



WEST FARGO

PUBLIC SCHOOLS

ELEMENTARY SCHOOL

BEHAVIOR INTERVENTION & RESPONSE

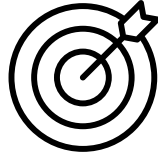
2024-2025

This guidance aims to view student behavioral mistakes as learning opportunities and ensure equitable responses throughout the district. Consequences for misconduct will be fair and developmentally appropriate in light of the circumstances.

CLASSROOM-MANAGED BEHAVIORS



Lead Staff
Teacher



Goal

Keep learner in the classroom, reintegrate them into the activity, help learner understand expectations, support learner to successfully use coping skill, maintain relationships with classroom teacher as lead

TYPES OF BEHAVIORS

1. Behavior that is minimally disruptive to the school environment for others.
2. Refusal to comply with reasonable requests.
3. Behavior that is generally managed with a brief intervention by an adult present in that setting

EXAMPLES - Learners are not...

- Being kind
- Being polite
- Being respectful
- Doing assigned work
- Following directions
- Keeping hands or feet to self
- Listening
- Staying on task
- On time
- Respecting equipment
- Staying in learning space
- Taking turns
- Waiting appropriately
- Using table manners

SUGGESTED RESPONSES



Immediate Professional
Staff Actions

- Buddy Room
- Take a Break / Reset Spot
- Reinforce positive behaviors
- Establish visual or non-verbal cues
- Give choices ("_____ or _____?")
- "First _____, then _____"
- Teacher proximity to problematic behavior
- Utilize classroom management plan
- Avoid power struggles

Follow Up Professional
Staff Actions



- Seat change / assigned seating
- Discuss and problem solve at PLC
- Work with instructional coach
- Increase positive interactions versus negative interactions
- Reflect on STOIC classroom environment
- Reflect on high engagement strategies
- Praise publicly, correct privately
- Utilize PBIS supports



Skills-Based Supports

Strategies to reinforce classroom expectations or teach developmentally appropriate behavior

- **Reteach / Remind / Redirect**
 - Classroom Routines and expectations (CHAMPS)
 - Ways to ask for help or solve problems
 - Manage emotions
 - Appropriate classroom language

Restorative Support

Opportunities for the learner to reflect on their behavior and repair the harm that was caused

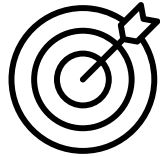


- Quick individual skill coaching
 - *Who/what was harmed?*
- Collaborative educator/ learner problem solving
- Apology (verbal or written)
- Rethink sheet / Fix-it Plan (processing support)

MINOR BEHAVIOR INCIDENT



Lead Staff
Teacher



Goal: Keep the learner in the classroom, get them back into the activity, help them understand what's expected, support them in using their coping skills, and ensure the teacher stays in charge. Minimize disruption for others.

Hold learner accountable for behavioral mistake.

TYPES OF BEHAVIORS

1. Inappropriate behavior towards others
2. Behavior that is generally managed by the adult present
3. Behavior that disrupts teaching or learning

MINOR BEHAVIOR EXAMPLES

- Defiance
- Disruption
- Language
- Physical
- Property
- Technology

DOCUMENTATION



Educator documents the behavior using either the Minor Behavior Incident Form or via PowerSchool

COMMUNICATION



Educator communicates with the learner's guardian and other educators as needed regarding the incident

SUGGESTED RESPONSES

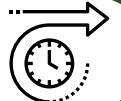


Immediate Professional Staff Actions

- Loss of classroom privilege
- Conference with learner
- Utilize classroom management plan
- Buddy Room or Take a Break/Reset Spot
- Logical Consequence such as cleaning up mess, fix broken item or replace it

Consider contacting office for support if needed (refer to Levels of Crisis document)

Follow Up Professional Staff Actions



- Assign responsibility to the learner to prevent future behavior such as "door holder" or "assistant recess supervisor"
- Discuss and problem-solve at PLC
- Conference with appropriate staff
- Restorative conferencing with administrator

Consider for repeated offenses...

- Referral to MTSS-B team
- Parent meeting



Skills-Based Supports

Strategies to reinforce classroom expectations or teach developmentally appropriate behavior

- **Reteach / Remind / Redirect**
 - Routines and expectations (CHAMPS)
 - Ways to ask for help, solve problems, or manage emotions
 - Appropriate classroom language
- Skill practice / role play
- Self-monitor behavior

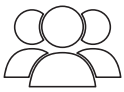
Restorative Support

Opportunities for the learner to reflect on their behavior and repair the harm that was caused



- Quick individual skill coaching
 - *Who/what was harmed?*
- Collaborative problem solving
- Apology (verbal or written)
- Rethink sheet / Fix-it Plan (processing support)
- Peer Mediation (not to be used for bullying or harassment incidents)

MAJOR BEHAVIOR INCIDENT



Lead Staff

Teacher

+

Administrator, crisis team,
other designated support
staff



Goal: Maintain a safe and supportive environment that is conducive to learning. May support the offending learner to a safer environment where they may use / practice de-escalation strategies without disrupting learning. **Hold learner accountable for infraction.**

TYPES OF BEHAVIORS Learners whose actions...

- Are targeted towards others
- Require administrative response
- Involve safety issues
- Interfere with safety equipment

MAJOR BEHAVIOR EXAMPLES

- Defiance
- Disruption
- Language
- Inappropriate Displays of Affection
- Out of Bounds / Elopement
- Physical
- Property
- Technology
- Harassment
- Theft
- Bus Conduct
- Bullying
- Fighting

DOCUMENTATION



Educator and administrator collaborate to complete documentation.

Admin communicates with the learner's guardian and classroom teacher regarding the incident

COMMUNICATION



Immediate

Professional Staff Actions

- Contact office for support (refer to Levels of Crisis document)
- Maintain safety (if applicable)
 - Room clear
 - Remove / secure dangerous objects
- Follow crisis de-escalation procedures such as Safety Care

Consider contacting office for support if needed (refer to Levels of Crisis document)

SUGGESTED RESPONSES

Follow Up

Professional Staff Actions

- Conference with principal
- Provide alternative schedules
- Logical consequences, such as restitution
- Loss of privilege / temporary removal from class
- Family / Parent conference
- Referral to MTSS-B team
- In School Suspension / Principal's Office
- Out of School Suspension
- Consult with local law enforcement / SRO
- Conduct threat assessment



Skills-Based Supports

Strategies to teach developmentally appropriate behavior

- Identify possible lagging skill and develop plan to teach lessons in social skills, anger management, conflict resolution, etc.
- Reteach related SEL lesson
- Establish break routine to support emotion regulation
- Consult with other professionals to address sensory or behavioral concerns
- Provide self-calming practices

Restorative Support

Opportunities for the learner to reflect on their behavior and repair the harm that was caused

- Apology (verbal or written)
- Rethink sheet / Fix-it Plan (processing support)
- Peer Mediation (not to be used for bullying or harassment incidents)
- Restorative conferencing
- Transition plan to re-integrate learner back into classroom
- Classroom restorative Circle

HIGH-LEVEL MAJOR BEHAVIOR INCIDENT



Lead Staff Administrator



Goal: Ensure safety of school community. Hold learner accountable for infraction.

HIGH-LEVEL BEHAVIOR EXAMPLES

TYPES OF BEHAVIORS Learners whose actions...

- Seriously threaten health and safety of others
- Include possession of illegal or prohibited substances
- Include possession of weapons or dangerous materials

- Use or possession of...
 - Weapons
 - Alcohol
 - Drugs
 - Vape/tobacco

NOTE: Possession of weapons includes actions that involve the weaponization of property, including arson, bomb threats, or the use or possession of combustibles

REFER TO RELEVANT DISTRICT POLICIES TO SUPPORT EQUITABLE RESPONSE

DOCUMENTATION



Administrator completes documentation.

COMMUNICATION

Admin communicates with the learner's guardian regarding the incident by the end of the day.



SUGGESTED RESPONSES

Follow Up Professional Staff Actions



- Logical consequences, such as restitution
- Loss of privilege / temporary removal from class
- Family / Parent conference
- In School Suspension / Principal's Office
- Out of School Suspension
- Conduct threat assessment
- Consult with local law enforcement / SRO
- Consult with superintendent / district administrators

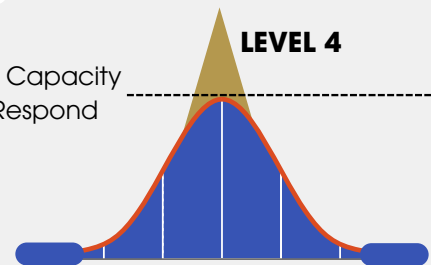


Immediate Professional Staff Actions

- Contact office for support (refer to Levels of Crisis document)
- Maintain safety (if applicable)
 - Room clear
 - Remove / secure dangerous objects
- Follow crisis de-escalation procedures such as Safety Care

LEVEL 4

WFPS Capacity to Respond



If a learner's behavior is so dangerous that WFPS staff cannot safely intervene, this would be categorized as a Level 4 Emergency Response

Administrator may recommend expulsion or probated expulsion based on severity of offense.