



# Behavior Management Plan

## Three Major School wide Expectations

1. Show respect to self, others, and property.
2. Be responsible and prepared.
3. Be safe.

## Guidelines for Students According to the School Wide Expectations

### Show Respect

- Use polite, English First language and tone
- Include others
- Follow game rules
- Treat materials and people with care

### Be Responsible

- Follow adult directions and school policies
- Complete your work honestly and to the best of your ability
- Be where you are assigned to be
- Use technology appropriately and with permission
- Help cleaning up
- Wear your PE uniform and sports shoes for PE

### Be Safe

- Keep hands, feet, and objects to yourself
- Use furniture and materials properly
- Walk in the classroom and in hallways
- Be supervised at all times - notify the supervisor when leaving the area of supervision, e.g. going to the Toilet.

# Behavior Management Philosophy

The below mentioned stages of disciplinary action should be implemented for problem behaviors in the sequence of their occurrence. The underlying principle of this approach is caring, respectful, straightforward discipline aimed at helping students to learn self-control and eliminate the causes of the problem behaviors. The reason for each disciplinary measure must be a problem behavior mentioned in the list below and must be clear to both student and teacher involved. No sarcasm, humiliating comments, or mockery is allowed while applying these measures. The list of problem behaviors and consequences must be shared with students at the start of the year.

## 1st Occurrence of Level 1 Behavior

### **STEP 1 = Verbal Warning with Explanation**

Teacher/assistant gives one verbal warning directly to the student involved immediately after infraction. Teacher must state the problem and explain the right way of behaving. Repeated occurrence of the same behavior in the same class results in another disciplinary measure. The teacher is encouraged to record the occurrence of the infraction.

## 2nd Occurrence of Level 1 Behavior

**STEP 2 = 5 min Timeout** is given to a student. The student is given time to reflect on his behavior and how it has harmed people around him. The time out Think Sheet (Appendix 1 & 2) is filled out by the student during the time-out discussed with the teacher and turned in to the Learning Support specialist.

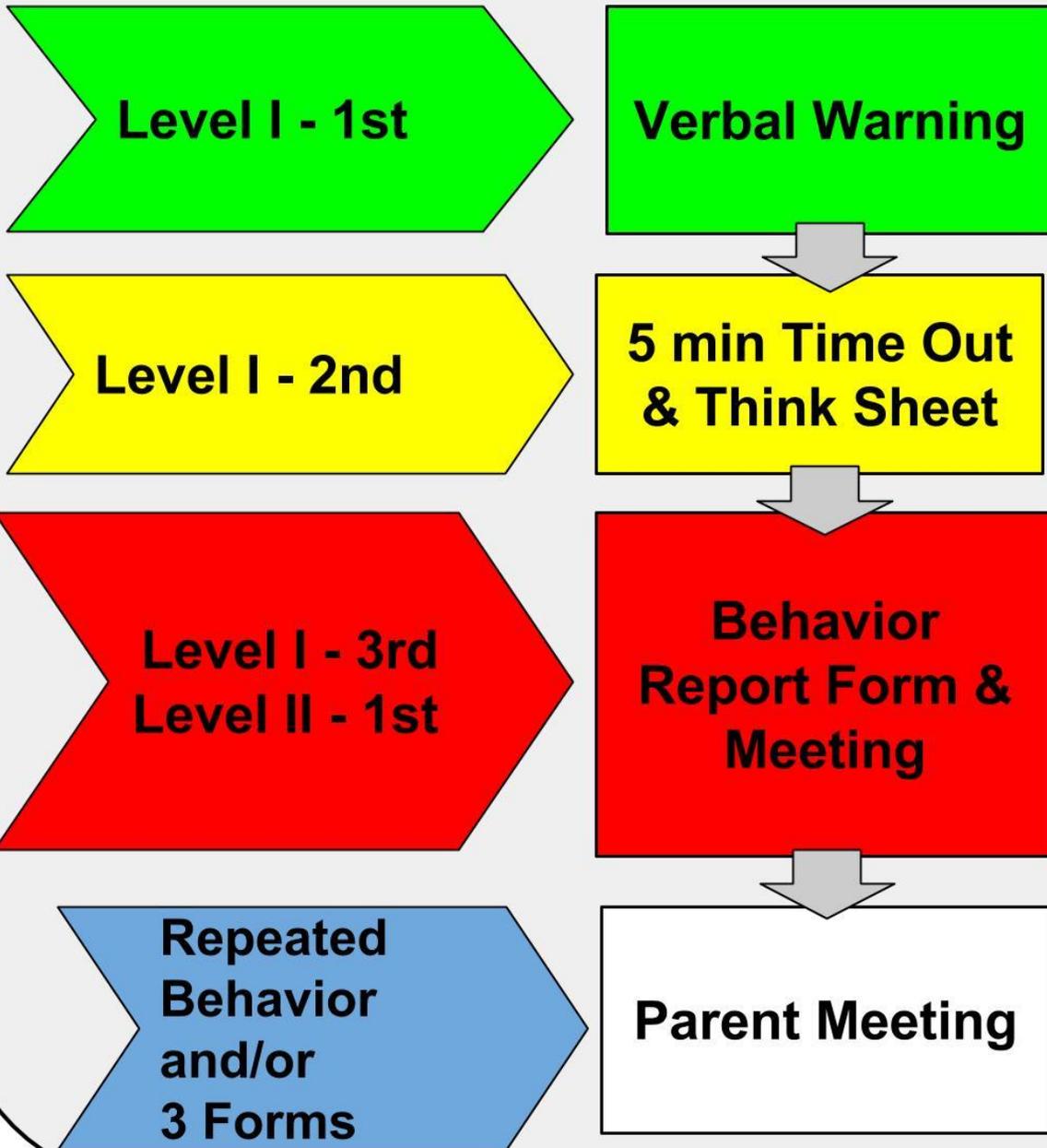
## 3<sup>rd</sup> Occurrence of Level 1 Behavior or 1st Occurrence of Level 2

**STEP 3 = Behavior Report Form** filled out by the teacher, with student input when possible. The form is turned in to the Learning support specialist. **Parents are contacted** upon approval by the principal **and a copy of the form sent to them.** Reflection Form with the Learning support specialist/principal.

## >>Certain problem behavior continues or 3 Behavior Forms Assigned in the same semester

A meeting involving parents, school principal, teacher(s) involved is initiated to create an individual intervention plan. Participation in school events, after school activities, competitions may be denied; detention and extra duties in the afternoon selective classes time may be assigned.

## Behavior Plan



# APPENDICES

## The Levels and Categories of Problem Behaviors (back)

LEVEL 1	LEVEL 2
<p style="text-align: center;"><b>Disruption</b></p> <p>Low-intensity, but inappropriate disruption: Disturbing instruction/learning, making noises (humming, whistling, tapping, talking, etc) with foul intent, throwing objects, writing notes, unauthorized websites, teasing, unauthorized electronic use, unauthorized toys</p>	<p style="text-align: center;"><b>Disruption(Lev 2)</b></p> <p>Student engages in serious or repeated behavior causing an interruption in a class or activity; uncontrollable outburst. Student engages in refusal to follow directions, talks back, is argumentative and/or delivers socially rude interactions.</p>
<p style="text-align: center;"><b>Defiance/Disrespect</b></p> <p>Brief or low-intensity failure to respond to adult request: eye rolling, sighing, bad manners, impolite, impatient, disregarding the class/school behavior expectations.</p>	<p style="text-align: center;"><b>Defiance/Disrespect</b></p> <p>Repeated and intense disrespect, turning back, not willing to respond at all.</p>
<p style="text-align: center;"><b>Dress code I</b></p> <p>Student wears clothing that does not adhere to the dress code guidelines defined by EIS (see handbook). First instance of abusive, discriminatory messages or drugs, alcohol, tobacco advertising on clothing.</p>	<p style="text-align: center;"><b>Dress code II</b></p> <p>Repeated instances of drugs, alcohol, tobacco advertising on clothing and repeated instances of not following the dress code..</p>
<p style="text-align: center;"><b>Inappropriate location without permission I</b></p> <p>out of assigned area, class.</p>	<p style="text-align: center;"><b>Inappropriate location without permission II</b></p> <p>out of campus without permission.</p>
<p style="text-align: center;"><b>Inappropriate Verbal Expression</b></p> <p>Low-intensity instance of inappropriate language. Name calling, minor body contact (personal space invasion), pinching, rough housing, poking, low intensity teasing, minor exclusion.</p>	<p style="text-align: center;"><b>Intense Verbal Aggression/Bullying</b></p> <p>Repeated use of profanity, swearing. Repeated aggressive threats, intimidation, obscene gestures, pictures, written notes, gossip; verbal attacks based on ethnic origin, disabilities or other personal matters. This also includes deliberate exclusion.</p>
<p style="text-align: center;"><b>Physical Contact</b></p> <p>Mild inappropriate physical contact; play fighting.</p>	<p style="text-align: center;"><b>Physical Contact</b></p> <p>Serious physical contact where injury may occur (fighting, anything with malicious intent); student engages in inappropriate public displays of affection (kissing)</p>
<p style="text-align: center;"><b>Property Misuse</b></p> <p>Low-intensity, inappropriate use of school property</p>	<p style="text-align: center;"><b>Property Damage</b></p> <p>Student participates in an activity that results in destruction or damage to property: vandalism, deliberate damage to school, teacher, or another student's belongings.</p>
<p style="text-align: center;"><b>Irresponsibility</b></p> <p>Student does not bring needed materials to class; fails to return signed papers, unprepared, abuse of restroom privilege, not cleaning up, lying.</p>	<p style="text-align: center;"><b>Dishonesty</b></p> <p>Continuos lying, cheating, plagiarism, forgery, stealing</p>
<p style="text-align: center;"><b>Tardiness</b></p> <p>Unexcused late arrival to class. Student arrives at class after the bell rings (or signal that class has started)</p>	<p style="text-align: center;"><b>Truancy/Skipping Class</b></p> <p>Student deliberately skips class or school</p>
<p style="text-align: center;"><b>Technology I</b></p> <p>Non-serious but inappropriate use of cell phone, music/video players, camera, computer, or other electronic device.</p>	<p style="text-align: center;"><b>Technology II</b></p> <p>Student engages in unauthorized use of cell phone, pager, music/video players, camera, and/or computer; accessing pornographic material</p>
<p style="text-align: center;"><b>Other Minor Misconduct</b></p> <p>Student engages in any other minor problem behaviors that do not fall within the above categories; running in halls, walk on proper side of hall, misbehaving in line, excessive/disruptive noise</p>	<p style="text-align: center;"><b>Other Gross Misconduct</b></p> <p>Student engages in serious behavior that directly or indirectly jeopardizes the health, safety, and welfare of school personnel, students, and/or school property. Use of drugs, alcohol, tobacco, weapons</p>

# GRADE 1-3 TIME OUT THINK SHEET

Name:

Date:

Time:

I chose to.....

kick



hit



push



bite



talk or scream



Other:

run



not work



pinch



use unkind words



throw something



It made \_\_\_\_\_ feel...

happy



sad



mad



scared



frustrated



Other:

Next time I can choose to...

have SAFE feet



have SAFE hands



use kind words



listen and not talk during instruction

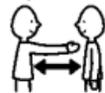


ask for a calm break



Other:

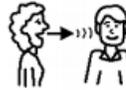
say "I need space."



ask someone to "Please stop."



follow directions



stay in my work area



say, "I don't understand."



To fix it, I will....

# GRADE 4-7 TIME OUT THINK SHEET

**Reasons for My Behavior**

Name \_\_\_\_\_

Date \_\_\_\_\_

**Consequences of My Behavior**

**Description of My Behavior**

How do I feel?

How has my behavior affected others?

Other Consequence(s)

Plan for Improvement \_\_\_\_\_

Student \_\_\_\_\_

Teacher \_\_\_\_\_

Parent \_\_\_\_\_

# EIS Behavior Report Form - Grade 1-3

<b>Teacher's name:</b>		<b>Class/subject:</b>	
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<b>Student's Name:</b>		<b>Grade:</b>	
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## Problem Behavior

*(Please refer to the levels and descriptor list on the back of this form.)*

<b>Level:</b>		<b>Category:</b>		<b>Place:</b>	
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<b><i>Teacher's description of the infraction</i></b>
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<b><i>Student's comments: What did you do wrong?</i></b>
<b><i>What would you do different next time?</i></b>

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**Note to the teacher/staff referring:** Please turn in this form to the school principal. If no student comment provided, teacher/staff, please explain.

# EIS Behavior Report Form – Grade 4-7

Student's name: \_\_\_\_\_

Date: \_\_\_\_\_

## **CATEGORY:**

Please write the level, the category and the description of the problem behavior (list attached).

Level:      Category:

Description:

## **WHEN? WHERE? WHO?**

When did my inappropriate behavior occur? Where was it? Who was present at the time?

## **BAD CHOICE**

What bad choice did I make?

## **NEGATIVE OUTCOMES**

What negative outcomes for me or other people occurred as a result of my behavior?

## **CAUSE**

What/who caused me to make this bad choice? Event? Person(s)? Circumstance?

**FIX**

Set specific goals to fix the problem

**HELP**

What/Who could have helped me to make the right choice and act better?

**POSITIVE OUTCOMES**

What positive outcomes for me or other people may occur if I choose to act better next time?

I fully understand and agree that my behavior was inappropriate and by signing this form I commit to not repeating it again. I also understand that in case of repeated occurrence of this behavior, a meeting involving my parents/guardians, the school principal and other school faculty or staff involved may be called to initiate a special intervention plan.

Student's signature: \_\_\_\_\_

**STAFF SECTION: Reviewed by staff/faculty who reported the problem behavior!**

Comments:

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Signature: \_\_\_\_\_

**PARENT Section: To be filled out by parent and returned to Dean of Students at the earliest convenience!**

Comments:

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Signature: \_\_\_\_\_

