

Action Levels

<b>GUIDANCE</b>	<p>In order to keep students connected to the learning environment and school community, the school’s primary response to problematic student behavior will be to utilize non-exclusionary Positive Behavior Interventions and Supports.</p> <p>The vast majority of student behavior supports should be provided at the classroom level by teachers. Behaviors that cannot be supported exclusively by teachers should receive more targeted or intensive interventions. Low-intensity non-exclusionary Positive Behavior Interventions and Supports as outlined on Page 2 should be attempted in most cases prior to moving to more targeted or intensive supports or interventions.</p> <p>The lowest level of corrective action appropriate will be considered in order to improve behavior and maintain a productive learning environment for students. This progression of support fosters a positive school and community atmosphere and nurtures an environment for all students to grow as productive citizens.</p> <p>Specific circumstances involving student behavior issues may require additional corrective action through the use of limit-setters. Limit-setting actions may include strategies such as discipline, removal from class, subject, or activity, suspension, and expulsion. Staff will determine the need for more targeted or intensive supports and interventions through data-based decisions and are responsible for using those intensive interventions in a fair, consistent and non-discriminatory manner.</p>		
<b>LEVEL 1</b>	<b>Examples of Non-Exclusionary Interventions and Supports</b>		
	<ul style="list-style-type: none"> <li>• Parent Notification and Conference</li> <li>• Request Student Conference</li> <li>• Community Service</li> <li>• Confiscation of Inappropriate Items</li> <li>• Contract (Academic, Attendance, Behavior)</li> <li>• Detention</li> <li>• Intervention Group</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting with School Counselor</li> <li>• Mentoring</li> <li>• Peer Mediation</li> <li>• Personal Reflection</li> <li>• Positive Behavioral Support Plan</li> <li>• Privileges Suspended</li> <li>• Reassignment to Different Class/Programs</li> <li>• Referral to Outside Agency</li> <li>• Restitution</li> </ul>	<ul style="list-style-type: none"> <li>• Student Verbal Apology</li> <li>• Student Written Apology</li> <li>• Teen Court</li> <li>• Threat Assessment</li> <li>• Time Out/Reset</li> <li>• Warning</li> <li>• Other Action (consistent with other Level 1 interventions).</li> </ul> <p><i>*Some actions may not be available at all sites</i></p>
<b>LEVEL 2</b>	<p>Any Action from the prior level(s) may be imposed.  <b>In School Suspension/Office Area</b></p>		
<b>LEVEL 3</b>	<p>Any Action from the prior level(s) may be imposed.  <b>Short or Long Term Suspension and/or Abeyance</b></p>		
<b>LEVEL 4</b>	<p>Any Action from the prior level(s) may be imposed  <b>Expulsion</b></p>		

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**Non-Exclusionary Positive Behavior Interventions and Supports**

Non-exclusionary Positive Behavior Intervention and Support strategies are effective alternatives to removing a student from the classroom or the learning environment. They also address the causes of problem behaviors and prevent them from occurring in the future. Positive Behavior Intervention and Support stresses the importance of providing an array of behavior supports designed to specifically teach socially appropriate behaviors to all students, prevent the development of new problem behaviors and reduce the re-occurrence of existing problem behaviors. These supports and interventions are organized within a “three-tiered prevention model”. This is known as a **Multi-Tier System of Supports** (also known as MTSS).

Tier I Universal Supports and Interventions (Low Intensity)	
Prevention/Proactive Supports	Responsive/Corrective Interventions
<ul style="list-style-type: none"> <li>• Active Supervision</li> <li>• Behavior Specific Praise</li> <li>• Explicitly Re-Teach</li> <li>• High-Probability Request Sequence</li> <li>• Instructional Choice</li> <li>• Instructional Feedback</li> <li>• Opportunities to Respond</li> <li>• Planned Structured Break</li> <li>• Prompts and Pre-Corrections</li> <li>• Simple Mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Change Environment (ex: seat change)</li> <li>• Differential Reinforcement</li> <li>• Error Correction</li> <li>• Mindfulness Break</li> <li>• Parent Notification and/or Conference</li> <li>• Planned Ignoring</li> <li>• Response Cost</li> <li>• Sensory Input or Reduction Break</li> <li>• Time Out from Reinforcement</li> <li>• Other strategies: Student Personal Reflection; Student Written Apology</li> </ul>
Tier II Targeted Supports and Interventions (Moderate Intensity)	
Prevention/Proactive Supports	Responsive/Corrective Interventions
<p>Targeted Tier 1 Prevention/Proactive Supports</p> <p>Written Request to Tier 2 MTSS Team for possible Partnered Service. Partnered Services that MAY be available are: Behavior Contract, Check In/Check Out, Class Pass Intervention/ Structured Breaks, Home Note System, Positive Peer Reporting, Self-Monitoring, and Social Skills Groups.</p> <p>Student Observation may also be recommended to determine the following: Frequency, Duration, Intensity, Function of Behavior (motivation), and possible Lagging Skills (social-emotional or academic).</p>	<p>Targeted Tier 1 Responsive/Corrective Interventions</p> <p>Limit Setting Actions such as Confiscation of Inappropriate items, Mild/Moderate Suspended Privileges, Detention, etc.</p> <p>Restorative Actions such as Peer Mediation, Restorative Conference, Restitution, etc.</p>
Tier III Individualized Supports and Interventions (High Intensity)	
Prevention/Proactive Supports	Responsive/Corrective Interventions
<p>Written Request to Tier 3 MTSS Team for possible Positive Behavior Support Plan. Behavior support plans may include Student Observation from additional personnel such as district level Behavior Specialists.</p> <p>Wraparound Supports provided through Outside Agencies (medical, mental health, etc)</p>	<p>Limit Setting Actions such as Significant Suspended Privileges and Teen Court.</p> <p>Restorative Actions such as Community Service, Restitution, Restorative Conference, etc.</p> <p>Threat Assessments (when applicable)</p>

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Problem Behavior	Definition	SRO <small>May be called</small>	<i>Maximum Level</i>
Disruption	<p>Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.</p> <p>Minor-Student engages in low-intensity, but inappropriate disruption.</p>		<p>2</p> <p>1</p>
Dress Code Violation	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.		1
Drugs and/or Paraphernalia	<p>Student is in possession of or is using illegal drugs/substances.</p> <p>Student gave or shared illegal drugs/substances or legal prescription drugs.</p> <p>Student sold or delivered illegal drugs/substances or legal prescription drugs.</p> <p>The above includes any substance represented as an illegal drug/substances.</p> <p>Construction/possession of drug paraphernalia including, but not limited to, pipes and syringes.</p>	x	4
Fighting	Student is involved in mutual participation in an incident involving physical violence. Discipline need not be the same for each student involved in a single fight.	x	3
Forgery/ Theft/Plagiarism	Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property; or the student has signed a person's name without that person's permission, or claims someone else's work as their own.	x	2
Gang Affiliation Display	Student uses gesture, dress, and/or speech to display affiliation with a gang.		2
Harassment	<p>The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.</p> <p><i>See handbook for further definition and guidance.</i></p>	x	4
Inappropriate Display of Affection	Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult.		3
Inappropriate Location/ Out of Bounds Area	Student is in an area that is outside of school boundaries (as defined by school).		2
Lying/Cheating	Student delivers message that is untrue and/or		2

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