

**HES Behavior Definitions**  
**Level I**  
**Proactive versus Reactive tools for Behavior**  
**(Updated August 2021/2022)**

<b>Level I Problem Behavior</b>	<b>Definition</b>
<i>Behaviors handled by an adult without immediate SSC intervention.</i>	<i>Does not warrant a trip to SSC center unless repeated over time.</i> <i>Reminder: Sometimes in the moment may not be the best time to send a student to SSC.</i>
<b>Disrespect</b>	<ul style="list-style-type: none"> <li>● Actions, words and noises that are directed towards others that hurt someone's feelings and/or make someone uncomfortable.</li> <li>● Name-calling, hand and body gestures directed towards someone and yelling at someone are all examples of disrespect.</li> <li>● Arguing/negotiating terms</li> </ul>
<b>Inappropriate Language</b>	<ul style="list-style-type: none"> <li>● Words, gestures and/or noises that are not directed at others, that may include swearing, and/or hurtful subject matter.</li> </ul>
<b>Disrupting</b>	<ul style="list-style-type: none"> <li>● Behavior causing an interruption in the lesson or activity or transitions.</li> </ul>
<b>Inappropriate Physical Contact</b>	<ul style="list-style-type: none"> <li>● Student engages in non-serious, but inappropriate physical contact.</li> <li>● An example is roughhousing with one reminder/class intervention, or less.</li> </ul>
<b>Property Misuse Including Technology</b>	<ul style="list-style-type: none"> <li>● Student engages in the misuse of property.</li> <li>● Throwing school materials, visiting websites unrelated to the task/activity, are examples of property misuse.</li> </ul>
<b>Quiet Refusal Of Work</b>	<ul style="list-style-type: none"> <li>● Not engaging in the activity or lesson.</li> <li>● Fail to act to a request by an adult</li> </ul>
<b>Lying/Cheating</b>	<ul style="list-style-type: none"> <li>● Saying untrue statements</li> <li>● Acting dishonestly</li> </ul>

## HES Behavior Definitions

### Level II

<b>Escalating From Level I</b>	<ul style="list-style-type: none"><li>● Repeated Level 1 Behaviors</li></ul>
<b>Technology Offense</b>	<ul style="list-style-type: none"><li>● Student engages in inappropriate use of technology unrelated to task/activity.</li></ul>
<b>Inappropriate Language/ Profanity</b>	<ul style="list-style-type: none"><li>● Verbal or written messages that include swearing, inappropriate language directed at others.</li><li>● discriminatory language and/or threats</li></ul>
<b>Out of Bounds</b>	<ul style="list-style-type: none"><li>● Not in designated area</li></ul>
<b>Physical Aggression</b>	<ul style="list-style-type: none"><li>● Action involving aggressive physical contact, pushing, shoving, tripping, kicking may or may not involve anger.</li></ul>
<b>Property Damage</b>	<ul style="list-style-type: none"><li>● Student damages school materials or personal property.</li></ul>
<b>Refusal</b>	<ul style="list-style-type: none"><li>● Refusing to comply with directions and interrupts learning or activity.</li></ul>
<b>Physical Aggression</b>	<ul style="list-style-type: none"><li>● Repeated minors or contact that is violent and/or sexual in nature.</li><li>● Nonverbal verbal written message directed at others that suggest violent, aggressive sexual or hurtful subject matter.</li></ul>

**HES Behavior Definitions**  
**Level III**

<b>Arson</b>	<ul style="list-style-type: none"> <li>• Student plans and/or participates in malicious burning of property.</li> </ul>
<b>Bomb Threat/ False Alarm</b>	<ul style="list-style-type: none"> <li>• Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.</li> </ul>
<b>Elopement</b>	<ul style="list-style-type: none"> <li>• Leaving the designated space or school without permission/safety.</li> </ul>
<b>Insubordination/Defiance</b>	<ul style="list-style-type: none"> <li>• Defiance of authority, intentional resistance and active non-compliance.</li> <li>• May be unsafe to self or others.</li> </ul>
<b>Technology Violation</b>	<ul style="list-style-type: none"> <li>• Student violates technology use by engaging in abusive, obscene, sexually oriented, threatening or illegal behavior as defined in HES's student/family handbook.</li> </ul>
<b>Physical Threats/ Fighting</b>	<ul style="list-style-type: none"> <li>• Actions involving serious or deliberate intent physical contact where injury may occur (e.g., hitting, spitting, biting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).</li> </ul>
<b>Destruction/Vandalism</b>	<ul style="list-style-type: none"> <li>• Student intentionally participates in an activity that results in destruction or disfigurement of school equipment and/or student and school property.</li> </ul>
<b>Stealing</b>	<ul style="list-style-type: none"> <li>• Taking the school's or another person's materials and/or possessions without permission and without letting an adult know.</li> </ul>
<b>Bullying/Harassment/Hazing</b>	<ul style="list-style-type: none"> <li>• As defined in our HES's Student/Family Handbook</li> </ul>
<b>Threat/Abusive Language</b>	<ul style="list-style-type: none"> <li>• Discriminatory language and/or threats towards others.</li> </ul>
<b>Possession of Illegal/Inappropriate Material</b>	<ul style="list-style-type: none"> <li>• As defined in our HES's Student/Family Handbook</li> </ul>
<b>Indecent Exposure</b>	<ul style="list-style-type: none"> <li>• Intentionally removing clothes that reveal private areas, for reasons other than emergency bathroom situations.</li> </ul>

## “Reminders”

This guideline is intended to work as a preventive approach to escalating behaviors that often lead to out of class processing situations. ***This is a guideline, not a script.*** We deal with different age groups and different backgrounds, and we have different teaching styles so knowing our students and being supportive and creative will be essential when establishing your own “reminders” system in the classroom.

**1<sup>st</sup> Reminder:** *Label the behavior and state its impact on the environment:* “John, you are talking while I am talking, and it is disrupting class.” If you are having trouble paying attention, you can take a quick break, get some water etc.” If you’re all set, then could you just listen during the lesson? Once we get through the lesson, there will be time to talk.

**2<sup>nd</sup> Reminder:** *Set limits and give choices:* “John, this is your second reminder. You are talking while I am teaching the lesson. You have a couple choices: You can take a break for a minute and come back ready to be here with us, you can stay in class and hang out, as long as you are not talking during the lesson, or you can keep talking during the lesson and then you can make the work up during lunch, or free time etc.? Again, it is your choice and you have a minute to figure that out. If you are not talking during the lesson, I will know you want to stay here with us.

**If the student continues to escalate and continues to disrupt, the office will be called for student support.**