

BEHAVIOR GUIDANCE – MIDDLE

STUDENT & BEHAVIOR MANAGEMENT

West Fargo Public Schools' middle have defined the operating principles of the entire school community, which outlines how members of our schools are expected to interact with one another.

Staff and students work together to help every person reach their fullest potential; academically, socially, physically, and emotionally. We believe that behavior is a choice. We believe that discipline is guidance. Through discipline, we strive to teach appropriate conduct and personal responsibility using an equal balance of logical consequences, problem solving, and restitution. Students are expected to own their behaviors and solve their problems with adult guidance. Behavior which helps someone grow and mature will be encouraged. Behavior which interferes with another person's growth or rights will not be tolerated.

[North Dakota Century Code 15.1-19.02](#) requires that any school district with multiple schools at any given level must have identical behavior management programs using identical language and expectations. To help meet the requirements of the North Dakota Century Code, each high school has participated in training and a district discipline committee was formed to create a uniform student management program. A behavior matrix was created to provide positive procedures in a school community, and training of staff to help build positive relationships with students to facilitate effective classroom management and ultimately a positive learning environment.

The student management program emphasizes our behavioral expectations and procedures that every teacher demonstrates and reviews throughout the school year and every student practices and applies daily.

To help meet the requirements of the North Dakota Century Code, each middle school has participated in training and a district discipline committee was formed to create a uniform student management program. A behavior matrix was created to provide positive procedures in a school community, and training of staff to help build positive relationships with students to facilitate effective classroom management and ultimately a positive learning environment.

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MIDDLE SCHOOL BEHAVIOR

The middle school behavior matrix is designed to support students with the essential behavior along with social-emotional skills to be success learners. The matrix defines clear learning and behavior expectations and leverages restorative practices to promote positive learning experiences for students.

Level one behaviors are considered to be those that are disruptive to the school environment of the student's self and/or others. These behaviors are primarily handled with redirection and reteaching in the classroom.

Level two behaviors are considered to be those that are repeated or significant level one infractions that are disordered behaviors toward another student, staff, volunteer, etc. These behaviors typically result in an office referral and may require in school suspension.

Level three behaviors are considered to be those that are repeated or significant level two infractions that are targeted at others and interfere with safety and/or destruction of property. These behaviors result in an office referral and may require out of school suspension.

Level four behaviors are considered to be those that are identified as expellable offenses. These behaviors result in an office referral and require administrative consequences.

The statements in this document are intended to provide guidance for daily procedures and practices in order to maintain order, efficiency, and continuity amongst our schools.

LEVEL ONE

- **DEFINITION**

- Behavior that is disruptive to the school environment of student or others.
- Refusal to comply with reasonable requests
- Behavior that is generally managed with a brief intervention by an adult present in that setting

Examples include name calling, non-verbal disrespect, inappropriate language, inappropriate behavior, inappropriate use of personal electronics, out of assigned area, partial or incomplete work, late work, and accessing non-educational online content.

BEHAVIOR INTERVENTIONS & RESPONSES

Administration will select and implement interventions and responses that maintain the continuity of the student's instruction or are least disruptive. A student's IEP, ILP, or 504 Plan will be reviewed prior to implementing interventions and responses. Administration will be in communication with the student's parent/guardian before proceeding to level two and may consider the use of interventions from multiple categories, as appropriate.

Intervention/Response Category	Example Interventions and Responses
Category A: Reteach Behavior Skills	<ul style="list-style-type: none">• Reminder/redirection of classroom routines and rituals• Reminder/redirection on ways to manage emotions• Reminder/redirection on appropriate classroom language• Reminder/redirection on ways to ask for help or solve problems
Category B: Implement Restorative Practices	<ul style="list-style-type: none">• Quick individual skill coaching ("Who/what was harmed?", "How can we repair...?")
Category C: Create Action Plan or Provide Consequence	<ul style="list-style-type: none">• Review behavior management plan including social skills teaching and reinforcement• Classroom/non-classroom supports• Seat change or assigned seating• Loss of setting privileges• Establish a plan for homework and assignment expectations and completion• Consult with colleagues
Category D: Optional Administrative Actions that May Result in Removal from Instruction	<ul style="list-style-type: none">• There are no Category D responses for level one behaviors

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LEVEL TWO

• DEFINITION

- Repeated or significant incident(s) of level one infractions
- Disordered behavior toward another student, staff, volunteer, etc.
- Behavior that is generally managed with a brief intervention by an adult present in that setting and may include additional brief contact with support staff

Examples include swearing at another person, electronic-based aggression, insubordination, accessing inappropriate material online, inappropriate social networking content, disrespect directed toward others, cheating, and dress code violation.

BEHAVIOR INTERVENTIONS & RESPONSES

Administration will select and implement interventions and responses that maintain the continuity of the student's instruction or are least disruptive. A student's IEP, ILP, or 504 Plan will be reviewed prior to implementing interventions and responses. Administration will be in communication with the student's parent/guardian about reoccurring behaviors and interventions and may consider the use of interventions from multiple categories, as appropriate.

Intervention/Response Category	Example Interventions and Responses
Category A: Reteach Behavior Skills	<ul style="list-style-type: none">• Reteach classroom routines and rituals• Individual skills coaching for targeted student and aggressor in bullying /harassment incidents• Skills practice and role play• Self-charting of behaviors• Reteach ways to ask for help, solve problems, or manage emotions
Category B: Implement Restorative Practices	<ul style="list-style-type: none">• Guided conversations using restorative questions• Restorative back-to-class plan• Reflective essay• Community service (as restitution)• Peer mediation (not to be used for bullying/harassment incidents)• Peace-keeping circle for problem solving
Category C: Create Action Plan or Provide Consequence	<ul style="list-style-type: none">• Develop a student skill plan• Fidelity check of school-wide systems, structures, and supports• Use of an alternate instruction room• Loss of setting privileges• Detention• Formalize a check-in/out plan with adult• Initiate behavior intervention plan• Consult with building specialist
Category D: Optional Administrative Actions that May Result in Removal from Instruction	<ul style="list-style-type: none">• Office referral; principal determines additional responses• In schools removal from instruction (in school suspension)

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LEVEL THREE

• DEFINITION

- Repeated or significant incident(s) of level two infractions
- Behaviors that involve safety issues
- Behaviors targeted at or targeting others
- Behaviors interfering with safety equipment or destruction of property

Examples include terroristic threats; possession of drug paraphernalia; fighting; threats or intimidation; (cyber) bullying; dress code violation that supports hate, gang, or drug affiliations; harassment; major theft or vandalism; possession of stolen property; discrimination; alcohol; possession or use of tobacco on school grounds; extortion; substance impairment; and sexting (dependent on severity of creating, viewing, storing, or sharing).

BEHAVIOR INTERVENTIONS & RESPONSES

Administration will select and implement interventions and responses that maintain the continuity of the student's instruction or are least disruptive. A student's IEP, ILP, or 504 Plan will be reviewed prior to implementing interventions and responses. Administration will be in communication with the student's parent/guardian behaviors and interventions and may consider the use of interventions from multiple categories, as appropriate. The student's behavior will be documented in PowerSchool.

Intervention/Response Category	Example Interventions and Responses
Category A: Reteach Behavior Skills	<ul style="list-style-type: none">• Individual coaching by licensed support staff• Small group skills instruction• Lessons in anger management, conflict resolution, etc.
Category B: Implement Restorative Practices	<ul style="list-style-type: none">• Restorative back-to-class plan• Neutral party mediation• Family Group Conference• Restitution for property incidents
Category C: Create Action Plan or Provide Consequence	<ul style="list-style-type: none">• Consultation with related district subject matter experts (emergency management or security, counseling, equity and diversity, and student support services)• Pre-assessment team referral for alcohol/drug incidents• Refer to or review with student assistance team• Consultation with the school resource officer
Category D: Optional Administrative Actions that May Result in Removal from Instruction	<ul style="list-style-type: none">• In school removal from instruction (in school suspension)• Out of school removal from instruction (out of school suspension) not to exceed 10 days

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LEVEL FOUR

• DEFINITION

- Behaviors identifiable as expellable offenses
- Repeated or significant incident(s) of level three infractions
- Behaviors that involve safety issues
- Behaviors targeted at or targeting others

Examples include arson; pyrotechnics; bomb threats or incendiaries; drug and/or alcohol sale or intent to sell; severe physical assault; sexual assault; possession or use of weapons; sexting (dependent on severity of creating, viewing, storing, or sharing).

BEHAVIOR INTERVENTIONS & RESPONSES

Administration will select and implement interventions and responses that maintain the continuity of the student's instruction or are least disruptive. A student's IEP, ILP, or 504 Plan will be reviewed prior to implementing interventions and responses. Administration will communicate with the student's parent/guardian about reoccurring behaviors and interventions and may consider the use of interventions from multiple categories, as appropriate. The student's behavior will be documented in PowerSchool.

Intervention/Response Category	Example Interventions and Responses
Category A: Reteach Behavioral Skills	<ul style="list-style-type: none">• Individual coaching by licensed support staff, possibly at a new site
Category B: Restorative Practices	<ul style="list-style-type: none">• Family group conference, possibly at a new site
Category C: Create Action Plan or Provide Consequence	<ul style="list-style-type: none">• Consultation with related district resources (school resource officer, school counselor, or general counselor)• Consultation with external support agencies
Category D: Optional Administrative Actions that May Result in Removal from Instruction	<ul style="list-style-type: none">• Out of school removal from instruction (out of school suspension) not to exceed 10 days; 10 days if there is a recommendation for expulsion• Recommendation for expulsion• Consult with or refer to local law enforcement

DETENTION

- Detention may be assigned to students who need to make up school time for various reasons. Detention is assigned by building administration and/or teachers. It is the responsibility of the administration/teacher to notify a student who needs to serve detention time. It is the responsibility of the student to arrive to detention on time and to follow expectations.

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