

Positive Prevention

- Establish clear expectations
- Be Ready, Be Safe, Be Mindful
- Re-teach Expectations
- Utilize RULER lessons and Meta Moments
- Focus on restorative practices

If a minor is observed:

Step #1: Formal Warning & Re-teach

- Re-teach appropriate behavior
- Use differentiation strategies as needed
- Call out positive peer examples, role play, etc.
- Use class read alouds that focus on certain behaviors

Step #2: Re-teach & Corrective Consequences

- Discuss behavior 1:1 and re-teach behavior
- Use differentiation strategies as needed
- Corrective consequence given as needed

Step #3: Think it Through

- Student completes “think it through” form that gets documented in Branching Minds
- Corrective consequence given as needed
- Contact parents as needed

Elementary Minors Teacher Managed Behaviors

Inappropriate Language

Student engages in low-intensity, inappropriate language (i.e. “Stupid”, “You’re not my friend”, “Ugly”, indirect profanity)

Defiance

Student engages in brief or low intensity failure to respond to adult request (i.e. no, I don’t want to)

Disruptive

Student engages in low-intensity but inappropriate disruption (i.e. noises, rocking in chair, tapping pencil, blurting out)

Physical Contact

Student engages in non-serious but inappropriate physical contact with another student (i.e. playing roughly, poking, childish horseplay)

Threat

Student makes a threat to harm others (consider age and situation)

Imaginary Weapons

Student uses imaginary weapons or uses items as weapons (i.e. gestures a gun, drawings)

Unkind Words or Actions to Others

Student engages in brief or low-intensity verbal or nonverbal display of rudeness or discourtesy (i.e. eye rolling, arguing, tone of voice, name calling)

Theft

Student engages in minor acts of stealing (takes or is in possession of someone else’s small things i.e. pencils)

Property Misuse

Low intensity misuse of property (i.e. writing in books, destroying/breaking school supplies or property)

Teasing

Student delivers disrespectful messages (verbal, gestural, or written) meant to hurt feelings. Behavior is low intensity and not persistent (i.e. typical name calling/teasing)

Lying/Cheating

Dishonesty (i.e. cheating, plagiarism, copying schoolwork, doing the work of another, submitting work created by AI as your own, dishonest about actions.

Inappropriate or Misuse of Technology

Use of cell phone, headphones, smart watches or other technology without permission. Unauthorized use of other’s accounts. Violation of technology contract.

Elementary Majors Administrator Managed Behaviors

Abusive Language

Student delivers high intensity verbal messages directed at someone (i.e. discriminatory language, targeted profanity).

Defiance

Student engages in continuous refusal to follow an adult’s directions (i.e. major temper tantrum, uncontrollable crying/screaming)

Disruptive

Student is disruptive in a way that is continuous which prevents the other students from learning (i.e. screaming, throwing chairs, breaking things)

Fighting/Physical Aggression

Student engages in actions involving purposeful and serious physical contact where injury may occur (i.e. punching, hitting, spitting, scratching, or throwing sharp or dangerous objects)

Threat

Student makes a significant and credible threat of violence or a threat of weapon use regarding themselves or others (consider age and situation).

Weapons

Student is in possession of knives or guns (real or look alike) or other objects capable of causing bodily harm, or threat of weapon

Disrespect

Student engages in continuous verbal or nonverbal displays of rudeness or discourtesy (i.e. arguing, yelling, inappropriate gestures)

Theft

Student is in possession of and responsible for removing or taking important property from a fellow student or the school without permission (i.e. taking money, phones, valuable school property)

Vandalism

Student engages in deliberate destruction, damage, or defacement of school/classroom property (i.e. graffiti, urinating on the floor, breaking technology on purpose)

Bullying

Student engages in disrespectful and hurtful behavior that is targeted, persistent, one-sided, and escalating in intensity (i.e. intimidation, threats, obscene gestures, hurtful pictures, or written notes)

Lying/Cheating

Student delivers untrue messages that are deliberate and continues. Student cheats on an important exam/state test (i.e. inappropriate use of AI tools)

Technology Violation

Cyber-bullying. Inappropriate image/sites.

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If a red major is observed:

Immediate Office Referral

Send the student to the office immediately.
Contact office so they are aware.

If a gray major is observed:

Delayed Office Referral

Contact school admin through preferred format of building (Gchat, email, google form, etc.)

Admin will pull student later that day, or the following day.

Admin Response

Response is dependent on context, student needs, and the number of offenses.

This response may include, but is not limited to:

- Investigating the situation
- Documenting events in Powerschool/ Branching Minds
- Determining intervention and/or consequence
- Parent contact and follow-up

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Step #4: Analyzing Data

- Teacher will analyze student behavior data on Branching Minds to determine next steps. Possible options are:
 - Continue reteaching as needed
 - Corrective consequences given as needed
 - Consider other differentiation strategies not tried yet
 - Consider completing Student Support Request form to request a meeting

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