

**Teacher/Staff
Managed Behaviors**

General Expectation

Develop Social Contract (Visible in Class), Build Positive Relationships, Use Proactive Strategies (Non-verbal cues, proximity, hand signals, etc.), Utilize 4 CKH questions.

Step 1:

Utilize Four (4) CKH questions. Talk w/student privately about their behavior, possible consequence (If..., then...), desired behavior, and verbal warning.

Step 2:

Discuss behavior w/student, give temporary consequence (loss of privileges, move seat, etc.), and second verbal warning.

Step 3:

Discuss behavior and assign logical consequences (detention, reflection sheet, loss of privileges, etc.). Record information in Student Visits in Mistar. Contact parent/guardian.

Step 4:

If behavior continues after Steps 1 - 3 have been followed, contact parent/guardian to discuss behavior and work together to find a solution. Record information in Student Visits in Mistar.

Step 5:

If behavior continues after Steps 1 - 4, refer to administrator. Enter Behavior Referral in Mistar, administrator assigns consequence and/or next step, communicate with teacher/staff about the outcome of referral, and contact parent/guardian.

Entering Information in Student Visits

- If you check Share All, parents and staff can see what was entered
- Include factual/relevant information, avoid personal opinions
- Do not include other student's names



**PreK-12 Discipline Flow Chart
2024-2025**

MINOR

Teacher Managed

INSUBORDINATION

Saying "NO" repeatedly
Refusing to comply with directions

Not doing any work

Not listening

Refusing to obey orders

DISORDERLY CONDUCT

Talking/screaming

Making noises

Throwing objects

Teasing/bothering others

Diverting attention

IMPROPER

COMMUNICATIONS

Cussing

Name calling

Using unkind words

Obscene gestures

IMPROPER PHYSICAL

CONTACT

Horseplay

Pushing

Play fighting

Shoving

TECHNOLOGY VIOLATION

Use of cell phone, headphones, or other technology without permission

MAJOR

Admin Managed

BULLYING

Seeking to harm or intimidate

Repeated, targeted bullying towards another

CHRONIC MINOR

REFERRALS

Repeated violations of policies

PHYSICAL ASSAULT

Fighting

Physical contact

(punching, tripping, kicking) with intent to harm

POSSESSION OF ILLEGAL

ITEMS

Drugs

Alcohol

Weapons

THREATS

False alarms or reports

Threats of violence

TECHNOLOGY VIOLATION

Cyber-bullying

Inappropriate images/sites

TRUANCY

Skipping class

Leaving class/school without permission

Capturing Kids' Hearts Four (4) Questions

1. What are you doing?
2. What should you be doing?
3. Are you doing it?
4. What are you going to do about it?

**Administrator
Managed Behaviors**

General Expectation

Establish, communicate, and monitor school-wide behavior processes and procedures, utilize Positive Behavior Intervention Support (PBIS) & provide Restorative Practices training to staff.

Step 1:

Receive referral, meet with student (student completes statement or reflection), contact parent/guardian, administer consequence, communicate with teacher/staff about the outcome of referral, record in Mistar.

Step 2:

After multiple referrals or a MAJOR behavior referral, administrator meets with student and parent/guardian.

Step 3:

After repeated behavior, meet with student, teacher, and parent/guardian to create a Behavior Support Plan (BSP).

Step 4:

Provide necessary resources & supports to implement BSP w/ fidelity; frequent check ins w/ classroom teacher(s); monitor BSP progress.

Step 5:

After 4-6 weeks of implementation of the BSP w/o behavioral improvement, meet with parent/guardian, classroom teacher(s), and ancillary staff to create Behavior Improvement Plan.

Step 6:

Options include:

- a. Refer for Special Education Evaluation
- b. Refer to Assistant Superintendent