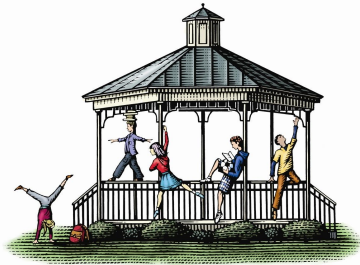


Proactive Approaches to Student Behavior



**LAKE BLUFF
SCHOOLS**
DISTRICT 65

Lake Bluff School District 65
June 24th, 2025

Excellence in Education, Enthusiasm for Life, Every Student, Every Day

Highlights

1. Review of SB100
2. Student Behavior Support Systems Overview
3. Review of Foundations Framework
4. Review of RULER
5. Response to Misbehavior
6. Levels of Behavior

SB100 Overview

Movement toward reforming student discipline began in 2012 with Voices of Youth in Chicago Education (VOYCE).

Concerned about the impact of exclusionary discipline on students, in particular students of color, students with disabilities, LGBTQ students, and ELL students.

Created the Campaign for Common Sense Discipline, which led to SB 100. Signed by the Governor on August 24, 2015, becoming Public Act 99-0456. Effective date: September 15, 2016.

SB100 Continued

Does not define zero tolerance policies but expressly prohibits them.

Reasonable efforts must be made to resolve threats, address disruptions, and minimize the length of student exclusions.

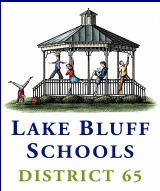
Student discipline policies should include interventions the school district intends to implement as part of the disciplinary process.

Non-exclusionary forms of discipline and lesser interventions are disciplinary measures that do not result in a student being removed from the school environment.

What do we know about behavior?

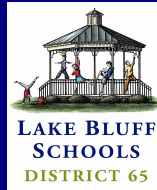
1. Behavior is communication
2. Everything we do or don't do is a behavior
3. Behavior is learned
4. Behavior can be changed
5. Punishment does not teach appropriate behavior

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)

Samples of Signage - LBES



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

RULER

- Based on Marc Brackett's work
- Evidence-based approach to social and emotional learning (Yale Center for Emotional Intelligence)
- Supports school communities in understanding the value of emotions, building the skills of emotional intelligence, and creating and maintaining positive emotional climates.

R

Recognizing emotions in self and others

U

Understanding the causes and consequences of emotions

L

Labeling emotions accurately

E

Expressing emotions appropriately

R

Regulating emotions effectively

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 and fine arts content, we are also responsible for teaching appropriate behavior.
- We want students to learn from mistakes and missteps and 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 be handled by the classroom teacher or supervisor.
- **Teacher Action & Data Tracking**
 - LBES: The teacher addresses the behavior.
 - LBMS: The teacher addresses the behavior and logs the entry in the Level 1 Behavior Document.

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.
 - 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.

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/elopeing 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



Expectations -Parent Communication

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

Questions?