



Pillager Elementary School Schoolwide Behavior Plan

Overview

The purpose of this document is to unify the staff of Pillager Elementary School around a clear and comprehensive plan for managing behavior both proactively and reactively. The full scope of structures, processes, and strategies used at Pillager Elementary School are included in the plan so that all staff can review them independently at any time.

Using this Plan

The electronic nature of this plan allows for real-time updates to appear without having to keep track of multiple versions. There is an interactive table of contents to navigate to sections you want to review and you may bookmark the link to the document for easy access. The footer shows the timestamp when the plan was last updated.

Interactive Table of Contents

- [Our Principles and Core Beliefs at Pillager](#)
- [Effective Systems](#)
- [Schoolwide Expectations](#)
- [Individual and Group Positive Recognition](#)
- [Creating Healthy Classrooms and Communities](#)
- [Strategies, Reflective Practice, Training & Coaching](#)
- [Student Support – Classroom Level Responses](#)
- [Collegial Support](#)
- [Family Support](#)
- [Student Support – Non-Emergency Office Referrals](#)
- [Behavior Levels Summary](#)



Pillager Elementary School Schoolwide Behavior Plan

Our Principles and Core Beliefs at Pillager

We, the Pillager Elementary staff believe:

- Relationships have a significant impact on learning.
- Adults should work to build and maintain positive and trusting relationships with students.
- It is the responsibility of all school staff to create a warm, welcoming, and positive learning environment.
- Teachers must regularly teach, model, practice, review, & positively reinforce routines and expectations.
- Students whose teachers spend time building community within the classroom show improved school appropriate behavior.
- Students need an environment that provides motivation and promotes self-confidence, low-anxiety, and academic risk-taking. This is especially true for students who are fragile (struggling emotionally, behaviorally, or academically) or under-represented.
- Students should be treated in ways that preserve their dignity at all times.
- Adults have the responsibility to learn and implement strategies that are proven to de-escalate and reduce student misbehavior.
- The best way for students to learn what behavior is considered inappropriate is when they face logical consequences for their choices (i.e. you forget your homework, you don't get credit /you break something, you figure out a way to fix it / you hurt someone, you make it up to them) instead of punishments.
- Family involvement impacts a student's success.
- Families have the right to regular communication concerning their child's behavioral choices both positive and negative.
- Mutual respect among staff, students, and families is crucial for effective management and discipline systems.
- Students need to be held responsible for their actions.
- The behavior of all members of the school community must honor the school as a place of teaching and learning.
- Problems are really opportunities to learn and grow.
- Students enter our educational system with a wide range of cultural, social and academic knowledge.
- Adults are here to help and not to judge
- Students are responsible for treating all persons respectfully, responding to all directives and inquiries from staff, and for following rules and regulations that apply to them.
- A safe and productive learning environment includes students being responsive to the needs of others

These principles are the basis for which all decisions regarding student behavior are made. School-wide consistency comes from all of us upholding our principles and beliefs with our

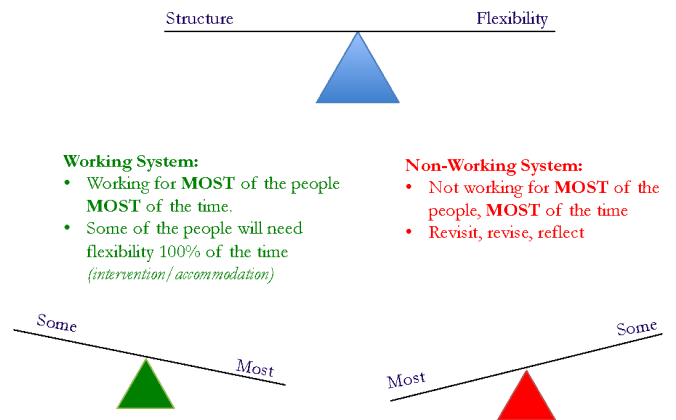


Pillager Elementary School Schoolwide Behavior Plan

actions, especially in response to disruptive student behavior.

Effective Systems

There is a misconception that for a system to be considered effective or good, we need 100% of the adults and children following it 100% of the time. That may work for machines, but with humans that is dreaming the impossible dream. Effective systems provide structure and simultaneously allow for flexibility when needed, thus Pillager’s school-wide Behavior Plan is written with this in mind.



Schoolwide Expectations

When all adults have consistent and high expectations there is a significant impact on student behavior. All members of the Pillager Elementary School community (staff, families, & students) are expected to show P.R.I.D.E.:

- Perseverance
- Responsibility & Respect
- Integrity
- Discipline
- Excellence

Our school-wide expectations are explicitly taught to students, and staff, in all areas of the school and revisited throughout the year. Furthermore, our expectations are posted throughout the school and are visible through our actions. These expectations and routines are modeled, practiced, and positively reinforced throughout the classrooms and common spaces regularly. Special attention is given to more difficult “seasons” (before and after breaks and other big changes in routine) when revisiting routines and expectations support the success of students.

Individual and Group Positive Recognition

At Pillager, we work to build and maintain positive and trusting relationships with students. All students, especially fragile students, need an environment that provides motivation and promotes self-confidence, low-anxiety, and academic risk-taking.

In addition to written or verbal communication with students and families, we may choose to recognize positive behavior and accomplishments through any means that supports Pillager



Pillager Elementary School Schoolwide Behavior Plan

Elementary School's Principles and Core Beliefs. Recognition may vary from public to private and may include either tangible or intangible rewards.

Some examples include:

- Husky Paws
- Postcards
- Good News Call of the Day

Creating Healthy Classrooms and Communities

Students enter our educational system from a wide range of culture, social and academic backgrounds. At Pillager, we create warm, welcoming and positive learning environments. We build trusting relationships with students and help students learn what being responsive to the needs of others looks like and sounds like our school.

When students know each other, they are more likely to assume positive intent of each other's actions- which leads to a decrease in student-student conflicts. Some teachers might choose to have specific times scheduled in the day/week for building student-student relationships and community (Opening and Closing Circles/Responsive Classroom Morning Meetings) while others may weave strategies into other academic times.

Adults at Pillager Elementary teach, model, practice, and positively reinforce classroom and common space routines and expectations regularly. One way to build community is to give students an even bigger voice in the classroom by having students collectively and collaboratively create their own classroom "rules", procedures, expectations (look like/sound like) for material use, collaborative work, movement around the room, etc. When teachers decide to have students create their own classroom rules, explicit connections are made to the school-wide expectations to increase student understanding. Additionally, we teach social skills both directly and indirectly to support the expected behaviors at school.

Strategies, Reflective Practice, Training & Collaborative Problem Solving

"It is imperative that we help all teachers get better. It is not that I believe teaching is broken and needs to be fixed, it is that it is so hard that it is never perfect." - *Charlotte Danielson*

Managing student behavior is one of the most challenging aspects of education. The adults at Pillager Elementary reflect on their classroom management practices in order to increase the likelihood that students are able to meet the schoolwide expectations. The trauma-sensitive and culturally competent strategies we learn and implement continually increase our ability to function comfortably in cross-cultural settings and allow us to interact harmoniously with people from



Pillager Elementary School Schoolwide Behavior Plan

cultures and races that differ from our own. Additionally, we are reflective about our own identities, assumptions, bias, beliefs, and values in order to be even more responsive to our students. Administration will continue to provide us with training and coaching support around a variety of verbal and non-verbal management and communication strategies in order for us to be even more successful with our students, especially when dealing with the most challenging behaviors and our most fragile or frequently misunderstood students. In general, implementing best practices for our students who are frequently misunderstood, misrepresented, and marginalized (Black, Brown, Indigenous, LGBTQ+, homeless, high anxiety, trauma, mental health, etc.) is best practice for creating an inclusive culture where all students can feel safe and thrive.

Adults at Pillager have the responsibility to learn and implement strategies that are proven to de-escalate and reduce student misbehavior. This means we agree to:

1. Have the Attention of all students before instruction.
Specific Catalyst strategies that support us in reaching that goal are:
 - ◆ Get Ready – Take a moment to organize your teaching materials so that when you get the attention of the class you are ready to maintain their attention
 - ◆ Get Set – Settle your body, take a breath, and observe the class to determine what you will do in order to get noticed by the class
 - ◆ Get Noticed – Say or do something that will get the attention of the class. You may have a signal that you use, words that you say, a call/response that you employ, a bell that you ring or even a bit of a song that you play. Stay still while you wait to be noticed by the entire class.
 - ◆ Wait & Watch-Wait, while staying still, until you have the attention of all the students.
 - ◆ Anchor with a Whisper – After you have their attention, pause, take a breath and smile. Follow that pause with a whisper of one or more words to anchor the attention and support students' brains being ready to receive information.
2. Clearly communicate during the instructional portion of the lesson and incorporate student to student interaction..
Specific Catalyst strategies that support us in reaching that goal are:
 - ◆ Signal the Mode – Utilize a signal to communicate to the students the mode you want them to use to engage in the curriculum.
 - ◆ Monitor and Adjust – When students operate in a mode other than the one the teacher expected, the teacher decides if they will: allow it, ignore it, signal the mode again, pause, or switch the mode
3. Provide clear expectations and foster independence for individual, partner and group work.
Specific Catalyst strategies that support us in reaching that goal are:



Pillager Elementary School Schoolwide Behavior Plan

- ◆ Create a To Do List – Create a visual list that indicates how to do the task, when the work is due, where they should put the materials and work when finished, and what independent activity they should do if they finish early.
 - ◆ Check for Understanding – Solicit and respond to all questions from the students to ensure they understand the task.
 - ◆ Set Stamina – After taking all questions, instruct the students to begin (verbally or with a signal) and stay still until all students become engaged in the work. At that point, walk slowly out to the students to support their success.
4. Preserve relationships while we monitor and adjust during independent, partner and group work while students practice and apply what they have learned.
Specific Catalyst strategies that support us in reaching that goal are:
- ◆ Lead & Empower – Identify a student who needs support and predict if that support will be Academic, Behavioral, or if the student is in need of monitoring or reassurance through a check-in. Then approach and interact with the student in a way that empowers them to take ownership and be successful. The non-verbals of empowerment are approaching with calm breathing, from the side, being silent or brief while adjusting your volume to maintain a private conversation.
 - ◆ Linger & Look Back – After you support the student, linger for a bit near them to ensure they understand what they are supposed to be doing. As you move to support other students, look back a minimum of two times to ensure the student is able to continue to work independently.
5. Be as calm as possible:
Specific Catalyst strategies that support us in reaching that goal are:
- ◆ Regulate yourself – We maintain awareness of our own feelings, behavior and breathing (calm vs. stressed). When we realize we are stressed, we make strides to return ourselves to a calm state as quickly as possible by reflecting on our thoughts, feelings and behavior. Breathing and stress level of the staff is mirrored/mimicked by students, especially those who have suffered trauma. When we are able to regulate our own breathing, anxiety can be reduced and the feeling of safety increases. Some staff chose to teach breathing techniques to students to help them increase their ability to regulate their own breathing.

New staff will be required to participate in Catalyst training during their first year at Pillager Elementary. Administration will provide opportunities for the training and coaching. The training may be off site or on site. Many staff at Pillager choose to implement the strategies so deeply that they seek and earn certification. Pursuit of certification is highly valued and encouraged as a first step towards deep implementation and continued growth. It is the culture of Pillager Elementary to continually seek out and participate in ongoing coaching.



Pillager Elementary School Schoolwide Behavior Plan

Among the many strategies that are listed above are the Foundational Skills from The Catalyst Approach to Whole Group Classroom Leadership. The Foundational Skills are a set of strategies that support student learning and positive behavior by fostering independence and maximizing engagement while preserving relationships between the adults and the students. In addition to the Resident Catalyst Coaches that are available to provide coaching and feedback, pursuit of certification is supported and celebrated as a first step towards deep implementation and continued growth.

Student Support – Classroom Level Responses

The job of an educational leader is to support the whole child. This includes supporting students academically, behaviorally (social/emotional), and through reassurance. Students do well when they have attained the skills to effectively navigate school. While there are times that we might need administrative support with a student, our goal is to keep students as functioning members of the group within the classroom so that the focus stays on learning and students feel a part of the classroom community.

Pillager Elementary School staff utilize a variety of management and engagement strategies as we fill skill gaps, build and preserve relationships, and reduce the need for discipline. All actions have consequences. Since one of the consequences that occurs when disciplining students for behavior is that teaching and learning comes to a halt, we are committed to implementing strategies that are proven to support skill acquisition, de-escalate behavior, strengthen, preserve student/adult relationships, and maintain academic engagement. All of the strategies listed in this plan support these goals.

Students construct meaning by connecting new information to existing knowledge. Since we believe that problems are opportunities to learn and grow; we strive to help students understand how to connect their choices with the outcomes in order to support them in deepening their ability to make even better decisions in the future.

The behaviors that students might exhibit in school have been sorted into four (4) levels:

- Level 1: non-emergency behaviors that we can handle directly in the classroom
- Level 2: non-emergency behaviors that need more support than the adult can give or behaviors that the adult feels should be documented even though they handled it on their own
- Level 3: emergency behaviors that need immediate support from another adult
- Level 4: emergency behaviors that need immediate support from another adult and possible suspension and/or expulsion



Pillager Elementary School Schoolwide Behavior Plan

Most of the behaviors in a school fall into the Level 1 category and the adult in charge directly handles those situations. When adults operate in a way that empowers students, the students are led to think about their own inappropriate actions or decisions instead of blaming the adults around them for their behavior. During these conversations, the adults facilitate problem-solving and guide thinking, ensuring that the student learns the decision-making process so they can learn to identify the consequences (cause-effect) of their actions in order to increase their ability to choose and act. Staff encourages and teaches students how to have conversations with others when they are upset or feel as though they are being treated unfairly. This includes times when students feel adults are treating them unfairly.

*Students with an Individualized Education Plan (IEP) may require accommodations or modifications to this plan (made in collaboration between classroom teachers and case managers) in order to best meet their needs. The IEP and 504 will always supersede the schoolwide behavior plan.

Level 1 Behaviors: Non-emergency handled directly:

- Inappropriate language (cursing)
- Work refusal
- Disrespect, non-compliance
- Lying, cheating
- Teasing, taunting (physical and/or verbal)
- Disruption: excessive talking, making noises or excessive talking out or to peers
- Not prepared for class
- Stealing small classroom items such as pencils, crayons, or paper
- Scuffling/mild physical aggression (pushing and shoving that does not require a visit to the nurse)

We may handle a student's behavior by selecting from a range of strategies that fits our personal style as long as it supports Pillager Elementary School's Principles and Beliefs. Students should have some control over their lives and learn to make decisions that promote academic and behavioral success.

Some ideas/strategies (not an exhaustive list) teachers might try:

- Teaching
- Re-teaching
- Social Story
- Conversation
- Fix-it plan/Restitution/Apology
- Family contact
- Loss of privilege



Pillager Elementary School Schoolwide Behavior Plan

- Basic needs check
- Recovery and reflection break
- Conversation
- Intervention
- Accommodation
- Restore the relationship
- Needs assessment
- Working Walk

There may be times when a student's behavior is temporarily inhibiting their ability to participate in the learning with the group or impacting the group's ability to learn but the situation doesn't warrant an emergency office referral. Balancing the needs between the group and the individual student takes artful management. Here is a sampling menu of options to support these situations:

- Temporary change in seating: The student is moved to a different seat but continues to participate.
- Sensory Break: Also known as a 'brain break', sensory breaks are designed to provide calming or active input to help a student concentrate. Sensory breaks help the student get sensory input needed to stay alert and focused in the classroom.
- Locker Run: Sometimes a child is unable to refocus and recover in the classroom without disrupting learning. There are times when the student might need a brief break to help them regulate. Sending them on a pass to their locker (returning something to their locker, retrieving something from their locker) can meet that need.
- Working Walk/Fake Errand: Sometimes a student needs a tiny break and responds better when the break is disguised as an errand for the teacher. Examples of this include delivery of an envelope or item to another teacher, checking the teacher's mailbox, picking up supplies from the office, delivering supplies to the office, etc.
- Take a Break in another classroom: Sometimes a child is unable to refocus and recover in the classroom without disrupting learning. Separation from the group in a different environment (another classroom) can allow the teacher an opportunity to re-form and re-focus the group while the student has an opportunity to return to the classroom ready to learn. The goal is to get the child back to the learning in their classroom as quickly as possible.
- Connection: Finding someone to cover your classroom so you can connect privately with the child.



Pillager Elementary School Schoolwide Behavior Plan

Collegial Support

There are times when staff will encounter special circumstances and may need even more support. We have the right to request support from administration (via collaborative problem solving, specialized training, intense coaching, etc.) when we feel challenged to manage behavior and support students in skill acquisition in accordance with Pillager Elementary School’s Principles and Beliefs. In cases where more support is needed (for individuals or teams) and we haven’t yet asked for it, we can expect the administration to initiate an open, honest, and respectful conversation and then co-develop a plan that aligns with Pillager Elementary School’s Principles and Beliefs. This may include additional support or services for us and/or our students. In addition to requesting support from administration, staff may request support from a teammate, colleague, one of the school’s Resident Catalyst Coaches or the school’s Professional Catalyst Trainer/Coach. Contacting one or more of educators below is a place to start:

Name	Position	Responsibilities with the plan
Josh Smith	Principal Catalyst Coach	<ul style="list-style-type: none"> ● Determines consequences (suspensions, etc) for level 3 and 4 behavior ● Process with students ● Communicates with families ● Develop behavior interventions and accommodations for students ● Classroom/Hallway visibility ● Receives and processes bus reports ● Enters data ● Classroom/Hallway visibility ● 504 Building Lead ● Homeless Lead ● Assists with SAT Team ● Contact person for County issues ● Liaison with outside agencies ● Develop behavior interventions ● Brainstorms & problem solves related to behavior



Pillager Elementary School Schoolwide Behavior Plan

Brenda Uselman	Administrative Assistant	<ul style="list-style-type: none"> ● Process with students ● Communicates with families
Ashley Ingman	Social Worker	<ul style="list-style-type: none"> ● Process with students ● Communicates with families ● Develop behavior interventions and accommodations for students ● Classroom/Hallway visibility ● Assists with SAT Team ● Contact person for County issues ● Community resource referrals ● Liaison with outside agencies ● Develop behavior interventions ● Brainstorms & problem solves related to behavior
Wendy Hall Melissa Bouc Adam Tervola-Hultberg	Catalyst Coaches	<ul style="list-style-type: none"> ● Supports teachers in increasing engagement, dealing with mainstream and outlier behaviors ● Support teachers in refining engagement and classroom management skills
Janet Spreiter	Special Education Teacher	<ul style="list-style-type: none"> ● Process with students ● Develop behavior interventions and accommodations for students ● Classroom/Hallway visibility ● Assists with SAT Team ● Develop behavior interventions ● Brainstorms & problem solves related to behavior
Melissa Bouc	Special Education Teacher	<ul style="list-style-type: none"> ● Process with students ● Develop behavior interventions and accommodations for students ● Classroom/Hallway visibility ● Develop behavior interventions ● Brainstorms & problem solves related to behavior



Pillager Elementary School Schoolwide Behavior Plan

Family Support

In addition to the effort we put into building and maintaining positive relationships with students, we strive to do the same with our students' families.

We believe family partnerships are integral to the success of our students. We understand that while families cannot control the behavior of their child at school, they can support, encourage, and reinforce positive school behaviors at home. It is essential to keep lines of communication open between the home and the school. Families have the right to regular communication concerning their child's behavior, both positive and negative, around their academic performance and behavior in school. This includes reaching out to families early in the year through formal and informal methods of communication in order to establish positive partnerships.

At Pillager Elementary, we have an inclusive definition of family that is respectful of each child's family structure. Therefore, family is not limited to just parents or legal guardians of children in the home. For example, a family may also include new spouses and partners of parents, extended families (grandparents, aunts, uncles, cousins, etc.), step-relatives, or any other person a family unit designates as a family member. With this in mind, we understand that support may look different from family to family.

In the case of persistent inappropriate behavior and/or concerns, the teacher will:

1. Meet privately with the student and co-create a plan with the student. The purpose of the plan is to assist the child in coming up with solutions for their current problem, including skill acquisition the student might need when a skill gap is inhibiting their success in school. The plan will include attainable, clear steps the child and the teacher can implement to reduce the likelihood of the issue becoming chronic. The plan will be documented on paper, where both the teacher and the student can access it. The plan can be used to reference in any follow-up conversations with the child, possibly sharing with the family as a celebration of a goal met or if specific support is needed from the family to reach the goal.
2. If the behavior continues, the teacher will contact the child's family to communicate with them. Administration or school Social Worker, Counselor, Student Achievement Advocate, and office staff may be asked to be present at the meeting by either the teacher or the family. The teacher can share the visual plan (referenced in step 1) that was put in place with the child.
3. If the behavior continues, the teacher may decide to refer the student to administration.

Addition to the parent version: We would like to thank each family in advance for supporting, encouraging and reinforcing positive school behaviors at home.



Pillager Elementary School Schoolwide Behavior Plan

Family/Home Communication

At a minimum, families can expect:

- Report Cards (1 per semester)
- Parent/Teacher Conferences (1)
- Response by end of next school day when a parent initiates contact via phone/e-mail

Student Support – Office Referrals

There are certain behaviors that require a student to have a conversation with a member of the Office Support Team. The Office Support Team is made up of administration, social workers and counselors. Some behaviors require immediate referral and others can wait for a time deemed more appropriate by the referring staff.

Level 2 Behaviors: Non-emergency needs support:

- Persistent Level 1 Behaviors for support or documentation (inappropriate language, cursing, work refusal, disrespect, non-compliance, lying, cheating, teasing, taunting (physical and/or verbal), disruption: excessive talking, making noises or excessive talking out or to peers, not prepared for class, stealing small classroom items such as pencils, crayons, or paper, scuffling/mild physical aggression (pushing and shoving that does not require a visit to the nurse)
- Harassment/bullying
- Forgery, theft
- Property damage
- Vandalism (irreversible destruction of school property)
- Violation of district technology guidelines

When referring a student for Level 2 Behaviors, the referring staff will complete a Referral Documentation Form then support will come and pick up the student as soon as possible, or as close to the requested time as possible. When the referral is for documentation only, nobody will come speak to the student.

Level 3 Behaviors: Immediate Action and Referral, include:

- Unsafe or disruptive behavior that is preventing the learning of the class
- Aggressive behavior towards staff
- Abusive language (threat of physical harm, offensive racial/sexual comments)
- Sexual touch
- Fighting (defined as actions that require a visit to the nurse)



Pillager Elementary School Schoolwide Behavior Plan

- Missing/unaware of location

When possible, staff will complete a Discipline Referral Form at the time of referral. The adult making the referral will call the office and ask for immediate support and submit the referral later to JMC.

Level 4 Behaviors: Emergency for immediate action and referral, include:

- Arson
- Bomb threat, false alarm
- Use, possession of alcohol or tobacco
- Use, possession of unauthorized prescription or non-prescription drugs
- Use, possession of weapons

When possible, staff will complete a Discipline Referral Form at the time of referral. The adult making the referral will call the office and ask for immediate support and submit the referral later to JMC.

Having a brief and consistent way to communicate allows for efficiency and clearer communication.

When the student is so escalated that they need to leave the room immediately (or they leave on their own) staff will call the office and say, "This is [your name], [first name of the student] from room [your room number] is on their way to the office and needs administrative support."

When the student is still in the room the referring staff will call the office and say, "This is [your name], a [4th] grader in room [109] needs support."



Pillager Elementary School Schoolwide Behavior Plan

If support comes to your room, you can expect:

1. Support to enter the room slowly and quietly to minimize disruption to the group.
2. To be able to continue teaching. If more communication is needed we have these options:
 - Communicate with the person providing the support with a non-verbal signal
 - Put the students into a turn and talk or independent activity so you can chat with support privately
 - Pass a note
3. Administration will analyze the situation and will address the situation using one or more of these options:
 - Support the student in the classroom to re-engage (and get to the momentum of engagement) in the classroom activity.
 - Cover the classroom to enable the teacher time to talk with the student privately.
 - Support the student in responsible decision-making.
 - Provide a place outside the classroom for the student to appropriately voice their feelings without disrupting the learning of the rest of the class.
 - Support the student physically, socially, emotionally and academically.
 - Investigate further.
 - Remove the student temporarily – the purpose of a temporary removal is to provide an option for temporary relief when individual student behavior prevents learning from happening. As a result, the student and the sending staff can reflect and adjust.
4. After investigation, determination of any further follow-up or action will be made by administration.
5. When the student returns to class, support will provide brief communication to the referring adult in the form of a "Go Pass".
6. Support will communicate any necessary information with the family.

Staff Commitment: When a staff member makes the decision to call for support they will reflect and consider what type of support is in the best interest of the students. When the decision is made to temporarily remove a student, the sending staff will repair and reconnect upon the student's return, reflect on ways to increase connection with the student who was removed (with the goal of reducing the future removals),



Pillager Elementary School Schoolwide Behavior Plan

Administrative Team Commitment: When a staff member makes the decision to call for support and asks for a student to be temporarily removed, administration will support the staff member and the student with temporary removal. Administration further commits to communicating back to the teacher the results of the removal.

Go Pass
Student: _____
is "Good to Go"
Strategies Used:
<input type="checkbox"/> Conference with student
<input type="checkbox"/> Loss of Privilege
<input type="checkbox"/> Family contacted
<input type="checkbox"/> Time in Office
<input type="checkbox"/> Community Service/Restitution
<input type="checkbox"/> Other: _____
Staff: _____ Time: _____
Notes:

The Go Pass will accompany the student when they are returned back to class from an office referral. This pass serves as interim communication between the staff member and the administration about the results of the referral. More detailed information will be provided at the end of the day.

Documentation:

Administration understands that there are times when the needs of the group need to come before the needs of the individual and that taking the time to fill out written documentation at the time of the referral would be at the expense of the group. When the needs of the group are put in jeopardy by filling out a referral for Level 3 and 4 behaviors, the adult reporting the incident will communicate the details to administration verbally, completing the referral documentation as soon as possible.

In the rare case where a student needs immediate referral and action, yet administration is not available to process, the student will remain out of class until follow-up has been done. The secretary may call the classroom and ask for work to be sent down to the office to occupy the child. Teachers will send work down for the student at their earliest convenience. The Discipline Referral Form will be given to administration (or designated staff) immediately upon their availability.

Context of the situation is always considered when administration is contacted for intervention. After investigation, administration determines the next course of action. Some of the follow-up strategies that may be used include:

- In-school suspension
- Restitution
- Extended Recovery Break
- Family Conference



Pillager Elementary School Schoolwide Behavior Plan

- Student/Teacher/Family Contract
- Out of school suspension
- Teaching
- Re-teaching
- Skill acquisition plan
- Fix it (could include apology)
- Loss of Privilege
- Accommodation
- Community service
- Intervention

Administration will communicate any resulting actions to the referring teacher before the next school day.



Pillager Elementary School Schoolwide Behavior Plan

Behavior Levels Summary			
Level 1 Behaviors handled directly (non-emergency)	Level 2 Behaviors for support and referral or documentation (non-emergency)	Level 3 Behaviors for immediate support and referral (emergency)	Level 4 Behaviors for immediate support and referral (emergency)
<ul style="list-style-type: none"> ● Inappropriate language (cursing) ● Work refusal ● Disrespect, non-compliance ● Misuse of materials ● Lying, cheating ● Teasing, taunting (physical and/or verbal) ● Disruption: excessive talking, making noises or excessive talking out or to peers ● Not prepared for class ● Stealing small classroom items such as pencils, crayons, or paper ● Scuffling/Mild physical aggression (pushing and shoving that does not require a visit to the nurse) 	<ul style="list-style-type: none"> ● Persistent Level 1 behaviors ● Harassment/ Bullying (as defined in the Anoka-Hennepin Handbook) ● Forgery ● Theft ● Property damage ● Vandalism (irreversible destruction of school property) ● Violation of district technology guidelines ● Refusal to take a break 	<ul style="list-style-type: none"> ● Aggressive behavior towards staff ● Abusive language (threat of physical harm, offensive racial/sexual comments) ● Fighting (defined as actions that require a visit to the nurse) or Physical Aggression ● Sexual touch ● Missing/unaware of location ● Preventing the learning of the rest of the class 	<ul style="list-style-type: none"> ● Arson ● Bomb threat, false alarm ● Use, possession of alcohol or tobacco ● Use, possession of unauthorized prescription or non-prescription drugs ● Use, possession of weapons