

Ridgecrest Elementary School Student Behavior Management Process/Flowchart



PBIS Goal: Our staff goal is to build a safe, caring learning community that shares common language and expectations that grow our students into empowered leaders, self-managers and self-advocates.

Strategies to implement: Visual cue, Proximity, Redirection, Calming Techniques, Movement Breaks, Emotional Check-in, Reteach & Practice Expected Behavior, Additional Strategies: <https://www.pbisworld.com/> & [OSPI Behavior Menu of Best Practices](#)

Classroom/ Staff Managed Behaviors (Minor)		Office Managed Behaviors (Major)	
<ol style="list-style-type: none"> Reset Station: Student takes a break within the classroom and reflects on behavior. Teacher will reconnect with the student on expectations and behaviors. Reset/Buddy Classroom: The student will take a short (<10 min) reset in a buddy grade level classroom and fill out a Restorative Reflection Sheet (K-2) or Restorative Reflection Sheet (3-5) The teacher will connect with parents as needed to work on a classroom plan to support the student. The teacher will work with the Grade-Level team, Dean, Counselor, and families to brainstorm (Tier 2) support. If behaviors continue, initiate a referral with Counselor and/or the Guidance Team. 	<ul style="list-style-type: none"> Disruption/Side-Talking/ Noises/ Off-task behavior Minor Disrespect, Defiance, Non-compliance Inappropriate language Inappropriate body language Minor Physical aggression (<i>accidental/ reactionary</i>) Wrestling Pushing/shoving/kicking -Play fighting Property misuse/Minor Property Destruction Lying Cheating Minor Theft Verbal conflict/Arguing Minor reference to weapons Rude behavior Teasing Rumor Gossip 	<ul style="list-style-type: none"> Abusive language Major property damage Harassment/Racial, Physical/Sexual Fighting/ Major Physical Aggression (<i>intentional</i>) Major Defiance Disrespect/Non-compliance Major Theft Threats to harm self or others Drug or Alcohol use or possession Significant reference to weapons or acts of violence Serious class disruption 	<ol style="list-style-type: none"> The referring staff member contacts the office. Referring staff completes a SWIS form online ASAP. The student will go to the office. K-1 walks with an adult. Student completes the Restorative Reflection Sheet (K-2) or Restorative Reflection Sheet (3-5) with an adult. Feedback Loop Closed: The Dean sends (within 24 hrs) email with details of incident to classroom teacher and principal. Files slip for principal review. When Dean and/or principal determines that student contact/consequences are necessary, Dean and/or principal will connect with family and involved staff via email or phone call. Depending on actions, the Dean/ principal will lead a re-entry process with the student, teacher, and/or parents. Dean enters all relevant data into the discipline tracking system.

Staff supports for frequent & problematic behaviors			
Behavior	Major/Minor	Who Responsible	Consequence & Follow-through
Structured Spaces: Classroom			
Classroom disruption (i.e. Attention-seeking, blurting, verbal disruption)	Minor Major (if it is continuous)	Staff -> Dean	1. Relocate the student to a non-disruptive. Space. Use a Reflection sheet if needed. 2. If this doesn't work, have the student call their parents in the classroom using a script when available. <i>If the student doesn't respond to the above strategies, behavior becomes a major, and...</i> 3. Send student to main office for phone call home/reset with Dean or Principal
Unstructured Spaces: Recess and Cafeteria			
Minor physical aggression (accidental/ reactionary/playful) at recess	Minor	Supervision staff -> Dean	Resolve conflict-> Reflection bench-> Restore relationship -> Report to teacher/ Dean and SWIS report (teacher will share with family).* <small>*Supervision team will resolve at the moment with students involved. Depending on intensity, frequency, and consistency of behavior(s), supervision staff may connect with teacher and Dean which may lead to further interventions, support, and consequences.*</small>
Verbal conflict/Arguing at recess	Minor	Supervision staff -> Dean	Resolve conflict-> Reflection bench-> Restore relationship -> Report to teacher/ Dean and SWIS report (teacher will share with family).* <small>*See above.</small>
Refusal to following directions (Defiance)	Minor->Major (when continuous)		1. Conversation w/ staff and short timeout during convo or time on reflection bench. Report to the teacher as needed. Ex. Calmly say: "My job is to keep you safe during recess. You need to follow my direction in order to stay safe. You did not follow my direction, so you'll need to take a break from play until we can talk about that. We can talk about that now, or you can sit out for a few minutes until you're ready to talk. What do you think?" 2. If the student does not respond, behavior may become a "major." Radio the office for support. Dean will communicate with family.
Major Physical Aggression (intentional)	Major	Dean	1. Time and space away from where safety concerns occurred. 2. Restorative circle 3. Communication with family and staff 4. Removal from activity (ongoing) 5. Intentional separation from peer (ongoing) 6. Schedule in-person meeting with family to create support plan w/ counselor and teacher
Fighting (intentional)	Major	Dean/ Principal	1. Time and space away from where safety concern occurred (i.e. recess) 2. Restorative circle** 3. Communication family and staff 4. Removal from activity (ongoing) 5. Intentional separation from peer (ongoing) 6. Schedule in-person meeting with family to create support plan w/ counselor
<small>* Connect with the counselor and/or dean for more specific strategies/feedback. **This process results in students coming up with strategies and consequences.</small>			