

# Behavior Response Chart\*

6th + 12th  
grade  
ST-Ints

<b>INTERVENTIONS (Details: See page 32)</b>	<b>DISCIPLINE (Details: See page 40)</b>  <i>Discipline must be paired with Interventions for a comprehensive approach to changing behavior.</i>
<b>Response Level 1: STAFF-MANAGED INTERVENTION OR STAFF MANAGED INTERVENTION AND DISCIPLINE</b>	
<ul style="list-style-type: none"> <li>• Teach a coping strategy</li> <li>• Parent Contact</li> <li>• Use of a reflective activity</li> <li>• TAB In (Take a Break)</li> <li>• Create a behavior contract or chart</li> <li>• Conduct restorative conference with student</li> <li>• Provide sensory breaks</li> <li>• Provide movement breaks</li> <li>• Use Buddy Room</li> <li>• Early-stage (Tier 1) Interventions-Planned Discussion, Academic Assistance, Goal Setting, Data Collection and Debriefing, Increasing Positive Interactions, and STOIC Analysis and Intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal reminder</li> <li>• Loss of classroom privileges (examples: required positive practice/re-teaching with teacher outside of the normal instructional time, such as before/after school, /lunch/recess, delayed transition time, assigned escort</li> <li>• Restitution</li> </ul>
<b>Response Level 2: STAFF-MANAGED INTERVENTION (MAY INCLUDE STUDENT SERVICE AND OTHER SUPPORT STAFF) AND/OR ADMINISTRATIVE INTERVENTION AND DISCIPLINE</b>	
<ul style="list-style-type: none"> <li>• <b>Response Level 1 Interventions increase in intensity/ frequency and/or</b> <ul style="list-style-type: none"> <li>• Create home-school communication system</li> <li>• Problem Solving conference with student(s)</li> <li>• Problem Solving Conference with parent</li> <li>• Problem Solving Conference with student/teacher/administrator</li> <li>• Participate in a Restorative Circle or Conference</li> <li>• Parental Shadowing with administrator's approval</li> <li>• Student Services Intervention</li> <li>• Parental shadowing with administrator's approval</li> <li>• School Resource Officer (SRO) intervention conference</li> <li>• Referral to the Learning Support Team (LST) Team                             <ul style="list-style-type: none"> <li>○ Check-in Check-out/Individualized Check-In Check-out (CICO)</li> <li>○ Mentoring</li> <li>○ Social Academic Instructional Group (S.A.I.G.) for anger management, anxiety, substance abuse, social skills, leadership</li> <li>○ Brief Behavior Assessment (BBA)</li> <li>○ Brief Behavior Plan (BBP)</li> </ul> </li> <li>• Highly Structured Interventions (see Appendix C)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Problem Solving Conference with student(s)</li> <li>• Problem Solving Conference with parent</li> <li>• Problem Solving Conference with student/teacher/administrator</li> <li>• Time in office</li> <li>• Detention</li> <li>• Loss of privilege</li> <li>• Restitution</li> <li>• Restorative Conference</li> <li>• Letter sent home</li> <li>• Behavior Intervention with Educational Services (Regular Education)/Individual Instruction (Special Education) up to 1 day</li> </ul>

**Response Level 3: INTENSIVE INTERVENTION AND/OR ADMINISTRATIVE INTERVENTION AND DISCIPLINE**

<ul style="list-style-type: none"><li>• <b>Response Level 2 Interventions increase in intensity/ frequency and/or</b><ul style="list-style-type: none"><li>• Referral to LST<ul style="list-style-type: none"><li>○ Functional Behavior Assessment (FBA)</li><li>○ Behavior Intervention Plan (BIP)</li><li>○ Wraparound (Referral to Community Resources)</li></ul></li></ul></li></ul>	<ul style="list-style-type: none"><li>• Behavior Intervention and Educational Services (Regular Education)/Individualized Instruction (Special Education) up to 1 day</li><li>• Suspension up to 1 day followed by a readmission conference (includes student &amp; parent/guardian)</li><li>• School Resource Officer Contact (SRO/Police)</li><li>• Community service project in classroom, or community</li></ul>
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**Response Level 4: INTENSIVE INTERVENTION AND/OR ADMINISTRATIVE INTERVENTION AND DISCIPLINE**

<ul style="list-style-type: none"><li>• <b>Response Level 2 &amp; 3 Interventions increase in intensity/ frequency and/or</b><ul style="list-style-type: none"><li>• Contact Associate Director of Pupil Services for consultation</li><li>• District processes apply</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Behavior Intervention and Educational Services (Regular Education)/Individualized Instruction (Special Education) up to 1 day</li><li>• Suspension up to 2 days followed by a readmission conference (includes student &amp; parent/guardian)</li><li>• Suspension of 3 days requires school administrator to contact Executive Directors for consideration for movement to Response Level 5</li></ul>
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**Response Level 5: LONG TERM REMOVAL FROM SCHOOL AND RE-ENGAGEMENT STRATEGIES**

<ul style="list-style-type: none"><li>• District processes apply<ul style="list-style-type: none"><li>○ Potential Enrollment in alternative setting/program</li><li>○ Transfer</li></ul></li><li>• Early Readmission and Re-engagement Meeting</li></ul>	<ul style="list-style-type: none"><li>• Up to a 5-day suspension</li><li>• Manifestation Determination Hearing (Special Education)</li><li>• Abeyance or Expulsion Hearing</li></ul>
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**\*The District may determine other interventions and disciplines based on unique needs of students and circumstances. The Executive Director and/or Associate Director of Pupil Services must approve the plan prior to implementation.**

# Response Levels to Inappropriate and Disruptive Behaviors

## RESPONSE LEVEL PROCESS:

If a behavior is located in 2 or more RESPONSE LEVELS, the lowest RESPONSE LEVEL is used for the first occurrence during the current school year.

### Staff must:

- Provide behavior expectation re-teaching.
- Communicate with the student's parent/guardian.
- Document event and school staff's response in IC.
- Pair Discipline with Interventions for a comprehensive approach to changing behavior.

RESPONSE LEVEL 1	RESPONSE LEVEL 2	RESPONSE LEVEL 3	RESPONSE LEVEL 4	RESPONSE LEVEL 5
<p>Staff-Managed Intervention</p> <p>OR</p> <p>Staff-Managed Intervention AND Staff Managed Discipline</p> <p>No classroom removals to administration for discipline</p>	<p>Staff-Managed Intervention (May include Student Service and other support staff)</p> <p>AND/OR</p> <p>Administrator-Required Intervention AND Administrator-Required Discipline</p> <p>Up to one day Behavior Intervention with Educational Services</p>	<p>Intensive Intervention</p> <p>AND/OR</p> <p>Administrator-Required Intervention AND Administrator-Required Discipline</p> <p>Up to one day Behavior Intervention with Educational Services</p> <p>Up to one day Suspension.</p>	<p>Intensive Intervention</p> <p>AND/OR</p> <p>Administrator-Required Interventions AND Administrator-Required Discipline</p> <p>Behavior Intervention with Educational Services</p> <p>Up to two days Suspension (Suspension of 3 days requires school administrator to contact Executive Directors for consideration for movement to Response Level 5)</p>	<p>Re-Engagement Strategies</p> <p>AND</p> <p>Long Term Removal from School</p> <p>Suspension followed by Manifestation Determination (Sp.Ed.) AND/OR Abeyance/Expulsion Hearing</p>

*Response Levels to Inappropriate and Disruptive Behaviors (Continued)*

RESPONSE LEVELS	1	2	3	4	5
<b>Two-Way Communication and Other Electronic Devices (Two-Way Electronics) (443.5)</b> <i>See Glossary of Terms for definition of "Use of Two-Way Communication."</i>					
Computer Misuse such as non-educational directed activities or websites such as gaming or non-educational websites that violate district policy.	X	X			
Possessing and/or using electronic device or two-way communication device that is visible or is heard during instructional time without approval of the classroom teacher and/or building principal.	X	X			
Making, transmitting or distributing any video/audio recording that has not been approved by or authorized by the school of the voice or image of any other student, staff member or other person in any non-emergency situation and without the consent of the person(s) so recorded.		X	X	X	X
<b>Unkind Act (443.7)</b> <i>See Glossary of Terms for definition of "Unkind Act."</i>					
Remarks or actions that are harmful, insensitive, unfriendly, thoughtless, inconsiderate, unsympathetic or lacking pity or compassion. Unkind acts do not constitute bullying or harassment and do not rise to the level of serious physical contact or bodily injury. Unkind Acts may be a single incident or ongoing.	X	X	X		
<b>Bullying/Harassment (411.1)</b> <i>See Glossary of Terms for definition of "Bullying" and definition of "Harassment."</i>					
<b>Bullying</b> Deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm. Bullying includes aggressive and hostile behavior that is intentional and involves an imbalance of power between the bully and the target and is behavior that is repeated over time rather than an isolated incident. May or may not be motivated by the target's protected class status or perceived protected class status.		X	X	X	X
<b>Harassment</b> Harassment is discrimination by an individual or group against another <b>AND is motivated by</b> their actual or perceived membership in a certain group or protected class status. Discrimination is action that denies social participation or human rights. A student's human rights are affected when they are not receiving the full benefits of school.			X	X	X
<b>Sexual Harassment (411.11)</b> <i>See Glossary of Terms for definition of "Bullying" and definition of "Harassment."</i>					
Any verbal, nonverbal or physical, sexually-oriented conduct which creates an offensive, hostile or intimidating school environment or substantially interferes with student's school performance. Examples include, but are not limited to, verbal harassment, display of inappropriate gestures or sexually graphic or illicit materials, engaging in sexual activity, request or demands for sexual favors and unwelcome physical contact.			X	X	X

RESPONSE LEVELS	1	2	3	4	5
<b>Sexual Violence (411.11)</b> See Glossary of Terms for definition of "Bullying" and definition of "Harassment."					
Touching, either directly or through clothing, the intimate parts of another person with any body part or object with the specific purpose of doing so, and without the consent of the other person.			X	X	X
Engaging in nonconsensual sexual contact with another student coupled with the use of force, a weapon, threat or coercion.					X
<b>Insubordination: Defiant by Action (443.9)</b>					
Possessing pornographic material or observing pornographic material.		X	X		
Engaging in inappropriate action when asked to comply with school rules or instructions (ex. Walking away when given a direction, refusal to change location, loitering or trespass).	X	X	X	X	
Leaving classroom or school without instructor's permission.	X	X			
Refusing to serve a detention that has been reassigned.	X	X			
False Alarms - Activating the school's fire and/or other alarm systems reporting a fire when no fire exists or making a false alarm call to 911. <u>In addition to the interventions and disciplines outlined here, the student may need to pay restitution.</u>		X	X	X	
<b>Inappropriate Attire (443.1)*</b> * A student's attire will not have an impact on the student's academic progress.					
Clothing that is distracting to the learning environment and/or negatively affects the safety of students.	X	X			
<b>Academic Dishonesty (443)</b>					
Copying the work of others or obtaining test information going against classroom policies on using resources/notes in a dishonest way with intent to submit/use information as their own.	X	X			
Providing work and/or answers to others to copy in other dishonest ways are forbidden with intent to submit/use information as their own.	X	X			
Unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work in a dishonest way is forbidden.	X	X			
<b>Bus Conduct (443.2)</b>					
The school bus and bus stop are considered to be an extension of the school. Therefore, students shall conduct themselves while on the bus or at the bus stop in a manner consistent with established standards for behavior. In cases when a student fails to conduct himself/herself properly, in addition to the interventions and disciplines outlined here, the student's bus privileges may also be suspended.	X	X			

RESPONSE LEVELS	1	2	3	4	5
<b>Tobacco, Nicotine or Alternative Smoking Products (Tobacco) (443.3)</b>					
*Events are referred to the building administrator.					
Student use and or possession of tobacco, nicotine or alternative smoking products on school premises and at school-sponsored activities are prohibited. This includes electronic cigarettes.		X			
<b>Alcohol, Drug: Distribution/Possession (443.4)</b> See Glossary of Terms for definition of "Distribution/Possession"					
*Events are referred to the building administrator.					
Possessing, using, attending school or any school-related activity after using, or being under the influence of alcohol or any substance, including prescription, nonprescription and illegal drugs, or a substance which is represented as alcohol or any substance, including prescription, non-prescription and illegal drugs.			X	X	
Possessing drug related paraphernalia.			X	X	
Exchanging, distributing, selling, or giving away any substance containing alcohol, drugs, paraphernalia and/or an intoxicant.			X	X	X
<b>Firearm, Weapons Violation (443.6)*</b>					
*The Associate Director of Pupil Services will be notified regarding every firearm and/or weapons violation.					
*Toys: The District reserves the right to determine other interventions and disciplines based on unique needs of students and circumstances of events. The Associate Director of Pupils Services must approve the plan prior to implementation.					
Possessing and/or using a handgun, shotgun, rifle or other firearm.					X
Possessing and/or using a destructive device such as a bomb, grenade and/or any other explosive or incendiary charge.					X
Possessing and/or using other dangerous weapons.			X	X	X
Possessing and/or using a facsimile (replica, toy, or any object that can be perceived to be an actual firearm) firearm and/or dangerous weapon. *		X	X	X	X
<b>Threatening, Aggressive or Violent Behavior (Assault, Endangering Behavior) (443.7)*</b>					
*Events of a serious nature are referred immediately to the building administrator.					
Verbally or nonverbally expressing a viable intention to do something that will cause serious physical or emotional harm.	X	X	X	X	
Intentionally engaging in behavior or actions involving serious physical contact where injury may occur; this includes, but is not limited to, fighting.		X	X	X	X
Taunting, baiting, inciting and/or encouraging a viable fight, disruption, or other violation of school rules.	X	X	X	X	
<b>RESPONSE LEVEL</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

Displaying or using gang-related gestures and/or inappropriate remarks.	X	X			
Any gang-related clothing that is distracting to the learning environment and negatively affects the safety of students.	X	X			
<b>Insubordination: Defiant by Word (443.9)</b>					
Swearing, cursing or making obscene gestures, in written or verbal form, directed toward an adult.	X	X	X		
Verbal, written and non-verbal threats toward an adult where there is no reasonable fear of bodily harm.	X	X	X		
<b>Insubordination: Disruption (443.9)</b>					
Willfully or intentionally disregarding school rules and expectations. Repeated refusal or repeated neglect by a student to obey school rules and regulations.	X	X	X	X	
<b>Insubordination: Vandalism or Property Destruction (443.9)*</b> *In addition to the interventions and disciplines outlined here, the student may need to pay restitution.					
Causing damage or destruction of school or other's property that can be easily repaired.	X	X			
Causing damage or destruction of school or other's property that is of significant monetary or emotional value.		X	X	X	X
<b>Insubordination: Stealing or Forgery (443.9)*</b> *In addition to the interventions and disciplines outlined here, the student may need to pay restitution.					
<u>Stealing</u> : Taking or being in possession of items that belong to somebody else without the owner's permission.	X	X	X		
<u>Stealing</u> : Taking or being in possession of property of significant monetary or emotional value that belongs to somebody else without the owner's permission.		X	X	X	
<u>Forgery</u> : Creating a false document or altering an original written document with the intent to deceive. This includes, but is not limited to, writing the name of another person to be represented as a writing of original signature of that other person or altering any written record or document (such as dates, times, passes and permits) without permission.	X	X	X		