Caley Elementary School
Major and Minor Behaviors Defined

Our goal at Caley is to create a safe, inclusive, supportive, and fair school climate. When our staff observes a problem behavior that may impact a student's learning or the learning of others, we use the attached definitions to help determine the level of support needed for the student to learn, grow, and thrive.

Behaviors classified as minor referrals are situations that classroom teachers will typically handle without the support of the office or other support staff. While these are not always communicated with the office, documentation typically happens after a first warning has been issued without having the desired change in behavior.

Major behaviors are those which require office support. The principal is often involved to help engage the student in restorative practices, establish meaningful consequences, and communicate with parents to develop a plan to support the student moving forward.

Our building behavior data is reviewed throughout the school year by a team of staff to determine how we can best support students in Tier 1 (all students), Tier 2 (for students at risk), and Tier 3 (for students with intensive needs). We use the data to support the implementation of evidence-based practices in order to develop a comprehensive model of support, which, in turn, promotes both a positive and responsive school climate.

All students deserve learning environments that are safe, inclusive, supportive, and fair. Schools can both keep their school community—including students and school staff—safe while ensuring every student is included, supported, and treated fairly. Consistently applied, evidence-based approaches to discipline are important tools for creating learning environments that are foundational to the success of all students.

U.S. Department of Education, Office of Planning, Evaluation and Policy Development, March 2023

The benefits of social and emotional learning (SEL) are well-researched, with evidence demonstrating that an education that promotes SEL yields positive outcomes for students, adults, and school communities. This includes beneficial outcomes related to social and emotional skills, academic performance, mental wellness, healthy behaviors, school climate and safety, and lifetime outcomes.

Collaborative for Academic, Social, and Emotional Learning (CASEL)
https://casel.org/fundamentals-of-sel/what-does-the-research-say/

In order to build a strong and vibrant school community, we engage all students in opportunities to learn about social emotional learning skills. In the Upper Merion Area School District, all students are exposed to *Fly Five*. *Fly Five* is a social and emotional learning curriculum developed on the core belief that, in order for students to be academically, socially, and behaviorally successful in, out of, and beyond school, they need to learn a set of social and emotional competencies, namely cooperation, assertiveness, responsibility, empathy, and self-control (C.A.R.E.S.). The *Fly Five* lessons are intentionally designed to be easy to follow and implement so that teachers can place their attention on the important work of noticing a student's academic, social, and emotional growth and progress and creating conditions for that progress to continue.

Our Mission

The Caley community embraces a culture of diversity, collaborative learning, and problem solving where everyone is safe to learn and grow.

Caley Elementary School – Minors Defined

Minor Behaviors (Teacher-managed)	Definitions / Examples / Notes
Disrespect	**Definition:** Treating others without respect or value or in a way that makes others uncomfortable. **Looks Like / Sounds Like:** Calling others names, talking when others are talking, inappropriate body language (e.g., eye rolling), invading personal space, bothering other people's belongings, continuing an undesirable behavior after being asked to stop.
Defiance	**Definition:** Student engages in brief or low-intensity failure to follow directions or talks back. **Looks Like / Sounds Like:** Not working/unfinished work; not participating in group work; making faces/rolling eyes; cheating/lying; arguing/inappropriate response to teacher request; not telling the truth either intentionally or by omission.
Disruption	**Definition:** Anything that distracts students and teachers from a task, such as unnecessary movement and/or noise **Looks Like / Sounds Like:** Yelling or blurting out, getting out of seat, walking up to teacher, tapping, playing with toys, humming, clicking, responding to a whole class question meant for reflection; making faces at others.
Minor Physical Contact/Physical Aggression	**Definition:** Rough play; lacks intent to cause harm (no marks) **Looks Like / Sounds Like:** Chest bumping, tripping, wrestling, poking, hand slapping, bumping, pushing, pinching, arm wrestling, elbowing
Tardy	**Definition:** Arrives to school or classroom after start time. **Looks Like / Sounds Like:** Students habitually arriving after the expected time without a pass or note.
Inappropriate Language	**Definition:** Written or spoken negative/derogatory comment about another's physical appearance, behavior, and/or mannerisms which causes another person to feel uncomfortable. **Looks Like / Sounds Like:** Insults, unkind comments or nicknames; name-calling

Property Misuse	**Definition:** Student engages in low intensity misuse of property, both personal and school. This may include other student property, teacher/staff property, or school property. **Looks Like / Sounds Like:** Writing or sitting on desk. Throwing textbooks to the ground instead of placing it on a table.
Dress Code Violation	**Definition:** Acceptable way to dress that keeps students safe, ready to learn, and focused. **Looks Like / Sounds Like:** Straps on tops at least 2 fingers wide, midriffs covered, shorts and skirts at appropriate length, chest appropriately covered, no revealing clothing, no exposed undergarments, no shirts with putdowns, drugs, alcohol, tobacco, weapons, or violence; no flip flops in PE.
Technology Violation	**Definition:** Inappropriate and/or unauthorized use of technology and could involve inappropriate language, pictures, sites, plagiarism, and damaging equipment. **Looks Like / Sounds Like:** Using without permission; inappropriate use of equipment; watching videos or playing games instead of doing research, mishandling equipment, dropping, tossing, or dragging cords, mice, earphones, etc.



Caley Elementary School – Majors Defined

Major Behaviors (Teacher-managed)	Definitions / Examples / Notes
Defiance/ Insubordination/ Non-Compliance	**Definition:** Deliberately disobeying and refusing to follow/comply with adult directions; refusing to work **Looks Like / Sounds Like:** Refuses to follow directions, continuing an undesirable behavior after being asked to stop by an adult ***Passive*:** Remaining in assigned area and not working as directed; doing an alternate activity; reading instead of completing assigned work; pretending that directions were not heard ***Active*:** Protesting the work; actively refusing; rips up or crumbles paper; draws all over the paper; arguing with an adult; replies "NO" to an adult's request; refusing to leave the room when asked.
Major Physical Contact/ Physical Aggression	**Definition:** Intentionally touching someone forcefully and harmfully **Looks Like / Sounds Like:** Shoving, kicking, punching, spitting at someone, biting, slapping, stomping on feet, pulling hair, etc.
Disruption	**Definition:** Anything that distracts students and teachers from a task, such as unnecessary movement and/or noise **Looks Like / Sounds Like:** Yelling or blurting out, getting out of seat, walking up to teacher, tapping, playing with toys, humming, clicking, responding to a whole class question meant for reflection; making faces at others; throwing food in the cafeteria with intent to disrupt
Disrespect	**Definition:** Student delivers socially rude or dismissive messages to adults or students. **Looks Like / Sounds Like:** Yelling or blurting out, getting out of seat, walking up to teacher, tapping, playing with toys, humming, clicking, responding to a whole class question meant for reflection; making faces at others

Abusive Language **Inappropriate Language** **Profanity**	**Definition:** Written or spoken comments/language or gesture not suitable for school environment. This may include negative/derogatory language, threatening language and/or gestures that may make someone fear possible injury or harm. **Looks Like / Sounds Like:** Curse words, middle finger, vulgarities, name-calling, racial slurs, sexist or sexual comments, minor crude words such as crap, shut up, sucks. Threatening language may include bodily harm; use of weapons; damage to personal property or reputation. Threatening gestures may include pretend punch; stabbing motion; or use of an object in a threatening manner.
Tardy	**Definition:** Arrives to school or classroom after start time. **Looks Like / Sounds Like:** Students habitually arriving after the expected time without a pass or note
Skip Class	**Definition:** The absence of a child from a class or school without permission. **Looks Like / Sounds Like:** This could include students who do not attend class, who refuse to go to class, who leave without permission, or who have problems being on time for class or leaving early from class.
Harassment	**Definition:** The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class. **Looks Like / Sounds Like:** Annoying on purpose; altering names; put downs; language that invalidates others and their values and beliefs.
Bullying*	**Definition:** Intentional, repeated behavior that is meant to hurt someone physically, verbally, emotionally, socially and involves a power imbalance **Looks Like / Sounds Like:** Excluding others; actions meant to embarrass or intimidate; texting or saying rude / mean comments; pushing; shoving; hitting; put downs; name-calling; “I won’t be your friend if you are her friend.”; “Have you heard...” (rumors); talking about someone behind her back; crying; mean eyes, growling, poking in line and laughing, whispering, name calling when walking by another student, snickering when the bully didn’t get caught or others were afraid to tell. **Suspected incidents of bullying must be reported to School Counselor or Administrator for investigation*

Fighting	**Definition:** Verbal disagreement that has escalated beyond a civil conversation **Looks Like / Sounds Like:** Two students back and forth; may or may not meant to be derogatory; yelling or using loud voices; angry; crying
Inappropriate Location/Out of Bounds Area	**Definition:** Student is in an area that is outside of school boundaries. **Looks Like / Sounds Like:** Leaves assigned area; exits the building without permission; leaves school grounds
Truancy	**Definition:** Intentional, unjustified, unauthorized, or illegal absence from school. **Looks Like / Sounds Like:** Frequent absenteeism.
Forgery/Theft*/ Plagiarism	**Definition:** (1) Signing something that is not yours. (2) Taking something that does not belong to you without permission. (3) Copying something that is not yours and taking credit for it. **Looks Like / Sounds Like:** Taking another person's or school's food, money, electronics, coats, toy, etc. **Minor items should be handled in the classroom at the teacher's discretion.*
Technology Violation	**Definition:** Student engages in inappropriate (as defined by school) use of school issued iPad or personal device. **Looks Like / Sounds Like:** Unauthorized use of a device during instruction; joining an online meeting that isn't yours; searching for and accessing inappropriate sites.
Property Damage/Vandalism	**Definition:** Obvious and intentional destruction or damage of personal or school/bus property **Looks Like / Sounds Like:** Writing or scratching on the walls, chairs, desks, or bus seats, breaking others' possessions, purposely destroying student work, school property, or posters on the wall, picking off the paint, ripping bulletin boards, inappropriate words on public display; destroying technology
Lying/Cheating	**Definition:** Not telling the truth either intentionally or by omission **Looks Like / Sounds Like:** Denial of true events; blaming others; telling stories

Dress Code Violation	**Definition:** Acceptable way to dress that keeps students safe, ready to learn, and focused. **Looks Like / Sounds Like:** Willful intent to test boundaries of dress code; Refusal to turn shirt inside out
Inappropriate Display of Affection	**Definition:** Student engages in inappropriate verbal and/or physical gestures/contact of a sexual nature to another student or adult. **Looks Like / Sounds Like:** Kissing; touching of private areas
Bomb Threat **False Alarm**	**Definition:** Student delivers a message of possible explosive materials on or near campus. This can also include pulling a fire alarm when there is no imminent safety concern. **Looks Like / Sounds Like:** Creating a disruption impacting student safety and/or instructional time.