Level 1

Level 1 behaviors are handled by the teacher and/or support staff; parent *may* be notified.

- The teacher will follow individual classroom systems of behavior management.
- Teacher will document incident and maintain personal records/notes on behavior.
- Level 1 behaviors would ***not*** require a behavior referral in Skyward.

Level 1 Behavior Needs

A level 1 behavior need is one that causes minor interruptions or obstacles to learning, either for the student and/or other students. It is largely an isolated occurrence, and it is not part of a repetitive pattern.

Example Level 1 Behaviors	Example Staff Responses
• Running in non-playground areas • Teasing: slight put downs or name calling • Inappropriate language • Being out of the assigned learning area • Low level refusal behavior, even after directions are clarified and modeled to eliminate lack of clarity. These behaviors may include verbal protests - "no!", task avoidance, engaging in activities outside of desired response.	• Teaching, modeling and reinforcing coping skills: mindfulness exercises, breathing exercises, conflict resolution skills, self-advocacy • Redirect student to expected behavior • Praise students nearby who are following class expectations • One-on-one conversation and check-in between staff and individual student • Classroom Positive Incentive/Reward System • Break-it, Fix-it • Change seat in classroom • Class meeting or community circle • "Priming": reminding individual student at the start of next activity or class about the expectation • Praise student frequently when student engages in expected behavior • Contact parent or guardian • Restorative conversation(s)

Level 1: Key considerations for staff

- Following student's IEP or 504 plan & consulting with Counselor and/or Special Education Case Manager
- Ensuring instructions are clear and concise: use simplified language and visual supports as needed
- Consistent reinforcement of expectations
- Develop classroom management systems utilizing positive reinforcement principles and track progress
- Implementing Tier 1 Strategies

Level 2

Level 2 behaviors are handled by the teacher and/or support staff; parent *will* be contacted.

- The teacher will follow individual classroom systems of behavior management.
- Incident will be documented and may be included in Skyward.
- Teacher will contact the Parent/Guardian: face to face or over the phone.

Level 2 Behavior Needs

A level 2 behavior need is one that causes moderate interruptions or obstacles to learning, either for the student and/or other students. It is either a moderate isolated occurrence, or a minor behavior that is part of a repetitive pattern.

Example Level 2 Behaviors	Example Staff Responses
• Offensive language/topics of conversation • Inappropriate physical gestures • Spitting at other students • Cheating • Throwing or breaking small objects without harm to another person • PreK - 2: hitting other students without intent to harm • Rude language or gesture towards staff member • Leaving the classroom • Refusal behaviors requiring multiple prompts or redirections • Any level 1 behaviors that are chronic and not improving	• Redirect student to expected behavior • Praise students nearby who are engaging in expected behavior(s) • One-on-one conversation and check-in between staff and individual student • Classroom Positive Incentive/Reward System • Break-it, Fix-it • Change seat in classroom • Class meeting or community circle • "Priming": reminding individual student at the start of next activity or class about the expectation • Praise student frequently when student engages in expected behavior • Contact parent or guardian • Incentives chart • Check-in/check-out system with self-reflection surveys and prompts • Individual behavior plan with behavior goals for each day • Restorative conversation • Class community circle • Contacting social worker for support • Restorative conversation(s)

Level 2: Key considerations for staff

All of level one considerations, as well as considering the responses to student behavior previously, and reflecting on what worked well and what did not.

Level 3

Level 3 behaviors handled by school administrators with district support; parent *will* be contacted.

- Student may be sent to the office. Student must be supervised by a staff person at all times.
- The teacher will submit a behavior referral in Skyward describing the event.
- Administrator will investigate, and submit the incident in Skyward. Level 3 behaviors must have a behavior incident submitted in Skyward.
- Counselor must be notified to conduct follow-up and provide appropriate support(s) to the student and/or family.

Level 3 Behavior Needs

Level 3 behavior needs are a serious infraction that strongly impacts the safety and/or learning of the student and/or other students, and may result in an out-of-school suspension.

Example Level 3 Behaviors	Example Staff Responses
• Fighting • Ethnic slurs • Obscene gestures • Inappropriate touching • Harassment, including sexual harassment • Damaging property • Bullying • Threatening (verbal or physical) • Stealing • Verbal altercation • Pulling fire alarm • Excessive truancy	• Office referral through Skyward • Admin document incident in Skyward • Parent Conference • Invite parent to observe student • Behavior contract • Refer for counselor services/support • Social skills group • Suspension • Restorative conversation(s) • Activities that give back to the community • Accountability Project • Structured Day/Loss of Privileges • Alternative Learning Community • Research project related to incident • SST meeting • *For students with IEP's, review IEP to determine if an IEP meeting should be held.*

Level 3: Key considerations for staff

Level 3 key considerations for staff: All of level 2 considerations and considering impulsive/self control behavior vs. intent to harm behavior. If it is intentional behavior, it is level 3.

Level 4

Level 4 behaviors handled by school leadership and district leadership.

- Student must be sent to the office right away and continuously supervised by a staff member.
- A member of the school leadership team will contact the Director and Assistant Superintendent.
- A member of the school leadership will contact the student's parent or guardian.
- An appropriate consequence will be given.
- Staff member will submit a behavior referral in Skyward.
- Principal or AP logs the incident into Skyward.

In an emergency situation, the student should be brought straight to the office. If the teacher is unable to bring the student, the office will be contacted and an administrator/staff member will come to the classroom and remove the student. Student must be continuously supervised by a staff member at all times.

Level 4 Behavior Needs

Level 4 behaviors are the highest level of severity in behavior that strongly impacts student's progress in and access to the learning environment, and may result in an out-of-school suspension or expulsion.

Example Level 4 Behaviors	Example Staff Responses
• Bringing drugs or drug paraphernalia to campus • Selling or distributing drugs to other students • Bringing a weapon to school campus (knife, gun), or having it to and from school or a school activity • Sexually assaulting another student • Causing serious physical injury to another person (except in self-defense)	• School administrator(s) and Director will determine if suspension and/or expulsion is required. • If suspension, a suspension re-entry meeting and contract will be held and developed. In-school suspension may be considered; ***it is still considered a suspension in the same way as out-of-school suspension***. • *If a student with an IEP, particular Due Process and IEP meetings will be required to be held.*

Level 4 requires district intervention and support to meet the needs of the student.