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SECTION I: Introduction

INTRODUCTION TO BINGHAMTON CITY SCHOOL DISTRICT CODE OF CONDUCT

CODE OF CONDUCT GOALS:

- Establish school-wide expectations that all adults are expected to support.
- Ensure school-wide spaces, classrooms, and sports/recreation areas are civil, safe and secure.
- Maximize every school's capacity to model, teach, and promote positive behaviors using interventions and strategies associated with Positive Behavior Interventions and Supports (PBIS).
- Develop interventions and an accountability system that enable students to increase their capacity to self-regulate and interact positively and responsibly.
- Reduce in-school and out-of-school suspensions and school discipline referrals.



BELIEFS ABOUT CHILDREN, LEARNING AND DISCIPLINE

- All students are capable of their personal best with guidance, explicit instruction, support, and coaching. Students' needs are different, and may vary in amounts of time, attention, and supports needed for them to behave responsibly, succeed academically, and achieve at high levels. Early recognition of students' social-emotional needs will help promote a positive learning environment.
- All discipline is designed to include a continuum of student abilities in our school community, and ensure that students have the social-emotional skills to do so. We understand that all behavior is communication. We seek to understand that communication in order to best design an effective discipline response.
- The root of the word "discipline" is to teach. Effective discipline teaches students to become more skillful and self-aware. PBIS is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional, and academic success. Effective classroom management and preventative school discipline are essential for supporting teaching and learning. PBIS goes farther by emphasizing that classroom management and preventative school discipline must be integrated and work together with effective academic instruction in a positive and safe school climate, maximizing success for all students.

Restorative practices provide the strategies and intervention needed to enable students to self-correct, problem solve, make amends, repair harm, learn new behaviors, and restore their good standing. When students are supported, they participate in an accountable, restorative intervention that addresses specific issues and behaviors, which may warrant the assignment of a consequence. The intervention is the part of the process where the student does the work to right oneself, restore one's good standing, make amends, learn and practice a different behavior, repair the harm, or otherwise make it right. When a rule violation is significant, students are assigned a consequence. Consequences signal that a student's actions have violated the school rules, disrupted learning, and/or the District Code of Conduct.

When students are not meeting school expectations, school staff and principals respond... appropriately, consistently, and work individually with students. People learn best when they feel safe and understood. When providing redirection, adults intervene in a way that models and teaches the positive behavior desired of all students and adults in the school building. Thus, adults demonstrate care, support, and interest in the well-being of the student, even as consequences are put into place to ensure that the discipline is educational.

The Code of Conduct describes specific behaviors that are unacceptable at school, and explains the consequences and interventions that will be assigned when a student's conduct does not meet expected standards of behavior.

The Binghamton City Schools Code of Conduct describes three levels of possible response to disruptive behavior. Each disruptive behavior is assigned to one or more levels of intervention and responses. Principals and school staff should consider the levels suggested for each behavior. If disruptive behavior is assigned to two or more levels, then, wherever possible, the lowest level of intervention and disciplinary

response should be used first. For example, if a student refuses to follow directions, school staff and principals should first use intervention strategies and responses in Level 1 before moving to Level 2.

Every reasonable effort should be made to correct student misbehavior through interventions and other school-based resources, and the least severe disciplinary responses, beginning with redirection. Interventions are essential because negative behavior or violations of the Code of Conduct may be symptomatic of more serious problems that a student may be experiencing. It is, therefore, important that school personnel be sensitive to issues that may influence the behavior of students, and respond in a manner that is most supportive of their circumstances.

When principals and school staff respond to student behavior, they are expected to take into account numerous factors. These factors include:

1. Age, health, and disability or special education status of the student.
2. Appropriateness of student's academic placement.
3. Student's prior conduct and record of behavior, while taking into account special consideration of family, community, and/or environmental factors that may impact the student's behavior.
4. Student's understanding of the impact of his/her behavior and attitude.
5. Student's willingness to repair the harm caused by his/her behavior.
6. Seriousness of the behavior/offense and the degree of harm caused.
7. Overall impact of the incident on the school community.
8. Whether the student's violation threatened the safety of any student or staff member.
9. The likelihood that a lesser intervention would adequately address the violation.



Progressive consequences use incremental interventions to address negative behavior, with the ultimate goal of teaching pro-social behavior. Progressive consequences do not seek punishment. Instead, progressive consequences seek concurrent accountability and behavioral change. The goal is to prevent a recurrence of negative behavior by helping students learn from their mistakes, beginning with redirection. For example, preventing negative behavior may be as simple as utilizing redirection as an initial intervention/first step. Essential to the implementation of progressive discipline is helping students, who have engaged in unacceptable behavior, to:

- Understand why the behavior is unacceptable and the harm it has caused.
- Understand what they could have done differently in the same situation.
- Take responsibility for their action.
- Be given the opportunity to learn pro-social and/or problem solving strategies, decision making skills, and methods of self-calming to use in the future.
- Understand the progression of more severe consequences if the behavior recurs.

Depending on the nature of the violation, it is the Board's desire that student discipline is progressive (i.e., a student's first violation may merit a lighter penalty than subsequent violations). It is also the Board's desire that staff take into account all other relevant factors in determining an appropriate penalty. Based on the circumstances, it is at the discretion of school staff to determine the penalty warranted by a particular violation.

The Binghamton City School District will ensure that the community is aware of this Code of Conduct by:

- Providing a public hearing prior to Board of Education approval.
- Providing a copy of a summary of the Code of Conduct to all students.
- Make copies available to all parents.
- Provide informational sessions for parents.
- Provide all teachers and staff with a copy.
- Provide all new employees with a copy.
- Ensure that each school has an annual plan to review and discuss the Code of Conduct.



Section II: Students

Students have the right:

- To attend school in the district in which one's legal parent or legal guardian resides, and to receive a free and appropriate public education from age three to 21, as provided by law.
- To be afforded sound, quality education from Pre-K through grade 12 in a school environment that is safe, orderly, and promotes learning.
- To be respected as an individual, treated fairly, and with dignity, by other students, and by school staff.
- To express opinions verbally or in writing, and with assistance if needed.
- To dress in such a way as to express one's personality, as long as the student's choice does not distract or disrupt the learning environment.
- To take part in all school activities on an equal basis regardless of race, color, creed, religion, religious practices, sexual orientation, gender, national origin, ethnic group, political affiliation, age, marital status, or disability.
- To have access to relevant and objective information concerning drug and alcohol abuse, as well as access to individuals or agencies capable of providing direct assistance to those students experiencing serious personal problems.
- To be protected from intimidation, harassment, or discrimination based on actual (or perceived) race, color, weight, national origin, ethnic group, religion, or religious practice, gender/gender identity, sexual orientation, or disability, by employees or students on school property or at a school-sponsored event, function, or

activity. The *Dignity for All Students Act* prohibits acts of harassment and bullying, including cyberbullying, and/or discrimination, by employees or students on school property or at a school function, including, but not limited to, such conduct based on a student's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (defined to include gender identity or expression). (Education Law 12(1)).

- To be afforded due process by:
 - being provided with the Code of Conduct and rules and regulations of the school district;
 - being made aware of, and having access to, detailed information about school rules, policies, procedures, and state and local laws guaranteeing or affecting students' right to participation;
 - being informed of what is appropriate behavior and what behaviors may result in disciplinary actions;
 - being counseled and coached by members of the professional staff in matters relating to their behavior as said behavior affects their education and well-being in the school;
 - being provided with an opportunity to be heard in disciplinary actions for alleged violations of the Code of Conduct for which they may be suspended or removed from class by their teachers;
 - being informed of the procedures for appealing the actions and decisions of school officials with respect to their rights and responsibilities as set forth in this document;



- being accompanied by a parent and/or representative at conferences and hearings.

Student Responsibilities and Expected Behaviors:

- Personal Conduct and Character
 - Attending school regularly and on time.
 - Respectfully accepting direction, requests, feedback, and support from adults.
 - Demonstrating self-discipline by making responsible behavioral and academic choices.
 - Being truthful about, and being accountable for, your words and actions.
 - Following school rules and meeting standards of behavior described in the Code of Conduct.
 - Accepting consequences when behavioral expectations are not met or school rules are violated.
 - Making an effort to correct and improve behavior through restorative interventions.
 - Dressing appropriately.
- Cooperating with Others and Treating Others with Respect
 - Treating others the way you want to be treated.
 - Expressing your thoughts and opinions in ways that are polite, respectful, and courteous.
 - Using a considerate tone of voice and appropriate body language.
 - Listening when others are speaking to you.
 - Respecting others' personal space and keeping your hands to yourself.
 - Working with others cooperatively in large and small groups.

- Acting with kindness, caring and sensitivity toward others.
- Learning
 - Completing high quality work in every subject.
 - Being prepared to learn.
 - Challenging yourself and making your best effort.
 - Demonstrating a strong work ethic.
 - Bringing an open mind and positive attitude to learning, every day.
 - Seeking help and assistance when you need it.
- Property of Others
 - Taking care of property that belongs to other students, adults, or the school.
 - Using school or other people's materials carefully, and only for the intended purpose.
- Safe School Community
 - Helping to make a school community free from violence, intimidation, bullying, harassment, and discrimination.
 - Asking for assistance when you need it to resolve conflicts and differences.
 - Contributing to the safety and well-being of our community.
 - Using all equipment in schools and on buses in a safe manner.



Student Dress Code:

Individual students and their parents or guardians bear the responsibility for student dress and general appearance. Students are required to attend school in appropriate dress, grooming, and appearance that meet health and safety standards, and that do not interfere with the educational process.

Students may be required to wear appropriate protective gear in certain classes, e.g., technology, family and consumer science, physical education.

Clothing, attire, notebooks, personal property, or any manner of grooming, which has an expression (e.g., phrase, word or words) or insignia (e.g., picture, symbol, patch, or pin) which contains the following will **not** be permitted: Alcohol, tobacco, and/or other drug references; libelous statements, unfounded charges or accusations; obscenity, defamation of persons, discriminatory or false statements, or plagiarism; vulgarity, subject matter advocating racial or religious prejudice, hatred, or violence; the breaking of laws and school policies and regulations; subject matter promoting sexual or other harassment, or which, itself, may reasonably lead to disruption of the educational process or that is not consistent with the basic educational mission of the schools.

This includes, but is not limited to, apparel, jewelry, accessories, or any manner of grooming which, by virtue of its color, arrangement, trademark, or other attribute, is reasonably perceived, or intended, to intimidate, threaten, incite violence, reflect gang affiliation, or membership in a group that advocates drug use or other illegal or violent activity.

The wearing of hats (or other headgear), and coats or other outerwear, except for religious or medical reasons, is prohibited in school buildings during the school day.

At the high school level (grades 9-12), the wearing of hats with visors, hoods, or any other headgear that obscures the eyes and face, as well as coats or other outerwear, except for religious or medical reasons, is prohibited in school buildings during the school day.

The administration is authorized to take action in instances where individual dress does not meet the stated requirements. If the administrator determines that a student is found wearing impermissible attire, the student may be required to remove, cover, or return home, after parent/guardian contact, and change clothes prior to returning to class. Failure to comply shall also constitute insubordination. The student will be responsible for any work missed as a result of leaving and returning to school. Also, all discipline measures provided in the Student Conduct and Discipline Policy apply.



Section III: Essential Partners

Parents/Guardians:

The term “parent” means the student’s parent(s), guardian(s), or caregiver(s), i.e., any person(s) in a parental role or custodial relationship to the student, or the student, if he or she is an emancipated minor or has reached 18 years of age.

Parents/Guardians have the right to be active and effective participants in the learning process, to express their views, and to give input into decisions that affect their children’s lives and education. Parent/Guardians are vital to the success of the school. They have the responsibility to reinforce the learning process at home; to encourage and model polite, civil behavior; to motivate their children to be interested in school; and to see that their children attend school regularly. They should expect the highest level of achievement that their children are capable of, as well as teacher performance to help their children reach this level of achievement. They are welcome and encouraged to talk and meet with teachers to find out how their children are progressing. The more parents are involved, the higher the quality of their children’s education.

Students, parents, and school personnel all have a role in making schools safe and must cooperate with one another to achieve this goal. Parents should expect school staff to inform them of their child’s behavior and enlist parents as partners in addressing areas of concern. Outreach to parents can include, but is not limited to, a phone call and/or written communication. As role models, parents should exhibit the behaviors that they would like to see in their children/students.

To ensure that parents become active and involved partners in promoting a safe and supportive school environment, they must be

familiar with the Code of Conduct. Parents should expect to be informed about the child’s behavior, and be responsible for nurturing the skills students need to succeed in school and in society. Parents are encouraged to discuss with their child’s teachers, and other school staff, issues that may affect student behavior and strategies that might be effective in working with the student.

Parents’ Rights - Parents and Guardians have the right to:

1. Be actively involved in their children’s education.
2. Be treated courteously, fairly, and respectfully by all school staff.
3. Receive timely information about the policies of the Binghamton Board of Education and procedures that relate to their children’s education.
4. Receive regular reports, written or oral, from school staff regarding their children’s academic progress or behavior, including, but not limited to, report cards, behavior progress reports, and conferences.

Parent Responsibilities - Parents and Guardians have the responsibility to:

1. Give updated contact information to the Binghamton City School District Central Registration Office and their children’s individual school.
2. Make sure their children attend school regularly and on time, ready to participate and learn.
3. Let schools know when and why children are absent.
4. Tell school officials about any concerns or complaints in a respectful, timely manner.
5. Work with principals and school staff to address any academic or behavioral difficulties their children may experience.
6. Support the Binghamton City School District by talking with their children about school and expected behavior, to help them understand that appropriate



rules are required to maintain a safe, orderly environment in school.

7. Read and become familiar with the Binghamton Code of Conduct.
8. Encourage their children to complete their homework by asking about homework, making an area for children to do their homework without interruption (e.g., a quiet corner; space in a bedroom; a clear kitchen table), and checking homework.
9. Be respectful and courteous to staff, other parents/guardians, and students while on school premises.
10. Teach their children that all children have the right to attend school and be treated with respect and dignity regardless of actual (or perceived) race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity. This will strengthen the child's confidence and promote learning in accordance with the Dignity for All Students Act.
11. Recognize that the education of their children is the joint responsibility of the parents and the school community.
12. Insist their children be dressed in a manner consistent with the student dress code.
13. Help their children deal effectively with peer pressure.
14. Inform school officials of changes in the home situation that may affect student conduct or performance.

School Faculty and Staff have the right to:

1. Work in a safe and orderly environment.
2. Be treated courteously, fairly, and respectfully by students, parents or guardians, and other school staff.
3. Communicate concerns, suggestions, and complaints to appropriate supervisor.
4. Receive supportive professional development and training.
5. Receive the necessary resources to deliver quality instruction.
6. Modify instruction consistent with the policies of the Binghamton Board of Education and with State and Federal Regulations.

Paraprofessionals/Support Staff – including, but not limited to, school bus drivers, school bus monitors, teacher aides, clerical, custodial, and food service staff, have the responsibility to:

1. Maintain a climate of mutual respect and dignity which will strengthen students' self-concept and promote confidence to learn.
2. Model appropriate behaviors by always treating students, parents, and colleagues in a kind and courteous manner.
3. Report, in a timely manner, incidents of discrimination and harassment that are witnessed, or otherwise brought to the attention of, the teacher, school counselor, student support services personnel, or other staff, to the building administrator who is the Dignity Act Coordinator (DAC).

Teachers - All teachers have the responsibility to:

1. Model appropriate behaviors by always treating students, parents, and colleagues in a kind and courteous manner.
2. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual (or perceived) race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, with an understanding of appropriate appearance, language, and behavior in a school setting. This to strengthen students' self-image, and promote confidence to learn.
3. Be prepared to teach.
4. Demonstrate interest in teaching and concern for student achievement.
5. Communicate to students and parents the course objectives and requirements, marking/grading procedures, assignment deadlines, expectations for students, and classroom discipline plan.
6. Inform parents and guardians of students' academic progress and behavior, create meaningful opportunities for their participation, and



- provide regular communication in a language they understand.
7. Provide make-up work for students with legal absences, including those students who are absent for disciplinary reasons.
 8. Be knowledgeable about the policies of the Board of Education and administrative regulations and rules, and enforce them fairly and consistently.
 9. Be knowledgeable about federal and state laws and regulations about the disciplinary process for students with disabilities.
 10. Refer students to appropriate committees, departments, offices, agencies, or organizations when outside support is necessary.
 11. Participate in required professional development opportunities.
 12. Confront issues of discrimination and harassment in any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
 13. Report, in a timely manner, incidents of discrimination and harassment that are witnessed or otherwise brought to the attention of the teacher, school counselor, student support services personnel, or other staff, to the building administrator who is the Dignity Act Coordinator (DAC).

Counselors/Social Workers/Psychologists –

All counselors have the responsibility to:

1. Assist students to cope with peer pressure and emerging personal, social, and emotional problems.
2. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve pertinent issues.
3. Provide social emotional learning (SEL) curriculum throughout various grade levels.
4. Provide community resources and referrals to outside agencies.
5. Provide related service counseling.
6. Regularly review with students their educational progress and career plans.

7. Encourage students to benefit from curricular and extra-curricular programs.
8. Model appropriate behaviors by always treating students, parents, and colleagues in a kind and courteous manner.
9. Report, in a timely manner, incidents of discrimination and harassment that are witnessed or otherwise brought to the attention of the teacher, school counselor, student support services personnel, or other staff, to the building administrator who is the Dignity Act Coordinator (DAC).
10. Offer social work assistance.

Student Resource Officers (SRO) – SROs have the responsibility to:

1. Be a certified law enforcement officer.
2. Create a safe and orderly environment.
3. Maintain and encourage a climate of mutual respect and dignity.
4. Protect students and staff by preventing criminal behaviors and dealing with these behaviors thoroughly and expeditiously.
5. Provide guidance to student and staff on criminal law related issues and make referrals to proper agencies.
6. Communicate suggestions and concerns to administration.
7. Be a First Responder for health and safety concerns.
8. Report, in a timely manner, incidents of discrimination and harassment that are witnessed or otherwise brought to the attention of the teacher, school counselor, student support services personnel, or other staff, to the building administrator who is the Dignity Act Coordinator (DAC).
9. Act as an Ambassador for community school connection.
10. Model appropriate behaviors by always treating students, parents, and colleagues in a kind and courteous manner.



Community Partners – All Community

Partners are expected to:

1. Help make school free from violence, intimidation, bullying, and harassment.
2. Assist with resolving conflicts and peer mediation.
3. Provide mentoring opportunities to students.
4. Complete referrals to school based health/mental health providers.
5. Bridge the home-to-school connection.
6. Model appropriate behaviors by always treating students, parents, and colleagues in a kind and courteous manner.
7. Report, in a timely manner, incidents of discrimination and harassment that are witnessed, or otherwise brought to the attention of, the teacher, school counselor, student support services personnel, or other staff, to the building administrator who is the Dignity Act Coordinator (DAC).

Administrators – All Administrators have the responsibility to:

- Create and implement policies and procedures that encourage safe and orderly schools for all students, school staff, and principals, to support active teaching and learning.
1. Protect the legal rights of school staff, principals, students, and parents or guardians.
 2. Be courteous, respectful and fair with students, parents or guardians, and school staff.
 3. Ensure the protection of legal rights of students with disabilities.
 4. Provide support and professional development training to school staff to help support students.
 5. Support school staff in the fulfillment of their disciplinary responsibilities as defined by the Binghamton City School District Code of Conduct.
 6. Contact and involve parents or guardians on disciplinary issues.
 7. Monitor and analyze data on the implementation of the District's Code of Conduct, including but not limited to, data on the use of in-school and out-of-

school suspensions by student demographic characteristics.

8. Evaluate, on a regular basis, all instructional programs.
9. Support the development of, and student participation in, appropriate extra-curricular activities.
10. Model appropriate behaviors by always treating students, parents, and colleagues in a kind and courteous manner.
11. Report, in a timely manner, incidents of discrimination and harassment that are witnessed or otherwise brought to the attention of the teacher, school counselor, student support services personnel, or other staff, to the building administrator who is the Dignity Act Coordinator (DAC).

Superintendent – The Superintendent has the responsibility to:

1. Promote a safe, orderly, respectful and stimulating environment, free from intimidation, discrimination and harassment, and support active teaching and learning.
2. Inform the community, students, parents or guardians, and school staff about policies of the Board of Education.
3. Review the policies of the Board of Education and state and federal laws relating to school operations and management with district administrators.
4. Inform the community, students, parents or guardians, school staff, principals, and School Board about Board of Education policies, as well as state and federal laws relating to school operations and management.
5. Work to create instructional programs that minimize problems of misconduct, and that are sensitive to student and teacher needs.
6. Work with district administrators to enforce the District's Code of Conduct and to ensure that all cases are resolved promptly and fairly.
7. Inform the board about educational trends relating to student discipline.
8. Model appropriate behaviors by always treating students, parents, and colleagues in a kind and courteous manner.



Board of Education – The Board of Education has the responsibility to:

1. Collaborate with students, teachers, administrators, parent organizations, school safety and other school personnel, and the community, to develop a Code of Conduct that clearly defines expectations for the conduct of students, district personnel, and other persons on school property, and at school functions.
2. Annually adopt and review the District's Code of Conduct to evaluate the Code's effectiveness and the fairness and consistency of its implementation.
3. Appoint a Dignity Act Coordinator (DAC) in each school building. The Board will ensure that the Dignity Act Coordinator will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, and gender/gender identity. The Dignity Act Coordinator will be accessible to students and other staff members for consultation and advice as needed on the Dignity Act.
4. Review data and recommendations of the Superintendent on the implementation of the Code of Conduct, including, but not limited to, the use of in-and out-of-school suspensions with student demographics and implement reforms if needed.
5. Model appropriate behaviors by conducting board meetings in a professional, respectful, and courteous manner.



Section IV: Discipline of Students with Disabilities

The Board recognizes that it may be necessary to suspend, remove, or otherwise discipline Students with Disabilities (SWD) to address disruptive or problem behavior. The Board also recognizes that SWD have certain procedural protections whenever school authorities intend to impose discipline upon them. The Board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining SWD are consistent with the procedural safeguards required by applicable laws and regulations.

This Code of Conduct affords SWD subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

Procedural Safeguards for Students with Disabilities Subject to Discipline in alignment with 8 NYCRR 201 of the Regulations of the Commissioner of Education.

Interim Alternative Educational Setting (IAES)

IAES means a temporary educational placement determined by the CSE, other than the placement at the time of the student behavior that precipitated the IAES placement.

A student who is placed in an IAES shall:

- continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP; and
- receive, as appropriate, a functional behavioral assessment (FBA) and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

CSE Responsibilities for Functional Behavioral Assessments and Behavioral Intervention Plans

Section 201.3 requires the CSE to conduct a functional behavioral assessment (FBA) and implement a behavioral intervention plan (BIP) for the student when that student's conduct is a manifestation of the student's disability (i.e., is related to the disability):

- when a student with a disability is suspended, or removed from the student's current placement for more than 10 consecutive school days, or
- when a suspension or removal constitutes a disciplinary change in placement.

If the student already has a behavioral intervention plan (BIP), the CSE must meet to review the plan and its implementation, and modify the plan and its implementation as necessary to address the behavior that resulted in the change in placement.

Manifestation Determinations Meetings are required CSE reviews of a student's Individualized Education Plan (IEP) when he or she has been suspended for ten days or more.

Individuals to Carry Out the Review

The entire CSE is no longer required to conduct the manifestation determination. The manifestation determination may be made by a "manifestation team," which must include:

- a representative of the school district knowledgeable about the student and the interpretation of information about the child's behavior;
- the parent;
- and relevant members of the CSE, as determined by the parent and the school district.



Notification to the Parent

The parent must receive written notification before any manifestation team meeting to ensure that the parent has an opportunity to attend. The notification must inform the parent of:

- the purpose of the meeting;
- the names of the individuals expected to attend; and
- his/her right to have relevant members of the CSE participate at the parent's request.

Conduct of the Review

The manifestation team must review all relevant information in the student's file including:

- the student's IEP;
- any teacher observations;
- review of records which may include, but is not limited to, discipline referrals, suspension letters and/or BIP data; and
- any relevant information provided by the parents.

Upon review of the above information, the manifestation team must determine:

- if the conduct in question was caused by or had a direct and substantial relationship to the student's disability; or
- if the conduct in question was the direct result of the school district's failure to implement the IEP.

Determination

If the manifestation team determines that the conduct was caused by, or had a direct and substantial relationship to, the student's disability, or the conduct in question was the direct result of the school district's failure to implement the IEP:

- the CSE must conduct a functional behavioral assessment and implement a behavioral intervention plan for the student; and

- except for removals for drugs, weapons, or serious bodily injury pursuant to section 201.7, the student must be returned to the placement from which the student was removed, unless the parent and the school district agree to a change of placement as part of the modification of the behavioral intervention plan.

Students Presumed to Have a Disability for Discipline Purposes

Section 201.3

A child under disciplinary action who is not currently identified as a Student with a Disability (SWD), can be afforded the same rights as SWD if they are suspected of having a disability under part 200.

Basis of Knowledge

A school district must be deemed to have knowledge that a student had a disability if, before the time the behavior occurred:

- the parent of the student has expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency or to a teacher of the student that the student is in need of special education. The expression of concern may be oral if the parent does not know what to write or has a disability that prevents a written statement;
- the parent of the student has requested an evaluation of the student; or
- a teacher of the student, or other personnel of the school district, has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the director of special education of the school district or to other supervisory personnel of the school district in accordance with applicable laws and regulations.



SECTION V: Pre-K – Grade 1

Pre-Kindergarten through Grade 1

Multiple incidents or chronic violations of the same behavior will warrant more intensive interventions and more serious consequences. Please see *BCSD Elementary RTI Behavior Supports and Responses* for more detailed interventions.

Level 1 incorporates universal school-wide and classroom practices that promote the development and practice of pro-social behaviors, self-discipline, habit of learning, health and well-being. Through observation and immediate responses, teachers aim to prevent minor discipline problems from becoming major disciplinary incidents, beginning with redirection.

| Level 1 Behavior Concerns | Behavior Supports and Responses |
|--|--|
| <p>Non-compliance / Insubordination</p> <p>Does not comply with classroom rules, norms, and procedures;</p> <p>does not follow directions;</p> <p>refuses to respond to school staff directives, questions or requests.</p> | <p>Refer to Tier Defined Interventions beginning on pg. 29</p> <p>Non-compliance / Insubordination</p> <p>Classroom Management System</p> <p>Classroom Restorative Circles</p> <p>Collaborative Communication</p> <p>Consistent Home Communication</p> <p>Logical Consequences</p> <p>Loss of Privilege (Individual or group)</p> <p>Nonverbal Cues</p> <p>PBIS Rollout – Building Wide</p> <p>Positive Teacher Language</p> <p>Random Positive Attention</p> <p>Rules Creation – with class</p> <p>Self-Monitoring</p> <p>Social Emotional Learning (SEL) Curriculum</p> |
| <p>Non-completion / Insubordination</p> <p>Does not attempt or complete assigned work;</p> <p>does not maintain focus on task at hand;</p> <p>does not participate in learning activities.</p> | <p>Non-completion / Insubordination</p> <p>Academic Choice</p> <p>Breaks – to refocus</p> <p>Classroom Management System</p> |

| Level 1 Behavior Concerns (Cont.) | Behavior Supports and Responses (Cont.) |
|--|--|
| <p>Difficulties with Social Interactions / Harassment (verbal) / Verbal Altercation</p> <p>Demonstrates difficulty with getting along with others;</p> <p>does not work cooperatively in small and large groups;</p> <p>engages in teasing, taunting, name calling;</p> <p>initiates or joins in “side bar” conversations, interrupting, blurting out, talking out of turn;</p> <p>plays around or goofs off with others.</p> | <p>Refer to Tier Defined Interventions beginning on pg. 29</p> <p>Difficulties with Social Interactions / Harassment (verbal) / Verbal Altercation</p> <p>Classroom Restorative Circles</p> <p>Consistent Home Communication</p> <p>“I Centered” Statements</p> <p>Interactive Modeling</p> <p>Morning Meeting</p> <p>Random Positive Attention</p> <p>Role Playing</p> <p>Social Emotional Learning (SEL) Curriculum</p> <p>“Stop, Walk, Talk” Technique</p> <p>Talk Tickets</p> <p>Teach Conflict Resolution Strategies</p> |
| <p>Difficulties with Problem Solving</p> <p>Demonstrates difficulty resolving problems;</p> <p>does not make transitions or adjust to new situations effectively.</p> | <p>Difficulties with Problem Solving</p> <p>Classroom Restorative Circles</p> <p>Consistent Home Communication</p> <p>Interactive Modeling</p> <p>Morning Meeting</p> <p>Positive Teacher Language</p> <p>(Positive) Time – out</p> <p>Role Playing</p> <p>Self-Monitoring</p> <p>Social Emotional Learning (SEL) Curriculum</p> <p>“Stop, Walk, Talk” Technique</p> <p>Teach Conflict Resolution Strategies</p> <p>Visual Schedules</p> |

| Level 1 Behavior Concerns (Cont.) | Behavior Supports and Responses (Cont.) Refer to Tier Defined Interventions beginning on pg. 29 |
|---|--|
| <p>Difficulties with Self-regulations / Disruption of Education</p> <p>Does not work silently or independently without bothering others;</p> <p>makes excessive, distracting or disruptive movements or noises;</p> <p>seeks attention inappropriately;</p> <p>takes things without asking;</p> <p>throws objects without physical injury to others.</p> | <p>Difficulties with Self-regulations / Disruption of Education</p> <p>Alternate Seating</p> <p>“Brain Gym” Exercises</p> <p>Classroom Management System</p> <p>Classroom Restorative Circles</p> <p>Consistent Home Communication</p> <p>“I Centered” Statements</p> <p>Interactive Modeling</p> <p>Nonverbal Cues</p> <p>(Positive) Time – out</p> <p>Proximity to Students</p> <p>Social Emotional Learning (SEL) Curriculum</p> <p>Talk Tickets</p> |
| <p>Difficulties Communicating and Managing Needs, Thoughts, and Emotions</p> <p>Demonstrates difficulties empathizing with others and accepting other points of view;</p> <p>does not accept correction and feedback calmly;</p> <p>engages in confrontations, arguing, or back talk;</p> <p>expresses needs and emotions inappropriately;</p> <p>misinterprets instructional and social cues.</p> | <p>Difficulties Communicating and Managing Needs, Thoughts, and Emotions</p> <p>Active Listening</p> <p>Alternate Seating</p> <p>Breaks – to refocus</p> <p>Classroom Management System</p> <p>Classroom Restorative Circles</p> <p>Collaborative Communication</p> <p>Consistent Home Communication</p> <p>“I Centered” Statements</p> <p>Interactive Modeling</p> <p>Logical Consequences</p> <p>Morning Meeting</p> |



| Level 1 Behavior Concerns (Cont.) | Behavior Supports and Responses (Cont.) Refer to Tier Defined Interventions beginning on pg. 29 |
|---|--|
| Difficulties Communicating and Managing Needs, Thoughts, and Emotions (Cont.) | Difficulties Communicating and Managing Needs, Thoughts, and Emotions (Cont.) PBIS Rollout – Building Wide Positive Teacher Language (Positive) Time – out Proximity to Students Role playing Self-monitoring Social Emotional Learning (SEL) Curriculum “Stop, Walk, Talk” Technique Student Reflection Teach Conflict Resolution Strategies |
| Minor Hallway and Public Space Misconduct Makes excessive, distracting or disruptive movements or noises; seeks attention inappropriately; uses inappropriate language and yelling. | Minor Hallway and Public Space Misconduct Classroom Management System Classroom Restorative Circles Consistent Home Communication “I Centered” Statements Interactive Modeling Logical Consequences Loss of Privilege (Individual or group) Morning Meeting Nonverbal Cues PBIS Rollout – Building Wide Positive Teacher Language (Positive) Time – out Proximity to Students Role playing Self-monitoring Social Emotional Learning (SEL) Curriculum Visual Schedules |

| Level 1 Behavior Concerns (Cont.) | Behavior Supports and Responses (Cont.) Refer to Tier Defined Interventions beginning on pg. 29 |
|--|--|
| Occasional Unexcused Absences, Tardiness, and Class cutting | Occasional Unexcused Absences, Tardiness, and Class cutting Active Listening Classroom Management System Classroom Restorative Circles Collaborative Communication Consistent Home Communication “I Centered” statements Logical Consequences Morning Meeting Morning Message PBIS Rollout – Building Wide Positive Teacher Language Rules Creation – with class Self-monitoring Social Emotional Learning (SEL) Curriculum Student Reflection |

When children engage in aggressive behaviors, teachers are expected to intervene by verbally asking distressed students to move away from other students, contacting an administrator immediately, and ensuring that other students not involved are safe. If necessary, the other students may be removed from the situation. Teachers are expected to help the aggressor understand what he/she did and learn to correct the behavior, in the moment, or shortly thereafter.

Teachers can complete a behavior referral form for the aggressive behavior. Additional data, including classroom observations, shall also be collected. A team meeting, including the parents, is then held to draft a plan for the student. The plan should focus on teaching the child the desired behaviors to ensure the success of the student in the classroom and school.

When a child behaves aggressively, the following steps will be followed:

- A staff member will remove the child temporarily from the environment to help the child regain a sense of calm. The adult may speak with the child about the incident so that the aggressor feels understood.
- Parents of children involved in the incident will be contacted, and school staff will explain what happened before the incident, share how adults responded to the incident, discuss the short-term plan for restoring a sense of calm and safety, and discuss the longer-term plan for preventing similar incidents in the future. This aligns with the Olweus anti-bullying protocol.

When a child is harmed by an aggressor, the following steps will be followed:

- A staff member will speak to the child who has been threatened or harmed immediately to ensure that the child has an opportunity to talk about the incident and to help the child regain a sense of safety.
- Parents of children involved in the incident will be contacted and school staff will explain what happened before the incident, share how adults responded to the incident, discuss the short-term plan for restoring a sense of calmness and safety, and discuss the longer-term plan for preventing similar incidents in the future. This aligns with the Olweus anti-bullying protocol.

If a student engages in persistent or offensive aggressive acts that cause injury, or threaten children's safety in the classroom, the principal can request a district consultation with the Behavior Interventionist, and/or RTI Building Level team, within 24 hours to determine the most appropriate interventions, including up to a two-day out-of-school suspension while the intervention plan is being developed. Parents of students who have engaged in highly aggressive or dangerous behaviors are expected to be directly involved in the intervention plans created to support the success of their children.



SECTION VI: Grade 2 – Grade 5

These policies apply to all students, grades 2 – 5. Multiple incidents, repeated behaviors that disrupt education or persistent violations of the rules will warrant more intensive interventions and more serious consequences. Please see *BCSD Elementary RTI Behavior Supports and Responses* for more detailed interventions.

Level 1 incorporates universal school-wide and classroom practices that promote the development and practice of pro-social behaviors, self-discipline, habit of learning, health and well-being. Through observation and immediate responses, beginning with redirection, teachers aim to prevent minor discipline problems from becoming major disciplinary incidents.

| Level 1 Behavior Concerns | Behavior Supports and Responses |
|---|--|
| <p>Non-compliance / Insubordination</p> <p>Does not bring necessary materials to class; does not comply with classroom rules, norms, and procedures; does not follow directions; refuses to respond to school staff directives, questions or requests.</p> | <p>Refer to Tier Defined Interventions beginning on pg. 29</p> <p>Non-compliance / Insubordination</p> <p>Classroom Management System Classroom Restorative Circles Collaborative Communication Consistent Home Communication Logical Consequences Loss of Privilege (Individual or group) Nonverbal Cues PBIS Rollout – Building Wide Positive Teacher Language Random Positive Attention Rules Creation – with class Self-Monitoring Social Emotional Learning (SEL) Curriculum</p> |
| <p>Non-completion / Insubordination</p> <p>Does not attempt or complete assigned work; does not maintain focus on task at hand; does not participate in learning activities.</p> | <p>Non-completion / Insubordination</p> <p>Academic Choice Breaks – to refocus Classroom Management System</p> |

| Level 1 Behavior Concerns (Cont.) | Behavior Supports and Responses (Cont.) Refer to Tier Defined Interventions beginning on pg. 29 |
|--|--|
| Non-completion / Insubordination (Cont.) | Non-completion / Insubordination (Cont.) Classroom Restorative Circles Collaborative Communication Consistent Home Communication Energizers Kagan Structures Logical Consequences Proximity to Students Student Reflection |
| Difficulties with Social Interactions / Harassment (verbal) / Verbal Altercation Demonstrates difficulty getting along with others; does not work cooperatively in small and large groups; engages in teasing, taunting, name calling; initiates or joins in “side bar” conversations, interrupting, blurting out, talking out of turn; plays around or goofs off with others. | Difficulties with Social Interactions / Harassment (verbal) / Verbal Altercation Classroom Restorative Circles Consistent Home Communication “I Centered” Statements Interactive Modeling Morning Meeting Random Positive Attention Role Playing Social Emotional Learning (SEL) Curriculum “Stop, Walk, Talk” Technique Talk Tickets Teach Conflict Resolution Strategies |
| Difficulties with Problem Solving Demonstrates difficulty resolving problems; does not make transitions or adjust to new situations effectively. | Difficulties with Problem Solving Classroom Restorative Circles Consistent Home Communication Interactive Modeling Morning Meeting Positive Teacher Language (Positive) Time – out Role Playing Self-Monitoring |



| Level 1 Behavior Concerns (Cont.) | Behavior Supports and Responses (Cont.) Refer to Tier Defined Interventions beginning on pg. 29 |
|--|--|
| Difficulties with Problem Solving (Cont.) | Difficulties with Problem Solving (Cont.) Social Emotional Learning (SEL) Curriculum “Stop, Walk, Talk” Technique Teach Conflict Resolution Strategies Visual Schedules |
| Difficulties with Self-regulations / Disruption of Education Does not work silently or independently without bothering others; makes excessive, distracting or disruptive movements or noises; seeks attention inappropriately; takes things without permission (nominal value); throws objects without physical injury to others. | Difficulties with Self-regulations/ Disruption of Education Alternate Seating “Brain Gym” Exercises Classroom Management System Classroom Restorative Circles Consistent Home Communication “I Centered” Statements Interactive Modeling Nonverbal Cues (Positive) Time – out Proximity to Students Social Emotional Learning (SEL) Curriculum Talk Tickets |
| Difficulties Communicating and Managing Needs, Thoughts, and Emotions Demonstrates difficulties empathizing with others and accepting other points of view; does not accept correction and feedback calmly; engages in confrontations, arguing, or back talk; expresses needs and emotions inappropriately; misinterprets instructional and social cues. | Difficulties Communicating and Managing Needs, Thoughts, and Emotions Active Listening Alternate Seating Breaks – to refocus Classroom Management System Classroom Restorative Circles Collaborative Communication Consistent Home Communication “I Centered” Statements Interactive Modeling Logical Consequences Morning Meeting |



| Level 1 Behavior Concerns (Cont.) | Behavior Supports and Responses (Cont.) |
|---|---|
| <p>Difficulties Communicating and Managing Needs, Thoughts, and Emotions (Cont.)</p> | <p>Difficulties Communicating and Managing Needs, Thoughts, and Emotions (Cont.)</p> <p>PBIS Rollout – Building Wide</p> <p>Positive Teacher Language</p> <p>(Positive) Time – out</p> <p>Proximity to Students</p> <p>Role Playing</p> <p>Self-monitoring</p> <p>Social Emotional Learning (SEL) Curriculum</p> <p>“Stop, Walk, Talk” Technique</p> <p>Student Reflection</p> <p>Teach Conflict Resolution Strategies</p> |
| <p>Minor Hallway and Public Space Misconduct</p> <p>Makes excessive, distracting or disruptive movements or noises;</p> <p>seeks attention inappropriately;</p> <p>uses inappropriate language and shouting.</p> | <p>Minor Hallway and Public Space Misconduct</p> <p>Classroom Management System</p> <p>Classroom Restorative Circles</p> <p>Consistent Home Communication</p> <p>“I Centered” statements</p> <p>Interactive Modeling</p> <p>Logical Consequences</p> <p>Loss of Privilege (Individual or group)</p> <p>Morning Meeting</p> <p>Nonverbal Cues</p> <p>PBIS Rollout – Building Wide</p> <p>Positive Teacher Language</p> <p>(Positive) Time – out</p> <p>Proximity to Students</p> <p>Role-playing</p> <p>Self-monitoring</p> <p>Social Emotional Learning (SEL) Curriculum</p> <p>Visual Schedules</p> |



| Level 1 Behavior Concerns (Cont.) | Behavior Supports and Responses (Cont.) Refer to Tier Defined Interventions beginning on pg. 29 |
|--|--|
| Occasional Unexcused Absences, Tardiness, and Class cutting | Occasional Unexcused Absences, Tardiness, and Class cutting Active Listening Classroom Management System Classroom Restorative Circles Collaborative Communication Consistent Home Communication “I Centered” Statements Logical Consequences Morning Meeting Morning Message PBIS Rollout – Building Wide Positive Teacher Language Rules Creation – with class Self-monitoring Social Emotional Learning (SEL) Curriculum Student Reflection |

When children engage in aggressive behaviors, teachers are expected to intervene by verbally asking distressed students to move away from other students, contacting an administrator immediately, and ensuring that other students not involved are safe. If necessary, the other students may be removed from the situation. Teachers are expected to help the aggressor understand what he/she did and learn to correct the behavior in the moment, or shortly thereafter.

Teachers can complete a behavior referral form for the aggressive behavior. Additional data, including classroom observations shall also be collected. A team meeting including the parents, is then held to draft a plan for the student. The plan should focus on teaching the child the desired behaviors to ensure the success of the student in the classroom and school.

When a child behaves aggressively, the following steps will be followed:

- A staff member will remove the child temporarily from the environment to help the child regain a sense of calmness. The adult may speak with the child about the incident, so that the aggressor feels understood.
- Parents of children involved in the incident will be contacted, and school staff will explain what happened before the incident, share how adults responded to the incident, discuss the short-term plan for restoring a sense of calmness and safety, and discuss the longer-term plan for preventing similar incidents in the future. This aligns with the Olweus anti-bullying protocol.

When a child is harmed by an aggressor, the following steps will be followed:

- A staff member will speak to the child who has been threatened or harmed immediately to ensure that the child has an opportunity to talk about the incident and to help the child regain a sense of safety.
- Parents of children involved in the incident will be contacted and school staff will explain what happened before the incident, share how adults responded to the incident, discuss the short-term plan for restoring a sense of calmness and safety, and discuss the longer-term plan for preventing similar incidents in the future. This aligns with the Olweus anti-bullying protocol.

If a student engages in persistent (or offensive) aggressive acts that cause injury, or threaten children's safety in the classroom, the principal can request a district consultation with the Behavior Interventionist and/or RTI Building Level team within 24 hours to determine the most appropriate interventions up to and including a two-day out-of-school suspension while the intervention plan is being developed. Parents of students who have engaged in highly aggressive or dangerous behaviors are expected to be directly involved in the intervention plans created to support the success of their children.

Level 2 involves targeted interventions and assigned consequences when a student's behavior violation warrants a more focused behavioral response beyond the immediate situation (or incident) in the classroom or other location. People learn best when they feel safe and understood. When providing discipline, adults intervene in a way that models and teaches the positive behavior desired of all people in the school building. Thus, adults demonstrate care, support, and interest in the well-being of the student, as consequences, used to ensure that the discipline is educational, are put into place.

| Level 2 Behavior Concerns | Behavior Supports and Response Strategies |
|--|--|
| <ul style="list-style-type: none"> • Academic dishonesty: plagiarism, (copying another's work) cheating, altering records. • Aggressive arguing, refusal, back talk. • Emotional outburst (may include refusal to leave classroom, repeated profanities, screaming or tantrums). • Excessive absences, truancy, cutting class, tardiness. • Harassment: single incident - to determine bullying in regard to OLWEUS. • Horseplay, rough-housing, minor physical aggression: offensive touch, poking, pushing, shoving, physical intimidation, verbal threats, persistent teasing, taunting, name-calling. • Intentional damage to personal or school property. • Leaving classroom or school without permission. | <ul style="list-style-type: none"> • Consistent home communication (at least weekly). • Informal consultation between teacher and behavior interventionist/school psychologist that may include a classroom observation of student behavior. • Referral and coordination as appropriate with community-based supports and agencies. • Restorative conference with all people affected by incident. (All parties must agree to participate, if this approach is to be used.) • Teacher-facilitated interventions (refer to Level 1) including conference within 48 hours when a student returns to class after being removed. • Teacher-student conference and plan facilitated by administrator. |

| Level 2 Behavior Concerns (Cont.) | Behavior Supports and Response Strategies (Cont.) |
|--|---|
| <ul style="list-style-type: none"> • Non-authorized or inappropriate use and misuse of school equipment, materials, and electronic devices. • Persistent Level 1 Behavior: Insubordination, showing disrespect to a staff member, failure to abide by School Rules. • Theft of less than \$50. | |
| Potential Consequences | |
| <ul style="list-style-type: none"> • Assignment to In-School Suspension to provide interventions that match student’s needs. • Conference with administrator and/or teacher, student, and parent. • Incident investigation. • One to two-day In-School Suspension. • Parent notification via phone, email, text message, or letter by administrator or staff member. • Removal from classroom, or other location, with Behavior Referral, for no more than 30 minutes. • Signed agreement made by all parties involved, using a restorative conference approach. • Submission of Behavior Referral with no removal from classroom. • One to two-day out-of-school suspension. | |

Level 3 involves violent or dangerous behavior violations that seriously jeopardize school and classroom safety and order. Students who exhibit these behaviors are assigned to more intense and individualized interventions.

| Level 3 Behavior Concerns | Behavior Supports and Response Strategies |
|--|---|
| <ul style="list-style-type: none"> • Alcohol, drugs, inhalants: possession, under the influence, distribution, and sales. • Arson/fire-related offense. • Attack on fellow student: hitting, kicking, or punching another student. • Bomb threat. • Bullying: persistent and repeated incidents targeted at same person or group–OLWEUS. • Electronic bullying/harassment: used to threaten or emotionally harm another person – OLWEUS. | <ul style="list-style-type: none"> • Consistent home communication (at least weekly). • Circle of Support and Accountability (COSA) for students returning from extended suspension. • Individual family or small group counseling or treatment. • Informal consultation between teacher and behavior interventionist/school psychologist that may include a classroom observation of student behavior. |

| Level 3 Behavior Concerns (Cont.) | Behavior Supports and Response Strategies (Cont.) |
|---|---|
| <ul style="list-style-type: none"> • Extortion (the practice of obtaining something, through force or threats). • False activation of fire alarm. • Fighting: all students engaged in hitting, kicking, or punching the other persons involved; and when serious disruption to the operation of the school occurs. • Intentional physical contact/attack on school personnel. • Persistent verbal aggression against school personnel. • Sexual Offense INCLUDING assault and sexual harassment. • Theft of more than \$50. • Tobacco possession, use, sale. • Verbal or written threat against school personnel. • Weapons, firearms, explosives: possession, use, or threat of use. | <ul style="list-style-type: none"> • Intensive intervention for pervasive behavior that is seriously impeding a student's success at school. • Parents of students who have engaged in highly aggressive or dangerous behaviors are expected to be directly involved in the intervention plan created to support their child's success. • Referral and coordination as appropriate with community-based supports and agencies. • Restorative conference with all people affected by incident (all parties must agree to participate, if this approach is to be used). • Signed agreement made by all parties involved with using a restorative conference approach. • Teacher-facilitated interventions (See Level 1) including conference within 48 hours when a student returns to class after being removed. • Teacher-student conference and reentry plan facilitated by administration. |
| Potential Consequences | |
| <ul style="list-style-type: none"> • Immediate removal from classroom or other location to In-school suspension. • Incident investigation. • Parent notification and conference with administrator, parent, and student. • Assignment to In-school Suspension for interventions that match student's needs (no suspension) • One to three-day out-of-school suspension or up to a five-day out-of-school suspension when a student: <ul style="list-style-type: none"> ○ Causes the principal to initiate "shelter in place" emergency procedures. ○ Poses a serious threat to the safety of students, such as a threat of substantial bodily harm to students or staff. ○ Prevents students from moving through the hallways or significantly prevents movement through the building, and also disrupts the educational process. • Five-day out-of-school suspension with district superintendent's (or their designee) hearing to request possible long-term suspension. • Signed agreement made by all parties involved with using a restorative conference approach. | |



BCSD Elementary RTI Behavior Supports and Responses – Tier 1 Defined Interventions

Tier 1 Characteristics:

- Classroom Behavior Management system
- Classroom Teacher Responsibility – Tier 1 interventions are considered “positive” teaching practices for ALL students
- Consistent Expectations
- First (second) Teaching
- Increase Engagement/Learning
- PBIS Rules/Standards – building wide and classroom specific
- Proactive/Positive Structure
- Progress Monitoring – tracking/measuring progress; collecting data
- Teach/Model/Practice (“I do, We do, You do”)
- Universal Instruction – for ALL students

Resources

- A. Responsive Classroom Northeast Foundation for Children, Inc.
- B. PBIS World www.pbisworld.org
- C. Intervention Central www.interventioncentral.org
- D. Kagan Techniques http://www.teach-nology.com/currenttrends/cooperative_learning/kagan/
- E. “Brain Gym “exercises” <http://braingym.org/>
- F. “Whole Brain” Procedures www.wholebrainteaching.com
- G. Texas Educators for Restorative Practices www.texrp.com

Associated letters identify resources for the defined interventions below.

Tier 1 Proactive Structure/Interventions – for ALL students

- **Academic Choice** (A) – Students make thoughtful choices about what they learn (content/plan), how they learn (process/work time) and reflect on their learning/work (reflection).
- **Active Listening** (C) – The act of summarizing another person's ideas, opinions, or point of view in your own words. This demonstrates that you not only have heard the student's comments, but that you have grasped his or her opinions so clearly that you can repeat them back to the satisfaction of the speaker. Example: "Let me be sure that I understand you correctly..."
- **Alternate Seating** (B) – Some students find sitting to be stifling and constricting, which can result in defiance, acting out, and decrease in work productivity. Small changes in position and/or view can freshen a student's resolve, energy level, interest, and motivation. Provide the student with choices,



like standing while working, sitting on feet, on their knees, or similar configurations that will not be too distracting to other students.

- **“Brain Gym” exercises (E)** – Kinesthetic – Drink water, “Brain buttons,” “Cross crawl,” “Hook ups.”
- **Breaks – to refocus (B)** – To allow students time away from a stressful or potentially stressful situation—whole group or individualized examples: run an errand, stretching/gross motor movement break.
- **Buddy Teacher: Time-Out (A)** – Non-punitive strategy – a pair of teachers, close in location, that assist each other with time-out. Once calm, student is welcomed back to original classroom – reduces stigma; allows time to talk later.
- **Call Home** – addresses the concern, involves the family, leading to a strengthened school/home relationship.
- **Classroom Management system (B)** – reinforces positive behavior, and supports the reflective practice for negative behaviors displayed, often paired with logical consequences.
- **Classroom Restorative Circles (G)** Restorative Circles are facilitated in three stages designed to identify the key factors in the conflict, reach agreements on next steps, and evaluate the results. As circles form, they invite shared power, mutual understanding, self-responsibility, and effective action.
- **Collaborative Communication** – problem solving communication with grade level teams, support staff, service providers, administrators and/or community supports and resources about behavioral concerns.
- **Consistent Home Communication** – email, classroom newsletters, Friday reports, communication log, Class Dojo...
- **Energizers (A)** – Class participation to transition to new topic/activity, a way to motivate students.
- **“I centered” statements (C)** – Can reduce the potential that teacher criticism will lead to student confrontation. I centered statements reflect only the instructor's opinions and viewpoints. For example, rather than telling a student, “You are always disrupting class with your jokes!” You may say, “Zeke, I find it difficult to keep everybody's attention when there are other conversations going on in the classroom. That's why I need you to open your book and focus on today's lesson.”
- **Interactive Modeling (A)** – is a simple, 7-step strategy that can be used to teach routines, social-emotional skills, and academic skills.
- **Kagan structures (D)** – Kagan Structures involve cooperative interaction, and are designed to efficiently produce engagement, positive social interactions, and achievement because they incorporate four basic principles... the PIES principles: Positive Interdependence, Individual Accountability, Equal Participation, and Simultaneous Interaction.
- **Logical Consequences: After PBIS teach/model/practice (A)** - Consequence should be reasonable, matching the severity of the offense or behavior – do not engage in a conversation about it. DO NOT GIVE WARNINGS. Provide a consequence upon first negative behavior.
- **Loss of privilege (individual or group) (A)** – As privilege opportunities develop, students demonstrate responsibility to then regain trust/privileges.
- **Morning Meeting (A)** – (songs, movement) Greeting, sharing, group activity – leads to establishing trust, active engagement, exploring and practicing social-emotional skills.



- **Morning Message (A)** – provides a transition to the academic day and reinforces community.
- **Nonverbal Cues (B)** - a discreet and quick method to create a working relationship with a student *without* calling attention to the student in a negative manner. Use cues like smiles, thumbs up, nodding head “yes” to praise students for correct behaviors, participation, or to reassure them and encourage them. Use simple cues like shaking head “no,” raising eyebrows, giving a “one minute” finger signal, to redirect students or give directives.
- **PBIS Rollout (B)** – Building wide and classroom specific.
- **Positive Teacher Language (A)** – Clear, simple, direct.
- **(Positive) Time-Out (A)** – “chill out,” “cool off,” “take a break,” “rest stop” ... non-punitive approaches to get student back on track. Student should be welcomed back after taking a break to refocus.
- **Proximity to Students (B)** – Can be used to communicate care and concern, while being a subtle re-direction technique. When giving directions, maintain proximity to at-risk students. Vary your teaching in a manner that will allow you to walk around the classroom.
- **Random Positive Attention (C)** – Nonverbal cues (eye contact, thumbs up, pat on shoulder. “Check ins” – Ignore student attention-seeking behaviors, while randomly giving the student positive attention at the same time.
- **Redirecting** – Non-negotiable instructions, positive, direct, firm statements – name the desired behavior.
- **Reinforcing** – Name a concrete/specific behavior – observe and give feedback, but *not* “thanks.”
- **Reminding** – Students need to remember expectations – Proactive Reminders (think ahead) and Reactive Reminders (beginning to get off target).
- **Reparation (appropriate, consistent) (A)** – “You broke it, you fix it.” Example: drawing on desk, help to clean it up – Not punitive or humiliating. Require a natural/logical consequence.
- **Role-playing (A)** – The acting out (or performance of) a particular role/strategy to teach appropriate routines, social-emotional skills and academic skills.
- **Rules Creation (A)** – completed as a whole group. When students connect the rules to some desire of their own, and do this consistently, they are more likely to feel that the rules are fair and valuable and are more apt to follow them willingly.
- **Self-monitoring (C)** – Requires that the student be an active participant in the intervention, responsible for measuring and evaluating his or her own behaviors. The student must first learn the teacher's behavioral expectations, then increase or decrease displayed behavior.
- **Social Emotional Learning (SEL) Curriculum** – SEL focuses on building life skills and social competence. The 5 Units include:
 - Making Connections
 - Caring and Effective Communication
 - Emotional Literacy
 - Conflict Management and Decision Making
 - Cultural Competence and Social Responsibility



- **Student Reflection (B)** – Reflection is an effective tool to use when a student is displaying unacceptable (or acceptable) behaviors and can be used in conjunction with the Class Rules. Reflection sheets can be used to help correct undesired behaviors or, alternatively, to reinforce those students following the rules and exhibiting expected and desired behaviors.
- **Talk Tickets (C)** – Assures the student that he or she will have a chance to talk through a situation while allowing the teacher to schedule a meeting with the student for a time that does not disrupt classroom instruction.
- **Teach Conflict Resolution Strategies (B)** – Enables and empowers students to be more independent and highly functioning, reducing teacher’s time spent “putting out fires.” Improves self-confidence and reduces tattling, bickering, and disruptions.
- **Visual Schedules (B)** – Whole class or individualized – smooth transitions; decrease anxiety; set expectations.
- **“Whole Brain” Techniques/Procedures (F)** – The brain learns in five ways, by seeing, saying, hearing, doing, and feeling. When you teach the rules with the Whole Brain signs, your students’ brains are maximally operative. They see the signs, hear the rules, say the rules, and make the gestures.

BCSD Elementary RTI Behavior Supports and Responses – Tier 2 and Tier 3 Defined Interventions

Tier 2 Characteristics:

- Classroom Teacher and/or Interventionist Responsibility
- Consistent Expectations
- Individualized Behavior Plan (Informal)
- Proactive/Positive Structure
- Progress Monitoring – tracking/measuring progress; collecting data
- Progressive Discipline
- Small Group Instruction (3 to 5 students) for a minimum of 20 minutes per session
- Teach/Model/Practice – Targeted Deficient Skills (“I do, We do, You do.”)

Resources

- Responsive Classroom Northeast Foundation for Children, Inc.
- PBIS World www.pbisworld.org
- Intervention Central www.interventioncentral.org
- Texas Educators for Restorative Practices www.texrp.com

Associated letters identify resources for the defined interventions below.

Tier 2 Proactive Structure/Interventions

- **Check In Check Out (CICO) (B)** – The program consists of students checking in daily with an adult at the start of school day to retrieve a goal sheet and encouragement; teachers provide feedback on the sheet throughout the day; students check out at the end of the day with same adult; and the student takes the sheet home to be signed, returning it at the following morning check in.



- **Daily Behavior Form with Parent Contact and Communication (B)** – Holds students accountable on a daily basis. Provides structure, routine, consistency, and organization, promoting self-responsibility. Improves student buy-in and school/home communication.
- **Individual Visual Schedule (B)** – leads to smooth transitions; decreased anxiety; sets expectations for student.
- **Informal Behavior Intervention Plan (B)** – Provides more intensive intervention and monitoring, increasing support around student. Provides an Individualized plan for success. Plan addresses targeted issues in a specific manner. It actively involves teachers, support staff, student, and parents.
- **Logical Consequences: After PBIS teach/model/practice (A)** - Consequence should be reasonable, and match the severity of the offense or behavior – do not engage in a conversation about it. DO NOT GIVE WARNINGS. Provide a consequence upon first negative behavior.
- **Mentoring – By Staff Member (B)** – Source of accountability, encouragement, support, and advocacy. Mentors should be consistent, supportive, encouraging, and engaged. Relationship is all about connecting and establishing a rapport, and forming a trusting relationship, using active listening with students. Mentors should help students to set goals, plans, and solutions, meeting with a student once a week for about 15 minutes.
- **Non-Verbal Cues and Signals (B)** – A discreet and quick method to create a working relationship with student without calling attention to the student in a negative manner. Use cues like smiles, thumbs up, nodding head “yes” to praise students for correct behaviors, participation, or to reassure and encourage them. Use simple cues like shaking head “no,” raising eyebrows, giving a “one minute” finger signal to redirect students or give directives.
- **Organizational Tools/Strategies (B)** – Provides increased order for the student, mentally and logistically; improving student awareness of belongings, papers, and supplies. Improves work completion and returning or handing in of work.
- **Reward System (B)** – To reinforce positive behaviors and expectations, providing students with positive feedback. Typically produces immediate and quick results – providing a concrete visual reason for students to work toward behavioral and academic goals.
- **Rules Creation (A)** – Completed with interventionist and student – when students consistently connect the rules with some desire of their own, they are more likely to feel that the rules are fair and valuable, and are more apt to follow them willingly.
- **Self-monitoring (C)** – Requires that the student be an active participant in the intervention, with responsibility for measuring and evaluating his or her behaviors. The student must first learn the teacher's behavioral expectations, then increase or decrease displayed behavior.
- **Sensory Tools (Recommended by OT) (B)** – Some children's behaviors are due primarily to sensory issues. Therefore, simple sensory interventions can greatly alleviate these behavioral barriers. Providing students with sensory stimulation could lead to results in increased work production, on task behavior, and improved focus and attention.
- **Social Skills Group (B)** – Improves student interactions, improving daily social functioning. Teaches students essential life skills, increasing self-confidence, self-concept, and self-esteem.
- **Social Stories (B)** – Personalized – Used when a student fails to grasp social norms, routines, and expectations. Helps teach students routines, expectations, and behavioral standards in an alternative



way, reinforcing corrective behavior. Information is presented in a story format, providing visual examples of behavior expectations.

- **Structured Breaks (B)** – Refocus/Eliminate Power Struggle/Cool Down Time – To allow students time away from a stressful or potentially stressful situation. Individualized examples: run an errand, stretching/gross motor movement break. Adults explain the process to the student and have them practice it before implementation. Student or teacher may initiate a break, though it is best when the students can identify the need for, and take breaks, appropriately.
- **Targeted Interactive Modeling (A)** – is a simple, 7-step strategy that can be used to teach routines, social–emotional skills, and academic skills.
- **Targeted Re-teaching of Behavior Expectations (B)** – Assists with retaining and understanding expectations, making learning direct and concrete.
- **Targeted Role – Playing (A)** - the acting out or performance of a particular role/strategy to teach appropriate routines, social–emotional skills, and academic skills.
- **Targeted Skill – Relaxation Techniques (A)** – Provides students with a way to manage their own feelings and emotions, increasing instructional time when students can calm themselves and utilize coping skills. Assists with improving student focus and attention. Proven to have positive physiological benefits, including improved blood flow, oxygen and endorphin levels, as well as decreased cortisol or “stress hormone” levels.
- **Targeted Social Emotional Learning (SEL) Curriculum** – SEL focuses on building life skills and social competence.
- **Teach Conflict Resolution Strategies for Target Skill Areas (B)** - Enables and empowers students to be more independent and highly functioning, reducing teacher’s time “putting out fires.” Improves self-confidence and reduces tattling, bickering, and disruptions.
- **Written Agreements / Behavior Contracts (B and D)** – Holds students accountable, provides structure, routine, consistency, and organization. Promotes self-responsibility, thus increasing student motivation and effort. Leads to improved school/home communication.

Tier 3 Characteristics:

- Agency Referral and/or CSE Referral
- Consistent Expectations
- Individualized Behavior Plan (formal or Informal)
- Individualized Instruction (1 to 2 students), meeting more frequently than Tier 2, for a minimum of 30 minutes per session
- Interventionist Responsibility
- Progress Monitoring – tracking/measuring progress; collecting data
- Progressive Discipline
 - Teach/Model/Practice Targeted Deficient Skills (“I do, We do, You do.”)



Resources

- A. Responsive Classroom Northeast Foundation for Children, Inc.
- B. PBIS World www.pbisworld.org
- C. Texas Educators for Restorative Practices www.texrp.com

Associated letters identify resources for the defined interventions below.

Tier 3 Proactive Structure/Interventions

- **Agency Referral** – School social workers and guidance counselors will assist with this process.
- **Alternatives to Suspension – Progressive Discipline** (A and B) - Providing alternatives to suspensions can be much more effective in getting students' behavior to change. Alternatives must be discussed with a student before implementation. Common alternatives include: in-school suspension, detention, counseling session of targeted skill, restitution, loss of privileges (lunch/recess).
- **Behavior Contract with Conferencing** (B) – Holds students' accountable, providing structure, routine, consistency, and organization. Promotes self-responsibility, increasing student motivation and effort. Leads to school/home communication.
- **Behavior Intervention Plan (BIP)** (B) – Provides more intensive intervention and monitoring, increasing support around student. Provides an Individualized plan for success. Plan addresses targeted issues in a specific manner. The plan actively involves teachers, support staff, student, and parents (for those referred to CSE, or those currently with a 504 plan that will result in an IEP).
- **Behavior Meetings** (B) – Provides constant, updated, and relevant information for managing behaviors in school and at home; providing valuable data and information on updating behavior plans, functional behavior assessments, and other behavior modifications and interventions. Also forces disengaged and inactive parents into the behavior planning and intervention process, and helps make parents more responsible for addressing the student's behavior(s), including following through with consequences and rewards.
- **Circle of Support and Accountability (COSA)** (C) – is for students returning from extended suspension. It is a meeting that is conducted in a circle. The circle focuses on a student who is returning from an extended time-out of the educational setting due to suspension or expulsion. It is conducted to highlight the people who will support the student upon return. Those who offer support take accountability by identifying how they will support the student. Attendees can include parent/guardians, teachers, friends of the student, and other adults who want to contribute to supporting the return of the student.
- **CSE Referral** – School Psychologist will assist with this process.
- **Functional Behavior Assessment (FBA)** (B) – Helps identify the root causes, functions, and reinforcers of behaviors, and provides data for developing an appropriate and effective behavior plan. Once you have completed the FBA form and have a theory as to the function of the behavior, develop a Behavior Intervention Plan (BIP) based on the data and results from the FBA (for those referred to CSE, or those currently with a 504 plan that will result in an IEP).
- **No Passing Time** (B) – Prevents behavior issues from occurring in the halls and other unsupervised or unstructured settings. If the student is having issues before or after school, this strategy may also



be utilized, requiring the student to come to school either early or after the starting bell rings, and requiring them to remain in the school office or classroom at the end of the day until all other students have left.

- **Structured Time – Out (B)** – Provides student with a consistent and predictable consequence that is structured and is always the same procedure. Efficient way to deal with behavior problems and disruptions, maintaining a log of timeouts for data tracking and analysis. In-class and out-of-class time-outs may be utilized as a progressive discipline system, where the student first receives an in-class time out for a brief period, then on the next offense, they receive a longer out-of-class time out.
- **Student Success Plan (B)** Used with students grades 3 through 12. A student driven process where student recognizes behavior areas that are in need of improvement. Used when re-entering school after a level 2 and/or 3 infraction.

A Restorative Approach to Harm, Conflict, Personal Efficacy, Anger, and Problem Solving

Preparation

A pre-conference must be held with both parties prior to coming to the restorative circle or restorative intervention room. Agreements for coming to circle should be established.

Invite all parties who have a stake in the circle. This could involve other adults, students, parents or community members.

Find an appropriate time and location. Meetings are preferably held in a circle. We use a talking piece (usually) to identify the speaker as the conversation progresses.

| <p style="text-align: center;">Conference to Repair Harm/Address Conflict</p> <p>When a specific incident of behavior has harmed others, and prompts immediate attention...</p> | <p style="text-align: center;">Personal Efficacy Conference</p> <p>When a student's unproductive or ineffective behaviors, habits, or mindsets raise an adult's concerns...</p> |
|--|--|
| <ol style="list-style-type: none"> 1. What happened? 2. How has this incident left you feeling? How have you been harmed? 3. What have you thought about since? 4. What has been the hardest part for you? 5. What part do you take responsibility for? 6. What can you do to repair this harm? What would help fix this or make this as right as possible? 7. What do you need from the other person as a result of this? What are you willing to do to fix this? To make it right again? 8. How can we keep this from happening again? 9. Based on what we agreed, when should we check in? | <ol style="list-style-type: none"> 1. Here's what I've been noticing. What's going on for you? 2. What are you thinking or feeling about this? 3. What are some things you think I might be concerned about? If the student is struggling with this, say: 4. I am concerned about _____ and I am worried about how this is impacting _____. 5. So, what might be some things you can stop doing or start doing to get better at _____? 6. How will you know that your plan is working? 7. What can I do to support you? |

| <p style="text-align: center;">Defusing Conference</p> <p>When students are upset and their emotional state is making it hard to focus and learn...</p> | <p style="text-align: center;">Problem-Solving Conference</p> <p>When the focus is on helping a student address a specific academic or behavioral problem...</p> |
|--|--|
| <ol style="list-style-type: none"> 1. I've noticed that you look upset (angry, frustrated, bored, distracted). What's going on for you? 2. What's not working for you right now? Is there anything else bothering you? Is there anything else that can help me understand? 3. How are you feeling right now? How do you want to feel? 4. What might you do to feel better / to be okay right now? 5. Is there something else we might talk about later that would help? | <ol style="list-style-type: none"> 1. What do you want? 2. What are you doing to get what you want? 3. Is it working? 4. What kind of plan will help you get _____. 5. How will you know that your plan is working? 6. What can I do to support you? |

SECTION VII: Grades 6 through 8

These policies apply to all students, grades 6 – 8. Multiple incidents, repeated behaviors that disrupt education, or persistent violations of the rules will warrant more intensive interventions and more serious consequences. Please see *BCSD Secondary RTI Behavior Supports and Responses* for more detailed interventions.

Level 1 incorporates universal school-wide and classroom practices that promote the development and practice of pro-social behaviors, self-discipline, habit of learning, health and well-being. Through observation and immediate responses, beginning with redirection, teachers aim to prevent minor discipline problems from becoming major disciplinary incidents.

| Level 1 Behavior Concerns | Behavior Supports and Responses |
|---|--|
| <p>Non-compliance / Insubordination Does not bring necessary materials to class; does not comply with classroom rules, norms, and procedures; does not follow directions; refuses to respond to school staff directives, questions or requests; use of cellphone, mobile device, electronic games etc...without permission.</p> | <p>Refer to Tier Defined Interventions beginning on pg. 53</p> <p>Non-compliance / Insubordination Advisory / Student Conference period Affective Statements “Brain Gym” exercises Buddy Teacher Time-out Check-in Classroom Management System Classroom Restorative Circles Collaborative Communication Consistent Home Communication Effective Teacher Talk Establishing Norms and Expectations Kagan Structures Logical Consequences Loss of Privilege (Individual or group) Nonverbal Cues Olweus Parent-teacher conferences Random Positive Attention Respect Agreement Restorative Conferencing/Chat Rules Creation – with class Self-Monitoring Sunshine calls and/or notes</p> |

| Level 1 Behavior Concerns (Cont.) | Behavior Supports and Responses (Cont.) Refer to Tier Defined Interventions beginning on pg. 53 |
|---|--|
| <p>Non-completion Does not attempt or complete assigned work; does not maintain focus on task at hand; does not participate in learning activities.</p> | <p>Non-completion Academic Choice – bound by state mandates Activators Affective Statements Alternate Seating “Brain Gym” exercises Breaks – to refocus Check-in Classroom Management System Classroom Restorative Circles Consistent Home Communication Establishing Norms and Expectations Kagan Structures Logical Consequences Personal Accountability Proximity to Students Restorative Conferencing/Chat Student Reflection Verbal prompts Visual Schedules/Agendas</p> |
| <p>Difficulties with Social Interactions Demonstrates difficulty getting along with others; does not work cooperatively in small and large groups; engages in teasing, taunting, name calling; initiates or joins in “side bar” conversations, interrupting, blurting out, talking out of turn; plays around or goofs off with others.</p> | <p>Difficulties with Social Interactions Activators Check-in Class meetings Classroom Restorative Circles Community Building Circles Consistent Home Communication Corrective Consequences Effective Teacher Talk “I Centered” Statements Interactive Modeling Kagan Structures Nonverbal Cues Personal Conferencing Random Positive Attention Respect Agreement Restorative Conferencing / Chat Talk Tickets Teach Conflict Resolution Strategies</p> |



| Level 1 Behavior Concerns (Cont.) | Behavior Supports and Responses (Cont.) Refer to Tier Defined Interventions beginning on pg. 53 |
|---|---|
| <p>Difficulties with Problem Solving Demonstrates difficulty resolving problems; does not make transitions or adjust to new situations effectively.</p> | <p>Difficulties with Problem Solving Advisory/Student Conference period “Brain Gym” exercises Breaks – to refocus Buddy Teacher Time-out Classroom Restorative Circles Collaborative Communication Consistent Home Communication Community Building Circles Interactive Modeling Kagan Structures Nonverbal Cues Personal Accountability Positive Teacher Language Proximity to Students Restorative Conferencing/Chat Role Playing Self-Monitoring Sunshine calls and/or notes Teach Conflict Resolution Strategies</p> |
| <p>Difficulties with Self-regulations Does not work silently or independently without bothering others; makes excessive, distracting or disruptive movements or noises; Seeks attention inappropriately; Throws objects without physical injury to others; taking item without permission (nominal value).</p> | <p>Difficulties with Self-regulations Affective Statements Alternate Seating “Brain Gym” Exercises Breaks – to refocus Buddy Teacher: time – out Check-ins Class meetings Classroom Management System Classroom Restorative Circles Collaborative Communication Consistent Home Communication Effective Teacher Talk Establishing Norms and Expectations Gatherings “I Centered” Statements Kagan Structures Kid Talk Protocol Logical Consequences Loss of Privilege Nonverbal Cues/Verbal Prompts PBIS Rollout – Building Wide Personal Conferencing Proximity to Students Random Positive Attention Respect Agreement</p> |

| Level 1 Behavior Concerns (Cont.) | Behavior Supports and Responses (Cont.) Refer to Tier Defined Interventions beginning on pg. 53 |
|---|--|
| Difficulties with Self-regulations (Cont.) | Difficulties with Self-regulations (Cont.) Restorative Conferencing/Chat Self-Monitoring Student Reflective Consequence Sunshine calls and/or notes Talk tickets |
| Difficulties Communicating and Managing Needs, Thoughts, and Emotions Demonstrates difficulties empathizing with others and accepting other points of view; does not accept correction and feedback calmly; engages in confrontations, arguing, or back talk; expresses needs and emotions inappropriately; misinterprets instructional and social cues. | Difficulties Communicating and Managing Needs, Thoughts, and Emotions Alternate Seating Breaks – to refocus Buddy Teacher Time – out Class Meetings Classroom Management System Classroom Restorative Circles Collaborative Communication Community Building Circles Consistent Home Communication Corrective Consequences “I Centered” statements Interactive Modeling Kid Talk Protocol Logical Consequences Nonverbal Cues/Verbal Prompts PBIS Rollout – Building Wide Personal Accountability Personal Conferencing Problem Solving Place Proximity to Students Respect Agreement Responsive Listening - PEARS Restorative Conferencing Restorative Consequences Self-monitoring “Stop, Walk, Talk” Technique Student Reflective Consequences Sunshine calls and/or notes Teach Conflict Resolution Strategies |



| Level 1 Behavior Concerns (Cont.) | Behavior Supports and Responses (Cont.) Refer to Tier Defined Interventions beginning on pg. 53 |
|---|---|
| <p>Minor Hallway and Public Space Misconduct</p> <p>Engages in confrontations arguing or back talk; makes excessive, distracting, or disruptive movements or noises; seeks attention inappropriately; refuses to respond to school staff directives, questions or requests; uses inappropriate language and yelling.</p> | <p>Minor Hallway and Public Space Misconduct</p> <p>“I Centered” Statements Affective Statements Breaks – to refocus Check-in Class meetings Classroom Restorative Circles Community Building Circles Consistent Home Communication Corrective Consequences Effective Teacher Talk Establishing Norms and Expectations Interactive Modeling Kid Talk Protocol Logical Consequences Loss of Privilege (Individual or group) Nonverbal Cues PBIS Rollout – Building Wide Proximity to Students Respect Agreement Restorative Consequences Verbal Prompts</p> |

Level 2 involves targeted interventions and assigned consequences when a student’s behavior violation warrants a more focused behavioral response beyond the immediate situation or incident in the classroom or other location. People learn best when they feel safe and understood. When providing discipline, adults intervene in a way that models and teaches the positive behavior desired of all people in the school building... students and adults. Thus, adults demonstrate care, support, and interest in the well-being of the student as consequences are put into place, ensuring that the discipline is educational.

| Level 2 Behavior Concerns | Behavior Supports and Response Strategies |
|--|---|
| <ul style="list-style-type: none"> • Academic dishonesty: plagiarism, (copying another’s work) cheating, altering records. • Aggressive arguing, refusal, back talk. • Alcohol, drugs, inhalants: possession, under the influence – first offense. • Emotional outburst (some examples may | <ul style="list-style-type: none"> • Consistent home communication (at least weekly). • Informal consult between teacher and behavior interventionist/school psychologist that may include a classroom observation of student behavior. |

| Level 2 Behavior Concerns (Cont.) | Behavior Supports and Response Strategies (Cont.) |
|--|--|
| <p>include: refusal to leave classroom, repeated profanities, screaming or tantrums).</p> <ul style="list-style-type: none"> • Excessive absences, truancy, cutting class, tardiness. • Harassment: single incident- to determine bullying in regard to OLWEUS. • Horseplay, rough-housing, physical aggression: offensive touch, poking, pushing, shoving, physical intimidation, verbal threats, persistent teasing, taunting, name-calling. • Unintentional physical contact with school personnel. • Intentional damage to personal or school property. • Leaving classroom or school without permission. • Recording/distributing of fight footage. • Non-authorized or inappropriate use and misuse of school equipment, materials, and electronic devices. • Persistent Level 1 Behavior: insubordination, disrespectful to staff member, does not abide by school rules. • Theft of less than \$50. • Tobacco possession, use, sales. | <ul style="list-style-type: none"> • Referral and coordination as appropriate with community-based supports and agencies. • Restorative conference with all people affected by incident (all parties must agree to participate, if this approach is to be used). • Teacher-facilitated interventions (Refer to Level 1) including conference, within 48 hours, when a student returns to class after being removed. • Teacher-student conference and re-entry plan facilitated by administrator. |
| Potential Consequences | |
| <ul style="list-style-type: none"> • Assignment to in-school suspension for interventions that match student's needs. • Conference with administrator and/or teacher, and student and parent. • Incident Investigation. • Parent notification via phone email, text message or letter by administrator or staff member. • One to two-day in-school suspension. • Removal from classroom or other location with Behavior Referral for remainder of the period. • Signed agreement made by all parties involved with using a restorative conference approach. • Submission of Behavior Referral with no removal from classroom. • One to two-day out-of-school suspension. | |



Level 3 involve violent or dangerous behavior violations that seriously jeopardize school and classroom safety and order. Students who exhibit these behaviors are assigned to more intense and individualized interventions.

| Level 3 Behavior Concerns | Behavior Supports and Response Strategies |
|--|---|
| <ul style="list-style-type: none"> • Alcohol, drugs, inhalants: distribution and sales. • Alcohol, drugs, inhalants: under the influence (second offense). • Arson/fire-related offense. • Attack on student (hitting, kicking, or punching another student). • Bomb Threat. • Bullying: persistent and repeated incidents targeted at same person or group - to determine bullying in regards to OLWEUS. • Electronic bullying/harassment: used to threaten or emotionally harm another person. To determine bullying in regards to OLWEUS. • Extortion (the practice of obtaining something, through force or threats). • Fighting: all students engaged in hitting, kicking, or punching the other persons involved; and when serious disruption to the operation of the school occurs. • Intentional physical attack on school personnel. • Persistent Level 2 Behavior. • Sexual Offense INCLUDING Assault and Sexual Harassment • Theft of more than \$50. • False activation of fire alarm. • Verbal aggression against school personnel: name calling, profanity, insults, offensive language, or gestures. • Verbal or written threat against school personnel. • Weapons, firearms, explosives: possession, use, threat of use. | <ul style="list-style-type: none"> • Alternative placement intervention and plan. • Consistent home communication (at least weekly). • Circle of Support and Accountability (COSA), for students returning from extended suspension. • Individual family or small group counseling or treatment. • Informal consult between teacher and behavior interventionist/school psychologist that might include a classroom observation of student behavior. • Intensive intervention for pervasive behavior that is seriously impeding a student's success at school. • Referral and coordination, as appropriate, with community-based supports and agencies. • Restorative conference with all people affected by incident (all parties must agree to participate, if this approach is to be used). • Teacher-facilitated interventions (See Level 1) including conference, within 48 hours, when a student returns to class after being removed. • Teacher-student conference and re-entry plan facilitated by administrator. |

Potential Consequences

- Assignment to in-school suspension for interventions that match student's needs.
- Immediate removal from classroom or other location to in-school suspension.
- Incident investigation.
- Parent notification and conference with administrator, parent, and student.
- Five-day out-of-school suspension with District Hearing to request possible long-term suspension.
- Signed agreement, made by all parties involved with using a restorative conference approach.
- Up to five-day suspension.



SECTION VIII: Grades 9 through 12

These policies apply to all students, grades 9 – 12. Multiple incidents, repeated behaviors that disrupt education, or persistent violations of the rules, will warrant more intensive interventions and more serious consequences.

Please see *BCSD Secondary RTI Behavior Supports and Responses* for more detailed interventions.

Level 1 incorporates universal school-wide and classroom practices that promote the development and practice of pro-social behaviors, self-discipline, habit of learning, health and well-being. Through observation and immediate responses, beginning with redirection, teachers aim to prevent minor discipline problems from becoming major disciplinary incidents.

| Level 1 Behavior Concerns | Behavior Supports and Responses |
|--|--|
| <p>Non-compliance / Insubordination Does not bring necessary materials to class; does not comply with classroom rules, norms, and procedures; does not follow directions; refuses to respond to school staff directives, questions, or requests; use of cellphone, mobile device, electronic games etc...without permission.</p> | <p>Refer to Tier Defined Interventions beginning on pg. 53</p> <p>Non-compliance / Insubordination Advisory/Student Conference period Affective Statements “Brain Gym” exercises Buddy Teacher Time-out Check-in Classroom Management System Classroom Restorative Circles Collaborative Communication Consistent Home Communication Effective Teacher Talk Establishing Norms and Expectations Kagan Structures Logical Consequences Loss of Privilege (Individual or group) Nonverbal Cues Olweus Parent–teacher conferences Random Positive Attention Respect Agreement Restorative Conferencing / Chat Rules Creation – with class Self-Monitoring Sunshine calls and/or notes</p> |
| <p>Non-completion Does not attempt or complete assigned work; does not maintain focus on task at hand; does not participate in learning activities.</p> | <p>Non-completion Academic Choice – bound by state mandates Activators Affective Statements Alternate Seating “Brain Gym” exercises Breaks – to refocus Check-in Classroom Management System Classroom Restorative Circles</p> |

| Level 1 Behavior Concerns (Cont.) | Behavior Supports and Responses (Cont.) Refer to Tier Defined Interventions beginning on pg. 53 |
|--|--|
| Non-completion (Cont.) | Non-completion (Cont.) Consistent Home Communication Establishing Norms and Expectations Kagan Structures Logical Consequences Personal Accountability Proximity to Students Restorative Conferencing/Chat Student Reflection Verbal prompts Visual Schedules/Agendas |
| Difficulties with Social Interactions Demonstrates difficulty with getting along with others; does not work cooperatively in small and large groups; engages in teasing, taunting, name calling; initiates or joins in “side bar” conversations, interrupting, blurting out, talking out of turn; Plays around or goofs off with others. | Difficulties with Social Interactions Activators Check-in Class meetings Classroom Restorative Circles Community Building Circles Consistent Home Communication Corrective Consequences Effective Teacher Talk “I Centered” Statements Interactive Modeling Kagan Structures Nonverbal Cues Personal Conferencing Random Positive Attention Respect Agreement Restorative Conferencing / Chat Talk Tickets Teach Conflict Resolution Strategies |
| Difficulties with Problem Solving Demonstrates difficulty resolving problems Does not make transitions or adjust to new situations effectively | Difficulties with Problem Solving Advisory / Student Conference period “Brain Gym” exercises Breaks – to refocus Buddy Teacher Time-out Classroom Restorative Circles Collaborative Communication Consistent Home Communication Community Building Circles Interactive Modeling Kagan Structures Nonverbal Cues |

| Level 1 Behavior Concerns (Cont.) | Behavior Supports and Responses (Cont.) Refer to Tier Defined Interventions beginning on pg. 53 |
|--|--|
| Difficulties with Problem Solving (Cont.) | Difficulties with Problem Solving (Cont.) Personal Accountability Positive Teacher Language Proximity to Students Restorative Conferencing/Chat Role Playing Self-Monitoring Sunshine calls and/or notes Teach Conflict Resolution Strategies |
| Difficulties with Self-regulations Does not work silently or independently without bothering others; makes excessive, distracting or disruptive movements or noises; seeks attention inappropriately; takes item without permission (nominal value); throws objects without physical injury to others. | Difficulties with Self-regulations Affective Statements Alternate Seating “Brain Gym” Exercises Breaks – to refocus Buddy Teacher: time-out Check-ins Class meetings Classroom Management System Classroom Restorative Circles Collaborative Communication Consistent Home Communication Effective Teacher Talk Establishing Norms and Expectations Gatherings “I Centered” Statements Kagan Structures Kid Talk Protocol Logical Consequences Loss of Privilege Nonverbal Cues/Verbal Prompts PBIS Rollout – Building Wide Personal Conferencing Proximity to Students Random Positive Attention Respect Agreement Restorative Conferencing / Chat Self-Monitoring Student Reflective Consequence Sunshine calls and/or notes Talk tickets |

| Level 1 Behavior Concerns (Cont.) | Behavior Supports and Responses (Cont.) Refer to Tier Defined Interventions beginning on pg. 53 |
|--|---|
| <p>Difficulties Communicating and Managing Needs, Thoughts, and Emotions</p> <p>Demonstrates difficulties empathizing with others and accepting other points of view; does not accept correction and feedback calmly;</p> <p>engages in confrontations, arguing, or back talk;</p> <p>expresses needs and emotions inappropriately;</p> <p>misinterprets instructional and social cues.</p> | <p>Difficulties Communicating and Managing Needs, Thoughts, and Emotions</p> <p>Alternate Seating</p> <p>Breaks – to refocus</p> <p>Buddy Teacher Time-out</p> <p>Class Meetings</p> <p>Classroom Management System</p> <p>Classroom Restorative Circles</p> <p>Collaborative Communication</p> <p>Community Building Circles</p> <p>Consistent Home Communication</p> <p>Corrective Consequences</p> <p>“I Centered” statements</p> <p>Interactive Modeling</p> <p>Kid Talk Protocol</p> <p>Logical Consequences</p> <p>Nonverbal Cues/Verbal Prompts</p> <p>PBIS Rollout – Building Wide</p> <p>Personal Accountability</p> <p>Personal Conferencing</p> <p>Problem Solving Place</p> <p>Proximity to Students</p> <p>Respect Agreement</p> <p>Responsive Listening - PEARS</p> <p>Restorative Conferencing</p> <p>Restorative Consequences</p> <p>Self-monitoring</p> <p>“Stop, Walk, Talk” Technique</p> <p>Student Reflective Consequences</p> <p>Sunshine calls and/or notes</p> <p>Teach Conflict Resolution Strategies</p> |
| <p>Minor Hallway and Public Space Misconduct</p> <p>Engages in confrontations arguing or back talk;</p> <p>makes excessive, distracting, or disruptive movements or noises;</p> <p>seeks attention inappropriately;</p> <p>refuses to respond to school staff directives, questions or requests;</p> <p>uses inappropriate language and yelling.</p> | <p>Minor Hallway and Public Space Misconduct</p> <p>“I Centered” Statements</p> <p>Affective Statements</p> <p>Breaks – to refocus</p> <p>Check-in</p> <p>Class meetings</p> <p>Classroom Restorative Circles</p> <p>Community Building Circles</p> <p>Consistent Home Communication</p> <p>Corrective Consequences</p> |

| Level 1 Behavior Concerns (Cont.) | Behavior Supports and Responses (Cont.) Refer to Tier Defined Interventions beginning on pg. 53 |
|--|--|
| Minor Hallway and Public Space Misconduct (Cont.) | Minor Hallway and Public Space Misconduct (Cont.) Minor Hallway and Public Space Misconduct (Cont.) Effective Teacher Talk Establishing Norms and Expectations Interactive Modeling Kid Talk Protocol Logical Consequences Loss of Privilege (Individual or group) Nonverbal Cues PBIS Rollout – Building Wide Proximity to Students Respect Agreement Restorative Consequences Verbal Prompts |
| Occasional Unexcused Absences, Tardiness, and Class cutting | Occasional Unexcused Absences, Tardiness, and Class cutting Active Listening Classroom Management System Classroom Restorative Circles Collaborative Communication Consistent Home Communication “I Centered” Statements Logical Consequences Morning Meeting Morning Message PBIS Rollout – Building Wide Positive Teacher Language Rules Creation – with class Self-monitoring Social Emotional Learning (SEL) Curriculum Student Reflection |



Level 2 involves targeted interventions and assigned consequences when a student's behavior violation warrants a more focused behavioral response, beyond the immediate situation or incident in the classroom or other location. People learn best when they feel safe and understood. When providing discipline, adults intervene in a way that models and teaches the positive behavior desired of all people in the school building... students and adults. Thus, adults demonstrate care, support, and interest in the well-being of the student as consequences are put into place, ensuring that the discipline is educational.

| Level 2 Behavior Concerns | Behavior Supports and Response Strategies |
|--|--|
| <p>Academic dishonesty: plagiarism (copying another's work), cheating, altering records.</p> <p>Aggressive arguing, refusal, back talk.</p> <p>Alcohol, drugs, inhalants: possession, under the influence – first offense.</p> <p>Emotional outburst (some examples may include: refusal to leave classroom, repeated profanities, screaming or tantrums).</p> <p>Excessive absences, truancy, cutting class, tardiness.</p> <p>Harassment: single incident. To determine bullying in regard to OLWEUS.</p> <p>Horseplay, rough-housing, physical aggression: offensive touch, poking, pushing, shoving, physical intimidation, verbal threats, persistent teasing, taunting, name-calling.</p> <p>Intentional damage to personal or school property.</p> <p>Leaving classroom or school without permission.</p> <p>Non-authorized or inappropriate use and misuse of school equipment, materials, and electronic devices.</p> <p>Persistent Level 1 Behavior: insubordination, disrespectful to staff member, does not abide by school rules.</p> <p>Theft of less than \$50.</p> <p>Tobacco possession, use, sales.</p> <p>Unintentional physical contact with school personnel.</p> | <p>Consistent home communication (at least weekly).</p> <p>Informal consult between teacher and behavior interventionist/school psychologist that may include a classroom observation of student behavior.</p> <p>Referral and coordination as appropriate with community-based supports and agencies.</p> <p>Restorative conference with all people affected by incident (all parties must agree to participate, if this approach is to be used).</p> <p>Teacher-facilitated interventions (Refer to Level 1) including conference, within 48 hours, when a student returns to class after being removed.</p> <p>Teacher-student conference and re-entry plan facilitated by administrator.</p> |
| Potential Consequences | |
| <p>Assignment to in-school suspension for interventions that match student's needs.</p> <p>Conference with administrator and/or teacher, student, and parent.</p> <p>Incident investigation.</p> <p>Parent notification via phone, email, text message, or letter by administrator or staff member</p> <p>One to two-day in-school suspension.</p> <p>Removal from classroom or other location with Behavior Referral for remainder of the period.</p> <p>Signed agreement, made by all parties involved with using a restorative conference approach.</p> <p>Submission of Behavior Referral with no removal from classroom</p> | |

Level 3 involve violent or dangerous behavior violations that seriously jeopardize school and classroom safety and order. Students who exhibit these behaviors are assigned to more intense and individualized interventions.

| Level 3 Behavior Concerns | Behavior Supports and Response Strategies |
|---|--|
| <p>Alcohol, drugs, inhalants: distribution and sales. Alcohol, drugs, inhalants: under the influence (second offense). Arson/fire-related offense. Attack on student (hitting, kicking, or punching another student). Bomb threat. Bullying: persistent and repeated incidents targeted at same person or group. To determine bullying in regard to OLWEUS. Electronic bullying/harassment: used to threaten or emotionally harm another person. To determine bullying in regard to OLWEUS. Extortion (the practice of obtaining something, through force or threats) False activation of fire alarm. Fighting: all students engaged in hitting, kicking, or punching the other persons involved; and when serious disruption to the operation of the school occurs. Intentional physical attack on school personnel. Persistent Level 2 Behavior. Robbery Sexual offense INCLUDING assault and sexual harassment. Theft of more than \$50. Verbal aggression against school personnel: name calling, profanity, insults, offensive language, or gestures. Verbal or written threat against school personnel. Weapons, firearms, explosives: possession, use, threat of use.</p> | <p>Alternative placement intervention and plan. Consistent home communication (at least weekly). Circle of Support and Accountability (COSA), for students returning from extended suspension. Individual family or small group counseling or treatment. Informal consult between teacher and behavior interventionist/school psychologist that might include a classroom observation of student behavior. Intensive intervention for pervasive behavior that is seriously impeding student's success at school. Referral and coordination as appropriate with community-based supports and agencies. Restorative conference with all people affected by incident (all parties must agree to participate, if this approach is to be used). Teacher-facilitated interventions (See Level 1) including conference, within 48 hours, when a student returns to class after being removed. Teacher-student conference and re-entry plan facilitated by administrator.</p> |
| Potential Consequences | |
| <p>Assignment to in-school suspension for interventions that match student's needs. Immediate removal from classroom or other location to in-school suspension. Incident investigation. Parent notification and conference with administrator, parent and student. Five-day out-of-school suspension with District Hearing to request possible long-term suspension. Signed agreement made by all parties involved with using a restorative conference approach. Up to five-day suspension.</p> | |

BCSD RTI Secondary Behavior Supports and Responses – Tier 1 Defined Interventions

Tier 1 Characteristics:

- Accountable consequences
- Classroom Behavior Management system
- Classroom Teacher Responsibility – Tier 1 interventions are considered “positive” teaching practices for ALL students
- Conferencing (Academic, Responsive, Restorative)
- Consistent Expectations
- First (second) Teaching
- Increase Engagement/Learning
- Intentionally build community
- Lesson pacing
- PBIS Rules/Standards – building wide and classroom specific
- Proactive/Positive Structure
- Progress Monitoring – tracking/measuring progress; collecting data
- Teach/Model/Practice (“I do, We do, You do.”)
- Universal Instruction – for ALL students

Resources

- A. Getting Classroom Management Right – Guided Discipline and Personalized Support in Secondary Schools, Educators for Social Responsibility
- B. PBISworld www.pbisworld.org
- C. Intervention Central www.interventioncentral.org
- D. Kagan Techniques
http://www.teachology.com/currenttrends/cooperative_learning/kagan/
- E. “Brain Gym “exercises” <http://braingym.org/>
- F. “Whole Brain” Procedures www.wholebrainteaching.com
- G. Texas Educators for Restorative Practices www.texrp.com

Associated letters identify resources for the defined interventions below.

Tier 1 Proactive Structure/Interventions – for ALL students

- **Academic Choice** (B) – Students make thoughtful choices about what they learn (content/plan), how they learn (process/work time), and reflect on their learning/work (reflection). This is a way of empowering the student, preventing power struggles, and making the student feel engaged and a part of the decision-making process.
- **Activators** (A & G) – Class participation to transition to new topic/activity, a way to motivate students/opening activity in Community Circle.



- **Active Listening (C)** – The act of summarizing another person's ideas, opinions, or point of view in your own words. This demonstrates that you have not only heard the student's comments, but that you have grasped his or her opinions so clearly that you can repeat them back to the satisfaction of the speaker. Example: "Let me be sure that I understand you correctly..."
- **Affective Statements (G)** – Begin with an "I" statement, then provide additional clarification with a feeling and a behavior. Affective statements are: I feel _____ because _____.
- **Alternate Seating (B)** – Some students find sitting to be stifling and constricting, which can result in defiance, acting out, and decrease in work productivity. Small changes in position and/or view can freshen a student's resolve, energy level, interest, and motivation. Provide the student with choices, like standing while working, sitting on feet, on their knees, or similar configurations that will not be too distracting to other students.
- **"Brain Gym" exercises (E)** – Kinesthetic – Drink water, "Brain buttons," "Cross crawl," "Hook ups."
- **Breaks – to refocus (B)** – To allow students time away from a stressful or potentially stressful situation – whole group or individualized examples: run an errand, stretching/gross motor movement break.
- **Buddy Teacher: Time-Out (B)** – Non-punitive strategy – a pair of teachers close in location that assist each other with time-out. Once calm, students are welcomed back to original classroom – reduce stigma; talk later.
- **Call Home** – Addresses the concern, involving the family, leading to a strengthened school/home relationship.
- **Check-ins (A & G)** – Start and end-of-class check-ins with students who need additional support and encouragement.
- **Class Meetings (A)** – Greeting, sharing, group activity – leads to establishing trust, active engagement, exploring and practicing social-emotional skills.
- **Classroom Management system (A & B)** – Reinforces positive behavior, and supports the reflective practice for negative behaviors displayed, often paired with logical consequences.
- **Classroom Restorative Circles (G)** Restorative Circles are facilitated in three stages designed to identify the key factors in the conflict, reach agreements on next steps, and evaluate the results. The circle format invites shared power, mutual understanding, self-responsibility, and effective action.
- **Collaborative Communication** – Problem solving communication with grade level teams, support staff, service providers, administrators and/or community supports/resources about behavioral concerns.
- **Community Building Circles (G)** – Can be used for building community, repairing harm, decision-making, teaching content, reintegrating someone who's been gone and checking in with one another. Circles allow every voice to be heard, creating a safe atmosphere for all students. A talking piece is used so all participants focus and respect the individual who is speaking.
- **Consistent Home Communication** – Email, classroom newsletters, Friday reports, communication log...



- **Corrective Consequences (A)** – Support students to correct unwanted behavior in the moment, and to learn, practice, and rehearse desired target behaviors; or correct, revise, redo, and finish incomplete and below-standard academic work.
- **Effective Teacher Talk (A & G)** – Clear, Simple, Direct – invites cooperation and self-correction when problematic behaviors occur.
 - **Reinforcing** – Names a concrete/specific behavior – observe and give feedback, not “thanks.”
 - **Reminding** – Students need to remember expectations – proactive, positive reminders (think ahead), and reactive reminders (when student begins to get off target).
 - **Redirecting** – Non-negotiable instructions, positive, direct, firm statements. Naming the desired behavior = self-correcting behavior(s). Help student identify the specific behavior that needs to stop or change, and why.
- **Establishing Norms and Expectations (A & G)** – Developed by consensus where everyone participates and everyone agrees. Those agreements should be posted. When things start to go awry, pointing to the posted agreements, or reviewing them as a class, reminds students and teacher(s) of their agreements.
- **Gatherings (A & G)** – Welcome and acknowledge the group and invite all to participate. They are essential for building a cohesive classroom community.
- **“I centered” statements (C & G)** – Can reduce the potential that teacher criticism will lead to student confrontation. “I centered” statements reflect only the instructor's opinions and viewpoints. For example, rather than telling a student, "You are always disrupting class with your jokes!" You may say, "Zeke, I find it difficult to keep everybody's attention when there are other conversations going on in the classroom. That's why I need you to open your book and focus on today's lesson." “I” statements let you own the problem, but allow you to invite a student to help you find the solution.
- **Interactive Modeling (A & G)** – Teacher directed session for individual (or small group) guided instruction, practice, or learning of replacement behaviors.
- **Kagan structures (D)** – Kagan Structures involve cooperative interaction, and are designed to efficiently produce engagement, positive social interactions, and achievement because they incorporate four basic principles... the PIES principles: Positive Interdependence, Individual Accountability, Equal Participation, and Simultaneous Interaction.
- **Kid Talk Protocol (A)** – Form used when a teacher collaborates with colleagues to focus on one student's problems and issues, in order to develop shared strategies and problem-solve effective interventions for the student.
- **Logical Consequences: After PBIS teach/model/practice (A)** - Consequence should be reasonable, matching the severity of the offense or behavior. Do not engage in a conversation about it. Consequences are viewed as natural outcomes of the choices students make and the skills they need to learn.
- **Loss of privilege (individual or group) (A)** – As privilege opportunities develop, students demonstrate responsibility to then regain trust and privileges. Considered to be the outcome of Restorative Process.
- **Nonverbal Cues (A, B & G)** – A discreet and quick method to create a working relationship with student *without* calling attention to the student in a negative manner. Use cues like smiles, thumbs



up, nodding head “yes” to praise students for correct behaviors, participation, or to reassure them and encourage them. Use simple cues like shaking head “no,” raising eyebrows, giving a “one minute” finger signal to redirect students or give directives. Incorporate and point to visual prompts in the classroom that serve as reminders.

- **PBIS Rollout** (A & B) – Building wide and classroom specific – teachers model, teach, practice, and assess the behaviors, procedures, and problem-solving protocols that students are expected to use every day.
- **Personal Accountability** (A & G) – When unwanted behaviors persist, accountable consequences are done by the student with the support of an adult. The intention is to help students take responsibility for their behavior or academic problems; understand the effects of their behavior on themselves and others; and learn and practice behaviors that are more skillful, responsible, and productive.
- **Personal Conferencing** (A & G) – Used as a critical structure for discussing and resolving student problems. Conferencing can take on many forms—from a one minute check-in to an extended conference with the student outside of class; to a parent conference, either face to face or by phone. Personal conferencing can also include a multi-party meeting with the student, parent, and/or other staff and administrators – Restorative.
- **Problem-Solving Place** (A) – (Positive) Time-out – Non-punitive: to get back on track, student should be welcomed back, then take a break to refocus. Used when a teacher needs to remove a student temporarily to defuse, reflect, and problem solve.
- **Proximity to Students** (A & B) – Can be used to communicate care and concern, while being a subtle re-direction technique. This invites students to cooperate and self-correct their behavior. When giving directions, maintain proximity to at-risk students. Vary your teaching so that you will be able to walk around the classroom.
- **Random Positive Attention** (C) – Nonverbal cues (eye contact, thumbs up, pat on shoulder... “check ins”) – ignore student attention-seeking behaviors, while at the same time ‘randomly’ (incidentally) giving the student positive attention.
- **Respect Agreement** (G) – What does respect look like? What does it sound like? The Respect Agreement includes: student respecting student; student respecting teacher; teacher respecting student; all respecting school facilities and equipment. Once agreement is developed, check with class to make sure everyone agrees that it contains everything that is important to those included. Discuss what will happen if the Respect Agreement is violated. When a consensus has been reached, have everyone sign it, and post it where it can easily be seen and referenced.
- **Responsive Listening PEARS (A)** – Active listening increases a sense of connection with students and reduces potential conflicts and misunderstandings. **P** – Paraphrase the facts; **E** – encourage the person to speak; **A** – ask questions that help clarify the problem and foster self-awareness, self-reflection and self-assessment; **R** – reflect on feelings to defuse highly charged emotions; **S** – solve the problem if the person is ready to change and make a plan.
- **Restorative Conferencing** (A, D & G) – Enable those (individuals or a group) who have been harmed or violated to air and share feelings, needs, and grievances. Restorative conferencing provides specific pathways to repair harms by bringing together those who are affected by



misbehavior in a dialogue to address concerns, achieve understanding, and come to agreement about setting things right. Conferencing involves amends-making and accountability.

- **Restorative Consequences** (A & G) – “You broke it, you fix it.” Help to repair harm done, mend relationships, restore one’s good standing, or otherwise make things right. Example: a student draws on a desk, helps to clean it up—not punitive/humiliating, but a natural/logical consequence.
- **Role-playing** (A) - The acting out, or performance of, a particular role/strategy to teach appropriate routines, social-emotional and academic skills.
- **Self-monitoring** (C) – Requires that the student be an active participant in the intervention, with responsibility for measuring and evaluating his or her behaviors. The student must first learn the teacher's behavioral expectations, then increase or decrease displayed behavior.
- **“Stop, Walk, Talk” Technique** (B) - The technique consists of teaching students to use three simple and progressive steps: indicating through words and gesture to stop, walk away if the problem continues, and finally, talk to an adult if the issue is still not resolved.
- **Student Reflective Consequences** (A, B & G) – An effective tool to use when a student is displaying unacceptable (or acceptable) behaviors. It can be used in conjunction with the Class Rules. Reflection sheets help correct undesired behaviors or, conversely, reinforce the positive actions of students following the rules, and those exhibiting expected and desired behaviors. Reflective Consequences should be supported by an adult, specifically to monitor and support desired changes in behavior.
- **Sunshine Calls and/or Sunshine Notes** (A) – Share with parent something the student has done well and/or something you appreciate about the child. Seen as a powerful connector between teacher, parent and student.
- **Talk Tickets** (C) – Assure the student that he or she will have a chance to talk through a situation, while allowing the teacher to schedule a meeting with the student for a time that does not disrupt classroom instruction.
- **Teach Conflict Resolution Strategies** (B) – This enables and empowers students to be more independent and highly functioning, reducing a teacher’s time needed to “put out fires.” Improves self-confidence and reduces tattling, bickering, and disruptions.
- **Verbal Prompts** (A) – Support students’ cooperation and self-correction *before* unwanted behaviors become a serious distraction or disruption to learning.
- **Visual Schedules** (B) – Whole class or individualized – smooth transitions; decrease anxiety; set expectations.



BCSD RTI Secondary Behavior Supports and Responses – Tier 2 and Tier 3 Defined Interventions

Tier 2 Characteristics:

- Classroom Teacher and /or Interventionist Responsibility
- Consistent Expectations
- Individualized Behavior Plan (Informal)
- Proactive / Positive Structure
- Progress Monitoring – tracking/measuring progress; collecting data
- Progressive Discipline
- Small Group Instruction (3 to 5 students) for a minimum of 20 minutes per session
- Teach/Model/Practice/Rehearse – Targeted Deficient Skills (“I do, We do, You do”)

Resources

- A. Getting Classroom Management Right – Guided Discipline and Personalized Support in Secondary Schools, Educators for Social Responsibility
- B. PBISworld www.pbisworld.org
- C. Intervention Central www.interventioncentral.org
- D. Texas Educators for Restorative Practices www.texrp.com

Associated letters identify resources for the defined interventions below.

Tier 2 Proactive Structure/Interventions

- **Check In Check Out (CICO)** (B) – The program consists of students **daily** checking in with an adult at the start of school day to retrieve a goal sheet and encouragement, teachers provide feedback on the sheet throughout the day, students check out at the end of the day with same adult, and the student takes the sheet home to be signed, returning it the following morning at check in.
- **Daily Behavior Form with Parent Contact and Communication** (B) – Holds students accountable on a daily basis. Provides structure, routine, consistency, and organization, promoting self-responsibility. Improves student buy-in and school/home communication.
- **Daily Conduct Card** (A) – Used when a student needs close monitoring, and you and the student have agreed on the specific behaviors that need to be stopped, as well as the desired target behaviors that the student will start using.
- **Individual Visual Schedule** (B) – Leads to smooth transitions; decreased anxiety; sets expectations for student.
- **Informal Behavior Intervention Plan** (B) – Provides more intensive intervention and monitoring, increasing support around student. Provides an Individualized plan for success. Plan addresses targeted issues in a specific manner. It actively involves teachers, support staff, student, and parents.
- **Logical Consequences: After PBIS teach/model/practice** (A & D) - Consequence should be reasonable, matching the severity of the offense or behavior – do not engage in a conversation about it. Consequences are viewed as natural outcomes of the choices students make and the skills they need to learn.



- **Mentoring – By Staff Member (B)** – Source of accountability, encouragement, support, and advocacy. Mentors should be consistent, supportive, encouraging, and engaged. Relationship is all about connecting and establishing a rapport and a trusting relationship, using active listening with students. Mentors should help students to set goals, plans, and solutions, meeting with a student once a week for about 15 minutes. *Consider aligning mentoring with advisory, student support period, or student conference period.*
- **Non-Verbal Cues and Signals (A, B & D)** – A discreet and quick method to create a working relationship with student *without* calling attention to the student in a negative manner. Use cues like smiles, thumbs up, nodding head “yes” to praise students for correct behaviors, participation, or to reassure and encourage them. Use simple cues like shaking head “no,” raising eyebrows, or giving a “one minute” finger signal, to redirect students or give directives. Incorporate and point to visual prompts in the classroom that serve as reminders.
- **Organizational Tools/Strategies (B)** – These provide increased order for the student... mentally and logistically, improving student awareness of belongings, papers, and supplies. Improves work completion and returning (handing in) of work.
- **Reward System (B)** – To reinforce positive behaviors and expectations, and provide students with positive feedback. Typically produces immediate and quick results – providing a visual, concrete reason for students to work toward behavioral and academic goals.
- **Self-monitoring (C)** – Requires that the student be an active participant in the intervention, with responsibility for measuring and evaluating his or her behaviors. The student must first learn the teacher's behavioral expectations, then increase or decrease displayed behavior.
- **Sensory Tools (Recommended by OT) (B)** – Some students' behaviors are due primarily to sensory issues, therefore, simple sensory interventions can greatly alleviate these behavioral barriers. Providing students with sensory stimulation could lead to results in increased work production, on-task behavior, and improved focus and attention.
- **Social Skills Group (B)** – Improves student interactions, improving daily social functioning. Teaches students essential life skills, increasing self-confidence, self-concept, and self-esteem.
- **Social Stories (B)** – Personalized stories are used when a student fails to grasp social norms, routines, and expectations. These stories teach students routines, expectations, and behavioral standards in an alternative way, reinforcing correct behavior. Information is presented in a story format, providing visual examples of behavior expectations.
- **Structured Breaks (B)** – Refocus/Eliminate Power Struggle / Cool Down Time – To allow students time away from a stressful or potentially stressful situation – individualized examples: run an errand, stretching/gross motor movement break. Adults explain the process to the student and have them practice it before implementation. Student or teacher may initiate a break, though it is best when the students can identify the need for and take breaks appropriately.
- **Student Phone call (A)** – Student calls parent, in the presence of a classroom teacher and/or administrator, to discuss the displaying of chronic, unwanted behaviors.
- **Targeted Interactive Modeling (A & D)** – Teacher directed session for individual (or small group) guided instruction, practice, or learning of replacement behaviors.



- **Targeted Re-teaching of Behavior Expectations (B)** – Assists with retaining and understanding expectations, making learning direct and concrete.
- **Targeted Role-Playing (A)** - The acting out or performance of a particular role/strategy to teach appropriate routines, social-emotional and academic skills. Teacher led coaching to practice the desired target behavior with the student.
- **Targeted Skill – Relaxation Techniques (B)** – Provides students with a way to manage their own feelings and emotions, increasing instructional time when students can calm themselves, and utilize coping skills. Assists with improving student focus and attention. Proven to have positive physiological benefits, including improved blood flow, oxygen and endorphin levels, as well as decreased cortisol or “stress hormone” levels.
- **Targeted Skills – Self-Regulated Behaviors (A)** – Provides students with opportunities to learn how to Feel, Think, then Act (as opposed to Feel, Act, Think). Students engage in deliberative self-monitoring, self-reflection, and self-talk before choosing an appropriate response or action.
- **Targeted Social Emotional Learning (SEL) Curriculum** – SEL focuses on building life skills and social competence.
- **Teach Conflict Resolution Strategies for Target Skill Areas (B)** - Enables and empowers students to be more independent and highly functioning, reducing teacher’s time needed to “put out fires.” Improves self-confidence and reduces tattling, bickering, and disruptions.
- **Written Agreements/Behavior Contracts (A B & D)** – Holds students’ accountable, providing structure, routine, consistency, and organization. Promotes self-responsibility, increasing student motivation and effort. Leads to improved school/home communication.

Tier 3 Characteristics:

- Agency Referral and /or CSE Referral
- Consistent Expectations
- Individualized Behavior Plan (formal or Informal)
- Individualized Instruction (one to two students), meeting more frequently than Tier 2, for a minimum of 30 minutes per session
- Interventionist Responsibility
- Progress Monitoring – tracking/measuring progress; collecting data
- Progressive Discipline
- Teach/Model/Practice/Rehearse – Targeted Deficient Skills (“I do, We do, You do”)

Resources

- Getting Classroom Management Right – Guided Discipline and Personalized Support in Secondary Schools, Educators for Social Responsibility
- Texas Educators for Restorative Practices www.texrp.com

Associated letters identify resources for the defined interventions below.



Tier 3 Proactive Structure/Interventions

- **Agency Referral** – School social workers and guidance counselors will assist with this process.
- **Alternatives to Suspension – Progressive Discipline (A and B)** - Providing alternatives to suspensions can be much more effective in getting students' behavior to change. Alternatives must be discussed with a student before implementation. Common alternatives include: in-school suspension, detention, counseling session of targeted skill, restitution, loss of privileges (lunch/recess).
- **Behavior Contract with Conferencing (B)** – Holds students' accountable, providing structure, routine, consistency, and organization. Promotes self-responsibility, increasing student motivation and effort. Leads to school/home communication.
- **Behavior Intervention Plan (BIP) (B)** – Provides more intensive intervention and monitoring, increasing support around student. Provides an individualized plan for success. Plan addresses targeted issues in a specific manner. It actively involves teachers, support staff, student, and parents (for those referred to CSE, or those currently with a 504 plan that will result in an IEP).
- **Behavior Meetings (B)** – Provides constant, updated, and relevant information for managing behaviors in school and at home; providing valuable data and information on updating behavior plans, functional behavior assessments, and other behavior modifications and intervention. Also forces disengaged and inactive parents into the behavior planning and intervention process and helps make parents more responsible for addressing the student's behavior(s), including following-through with consequences and rewards.
- **Circle of Support and Accountability (COSA) (B)** – COSA is for students returning from extended suspension. It is a meeting that is conducted in a circle. The circle focuses on a student that is returning from an extended time-out of the educational setting, due to suspension or expulsion. It is conducted to highlight the people who will support the student upon return. Those who offer support take accountability by identifying how they will support the student. Attendees can include parent/guardians, teachers, friends of the student, and other adults who want to contribute to supporting the return of the student.
- **CSE Referral** – School Psychologist will assist with this process.
- **Family Group conferencing (C)** – A restorative circle that includes family members of the person who has harmed, and the person who did the harm. This conferencing should be facilitated by a school administrator.
- **Functional Behavior Assessment (FBA) (B)** – Helps identify the root causes, functions, and reinforcers of behaviors, and provides data for developing an appropriate and effective behavior plan. Once you have completed the FBA form—and have a theory as to the function of the behavior—develop a Behavior Intervention Plan (BIP) based on the data and results from the FBA (for those referred to CSE, or those currently with a 504 plan that will result in an IEP).
- **No Passing Time (B)** – Prevents behavior issues from occurring in the halls and other unsupervised or unstructured settings. If the student is having issues before or after school, this strategy may also be utilized, requiring the student to come to school either early, or after the starting bell rings, and requiring them to remain in the school office or classroom at the end of the day until all other students have left.



- **Reentry Conferencing (A)** – Creates a marker between what happened in the past and a fresh start. The student needs to communicate what will be different upon his or her return to the classroom. Students will identify different choices they will make so the unwanted behaviors are not repeated. School expectations will be reviewed, and behavior will be monitored. Staff should communicate their confidence that a student can change, while providing support to make it happen.
- **Structured Time-Out (B)** – Provides student with a consistent and predictable consequence that is structured and always the *same* procedure. Efficient way to deal with behavior problems and disruptions, maintaining a log of timeouts for data tracking and analysis. In-class and out-of-class time-outs may be utilized as a progressive discipline system, where the student first receives an in-class time-out for a brief period, then on the next offense, they receive a longer out-of-class time-out.
- **Student Success Plan (B)** Used with students grades 3 through 12. A student-driven process where student recognizes behavior areas that are in need of improvement. Used when re-entering school after a level 2 and/or 3 infraction.



A Restorative Approach to Harm, Conflict, Personal Efficacy, Anger, and Problem Solving

Preparation

A pre-conference must be held with both parties prior to coming to the restorative circle or Restorative Intervention Room. Agreements for coming to circle should be established.

Invite all parties who have a stake in the circle. This could involve other adults, students, parents, or community members.

Find an appropriate time and location. Meetings are preferably held in a circle. We use a talking piece (usually) to identify the speaker as the conversation goes on.

| | |
|--|--|
| <p>Conference to Repair Harm/Address Conflict When a specific incident of behavior has harmed others, and prompts immediate attention...</p> | <p>Personal Efficacy Conference When a student's unproductive or ineffective behaviors, habits, or mindsets raise an adult's concerns...</p> |
| <ol style="list-style-type: none"> 1. What happened? 2. How has this incident left you feeling? How have you been harmed? 3. What have you thought about since? 4. What has been the hardest part for you? 5. What part do you take responsibility for? 6. What can you do to repair this harm? What would help fix this or make this as right as possible? 7. What do you need from the other person as a result of this? What are you willing to do to fix this? To make it right again? 8. How can we keep this from happening again? 9. Based on what we agreed, when should we check in? | <ol style="list-style-type: none"> 1. Here's what I've been noticing. What's going on for you? 2. What are you thinking or feeling about this? 3. What are some things you think I might be concerned about? If the student is struggling with this, say: 4. I am concerned about _____ and I am worried about how this is impacting _____. 5. So, what might be some things you can stop doing or start doing to get better at _____? 6. How will you know that your plan is working? 7. What can I do to support you? |
| <p>Defusing Conference When students are upset and their emotional state is making it hard to focus and learn...</p> | <p>Problem-Solving Conference When the focus is on helping a student address a specific academic or behavioral problem...</p> |
| <ol style="list-style-type: none"> 1. I've noticed that you look upset (angry, frustrated, bored, distracted). What's going on for you? 2. What's not working for you right now? Is there anything else bothering you? Is there anything else that can help me understand? 3. How are you feeling right now? How do you want to feel? 4. What might you do to feel better / to be okay right now? 5. Is there something else we might talk about later that would help? | <ol style="list-style-type: none"> 1. What do you want? 2. What are you doing to get what you want? 3. Is it working? 4. What kind of plan will help you get _____. 5. How will you know that your plan is working? 6. What can I do to support you? |

GRADES 2-5

LEVELS OF BEHAVIOR CONCERNS, VIOLATIONS AND RESPONSES

| | | |
|---|--|--|
| <p>LEVEL 1 Classroom support/teacher managed-universal core instruction Appropriate when the behavior is a minor infraction. RTI classroom supports have been put in place and behavior has been communicated to parent/guardian.</p> | <p>LEVEL 2 Intensive support staff and appropriate administration May be appropriate when supports have been put in place in the classroom to address behavior, but the behavior has become persistent and has continued to negatively influence the learning of the student and others. Possibility of short-term suspension.</p> | <p>LEVEL 3 Suspension May be appropriate given the seriousness of the offense and impact on the school community, and/or when documented interventions and supports have been put in place but the behavior is escalating. Possibility of increased suspension days and/or superintendent's hearing.</p> |
|---|--|--|

Behavior Violations and Levels of Response: Grades 2-5

| Behavior Violation | Level 1 | Level 2 | Level 3 | NOTES |
|--|---------|---------|---------|---|
| Absences | | | | |
| Occasional refusal to attend class / unexcused absence / tardiness | ■ | ■ | | Classroom teacher will inform social worker/ attendance personnel |
| Persistent or excessive absences from school / truancy | ■ | ■ | | |
| Academic Dishonesty | | | | |
| Plagiarism, copying another's work, cheating, or altering records | ■ | ■ | | Student may receive a failing grade for assignment |



| Behavior Violation | Level 1 | Level 2 | Level 3 | NOTES |
|---|---------|---------|---------|--|
| Alcohol / Drugs / Inhalants | | | | |
| Under the influence- 1 st offense | | ■ | ■ | School staff is required to refer student to appropriate substance abuse counseling. |
| Under the influence – 2 nd offense | | | ■ | |
| Using or possessing | | | ■ | |
| Distributing or selling | | | ■ | |
| Arson | | | | |
| Starting a fire / Fire-related offense | | | ■ | NYS Uniform Fire Prevention and Building Code 401.3 requires building principals to contact the fire department for any and all unwanted fires |
| Attack on Student | | | | |
| Attack on student – hitting kicking, punching | | ■ | ■ | |
| Attack on student with injury | | | ■ | |
| Bomb Threat | | | | |
| Making threats or providing false information about the presence of explosive materials or devices on school property | | | ■ | |
| Bullying – Verbal, Physical and Electronic | | | | |
| Persistent and repeated incidents of bullying targeted at same person or group | | ■ | ■ | DASA Investigation is required |
| Damage to Personal or School Property | | | | |
| Minor damage (less than \$50) | | ■ | | |
| Damage to another person’s or school property (\$50 to \$500) | | ■ | ■ | |
| Damage to another person’s or school property (over \$500) | | ■ | ■ | |
| Difficulties Communicating and Managing Needs, Thoughts and Emotions | | | | |
| Demonstrates difficulty with empathizing with others / accepting other points of view | ■ | | | |

| Behavior Violation | Level 1 | Level 2 | Level 3 | NOTES |
|---|---------|---------|---------|-------|
| Does not accept correction and feedback calmly | ■ | ■ | | |
| Engages in confrontation, arguing, backtalk | ■ | ■ | | |
| Expresses needs and emotions inappropriately | ■ | ■ | | |
| Misinterprets instructional cues / social cues | ■ | | | |
| Difficulties of Self-Regulation / Problem Solving | | | | |
| Does not work silently or independently without bothering others | ■ | ■ | | |
| Seeks attention inappropriately | ■ | ■ | | |
| Throws objects without physical injury to others | ■ | ■ | | |
| Talking out in class or talking out of turn | ■ | ■ | | |
| Makes excessive, distracting, or disruptive movements or noises | ■ | ■ | | |
| Demonstrates difficulty resolving problems | ■ | ■ | | |
| Does not make transitions or adjusts to new situations effectively | ■ | ■ | | |
| Electronic Devices- Non-authorized | | | | |
| Use of cellphones, handheld mobile devices, electronic game devices, and other similar items | ■ | ■ | | |
| Use of electronic devices that lead to the threat of harm to another person | | ■ | ■ | |
| Recording or publishing a fight | | ■ | ■ | |
| Use of electronic devices for which it is determined that such use directly causes physical or emotional harm to another person | | ■ | ■ | |
| Emotional Outburst | | | | |
| Emotional outburst – (repeated profanities, screaming, tantrums) | | ■ | | |
| Extortion | | | | |
| Obtaining money or property from another student through coercion, intimidation, or threat of physical harm | | ■ | ■ | |



| Behavior Violation | Level 1 | Level 2 | Level 3 | NOTES |
|---|---------|---------|---------|--|
| False Activation of Fire Alarm | | | | |
| Intentional false activation of fire alarm | | | ■ | <p>Principals must complete NYSED Office of Facilities Planning <i>Fire Incident Report Form 2014</i></p> <p>If the fire alarm is activated the fire department must be notified and they have jurisdiction until event/source is investigated</p> |
| Fighting | | | | |
| All students engaged in hitting, kicking, or punching and serious disruption to operation of the school occurs | | ■ | ■ | |
| Hallway Misbehavior | | | | |
| Running, making excessive noise, loitering, or persistent hall-walking | ■ | ■ | | |
| Seeks attention inappropriately | ■ | ■ | | |
| Engages in confrontation – arguing or back talk | ■ | ■ | | |
| Use of inappropriate language | ■ | ■ | | |
| Horseplay | | | | |
| Horseplay, rough-housing | ■ | ■ | | |
| Minor physical aggression | | ■ | ■ | |
| Harassment Based on Race, Ethnicity, Gender, Sexual Orientation, Disability or Religion, Including Cyber-harassment, Against Members of the School Community | | | | |
| Single Incident | | ■ | | DASA investigation may be warranted |
| Physical intimidation, verbal threats | | ■ | ■ | |
| Very serious incident that is life-threatening, seriously harmful or personally damaging to the person who is targeted | | | ■ | |



| Behavior Violation | Level 1 | Level 2 | Level 3 | NOTES |
|---|---------|---------|---------|--------------------------|
| Leaving Classroom or School without Permission | | | | |
| Leaving classroom or school without permission | ■ | ■ | | |
| Non-Compliance / Non-completion/Insubordination | | | | |
| Failure to comply with school rules, regulations, policies, or procedures | ■ | ■ | | Nonviolent / nonphysical |
| Failure to follow directions | ■ | ■ | | |
| Failure to respond to school staff directives, questions, or requests | ■ | ■ | | |
| Does not attempt / complete assigned work | ■ | | | |
| Does not bring necessary materials to class | ■ | | | |
| Does not maintain focus on task at hand | ■ | | | |
| Does not participate in class activities | ■ | | | |
| Physical Contact | | | | |
| Unintentional physical contact with school personnel | ■ | ■ | | |
| Unintentional striking of a staff member who is intervening in a fight or other aggressive behavior | | | ■ | |
| Intentional physical attack on school personnel | | | ■ | |
| Offensive touching, poking, pushing, shoving, or physical intimidation | | ■ | ■ | |
| Robbery | | | | |
| Taking money or property from another by force | | ■ | ■ | |
| Sexual Offenses | | | | |
| Sexual Assault | | | ■ | |
| Sexual harassment (e.g., inappropriate verbal or written conduct of a sexual nature) | | | ■ | |
| Sexual harassment (e.g., inappropriate physical conduct of a sexual nature) | | | ■ | |
| Sexual misconduct (e.g., indecent exposure, engaging in sexual activity, etc.) | | | ■ | |



| Behavior Violation | Level 1 | Level 2 | Level 3 | NOTES |
|--|---------|---------|---------|---|
| Tardiness | | | | |
| Excessive tardiness to class or school | ■ | ■ | | |
| Technology Acceptable Use Policy Violation | | | | |
| Violation of BCSD Technology Acceptable Use Policy | ■ | ■ | ■ | |
| Theft | | | | |
| Nominal item (i.e. candy, gum) | ■ | | | |
| Under \$50 | | ■ | | |
| Over \$50 | | | ■ | |
| Threat Against School Personnel, Written or Verbal | | | | |
| Verbal or written threat against school personnel | | | ■ | |
| Tobacco | | | | |
| Use or possession | ■ | ■ | | School staff is required to refer student to appropriate substance abuse counseling |
| Verbal Altercations / Social Interactions | | | | |
| Name calling, insults, making inappropriate gestures, symbols, or comments, persistent teasing | ■ | ■ | | |
| Confrontational and aggressive arguing, name calling | ■ | ■ | ■ | |
| Misleading or giving false information to school staff | ■ | ■ | ■ | |
| Persistent verbal aggression against school personnel | | ■ | ■ | |
| Demonstrates difficulty getting along with others | ■ | | | |
| Plays around or goofs off with others | ■ | | | |
| Interrupts or joins in a "side bar" conversation | ■ | | | |

| Behavior Violation | Level 1 | Level 2 | Level 3 | NOTES |
|---|---------|---------|---------|-------|
| Weapons, Firearms, Explosives | | | | |
| Possession of any gun of any kind, loaded and unloaded, operable or inoperable, including BB guns and pellet guns, etc. | | | ■ | |
| Possession of instruments or objects that could be used as weapons | | | ■ | |
| Instruments or objects used as weapons with intent to cause injury | | | ■ | |
| Explosives (possession, sale, distribution, detonation, or threat of detonation of an incendiary or explosive material or device including firecrackers, smoke bombs, flares, or any combustible or explosive substances or combination of substance or articles, other than a firearm) | | | ■ | |



GRADES 6-8

LEVELS OF BEHAVIOR CONCERNS, VIOLATIONS AND RESPONSES

| | | |
|--|--|--|
| <p>LEVEL 1 Classroom support/teacher managed-universal core instruction Appropriate when the behavior is a minor infraction. RTI classroom supports have been put in place and behavior has been communicated to parent/guardian</p> | <p>LEVEL 2 Intensive support staff and appropriate administration May be appropriate when supports have been put in place in the classroom to address behavior, but the behavior has become persistent and has continued to negatively influence the learning of the student and others. Possibility of short-term suspension.</p> | <p>LEVEL 3 Suspension May be appropriate given the seriousness of the offense and impact on the school community, and/or when documented interventions and supports have been put in place but the behavior is escalating. Possibility of increased suspension days and/or superintendent's hearing.</p> |
|--|--|--|

Behavior Violations and Levels of Response: Grades 6-8

| Behavior Violation | Level 1 | Level 2 | Level 3 | NOTES |
|--|---------|---------|---------|---|
| Absences | | | | |
| Occasional refusal to attend class / unexcused absence / tardiness | ▪ | ▪ | | Classroom teacher will inform social worker/ attendance personnel |
| Persistent or excessive absences from school / truancy | ▪ | ▪ | ▪ | |
| Academic Dishonesty | | | | |
| Plagiarism, copying another's work, cheating or altering records | ▪ | ▪ | | Student may receive a failing grade for assignment |



| Behavior Violation | Level 1 | Level 2 | Level 3 | NOTES |
|---|---------|---------|---------|---|
| Alcohol / Drugs / Inhalants | | | | |
| Under the influence- 1 st offense | | • | • | School staff is required to refer student to appropriate substance abuse counseling School nurse must be immediately notified |
| Under the influence – 2 nd offense | | | • | |
| Using or possessing | | | • | |
| Distributing or selling | | | • | |
| Arson | | | | |
| Starting a fire / Fire-related offense | | | • | NYS Uniform Fire Prevention and Building Code 401.3 requires building principals to contact the fire department for any and all unwanted fires. |
| Attack on Student | | | | |
| Attack on student – hitting kicking, punching | | • | • | |
| Attack on student with injury | | | • | |
| Bomb Threat | | | | |
| Making threats or providing false information about the presence of explosive materials or devices on school property | | | • | |
| Bullying – Verbal, Physical and Electronic | | | | |
| Persistent and repeated incidents of bullying targeted at same person or group | | • | • | DASA Investigation is required |
| Damage to Personal or School Property | | | | |
| Minor damage (less than \$50) | | • | | |
| Damage to another person’s or school property (\$50 to \$500) | | • | • | |
| Damage to another person’s or school property (over \$500) | | • | • | |

| Behavior Violation | Level 1 | Level 2 | Level 3 | NOTES |
|---|---------|---------|---------|-------|
| Difficulties Communicating and Managing Needs, Thoughts and Emotions | | | | |
| Demonstrates difficulty with empathizing with others / accepting other points of view | • | | | |
| Does not accept correction and feedback calmly | • | • | | |
| Engages in confrontation, arguing, backtalk | • | • | | |
| Expresses needs and emotions inappropriately | • | • | | |
| Misinterprets instructional cues / social cues | • | | | |
| Difficulties of Self-Regulation / Problem Solving | | | | |
| Does not work silently or independently without bothering others | • | • | | |
| Seeks attention inappropriately | • | • | | |
| Throws objects without physical injury to others | • | • | | |
| Talking out in class or talking out of turn | • | • | | |
| Makes excessive, distracting, or disruptive movements or noises | • | • | | |
| Demonstrates difficulty resolving problems | • | • | | |
| Does not make transitions or adjusts to new situations effectively | • | • | | |
| Electronic Devices- Non-authorized | | | | |
| Use of cell phones, handheld mobile devices, electronic game devices, and other similar items | • | • | | |
| Use of electronic devices that lead to the threat of harm to another person | | • | • | |
| Recording or publishing a fight | | • | • | |
| Use of electronic devices for which it is determined that such use directly causes physical or emotional harm to another person | | • | • | |
| Emotional Outburst | | | | |
| Emotional outburst – (repeated profanities, screaming, tantrums) | | • | | |



| Behavior Violation | Level 1 | Level 2 | Level 3 | NOTES |
|--|---------|---------|---------|---|
| Extortion | | | | |
| Obtaining money or property from another student through coercion, intimidation, or threat of physical harm | | • | • | |
| False Activation of Fire Alarm | | | | |
| Intentional false activation of fire alarm | | | • | Principals must complete NYSED Office of Facilities Planning <i>Fire Incident Report Form 2014</i> If the fire alarm is activated the fire department must be notified and they have jurisdiction until event/source is investigated |
| Fighting | | | | |
| All students engaged in hitting, kicking, or punching and serious disruption to operation of the school occurs | | • | • | |
| Hallway Misbehavior | | | | |
| Running, making excessive noise, loitering, or persistent hall-walking | • | • | | |
| Seeks attention inappropriately | • | • | | |
| Engages in confrontation – arguing or back talk | • | • | | |
| Use of inappropriate language | • | • | | |
| Horseplay | | | | |
| Horseplay, rough-housing | • | • | | |
| Minor physical aggression | | • | • | |



| Behavior Violation | Level 1 | Level 2 | Level 3 | NOTES |
|---|---------|---------|---------|-------------------------------------|
| Harassment Based on Race, Ethnicity, Gender, Sexual Orientation, Disability or Religion, Including Cyber-harassment, Against Members of the School Community | | | | |
| Single Incident | | • | | DASA investigation may be warranted |
| Physical intimidation, verbal threats | | • | • | |
| Very serious incident that is life-threatening, seriously harmful or personally damaging to the person who is targeted | | | • | |
| Leaving Classroom or School without Permission | | | | |
| Leaving classroom or school without permission | • | • | | |
| Non-Compliance / Non-completion/Insubordination | | | | |
| Failure to comply with school rules, regulations, policies, or procedures | • | • | | Nonviolent / nonphysical |
| Failure to follow directions | • | • | | |
| Failure to respond to school staff directives, questions, or requests | • | • | | |
| Does not attempt / complete assigned work | • | | | |
| Does not bring necessary materials to class | • | | | |
| Does not maintain focus on task at hand | • | | | |
| Does not participate in class activities | • | | | |
| Physical Contact | | | | |
| Unintentional physical contact with school personnel | • | • | | |
| Unintentional striking a staff member who is intervening in a fight or other aggressive behavior | | | • | |
| Intentional physical attack on school personnel | | | • | |
| Offensive touching, poking, pushing, shoving or physical intimidation | | • | • | |
| Robbery | | | | |
| Taking money or property from another by force | | • | • | |

| Behavior Violation | Level 1 | Level 2 | Level 3 | NOTES |
|--|---------|---------|---------|---|
| Sexual Offenses | | | | |
| Sexual Assault | | | • | |
| Sexual harassment (e.g., inappropriate verbal or written conduct of a sexual nature) | | | • | |
| Sexual harassment (e.g., inappropriate physical conduct of a sexual nature) | | | • | |
| Sexual misconduct (e.g., indecent exposure, engaging in sexual activity, etc.) | | | • | |
| Tardiness | | | | |
| Excessive tardiness to class or school | • | • | | |
| Technology Acceptable Use Policy Violation | | | | |
| Violation of BCSD Technology Acceptable Use Policy | • | • | • | |
| Theft | | | | |
| Nominal item (i.e. candy, gum) | • | | | |
| Under \$50 | | • | | |
| Over \$50 | | | • | |
| Threat Against School Personnel, Written or Verbal | | | | |
| Verbal or written threat against school personnel | | | • | |
| Tobacco | | | | |
| Use or possession | • | • | | School staff is required to refer student to appropriate substance abuse counseling |

| Behavior Violation | Level 1 | Level 2 | Level 3 | NOTES |
|---|---------|---------|---------|-------|
| Verbal Altercations / Social Interactions | | | | |
| Name calling, insults, making inappropriate gestures, symbols, or comments, persistent teasing | • | • | | |
| Confrontational and aggressive arguing, name calling | • | • | • | |
| Misleading or giving false information to school staff | • | • | • | |
| Persistent verbal aggression against school personnel | | • | • | |
| Demonstrates difficulty getting along with others | • | | | |
| Plays around or goofs off with others | • | | | |
| Interrupts or joins in a “side bar” conversation | • | | | |
| Weapons, Firearms, Explosives | | | | |
| Possession of any gun of any kind, loaded and unloaded, operable or inoperable, including BB guns and pellet guns, etc. | | | • | |
| Possession of instruments or objects that could be used as weapons | | | • | |
| Instruments or objects used as weapons with intent to cause injury | | | • | |
| Explosives (possession, sale, distribution, detonation, or threat of detonation of an incendiary or explosive material or device including firecrackers, smoke bombs, flares, or any combustible or explosive substances or combination of substance or articles, other than a firearm) | | | • | |



GRADES 9-12

LEVELS OF BEHAVIOR CONCERNS, VIOLATIONS AND RESPONSES

| | | |
|--|--|--|
| <p>LEVEL 1 Classroom support/teacher managed-universal core instruction Appropriate when the behavior is a minor infraction. RTI classroom supports have been put in place and behavior has been communicated to parent/guardian</p> | <p>LEVEL 2 Intensive support staff and appropriate administration May be appropriate when supports have been put in place in the classroom to address behavior, but the behavior has become persistent and has continued to negatively influence the learning of the student and others. Possibility of short-term suspension.</p> | <p>LEVEL 3 Suspension May be appropriate given the seriousness of the offense and impact on the school community, and/or when documented interventions and supports have been put in place but the behavior is escalating. Possibility of increased suspension days and/or superintendent's hearing.</p> |
|--|--|--|

Behavior Violations and Levels of Response: Grades 9-12

| Behavior Violation | Level 1 | Level 2 | Level 3 | NOTES |
|--|---------|---------|---------|---|
| Absences | | | | |
| Occasional refusal to attend class / unexcused absence / tardiness | • | • | | Classroom teacher will inform social worker/ attendance personnel |
| Persistent or excessive absences from school / truancy | • | • | • | |
| Academic Dishonesty | | | | |
| Plagiarism, copying another's work, cheating or altering records | • | • | | Student may receive a failing grade for assignment |



| Behavior Violation | Level 1 | Level 2 | Level 3 | NOTES |
|---|---------|---------|---------|---|
| Alcohol / Drugs / Inhalants | | | | |
| Under the influence- 1 st offense | | • | | School staff is required to refer student to appropriate substance abuse counseling. |
| Under the influence – 2 nd offense | | | • | |
| Using or possessing | | | • | School nurse must be immediately notified. |
| Distributing or selling | | | • | |
| Arson | | | | |
| Starting a fire / Fire-related offense | | | • | NYS Uniform Fire Prevention and Building Code 401.3 requires building principals to contact the fire department for any and all unwanted fires. |
| Attack on Student | | | | |
| Attack on student – hitting kicking, punching | | • | • | |
| Attack on student with injury | | | • | |
| Bomb Threat | | | | |
| Making threats or providing false information about the presence of explosive materials or devices on school property | | | • | |
| Bullying – Verbal, Physical and Electronic | | | | |
| Persistent and repeated incidents of bullying targeted at same person or group | | • | • | DASA Investigation is required |
| Damage to Personal or School Property | | | | |
| Minor damage (less than \$50) | | • | | |
| Damage to another person’s or school property (\$50 to \$500) | | • | • | |
| Damage to another person’s or school property (over \$500) | | • | • | |
| Unintentional damage to person’s or school property | | • | • | |

| Behavior Violation | Level 1 | Level 2 | Level 3 | NOTES |
|---|---------|---------|---------|-------|
| Difficulties Communicating and Managing Needs, Thoughts and Emotions | | | | |
| Demonstrates difficulty with empathizing with others / accepting other points of view | • | | | |
| Does not accept correction and feedback calmly | • | • | | |
| Engages in confrontation, arguing, backtalk | • | • | | |
| Expresses needs and emotions inappropriately | • | • | | |
| Misinterprets instructional cues / social cues | • | | | |
| Difficulties of Self-Regulation / Problem Solving | | | | |
| Does not work silently or independently without bothering others | • | • | | |
| Seeks attention inappropriately | • | • | | |
| Throws objects without physical injury to others | • | • | | |
| Talking out in class or talking out of turn | • | • | | |
| Makes excessive, distracting, or disruptive movements or noises | • | • | | |
| Demonstrates difficulty resolving problems | • | • | | |
| Does not make transitions or adjusts to new situations effectively | • | • | | |
| Electronic Devices- Non-authorized | | | | |
| Use of cell phones, handheld mobile devices, electronic game devices, and other similar items | • | • | | |
| Use of electronic devices that lead to the threat of harm to another person | | • | • | |
| Recording or publishing a fight | | • | • | |
| Use of electronic devices for which it is determined that such use directly causes physical or emotional harm to another person | | • | • | |
| Emotional Outburst | | | | |
| Emotional outburst – (repeated profanities, screaming, tantrums) | | • | | |

| Behavior Violation | Level 1 | Level 2 | Level 3 | NOTES |
|--|---------|---------|---------|--|
| Extortion | | | | |
| Obtaining money or property from another student through coercion, intimidation, or threat of physical harm | | • | • | |
| False Activation of Fire Alarm | | | | |
| Intentional false activation of fire alarm | | | • | <p>Principals must complete NYSED Office of Facilities Planning <i>Fire Incident Report Form 2014</i></p> <p>If the fire alarm is activated the fire department must be notified and they have jurisdiction until event/source is investigated</p> |
| Fighting | | | | |
| All students engaged in hitting, kicking, or punching and serious disruption to operation of the school occurs | | • | • | |
| Hallway Misbehavior | | | | |
| Running, making excessive noise, loitering, or persistent hall-walking | • | • | | |
| Seeks attention inappropriately | • | • | | |
| Engages in confrontation – arguing or back talk | • | • | | |
| Use of inappropriate language | • | • | | |
| Horseplay | | | | |
| Horseplay, rough-housing | • | • | | |
| Minor physical aggression | | • | • | |

| Behavior Violation | Level 1 | Level 2 | Level 3 | NOTES |
|---|---------|---------|---------|-------------------------------------|
| Harassment Based on Race, Ethnicity, Gender, Sexual Orientation, Disability or Religion, Including Cyber-harassment, Against Members of the School Community | | | | |
| Single Incident | | • | | DASA investigation may be warranted |
| Physical intimidation, verbal threats | | • | • | |
| Very serious incident that is life-threatening, seriously harmful or personally damaging to the person who is targeted | | | • | |
| Leaving Classroom or School without Permission | | | | |
| Leaving classroom or school without permission | • | • | | |
| Non-Compliance / Non-completion/ Insubordination | | | | |
| Failure to comply with school rules, regulations, policies, or procedures | • | • | | Nonviolent / nonphysical |
| Failure to follow directions | • | • | | |
| Failure to respond to school staff directives, questions, or requests | • | • | | |
| Does not attempt / complete assigned work | • | | | |
| Does not bring necessary materials to class | • | | | |
| Does not maintain focus on task at hand | • | | | |
| Does not participate in class activities | • | | | |
| Physical Contact | | | | |
| Unintentional physical contact with school personnel | • | • | | |
| Unintentional striking a staff member who is intervening in a fight or other aggressive behavior | | | • | |
| Intentional physical attack on school personnel | | | • | |
| Offensive touching, poking, pushing, shoving or physical intimidation | | • | • | |
| Persistent level 1 or 2 behavior | | • | • | |
| Robbery | | | | |
| Taking money or property from another by force | | • | • | |



| Behavior Violation | Level 1 | Level 2 | Level 3 | NOTES |
|--|---------|---------|---------|---|
| Sexual Offenses | | | | |
| Sexual Assault | | | • | |
| Sexual harassment (e.g., inappropriate verbal or written conduct of a sexual nature) | | | • | |
| Sexual harassment (e.g., inappropriate physical conduct of a sexual nature) | | | • | |
| Sexual misconduct (e.g., indecent exposure, engaging in sexual activity, etc.) | | | • | |
| Tardiness | | | | |
| Excessive tardiness to class or school | • | • | | |
| Technology Acceptable Use Policy Violation | | | | |
| Violation of BCSD Technology Acceptable Use Policy | • | • | • | |
| Unauthorized use of school equipment, materials, and electronic devices. | • | • | • | |
| Theft | | | | |
| Nominal item (i.e. candy, gum) | • | • | | |
| Under \$50 | | • | | |
| Over \$50 | | | • | |
| Threat Against School Personnel, Written or Verbal | | | | |
| Verbal or written threat against school personnel | | | • | |
| Verbal or written aggression against school personnel | • | • | • | |
| Tobacco | | | | |
| Use or possession or sales | • | • | | School staff is required to refer student to appropriate substance abuse counseling |

| Behavior Violation | Level 1 | Level 2 | Level 3 | NOTES |
|---|---------|---------|---------|-------|
| Verbal Altercations / Social Interactions | | | | |
| Name calling, insults, making inappropriate gestures, symbols, or comments, persistent teasing | • | • | | |
| Confrontational and aggressive arguing, name calling | • | • | • | |
| Misleading or giving false information to school staff | • | • | • | |
| Persistent verbal aggression against school personnel | | • | • | |
| Demonstrates difficulty getting along with others | • | | | |
| Plays around or goofs off with others | • | | | |
| Interrupts or joins in a “side bar” conversation | • | | | |
| Weapons, Firearms, Explosives | | | | |
| Possession of any gun of any kind, loaded and unloaded, operable or inoperable, including BB guns and pellet guns, etc. | | | • | |
| Possession of instruments or objects that could be used as weapons | | | • | |
| Instruments or objects used as weapons with intent to cause injury | | | • | |
| Explosives (possession, sale, distribution, detonation, or threat of detonation of an incendiary or explosive material or device including firecrackers, smoke bombs, flares, or any combustible or explosive substances or combination of substance or articles, other than a firearm) | | | • | |

