

# High School - Classroom Behaviors, Interventions, and Responses

## LEVEL ONE

### Level One Behavior Definition

1. Behavior that is disruptive to the school environment of student or others.
2. Refusal to comply with reasonable requests.
3. Behavior that is generally managed with a brief intervention by an adult present in that setting.

### Level One Behavior Examples

<ul style="list-style-type: none"> <li>• Disrespect</li> </ul>	<ul style="list-style-type: none"> <li>• Non-compliance</li> </ul>
<ul style="list-style-type: none"> <li>• Inappropriate language</li> </ul>	<ul style="list-style-type: none"> <li>• Out of area</li> </ul>
<ul style="list-style-type: none"> <li>• Inappropriate hallway behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Partial or incomplete work (Category A)</li> </ul>
<ul style="list-style-type: none"> <li>• Late homework (Category A)</li> </ul>	<ul style="list-style-type: none"> <li>• Violation of Responsible Use Regulations Technology Agreement</li> </ul>

### Level One Behavior Interventions and Responses

1. Select and implement interventions and responses that maintain the continuity of the student's instruction or are least disruptive.
2. Consider use of interventions from multiple categories as appropriate.
3. Review and consider a student's IEP, ILP, or 504 Plan prior to implementing interventions and responses
4. Communicate with parents/guardians about reoccurring behaviors and interventions.

#### Category A

##### Reteach Behavioral Skills

- Reminder/Redirection of classroom routines and rituals
- Reminder/Redirection on ways to ask for help or solve problems
- Reminder/Redirections on ways to manage emotions
- Reminder/Redirections of appropriate classroom language
- Follow through on homework expectations

#### Category B

##### Restorative Practices

- Quick individual skill coaching
  - "Who/what was harmed"
  - How can we repair..."

#### Category C

##### Create Action Plan or Provide Consequence

- Fidelity check of school-wide systems, structures and supports
- Review (classroom/non-classroom) behavior management plan including social skills teaching and reinforcement
- Classroom/non-classroom supports
- Seat change, assigned seating
- Loss of setting privileges

#### Category D

##### Optional Administrative Actions that May Result in Removal from Instruction

- There are NO category D responses for level one behaviors

# Office Referred Behaviors, Interventions, and Responses

## LEVEL TWO

### Level Two Behavior Definition

1. Repeated or significant incidents(s) of level one infractions.
2. Disordered behavior towards another student, staff, volunteer, etc.
3. Behavior that is generally managed with a brief intervention by an adults present in that setting, and may include additional brief contact with support staff.

### Level Two Behavior Examples

<ul style="list-style-type: none"> <li>• Level One infractions - Repeated or significant incidents(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Electronic based aggression</li> </ul>
<ul style="list-style-type: none"> <li>• Accessing inappropriate material online</li> </ul>	<ul style="list-style-type: none"> <li>• Inappropriate social networking content</li> </ul>
<ul style="list-style-type: none"> <li>• Cheating (refer to handbook)</li> </ul>	<ul style="list-style-type: none"> <li>• Insubordination</li> </ul>
<ul style="list-style-type: none"> <li>• Dress Code Violation</li> </ul>	<ul style="list-style-type: none"> <li>• Swearing</li> </ul>

### Level Two Behavior Interventions and Responses

1. Select and implement interventions and responses that maintain the continuity of the student's instruction or are least disruptive.
2. Consider use of interventions from multiple categories as appropriate.
3. Review and consider a student's IEP, ILP, or 504 Plan prior to implementing interventions and responses
4. Communicate with parents/guardians about reoccurring behaviors and interventions.

#### Category A

##### Reteach Behavioral Skills

- Reteaching classroom routines and rituals
- Reteaching ways to ask for help, solve problems, or manage emotions
- Self-charting of behaviors
- Skills practice/role play
- Individual skills coaching for targeted student and aggressor in bullying/harassment incidents

#### Category B

##### Restorative Practices

- Guided conversations using restorative questions
- Peace-keeping circle for problem solving
- Community service (as restitution)
- Peer mediation (no to be used for bullying or harassment incidents)
- Reflective essay
- Restorative back to class plan

#### Category C

##### Create Action Plan or Provide Consequence

- Check implementation of current interventions
- Develop a student skill plan
- Initiate behavior intervention plan
- Formalize check-in/out plan with adult
- Detention
- Loss of setting privileges
- Alternate instruction room
- Referral to student assistance team
- Student behavior contract

#### Category D

##### Optional Administrative Actions that May Result in Removal from Instruction

- Office referral and principal determines additional responses
- In school removal from instruction (in school suspension)

# Office Referred Behaviors, Interventions and Responses

LEVEL THREE

## Level Three Behavior Definition

1. Repeated or significant incident(s) of level two infractions.
2. Behaviors that involve safety issues.
3. Behaviors targeted at or targeting others.
4. Behaviors interfering with safety equipment or destruction of property.

## Level Three Behavior Examples

<ul style="list-style-type: none"> <li>• Level Two infractions repeated or significant incident(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Fighting</li> </ul>
<ul style="list-style-type: none"> <li>• Discrimination</li> </ul>	<ul style="list-style-type: none"> <li>• Dress code violation that supports hate, gang, or drug affiliations</li> </ul>
<ul style="list-style-type: none"> <li>• Theft or vandalism</li> </ul>	<ul style="list-style-type: none"> <li>• Possession of stolen property</li> </ul>
<ul style="list-style-type: none"> <li>• Bullying/cyber-bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Sexting (dependent on severity of creating, viewing, storing, or sharing)</li> </ul>
<ul style="list-style-type: none"> <li>• Threats/intimidation</li> </ul>	<ul style="list-style-type: none"> <li>• Terroristic threats</li> </ul>
<ul style="list-style-type: none"> <li>• Possession of drug paraphernalia</li> </ul>	<ul style="list-style-type: none"> <li>• Substance Impairment</li> </ul>
<ul style="list-style-type: none"> <li>• Possess, procure, purchase, or receive prohibited substances according to the WF policy FFA-A (tobacco, alcohol, illicit drugs, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Use or consume prohibited substances according to the WF policy FFA-A (tobacco, alcohol, illicit drugs, etc.)</li> </ul>

## Level Three Behavior Interventions and Responses

1. Select and implement interventions and responses that maintain the continuity of the student's instruction or are least disruptive.
2. Consider use of interventions from prior levels and multiple categories.
3. Review and consider a student's IEP, ILP, or 504 Plan prior to implementing interventions and responses
4. Communicate with parents/guardians about behaviors and interventions.
5. Document behavior in PowerSchool.

### Category A

#### Reteach Behavioral Skills

- Individual coaching by licensed support staff
- Small group skills instruction
- Lessons in anger management, conflict resolution, etc.

### Category B

#### Restorative Practices

- Restorative back to class plan
- Neutral party mediation
- Family group conference
- Restitution for property incidents

### Category C

#### Create Action Plan or Provide Consequence

- Consultation with related WFPS subject matter experts (emergency management or security, counseling department, equity and diversity, and student support services)
- Consultation with the school resource officer
- Refer to or review with student assistance team
- Pre-assessment team referral for alcohol or drug incidents

### Category D

#### Optional Administrative Actions that May Result in Removal from Instruction

- In school removal from instruction (in school suspension)
- Out of school removal from instruction not to exceed 10 days

# Office Referred Behaviors, Interventions and Responses

L E V E L  F O U R	<b>Level Four Behavior Definition</b>	
	1. Behaviors identifiable as expellable offenses.	
	<b>Level Four Behavior Examples</b>	
	<ul style="list-style-type: none"> <li>Arson; Pyrotechnics</li> </ul>	<ul style="list-style-type: none"> <li>Severe physical assault</li> </ul>
	<ul style="list-style-type: none"> <li>Terroristic threats</li> </ul>	<ul style="list-style-type: none"> <li>Sexual assault</li> </ul>
	<ul style="list-style-type: none"> <li>Bombs threats or incendiaries</li> </ul>	<ul style="list-style-type: none"> <li>Weapons possession or use</li> </ul>
	<ul style="list-style-type: none"> <li>Drug and/or alcohol sale/intent to sell</li> </ul>	<ul style="list-style-type: none"> <li>Sexting (dependent on severity of creating, viewing, storing, or sharing)</li> </ul>
	<b>Level Four Behavior Interventions and Responses</b>	
	<ol style="list-style-type: none"> <li>Select and implement interventions and responses that maintain the continuity of the student's instruction or are least disruptive.</li> <li>Consider use of interventions from prior levels and multiple categories.</li> <li>Review and consider a student's IEP, ILP, or 504 Plan prior to implementing interventions and responses</li> <li>Communicate with parents/guardians about behaviors and interventions.</li> <li>Document behavior in PowerSchool.</li> </ol>	
	<b>Category A</b> <b>Reteach Behavioral Skills</b>	<b>Category B</b> <b>Restorative Practices</b>
<ul style="list-style-type: none"> <li>Individual coaching by licensed support staff (may be at a new site)</li> </ul>	<ul style="list-style-type: none"> <li>Family group conference, may be as part of a move to a new setting</li> </ul>	
<b>Category C</b> <b>Create Action Plan or Provide Consequence</b>	<b>Category D</b> <b>Optional Administrative Actions that May Result in Removal from Instruction</b>	
<ul style="list-style-type: none"> <li>Consultation with related WFPS resources that may include:                             <ul style="list-style-type: none"> <li>School Resource Officer</li> <li>School Counselors</li> <li>General Counsel</li> </ul> </li> <li>Consultation with external support agencies</li> </ul>	<ul style="list-style-type: none"> <li>Out of school removal from instruction 5 or more days (10 days if there is a recommendation for expulsion)</li> <li>Recommendation for expulsion</li> <li>Consult with/refer to local law enforcement</li> </ul>	

## Behavior Examples: Definitions and Level Response Options

<b>Level 1:</b> Behaviors disruptive to the school environment of self and/or others. Primarily handled with redirections or re-teaching in the classroom.	<b>Level 2:</b> Repeated or significant level one infractions. Disordered behavior toward another student, staff, volunteer, etc. Office referred behaviors, may require in school suspension.	<b>Level 3:</b> Repeated or significant level two infractions. Behaviors targeted at others and interfering with safety or destruction of property. Office referred behaviors, may require out of school suspension.	<b>Level 4:</b> Behaviors identified as expellable offenses. Office referred behaviors, require administrative consequences.
<ul style="list-style-type: none"> <li><b>Start with the lowest appropriate level response while considering a student's IEP, ILP, and 504, age and understanding, past history of similar offenses, and severity of incident.</b></li> </ul>			