

Broken Arrow Elementary

Behavior Consequence Rubric

It is essential that students are held accountable for the choices they make as we strive to develop safe, respectful and responsible habits in our students allowing them to be functional in society.

(After one non-verbal and one verbal reminder, BIST)

A Third Minor Becomes a Major Violation

Yellow: Teacher Handled (MINOR)

Blue: Principal Handled (MAJOR)

	Type of Behavior	1st Incident- Minor (Teacher Handled) <i>*After 2 informally documented incidents</i>	2nd Incident -Minor (Teacher Handled)	3rd Incident - Major (Principal Handled)	4th Incident - Major (Principal Handled)
A	<p>Disruption Behavior causing an interruption in a class or activity. Disruption includes sustained loud talking, yelling, or screaming; noise with materials; and/or sustained out-of-seat behavior. (Level 1)</p>	<ul style="list-style-type: none"> ● Not a discipline referral ● Teacher documents in order to track which step the student is on ● BIST Protocol/Steps <ul style="list-style-type: none"> ○ Reflection/Think Sheet ○ Submit Think Sheet to Ryan ● Privilege loss determined by teacher ● Teacher phones parents 	<ul style="list-style-type: none"> ● Discipline Referral/Offense entered in Skyward by teacher ● BIST Protocol/Steps <ul style="list-style-type: none"> ○ Reflection/Think Sheet ○ Submit Think Sheet to Ryan ● Privilege loss determined by teacher ● Teacher phones parents 	<ul style="list-style-type: none"> ● Student meets with principal ● Discipline referral entered in Skyward by teacher ● BIST Protocol/Steps/Reflection ● Teacher refers student to Instructional PLC agenda or meets with principal to develop a behavior plan ● Consequences determined by principal ● Principal phones parents ● Principal follows up with teacher 	<ul style="list-style-type: none"> ● Student meets with principal ● Discipline referral entered in Skyward by teacher ● BIST Protocol/Steps/Reflection ● Teacher sets meeting with Social Worker and Principal meet to discuss current plan and make adjustments if necessary ● Consequences determined by principal ● Principal phones parents ● Principal follows up with teacher

<p>B</p>	<p>Non-Compliance/Defiance Refusing to work, not following directions. (Level 1)</p>	<ul style="list-style-type: none"> • Not a discipline referral • Teacher documents in order to track which step the student is on • BIST Protocol/Steps (Accountability Piece) • Reflection/Think Sheet <ul style="list-style-type: none"> ◦ Submit Think Sheet to Ryan • Privilege loss determined by teacher • Teacher phones parents 	<ul style="list-style-type: none"> • Discipline Referral/Offense entered in Skyward by teacher • BIST Protocol/Steps/Reflection/Think Sheet <ul style="list-style-type: none"> ◦ Submit Think Sheet to Ryan • Privilege loss determined by teacher • Teacher phones parents 	<ul style="list-style-type: none"> • Student meets with principal • Discipline referral entered in Skyward by teacher • BIST Protocol/Steps Reflection • Teacher refers student to Instructional PLC agenda or meets with principal to develop a behavior plan • Consequences determined by principal • Principal phones parents • Principal follows up with teacher 	<ul style="list-style-type: none"> • Student meets with principal • Discipline referral entered in Skyward by teacher • BIST Protocol/Steps Reflection • Teacher sets meeting with Social Worker and Principal meet to discuss current plan and make adjustments if necessary • Consequences determined by principal • Principal phones parents • Principal follows up with teacher
	<p>Behavior</p>	<p>1st Incident- Minor</p>	<p>2nd Incident -Minor</p>	<p>3rd Incident - Major</p>	<p>4th Incident - Major</p>
<p>C</p>	<p>Inappropriate Horseplay/roughhousing, Inappropriate language, Spreading rumors, gossiping (1st incident) Identifying girlfriend and boyfriend or crushes. (Level 1)</p>	<ul style="list-style-type: none"> • Not a discipline referral • Teacher documents in order to track which step the student is on • BIST Protocol/Steps <ul style="list-style-type: none"> ◦ Reflection/Think Sheet ◦ Submit Think Sheet to Ryan • Privilege loss determined by teacher • Teacher phones parents 	<ul style="list-style-type: none"> • Discipline Referral/Offense entered in Skyward by teacher • BIST Protocol/Steps/Reflection/Think Sheet <ul style="list-style-type: none"> ◦ Reflection/Think Sheet ◦ Submit Think Sheet to Ryan • Privilege loss determined by teacher • Teacher phones parents 	<ul style="list-style-type: none"> • Student meets with principal • Discipline referral entered in Skyward by teacher • BIST Protocol/Steps/Reflection • Teacher refers student to Instructional PLC agenda or meets with principal to develop a behavior plan • Consequences determined by principal • Principal phones parents • Principal follows up with teacher 	<ul style="list-style-type: none"> • Student meets with principal • Discipline referral entered in Skyward by teacher • BIST Protocol/Steps/Reflection • Teacher sets meeting with Social Worker and Principal meet to discuss current plan and make adjustments if necessary • Consequences determined by principal • Principal phones parents • Principal follows up with teacher

<p>D</p>	<p>Disrespect Talking back and/or socially rude interactions. Damage to school or others' property. (Level 1)</p>	<ul style="list-style-type: none"> ● Not a discipline referral ● Teacher documents in order to track which step the student is on ● BIST Protocol/Steps <ul style="list-style-type: none"> ○ Reflection/Think Sheet ○ Submit Think Sheet to Ryan ● Privilege loss determined by teacher ● Teacher phones parents 	<ul style="list-style-type: none"> ● Discipline Referral/Offense entered in Skyward by teacher ● BIST Protocol/Steps <ul style="list-style-type: none"> ○ Reflection/Think Sheet ○ Submit Think Sheet to Ryan ● Privilege loss determined by teacher ● Teacher phones parents 	<ul style="list-style-type: none"> ● Student meets with principal ● Discipline referral entered in Skyward by teacher ● Teacher documents in order to track which step the student is on ● BIST Protocol/Steps/Reflection ● Teacher refers student to Instructional PLC agenda or meets with principal to develop a behavior plan ● Consequences determined by principal ● Principal phones parents ● Principal follows up with teacher 	<ul style="list-style-type: none"> ● Student meets with principal ● Discipline referral entered in Skyward by teacher ● Teacher documents in order to track which step the student is on ● BIST Protocol/Steps/Reflection ● Teacher sets meeting with Social Worker and Principal meet to discuss current plan and make adjustments if necessary ● Consequences determined by principal ● Principal phones parents ● Principal follows up with teacher

	Behavior	1st Incident- Major	2nd Incident -Major	3rd Incident - Major	4th Incident - Major
E	<p>Dishonest Behavior Student is in possession of, having passed on, or being responsible for removing someone else's property without that person's permission. Academic misconduct and lying (Level 3)</p>	<ul style="list-style-type: none"> • Student meets with principal • Discipline referral entered in Skyward by teacher • BIST Protocol/Steps/ <ul style="list-style-type: none"> ◦ Reflection/Think Sheet • Consequences determined by administrator • Principal phones parents • Principal follows up with teacher 	<ul style="list-style-type: none"> • Student meets with principal • Discipline referral entered in Skyward by teacher • BIST Protocol/Steps/ <ul style="list-style-type: none"> ◦ Reflection/Think Sheet • Teacher refers student to Instructional PLC agenda or meets with principal to develop a behavior plan • Consequences determined by administrator - ISS • Principal phones parents • Principal follows up with teacher 	<ul style="list-style-type: none"> • Student meets with principal • Discipline referral entered in Skyward by teacher • BIST Protocol/Steps/Reflection • Teacher sets meeting with Social Worker and Principal meet to discuss current plan and make adjustments if necessary • Consequences determined by administrator- ISS one or more days • Principal phones parents • Principal follows up with teacher 	<ul style="list-style-type: none"> • Student meets with principal • Discipline referral entered in Skyward by teacher • BIST Protocol/Steps/Reflection • Teacher sets meeting with Social Worker and Principal meet to discuss current plan and make adjustments if necessary • Consequences determined by administrator- ISS one or more days • Principal phones parents • Principal follows up with teacher
F	<p>Physical Aggression Bumped, kicked, pushed, punched, shoved, bit, spit, choked, pulled hair <i>as a result of emotion</i>. (Level 3)</p>	<ul style="list-style-type: none"> • Student meets with principal • Discipline referral entered in Skyward by teacher • BIST Protocol/Steps/ <ul style="list-style-type: none"> ◦ Reflection/Think Sheet • Consequences determined by administrator • Principal phones parents • Principal follows up with teacher 	<ul style="list-style-type: none"> • Student meets with principal • Discipline referral entered in Skyward by teacher • BIST Protocol/Steps/ <ul style="list-style-type: none"> ◦ Reflection/Think Sheet • Teacher refers student to Instructional PLC agenda or meets with principal to develop a behavior plan • Consequences determined by administrator - ISS • Principal phones parents • Principal follows up with teacher 	<ul style="list-style-type: none"> • Student meets with principal • Discipline referral entered in Skyward by teacher • BIST Protocol/Steps/Reflection • Teacher sets meeting with Social Worker and Principal meet to discuss current plan and make adjustments if necessary • Consequences determined by administrator- ISS one or more days • Principal phones parents • Principal follows up with teacher 	<ul style="list-style-type: none"> • Student meets with principal • Discipline referral entered in Skyward by teacher • BIST Protocol/Steps/Reflection • Teacher sets meeting with Social Worker and Principal meet to discuss current plan and make adjustments if necessary • Consequences determined by administrator- ISS one or more days • Principal phones parents • Principal follows up with teacher

	Behavior	1st Incident- Major	2nd Incident -Major	3rd Incident - Major	4th Incident - Major
G	<p>Harassment Threats Racial, ethnic, or sexual name calling or severe harassment – Verbal or written. Explicit threats to kill (Level 3)</p>	<ul style="list-style-type: none"> • Student meets with principal • Discipline referral entered in Skyward by teacher • BIST Protocol/Steps <ul style="list-style-type: none"> ◦ Reflection/Think Sheet • Consequences determined by administrator • Principal phones parents • Principal follows up with teacher 	<ul style="list-style-type: none"> • Student meets with principal • Discipline referral entered in Skyward by teacher • BIST Protocol/Steps/ <ul style="list-style-type: none"> ◦ Reflection/Think Sheet • Teacher refers student to Instructional PLC agenda or meets with principal to develop a behavior plan • Consequences determined by administrator-ISS • Principal phones parents • Principal follows up with teacher 	<ul style="list-style-type: none"> • Student meets with principal • Discipline referral entered in Skyward by teacher • BIST Protocol/Steps/Reflection • Teacher sets meeting with Social Worker and Principal meet to discuss current plan and make adjustments if necessary • Consequences determined by administrator- ISS one or more days • Principal phones parents • Principal follows up with teacher 	<ul style="list-style-type: none"> • Student meets with principal • Discipline referral entered in Skyward by teacher • BIST Protocol/Steps/Reflection • Teacher sets meeting with Social Worker and Principal meet to discuss current plan and make adjustments if necessary • Consequences determined by administrator- ISS one or more days • Principal phones parents • Principal follows up with teacher

<p>H</p>	<p>Bullying</p> <p>Called mean names, made fun of, or teased in a hurtful way, intimidation. Ignored or socially excluded other students on purpose to be hurtful, encouraged others not to like someone. Spreading rumors/gossiping (Not first incident) (Level 3)</p>	<ul style="list-style-type: none"> ● Student meets with principal ● Discipline referral entered in Skyward by teacher ● BIST Protocol/Steps <ul style="list-style-type: none"> ○ Reflection/Think Sheet ● Consequences determined by administrator ● Principal phones parents ● Principal follows up with teacher 	<ul style="list-style-type: none"> ● Student meets with principal ● Discipline referral entered in Skyward by teacher ● BIST Protocol/Steps/ <ul style="list-style-type: none"> ○ Reflection /Think Sheet ● Teacher refers student to Instructional PLC agenda or meets with principal to develop a behavior plan ● Consequences determined by administrator - ISS ● Principal phones parents ● Principal follows up with teacher 	<ul style="list-style-type: none"> ● Student meets with principal ● Discipline referral entered in Skyward by teacher ● BIST Protocol/Steps/Reflection ● Teacher sets meeting with Social Worker and Principal meet to discuss current plan and make adjustments if necessary ● Consequences determined by administrator- ISS one or more days ● Principal phones parents ● Principal follows up with teacher 	<ul style="list-style-type: none"> ● Student meets with principal ● Discipline referral entered in Skyward by teacher ● BIST Protocol/Steps/Reflection ● Teacher sets meeting with Social Worker and Principal meet to discuss current plan and make adjustments if necessary ● Consequences determined by administrator- ISS one or more days ● Principal phones parents ● Principal follows up with teacher
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<p>I</p>	<p>Weapon/Arson/ Combustibles/</p> <p>Student is knowingly in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm. (Level 4)</p>	<ul style="list-style-type: none"> ● Student meets with principal ● Discipline referral entered in Skyward by teacher ● Teacher documents in order to track which step the student is on ● BIST Protocol/Steps <ul style="list-style-type: none"> ○ Reflection/Think Sheet ● Principal contacts District Admin ● Consequences determined by District Admin ● Principal phones parents 	<p>Administration will determine consequences</p>	<p>Administration will determine consequences</p>	<p>Administration will determine consequences</p>

		<ul style="list-style-type: none"> Principal meets with District Admin then teacher and parents to implement plan 			
J	Extreme Property Damage Student knowingly performs damage or vandalism to the school or property. (Level 4)	<ul style="list-style-type: none"> Student meets with principal Discipline referral entered in Skyward by teacher Teacher documents in order to track which step the student is on BIST Protocol/Steps <ul style="list-style-type: none"> Reflection/ Think Sheet Consequences determined by administrator Principal phones parents Principal follows up with teacher 	Administration will determine consequences	Administration will determine consequences	Administration will determine consequences
	Behavior	1st Incident- Major	2nd Incident -Major	3rd Incident - Major	4th Incident - Major
K	Drug Use/Possession Student is knowingly in possession of drugs capable of causing bodily harm. (Level 4)	<ul style="list-style-type: none"> Student meets with principal Discipline referral entered in Skyward by principal Teacher documents in order to track which step the student is on BIST Language Protocol/Steps Reflection/ Think Sheet Principal contacts District Admin 	Administration will determine consequences	Administration will determine consequences	Administration will determine consequences

		<ul style="list-style-type: none"> • Consequences determined by District Admin • Principal phones parents • Principal meets with District Admin then teacher and parents to implement plan 			
L	<p>Truancy</p> <p>A child must have three consecutive days, five days in a single semester or seven days in a school year which the school considers unexcused a significant portion of the school day to begin the truancy process. A “significant portion” of the school day is determined by the school district policy.</p> <p>(Level 4)</p>	<p>BA Office Staff phones parent. Parent must return phone call to share information regarding the student’s absence to determine if it should be excused or unexcused.</p> <p>It is essential parents return phone calls the same day or the absences must be recorded as unexcused.</p>	<p>BA Office Staff will send a letter to families who have a child that has logged three unexcused absences with a reminder that BA is required by the state of Kansas to report students as truant who have 3 consecutive unexcused absences in a semester OR 5 unexcused absences in a semester OR 7 total unexcused absences in a school year.</p>	<p>BA Office Staff will send a letter to families once they have reached the limitations as issued by the state of Kansas’ Truancy Law (stated in column two). Any additional unexcused absences would require BA to report the student as truant to the Johnson County District Attorney’s Office (as part of being a state mandated reporter)</p>	<p>It is important to note that excessive <u>unexcused tardies</u> can result in unexcused absences, further resulting in truancy violations and mandated reporting.</p>

This rubric provides as a guideline for recommendation of consequences. Please know that adjustments can and should be made in certain circumstances.

Administration reserves the right to make adjustments as needed.