

Madison Elementary School DISCIPLINE FLOWCHART

Observe problem behavior



Be calm, consistent, brief, immediate, respectful, and specific



MINOR
Staff/teacher managed
Use staff best practices and interventions.
Document behaviors using [Behavior Check Data Collection Form](#).



Step 1: Verbal warning and restate/behavior matrix expectation



Step 2: Student Completes [PBIS Reflection Form 1st-2nd](#) or [PBIS Reflection Form 3rd-6th](#)



Step 3: Parent phone call



Step 4: Implement additional Best Practices



Step 5: Complete incident form in [Referral Rhino](#) if documented behavior continues or if three or more similar behaviors occur within a month.

Incident: Negative or Inappropriate Behavior
[Minors vs Majors](#)



Staff Best Practices Classroom and Campus Interventions

- Prompt:** visual or verbal cue to signal the occurrence of behavior
- Redirect:** restate the expected behavior
- Reteach:** tell, show, practice, acknowledge the expected behavior
- Provide choice:** give the student options of behaviors to do next
- Conference:** private conversation to problem solve and plan how to meet expectations
- Environment modification:** change seating, study carrel, alternate classroom
- Supervised time out**
- Parent phone call or conference**
- Referral Rhino**

Administrative Interventions & Consequences

- Time out**
- Peer Mediation**
- Detention: Lunch/Recess**
- Conference with Student and/or Parent**
- Loss of Privileges:** recess/lunch
- School Beautification** (with parent permission)
- Parent Contact**
- Behavior Contract**
- Pro-Social Skill Development**
- Check-In/Check-Out**
- Conflict Resolution**
- SST/COST**
- Suspension**

MAJOR

- Complete [Rhino referral](#)
- Call office
- Send student(s) to office



Administrative involvement



Conference with an administrator; if needed, an investigation is conducted



Administrator determines and assigns an intervention and/or consequence



Administrator provides teacher feedback and makes parent contact