Endhaven Positive Student Incentive & Behavior Plan
2026-2027

Classroom - Level I

The teacher creates procedures and rules to govern appropriate conduct in the classroom following respect, integrity, and independence.

Class Dojo will be used school-wide. Develop and follow classroom social contract..
Reference the Behavior Matrix

Procedures should address:
- Morning Arrivals / work
- Transitions
- Lining Up
- Hallways
- Cafeteria
- Playground
- Bathroom
- Pencil Sharpening
- Chromebook/iPad
- Other as appropriate

Rules should address:
- Classroom Participation
- Movement
- Following Directions
- Respecting Others

Consequences:
- Easy to follow through with
- Reasonable hierarchy (i.e. warning → lose a dojo point → timeout in another classroom → office referral/thinkroom)
- Positive
  - Praise
  - Dojo Points (+)
  - golden paw
  - Positive parent calls/notes home
  - token rewards (treasure box)
  - special activities
- Deterrents
  - Verbal Reminders
  - Dojo Points (-)
  - Timeout in classroom or partner teacher
  - Silent lunch
  - conferences with student
  - parent communication
  - red paw
  - ***NOTE***: removing recess or assigning laps as a consequence is **prohibited**

Think Room Referral - Level II
Teacher Contacts Parent

The "Think Room" is a 45-minute time-out in the office. The goal is to allow the student time to calm down if necessary, reflect on his/her behavior, identify individuals harmed by the behavior, develop a plan to repair any damage done (apologies, etc) and put strategies in place to prevent the behavior from reoccurring.

Think Room referrals should be used when the student has ***not*** responded to the teacher's classroom interventions/redirections/consequences successfully.

The Think Room also serves as documentation of behavior management. The administrator or counselor who handles the think-room will document any notes on the referral form and return a copy to the teacher. The teacher should keep this as documentation to show where classroom interventions have been unsuccessful when managing behavioral issues.

Steps included in Think Room referral:
- If student needs to be removed from the classroom (continuing to disrupt the learning environment, preventing other students from learning, poses a safety threat to themselves or others), teacher calls the office to request admin support for behavior ("I need an administrator for a student")
- Teacher enters incident into "Educator's Handbook" as a "major" as soon as possible. In the description the teacher should write "Think Room" then what happened. If unable to enter before admin arrives, admin will get brief details from teacher verbally and the incident form can be entered later.
- Admin/counselor picks up student.
- Admin will deem if incident is a "think room" or deserves to be a office referral
- Admin will change incident from a "Major" to a Minor" in Incidents if it is a "Think Room"
- A "Think Room" is a 45-minute time out, which includes a restorative conference with the student and completion of reflection sheet. Students may complete work from the teacher if appropriate.
- Student will be returned to class after approx. 45 minutes. Admin will respond to incident in Ed. Handbook with comment/notes from restorative conference & reflection w/ student
- Admin will contact parents and document in Ed. Handbook.
- A student is allowed 3 documented "Think Room" referrals for the same or similar behaviors. After 3 "Think Rooms" , the student will no longer receive the "Think Room" intervention, and a Level 3 consequence/intervention will be given, along with incident documentation in PowerSchool.

Administrative Referral - Level III
Admin Contacts Parent

- Students who have accumulated more than 3 Think Room referrals for the same or similar behaviors, or continuous classroom disruptions
- Students who have demonstrated *severe* behaviors, as determined by admin.
- Teacher will enter incident into "Educator's Handbook" as a "major" as soon as possible. Admin will handle all consequences and parent contact.

Examples of "Level 3 behaviors
- Fighting/aggression against students or staff
- Tantrums
- Possession of a weapon
- Making threats
- Inappropriate touching
- Use of profanity (repeated)
- Sexual harassment (including inuendo)
- Extreme disrespect to adults (verbal)
- Assaulting a student or adult
- Bullying (repeated harassment of specific "targeted" student(s)

Administrators will use:
- Administrative time out
- Student Conference
- Parent Conference
- Parent Contact
- ISS
- OSS
- Loss of privileges
- Referrals to MTSS behavioral interventions team
- Behavior Contracts

**Or other consequences as designated by the CMS Code of Conduct.

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- The behavior plan at Endhaven Elementary rewards students for positive behaviors and educates students on correcting negative behaviors through the Caring School Community curriculum.
- Endhaven uses a full school Class Dojo system to keep track of students' positive behaviors and as a way to communicate both positive and negative behaviors with parents and guardians on a daily basis.
- Our behavior plan is based around three major behavior attitudes:
  - ★ Respect
  - ★ Integrity
  - ★ Independence
- K-2 Students can earn class dojo points throughout the day by exhibiting positive behaviors in each of these categories. Class Dojo points will be distributed based on grade level appropriate behavior according to the Behavior Expectations Matrix and teacher level classroom management plan.
- 3-5 Classrooms may choose to use dojo points in their classrooms for classroom incentives. In grades 3-5 we are working to teach students to be intrinsically motivated.
- Grade levels will also have the ability to add specific behaviors to Class Dojo to help with parent communication.
- K-2 Students will be able to "spend" their dojo points at the school store "Cougar Corner". Store items will have varied values so students can make independent choices.
- Teachers will encourage students to check their dojo points daily to keep track of points and make personal behavior growth goals.
- 3-5 Students will be working to earn monthly character awards and to be a member of the "Cougar Character Club for the month" that comes with special privileges.

Positive Behavior Attitudes		Corrective Behaviors	
Respect (Can Specify)	+1	Respect	-1
Integrity (Can Specify)	+1	Integrity	-1
Independence (Can Specify)	+1	Independance	-1
Golden Cougar Paw	+2	Class Red Cougar Paw (Specials)	-3
Class Golden Cougar Paw (Specials)	+3	Think Room- w/ reflection sheet (Admin)	-2
School Spirit	+3	Independance- No Shoes for PE	-1
Attendance Matters	+5	Office Referral- Code of Conduct Violation w/ Level I-II consequence (Admin)	-5
Behavior Matrix Behavior Posters **All points given or taken must be given by that staff member		Office Referral- Code of Conduct Violation w/ Level III-V consequence (Admin)	-10
		EX. Specific Behavior Respect- Talking out Independence- Not having HW complete	-1 -1

****All students should have the opportunity to earn points in ALL areas of the day; regular ed, special ed, special areas, lunch, recess, hallways**