

BELLA VISTA ELEMENTARY

Student Behavior Management Process

Prepare students by informing them of and training them about school and classroom expectations/rules, pre-correct potential misbehaviors, intentionally set the tone for the next event. Provide adequate level of supervision for setting/situations.

Process for Minors

Redirect and teach student behavior. Make environmental adjustments.

Re-teach and remind student of +/- consequences.

Review previous warnings and impose a consequence:
Head down
Think-time
Loss of recess
Contact parent through email, note in planner, phone call, other.
 Document interventions and student responses

Did behavior resolve?
 Yes- Notice and reward correct behavior.
 No- Work through consequences. Refer to administrator if 3 or more of same type during term.

Process for Majors

Complete Office Referral Slip or alert administration in person.

Administrative Response
 Administrator investigates report.

Student conduct record is consulted

Administrator determines consequence

Administrator completes documentation

Administrator follows up with teacher or staff

Observe and identify problem behavior.
 Is the behavior a teacher managed ("Minor") or an office managed behavior ("Major")?

MINOR

Minor violations can be defined as failure to follow school or classroom expectations.

Inappropriate language/comments
 Classroom disruption
 Refusal to follow reasonable requests
 Misuse of property
 Being out of assigned area
 Inappropriate use of electronic devices
 Inappropriate physical contact
 Inappropriate clothing
 Inappropriate recess behavior/unsafe play
 Violating classroom rules
 Minor dishonesty
 Minor swearing/profanity
 Pattern of not completing schoolwork

MAJOR

Major violations can be defined as serious misbehavior that endangers the safety or well-being of others or makes normal classroom/school activities difficult or impossible.

Fighting/aggressive physical contact
 Possession of weapon or facsimile
 Sexual harassment
 Bullying/threatening
 Racial or ethnic discrimination
 Major stealing
 Alcohol/drug use/distribution
 Severe classroom disruption
 Obscene gestures / profanity
 Overtly defiant/disrespectful to an adult
 Vandalism
 Rock and/or snowball throwing
 Leaving school grounds
 Technology violation/cyber bullying
 Chronic minor infractions (3 or more of same type in term)

→ Consider antecedents or what might be contributing to the behavior. There may be a need for additional support for the student and/or family. Consider a referral of parent/student to school psychologist services or to other district supports.

UH-OH SLIP

Student:	Date of Incident:
Grade:	Time of Incident:
Student's Teacher:	Place of Incident:
Reason for Uh-Oh Slip	
<input type="checkbox"/> Be Respectful <input type="checkbox"/> Be Safe <input type="checkbox"/> Be Kind <input type="checkbox"/> Be a Learner	Describe problem behavior: What happened before? Who else was involved?
Name of teacher/staff completing slip:	

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Name of teacher/staff completing slip:	

TEACHER OFFICE DISCIPLINE REFERRAL FORM

Student:	Date of Incident:
Grade:	Time of Incident:
Teacher:	Location of Incident:

MAJOR DISCIPLINE INFRACTION

- | | |
|---|---|
| <input type="checkbox"/> Fighting/aggressive physical contact
<input type="checkbox"/> Severe classroom disruption
<input type="checkbox"/> Possession of weapon or facsimile
<input type="checkbox"/> Sexual harassment
<input type="checkbox"/> Bullying/threatening
<input type="checkbox"/> Racial or ethnic discrimination
<input type="checkbox"/> Technology violation/cyber bullying
<input type="checkbox"/> Major stealing
<input type="checkbox"/> Alcohol/drug use/distribution | <input type="checkbox"/> Obscene gestures / profanity
<input type="checkbox"/> Overtly defiant/disrespectful to an adult
<input type="checkbox"/> Vandalism
<input type="checkbox"/> Rock and/or snowball throwing
<input type="checkbox"/> Leaving school grounds
<input type="checkbox"/> *Chronic minor infractions
(3 or more of same type in term-
complete reverse side of form)
<input type="checkbox"/> Other _____ |
|---|---|

Describe:

Persons involved:

ADMINISTRATIVE RESPONSES

- | | |
|--|---|
| <input type="checkbox"/> Conferenced with student
<input type="checkbox"/> Warning
<input type="checkbox"/> Student writes apology
<input type="checkbox"/> Student telephoned home
<input type="checkbox"/> Student contract established
<input type="checkbox"/> Phone conference with parent | <input type="checkbox"/> Lunch detention
<input type="checkbox"/> Recess detention
<input type="checkbox"/> In-school suspension
<input type="checkbox"/> Out of school suspension
<input type="checkbox"/> Parent conference with team
<input type="checkbox"/> Other _____ |
|--|---|

Discussed Administrative Response with teacher(s) or staff on _____ (date)

TEACHER OFFICE DISCIPLINE REFERRAL FORM

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***CHRONIC MINOR (3 OR MORE OF SIMILAR INFRACTION IN TERM)**

Date	Describe problem~	Consequence /Adjustments made	Outcome

ADMINISTRATIVE RESPONSES

- | | |
|---|--|
| <input type="checkbox"/> Conferenced with student | <input type="checkbox"/> Lunch detention |
| <input type="checkbox"/> Warning | <input type="checkbox"/> Recess detention |
| <input type="checkbox"/> Student writes apology | <input type="checkbox"/> In-school suspension |
| <input type="checkbox"/> Student telephoned home | <input type="checkbox"/> Out of school suspension |
| <input type="checkbox"/> Student contract established | <input type="checkbox"/> Parent conference with team |
| <input type="checkbox"/> Phone conference with parent | <input type="checkbox"/> Other _____ |

Discussed Administrative Response with teacher(s) or staff on _____ (date)