

Behaviors & Consequences

School-wide summary

Aligns with the Romeo Student Code of Conduct which can be found on our district website. In many cases, restorative practices will be used to restore order and peace to the school environment/situation.

Level 4 Major - Immediate Office Referral

Harmful/illegal Behaviors (Actions that cause harm)

- Stealing
- Physical Aggression/Fighting (with intent) punching, hitting, kicking, biting, pushing, biting (with marks)
- Throwing furniture/other objects
- Threatening to do injury to person or property (verbal or with hand gestures)
- Weapons
- Drugs
- Sexual/verbal harassment or Sexual behaviors
- Inappropriate use of technology

Consequences for Harmful/illegal Behaviors (Actions that cause harm)

- Severe behaviors are automatic suspension
- Parent Contact
- Red Bark Reflection Sheet
- Restitution

Consequences may include:

- Conference with parent, principal and other staff as appropriate
- Loss of privileges
- Behavior contract/plan
- School Community Service
- Intervention and Monitoring Plan
- Referral to School Social Worker

Administration to determine type and duration per discipline investigative process.

Level 3 Major - Teacher and Possible Principal Collaboration

Behaviors that affect an orderly or safe environment

- Physical contacts (a reaction) wrestling w/others, pushing, shoving, kicking, biting w/no marks
- Talking back to an adult
- Throwing Things
- Bullying/Teasing
- Lying or Cheating
- Inappropriate Language
- Climbing in bathroom or looking under stalls
- Leaving the school
- Profane hand gestures
- Swearing or other inappropriate language
- Inappropriate use of technology

Consequences for Behaviors that affect an orderly or safe environment

- Orange Bark Reflection Sheet
- Parent Contact
- Restitution

Consequences may include:

- Loss of privileges
- Behavior contract
- Office referral
- Parent, teacher, admin/social worker conference
- Possible suspension

Students are referred to the office at teachers discretion if at least 3 interventions and consequences have been used with no change in behavior.

Level 2 Minor - Teacher Managed (with consult if necessary)

Behaviors that interfere with the learning of others

- Constant talking and/or blurting
- Inappropriate noises
- Poking or Touching others (no intent)
- Out of seat and interfering with others learning
- Crawling on the floor and interfering with others learning
- Consistently not following directions
- Running in the halls

- Poor line behavior
- Throwing Food
- Touching, breaking or taking others things
- Name Calling

Consequences for Behaviors that interfere with the learning of others

- Teacher Classroom Managed Consequences
- Reflection Sheet
- Documented Minor Offense
- Restitution

Consequences may include:

- Reasonable recess detention
- Behavior contract
- Parent/Teacher Conference
- Natural consequences

Students should receive office referrals if interventions attempted for controlling behaviors and at least 3 re-teaching/interventions opportunities have occurred and 3 consequences have been used with no change in behavior

Level 1 Minor - Teacher Managed

Behaviors that impact only the student

- Not following directions
- Not listening
- Refusing to work
- Not taking responsibility for actions
- Copying behaviors
- Breaking personal property
- Not in line
- Name Calling
- Distracting Other Students

Consequences for Behaviors that impact only the student

- Document Minor Offense (after 1st verbal warning)
- Classroom Management Interventions
- Pre-teach and Reteach expected behaviors
- Verbal warnings
- Link rewards to appropriate behaviors

Students should only receive office referrals at this level, AFTER at least 3 reteaching

opportunities/interventions have occurred and 3 consequences have been used with no change in behavior.

Transportation consequences include violation notifications and bus suspensions that are issued by the Transportation Department.

School Wide Positive Behavior Expectations (PBIS)

Be Respectful, Be Responsible, Be Safe

Prevention:

- Proactive Teaching and Practice of Expectations
- Proactive Modeling of Expectations
- Teaching of Social, Emotional Learning Skills
- Celebrate and Reinforce Positive Behavior School-Wide
- Proactive and Reinforcing Classroom Behavior Management Systems
- Types of Interventions:
- Eye Contact
- Proximity
- Redirection
- Verbal Warnings
- High Level of Supervision
- Teacher Conference with Student
- Pre-teach Expectations
- Reteach Expectations
- Individual Behavior Charts with Rewards
- Behavior contracts
- Classroom Management System Rewards/Consequences
- Seat Changes (temporary or permanent)
- Loss of Privileges
- Time-outs
- Breaks to refocus
- Send with Special Delivery
- Point to Class Rules (no words)
- Comment on Other Students Who are Demonstrating Appropriate Expectations
- State School Expectations Out Loud to the Entire Class
- Restitution

*This list is not all inclusive