



Understanding the D12 Positive Behavior Intervention & Supports (PBIS) Plan, including the Discipline Flowchart Parent & Student Summary Document

A special thank you to our 2017-2018 Parent Advisory Council for suggesting this summary document. The goal of the document is to assist parents and students with understanding the expectations, interventions and consequences that support student safety, success and learning.

Dear D12 Families,

This summary document has been prepared to better assist you and your child/children with understanding the expectations, interventions and consequences that make for a comprehensive and research-based approach to student behavior. This summary document is intended to serve as a complimentary document to the full Parent/Student Handbook that includes our Code of Conduct, Proactive Discipline Plan & School Information (available on the D12 website). All parents/guardians are required to submit verification that you have reviewed the full handbook during the process of online registration. We are well aware that the handbook is a lengthy and very detailed document that can be daunting to read. The handbook is a legal requirement so we created this at the suggestion of our Parent Advisory Committee.

We are making many changes this year to provide:

- Consistent expectations, supports and consequences across the District
- Improved parent communication throughout the tiers of our plan
- A process to uphold high expectations for all students so that our learning environments are safe and supportive
- A process to instill, support and maintain mutual respect between the student(s) and adults throughout the disciplinary process
- A process that prioritizes, through the use of Restorative Practices, repairing harm and restoring relationships

You will notice that we have embedded a commitment to Restorative Practices or, in other words, consequences that provide students with support and a plan to take actions that will “make it right/make it better”. Consequences are an important piece of a comprehensive approach to student behavior and discipline. Sometimes consequences may result in a loss of privilege. To the greatest extent possible, students will also be required to make a plan and take steps to “make amends” for choices that were disruptive or harmful to others so that harm is repaired and relationships are restored. This will be clarified in this document.

Please note that school staff are considered to be “in loco parentis” when students are in our care. What this means is that administration and staff assume responsibility for your child/children when they are in our care. This responsibility includes maintaining safety and imposing consequences. This responsibility also includes providing students with the opportunity and support needed to learn how to appropriately move forward in a productive way after making a poor choice or engaging in behavior that is disruptive or harmful to the learning environment. Here is a link to a very helpful resource in understanding [in loco parentis](#). Our goal is to work collaboratively with parents and guardians. Our Parent Advisory Council (PAC) also suggested that we make special effort to make certain that parents understand in loco parentis better because it is often misunderstood.

We hope that this document is helpful. We look forward to a positive and productive year of learning for your child/children!

Dr. Henderson & D12 Staff and Administration

Presented to the Board of Education on June 26, 2018

Important Contact Information

Spring Hills Elementary Principal-Lew Girmscheid

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Roselle Middle School Principal-Tony Bradburn

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Assistant Superintendent of Learning and Teaching-Kelly Lynn

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Director of Student Services

Superintendent- Dr. Mary Henderson

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**Please note that we encourage parents to always start with the classroom teacher as your primary contact. They will seek out assistance from others as needed. If you have attempted to resolve your issue at the classroom level, your next point of contact will be the building principal. Your grade level team of teachers and specialists will review expectations and grade level specifics at Curriculum Night.*

PBIS Overarching Expectations

Be safe, respectful and responsible

Each school has a matrix that spells out what Safe, Respectful, Responsible looks like in the classrooms, in the hallways, on the bus, in specials, etc. These expectations are directly taught to the students throughout the year.

For more information about PBIS, please go to www.pbis.org

Inappropriate Behavior Occurs

Is this a classroom managed or office managed behavior

Classroom Managed Behaviors:

- Physical contact w/no injury
- Disobedience/Disrespect
- Disruption
- Misuse of property that belongs to others
- Cheating
- Name calling
- Throwing an object
- Violating classroom/school rules
- Being untruthful
- Misusing technology/off-task
- Bullying-single incident
- Tardies to class (RMS)

Office Managed Behaviors:

- Physical contact causing injury
- Fighting/physical aggression
- Continued classroom disruption
- Destruction of property of others
- Forging parent(s) signature
- Bullying-repeated or severe incidents
- Theft-taking property that belongs to someone else
- Obscene language or gestures
- Throwing objects with the intent to harm
- Inappropriate use of technology
- Gross Disobedience/Gross Disrespect
- 3 Classroom Managed Incidents

First Time Behavior Observed:

- Verbal re-direction is given with reteaching of expected behavior
- Document minor behavior

2nd Time Behavior Observed:

- Verbal re-direction with re-teaching of expected behavior
- Utilize classroom management system (i.e. stamp, change of color, etc)
- Parent contact using universal email
- Document minor behavior

3rd Time Behavior Observed:

- Verbal re-direction is given with reteaching of expected behavior
- Teacher Issued Consequence
- Parent Contact-personal call or email
- Document minor behavior

Does the behavior warrant immediate removal from the classroom???

YES

Step 1: Student sent to office. Staff notifies office via phone

Step 2: Staff completes the ODR by end of day. Administrator reviews and initiates investigation of the incident.

Step 3: Admin/designee obtains teacher input and determines appropriate intervention and consequence. Admin/designee contacts parent/guardian

Step 4: Admin/designee provides update to teacher(s)

NO

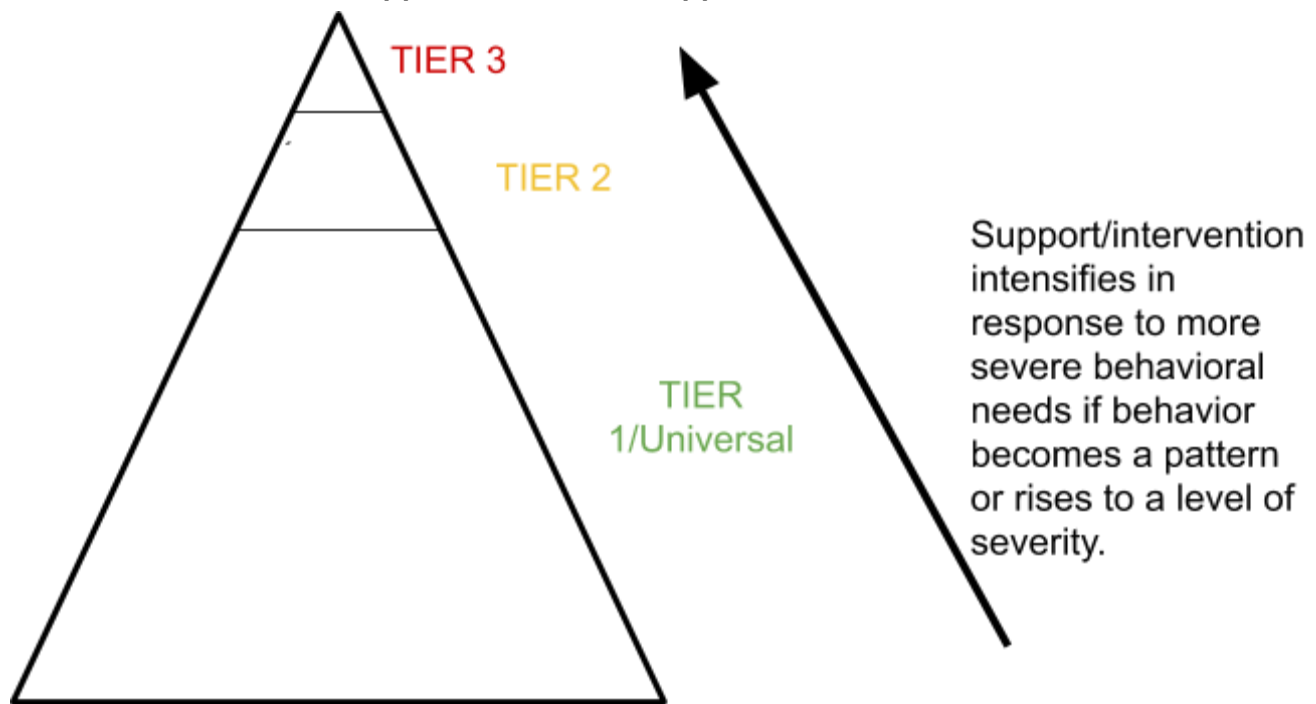
**If behavior continues beyond 3, an Office Discipline Referral (ODR) will be completed by the teacher. Copies of any Restorative Plans will also be sent to the office.*

**For behaviors that do not require immediate removal from the classroom, the staff member issuing the ODR (see Step 2) will have a brief conversation with the student to remind them that the behavior results in an ODR that will be handled by the Principal on a non-urgent basis.*

Hierarchy of Consequences

Classroom Managed Behaviors-may include but not limited to:	Office Managed Behaviors-may include but not limited to:
Disciplinary Warning	Mandatory Parent Meeting
Parent Contact	Loss of privilege for a longer duration
Loss of privilege (i.e. recess)-1 day	Assigned seat on the bus/bus suspension
*Depending on the level of severity of the behavior, the teacher may require the student to attend a Restorative Conference during their next recess/after school(RMS) period. At the Restorative Conference, students will receive adult assistance to reflect and develop a Restorative Plan to make amends for their behavior or "make it right/make it better". The Restorative Plan will be shared with the classroom teacher upon the student's return to the classroom. A copy of the Restorative Plan will be emailed to the parent/guardian.	In School Suspension
	Out of School Suspension
Notes: <ul style="list-style-type: none"> Some instances may require immediate teacher consequence and/or Restorative Conference at the teacher's discretion Students will receive direct instruction on the expected behaviors with re-teaching periodically throughout the year to prevent misbehavior. 	**All office managed behaviors will result in the student being required to participate in a Restorative Conference and complete a Restorative Plan during the next available recess/after school(RMS) period. See description of Restorative Conference under the Classroom Managed Behavior side of this table.
	Police Involvement
	Expulsion (Board of Education must approve)

Supports Provided to Support Student Success



Tier 1 Supports/Interventions:

- Direct teaching of Social Emotional Curriculum-Second Steps
- Teaching and re-teaching of the expectations
- Restorative Conference & Restorative Plan (coming in 2018-2019)
- PBIS incentives and celebrations

Tier 2 Supports/Interventions:

- All of the Tier 1 Supports/Interventions
- Hop In-Hop Out (HIHO at SHS), Fly in-Fly out (FIFO at RMS)
- Enhanced Restorative Practices
- Small Group Re-teaching (coming in 2018-2019)

Tier 3 Supports/Interventions

- Tier 1 and Tier 2 Supports
- Individual Functional Analysis of Behavior/Behavior Intervention Plan
- Possible support from specialists