

Infractions of A.R.M.O.R.

Leveled Discipline System

Center Grove Elementary will maintain a level system for handling infractions of behavioral expectations. Outlined below is the level system along with the general steps taken for handling such behaviors. *These steps may vary slightly from one grade level to the next.*

Level 1 behaviors include, but are not limited to:

- ◆ Lack of Effort in classroom work
- ◆ Put Downs (teasing, name calling, etc.)
- ◆ Arguing w/adult
- ◆ Hands and/or feet not kept to self
- ◆ Disrupting Others
- ◆ Relational Aggression
- ◆ Running
- ◆ Behavior deemed unsafe by staff
- ◆ Not following directions
- ◆ Out of seat without permission
- ◆ Talking excessively and out of turn
- ◆ Lying to an adult

Level 2 behaviors include, but are not limited to:

- ◆ Abusive language (threat of physical harm, offensive racial/sexual comments)
- ◆ Fighting
- ◆ Forgery, Theft
- ◆ Property Damage
- ◆ Vandalism
- ◆ Suspected Acts of Bullying



Level 3 behaviors include:

- ◆ Arson
- ◆ Bomb threat, false alarm
- ◆ Use, possession of alcohol
- ◆ Use, possession of prescription or non-prescription drugs
- ◆ Use, possession of tobacco
- ◆ Use, possession of weapons

STEPS TO BE TAKEN

Level 1 Behaviors

STEP 1: Level 1 behaviors are to be handled by the classroom teacher or staff member witnessing such behaviors. The behaviors will be noted on the weekly conduct sheet. *Citizenship points are deducted for each infraction.*

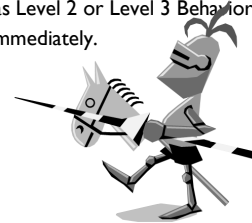
STEP 2: If behaviors persist, a student may be sent to a partnering teacher's classroom called a "Buddy Room", or to an otherwise designated space in the classroom to calm and collect his or herself for an age appropriate amount of time.

STEP 3: If behaviors persist, a student may be sent to the front office to for a period of 15– 20 minutes to meet with an administrator where consequences will be levied. Additionally, a student may be asked to complete a constructive activity (i.e. writing prompt) and/or phone their parent to inform them of the infractions. Parents will receive a copy of office referral form.

STEP 4: If behaviors persist, a student will be sent to the front office. Student will return to classroom at administrator's discretion. Parents will receive a copy of office referral form.

Level 2 and Level 3 Behaviors

Students committing acts defined as Level 2 or Level 3 Behaviors will be referred to the front office immediately.



Center Grove Elementary

Knights

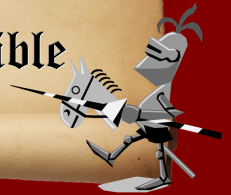
Attitude

Respectful

Model Safety

On Task

Responsible



**Parent Guide to School Wide
Positive Behavior Supports**

2014– 2015

What is S.W.P.B.S?

School-Wide Positive Behavior Supports

SWPBS is a set of strategies and systems designed to increase the capacity of schools to (a) reduce school disruption, and (b) educate all students, including those with problem behaviors using:

- ◆ Clearly defined outcomes
- ◆ Research-validated practices
- ◆ Supportive administrative systems
- ◆ Use of information for problem solving

Features of a SWPBS Program

- ◆ Establish regular, predictable, positive learning & teaching environments.
- ◆ Train adults & peers to serve as positive models.
- ◆ Teach and model behavioral expectations
- ◆ Create systems for providing regular positive feedback. i.e. Acknowledge students when they are "doing the right thing".
- ◆ Improve social competence.
- ◆ Develop environments that support academic success.

The A.R.M.O.R Program

Why A.R.M.O.R ?

Centuries ago, knights of the middle ages donned suits of armor for protection during battle. Aside from armor's obvious function of protection, these intricately made suits helped distinguish knights of the medieval age as individuals revered and respected by the masses for their chivalry and courage. Students will proudly display their A.R.M.O.R. each day by demonstrating 5 "virtues."

Acknowledgement System

The acknowledgement system is a feature of the A.R.M.O.R. behavioral expectation system. The behavioral expectation system focuses on acknowledging students who demonstrate Center Grove Elementary School "virtues." This program works in conjunction with school-wide and classroom goals.



When students are observed by staff displaying a positive attitude, being respectful, modeling safety, being on task, or being responsible; an effort will be made to verbally acknowledge the positive behavior.

A.R.M.O.R Tickets



Additionally, staff members may choose to further reinforce observed positive student behavior by issuing A.R.M.O.R. Tickets. A student who earns 10 tickets is rewarded with a classroom incentive and is then also eligible to enter a weekly school-wide A.R.M.O.R. Ticket drawing. Winners are given an opportunity to spin the A.R.M.O.R. Wheel!

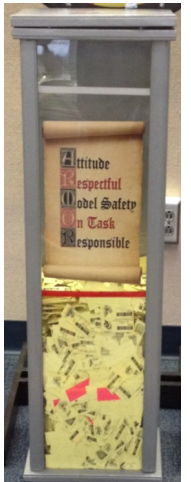
A.R.M.O.R Bands

Each time a student earns 30 A.R.M.O.R. Tickets, they are recognized by a front office staff member with an A.R.M.O.R. Band. Specific colors of bands distinguish what level of "knighthood" a student has attained.



A.R.M.O.R Ticket Tower

After each weekly drawing, tickets are transferred to the A.R.M.O.R. Ticket Tower. Students unlock school-wide incentives each time they collectively earn 12,500 A.R.M.O.R. tickets (marked by red and white lines).



A.R.M.O.R Wheel

Students can "spin and win" individual prizes such as "Read AM Announcements", or even classroom prizes such as 10 minutes of extra recess, or a Pizza Party!



A.R.M.O.R Big Ticket

Teachers are given 9 "Big Tickets" per school year.

Students can be recognized for a single, outstanding act, or for simply doing the "right thing" consistently over a long period of time. A single "Big Ticket" earns a student 1 spin of the A.R.M.O.R. Wheel!



A.R.M.O.R. Band Hierarchy

- 150 A.R.M.O.R. Tickets
- 120 A.R.M.O.R. Tickets
- 90 A.R.M.O.R. Tickets
- 60 A.R.M.O.R. Tickets
- 30 A.R.M.O.R. Tickets

