



Hiawatha Community School 2019-2020

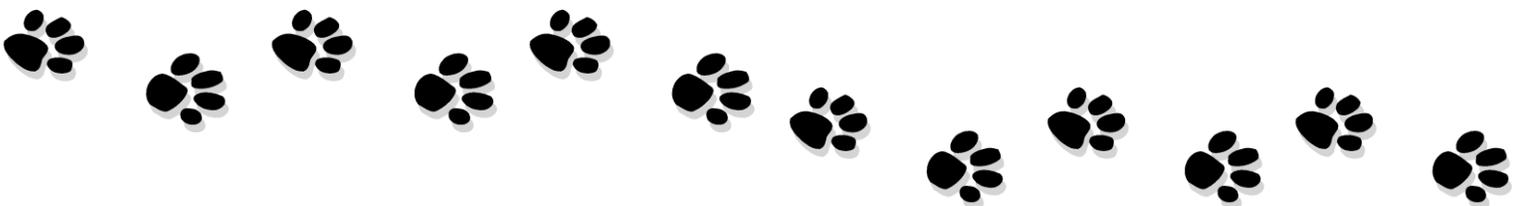
Hiawatha and Howe Campuses

School Wide Behavior Plan

A positive school wide behavior plan provides the foundation for a safe, orderly, well-managed school. It also provides a continuum within the building that ranges from promotion of positive behaviors to intensive interventions for students with serious behavioral issues. At Hiawatha Community School our goal is to focus on promoting positive behaviors (preventing behavioral problems) through planning and implementing “adult systems” that provide the structure and stability students need to be successful. These systems include the expectations, rules and routines of the school, and the supports in place for students with special needs. Established procedures and routines in classrooms, lunchrooms, hallways, and other areas of the school must provide the structure needed to facilitate a positive learning environment for all students to succeed.

Response to Dysregulation

Response to student misbehavior will follow a level system, beginning with behaviors that can be handled by classroom intervention alone. Interventions in the classroom are considered **LEVEL ONE** interventions. **LEVEL TWO** intervention is for misbehavior that cannot be handled in the classroom and requires team support. **LEVEL THREE** intervention is for de-escalation and resolution of conflict that is seriously interfering with the learning environment and cannot be handled with classroom or team intervention. For serious behavior issues that require immediate de-escalation and conflict resolution, principal should be called. For chronic behavior issues, consultation with the Social Worker and Special Education Team and/or referral to the Problem Solving Team may be appropriate. All behaviors that require intervention from administration (Lillie or Kevin) must be documented on a Behavior Incident Report form and be turned in at the time of referral (if it is an emergency situation the referral can come later). A **LEVEL FOUR** intervention will be reserved for the most serious behavior issues that require a suspension or other intervention. This can only be done by administration.



LEVEL ONE- Classroom Intervention & Prevention examples:

PREVENTION (examples)

- Develop classroom rules/expectations with class- teach, model and post them
- Have high, developmentally appropriate and culturally respectful expectations
- Plan, implement and teach consequences for misbehavior
- Hold “morning meetings”- set a positive tone for the day
- Post daily schedule
- Do “guided discoveries” when introducing new areas or materials
- Model desired behaviors at all times
- Be positive- “catch them being good”- hand out “Husky Pride” slips
- Modify assignments and expectations when appropriate/ be flexible
- Alter instructional methods, address learning styles
- Teach social skills/affective education
- Know your kids, greet them each morning
- Use relaxation and tension release activities
- Move around room- “proximity control”
- Set goals, review accomplishments
- Plan for imposed breaks
- Plan for “down time”- keep students busy
- Review, review, review behavior expectations
- Gain control before moving on (...we’ll start when everyone’s eyes are up here.)
- Phone calls home for positive things/ send positive notes home with families
- “special jobs” or other extra attention for needy students
- Maintain appropriate boundaries and be in charge- Firm & Fair
- Intervene immediately if you see a problem situation- react swiftly

INTERVENTION (examples)

- Verbal reminders/redirection
- Soft verbal reprimands/nonverbal signals
- Restructure of success (ex. Move seat)
- Take a break
- Point out what others are doing well
- Proximity control (stand by off-task student)

- Remove audience from disruptive student
- Design a behavior contract
- De-escalate student (draw, read...)
- Mediation between students
- Give (acceptable) choices to students
- Phone calls home, parent conferences, notes home
- One on one private problem solving with student
- Special class meeting

AVOID: sarcasm, anger, humiliation of students, raising voice, threats and power struggles

LEVEL TWO- TEAM INTERVENTION

- Paired or “buddy” teacher for extended time out (be sure to meet back with them within 5-10 minutes)
- Team consequences/reinforcers
- Lunch detention
- Problem solving meetings/consultation with team members

LEVEL THREE- Social Worker, Problem Solving Team, Consultation with Special

Education Team and Administration

- De-escalation
- Mediation between students
- “Cooling off” period
- Conference with parents
- Develop behavior plan
- Referral to outside agencies
- Home visit
- Pre-referral interventions

LEVEL FOUR- Administration

- Suspension from school
- Problem solving conference
- Referral to police liaison
- Transfer/expulsion

**A readmit conference will be held for all students returning from suspension. A parent/guardian must attend this conference with the student (a phone conference may also be allowed for certain circumstances). Staff involved in the incident leading to suspension will be invited to attend the conference, as well as any staff involved in proactive planning for the student. Special education students will have special education representation present at the readmit conferences.

Following a Buddy Teacher usage, either a restorative measure or rejoining the group conversation will need to occur between returning student and sending teacher.

When dealing with special education students, case managers will be consulted for appropriate intervention. All behavior incident referral forms will be entered into the computer behavior tracking system and monitored as a school.

Staff will continue to use the Zones of Regulation when working with students. Staff will utilize strategies provided during professional development. Staff will use the Zones of Regulation strategies to teach students to use when dysregulated. Staff will use the Zones of Regulation to reflect on student behavior and emotions throughout the school day.

Restorative Practice Framework (Possible Questions and Ideas)

<u>Who has been hurt?</u>	How have they been wronged?	What can be done?
<i>The offender themselves</i>	<ul style="list-style-type: none"> ● Failure to demonstrate self-respect and personal dignity ● Loss of learning ● Loss of opportunities for friendship ● Loss of opportunity to contribute to/cooperate in the classroom/community 	<ul style="list-style-type: none"> ● Learn tools to prevent behaviors from occurring again ● Believe in own self-worth and purpose ● Seek help from an adult before acting out in the future
<i>Individual student(s)</i>	<ul style="list-style-type: none"> ● Made to feel scared/sad/etc. ● Lost time for learning ● Lost feeling of safety/security ● Personal property damage/theft 	<ul style="list-style-type: none"> ● Individual apology ● Replacing an item lost ● Repairing an item broken ● Demonstration of appreciation for a peer that has been hurt (e.g. a special gift, card)
<i>School staff</i>	<ul style="list-style-type: none"> ● Made to feel disrespected ● Lost time for teaching 	<ul style="list-style-type: none"> ● Individual apology ● Demonstration of appreciation for teacher ● Assist school staff in completion of work (classroom clean up, other prep)
<i>The classroom environment</i>	<ul style="list-style-type: none"> ● Creation of disorder, chaos, and disturbance ● Lost time for learning 	<ul style="list-style-type: none"> ● Apology to the classroom ● Contribute something helpful to the classroom environment (e.g. make a poster) ● Repair damage done to classroom or replace an item broken
<i>The School environment</i>	<ul style="list-style-type: none"> ● Creation of disorder, chaos, and disturbance 	<ul style="list-style-type: none"> ● Contribute something helpful to the school (e.g. work in the school garden)
<i>The Community environment</i>	<ul style="list-style-type: none"> ● Creation of disorder, chaos, and disturbance 	<ul style="list-style-type: none"> ● Contribute something helpful to the community ● Volunteer in the community ● Disclosure and apologies to offender's parents and/or parents or the victim