

Is the student’s behavior a minor or major infraction?

Behavior	Minor Infractions	Major Infractions
Defiance	Brief or low intensity failure to follow directions; talks back <i>i</i> Ignoring, refusal, saying no	Repeat failure to comply or follow directions <i>!</i> Blatant ongoing refusal, 3 or more arguments, elopement
Disruption	Low intensity, short duration behaviors that cause other students to be distracted <i>i</i> Noises, out of seat, blurting	High intensity, long duration behaviors that distract or draw others off-task <i>!</i> Yelling, horseplay, throwing objects
Disrespect	Low intensity, rude or dismissive comments <i>i</i> Off-hand comments or writing, lying	High intensity rude or dismissive comments <i>!</i> Repeated comments, unwilling to resolve
Inappropriate Language	Swearing, name-calling or use of words in an inappropriate way <i>i</i> Put downs (“stupid”, “idiot”, “dumb”), swear words, teasing	High impact or frequent swearing, name-calling, or inappropriate use of words <i>!</i> Racial slurs, hand gestures, swear words, verbal harassment
Physical Contact or Aggression	Intentional, unwanted physical contact <i>i</i> Horseplay, rough housing	Intentional, unwanted, physical contact with intent to harm <i>!</i> Kicking, biting, hitting, throwing, shoving, or similar with intent to do harm
Property Misuse	Low intensity misuse of property <i>i</i> Coloring on desk or chair	Activity causing vandalism or destruction <i>!</i> Carving name, graffiti, breaking or damaging school property
Technology Violation	Non-serious but inappropriate use of technology as defined by school <i>i</i> Texting, taking photos with Smartwatch, internet searches, chatting	Student engages in inappropriate use of technology as defined by school <i>!</i> Abuse of code of conduct, repeatedly misusing technology

Minor infractions are managed by Staff

- Remind or Redirect**
 - Teacher proximity
 - Remind students of the code of conduct
 - State desired behavior
- Implement an appropriate Tier 1 Intervention strategy.** See the list below for ideas.
- If it becomes a pattern of behavior,** try another Tier 1 Intervention strategy from the list below.
- Did the behavior improve?
 - Yes.** Recognize and positively reinforce corrected behavior
 - No.** Document the infraction in SWIS. Contact the parent. Implement another strategy or call your school’s office for support.

Major infractions are managed by Administrators

- Call your school’s office** to inform them that the student will be sent to the office for a major infraction or request support at your location.
- Document the incident in SWIS.**
- Administrator will conference with student: Reflection; Reteach; Rehearse expected behavior.
- Administrator will determine and assign consequence according to behavior and policy.
- Administrator contacts parents/ guardians.
- Administration follows up with teacher or para-professional regarding the outcome.

Tier 1 Intervention Strategy Ideas

In the moment	Repair
<i>💡</i> Offer help <ul style="list-style-type: none">“How can I help?”“What do you need right now?”	<i>💡</i> Praise a nearby peer
<i>💡</i> Offer choice <ul style="list-style-type: none">“I need you to ____ or ____.”	<i>💡</i> Encourage peer support
<i>💡</i> Acknowledge student feelings <ul style="list-style-type: none">“Thank you for telling me how you feel.”	<i>💡</i> Have student take a break or move to a new location
	<i>💡</i> Provide time and space
	<i>💡</i> Conference with student
	<i>💡</i> Reflection Sheet
	<i>💡</i> Restorative conversation between impacted people
	<i>💡</i> Call/note home about behavior
	<i>💡</i> Natural consequence/repair the damage
	<i>💡</i> Loss of privilege