going to introduce today is another strategy you will use to help students maintain control of their own behavior.

Activity: Teaching TAB in the Buddy Room

Remind students of your job to help them follow the rules and to help them regain control when necessary so that the community will be a respectful and a pleasant place to learn. Part of regaining self-control and being part of the community includes figuring out what to do to correct inappropriate behavior. Explain that Take a Break in the Buddy Room is a step that will be necessary if the opportunity to Take a Break in the classroom is rejected by the student.

Ask students to review the expectations from the Y-Chart on what it looks like, sounds like, and feels like when a student goes to the TAB seat. Ask students to describe behavior that is not acceptable in the TAB seat. (Listen to students' responses, but you may need to guide somewhat by including: talking out, talking to others, refusing to go to the seat.) Explain that if a student responds to the instruction to Take a Break in an inappropriate manner you will know that the student needs to sit in a different space to regain composure. Share with the students the arrangements you made to have a place in another teacher's room for those times when a student needs to move to another location to calm down.

Distribute copies of a Fix-It plan. Go over the details of the Fix it plan so students will know what they need to do when they are in the Buddy Room. You might want to put this on the overhead to model how this should be completed, or walk the students through the information on the form. Be very specific about how they should enter the collaborating teacher's classroom and behave in the other teacher's classroom emphasizing that this is NOT a punishment, so they should:

- Enter the designated Buddy Room and stand inside the door to discreetly alert the Buddy Room teacher of their presence.
- When the teacher acknowledges their presence, go to the assigned “buddy seat” in the room
- Sit quietly and focus on calming down
- Use the Fix It plan to guide them in the problem-solving process.
- Raise your hand and wait for the Buddy Room teacher to review their plan.
- When the Buddy Room teacher has reviewed the plan and it is acceptable, the student will be allowed to return to the classroom. The Buddy Room teacher will monitor the student’s return to class.

You should model appropriate student response when sent to the Buddy Room and lead students in reflection about what they observed. Next, have a student demonstrate the practice. Remember: Always model the correct procedure.

Though it may be entertaining to show the wrong way, we want students to remember how to do things the right way. Complete a Y-Chart for TAB in the Buddy Room using feedback from students’ observations. If time permits, have a few more students demonstrate TAB in

Buddy Room following the Y-Chart expectations. Remind students that you will use TAB in the Buddy Room only for those times when TAB is not effective, and it will be used in all classes, so they should follow the expectations established on the Y-Chart.

- Keep the Buddy Room Y-Chart visible in the classroom as a visual reminder and a reference point for students and the class as needed.
- Read and Process the Daily News and Announcements:
- Have a student volunteer read the Daily News and any class/team
- announcements. Ask students to reflect on how TAB and TAB in the Buddy
- Room will help them be a better community.
- Acknowledgement

Expectations for Students While in the Buddy Room

- Enter the designated Buddy Room and stand inside the door to discreetly alert the Buddy Room teacher of your presence.
- When the teacher acknowledges you, go to the assigned “buddy seat” in the room.
- Sit quietly and focus on calming down.
- Use the Fix-It plan to help you think about the problem-solving process.
- Raise your hand and wait for the Buddy Room teacher to review your plan.
- When the Buddy Room teacher gives you permission, return to your regular classroom.
- Enter your classroom respectfully and take your seat.

Reflection Desk- also known as a Safe Seat, a Reflection Desk/Break Place is placed strategically in the room to allow for limited distractions. **A student in the Reflection Desk has no interaction with the class.** They fill out the above **Reflection Sheet** or **Behavior Log**, and when they are able to process with the teacher (when they have filled out the sheet properly and are not displaying the behavior that got them there), then they may return to their normal seat. Most students will stop all misbehavior at this junction—most are not willing to go further in the process, but if they are, the next step is the **Buddy Room**.

Buddy Room: A Buddy Room is a safe place for a student to go when they persist in the negative behavior in the **Reflection Desk**. A Buddy Room is a prearranged place in another teacher’s room (it is that teacher’s **Reflection Desk**) generally a grade higher in order to maximize positive role models and minimize shaming. This second step allows the student to have a time out from their classroom environment, to calm down, and have more time to think about his or her behavior. The student must have the **Fix It/Reflection Sheet** filled out correctly and be ready to talk

about his or her behavior before returning to class.

Processing and Returning to Class - The most important step is when the teacher processes (talks about the behavior) with the student before they return to normal classroom activities. This is important because children need to feel a sense of forgiveness, that all is forgotten, and that they can start fresh. If they feel shamed or disliked, it is likely that you will see continued and escalating behavior because the feelings of rejection begin to shape their identity, “I am a bad boy.” Because children have difficulty generalizing learned behaviors, it is recommended that you have them reenact or role play the situation that went wrong and this time do it the ‘right way.’

Here is an example:

*Joey was sent to the **Reflection Desk** and then to the **Buddy Room** after repeated prompts to stay in his seat, not make loud comments, and to keep his hands to himself. When he returns the teachers first response is, “Joey, I am so glad you are back, we missed you. Are you ready to show me your **Reflection Sheet**?” He shows it and verbally states what he has written or drawn, “I need to stay in my seat and raise my hand.” Then the teacher might say, “Joey, can you show me what that looks like?” Have him demonstrate. Then the teacher must give positive reinforcement, “Great job Joey, we are so glad to have you back in our class.” Reinforcement increases the chances that the student will try the positive behavior next time.*

If a student can’t stop the misbehavior in the **Buddy Room**, the next step is the **Office**.

Office- This is the last stop for a student who has shown that they cannot change their behavior in class or in a Buddy Room. In the office, the student must still complete the **Reflection Sheet** and demonstrate that they are calm and ready to return to class. The student may need to wait here until a reasonable time for the teacher to **process** with the student. When the student is able to **process**, the principal may walk them back to class or the teacher may come to get them. Together they will work through the **Processing** steps and may add some restorative practices that aim to restore the environment or relationships harmed during the misbehavior. For example, the child could work in the classroom (wiping tables, cleaning, stapling) or help during recess (play with younger students to model good behavior or help the custodian) to ‘give back’ to the community. Any community service done should be a positive experience for the child – they have already corrected their behavior, now is the time to give back and feel proud of their accomplishments. The child may also need to make some apologies to classmates or the teacher. These should never be shaming in nature, but heartfelt and accepted with sincerity.

Many teachers have found that by using this process, most of the students that would normally go to the office for misbehavior straighten out at the Reflection Desk. This limits the amount of instructional minutes lost as well as maximizes the student’s connection to the classroom. Remember, as long as a child feels he or she is part of the ‘village’, the cost of misbehaving remains high. Once sent out of the village, that connection disintegrates relationships, causing the cost of misbehaving to be low and increases the likelihood that they will continue to misbehave.

Fix-it plan

Name: _____

Date: _____

1. What did you do that broke the rule? *Put a check by the rule that you were not able to follow*

Safe

Responsible

Respectful

2. What will you do to get your needs met in a more appropriate way?

3. Do you need help from anyone else? Yes No

If yes, what support do you need and from whom?

4. What action(s) will you take to repair the damaged person(s) or things? What Apology of Action will you make?

_____ Check here if you have had this problem before during the last two days.

You may need to conference with an adult to break a habit or change your behavior.

Student Signature _____ Date _____

Buddy Room Teacher Signature _____

Playground Active Supervision Procedures

Active Supervision is a monitoring procedure that uses three components: moving, scanning and interacting frequently.

Moving Effectively:

- Constant
- Make presence known and obvious
- Proximity to all students
- More frequent proximity to students requiring extra support
- Targets problem areas

Scanning Effectively:

- All students observed on a regular basis
- Make eye contact with students in more distant locations of the room
- Look and listen for signs of a problem

Interacting Frequently:

- Positive contacts
- Friendly, helpful, open demeanor
- Proactive, noncontingent
- High rate of delivery
- Positive reinforcement
- Immediate and contingent on behavior
- Delivered at high rates and consistently

Additional Instructions:

- Two staff to rotate around the play structure.
- One staff at the front of the basketball near the Cougar sign.
- One staff on the field.
- Cell phones away unless an emergency.
- Continue to walk around and engage students.
- Provide positive prompting with the guidelines of being safe, responsible, and respectful. (e.g. "Please be safe and walk.")
- Provide a visual of the rules if appropriate that is on your clipboard.
- Acknowledge students if they feel mistreated or bullied by another student. Ask them if they told the person to stop and if they walked away. If they did provide positive reinforcement and "Cougar Cash". Provide conflict resolution coaching.
- Pass out "Cougar Cash" at a high rate for students who make positive choices in being safe, responsible, respectful, and kind.
- Students need a pass to use the restroom. Two students per restroom.

Restorative Practices

At Loleta Elementary School, we understand that young people make mistakes, and it is the school's role to support their socio-emotional growth as well as their academic growth. When our young people make mistakes, our goal is to create opportunities for them to learn from their mistake, take accountability for their actions, and to make it right.. We are committed to engaging in the kind of discipline that is rooted in learning and teaches appropriate conduct consistent with school values.

As a staff, it is our goal and we make every effort to keep students in the classroom and in school. When disruptive behaviors occur, we will attempt to address them in a restorative manner focused on needs, accountability, and addressing root causes. When someone in our school community is harmed, we are committed to creating space to bring together all those affected to collaboratively address needs and responsibilities, and come up with a plan to repair harm.

We understand that our young people often experience conditions in their homes and communities that are traumatizing and that may impact their behavior at school. Our staff will work to connect every student to services and caring adults in order to ensure that such students are supported in every way possible.

Restorative practices are processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing. Restorative practices are increasingly being applied in individual schools and school districts to address youth behavior, rule violations, and to improve school climate and culture. Restorative practices can improve relationships between students, between students and educators, and even between educators, whose behavior often serves as a role model for students.

Restorative Questions:

Restorative Questions I

To respond to challenging behavior

What happened?

What were you thinking of at the time?

Who has been affected by what you have done? In what way?

What do you think you need to do to make things right?

International Institute for Restorative Practices, www.iirp.org

Restorative Questions II

To help those harmed by others actions.

What did you think when you realized what had happened?

What impact had this incident had on you and others?

What has been the hardest thing for you?

What do you think needs to happen to make things right?

Restorative Conference/Reflection

Student Name(s): _____ Date: _____

Completed by: _____

The point of “restorative justice” is not to punish, but to learn from our mistakes and take responsibility for our actions. Therefore, please answer the following questions thoroughly and honestly, because the effort you put in will determine the results you get out.

1. What happened (has been happening)?

2. What were you thinking at the time of the incident?

3. What have you thought about since?

4. What impact had this incident had on you and others?

5. What do you think needs to be done to make things as right as possible?

6. How could you have done this differently?

7. What is your next step and how will you handle it appropriately?

Framework for addressing specific situations and ensuring accountability

Actions Inconsistent with Core Value of Respect	Progressive Steps to Refocus	Steps to support and follow up
<ul style="list-style-type: none"> ● Oppressive language <i>Oppressive language includes vulgar, profane, homophobic, racist, sexist, ablist, classist, or threatening language</i> ● Oppressive behavior <i>Includes harassment based on race, ethnicity, gender, sexual orientation, disability, or religion.</i> ● Lying to school personnel 	<p><u>In Class Room</u></p> <ol style="list-style-type: none"> 1. Teacher will redirect student toward more appropriate conduct 2. Refocusing: Hallway restorative conversation or in class reflection 3. Behavior Tracking Form completed to Principal or other person responsible for restorative discipline <p><u>Outside of Class</u></p> <ol style="list-style-type: none"> 1. Adult will redirect student toward more appropriate conduct 2. Student will get a second opportunity to self-correct 3. Behavior Tracking Form completed to Principal or other person responsible for restorative discipline 	<ol style="list-style-type: none"> 1. Restorative conversation 2. Accountability steps determined 3. Student will be connected to services if need is identified
<ul style="list-style-type: none"> ● Electronic Usage 	<p><u>In Class Room</u></p> <ol style="list-style-type: none"> 1. Teacher will redirect student toward more appropriate conduct 2. Refocusing: Hallway restorative conversation or in class reflection 3. Behavior Tracking Form completed to Principal or other person responsible for restorative discipline 	<ol style="list-style-type: none"> 1. Restorative conversation 2. Accountability steps determined 3. Student will be connected to services if need is identified
<ul style="list-style-type: none"> ● Inappropriate Clothing <i>Includes clothing that is overly revealing, gang affiliated, includes drug paraphernalia, or has oppressive or disrespectful images or language.</i> 	<ol style="list-style-type: none"> 1. Teacher contact with to Principal or other person responsible for restorative discipline 	<ol style="list-style-type: none"> 2. Restorative conversation 3. Call home 4. Student will be provided alternate clothing if possible or have parent either bring alternate clothes or take them home to either change or to try again the following day

Actions that more severely transgress the value of Respect :		
<ul style="list-style-type: none"> ● Ongoing actions that go against this value 	Teacher uses discretion to decide whether student should be provided opportunity or if they should be sent directly to Principal or other individual responsible for restorative discipline.	<ol style="list-style-type: none"> 1. Restorative conversation 2. Call home 3. Accountability steps determined 4. Student will be connected to services if need is identified
<ul style="list-style-type: none"> ● Sexual Harassment <i>Unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal, written, or physical conduct of sexual nature</i> ● Sexual Assault (Mandatory Suspension) 	<ol style="list-style-type: none"> 1. Student will be sent directly to Principal or other individual responsible for restorative discipline. 	<ol style="list-style-type: none"> 1. Restorative conversation 2. Call Home 3. Student will be suspended 4. Before re-entering, student will be encouraged to engage in Circle with those who were harmed (with the latter's consent) and Circle will need to include parents 5. Accountability steps determined in Circle (likely not until after student comes back) 6. Student will be connected to services if need is identified

Actions Inconsistent with Value of Responsibility	Progressive Steps to Refocus	Steps to support and follow up
<ul style="list-style-type: none"> ● Classroom Disruption ● Picking on, bothering or distracting other students 	<ol style="list-style-type: none"> 1. Teacher will refocus student toward more appropriate conduct 2. Refocusing: Hallway restorative conversation or in-class reflection 3. Behavior Tracking Form completed to Principal or other person responsible for restorative discipline 	<ol style="list-style-type: none"> 1. Restorative conversation 2. Accountability steps determined 3. Student will be connected to services if need is identified
<ul style="list-style-type: none"> ● Tardiness 	<ol style="list-style-type: none"> 1. Teacher will attempt to check in directly with student 2. If student is late consistently teacher will call home 	<ol style="list-style-type: none"> 1. Restorative conversation 2. Call home 3. Additional accountability determined 4. Student will be connected to services if need is identified
<ul style="list-style-type: none"> ● Hallway misbehavior 	<ol style="list-style-type: none"> 1. Adult will refocus student toward more appropriate conduct 2. Student will get a second opportunity to self-correct 3. Behavior Tracking Form completed to Principal or 	<ol style="list-style-type: none"> 1. Restorative conversation 2. Accountability steps determined 3. Student will be connected to services if need is identified

	other person responsible for restorative discipline	
Actions More Severely Transgressing Against the Value of Responsibility		
<ul style="list-style-type: none"> ● Ongoing actions that go against this value 	Teacher uses discretion to decide whether student should be provided opportunity or if they should be sent directly to school official.	<ol style="list-style-type: none"> 1. Restorative conversation 2. Call Home 3. Accountability steps determined 4. Student will be connected to services if need is identified
<ul style="list-style-type: none"> ● Fighting 	<ol style="list-style-type: none"> 1. Student will be separated and safety will be ensured. Investigation of incident will occur by principal or designated school personnel. 	<ol style="list-style-type: none"> 1. Separate restorative conversations will be had with each party involved to determine next steps 2. Based on severity of situation, willingness of both parties and safety assessment, students will either engage in a Harm Circle. If the former is not feasible, the student(s) will receive off campus suspension. 3. Additional accountability steps will be determined.
<ul style="list-style-type: none"> ● Theft ● Property Damage <i>Intentional damage or defacement of another person's or school</i> ● Threat or false report related to explosives 	<ol style="list-style-type: none"> 1. Behavior Tracking Form completed to Principal or other person responsible for restorative discipline. 	<ol style="list-style-type: none"> 1. Restorative conversation 2. Call home 3. Accountability steps determined 4. If others were harmed in the process, student will be asked to engage in a harm circle 5. Student will be connected to services if need is identified
<i>Mandatory Suspension and Recommendation for Expulsion</i> <ul style="list-style-type: none"> ● Bringing or possessing, weapons, firearms, or explosives ● Using firearms or weapons 	<ol style="list-style-type: none"> 1. Adult should contact School Safety Officer and/or Law Enforcement Officer to have student escorted to main office 	<ol style="list-style-type: none"> 1. Parent will be immediately contacted 2. Restorative conversation will take place with student parent, principal, and dean 3. Student will receive off school suspension and principal will recommend expulsion 4. Additional safety actions may be taken 5. Student and parents will be asked to engage in harm circle 6. Additional accountability steps will be determined.

Actions Inconsistent with Value of Responsibility	Steps to Refocus	Steps to support and follow up
<ul style="list-style-type: none"> ● Academic Dishonesty ● Classroom Disruption 	<ol style="list-style-type: none"> 1. Teacher will refocus student toward appropriate conduct 2. Refocusing: Hallway restorative conversation or in class reflection 3. Behavior Tracking Form completed to Principal or other person responsible for restorative discipline 	<ol style="list-style-type: none"> 1. Restorative conversation 2. Accountability steps determined 3. Connecting students to services if needed 4. Additional accountability steps determined

<ul style="list-style-type: none"> Leaving or attempting to leave campus without a pass. 	<ol style="list-style-type: none"> Teacher will attempt to check in directly with student to identify root of behavior (if need is identified teacher should refer student directly to services or Principal for additional support) Teacher will call home Behavior Tracking Form completed to Principal or other person responsible for restorative discipline 	<ol style="list-style-type: none"> Restorative conversation Call home Additional accountability steps determined in in-house suspension Student will be connected to services if need is identified
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Actions that more severely act against the value of **Responsibility**

<ul style="list-style-type: none"> Ongoing actions that go against this value 	Adult uses discretion to decide whether student should be provided opportunity or if they should be sent directly to Principal.	<ol style="list-style-type: none"> Restorative conversation Call Home Accountability steps determined Student will be connected to services if need is identified
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Actions Inconsistent with Value of Self-Care	Steps to Refocus	Steps to support and follow up
<ul style="list-style-type: none"> Tobacco possession or use 	<ol style="list-style-type: none"> Behavior Tracking Form completed to Principal or other person responsible for restorative discipline. 	<ol style="list-style-type: none"> Restorative conversation Call Home Accountability steps will be determined Student will be connected to a tobacco use prevention program

Actions that more severely transgress against value of **Self-Care**

<ul style="list-style-type: none"> Ongoing actions that go against this value 	<ol style="list-style-type: none"> Behavior Tracking Form completed to Principal 	<ol style="list-style-type: none"> Restorative conversation Call Home Additional Accountability steps will be determined Student will be connected to a tobacco use prevention program
<ul style="list-style-type: none"> Illegal drugs or controlled substances (under the influence of, using, or possessing) 	<ol style="list-style-type: none"> Adult will send student directly to Principal or other person responsible for restorative discipline (School Psychologist). 	<ol style="list-style-type: none"> School official will have a restorative conversation with student Call Home Additional Accountability steps will be determined possibly in Circle (Or in restorative conversation among school official, parents, student) Student will be connected to a drug and alcohol prevention and intervention program
<ul style="list-style-type: none"> Alcohol (possessing, under the influence or using) 	<ol style="list-style-type: none"> Adult will send student directly to Principal or other person responsible for 	<ol style="list-style-type: none"> Restorative conversation Call Home

	restorative discipline (School Psychologist).	3. Additional Accountability steps will be determined possibly in Circle (Or in restorative conversation among school official, parents, student) 4. Student will be connected to a drug and alcohol prevention and intervention program
<ul style="list-style-type: none"> Selling Illegal drugs or controlled substances 	1. Adult will send student directly to Principal or other person responsible for restorative discipline (School Psychologist).	1. Parent will be immediately contacted 2. Restorative conversation will take place with Student, Parent, Principal, and/or School Psychologist 3. Student will receive off school suspension. 4. Additional safety actions may be taken 5. Student and parents may be asked to engage in harm circle. 6. Additional accountability steps will be determined if student returns to school

EXPULSIONS

Although it is our goal to keep every student in school, it is our responsibility to keep our school campus safe for our entire school community. If a student engages in any of the following behaviors, by law they must be recommended for expulsion:

1. Possessing, selling, or furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault or committing a sexual battery.
5. Possession of an explosive.

Progressive Accountability Steps:

Step	How it will support student and or school community	Applicable when...
Restorative Action (Making Amends, Making it Right)	<p>Gives student the opportunity to make amends for the harm</p> <p>Creates space for student to show that they are able to engage positively if they choose to take advantage of the opportunity.</p>	A student has disrupted the classroom or school environment.
Detention	<p>Way for a student to give back time that they have taken away from the school day or the classroom.</p> <p>Creates time for a student to step back and reflect on ways to re-engage in a more productive and positive way and also for them to reflect on what support they need.</p>	When a student has taken away time from the classroom or school.
Academic or behavioral contract	Helps a student be accountable to themselves, their parents and the school, by having someone	When a student is showing difficulty being accountable on

	monitor their progress on academic or behavioral improvement.	their attendance or their academic progress
Harm Circle	When a person harms another, we want the person(s) harmed to have the opportunity to begin to heal and the person responsible opportunity to take accountability for their actions and collectively engage in a process to address the needs and repair harm.	When individuals in the school have engaged in an action that has caused harm (fights, verbal altercations, harassment, property damage, theft, threats or false threats)
Family group conferencing	Similar to Circle but includes parents. Parents are raising, teaching and supporting our students and we want to involve them as much as possible to help build a strong and healthy school community.	When a student has engaged in a conflict that is best addressed in presence of family, or when a student is repeatedly engaging in behaviors that do not reflect the values, families will be brought in to participate in making things right
Out of school suspension	<p>We are committed to making sure that our school campus is safe and conducive to learning. If a student is engaging in behavior that is unsafe to them self or others or distracting to the learning and is unable to be re-engaged at that moment, we want to allow the student time and space away from the school before taking further actions.</p> <p>Although we believe strongly in keeping students in the learning community during the school day, we want to ensure the safety of everyone in our school. If an individual poses a severe threat to themselves or others that cannot be dealt with using restorative interventions we will assign out of school suspension as a way for the student to have sufficient time and space away to reflect and refocus and to lower or eliminate safety risks</p>	<p>When a student poses an immediate threat to themselves or other's safety or ability to learn (alcohol possession or influence, or when a student is not able to correct behavior for the day)</p> <p>When a student possess a severe threat to the school safety (Sexual harassment, assault or battery, sexual assault, weapon possession or use, and selling illegal drugs or controlled substance)</p>

Restorative Actions – Suggested ways to make it right and give back to the school community

- Classroom apology
- Mentoring a younger student who is engaging in similar self-destructive behavior
- Supporting the creation of a support group for students engaging in similar self-destructive behavior
- Creating a video, spoken word performance, or other art project around lessons you have learned from your mistakes so that other students can learn from it.
- Helping organize an assembly or school activity to promote a specific kind of transformative behavior that you are now engaging in or are trying to engage in as a result of the lessons you have learned from your mistakes
- Leading a fundraiser for the school
- Cleaning classrooms after school or during lunch
- Cleaning with custodian after school

- Cleaning graffiti in the morning or after school
- Doing a school property restoration or beautification project
- Tutoring a student after school

Hallway talk: These refer to the brief conversations that teachers have with students after they have been given opportunities to correct misbehavior. Hallway talks last 1-2 minutes and are considered the final opportunity for students to refocus before receiving a Behavior Tracking Form and/or office contact.

Opportunity: These refer to the chances for students to change their behavior when they make mistakes and/or act against our core values during class and in the hallways.

Behavior Tracking Form: If students consistently act out against our values and/or exhaust all of their opportunities to correct their behavior in class, a Behavior Tracking Form should be completed.

Refocus: This refers to the actions that teachers take when students act against the values in order to assist the student in correcting their behavior, so that he/she may re-engage in school and classroom activities and learning.

Restorative Action: An action intended to repair the harm that was caused and to hold student accountable for harm.

Restorative Justice: Is a process to bring together everyone who has been affected by wrongdoing to address needs, harms, and responsibilities in order to heal and make things as right as possible

Bullying Concerns

Teaching, Constructive Responses, Accountability, and Consequences

At Loleta Elementary School, we strive to ensure that the school environment is safe for all students. All adults will help to hear and respond to concerns from students and families related to bullying concerns.

Students are taught throughout the school year what is bullying and how to respond if they feel bullied utilizing the *Stop, Walk, Talk* program.

Bullying is defined as a desire or intention to hurt an individual or a group, including but not limited to:

- A hurtful action
- An imbalance of power
- Typically repeated acts
- An unjust use of power
- Satisfaction for the aggressor
- A sense of being hurt on the part of the target student

Definitions of bullying:

PHYSICAL (direct): Hitting, kicking, choking, pushing, tripping, poking, fighting, unwanted touching threatening gestures or postures, destruction of property

SOCIAL OR PSYCHOLOGICAL (indirect): Social ostracism, rumors, shunning, intimidation, extortion, manipulation, and character assassination (saying mean things about someone that is not true)

VERBAL (direct): Insults, taunting, degrading teasing, name calling, threats, slander, defaming, blackmail

CYBER (direct or indirect): Using social media, emails, web sites, chat rooms, profiles, etc. (Texts, snapchat, Twitter, Facebook, etc. to spread rumors, make insults, character assassination)

Conflicts vs. Bullying:

Conflict occurs when two or more people on equal footing have a disagreement.

Bullying occurs when a more powerful person or group uses that power (usually repeatedly) to hurt or control another person.

Harassment refers to a specific type of ongoing bullying and is used as the legal term for sexual behavior.

Teasing vs. Bullying:

- Teasing is when there is a “give and take” or a two way street where both people are having fun.
- It may be unintentional.
- It will stop when there is the realization of the harm of the actions
- Bullying is when one person does all the giving and the other person does all the taking-a one way street where one person is not having fun or is getting hurt.

Student Response to Bullying:

Students are taught throughout the school year and posters are displayed on campus on ways to manage bullying utilizing the *Stop, Walk, Talk* program, an evidenced based PBIS program.

If you feel hurt by words or actions, or if you see someone being hurt by words or actions...



Ask them to:

Stop

Tell them to stop doing what they're doing and use your school's stop signal.



Then:

Walk

Walk away from problem behavior.



If the behavior doesn't stop:

Talk

Talk to an adult.

Upstander Interventions:

Research shows that encouraging students to be an Upstander helps to reduce bullying and create a more positive school climate. Students are encouraged to be an Upstander if they feel someone has been bullied. Being an Upstander includes:

BE A FRIEND:

- Don't laugh
- Don't encourage the bully in any way
- Don't participate
- Stay at a safe distance and help the person get away
- Don't become an "audience" for the bully
- Reach out in friendship

INTERRUPT:

- Distract the bully

SPEAK OUT:

- Say something...”Hey that’s not nice.”

TELL SOMEONE:

- Tell an adult
- There is strength in numbers. Every school and every community has more caring kids than bullies

Adult Response to Report of Bullying:

Should a student report to an adult repeated bullying concerns, a *Report of Bullying, Harassment, Discrimination Report Form* should be completed and followed up on by administration.

**Loleta Elementary School
Report of Bullying, Harassment, or Discrimination
Investigation Form**

Student Reporting:

Date:

Adult taking report:

Date of incident:

Time:

Type of bullying: *Please circle*

Student(s)/Adult(s) Involved:

Verbal

Physical

Relational

Cyber

Harassment

Discrimination

Description of incident:

Witness(es):

Has this happened before?

What would you like to happen?

Restorative circle? ☐ Yes ☐ No

Follow up?

Date recorded in SWIS?

Adult Response to the Victim and Helpful Bystander or Upstander

- Ask student if he/she feels okay (i.e. safe).
- Thank student(s) for coming to talk with you.
- Ask what happened-who, what, where, when.
- Did the student use the stop signal?
- Did the student walk away?
- Positive reinforcement for coming to you (“Thank you for telling me and being safe and responsible.”)

Accountability for Bullying:

When dealing with bullying, it is important to assess and protect the safety of all students and to establish consequences that teach appropriate behavior and promote empathy for victims. An investigation of the bullying is vital to ensure that all parties are heard and the student/victim can help to determine further steps. Consequences should be linked to level of severity. Often, a series of consequences is imposed. For example, students may have a coaching conference with a teacher, be put on a behavior contract, and also have to do a book report, checking back with the teacher when it is done. For consequences to work, adults must monitor and teach new behaviors on an ongoing basis. This involvement can take various forms.

Types of Involvement:

Family involvement can include:

- Student phone call to family with school staff present
- Notification to the family of student's bullying
- Conference with the family during which consequences are identified
- Agreement with the family on the task to be done at home, such as creating a bullying-prevention poster or writing a book report (see below for other suggestions)

Teacher / Counselor involvement can include:

- Coaching conference with a student during which consequences are identified
- Providing positive leadership opportunities for a student who bullied.
- Assisting in developing a behavior contract
- One or more counseling sessions to look at the student's needs and how they are related to the bullying, the impact of the bullying on others, and steps to change the behavior
- Periodic check-in to encourage and reinforce prosocial behavior
- Referral to the school's family support team
- Assessment of the need for more intensive services than the school can provide, consultation with service providers outside the school, and referral to outside services
- Facilitating homeroom or advisory meetings to address general bullying problems (such as exclusion and harassment)

Principal involvement can include:

- Communication with the family about bullying and identification of consequences by phone, in writing, or in person
- Conference with a student during which consequences are identified.
- Coaching conference with a student
- Referral to school counselor for counseling and/or assessment for outside services
- Regular check-ins with the student and/or the student's teachers regarding progress
- Periodic positive acknowledgment of individual progress

Types of Consequences

All of the following types of consequences require the involvement one of the above adults to assign the consequence, check that it gets done, and talk with the student about the consequence to see if he or she can learn from the experience.

Loss of privileges:

- Loss of outside privileges or restricted access to school grounds areas
- Loss of bus privileges
- Loss of seating choice at lunch

A consequence or accountability plan can be categorized as restitution if it:

- Embodies a school value, such as respect, responsibility, kindness, or safety
- Allows the person who is bullied to see him-or herself differently and form a more positive sense of identity
- Requires effort from the student who bullies, including taking time to reflect on an appropriate restitution
- Is relevant to the specific bullying situation, where possible
- Meets needs of others (for example, the need for safety or respect)
- Deters repetition of bullying because of the effort expended to make restitution and because of the learning involved
- Makes amends to the victim and/or creates a more caring, safer, more respectful school environment (see examples below)

Due to the power differential between a student who bullies and the student who is bullied, direct restitution may not be possible. However the restitution can be to help make the school environment safer, more caring, or more respectful for all students. It is critical that these types of consequences be supervised. Students can be encouraged to come up with the ideas on their own, but an adult must be involved in the performance of the activity.

Here are some examples of appropriate restitution. **Involve the kid who bullied in making amends or repairing the situation.** The goal is to help them see how their actions affect others. For example, the child can:

Kindness:

- Sending a note apologizing to the student who was bullied
- making a handmade gift
- tutoring younger students
- Lead a class discussion about how to be a good friend
- Assigning the student to write a letter (with an adult's help) about what he or she learned about why the bullying was "not kind, not safe, not respectful and/or made others feel bad" and to describe how he or she will change the behavior

Safety:

- Picking up trash
- working with grounds crew on repair tasks
- Do a project about civil rights and bullying
- Clean up, repair, or pay for any property they damaged

Respect:

- Modeling and encouraging respectful and inclusive games at lunch
- Removing graffiti
- Role-play a scenario or make a presentation about the importance of respecting others, the negative effects of gossip, or how to cooperate
- Student to speak to the class about one or more aspects of bullying prevention (topics could be drawn from the SECOND STEP curriculum)

Responsible

- Write a story about the effects of bullying or benefits of teamwork.
- Read a book about bullying.
- Make posters for the school about cyberbullying and being smart online
- Requiring the student to read the school rules and re-teaching him or her the behaviors that fall under each rule
- Requiring the student to read a book about bullying and then write a book report
- Requiring the student to attend individual or group social-skills instruction, such as a SECOND STEP lesson on communication skills taught by a teacher, counselor, or principal
- Requiring the student to make a poster about one aspect of bullying and how it could be change

Positive Reinforcement of Behaviors

We at Loleta Elementary School, understand that students should experience predominantly positive interactions (ratio of 4 positives for every negative) in all locations of school.

Positive Interactions may include:

- Behaviorally specific feedback as to what the student did right (contingent)
- Smile, nod, greeting, attention, hand shake, high five (non-contingent)

WHAT IS THE 4:1 RULE?

Remember!

4:1

Positive : Negative

The 4:1 rule says that teachers should have at least four positive interactions with students or give students at least four positive comments for every negative or corrective interaction or comment.

(Smith & Sprague, 2006)

Adult behavior when providing acknowledgement is:

- Positive
- Specific, clear
- Applied immediately
- Teacher initiated
- Focused on improvement

The continuum of strategies to acknowledge behavior:

Free & Frequent	Intermittent	Strong & Long Term
Verbal Praise	Token Economy	Group Contingency
Smile	Phone calls	Field Trip
Stickers	Special Priviledges	Special Project
Rubber Stamps	Computer Time	Recognition
Thumbs Up	Social/Free Time	Ceremonies
Home Notes	Special Seat	Honor Roll

Individual level reinforcement:

Adults at school acknowledge appropriate student behavior with “Cougar Cash”. Cougar Cash can be used in the Student Store on Wednesdays and Fridays for prizes or special outings with staff.

Classroom level reinforcement:

At the monthly school-wide assembly, the grade with the greatest number of Cougar Cash receives the Pride Award and earns an ice cream or pizza party.

School level reinforcement:

At the monthly assembly, 5 names will be drawn from the Cougar Cash box and student’s will be able to choose a prize from the principal’s menu of rewards.