



All in 4 STEM

Louisa Boren STEM K-8 is working with students, families, and staff to create a **Safe, Scholarly, Respectful and Responsible**, and **Compassionate** school community.

Our school wide norms support students' ownership and understanding of school expectations. Some important examples are listed under each of the agreements below

Be Safe:

- Recognize the importance of physical and emotional safety.
- Get help when our own or someone else's safety is at risk.
- Move around the building and playground in a safe manner.

Be Scholarly:

- Be aware of learning happening around you.
- Think critically and creatively
- Listen, communicate, and collaborate with others
- Take risks and learn from mistakes

Respectful and Responsible:

- Students and adults listen to one another
- Use appropriate voice levels.
- Follow school procedures and guidelines.
- Treat others the way they want to be treated.

Compassionate:

- Value differences in race, culture, family.
- Seek to understand others.
- Include others.
- Demonstrate kindness



POSITIVE DISCIPLINE

STEM K-8 is continuing to grow Positive Discipline practices. Positive Discipline teaches adults to employ kindness and firmness at the same time, and is neither punitive nor permissive. The goal is to develop mutually respectful relationships. The tools and concepts of Positive Discipline include:

- **Mutual respect.** Adults model firmness by respecting themselves and the needs of the situation, and kindness by respecting the needs of the child.
- **Identifying the belief behind the behavior.** Effective discipline recognizes the reasons kids do what they do and works to change those beliefs, rather than merely attempting to change behavior.
- **Effective communication and problem solving skills.**
- **Discipline that teaches** (and is neither permissive nor punitive).
- **Focusing on solutions instead of punishment.**
- **Encouragement (instead of praise).** Encouragement notices effort and improvement, not just success, and builds long-term self-esteem and empowerment..

What are Type 1 Behaviors?

Staff will use Positive Discipline tools and classroom management systems to address behaviors classified as **Type 1**. Depending upon intensity, a Type 1 Behavior may be reclassified as **Type 2**.

- Bullying (1st instance)
- Name calling, teasing, or gossiping
- Verbal disruptions
- Running in the hallways
- Misbehavior in the bathrooms, cafeteria, or playground
- Inappropriate physical contact
- Disrespect, defiance, or insubordination toward an adult
- Inappropriate language/profanity
- Improper use of school resources
- Recklessness or unsafe choices
- Cheating, plagiarism, or lying
- Play-acting violence or using 'pretend' weapons
- Failure to complete assigned classwork
- Minor theft
- Minor property damage
- Threats without credibility
- Inappropriate touching—low intensity



What are Type 2 Behaviors?

Type 2 behaviors are considered a significant violation of school expectations and will result in a referral to the office, conference with an administrator, and call home. **Type 1** behaviors that are chronic or repeated may result in a referral as well.

- Assault, fighting, or threats of violence
- Repeated bullying
- Severe physical or verbal intimidation and bullying
- Significant endangerment of self or others
- Spitting on another student
- Possession of a weapon
- Engaging in illegal activity
- Sexualized language or behavior—more intense
- Theft or possession of stolen property—significant
- Use of profanity toward an adult
- Vandalism of school property, including inappropriate use of fire alarm
- Significant property damage
- Chronic, repeated, and documented display of minor offenses as listed, accompanied by an intervention plan.



STEM K-8 DISCIPLINE MATRIX

These are general guidelines regarding **Type 2** behavior referrals to support consistent disciplinary response. Intervention plans and circumstance may affect disciplinary action. Particularly intense or dangerous behaviors may be treated as a multiple referral situation.

Less Intense Referred Behaviors	First Referral	Second Referral	Third-Fifth Referral	Six or More Referrals
<p><i>Chronic Type 1 Behaviors</i> <i>Disruptive behavior, disrespect, talking back</i></p> <p><i>Not following directions, profanity,</i></p> <p><i>Minor stealing</i></p> <p><i>**Credible threats</i></p> <p><i>**Property Damage--high level</i></p> <p><i>**Sexual Harassment</i> <i>**Repeat Bullying</i></p>	<p>*Documentation, Conference with Administrator</p> <p>* Administrator calls home</p> <p>* Time-out and/or loss of privilege/recess</p> <p>* Review/create intervention plan/ contract.</p>	<p>*Documentation, Conference with Administrator</p> <p>* Administrator calls home</p> <p>* Time-out and/or loss of privilege/recess</p> <p>* Review/revise intervention plan/ contract.</p> <p>* Teacher phone call or conference with parent.</p> <p>* Consider other Tier 2 supports</p>	<p>*Documentation, Conference with Administrator</p> <p>* Administrator calls home</p> <p>* Time-out and/or loss of privilege/recess</p> <p>* Review/revise intervention plan/ contract.</p> <p>* Teacher phone call or conference with parent.</p> <p>* Administrator conference with parent (may be by phone).</p> <p>* Assign/review Tier II Supports</p> <p>* Consider ISS</p>	<p>*Documentation, Conference with Administrator</p> <p>* Administrator calls home</p> <p>* Time-out and/or loss of privilege/recess</p> <p>* Review/revise intervention plan/ contract.</p> <p>* Parent, Teacher, Administrator Conference required.</p> <p>* Assign/review Tier II Supports</p> <p>* Home Suspension or ISS</p>
More Intense Referred Behaviors	First Referral to the Office	Second Referral to the Office	More than 3 referrals	
<p><i>Fighting, physical aggression leading to injury</i> <i>Extreme disrespect--profanity directed at staff</i></p> <p><i>Intense bullying</i></p> <p><i>Throwing objects with intent to harm</i></p> <p><i>Other serious, harmful, and disruptive behavior as determined by an administrator.</i></p>	<p>*Documentation, Conference with Administrator</p> <p>* Administrator calls home</p> <p>* Home suspension or ISS</p> <p>* Teacher phone call or conference with parent.</p> <p>* Administrator conference with parent (may be by phone).</p> <p>*Check-in upon return</p>	<p>*Documentation, Conference with Administrator</p> <p>* Administrator calls home</p> <p>* Home suspension or ISS</p> <p>* Teacher phone call or conference with parent.</p> <p>* Administrator conference with parent.</p> <p>*Check-in upon return</p> <p>* Review/create intervention plan/ contract.</p> <p>* Consider other Tier 2 supports</p>	<p>*Documentation, Conference with Administrator</p> <p>* Administrator calls home</p> <p>* Possible multi-day home suspension or ISS</p> <p>* Parent, Teacher, Administrator Conference required.</p> <p>*Check-in upon return</p> <p>* Review/revise intervention plan/ contract.</p> <p>*Consider Tier II, Tier III supports</p> <p>*SIT Referral</p>	
ISS--In School Suspension	Other Important Notes			
<p>May occur in office or alternative setting. Administrator is responsible for gathering work communication, and accountability. School administrator may change home suspensions to ISS to support unique concerns or higher accountability.</p>	<p>**Depending upon circumstance, and intensity, these may be treated as More Intense Referred Behaviors</p>			



Lousia Boren STEM K-8 Community Norms and Discipline Policy 2015-2016

Please review this booklet with your child (or children), print the last page, and return it to your child's teacher or the school office.

Community Norms Agreement

My signature indicates that I agree to abide by all the expectations in the Lousia Boren STEM-8 Code of Conduct while on our school campus and at all STEM K-8 sponsored events.

Student 1 Signature

Student 2 Signature

Student 3 Signature

My signature indicates that I have read and discussed the STEM K-8 Community Norms and Discipline Policy my child. I understand that my child is expected to abide by these expectations while on our school campus and at STEM K-8 sponsored events.

Parent/Guardian Signature