

	Minor Problem Behavior Staff Managed	Major Problem Behavior Staff Managed	Major Problem Behavior Office Managed
<b>Behavior</b>	<ul style="list-style-type: none"> <li>Mild misbehaviors can be adequately corrected at the time they occur.</li> <li>They <b>do not</b> require documentation in Powerschool (although the teacher may want to keep track)</li> <li>Any staff member who observes mild misbehavior corrects the student in the setting and assigns appropriate consequences, if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Repeated student behavior after teacher intervention (see flowchart)</li> <li>These levels of misbehavior do not require administrative involvement, but do require documentation by logging in Powerschool</li> <li>Any staff member who observes this level of misbehavior: <ul style="list-style-type: none"> <li>Records the incident in Powerschool as a “classroom managed major”</li> <li>Corrects the student in the setting and assigns appropriate consequences</li> <li>Contacts parent/ guardian</li> <li>Seek further support (ex: administrator, referral to behavior team, etc.) if behaviors are repeated and interventions are not working.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>These levels of misbehavior are severe misbehaviors that require administrative involvement and documentation (Office Discipline Referral).</li> <li>Any staff member who observes this level of misbehavior: <ul style="list-style-type: none"> <li>Removes the student from the setting if the misbehavior is illegal or so severe the misbehaving student’s presence in a setting poses a threat to physical safety or to adult authority</li> <li>Records the incident on the referral form</li> </ul> </li> <li>Administrator conferences with the student within a responsible time frame (or immediately if appropriate)</li> <li>Administrator contacts parent/ guardian</li> <li>Administrator assigns appropriate correction/consequence</li> </ul>
<b>Abusive Language/ Inappropriate Language/ Profanity (Inapp Lan)</b>	Student speaking calmly in a conversation and inappropriate language is used	Students speaking and using inappropriate or abusive language (e.g. swearing, name calling) repeatedly in general or directed at someone else	Cussing out a teacher or student. The language is specifically and intentionally directed towards another person. Negative tone is used.
<b>Disrespect (Disrespect)</b>	Minor, socially rude or dismissive messages toward adults or students (verbal or nonverbal).	Repeated minor socially rude or dismissive messages toward adults or students (verbal or nonverbal).	If a disrespectful behavior reaches the level of an office referral it likely falls into another category (e.g. disruption, noncompliance, inappropriate language)

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<b>Defiance/ Insubordination/ Non-Compliance (Defiance)</b>	Refusal to follow school-wide expectations, adult directions, and procedures. Noncompliance is in a nonviolent/nonverbal manner (doing nothing, daydreaming, sleeping).	Repeated refusal to follow school-wide expectations, adult directions, and procedures in a nonviolent or nonverbal way.  Talking back but the student is able to re-engage in instruction	Continuous or blatant refusal to follow school-wide expectations, adult directions, and procedures that is ongoing within a class period (for example: multiple times within a class period), <b>making teaching and learning impossible</b>
<b>Disruption (Disruption)</b>	Engaging in behavior causing an interruption in a class or activity.	Engaging in repeated behavior causing an interruption in a class or activity. Disruption includes sustained talking out of turn, blurting, noise with materials, and/or sustained out-of-seat behavior.	Behavior repeatedly disrupts the entire class over an extended period of time The student cannot be redirected to the task through the established continuum of consequences and corrections.
<b>Forgery/Theft (PowerSchool: Forgery/Theft/Plagiarism)</b>	Taking the belongings of others without permission.	Maliciously taking the belongings of others without permission. Student returns the item.  Student took an item with the intention to keep the item; item was returned only because of staff intervention.	Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property. Student intended to permanently deprive another of their property.  Student forges a guardian signature with the intent of inappropriate benefit.
<b>Lying/Cheating/Plagiarism (PowerSchool: Lying/Cheating)</b>	<ul style="list-style-type: none"> <li>• Student delivers message that is untrue</li> <li>• Student unknowingly claims someone else's work as their own or unknowingly allows/permits others to copy or claim work as their own</li> </ul>	<ul style="list-style-type: none"> <li>• Lying or spreading rumors that <b>are intended to be</b> hurtful or</li> <li>• The student has signed a person's name without that person's permission</li> <li>• Student intends to claims someone else's work as their own or knowingly allows/permits others to copy or claim work as their own</li> </ul>	<b>Repeatedly:</b> <ul style="list-style-type: none"> <li>• Lying or spreading rumors that <b>are intended to be</b> hurtful</li> <li>• Signing a person's name without that person's permission</li> <li>• Claiming someone else's work as their own or knowingly allows/permits others to copy or claim work as their own</li> </ul>
<b>Harassment (Harass)</b>			<ul style="list-style-type: none"> <li>• The delivery of disrespectful messages or threats in any format related to gender, ethnicity, sexual orientation, race, age, religion, disability, physical features, or other protected class of students or staff.</li> <li>• Unwelcome touching</li> </ul>

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<b>Bullying (Bullying)</b>			<ul style="list-style-type: none"> <li>Repeated targeted and disrespectful messages in any format (direct or technology-based) that involve intimidation, teasing, taunting, threats, or name calling to cause bodily harm, reasonable fear for personal safety or personal degradation of students or staff. Bullying involves a real or perceived power imbalance.</li> <li>Bullying by isolation</li> </ul>
<b>Inappropriate Display of Affection (Inapp affection)</b>	Student engages in consensual physical, verbal, or written displays of affection that are not appropriate in a school environment.	Student repeatedly engages in consensual physical, verbal, or written displays of affection that are not appropriate in a school environment.	Student repeatedly engages in consensual physical, verbal, or written displays of affection that are not appropriate in a school environment and staff has already intervened without success.
<b>Physical Aggression (PAgg)</b>	<ul style="list-style-type: none"> <li>Student engages in actions involving physical contact where minor injury may occur (e.g. pushing/shoving, throwing objects, etc.) but safety has been restored.</li> </ul>	<ul style="list-style-type: none"> <li>Student engages in actions involving physical contact where serious injury may occur (e.g. pushing/shoving, throwing objects, etc.) but safety has been restored.</li> </ul>	<ul style="list-style-type: none"> <li>Intent to harm another person or self</li> <li>Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, throwing objects, kicking, hair pulling, scratching, etc.).</li> </ul>
<b>Fighting (Fight)</b>			Student is mutually involved (with 2 or more students) in an incident of physical violence, with intent to harm the other student(s).
<b>Property Misuse (M-Prpty Misuse) Property Damage/Vandalism (Prop dam)</b>	Student causes low-intensity/moderate defacing or destruction of school property or the property of staff or other students that can be fully restored by the student.	Student repeatedly engages in misuse of property that is either ongoing or has resulted in destruction or disfigurement of property which can be fully restored by the student within a short period of time	<ul style="list-style-type: none"> <li>Student intentionally participates in an activity that results in destruction or disfigurement of property which cannot be fully restored by the student.</li> <li>Student is engaged in severe misuse and/or damage that results in defacing or destruction of school property or the property of staff or other student</li> </ul>
<b>Technology Violation (Tech)</b>		<p>Student engages in non-serious, but inappropriate use of technology (e.g. having device out or actively using while in class without teacher permission, not following teacher directions/expectations related to technology).</p> <ul style="list-style-type: none"> <li>First Offense: Lunch Detention, Device Confiscated for Student Retrieval at the End of the Day.</li> </ul>	<ul style="list-style-type: none"> <li>Second Offense: Lunch Detention, Device Confiscated for Parent/Guardian Retrieval at the End of the Day.</li> <li>Third Offense: Saturday School, Device Confiscated for Parent/Guardian Retrieval at the End of the Day.</li> </ul>

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			OR Major violation of the student acceptable use policy that includes <b>highly inappropriate</b> misuse of technology (hacking, pornography, cyberbullying, etc). <i>*If student refuses to put away cell phone or other personal electronic device, this is an additional defiance violation</i>
<b>Dress Code Violation (Dress)</b>	Student is wearing hat/hoodie, clothing with inappropriate language/alcohol/drug displays, clothing that does not fit the dress code. Student complies with adult when asked to take off/change.  If needed, to avoid embarrassing the student, privately contact an office staff member to have a conversation with the student	Student <b>repeatedly</b> wears clothing that does not fit within the dress code guidelines practiced by the school, however, he/she makes arrangements to change clothing.	<i>*If student refuses to change clothing, this is now defiance.</i>
<b>Skip class (Skip)</b>			Student leaves or misses class without permission.
<b>Tardy (Tardy)</b>			Tardy students check in at the office when they are late
<b>Truancy (Truan)</b>			Follow district truancy protocol
<b>Inappropriate Location/ Out of Bounds Area (Out Bounds)</b>	<i>Not needed</i>	<i>Not needed</i>	<i>Not needed</i>
<b>Other Behavior (Other)</b>	Behaviors will be added to this section as needed; teachers should avoid selecting "Other"		
<b>Arson (Arson)</b>			Student plans and/or participates in malicious burning of property.

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<b>Bomb Threat/ False Alarm (Bomb)</b>			Student delivers a message or possible message of explosive materials being on campus, near campus and/or pending explosion.
<b>Gang Affiliation Display (Gang Display)</b>			Student uses gesture, dress, and/or speech to display affiliation with a gang.
<b>Use/Possession of Alcohol (Alcohol)</b>			Student is in possession of or is using alcohol.
<b>Use/Possession of Combustibles (Combust)</b>			Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).
<b>Use/Possession of Drugs (Drugs)</b>			Student is in possession of or is using illegal drugs/substances or imitations.
<b>Use/Possession of Tobacco (Tobacco)</b>			Student is possession of or uses tobacco.
<b>Use/Possession of Weapons (Weapons)</b>			Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm.

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<p><i>It is not the severity of the consequence that matters- it is the consistency of the consequence.</i></p> <p><i>The goal is to change behavior.</i></p>	<p><b>Interventions and Responses</b> (The list below provides possible interventions or responses at the discretion of the teacher)</p> <ul style="list-style-type: none"> <li>● Ignore</li> <li>● Proximity</li> <li>● Signal, non-verbal cue</li> <li>● Re-direct</li> <li>● Provide choice</li> <li>● Positive practice</li> <li>● Restitution</li> <li>● Taking a break</li> <li>● Phone call home</li> <li>● Reminder of behavioral expectations/Reteaching</li> <li>● Discuss briefly an alternative action to inappropriate behavior</li> <li>● Opportunity for apology</li> <li>● Minor loss of privilege</li> <li>● Seating change</li> </ul>	<p><b>Interventions and Responses</b> (The list below provides possible interventions or responses at the discretion of the teacher)</p> <ul style="list-style-type: none"> <li>● Any intervention from Staff Managed Minor</li> <li>● Phone call or email home</li> <li>● Parent conference</li> <li>● Consult with administrator, counselor, or special populations for ideas to use in the classroom</li> <li>● Contact with home district/school</li> <li>● Behavior contracts</li> <li>● Reminder of behavioral expectations/reteach expectations</li> <li>● Discuss briefly an alternative action to inappropriate behavior</li> <li>● Opportunity for apology</li> <li>● Loss of privilege</li> <li>● Student conference (one-on-one, private conversation)</li> </ul>	<p><b>Interventions and Responses</b> (The list below provides possible interventions or responses at the discretion of the administration)</p> <ul style="list-style-type: none"> <li>● Student conference</li> <li>● Parent contact</li> <li>● Parent conference</li> <li>● Restorative justice</li> <li>● Restitution</li> <li>● Behavior contract</li> <li>● Counseling Referral</li> <li>● Referral for Tier 2 Support</li> <li>● Referral to Student Support Team (Tier 3)</li> <li>● Mediation or conflict resolution</li> <li>● Severe/illegal infractions will be handled according to Board Policy/Student Code of Conduct</li> </ul>
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