

## Elementary Behavior Plan



The most fundamental purpose of this plan is to promote self-control. Self-control is one of the most important outcomes of education and one of the basic prerequisites for a democratic society. - Tom V. Savage, Discipline for Self Control

The Polaris K-5 Elementary Behavior Plan is in accordance with ASD Policy. This plan is directed towards helping students develop self-discipline and control. It provides more than just a response to misbehavior and gives students, parents, and staff the opportunity to manage and prevent recurrences with proactive interventions.

An incident is described as any behavior that endangers the emotional well-being or physical safety of self or others and/ or disrupts the learning environment. Teachers will use their professional judgement in applying fair and developmentally appropriate consequences for disruptive behaviors.

If the student is sent to the safety/security office, a report will be completed and filed to document the situation to include a summary of the incident and any follow-up actions. Students may also be asked to complete a confidential, written statement. Cases of severe behaviors, weapons, or drugs will go directly to the administrator for action.

As much as possible, natural and logical consequences are utilized. These may include work detail, restitution, loss of privilege, etc. Students may also participate in additional social skills learning. Parents may also be contacted. Repeated or severe behaviors may result in suspension or the implementation of a behavior contract that will help address the behavioral concerns.

Teachers are notified of safety/security visits, including any consequences. Written student statements are filed in the security office. They are available to the student's parent or guardian upon request, with references to other students removed due to confidentiality requirements.

Polaris uses a variety of Social and Emotional Learning (SEL) program components including, but not limited to: Kelso's Choices, Character Counts, and Positive Behavior Interventions. Teachers cover SEL topics as specific needs arise throughout the year. Check with your teacher to find out how often SEL topics are covered and to share questions, comments, and concerns.

Students have the responsibility to report incidents to a trusted adult: their teacher, noon duties, the school safety/security officer, or the principal. Parents have the responsibility to report incidents as soon as possible. It's best to start with your student's

classroom teacher. Reference the Elementary School Student Handbook for additional information.