

**South Kearns Elementary**  
**“Be Safe, Be Respectful, Be Responsible”**  
**Leveled Consequences**

<b>Handled by Teacher</b>	<b>Handled by Teacher/Parent</b>	<b>Handled by Teacher &amp; Principal</b>
<b>MUST DO:</b>	<b>MUST DO:</b>	<b>MUST DO:</b>
1. An immediate verbal correction 2. Follow class hierarchy* 3. Re-teach the skill 4. Follow up with a positive when behaviors change.  *(Class hierarchy is teacher or grade selected and must include both positive and negative consequences)	1. An immediate verbal correction 2. Issue a white slip 3. Teacher puts infraction into Educator’s Handbook ( <u>minor infraction</u> ) 4. Parent contacted by teacher & student via phone or letter printed from Educator’s Handbook. (*If Restorative Practice is used list as such in the action section.)	1. An immediate verbal correction 2. Issue a white slip 3. Teacher or principal puts infraction into Educator’s Handbook ( <u>office referral</u> ) and principal assigns action. 4. Parent contacted by teacher or principal via phone or letter printed from Educator’s Handbook.
<b>MAY DO:</b>	<b>MAY DO:</b>	<b>MAY DO:</b>
<ul style="list-style-type: none"> <li>• Loss of privilege (follow class hierarchy)</li> <li>• Change seating arrangement</li> <li>• Calm down area</li> <li>• Restorative Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Loss of privilege (follow class hierarchy)</li> <li>• Parent-Teacher conference</li> <li>• Recess Contract</li> <li>• Behavior Contract</li> <li>• Restorative Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Safe School Violation</li> <li>• In/Out of school suspension</li> <li>• Police referral</li> <li>• Restorative Practice</li> </ul>

**South Kearns Elementary**  
**“Be Safe, Be Respectful, Be Responsible”**  
**Behavior Hierarchy**

<b>Level 1 Infraction Handled by Teacher</b>	<b>Level 2 Infraction Handled by Teacher/Parent</b>	<b>Level 3 Infraction Handled by Teacher &amp; Principal</b>
<p>Level 1 behaviors are minor rule violations that are brief, non-serious, and low intensity, yet inappropriate. Class level documentation!</p>	<p>Level 2 behaviors are more serious and deliberate in nature based on frequency and intensity of behavior. School level documentation!</p>	<p>Level 3 are serious behaviors such as fighting, harassment, and verbal abuse that violates the dignity, well-being and safety of another person. Level 3 behaviors will not be tolerated and will result in immediate referral to the principal.</p>
<b>Safety</b>		
<p><i>Physical Contact:</i></p> <ul style="list-style-type: none"> <li>♦ Hitting</li> <li>♦ Pushing</li> <li>♦ Tickling/grabbing</li> <li>♦ Picking up snow</li> <li>♦ Invading personal space</li> </ul> <p><i>Using Equipment Properly</i></p> <ul style="list-style-type: none"> <li>♦ Toys from home</li> <li>♦ Pencil sharpener</li> </ul>	<p><i>Physical Contact:</i></p> <ul style="list-style-type: none"> <li>♦ Intentional physical contact</li> <li>♦ Fighting</li> <li>♦ Intentionally throwing snow or snowballs</li> </ul> <p><i>Using Equipment Properly</i></p> <ul style="list-style-type: none"> <li>♦ Use of classroom materials or playground equipment for inappropriate contact</li> <li>♦ Throwing spit wads or other items towards others</li> </ul>	<ul style="list-style-type: none"> <li>♦ Physical aggression/fighting with intent to harm</li> <li>♦ Causing injury by throwing snowballs/ice</li> <li>♦ Causing real fear that makes another feel afraid to come to school or walk home</li> <li>♦ Extreme disruption to school</li> <li>♦ Harassment / Intimidation</li> <li>♦ Criminal mischief</li> </ul>
<b>Respect</b>		
<p><i>Appropriate Language:</i></p> <ul style="list-style-type: none"> <li>♦ Foul language</li> <li>♦ Talking back</li> <li>♦ Negativity</li> <li>♦ Put down of others</li> <li>♦ Hand gestures</li> </ul> <p><i>Playing Fair:</i></p> <ul style="list-style-type: none"> <li>♦ Not playing by the rules</li> <li>♦ Taking equipment from others</li> </ul>	<p><i>Appropriate Language:</i></p> <ul style="list-style-type: none"> <li>♦ Verbally threatening others</li> <li>♦ Bullying</li> </ul> <p><i>Use Equipment Properly:</i></p> <ul style="list-style-type: none"> <li>♦ Vandalism / graffiti (able to restore)</li> <li>♦ Writing on books / desk</li> <li>♦ Stealing items of lesser value</li> </ul>	<p><i>Appropriate Language:</i></p> <ul style="list-style-type: none"> <li>♦ Abusive language / profanity</li> <li>♦ Extreme defiance / disrespect / non-compliance / insubordination</li> <li>♦ Stealing items of greater value</li> <li>♦ Vandalism / graffiti (unable to restore)</li> <li>♦ Gang signs</li> </ul>
<b>Responsibility</b>		
<p><i>Follow directions and procedures:</i></p> <ul style="list-style-type: none"> <li>♦ Minor non-compliance</li> <li>♦ Off task</li> <li>♦ Talking out</li> <li>♦ Classroom disruption</li> <li>♦ Inappropriate transitions</li> <li>♦ Electronics</li> </ul>	<p><i>Follow directions and procedures:</i></p> <ul style="list-style-type: none"> <li>♦ Disrespect / defiance</li> <li>♦ Non-compliance</li> <li>♦ Chronic Level 1 behaviors</li> </ul>	<p><i>Follow directions and procedures:</i></p> <ul style="list-style-type: none"> <li>♦ Truancy, unauthorized absences</li> <li>♦ Chronic Level 2 behaviors</li> </ul>

**South Kearns Elementary**  
**“Be Safe, Be Respectful, Be Responsible”**  
**Behavioral Hierarchy**

**“The first sign of a problem is the second time it happens”**

**Hierarchy Level 1**

- ❖ Follow establishes classroom hierarchy

**Hierarchy Level 2**

- ❖ 1<sup>st</sup> White Slip
  - Parent informed via call or parent note from Educator’s Handbook
    - White slip, parent note is returned signed or contact call is documented.
  - Student spends one recess period in “wellness” room
- ❖ 2<sup>nd</sup> White Slip
  - Parent informed via call or parent note from Educator’s Handbook
    - White slip, parent note is returned signed or contact call is documented.
  - Student spends two recess period in “wellness” room
- ❖ 3<sup>rd</sup> White Slip
  - Parent informed via call or parent note from Educator’s Handbook
    - White slip, parent note is returned signed or contact call is documented.
  - Student spends three recess period in “wellness” room
- ❖ 4<sup>th</sup> White Slip
  - Parent informed via call or parent note from Educator’s Handbook
    - White slip, parent note is returned signed or contact call is documented.
  - If needed, student is immediately sent for calm down in buddy room, office, or wellness room
  - Student spends four recess period in “wellness” room
- ❖ 5<sup>th</sup> White Slip (now considered Chronic Level 2 Behaviors)
  - Parent informed via call or parent note from Educator’s Handbook
    - White slip, parent note is returned signed or contact call is documented.
  - If needed, student is immediately sent for calm down in buddy room, office, or wellness room
  - Parent, Teacher and Administrator Conversation required
  - Establish an individualized behavior plan – contract
  - Consequences from Level 3 is determined and may include in-school-suspension

**Hierarchy Level 3**

- ❖ All consequences in Level 3 are determined based on the severity of the infraction and may include missing recess periods for reteaching of social skills needed, in-school or out of school suspension, or a Safe School Violation referral to the district for further review.