

China Primary School Behavioral Framework



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China Primary School Behavioral Framework

General Behavior Guidelines

The goal of this framework is to help create a positive, caring atmosphere where all children and adults feel respected and a valued member of our school community. The desired result is to have a safe, nurturing, and creative environment where both the students and the staff feel enthusiastic about learning and sharing ideas. We need to set and maintain high expectations for all students both academically and behaviorally. The following behavior guidelines have been written with the above goal as the focus.

FOLLOWING DIRECTIONS

- Students follow adult directions

SAFE BODY = ABSENCE OF BOLTING, ELOPEMENT, PHYSICAL AGGRESSION, SELF-INJURY & PROPERTY DAMAGE

- Students keep hands, feet, and other body parts to themselves and not on others.
- They keep their own body in current state (not biting, picking, cutting, or otherwise injuring self).
- Student stays within the designated location or asking permission to leave an area/classroom.
- Student keeps objects/furniture/materials in their designated location and form (the way they look).
- Student walks in the school building.

RESPECTFUL WORDS/BEHAVIORS = ABSENCE OF INAPPROPRIATE WORDS/COMMENTS, VERBAL AGGRESSION & DISRUPTIVE BEHAVIORS

- Student says positive and appropriate comments toward others, such as, but not limited to, social niceties (“please”, “thank you”, “excuse me”, etc.) toward adults/peers, words of encouragement and/or complimenting others (e.g., “you are doing a great job”, “keep trying”, “I like your shoes”, etc.), helping others, etc. And, keeping a quiet/calm voice/body.
- Student uses appropriate tone and volume (even when angry).

There is a three-step procedure classroom teachers can use when dealing with the discipline of their students:

1. With a student’s first significantly inappropriate behavior, the classroom teacher will hold the student accountable for their choice and help them develop a plan to improve their behavior with their individual classroom management system.
2. Should the behavior continue, a China Primary School Office Referral Form will be completed by the classroom teacher and sent with the student to the office. For the first offence parents should be contacted by the classroom teacher at their earliest convenience if deemed appropriate by the individual that completed the form. The student and administrator will complete the Processing Sheet together to be signed and returned the following day. The administrator will document the occurrence and determine the next course of action.
3. With the student’s second significantly inappropriate behavior, the classroom teacher will follow the procedures outlined above, but **will** contact the student’s parents about the incident. This **must** be documented on the parent contact form.

4. With the student's third significantly inappropriate behavior, the classroom teacher will send the student to the administration with the appropriate referral form. **The teacher is responsible for contacting the parent and documenting the conversation.** The administration will also contact the parents after the classroom teachers make the initial contact.

When inappropriate behavior takes place outside of the classroom and is dealt with by another staff member other than the student's teacher, the classroom teacher needs to be notified. **However, the staff member who observed the misbehavior is responsible for filling-out the disciplinary form.**

Students are not to be sent to the office for disciplinary reasons until after these procedures have been followed. The only exceptions are violent or extremely unsafe behavior. In these cases, students should be sent directly to the administration.

China Primary School Progressive Discipline Framework

Level I Discipline

Level I discipline is used for **minor acts of misconduct**, which interfere with orderly school procedures, school functions, extracurricular programs, approved transportation or student's own learning process. Any individualized behavior plans for a student will substitute the following discipline actions. Please reference that child's individualized plan before continuing with the following framework and contact the student's instructional team for guidance.

Professional staff members may utilize any of the discipline management techniques appropriate for the situation, including, but not limited to the following:

1. Loss of recess or other free choice time
2. Isolation during lunch
3. Classroom isolation
4. Student participation in conference with parent/guardian and teacher
5. Participation in a school service project which enables the student to be engaged in the desired character trait(s)
6. Development of a written or graphic representation that reflects understanding of specific misbehavior, the nature of the expected behavior, and the related character trait(s)

Level II Discipline

Level II discipline offenses are **intermediate acts of misconduct** that require administrative intervention. These acts include, but are not limited to, **repeated acts** of minor misconduct and misbehaviors directed against people or property, but which do not seriously endanger the health, safety or well-being of others. Consideration of necessary behavior support services should be given, if not already provided.

Students guilty of a Level II offense may receive any of the discipline management techniques, including, but not limited to the following:

1. Student participation in conference with parent/guardian, teacher and/or administration
2. Restriction from programs and special assemblies

3. Assignment to lunch detention
4. Partial day in-school suspension
5. Participation in cleaning/repair of damage caused to the school related environment
6. Development of a written or graphic representation that reflects understanding of specific misbehavior, the nature of the expected behavior, and the related character trait(s)
7. Participation in a school service project which enables the student to be engaged in the desired character trait(s)
8. Any other disciplinary technique that **positively** promotes the school's goals and desired character trait(s)

Level III Discipline

Level III discipline offenses are **serious acts of misconduct** including, but not limited to, repeated misbehavior that is similar in nature, serious disruption of the school environment, threats to health, safety, or property, and other acts of serious misconduct. These offenses must be reported to the administration. Offenses that threaten the health, safety, or well-being of others may result in the assignment of a half- day of in-school suspension, pending disciplinary investigation of the allegations. Student and parent/guardian participation in a conference with the administration is an element of all discipline actions in this category, even if such a conference has previously occurred. Initiation of necessary behavior support services should be given, if not already provided.

Student guilty of a Level III offense may receive any discipline management technique appropriate for the situation, including but not limited to the following:

1. Restriction from programs and special assemblies
2. Half day in-school suspension (ISS)
3. Participation in the cleaning or repair of any damage caused to the school-related environment
4. Participation in a school service project which enables the student to be engaged in the desired character trait(s)
5. Any disciplinary technique that positively promotes the student code of conduct, and desired character trait(s)

Level IV Discipline

Level IV discipline offenses represent the **most serious acts of misconduct.** These offenses **must be immediately reported to administration.** These violations are so serious that they may require use of outside agencies and/or law enforcement. Such acts may result in criminal penalties being imposed. Any misconduct that threatens the health, safety, or well-being of others may result in immediate suspension of the student from school and/or school sponsored activities, pending disciplinary investigation of the allegations. Student and parent/guardian participation in a conference with the school administration and a Student Services Specialist is an element of all discipline actions in this category, even if such a conference has previously occurred. Initiation of support services should be given if not already provided.

Students guilty of a Level IV offense may receive any of the discipline management techniques appropriate for the situation, including but not limited to the following:

1. Restriction from programs and special assemblies
2. Full day in-school suspension (ISS); Number of days determined by administration and county policy

3. Participation in the cleaning or repair of any damage caused to the school-related environment
4. Financial restitution for the repair or replacement of any damage caused to the school-related environment or materials.
5. Development of a written or graphic representation that reflects understanding of the specific misbehavior, the nature of the expected behavior, and related character trait(s)
6. Participation in a school service project which enables the student to be engaged in the desired character trait(s)
7. Any disciplinary technique that positively promotes the student code of conduct, and desired character trait(s)
8. If a student commits an infraction that requires an out of school suspension, the student may not return to school unless a successful re-admittance conference is held with the student, their parent, and administration.

The Office Referral Process

Office referrals are used as documentation of acts of misconduct committed by a student. The referral also serves as a means to help the administrative team assess a situation, communicate with the student concerning the misbehavior, and communicate with the parent regarding the infraction committed and the consequence of the student's infraction. When an infraction occurs that requires an office referral, it is extremely important that it includes specific events. When possible the referral should include any interventions taken before the referral was written. It is also important that there is **no form of judgment statements made on the referral form. When more than one child is involved in an incident, please use separate referral forms for each child excluding the names of the other students involved**. If a parent contacts you, inquiring about the other children involved, please inform them that you are not at liberty to give out that information.

When an office referral is sent to administration, the following procedures occur:

1. A member of the administrative team will meet with the student to discuss the misbehavior committed by the student and complete the behavior processing form.
2. A member of the administrative team will call the child's parent to inform them of their child's misconduct and the consequence of the misbehavior.
3. A letter from administration is sent to the parent.
4. The referral is entered into ?.
5. A copy of the referral is sent home to be signed and returned.
6. A copy of the referral is distributed to the student; Mrs. Pietz; Miss Campbell; the students discipline file; the homeroom teacher; special area teacher if they made the referral.
7. The administrator that handled the referral will meet with the referring staff member to discuss the incident and the decision made.

When a referral is sent to the guidance, the following procedures occur:

1. The guidance counselor will meet with the student (along with their parent, administration, and the referring teacher if appropriate).
2. If warranted the parent and/or the appropriate agency will be notified.
3. The referral information will be entered in the Google Doc. in the guidance column. The referral will be kept in a separate file than the general discipline file due to confidentiality laws. The information will not be included as part of the student's discipline file (screen) in Google Doc. unless it is appropriate to do so.

Appendix A

China Primary School Office Referral

Name _____ Date _____ Time: _____

Referring Staff Member: _____ Activity: _____

Difficulty fell under the area of:

Respectful Safe Following directions

Please briefly explain:

Referring Staff Member/Administrator

- Please be sure to state specifics about events prior to giving the office referral.
- Administrator(s) please indicate the occurrence level using the rubric on the reverse side.

Parent/Guardian

Please sign and return this form on the next school day. Forms not turned in will result in a office lunch. If you have questions/concerns, please contact the referring staff member or Mrs. Pietz at China Primary School.

Parent Signature

Date

Office Use Only

Behavior: Respectful Safe Following Directions

Occurrence: 1 2 3 4

Appendix B

CPS CARES Processing Sheet

Name: _____

This processing sheet should be completed with the assistance of an adult. Please use the China Primary School Student Handbook. Send this form with student office referral for parent signature.

I felt:



Angry



Worried



Sad



Embarrassed

What school rule was not followed?

Respectful Safe Following directions

Draw or write about a better choice:

What do you plan to make things right?

Student signature: _____

Teacher signature: _____

Principal/ Leadership signature: _____

Parent Signature: _____

Date: _____ (Please return this by: _____)

Appendix C CPS Behavior Rubric

At China Primary School we are...

| Respectful | Safe | Follow directions | |
|---|---|--|--|
| Respectful | | | |
| <p style="text-align: center;">Occurrence 1</p> <ul style="list-style-type: none"> • Office Referral form is completed by teacher. • Student Processing Sheet completed. • Teacher calls home. • Discipline level I | <p style="text-align: center;">Occurrence 2</p> <ul style="list-style-type: none"> • Office Referral form is completed by teacher. • Student Processing Sheet completed. • Teacher calls home. • Principal calls home. • Discipline level II | <p style="text-align: center;">Occurrence 3</p> <ul style="list-style-type: none"> • ½ day ISS • Principal calls home. • Loss of specials • No recess with class • Individualized breaks of 5 min. • No technology • Discipline level III • Behavior plan implemented with RtI team. • Teachers of impact sign off on behavior plan | <p style="text-align: center;">Occurrence 4</p> <ul style="list-style-type: none"> • Full day ISS • Loss of all specials • No recess with class • Individualized breaks of 5 min. • No technology • Discipline level IV • Behavioral staffing meeting • Re-admittance conference |

| Safe | | |
|--|--|--|
| <p style="text-align: center;">Occurrence 1</p> <ul style="list-style-type: none"> • Office Referral form is completed by teacher. • Student Processing Sheet completed. • Teacher calls home. • Principal calls home. • Discipline level I or II | <p style="text-align: center;">Occurrence 2</p> <ul style="list-style-type: none"> • ½ day ISS • Principal calls home. • Loss of specials • No recess with class • Individualized breaks of 5 min. • No technology • Discipline level III • Behavior plan implemented with RtI team. • Teachers of impact sign off on behavior plan | <p style="text-align: center;">Occurrence 3</p> <ul style="list-style-type: none"> • Full day ISS • Loss of all specials • No recess with class • Individualized breaks of 5 min. • No technology • Discipline level IV • Behavioral staffing meeting • Re-admittance conference |

| Follow Directions | | | |
|---|---|--|---|
| <p style="text-align: center;">Occurrence 1</p> <ul style="list-style-type: none"> • Office Referral form is completed by teacher. • Student Processing Sheet completed. • Teacher calls home. • Discipline level I | <p style="text-align: center;">Occurrence 2</p> <ul style="list-style-type: none"> • Office Referral form is completed by teacher. • Student Processing Sheet completed. • Teacher calls home. • Principal calls home. • Discipline level II | <p style="text-align: center;">Occurrence 3</p> <ul style="list-style-type: none"> • ½ day ISS • Principal calls home. • Loss of specials • No recess with class • Individualized breaks of 5 min. • No technology • Discipline level III • Behavior plan implemented with RtI • Teachers of impact sign off on behavior plan team. | <p style="text-align: center;">Occurrence 4</p> <ul style="list-style-type: none"> • Full day ISS • Loss of all specials • No recess with class • Individualized breaks of 5 min. • No technology • Discipline level IV • Behavioral staff meeting • Re-admittance conference |

Appendix D

Parent Contact Form

| Student: | Date & Time: | Method (phone, email, etc.) | Reason for Contact/ Occurrence # | Follow-up/ Comments |
|----------|--------------|-----------------------------|-------------------------------------|---------------------|
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