



Kona Pacific PCS Student Behavior Response Policy

Social Emotional Learning

Social Emotional Learning (SEL), is one of Kona Pacific's tenets that make up our charter. It is woven into all of our school's tenets including Waldorf-inspired education, sustainable agriculture, Hawaiian culture and academics. It also stands as its own program. We have both schoolwide and individualized practices, strategies, and accommodations to meet the SEL needs of our students.

Positive Behavior Interventions and Supports

Kona Pacific implements a PBIS system of behavior support. PBIS stands for Positive Behavior Interventions and Supports. PBIS is an evidenced based, school-wide systems approach aimed at establishing positive student culture and individualized behavior supports necessary to create a safe and effective learning environment for all students. Kona Pacific is in its second year of rolling out its PBIS system.

Acronyms Used:

Behavior RTI (Response to Intervention): A tiered system of behavior interventions and supports

SBBH (School Based Behavioral Health): District level support for behavioral health, including school counselors and support teams

PD (Professional Development): Additional training for staff on tailored issues

SpEd (Special Education): Instruction and accommodations that are specially designed to meet the unique needs of a child with a disability

Bullying Definition:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

In regards to all reports of bullying on campus or negative peer interactions, consequences and interventions can include all of the following:

1st incident of bullying	Meet with students together and clarify the social interactions, identify missteps, make a plan for the future, agree and apologize, using restorative practices as necessary.
	Speak individually with the student displaying negative behaviors. With the student, come up with a positive plan to improve peer interactions.
	Admin will call parent/guardian to explain the situation and have the student speak with their parent/guardian.
2nd incident of bullying	Mini in school suspensions- have student work in the office or alternate setting for a period of time (after the above strategies have been implemented with

	continued challenges). The student works toward re-entering their class by showing school appropriate behaviors.
	Admin will consult with the School Counselor, get input and look towards modifications in behavior plans and interventions (if applicable) refer to Behavior RTI. Collaborate with teachers on strategies to use. Consult with SBBH staff to provide PD to teachers.
3rd incident of bullying	In school suspension, full day or more.
	Parent meeting regarding continued reports of bullying or negative peer interactions. This can look like an individual parent meeting or a family mediation, etc. Brainstorming plan to improve behaviors.
4th incident of bullying	Suspension (sent home for the day, then 2 additional days).
	Admin will reconvene with teaching staff (can include general education, special education, and behavior staff), and the counselor. Will have constant communication with parents/guardians, a behavior log established, consider evaluations for special education if applicable, referrals to outside counseling, and support.
If there is no resolution to the bullying	Lastly, if there has been no resolution to the bullying, the student could face expulsion.

Anti-Bullying Policy

The purpose of Kona Pacific’s policies is to outline our community’s responsibilities to eliminate social, emotional, and physical intimidation and bullying in any form within the Kona Pacific community. The school strives to nurture the emotional well-being of its whole community. All students are expected to refrain from any comments, attitudes, bullying, physical touching, or attention that are unwanted or upsetting to another person. It is of the utmost importance that each student develops and practices a respectful sensitivity for the physical and emotional boundaries and wellbeing of the other people in the school.

If a student becomes involved in a situation involving harassment or bullying, it is of the utmost importance that the student seeks immediate guidance and help from a trusted adult. Students are encouraged to speak to a parent/guardian, teacher, counselor, administrator, or any adult who will appropriately do what is needed to put a stop to the harassment. Similarly, if a student witnesses a situation involving harassment or bullying, the student is encouraged to report the situation to an adult.

Student Behavior Response System

Major Incident
(Referred to Office)

Minor Incident
(Any Staff can Address)

Staff Observes a Problem Behavior

Minors

Non-Egregious

Staff member will write a Student Discipline Referral. Admin will respond when available with an interview and will assign a consequence as needed. Admin will contact guardians and send a copy of the referral for guardians to sign and return. Referral is placed in student's folder.

OR

Egregious

Staff member will send student to the office immediately. Staff Member will complete Student Discipline Referral. Admin will respond with an interview and will assign a consequence as needed. Admin will contact guardians and send home a copy of Referral for guardian to sign and return. Referral is placed in the student's record folder.

Reminders!

- We are all human. We all need reminders.
- Focus on changing the behavior as soon as you can.
- Use your strategies to cool down.
- Repeated minors equal a major and will result in losing privileges.

Defiance (Low Levels)

- Not following directions
- Refusal to work or comply

Disrespect

- Insults
- Name Calling
- Taking other's things
- Talking back
- Yelling/shouting/swearing at others
- Argumentative

Disruption

- Distracting others
- Not patiently waiting turn
- Out of seat
- Off task
- Talking out/blurting out/ interrupting
- Tardy

Inappropriate Language

Physical Contact/ Aggression

- Not keeping hands to self
- Picking on others
- Running
- Throwing objects

Property Misuse

- Misuse of materials

Majors

Non-Egregious Majors

- Defiance (high level)
- Harassment/Bullying
- Racial slurs
- Swearing @ staff/Calling staff names
- Stealing/Taking Items
- Vandalism/Destruction of property
- Gambling
- Mocking the teacher/speaker
- Truancy/Leaving class without permission

Egregious Majors

- Exceptional Misconduct
- Criminal Acts
- Assault
- Drugs/Alcohol
- False Alarms/ Fire & Arson
- Sexual Harassment
- Major Theft
- Threats /Intimidation
- Weapons

Repeated Minor Infractions
4 Minors = 1 Major

1. Proximity
Staff Member will stand next to you, or will give you a look or sign.

Did you change your behavior?

NO

YES

Positive Recognition

2. Redirection
Staff member will clearly ask you to meet the expectation. Staff member will show you if needed.

Did you change your behavior?

NO

YES

Positive Recognition

3. Redirection
Staff member will clearly ask you to meet the expectation. You may be asked to move to the Cozy Corner or another seat inside the classroom.

Did you change your behavior?

NO

YES

Positive Recognition

4. Wellness Room
You are sent to the Wellness Room to come up with a solution to the problem behavior. You return to class ready to learn.

Did you change your behavior?

NO

YES

Positive Recognition

5. Minor Referral
Referral is written and recorded. Consequence is assigned. Guardians are contacted.