Positive Discipline Handbook

Sherwood Montessori

2024-2025

Contents

Positive Discipline

What is Positive Discipline?

From https://www.positivediscipline.com/about-positive-discipline

Positive Discipline is a program developed by Dr. Jane Nelsen. It is based on the work of Alfred Adler and Rudolf Dreikurs and designed to teach young people to become responsible, respectful and resourceful members of their communities. Positive Discipline teaches important social and life skills in a mLilyr that is deeply respectful and encouraging for both children and adults (including parents, teachers, childcare providers, youth workers, and others).

Recent research tells us that children are hardwired from birth to connect with others, and that children who feel a sense of connection to their community, family, and school are less likely to misbehave. To be successful, contributing members of their community, children must learn necessary social and life skills.

Who is on the site-wide Positive Discipline Team (PD)?

The PD team is representative of the entire facility staff across units, departments, General and Special Education staff, etc.   Having a representative team will improve communication and feedback about PD programs in the facility and should also improve involvement and buy-in throughout the facility. The current PD team consists of the following members:

	Facilitator/ Team Leader	Minutes Taker	Data Analyst	Administrator	Active Team Members
Primary	Michelle	Leslie	Vanessa	Michelle	Teresa/Michelle/ Leslie/Stacy
Back Up	Teresa	Stacy	Leslie	Leslie	

What are the responsibilities of the School-wide Positive Discipline team?

- Hold PD meetings on-site once per month to plan and coordinate school-wide and facility-wide behavior systems. The team is responsible for planning PD activities and programs (such as PD Kick-Off, acknowledgment assemblies, and booster lessons of school rules) and continually monitoring and updating PD programs.
- Attending meetings and trainings to promote the continuing development and maintenance of PD programs at your school.
- Present PD news at staff meetings to keep staff up to date with school PD programs and receive input and feedback from staff.
- The PD Team Leader is responsible for scheduling and planning-based on SWIS

data- monthly PD meetings.

The following pages describe the School-wide PD plans and programs for this year. It is expected that **all school staff will be active participants** in the school-wide programming, including General Education and Special Education staff, Certified and Classified staff, even volunteers and substitute teachers.

School-Wide Rule:

Sherwood Wolves Use Grace and Courtesy

Why do we have a School-wide Rule?

Having a one simple, positively stated rule facilitates the teaching of behavioral expectations across school settings because students will be learning through the same language. By focusing on one simple rule it is easier for students to remember. It is also important for staff because instruction focusing on one simple rule will improve teaching and consistency across staff through the use of a common language.

Positively stated rules are important, because research has shown that recognizing students for following the rules is even more important than catching them breaking the rules. By stating rules positively, the hope is that staff will be more likely to use the rules to catch students engaging in the appropriate behavior.

By selecting only one rule it is important that the rule is broad enough to talk about all potential problem behaviors. With the rule selected, the PD team believes that we can then teach all specific behavioral expectations across all school settings. According to our simple rule, for example:

- Cleaning up your spills in the cafeteria is an example of **Grace and Courtesy** because someone could slip on the spill and get hurt.

- You were **Using Grace and Courtesy** when you asked your classmate to walk in a straight line in the hallway.

- Thank you, class, for **Using Grace and Courtesy** by raising your hands to speak and listening to what everyone else had to say about the story.

The **Behavioral Expectations Grid** (see the following pages) uses the school-wide rule to identify specific behavioral expectations across all school settings.

School Rules Posters

School Rules Posters will be disseminated and should be posted in every room in the school, including all classrooms, the cafeteria, hallways, front office, etc. This will help to prompt staff and students to pay attention to the school rules. School Rules Posters should be big enough to read and highly visible throughout all settings in the school.

Grace and Courtesy				
	Order in the environment	Coordination in your body	Concentration in your mind	**Independence on your own**
Cafeteria	• Eat your own food • Remain seated and wait to be excused • Raise hands to be excused	• Sit with your feet on the floor • Walk	• Respond quickly to quiet signal • Use soft table voices • Use respectful manners	• Clean your area • Recycle

The poster above, designed for the Cafeteria, is an example of one of our School Rules Posters. Each poster will focus on one area with specific expectations displayed that describes how Sherwood Wolves use Grace and Courtesy for that area of the campus.

Teaching School-wide Rules, Behavioral Expectations, & Routines

Starting the Year off Right

During the first week of school, we will focus on teaching the school-wide rule, behavioral expectations, and routines to all students across all settings in the school. To truly start the year off right we will need participation and support from the entire staff.

Why teach the Rules, Expectations, and Routines during the first week of school?

One of the major reasons to teach behavioral expectations and routines across settings is for all staff agree on what is expected. This will improve consistency in enforcing the school rules. Surprisingly often, staff have different expectations about what behavior is acceptable in different settings which can confuse the students.

A second major reason is that we cannot assume that students know the expectations and routines.

What are Routines?

Routines are the procedures and processes that students are expected to follow to keep things running smoothly and prevent problems. Examples of routines include: entering the cafeteria, the lunch line process, the dismissal process for classes from lunch, process for sharpening your pencil in class, etc. Choosing routines should be a thoughtful process, since some routines can inadvertently set up students to engage in misbehavior.   Routines should be taught and reinforced during the first week of school so that everyone in the school is following the same set of procedures.

Booster Sessions: Re-teaching the Rules, Expectations, and Routines.

Like all good teachers, we must remember that we cannot simply teach the expectations and routines once. It is important to hold booster sessions to review the expectations. Booster sessions are especially helpful after returning from a long break, during times in the year when you anticipate having more troubles, or in areas that continue to be problematic. Booster sessions may include re-teaching expectations, increasing the amount of energized specific praise, or having a contest between classes to award the class that does the best with the identified expectations or in the specified area.

The following pages provide tools staff can use to guide the teaching of behavioral expectations according to the School-wide Rules, including:

● Sample Lesson Plan: bathroom

EXPECTATIONS & PROCEDURES
LESSON PLAN

SETTING: Bathroom

Step 1: Review School Wide Rules

Order, Coordination, Concentration and Independence with Grace and Courtesy

Step 2: Teach Expectations for Specific Settings:

ORDER	COORDINATION	CONCENTRATION	INDEPENDENCE
- Keep water in the sink - One person per stall - Put paper towels in the garbage - Flush the toilet	- Walk - Safely use the ramp	- Wash your hands thoroughly with soap - Report any problems to an adult - Give people privacy	- Be prompt and return directly to your classroom - Keep your shoes on when outside the classroom

Step 3: Tell Why Rules Are Important

Expected behaviors help everyone feel comfortable.

Step 4: Demonstrate Rules

EXAMPLES	NON-EXAMPLES
Order - Keep water in sink - One person per stall - Use careful aim (boys' restroom) - Throw paper towels in garbage - Use 1-2 paper towels ONLY - Pick-up any towels on the ground - Flush the toilet or urinal	- Splashing water - Crawling under stalls - Locking stall door - Towels all over the floor - Toilet that needs to be flushed - Grabbing a lot of paper towels
Coordination - Walking feet, facing forward - Walk up and down ramp	- Running on the ramp - Swinging on the rails
Concentration - Wash your hands thoroughly with soap - Report any problems to an adult: overflowing toilet, graffiti, empty or broken soap dispenser, toilet paper, or paper towel dispenser, body fluid - Give people privacy: no crawling under, no peeking in the stalls - Using the correct bathroom	- Not washing your hands or using just water - Not reporting mess or broken bathroom equipment (toilet, door, soap dispenser, paper towel dispenser, etc.) - Crawling under stalls - Peking in the stalls - Using and looking in the wrong bathroom
Independence	Playing/socializing on the way to

● Be prompt and return directly to your classroom ● Keep your shoes on when outside the classroom	bathroom, in the bathroom, and returning back to classroom ● Barefoot/socks/etc.

Step 5: Provide Opportunities to Practice

- Correct usage of bathroom
    - flushing
    - washing hands thoroughly with soap
    - throwing paper towels in trash
    - one person per stall
  Practice walking up and down the ramp
  Practice reporting a problem

Step 6: Reinforce in Classrooms

Practice washing hands and throwing away paper towels in classroom at snack or before lunch.

Kick Off Week
Description of Activities/ Schedule

Kick-off Assembly: Tuesday, August 20, 9:30 am at the picnic tables

Following the assembly, the classes will begin school tour and introduction of the school expectations for each area listed below. Note: TK/K teachers will follow their own schedules, using this schedule as a reference.

Date: Tuesday, August 20th

Time	Cafeteria	Playground	Bathroom
10:30	Chris	Anne	Marlo
10:50	Stacy	Chris	Anne
11:10	Lily	Stacy	Chris
11:30	Marlo	Lily	Stacy
11:50	Anne	Marlo	Lily

Wednesday, August 21st

Time	Office	Pick-up Areas	Hallway
10:30	Anne	Stacy	Lily
10:50	Marlo	Anne	Stacy
11:10	Chris	Marlo	Anne
11:30	Lily	Chris	Marlo
11:50	Stacy	Lily	Chris

Thursday, August 22nd

Time	Kitchen	Library	20th Street Park
10:30	Marlo	Chris	Lily
10:50	Anne	Marlo	Chris
11:10	Stacy	Anne	Marlo
11:30	Lily	Stacy	Anne
11:50	Chris	Lily	Stacy

Note: Schoolwide expectations for the Kitchen have not yet been developed. Use your best judgement and safety to communicate expectations until these have been developed. Please do communicate that:

1. Students must have and adult in the kitchen to be in there.
2. They may not help themselves to food or beverage without permission from an adult.
3. The kitchen is a no playing zone for safety.

All teachers review focus area throughout the week. Reference lesson plans. Catch students doing the expected behaviors and give energized, specific praise.

Week	Focus Area
August 26th	Classroom
September 3rd	Cafeteria
September 9th	Playground
September 16th	Office
September 23rd	Hallway
September 30th	Pick-up Area
October 7th	Library
October 14th	20th Street Park
October 21st	Kitchen

Return from Winter Break Refresher Schedule

Week	Focus Areas
January 7th	Classroom, Office & Hallway
January 13th	Cafeteria, Pick-Up Area & Playground
January 21st	Library, 20th St. Park & Kitchen

Grace and Courtesy

	Order in the environment	Coordination in your body	Concentration in your mind	Independence on your own
Classroom	• Use appropriate language and volume • Maintain the prepared environment • Contribute positively to the community • Have tolerance for others	• Move with purpose • Use materials and supplies for intended purpose • Respect personal space	• Work with focus • Positive self talk • Do your personal best • Be open to learning.	• Be prepared • Set and meet daily goals • Ask for help
Bathrooms	• Keep water in the sink • One person per stall • Put paper towels in the garbage • Flush the toilet	• Walk • Safely use the ramp	• Wash your hands thoroughly with soap • Report any problems to an adult • Give people privacy	• Be prompt and return directly to your classroom • Keep your shoes on when outside the classroom
Cafeteria	• Eat your own food • Remain seated and wait to be excused • Raise hands to be excused	• Sit with your feet on the floor. • Walk	• Respond quickly to quiet signal • Use soft table voices • Use respectful mLilyrs	• Clean your area • Recycle

Playground	● Use recess equipment on asphalt or grass ● Eat at the picnic tables ● Respect nature ● Sit at tables ● No backpacks on playground or field	● No rough play ● Respect personal space ● Use playground equipment appropriately	● No excessive noise near classrooms ● Play away from classrooms ● Include others ● Take turns	● Return recess equipment to your classroom's bin ● Keep your shoes on ● Stay in the boundaries ● Water fountains for drinking only
Pick-Up Areas	● Stay inside the gates while waiting for an adult: do not wait in the parking lot ● Follow classroom procedure to join Extended Day ● Close the pedestrian gate behind you	● Pay attention to your surroundings when leaving campus ● Walk	● Know how you're getting home before dismissal	● Walk bikes to the gate and across the crosswalks ● Stay with the adult who picks you up
Office	● Ask permission before taking/touching materials ● Return computers appropriately	● Walk ● Safely use the ramp ● Carry no more than three Chromebooks or laptops at a time	● Use a quiet voice ● Use respectful manners	● Wait patiently for an available adult and then state your purpose politely ● Ask before using the copier or office equipment ● Always ask permission before going to the office

Hallways &Corridors	• Stay on Sherwood campus • Follow your class' procedures for walking as a group	• Walk • Face forward	• Mindful of personal space • Use quiet voice (classes are in session)	• Get permission to be in the hallway
20th Street Park	• Stay within designated boundaries • Return quickly upon teacher's signal • Respect nature	• Use playground equipment appropriately • Follow safe procedures traveling to and from	• Interact only to Sherwood staff and students • Pay attention to your surroundings • Take turns with equipment	• Stay with your group/class • Be responsible for your personal belongings
1010 Cleveland	• Put items back where you found them or where they belong • Use all materials and supplies for their intended purpose • Use designated rooms for their intended purpose (library, kitchen, front porch area, yard area) • Close the gate	• Play safely when appropriate • Picnic benches are for sitting only • No climbing on the fence • Follow safe procedures traveling to and from	• Use an inside voice • Speak only with Sherwood staff • Be mindful of others	• Clean up after yourself • Stay with your group • Be an attentive listener • be responsible for your personal belongings
Library	• Wait for adult to enter library • Use shelf markers • Remove only one book at a time • Use quiet voices	• Wait patiently • Walk and move carefully	• Return books to proper place • Read quietly • Handle books with care	• Return borrowed books to library by date due • Complete proper checkout procedure • Clean up after yourself

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Positive Discipline and Nurtured Heart Approach

Why do we want to recognize expected behavior?

It is not enough just to teach expected behavior, we also need to regularly recognize and give specific praise students for engaging in appropriate behavior. Research has shown that recognizing students for engaging in expected behavior is even more important than catching students breaking the rules. In fact, research on effective teaching has found that teachers should engage in a rate of 4 positive interactions with students to every 1 negative interaction (**4:1 ratio**). *As staff it is very easy to get caught up focusing on catching students engaging in negative behavior.* The goal of an acknowledgment system is to increase the number of positive interactions that all school staff have with students. In the Nurtured Heart Approach, this is related to the stand: "Absolute YES to positivity."

Consistent and fair discipline procedures are crucial to successfully responding to behavior in all schools. It is important that we are respectful of students in our disciplinary responses. Responses should focus on teaching, remediation, or problem solving as much as possible. Restorative actions may be in order to give the student a chance to make up for the misstep made. Restorative actions should be: Respectful, Helpful, Related, and Reasonable. In responding to behavior we also want to be mindful of the instructional time students are missing with the goal of minimizing the amount of instructional time missed. In the Nurtured Heart Approach this is related to the stand: "Absolute NO to negativity." Once the child has reset their behavior, we energize them and proceed with restorative actions if needed.

In order to maximize student instructional time staff are encouraged to deal with problem behavior in their classroom as much as possible. This requires that staff develop a clear discipline plan, which teaching expectations and routines, incentives for positive behavior that are not extrinsic, and clear classroom responses to problem behavior for their classroom. If teachers are experiencing pervasive problem behavior in their classroom, they are advised to seek assistance or additional consultation by contacting the Director.

It is essential that staff and administration agree on the following:
- What problem behaviors should be sent to the office?
- What problem behaviors are expected to be dealt with in the classroom?
- What is the sequence of disciplinary responses in the school, or what alternatives are there?
- What are the procedures for an office referral?

The following pages contain materials outlining the consequence system at our school:
- Minor Behavior Report
- Office Referral Form for Major Problem Behaviors
- Major Referral Flow Chart
- Office versus Staff Managed Behavior Definitions
- Discipline Levels

Referral and Report System

Minor Behavior Reports, Office Referrals and suspensions are entered into a program that provides easy access to discipline information across the school and for individual students. The PD team will look at discipline data on a weekly and monthly basis to make decisions about School-wide programming and individual students in need of additional support.

Minor Behavior Report

First_____ Last_____

Date _____ Time_____

Grade _____ Location _____

Behavior Problem?   **Why?**

                              Obtain

        Avoid

☐ Disrespect   ☐ Peer Attention ☐
☐ Defiance   ☐ Staff Attention ☐
☐ Disruption   ☐ Items / activities ☐
☐ Physical Contact
☐ Inappropriate Lang.   **Action Taken**
☐ Property Misuse   ☐ Conference with Student
☐ Elopement   ☐ Time in office
☐ Technology   ☐ Loss of privilege
☐ Other   ☐ Alternative Placement

_____
_____
_____

Staff Reporting
(**PRINT**): _____

Office Referral Form for Major Problem Behavior

	Location *choose only one*	
Student Name:_____ Date of incident: _____ Time of incident: _____ Grade: TK K 1 2 3 4 5 6 7 8 Referring Staff: _____	☐ Classroom ☐ Bathroom ☐ Cafeteria ☐ Playground ☐ Pick-up Areas ☐ Off Campus	☐ Hallway ☐ 20th Street Park ☐ 1010 Cleveland ☐ Library ☐ Office ☐ Other_____

	Perceived Motivation *choose only one*
Major Problem Behavior ☐ Abusive/ Inapp. Language ☐ Bullying ☐ Defiance ☐ Disrespect ☐ Disruption ☐ Fighting ☐ Forgery/Theft/Plagiarism ☐ Harassment ☐ Lying/Cheating ☐ Property Damage ☐ Leaving Campus ☐ Physical Aggression ☐ Other Parent contact by:_____	**Obtain:** ☐ Adult Attention ☐ Items/Activities ☐ Peer Attention **Avoid:** ☐ Adult ☐ Task/Activity ☐ Peer

Action Taken   *Choose up to two, circle the primary action taken if choosing two.*

☐ Reset   ☐ Restitution
☐ Individualized Instruction   ☐ Action Pending
                                                ☐ Loss of Privilege
☐ Conference with Student/Thought Paper   ☐ Out-of-School Suspension (_____hours/days)
☐ Other _____

Others Involved *choose only one*	☐ None ☐ Teacher ☐ Substitute ☐ Unknown ☐ Peers ☐ Staff ☐ Other _____

Other Comments:_____
_____

9/1/2022

Major Referral Flow Chart

Student engages in level 3 behavior or repeated level 2 behavior (more than 3).

Escort student (if possible) to the office and fill out a Major Referral Form, do not fill in the *Action Taken* section.

Place referral in the **red** express folder located in the hanging File Holder next to Michelle's door. (Please let Michelle, Heather, or Vanessa know so the administrator can take action.) Then head back to class, leaving the student to wait in the office to talk to admin or available substitute.

Administrator or available substitute talks to the student, decides action, and completes the form. The referral is given to Heather or Vanessa and copies are made (teacher copy, parent copy, support copy/ies). Teacher and parent copies are given *immediately* to the teacher for the teacher's prompt follow up with the parent. In the case of suspension, the office will contact the parent. The original copy is marked "SWIS" and placed into the **yellow** folder.

The teacher marks the *parent contacted* on the SWIS referral form located in the yellow folder and moves it into the **green** folder located in Michelle's hanging file, to be entered into SWIS data. (or teacher can communicate via email to Michelle that parents were contacted).

Office Referral Definitions

Office v. Staff Managed Behavior

Non- Recorded Problem Behavior	Definition
Example: Running	Student is running in walking zones.
Disruptive movement	Student is moving body in a way that disrupts learning.
Pulling things or people	Student is grabbing others or materials.
Repeating words/noises	Student is making repetitive noises or repeating a word or phrase.
Can´t stay in seat/wandering	Student is moving around without on-task purpose.
Blurting Out	Student is speaking when it's someone else's turn or it is a time for silence.
Using work as a prop	Student has set up work, but is off-task.
Work Avoidance	Student is not doing the work s/he is expected to do.
Creating disorder in the environment	Student is making a mess and/or not returning materials to where they belong.

Minor Problem Behavior (Minor Behavior Report)	Definition
Defiance/ Insubordination/ Non-Compliance (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.
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.
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 Behavior (Office Referral Form)	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.
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 (Disrespect)	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.
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.
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.
Technology Violation (Tech)	Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.

Locations	Definition
Bathroom/Restroom (Bathrm)	Areas used by students for taking care of personal needs.
Cafeteria (Café)	The area used for breakfast and lunch.
Classroom (Class)	Areas used for instructional purposes.
Hallway/Breezeway (Hall)	Areas designated for passing from one activity/class to another.
Library (Library)	The area designated for research and study.
Off-Campus	An area beyond the property boundary of the school and not affiliated with a school activity.
Office (Office)	The area used by school staff for primary school business and management.
Other Location (Other)	The location for problem behavior event occurs in a location that is not listed
Parking Lot (Park lot)	Areas used for parking vehicles during school hours.
Playground (Plygd)	The outside area used for recess breaks.
Special Event/ Assembly/Field Trip (Special evt)	Areas used for infrequent activities that occur in and/or out of school.
Unknown Location (Unknown)	The location of problem behavior event is not known or undetermined.

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).
Others Involved	**Definition**
None (None)	Student engages in problem behavior incident alone.
Other (Other)	Student engages in problem behavior with person not listed above.
Peers (Peers)	Student engages in problem behavior incident with peer(s).
Staff (Staff)	Student engages in problem behavior incident with staff.
Substitute (Substitute)	Student engages in problem behavior incident with substitute.
Teacher (Teacher)	Student engages in problem behavior incident with teacher.
Unknown (Unknown)	It is unclear if any others were involved in incident.

Restraint	Definition
None	(Default) No restraint 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.
Definition based on documentation from the U.S. Department of Education on Restraint and Seclusion.	

Action Taken	Definition
Alternative Placement (Alt Placement)	Consequence for referral results in student being placed in a different educational setting
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).
Individualized Instruction (Instruct)	Consequence for referral results in student receiving individualized instruction specifically related to the student's problem behaviors.
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.
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.
Action Pending (Act Pen)	Consequence for referral is pending. Referral will be modified when "action taken" is determined.
Observe Positive Behavior (OPB)	Child may be asked to observe others displaying appropriate behavior (not to miss more than five minutes of recess or P.E.).
Other (Other)	Action taken not listed above.

Sherwood Elementary Discipline Levels

Level 1 – Incidental Violations (Non-recorded and Non-referred)	Level 2 – Minor Violations (Recorded and Non-referred)	Level 3 – Major Violations (Recorded and Referred)	Level 4 – Illegal Violations (Recorded and Referred)
▪ Running ▪ Loud voices/yelling ▪ Disruptive sounds ▪ Out of seat ▪ Missing homework ▪ Not being prepared for class ▪ Off task use of electronic devices ▪ Inappropriate dress (clothes need to be removed or changed) ▪ Other: * Repeated Level 1 actions are moved to Level 2	▪ Disruption that interrupts the learning of others ▪ Defiance that interrupts the learning of others ▪ Disrespectful to students or staff ▪ Breaking classroom rules ▪ Off-task behavior ▪ Breaking cafeteria rules ▪ Breaking common area rules ▪ Inappropriate behavior in the bathrooms ▪ Lying ▪ Indirect, inappropriate language/gestures ▪ Spitting ▪ Unauthorized access to non-student areas ▪ Cheating/plagiarism ▪ Repeated Level 1 Offense ▪ Other: * Repeated Level 2 actions are moved to Level 3	▪ Direct inappropriate language/gestures ▪ Fighting/physical aggression ▪ Harassment/bullying ▪ Overt defiance ▪ Property destruction/misuse ▪ Theft ▪ Forgery ▪ Internet misuse/cyber-bullying ▪ Truant class ▪ Taking pictures/video without consent ▪ Repeated Level 2 Offense ▪ Other: * Repeated Level 3 actions are moved to Level 4	▪ Drug use/possession ▪ Weapon use/possession ▪ Habitual Truancy ▪ Arson ▪ Bomb threat ▪ Extreme property damage/vandalism ▪ Combustibles ▪ Assault/threats ▪ Repeated Level 3 Offense ▪ Other:

	Level 1	Level 2	Level 3	Level 4
Addressing the Behavior	**Staff-handled:** The staff addresses the behavior using classroom management strategies.	**Staff-handled:** The staff uses logical consequences (apology of action, take a break, or loss of privilege, focus area). Remind the student their behavior will be documented.	**Office-managed** Send the student to the office where the administrator will address the behavior.	**Office-managed** Send the student to the office where the administrator will address the behavior.
Documentation	**Not recorded on Behavior Data Form nor entered into the computer.**	**Behavior Data Form is filled out and Discipline Entry in computer. Data forms are turned into PD box.**	**Referral Form to Principal and Complete Level 2.**	**Referral Form to Principal and Complete Level 2.**

MTSS Tier 2 SST (Student Success Team) For Students

The SST will be a source of expertise whenever a student is not achieving up to her or his potential behavior. The SST, including the student's teacher, and the student's parent/s or guardian will develop a specific plan so the student can succeed.

Who should be referred to the SST?
Students that are not progressing with Tier I supports (supports put in place for all students) and need additional interventions will be referred to the SST. Data from classroom and playground reports and/or office referrals showing a need for intervention will be referred to the SST.