

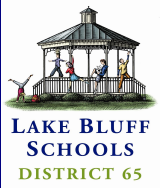


Proactive Approaches to Student Behavior:
Board Presentation
May 19th, 2026

What do we know about behavior?

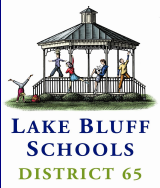
1. Behavior is communication
2. Everything we do or don't do is a behavior
3. Behavior is learned
4. Behavior can be changed
5. Punishment does not teach appropriate behavior

Foundations



- District 65 has been learning and implementing the Foundations Framework from Safe and Civil Schools for the past 10+ years.
- This evidence-based framework provides teachers and administrators with the training needed to implement universal structures and procedures to support the behavioral success of all students.

Examples of Foundations at work



Classroom Expectations

- Clear classroom rules and expectations
- Classroom routines
- Physical structure of the classroom
- Incentive systems
- Ratio of positive/corrective interactions

School Wide Expectations

- PAWS Expectations and Bluffer Traits
- Common area expectations (ex: lunchroom, hallways, bathrooms)

Highlights for 25-26

LBES: Feed the Fox


Arrival/Dismissal Routines

LBMS: Lunch/Recess Procedures

Consistent Implementation
Of Playbook

Samples of Signage - LBES

LUNCHROOM BEHAVIOR



CONVERSATION - LEVEL 2 OR BELOW, APPROPRIATE LANGUAGE

HELP - ASK A TEACHER, HELP ONE ANOTHER

ACTIVITY - INCLUDE OTHERS, QUIET CONVERSATION, WAIT PATIENTLY IN LINE

MOVEMENT - STAY SEATED, HANDS AND FEET TO SELF

PARTICIPATION - EAT AND CLEAN UP


SUCCESS - EATING YOUR LUNCH, CLEANING UP, AND FOLLOWING THE INSTRUCTIONS

VOICE LEVEL 2
OR BELOW



PRACTICE KINDNESS
ACT RESPONSIBLY
PAWS
WELCOME CHALLENGES
SHOW RESPECT

HALLWAY BEHAVIOR



CONVERSATION - LEVEL 0

HELP - ASK A TEACHER, HELP ONE ANOTHER

ACTIVITY - MOVING FROM CLASS TO CLASS

MOVEMENT - WALK IN A LINE, KEEP HANDS AND FEET TO SELF

PARTICIPATION - PRACTICE PAWS

SUCCESS - ARRIVE TO CLASS SAFELY AND ON TIME

VOICE LEVEL 0

Samples of Signage - LBMS



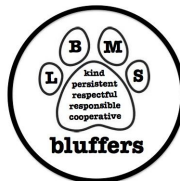
BATHROOM BEHAVIOR

- 1 GO
- 2 FLUSH
- 3 WASH
- 4 LEAVE

VOICE LEVEL 1
OR BELOW

BLUFFER TRAITS:

Creating community through shared practices and expectations



KIND

We practice goodwill toward others

PERSISTENT

We continue with purpose despite obstacles and opposition

RESPONSIBLE

We are accountable for our actions

RESPECTFUL

We are polite and practice proper manners

COOPERATIVE

We work together to achieve common goal

LUNCHROOM BEHAVIOR



CONVERSATION - LEVEL 2 OR BELOW, APPROPRIATE LANGUAGE

HELP - ASK A TEACHER, HELP ONE ANOTHER

ACTIVITY - INCLUDE OTHERS, QUIET CONVERSATION, WAITING PATIENTLY IN LINE

MOVEMENT - STAY SEATED, HANDS AND FEET TO SELF

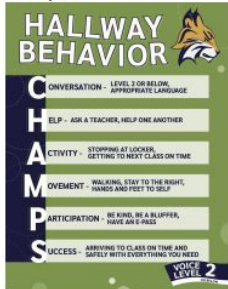

PARTICIPATION - EAT, CLEAN UP, BRING YOUR ID

SUCCESS - EATING YOUR LUNCH, CLEANING UP, AND FOLLOWING THE INSTRUCTIONS

VOICE LEVEL 2
OR BELOW

LBMS Behavior Playbook

LBMS Behavior Playbook 2025-2026 - Student/Family Edition

Behavior Expectations and Playbook				
Classroom	Common Areas	Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Students are to be engaged in the learning activities taking place in their classes. Teachers will clearly display their classroom expectations and review them with students. Classroom routines are clearly identified and taught to students Students must use the electronic hall pass system when needing to leave class 	<p>All common areas have expectations posted. Students are to follow these expectations:</p> <p>Examples:</p>  	<p>Definition: Level 1 behaviors will be addressed by your teacher or supervisor.</p> <p>Types of Behaviors:</p> <ul style="list-style-type: none"> Swearing (not directed at someone) Class expectations/rules infractions (ex: CHAMPS) Impolite/Disrespectful Language Inappropriate language Excluding others Not following directions Not keeping hands to self Rough housing Arguments and disagreements between students Talking back to staff members Disruption during instruction Defiance Yelling out/making noise/shouting out Writing on desks/books(not vandalism ex. doodling) <p>Consequences:</p> <ul style="list-style-type: none"> Nonverbal reminders Gentle verbal reminder Proximity Management (example: change of seat) Private discussion with the teacher Time owed (at lunch or right after school) Restitution (if something was damaged) Family Contact Loss of privilege 	<p>Definition: Level 2 behaviors are level 1 behaviors that are repeated 3 or more times in a short time or any of the behaviors listed below.</p> <p>Parents will be contacted.</p> <p>Types of Behaviors:</p> <ul style="list-style-type: none"> Verbal altercations - loud voices, escalated above a disagreement, argument will not end without adult intervention Put-downs with and without an audience/teasing Student walks out of classroom Throwing objects, hiding objects Non-compliance Spitting (not directed at a person) Repeated swearing (not directed at others) Repeated disrespect to a staff member Repeated defiance <p>Consequences:</p> <ul style="list-style-type: none"> Any Level 1 correction Parent contact (required) Reteaching opportunities Communication Form Behavior contracts Lunchtime consequences Loss of after-school privileges Temporary removal from class 	<p>Definition: Level 3 behaviors require an office referral.</p> <p>Students will be sent to the office. The administrator will contact parents.</p> <p>Types of Behaviors:</p> <ul style="list-style-type: none"> Swearing/vulgar language at others Verbal or physical threats towards other students or staff members Physical aggression towards oneself or towards someone else. For example: hitting/pushing/kicking Spitting at someone Bullying behavior Sexually explicit language/harassment Serious vandalism of school property Theft Racist/anti-religious comments to a student or staff member Significant destruction of a peer's property Mob action - disrespectful group behavior directed at others Fleeing <p>Corrective consequences will be assigned only by the administrator:</p> <ul style="list-style-type: none"> Any item on the menus for Level 1 and Level 2 infractions Parent contact or parent meeting Behavior monitoring/behavior contract Reteaching Short-term skill group with social worker Restorative Practices Extracurricular activity suspension Time in office Lunchtime consequences In school suspension Out of school suspension Expulsion Filing criminal charges

When Misbehaviors Occur

- Our goal is for all students to be in class and highly engaged in the learning process. However, inappropriate behavior does happen.
- In addition to teaching academic, wellness, and fine arts content, we are also responsible for teaching appropriate behavior.
- We want students to learn from mistakes and missteps and will communicate our observations and next steps with families.
- To accomplish this, both LBES and LBMS have reviewed different types of behaviors and the appropriate responses.

Level 1 Behaviors

- **Definition:** Minor misbehavior that can should be handled by the classroom teacher or supervisor.
- **Teacher Action & Data Tracking**
 - LBES: The teacher addresses the behavior.
 - LBMS: The teacher addresses the behavior (Level 1 Doc is available)

Level 1 Behaviors

Examples

- Swearing (not directed at someone)
- Class expectations/rules infractions (ex: CHAMPS)
- Impolite/Disrespectful Language
- Inappropriate language
- Excluding others
- Not following directions
- Hands to self
- Rough housing
- Arguments and disagreements between students
- Talking back to staff members
- Disruption during instruction
- Defiance
- Yelling out/making noise/shouting out
- Writing on desks/books(not vandalism ex. doodling)

Responses

- Nonverbal correction
- Gentle verbal reminder of positive behavior
- Proximity management
- Frequency count
- Private Discussion
- Change of seat
- Time owed
- Loss of privilege
- Family contact

Notes:

- Recess cannot be taken away as a consequence in grades 5 or below
- Level 1 behaviors are not always communicated with families

Level 2 Behaviors

- **Definition:** Behavior that is more disruptive/impactful to instruction or classroom environment or persistent level 1 behaviors.
- **Teacher Action & Data Tracking:**
 - LBES: Teacher completes level 2 tracking form. Teacher communicates with parent via phone call or email.
 - The teacher may request follow up with administration.
 - LBMS: The teacher communicates the behavior to parents/guardians as well as administration via electronic communication form (student, parent, advisor, admin, student support specialist receives copy)
 - The teacher may request follow up with administration.

LBMS Communication Form

Electronic Communication Form 25-26

jjakcsy@lb65.org [Switch account](#)

Not shared

* Indicates required question

Reporting Teacher/Staff Member Name *

Your answer

Your Email Address *

Your answer

Student *

Choose

Student Grade Level *

6

7

8

Type of Communication *

Choose



LBMS Communication Form <jjakcsy@lb65.org>

to



LBMS Communication Form

Teacher:	Mr. Jakcsy
Date:	3/5/2026
Reason for Communication :	Hallway Behavior
Message:	Dear Parents/Guardians of [REDACTED] I wanted to make you aware of an incident that occurred after school yesterday during Science Olympiad practice. [REDACTED] and 2 other students were observed going into other students' lockers without permission. It does not appear that anything was taken. I spoke with [REDACTED] about respecting others' belongings and school expectations, and also informed Mrs. Arens about the issue. Please let me know if you have any questions.

We appreciate your partnership,

Mr. Jakcsy

jjakcsy@lb65.org

Level 2 Behaviors

Examples

- Verbal altercations - loud voices, escalated above a disagreement, argument will not end without adult intervention
- Put-downs with and without an audience/teasing
- Student walks out of classroom
- Throwing objects, hiding objects
- Non-compliance
- Spitting (not directed at a person)
- Repeated swearing (not directed at others)
- Repeated disrespect to a staff member
- Repeated defiance

Responses

- Any level 1 correction
- Parent contact by teacher (required)
- Reteaching
- Level 2 notification form
- Behavior contract
- Planned discussion
- Data collection
- Goal setting
- Lunchtime consequences (LBMS)
- Loss of after-school privileges (LBMS)
- Temporary removal from class

Level 3

- **Definition:** Behaviors that require an official referral.
- **Teacher Action & Data Tracking:**
 - LBES: Teacher completes Level 3 tracking form. If immediate removal of student from the classroom is required, the teacher calls the front office for support. Administrator follows up with student and communicates with the teacher(s) and families.
 - LBMS: The teacher communicates with the office and the student is removed from class. The teacher and administrator will communicate about next steps.

Level 3 Behaviors

Examples

- Swearing/vulgar language at others
- Verbal or physical threats towards other students or staff members
- Physical aggression towards oneself or towards someone else. For example:
hitting/pushing/kicking/spitting
- Bullying behavior
- Sexually explicit language/harassment
- Serious vandalism of property, theft
- Racist/anti-religious comments to others
- Mob action - disrespectful group behavior
- Fleeing/eloping from school

Responses

- Any item on the menu for level 1 and 2 infractions
- Family contact/meeting
- Behavior monitoring/contracting
- Problem-Solving Team
- Reteaching / Social work support
- Co- or extracurricular activity suspension (LBMS)
- Time in office
- Lunchtime consequences
- In school suspension
- Out of school suspension
- Expulsion
- Filing criminal charges

Building Positive Relationships

LBES

- Classroom PAWS Parties
- Feed the Fox (PAWS Tickets)
- PAWS Postcards - positive phone calls home
- PAWS Assemblies
- Fox Families

LBMS

- Electronic Bluffer Cards
- Bluffer Assemblies
- Bluffer Drawings
- Teacher/Parent Communication



LBMS Bluffer Cards

Bluffer Card for [REDACTED]



LBMS Bluffer Card <jjakcsy@lb65.org>

to [REDACTED]

8:59 AM (12 minutes ago) ☆ 😊 ↩ ⋮



Bluffer Card

Hello!

We are pleased to inform you that [REDACTED] received a Bluffer Card from Mrs. Hominick for being Cooperative, Kind, Persistent, Respectful, Responsible. Whenever possible we like to recognize students who demonstrate one or more of our Bluffer Traits.

Additional Information:

Thanks for being a leader in your book club in general and with the poster project [REDACTED]

Keep up the great work!

Bluffer Card for [REDACTED]



LBMS Bluffer Card <jjakcsy@lb65.org>

to [REDACTED]

Mon, Mar 2, 10:16 AM ☆ 😊 ↩ ⋮



Bluffer Card

Hello!

We are pleased to inform you that [REDACTED] received a Bluffer Card from Krina Huddleston for being Respectful, Responsible. Whenever possible we like to recognize students who demonstrate one or more of our Bluffer Traits.

Additional Information:

[REDACTED] came prepared with strong notes and participated actively in the Socratic seminar. His comments reflected a solid understanding of our class novel.

Keep up the great work!

Expectations - Parent Communication

- Parent Student Handbook
- Back to School night
- Parent Information Nights
- Parent Teacher Conferences
- Principal Friday Update
- Responsive Communication

Continuum of Supports

- The foundations work helps us develop our Tier 1 processes and procedures.
- What happens when students need more?
 - Problem solving team
 - Teacher referral
 - Teams meet to develop Tier 2 and Tier 3 interventions
 - Data is monitored to determine if plans are working
 - Referral for Section 504 and/or Special Education Evaluation
 - Does the student have a disability
 - Does the student require specific accommodations/modifications
 - Does the student require special education
 - Does the student require a behavior intervention plan
 - New structured behavior support classroom

Questions?