

Bellevue-Santa Fe Charter School Behavior Flow-Chart

*Based on previously taught, reinforced, and practice of appropriate behavior expectations.

Teacher/Staff Managed Behaviors

- Re-direct student and check for understanding of appropriate behavior.
- Intervention 1: PROMPT/REMIND** appropriate behavior based on BSFCS expectations.
- Intervention 2: RETEACH/PRACTICE** appropriate behavior with verbal student reflection.
- Intervention 3: REFLECT** on current inappropriate behavior choices one-on-one, make a plan to change by completing a REFLECTION SHEET.
- Intervention 4: CONSEQUENCES with documentation(back of REFLECTION SHEET)-** Restorative action(s)/Loss of privilege(s)
- Call/Send student to **Office** with Referral Form and Reflection Sheet to document minors to escalate to major. Contact parents/guardians.

Observe Problem Behavior



Office Managed Behaviors

Teacher/Staff Managed Problem Behaviors	Office Managed Problem Behaviors
Inappropriate Language -Name calling -Cursing	Abusive Language -Taunting based on gender identification/race/ethnicity/disability
Physical Contact (Reaction) -Wrestling with another student -Pushing/Shoving/Kicking -Biting (with no marks)	Fighting/Physical Aggression (Intent) -Kicking, hitting, biting, pushing, etc. with intent to do harm
Disrespect -Talking back/Arguing	Leaving School Grounds without Permission
Defiance -Refusal to do work -Noncompliance to directive	Threat or Intimidation/Bullying Behaviors -Verbal threats of aggression against another person. Targeted actions toward another. Power disproportionality.
Observable Behavior -Running in walkways -Poor line behavior -Throwing food	Intentional Vandalism of School or Other's Personal Property
Disruptive -Yelling -Touching others -Distracting peers	Weapons/Possession of Dangerous Items -Knives, bullets, lighters, matches, etc., or use of non-weapon items in a dangerous way (ie sharpened pencils, scissors, etc.)
Property Misuse -“Snooping” in other’s spaces/backpacks -Changing settings on devices -Using devices for nonacademic purposes	Lying/Cheating -Forgery -Plagiarism
Dress Code Violation -Inappropriate content on clothes	Harassment
Stealing -PETTY THEFT (little or no value)	Theft -MAJOR THEFT (items of high value)

Staff files **Referral Form** to office. Teacher contacts parents/guardians to inform of situation. Administration assesses situation and determines further response. Copy of Referral Form is emailed to parents/guardians.

Referral Response

Examples:

- ◆ Student conference with administration
- ◆ Restorative action(s)
- ◆ Loss of privilege/program/extracurricular
- ◆ Increased supervision
- ◆ Parent contact by administration
- ◆ Formal parent meeting
- ◆ Student Study Team meeting
- ◆ Improvement Plan for student
- ◆ Parent accompaniment of child during the school day
- ◆ Restitution activity
- ◆ Suspension
- ◆ Expulsion

★ **Preventative strategies** are utilized to prevent misbehavior in the classroom structure (ex: routines and expectations are taught, consistent positive praise for reinforcement of appropriate behavior, verbal cues, visual cues, "Total Voice Control" (Tone; Volume; Cadence), proximity seating, selective grouping, age-appropriate activities, consistent actions, differentiated opportunities, cues for transitions, checks for understanding, etc.).

★ Use of "A.C.T." (Acknowledge the feeling; Clearly state the limits; Two positive choices)

★ Use of **Diffuser Responses** (ex: "I see that," "I appreciate your point of view," "We can talk later," "Maybe so," "Got it," "Duly noted," "Moving on," etc.)

★ Teachers take **concrete actions** to correct behavior (ex: limited choices, reduction of privileges, removal from activity, assigned appropriate location, reteaching/practice of expected behavior, loss of free time, increased proximity, conference/reflection, apology, repair of item, etc.)

★ **Restorative strategies** are utilized to promote peace and prevent future situations.

★ Teachers **communicate with parents** on the behavioral progress of students.

★ Every week starts with a "clean slate" in the classroom.

SCHOOL GUIDING PRINCIPLE:

At BSFCS, we believe in respect.

RULES OF STUDENT CONDUCT:

❖ Respect for self:

- Use positive self talk.
- Appreciate and take care of what you have been given.
- Try your best.
- Seek help when needed.
- Keep items that may be a disruption to your learning or positive play at home.

❖ Respect for others:

- Treat others as they want to be treated.
- Use kind words and school appropriate topics of conversation.
- Keep your hands to yourself and engage in safe play.
- Welcome others to your groups.
- Listen to others when they speak and take their feelings into consideration.
- Be helpful.

❖ Respect for this place:

- Be where you are supposed to be (see School Parameters below) at all times.
- If you take something out, put it away.
- If you injure something or someone, work to repair it or the relationship with him/her.
- Take ownership for your actions and work to make positive growth.
- Take direction from BSFCS staff and participate in curriculum.
- Practice positive, safe digital citizenship and appropriate use of technology on campus.

BEHAVIOR INTERVENTIONS AND CONSEQUENCES

Behavioral interventions and consequences are designed to help children be successful students and to maintain a safe and stimulating learning environment. School-based interventions and consequences work best when they are clear and specific to the situation, help the student to improve his/her behavior, and are consistently applied with support from parents/guardians for appropriate behavioral outcomes. BSFCS utilizes the associated BSFCS Behavior Flow Chart to demonstrate site-wide interventions and consequential actions for behavioral situations in accordance to California Education Code. Each teacher develops a set of classroom rules and expectations that are in line with the school behavior policy. Teachers facilitate clear communication of classroom rules. Rules are taught, practiced, and reinforced for students.

SCHOOL PARAMETERS:

Students are only to be in classrooms and non-specified areas when given permission by a supervising BSFCS staff member. During instruction, students may only leave the classroom with BSFCS staff approval. Students are expected to return to class efficiently without disruption.

Specified Student Areas and Expectations:

- 8:00: Students hang up backpacks and are to be in staff supervised areas of the blacktop, field, and/or playground.
- 8:25-8:30: Students put away playground supplies on the ball cart and walk to Morning Assembly (in the MPR or Amphitheater).
- 8:30: Students report to the Library, as the door to the MPR is closed to prevent disruption to Assembly.
- 8:45: Students walk to classrooms and line up at their forum door until the forum teacher welcomes them in.
- 10:30: Students eat snack in the Food Area and clean up their items prior to play. Students are to be in staff supervised areas of the blacktop, field, and/or playground.
- 10:45: At the bell, students put away playground supplies on the ball cart and walk to classrooms. Students line up at their forum door until the forum teacher welcomes them in.
- 12:10: K-3 students bring hot lunch sticks and/or lunch boxes to the Food Area. Students eat and stay in the Food Area until 12:20.

12:20: 4-6 students bring hot lunch sticks and/or lunch boxes to the Food Area. Beginning at 12:20, K-3 students are able to clean up their items and proceed to play. All students are to be in staff supervised areas of the blacktop, field, and/or playground.

12:50: At the first bell, K-3 students put away playground supplies on the ball cart, get drinks of water, and walk to classrooms. Students line up at their forum door until the forum teacher welcomes them in.

1:00: At the second bell, 4-6 students put away playground supplies on the ball cart, get drinks of water, and walk to classrooms. Students line up at their forum door until the forum teacher welcomes them in. Designated 6th Grade students put away the ball cart in the PEACOCK room.

Dismissal (12:30 on minimum days, 3:00 on regular days): Students are dismissed by BSFCS staff to gather their items and walk directly to the front of the school to calmly wait for pick up under staff supervision on the grass west of the cement wall or directly report to After School Care.

Students who are not awaiting pick up or attending After School Care should be in the direct proximity of their parents/guardians and be calmly moving towards exiting the campus.