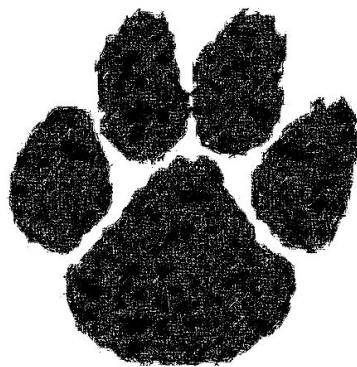


KLONDIKE LANE

Behavior Plan



Klondike Lane Positive Behavior Intervention and Support (PBIS) Framework

What is PBIS?

PBIS is a framework used in schools to create positive learning environments wherein all students can experience academic, behavioral, and social-emotional growth. Implementing the five fundamental principles of PBIS can help make schools positive places where students love to learn and staff experience satisfaction in their work. Put simply, it is a proactive approach to school-wide discipline. This initiative is meant to reinforce the positive behaviors of students as well as support students who need extra assistance to reach the following school-wide expectations: **Polite, Always Responsible, Working for Success, and Safe.**

Mission

To support and assist Klondike Elementary in establishing and maintaining a safe and supportive school environment that maximizes the academic achievement and social emotional competence of all learners.

What will PBIS look like at Klondike?

- I. Administrative Support
 - Administrators have allocated time (for both professional development and the teaching of behavioral expectations) as well as resources (money and people) to ensure the success of PBIS in the building. The PBIS team is fortunate enough to have direct support by the administration within the building.
- II. Team Based Implementation
 - The PBIS team is represented by staff members throughout the building. The team is also supported by a district level coach. The activities, updates, and progress of PBIS in the building come directly from this team. The PBIS team meets monthly and is responsible for sharing out information to staff. Information will be shared to all staff through meeting minute notes via email and at a staff meeting each month.
- III. Concrete, defined behavior expectations (PAWS)

Klondike Bears are:



Information pertaining to School Response Teams (SRT) and Positive Behavior Intervention and Supports (PBIS)

Student Response Teams/ Positive Behavioral Interventions and Supports

SRT/PBIS Teams provide an operational framework that guides the selection, integration, and implementation of evidence-based behavioral practices for improving behavioral outcomes for all students.

The School-Based Restorative Team consists of a committee of school staff members who promote positive, proactive behavioral practices. School based teams implement a schoolwide tiered system for behavioral supports. Tier I or Universal Interventions are proactive and positive, and they apply to all students across all school settings. Tier II Interventions apply to some students (5 to 15 percent) who are experiencing behavioral challenges and who thus require strategic, targeted instruction. Tier III Interventions apply to fewer students (1 to 5 percent) who are experiencing greater behavioral challenges and who thus warrant intensive small group and individualized instruction. School-Based SRT/PBIS Teams collect and analyze behavioral data, set measurable behavioral outcomes supported and evaluated by data, ensure training and consistent implementation of effective practices to achieve identified outcomes, and refine systems to efficiently and effectively support the implementation of effective practices. The School-Based SRT/PBIS Team works closely with the School-Based

Multi-Tiered System of Support (MTSS) Team, which designs and implements tiered academic supports for students.

Discipline Process

Most discipline is handled by teachers in the classroom. When in-class measures do not correct a misbehavior, the teacher or staff member will submit a behavior incident report online through the link on the living calendar. The administrator may use in-school measures or may suspend the student from one to ten days, depending on the seriousness of the misbehavior. A student suspended for one to ten days generally has an informal hearing before he or she is suspended. If the suspension is for more than ten days, a formal hearing is conducted unless that hearing is waived by the parent/guardian.

The discipline of ECE students with disabilities is subject to state and federal law in addition to the Student Support and Behavior Intervention Handbook. To the extent any conflict exists, state and federal law will prevail. In deciding disciplinary measures, the local school will take into consideration the district's ECE procedures if the conduct in question was caused by or had a direct and substantial relationship to the student's disability or was the direct result of the school's failure to implement the Individual Education Program (IEP).

For serious misbehavior or if previous measures have failed to correct behavior problems, a student may be assigned to an alternative location, where the school is equipped to deal with and correct behavior problems. A principal also may recommend that a student be expelled. Students may be expelled only by the Board of Education (KRS 158.150).

The following is a partial list of disciplinary measures that are available for the classroom, school, Central Office, and Board of Education.

Classroom Teacher's Disciplinary Measures

- Posted rules/Clear expectations
- Seating assignments
- Modeling appropriate behavior
- Cues/Signals of approval/disapproval of behavior
- Verbal reprimand
- Notification to parent/guardian or parent/guardian conference
- Assignment of constructive assignments/tasks

- Student-teacher conference
- Assignment to class/team detention
- Development of behavior contract
- Temporary classroom removal
- Referral to guidance counselor
- Referral to principal/designee
- Positive Behavioral Interventions and Supports (PBIS)
- Restorative practice
- Refer to counselor / mental health counselor

Discipline Referral Procedures

If classroom discipline measures do not correct a student's misconduct or if his or her behavior is a serious offense, the student is referred to a school administrator by a staff member.

The staff member describes the student's behavior and/or records the student's statements on a behavior incident report online through the link on the living calendar. The referral is submitted and sent electronically to the appropriate administrator.

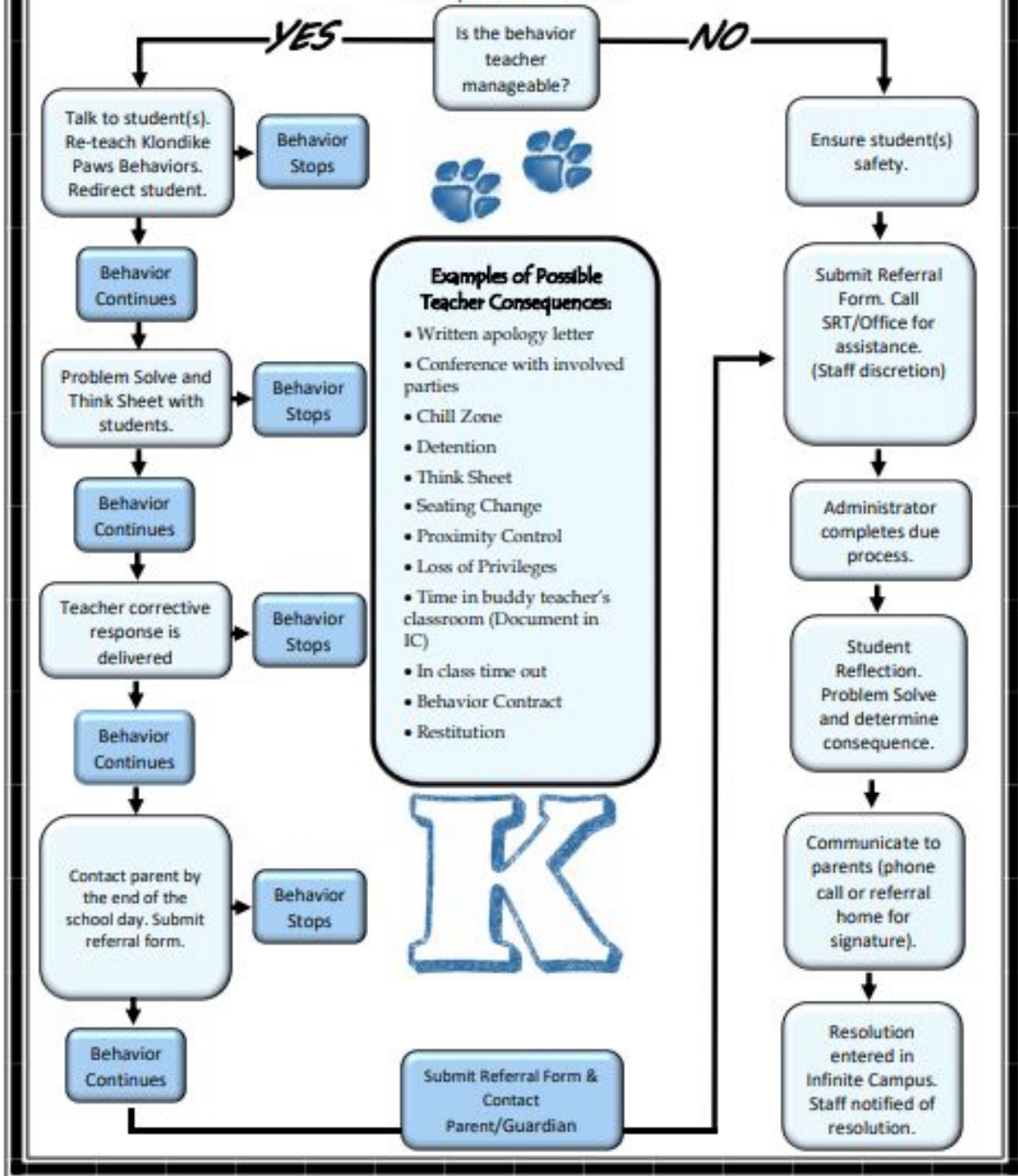
Staff procedures for dealing with behavioral issues

Any time a behavioral issue arises, the staff member ***must*** contact a parent/guardian.

1. Teachers will be responsible for keeping behavioral data on each child to use during parent/guardian conferences.
2. Behavior is categorized into two categories, teacher managed and office managed. Teacher managed behavior may result in office disciplinary if the behavior of concern is being repeated (4 or more TMB) and interventions are unsuccessful.
3. If behavior persists following the teacher/parent/guardian/student conference, then the administration will work with the MTSS team to determine further action.
4. Communication between student, parent, administration, and counselor will occur at every step of the discipline process. Parents will be contacted via phone calls, letters (including certified mail if necessary), home visits, notes
5. The use of circles, which gives students a voice, and creates a sense of community and belonging.

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Discipline Flow Chart



BEHAVIOR RESOLUTIONS **Grades Pre-K-5**

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	BEHAVIOR		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
		•	•	Arson*	ISAP removal/walk out			•	•
		•	•	Assault* I, II, III, IV—staff or other	Leaving class without permission	•	•		
		•	•	Assault* I, II, III, IV—student	Leaving school grounds/bus without permission	•	•	•	
		•	•	Bomb threat*	Loitering on school grounds	•			
•	•	•	•	Bullying/Cyberbullying	Nonattendance to class/cutting class	•	•		
•				Cheating/Academic dishonesty (results in academic consequence)	Profanity/Vulgarity	•	•		
•	•			Dress code violation	Profanity/Vulgarity toward staff/student	•	•	•	
	•	•	•	Drug/Alcohol distribution*	Refusal/Failure to attend ISAP		•	•	
•	•	•		Drug/Alcohol possession* (referral for treatment)	Robbery*			•	•
•	•	•		Drug/Alcohol under the influence* (referral for treatment)	Sexual abuse/Sexual assault*			•	•
•	•			Excessive noise	Spitting	•	•	•	
•	•	•	•	Extending body parts or throwing objects out of bus door/window	Striking—student	•	•	•	•
•	•	•		Failure to remain seated on the bus	Striking—staff or other		•	•	•
•	•			Failure to attend detention	Talking out in class	•	•		
•	•			False information to staff	Taunting, baiting, inciting a fight	•	•	•	
		•	•	Falsely activating a fire alarm/safety equipment	Terroristic threatening I, II, III*			•	•
•	•	•		Fighting—student to student	Theft/Vandalism*				
		•	•	Fireworks/Explosive devices possession or use*	Grades K through 3	•	•		
•	•			Forgery/Counterfeiting*	Grades 4 and 5	•	•	•	•
•	•			Gambling*	Tobacco/Alternative nicotine/Vapor product distribution*		•	•	
	•	•	•	Harassment/Harassing communications/Sexual harassment toward staff*	Unexcused tardiness to class	•	•		
	•	•	•	Harassment/Harassing communications/Sexual harassment toward student*	Unintentional physical contact—staff	•	•	•	
•	•			Horseplay	Use/Possession of tobacco/alternative nicotine/vapor products* (referral for treatment)	•	•		
				Inappropriate sexual behavior	Violation of personal electronic/telecommunication device policy	•	•		
•	•	•		Grades K through 3	Weapons/Dangerous instruments*		•	•	•
	•	•		Grades 4 and 5	All other criminal offenses: kidnapping, extortion, etc.* (law)			•	•
•	•			Inappropriate use of district technology	*This infraction is a law violation and reported to the Kentucky Department of Education.				
•	•	•	Inappropriate use of a mobile device						
•	•	•	Intentionally throwing or releasing an object						

[Student Support and Behavior Intervention Handbook link](#)

The Behavior Expectations Matrix

The PBIS team has created a Behavior Expectations Matrix that should govern all areas of the school. The language on the matrix is important. By using the language on the matrix, students will hear consistent vocabulary from all adults in the school setting. This consistency will allow students to be familiar with and understand the expectations for their behavior in all settings of the school, no matter which adult is monitoring behavior. Creating an environment where all adults are using the same common language will make expectations clear to students.

Klondike Bears

PBIS Behavior Matrix

Typical Settings/ Contexts	Polite: <i>Use good manners</i>	Always Responsible: <i>Know your job</i>	Working for Success: <i>Try your best</i>	Safe: <i>Respect yourself and others</i>
Classroom	<ul style="list-style-type: none"> · Choose kind words · Listen to others when they are speaking · Work well with others 	<ul style="list-style-type: none"> · Complete tasks · Be prepared · Follow directions 	<ul style="list-style-type: none"> · Set goals · Participate fully · Complete work in a timely manner 	<ul style="list-style-type: none"> · Use materials and tools appropriately · Walk · Keep hands, feet, and objects to yourself
Hallway	<ul style="list-style-type: none"> · Offer to help others · Hold doors for others 	<ul style="list-style-type: none"> · Walk on the right side of hallway · Walk in a single file line · Face forward 	<ul style="list-style-type: none"> · Walk at an appropriate pace · Move quietly 	<ul style="list-style-type: none"> · Stay with the class · Keep hands and feet to yourself
Cafeteria	<ul style="list-style-type: none"> · Use kind words to all · Use table manners · Say please and thank you 	<ul style="list-style-type: none"> · Clean-up your spaces · Sit at assigned tables · Use indoor voices · Raise your hand 	<ul style="list-style-type: none"> · Help your neighbor clean-up · Be helpful to new students · Make good food choices 	<ul style="list-style-type: none"> · Walk · Keep food on tray · Keep hands and feet to yourself
Restrooms	<ul style="list-style-type: none"> · Give privacy · Quick, quiet, and clean 	<ul style="list-style-type: none"> · Quick, quiet, and clean 	<ul style="list-style-type: none"> · Report problems or others messes · Quick, quiet, and clean 	<ul style="list-style-type: none"> · Keep hands, feet, and objects to yourself · Quick, quiet, and clean
Wellness/ Playground	<ul style="list-style-type: none"> · Choose kind words · Include everyone · Are good sports 	<ul style="list-style-type: none"> · Line up when bell rings · Follow adult directions · Pick up equipment 	<ul style="list-style-type: none"> · Make friends · Problem solve with words · Play by the rules 	<ul style="list-style-type: none"> · Report unsafe behavior · Use equipment appropriately · Keep hands and feet to yourself

Positive behavior is acknowledged

Students are given PAWS tickets by any staff member that notices polite, always responsible, working for success, and/or safe behavior. When students have collected 5 PAWS tickets, they may redeem those tickets to earn a reward. Reward tickets will be provided to all staff members. Students should give their earned PAWS to their homeroom teacher who will put a mark next to the student's name for data collection purposes. Students will also have the opportunity to randomly earn weekly recognition by being a PAWSitive student. Teachers will share which students have earned 25 or more PAWS (as indicated on their data sheet) and be rewarded. Those students will get to partake in a KUDOS celebration assembly. PAWS should never be taken away from students once they are earned. Students may not sell, buy, or give away tickets to other students.

Write the first and last name of the student on the PAWS ticket. If tickets are lost, they will not be replaced. Teachers should consider developing a system for students to keep their tickets (i.e. clear plastic wall pocket chart with a spot for each student to store their tickets, pockets on student desks, etc.). Students should also be encouraged to find value in keeping their tickets safe.

Behavior is monitored and corrected

When misbehaviors are observed, they should be corrected. Staff should follow the discipline flow chart. The flow chart describes the appropriate steps to take in dealing with inappropriate behavior. It is recommended that teachers hang this flow chart in a visible location in their classroom for easy reference. A Think Sheet has been developed for both the primary and the intermediate level for use with problem solving during the discipline process. If a student continues to engage in the same behavior that results in an office discipline referral, please send the Think Sheet to the office to accompany the online referral. It is also imperative that teachers have documented parent contact through the Infinite Campus contact log when contacts are made to parents for misbehavior. Administration will require that this step has been taken before accepting an office discipline referral for continued teacher manageable behavior. The flowchart differentiates between teacher-managed behavior and office-managed behavior. When misbehavior continues, or the behavior falls under the definition of "office managed," an office discipline referral is submitted. Three office discipline referrals will result in a referral to MTSS (Multi-Tiered System of Supports) for further support

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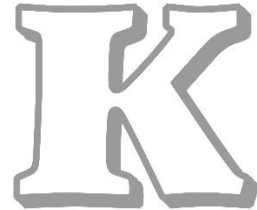
Think Sheet

Teacher Name: _____ Student Name: _____ Date: _____



I chose to not:

- Be Polite
- Be Always Responsible
- Work for Success
- Be Safe



1. My description of what happened is...

2. My behavior was a problem because...

3. Next time, I will choose to...

4. What should be the consequence if I choose to make a poor choice again?

Student Signature _____ Parent Signature _____

Teacher Signature _____

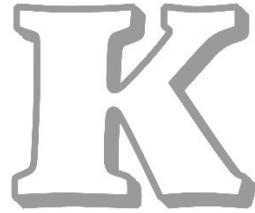
Klondike Lane Elementary Think Sheet

Teacher Name: _____ Student Name: _____ Date: _____



I chose to not:

- Be Polite
- Be Always Responsible
- Work for Success
- Be Safe



What happened?



What will I do differently next time?



Student Signature _____ Parent Signature _____

RESTORATIVE QUESTIONS

WHEN THINGS GO WRONG:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

WHEN SOMEONE HAS BEEN HARMED:

- What did you think when you realized what had happened?
- What impact has 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?

