

<u>Levels of Concerning Behaviors</u>	<u>Unexpected Behaviors</u> Behavior is a form of communication and does not define a person. It is included in a single or series of incidents.	<u>Consequences</u> What privileges we lose when exhibiting unexpected behaviors	<u>Corrective Action</u> What we are going to do to retrain/reteach/practice the desired behavior.
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Level 1: <ul style="list-style-type: none"> Most common behaviors observed Are developmentally appropriate to a certain degree but need correcting Can usually be easily stopped or re-directed by teaching or supervision staff that observed it 	Dishonesty (lying/cheating): when asked what happened, the student will not tell the truth or copy another student's work.	<i>(Continuous Consequences: at least one verbal/visual reminder)</i> Teacher to talk to child about why behavior isn't acceptable. Limit related privileges and close monitoring or checking from teacher until trust is rebuilt.	<i>(Continuous Corrective Actions: review behavior expectations & reinforce the student any time they demonstrate the expected behavior)</i> Read a story about honesty Explain to student implications of lying
	Disruptive behavior: excessive talking or calling out answers.	<i>(Continuous Consequences: at least one verbal/visual reminder)</i> Teacher to talk to child about why behavior isn't acceptable. Move student to a different seat Have the student take a short break from the group and then talk to them in private.	<i>(Continuous Corrective Actions: review behavior expectations & reinforce the student any time they demonstrate the expected behavior)</i> Complete assignments during a highly preferred activity time.
	Misuse of classroom materials or school property: not using the material or tool in the way that it was intended.	<i>(Continuous Consequences: at least one verbal/visual reminder)</i> Loss of said material for a specific amount of time. Close monitoring or checking in from the teacher when material is being used.	<i>(Continuous Corrective Actions: review behavior expectations & reinforce the student any time they demonstrate the expected behavior)</i> Mini lesson on how to use materials properly and safely. Teacher models appropriate use of material, have the student sit next to a peer that is using the material correctly, then have the student model the appropriate use.

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	Misuse of restroom time: not returning to class or an activity promptly.	<i>(Continuous Consequences: at least one verbal/visual reminder)</i> Lose privilege to go to the restroom alone Have a hall pass with time stamps	<i>(Continuous Corrective Actions: review behavior expectations & reinforce the student any time they demonstrate the expected behavior)</i> Frontload expectations before student leaves to use the restroom Have student watch PAWS video of expected behaviors in the bathroom
	Technology Misuse (ex. not being careful with device)	<i>(Continuous Consequences: at least one verbal/visual reminder)</i> Lose technology for a specific amount of time. Parental notification if technology is damaged.	<i>(Continuous Corrective Actions: review behavior expectations & reinforce the student any time they demonstrate the expected behavior)</i> Review Acceptable Use Policy with student and consider re-signing Frontload expectations with the student individually before technology time.
	Poor Sportsmanship: yelling, name calling, not getting out when it's your turn, blaming others, rude comments to others about their skills or performance, disrupting the game on purpose.	<i>(Continuous Consequences: at least one verbal/visual reminder)</i> Take a break from the game and offer alternative activity Discussion with students involved. Teacher to teach positive sentence frames and/or alternative choices	<i>(Continuous Corrective Actions: review behavior expectations & reinforce the student any time they demonstrate the expected behavior)</i> Social story or read a book about Good Sportsmanship Provide student with sentence frames for what to say when they lose a game Provide student with conflict resolution strategies Role play with the student a different time in the day Have student watch others playing a game and

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			have them identify good sportsmanship
	Running in the hallway	<i>(Continuous Consequences: at least one verbal reminder)</i> Re-do: Go back and walk	<i>(Continuous Corrective Actions: review behavior expectations & reinforce the student any time they demonstrate the expected behavior)</i> Individual frontloading of expectations Walk next to teacher Practice expected behavior Have student watch PAWS video of expected behaviors in the Hallway/Common Areas
	Disrupting games on the playground: running through a game when you're not playing it, taking a ball or jump rope away without asking.	<i>(Continuous Consequences: at least one verbal reminder)</i> Time-Out/Take a break from the game Play in a different area of the playground for that day. Stand in close proximity to a supervisor for a specific amount of recess time/days.	<i>(Continuous Corrective Actions: review behavior expectations & reinforce the student any time they demonstrate the expected behavior)</i> Social story or read a book about Good Sportsmanship Have student watch PAWS video of expected behaviors at Recess
	Rough Play or Physical Aggression that does not have the intent to harm. May put safety or well being at risk. Examples: pushing, shoving or hitting someone to move them out of the way, fighting for a ball, getting too physical during a sport.	<i>(Continuous Consequences: at least one verbal reminder)</i> Time-Out/Take a break from the game Play in a different area of the playground for that day. Stand in close proximity to a	<i>(Continuous Corrective Actions: review behavior expectations & reinforce the student any time they demonstrate the expected behavior)</i> Social story or read a book about Good Sportsmanship Have student watch PAWS video of expected behaviors at Recess

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		supervisor for a specific amount of recess time/days.	
<p>Additional Resources for Level 1: CC Expected Behaviors Matrix, Cougar PBIS Videos, Re-Intro to Cougar Pledge, Cougar Card, PBIS Tier 1 Interventions, Take A PAWS, Grade Level Team consultation, Kimochois for Families, CASEL Competencies, Sanford Harmony https://sites.google.com/scred.k12.mn.us/scredsels/educators/be-good-people-curriculum</p> <p>Summer Reading/Interest in learning more about Restorative Practices: https://www.iirp.edu/</p>			

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Level 2: <ul style="list-style-type: none"> ○ Repeated Level 1 behaviors ○ Teachers may require additional collaboration with support staff to determine appropriate next steps. ○ Require a plan to address the behaviors ○ Parents are notified 	Repeated Level 1 Behaviors	Parental Notification	<i>(Continuous Corrective Actions: set an individual goal with the student, review behavior expectations & reinforce the student any time they demonstrate the expected behavior)</i> Continue Level 1 Corrective Actions
	Teasing or Rude Comment: student makes fun of another individual or says something unkind.	Parental Notification	<i>(Continuous Corrective Actions: set an individual goal with the student, review behavior expectations & reinforce the student any time they demonstrate the expected behavior)</i> Read a story/book about differences Review classroom and schoolwide behavior expectations (e.g., respect, kindness)
	Defiant or Noncompliant Behavior: characterized by behaviors that are clearly off task or in defiance of stated rules and expectations. Further, noncompliant students often find ways to ignore directions or provide excuses for why they are unable to follow directions.	Parental Notification Loss of privilege or preferred activity time.	<i>(Continuous Corrective Actions: set an individual goal with the student, review behavior expectations & reinforce the student any time they demonstrate the expected behavior)</i> Review classroom and schoolwide behavior expectations (e.g., respect, kindness) Role play with student the same incident Complete a Think Sheet to outline next steps in Restorative Practices.
	Offensive or Foul Language/gestures:	Parental Notification	<i>(Continuous Corrective Actions: set an individual</i>

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	spitting at someone, rude comments, name calling, vulgar language	Loss of preferred activity	<i>goal with the student, review behavior expectations & reinforce the student any time they demonstrate the expected behavior)</i> Review classroom and schoolwide behavior expectations (e.g., respect, kindness) Role play with student the same incident Role play or review expected behaviors Review “I” statements Complete a Think Sheet to outline next steps in Restorative Practices.
	Technology Misuse (ex. inappropriate searching/content)	Lose technology use for a specific amount of time. Lock misused app(lication) Close monitoring or checking in from the teacher when material is being used. Limit technology privileges until trust is rebuilt.	<i>(Continuous Corrective Actions: set an individual goal with the student, review behavior expectations & reinforce the student any time they demonstrate the expected behavior)</i> Student to re-sign Review Acceptable Use Policy Frontloading of expectations with frequent check-ins during use of tech
Additional Level 2 Resources: Care Solace , CC SST Process & Forms , Take A PAWS , PBIS Tier 2 Interventions , School Counseling Referral , School Counseling Permission Slip , District Professional Learning , SDCOE Restorative Practices Resources			

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Level 3: <ul style="list-style-type: none"> o Repeated Level 1 & 2 behaviors o Requires immediate attention and notification to site administrator o Moderate to severe intensity, duration and frequency o Include physical aggression, eloping, safety concerns, verbal aggression, harassment, bullying, etc. o More specific and detailed plan or interventions required o Support staff and administration is included 	Repeated instances of Level 1 & 2	<p><i>To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program.</i></p> <p>Increased supervision by designated staff</p> <p>Increase duration of loss of related privilege</p> <p>In person meeting with Principal, Family, Student & Teacher</p>	<p>Take-a-PAWS</p> <p>Daily Behavior Check-ins</p> <p>Behavior Contract</p> <p>Consider referral to counseling services</p> <p>Peer Mediation</p> <p>Follow-up meetings with principal, parent, family, student and teacher.</p> <p>Student Success Team (SST) meeting</p> <p>Follow-Up SST meeting</p>
	<p>Bullying (and Cyberbullying): unfair and one-sided. Bullying behavior happens when someone continues to hurt, harass, intimidate, threaten, or cause substantial emotional distress to a person. Cyberbullying is the use of electronic communication media (cell phones, text messages, instant messaging, social networks, etc.) to bully another student in the ways described above.</p>	<p>(Please refer to BP5131.2)</p> <p>Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the principal or designee shall develop means for students to report threats or incidents confidentially and anonymously.</p> <p>School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)</p>	<p>(Please refer to BP5131.2)</p> <p>Strategies for addressing bullying in district schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans.</p> <p>As appropriate, the principal or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the</p>

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		<p>When appropriate based on the severity or pervasiveness of the bullying, the principal or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.</p> <p>When appropriate based on the severity or pervasiveness of the bullying, the site principal/administrator, shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.</p> <p>If the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.</p> <p>Detention: Students may be detained for disciplinary reasons up to one hour after the close of the maximum school day. (5 CCR 353). In cases where the school bus departs more than one hour after the end of the school day, students may be detained until the bus departs. (5 CCR 307, 353). Students shall remain under the supervision of a certificated employee during the period of detention. (cf. 6176 - Weekend/Saturday Classes)</p>	<p>community and to provide services for alleged victims and perpetrators of bullying.</p> <p>The principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate.</p> <p>Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.</p> <p>Discussion or conference between school staff and the student and his/her parents/guardians.</p> <p>Referral of the student to the school counselor or other school support service personnel for case management and counseling</p> <p>Convening of a study, guidance, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and his/her parents/guardians</p> <p>When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an</p>

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			<p>individualized education program or a Section 504 plan</p> <p>Participation in a restorative justice program</p> <p>A positive behavior support approach with tiered interventions that occur during the school day on campus</p> <p>Referral or resources offered to families for after-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.</p> <p>Community service: As part of disciplinary action, the Board, Superintendent, principal, or principal's designee may, at his/her discretion, require a student to perform community service during non-school hours on school grounds, or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs.</p> <p>In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities.</p> <p>If the student is receiving special education services and support, the IEP team may consider additional assessments in the area of social/emotional and behavior. The IEP team should hold an IEP meeting to discuss special</p>

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			education services and support.
	Physical Aggression that is done with the intent to harm, that jeopardizes safety of self and others and/or results in an injury.	<p>(Please refer to BP5131)</p> <p>Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or an administrator for further investigation.</p> <p>In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities (cf. 6145 - Extracurricular/Cocurricular Activities)</p> <p>Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or co curricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall</p>	<p>Referral of the student to the school counselor or other school support service personnel for case management and counseling</p> <p>Convening of a study, guidance, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and his/her parents/guardians</p> <p>When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan</p> <p>Participation in a restorative justice program</p> <p>A positive behavior support approach with tiered interventions that occur during the school day on campus</p> <p>Referral or resources offered to families for after-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.</p> <p>If the student is receiving special education services and support, the IEP team may consider additional assessments in the area of social/emotional and behavior. The IEP team</p>

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		notify local law enforcement as appropriate.	should hold an IEP meeting to discuss special education services and support.

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	<p>Possession of a weapon or dangerous instrument; includes replica or imitation of a weapon or dangerous instrument. (refer to BP & AR 5131.7)</p>	<p>Any employee may take any weapon or dangerous instrument from the personal possession of a student while the student is on school premises or under the authority of the district. (Education Code 49331, 49332)</p> <p>In determining whether to take possession of the weapon or dangerous instrument, the employee shall use the employee's own judgment as to the dangerousness of the situation and, based upon this analysis, shall take one of the following actions:</p> <ol style="list-style-type: none"> 1. Confiscate the object and deliver it to the principal immediately 2. Immediately notify the principal, who shall take appropriate action 3. Immediately notify the local law enforcement agency and the principal <p>When informing the principal about the possession of a weapon or dangerous instrument, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of the possession.</p>	<p>Referral of the student to the school counselor or other school support service personnel for case management and counseling.</p> <p>Convening of a study, guidance, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and his/her parents/guardians</p> <p>When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan</p> <p>Participation in a restorative justice program</p> <p>A positive behavior support approach with tiered interventions that occur during the school day on campus</p> <p>Referral or resources offered to families for after-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.</p> <p>If the student is receiving special education services and support, the IEP team may consider additional assessments in the area of social/emotional and behavior. The IEP team should hold an IEP meeting to discuss special education services and support.</p>
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		<p>The principal shall report any possession of a weapon or dangerous instrument to the student's parents/guardians by telephone or in person, and shall follow this notification with a letter.</p> <p>The employee shall retain possession of the instrument until the risk of its use as a weapon has dissipated or, upon the request of the student's parent/guardian, until the parent/guardian appears and personally takes possession. (Education Code 49331, 49332)</p> <p>In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities (cf. 6145 - Extracurricular/Cocurricular Activities)</p>	
	<p>Vandalism or destruction of school materials, property or another individuals materials or property</p>	<p><u>(Please refer to BP5131)</u></p> <p>Clean Up/Fix materials or property</p> <p>As appropriate, the principal or designee may contact local law enforcement in instances when the graffiti is repetitive, identifies particular targets or groups, identifies the perpetrator, and/or contains incitements to violence, threats, or intimidation. Photographs or other evidence of the vandalism or graffiti shall be preserved as necessary for</p>	<p>Community service: As part of disciplinary action, the Board, Superintendent, principal, or principal's designee may, at his/her discretion, require a student to perform community service during non-school hours on school grounds, or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs.</p>

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		<p>investigation by the district or law enforcement and as evidence in any district disciplinary proceedings.</p> <p>The principal or designee shall ensure that graffiti on school grounds is removed and covered as soon as possible, and if practicable before the beginning of the school day.</p> <p>A student who commits an act of vandalism or graffiti on school grounds shall be subject to disciplinary action, including, but not limited to, suspension or expulsion in accordance with Board policy and administrative regulation. If reparation for damages is not made, the district also may withhold the student's grades, diploma, and/or transcripts in accordance with law.</p>	
	Inappropriately touching or gestures	<p><u>(Please refer to BP5131)</u></p> <p>Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or an administrator for further investigation.</p>	<p>Referral of the student to the school counselor or other school support service personnel for case management and counseling</p> <p>Convening of a study, guidance, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and his/her parents/guardians</p> <p>When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an</p>

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		<p>Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or co curricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.</p>	<p>individualized education program or a Section 504 plan</p> <p>Participation in a restorative justice program</p> <p>A positive behavior support approach with tiered interventions that occur during the school day on campus</p> <p>Referral or resources offered to families for after-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.</p>
	<p>Eloping: running or walking away from a designated and supervised area on campus without notice.</p>	<p><u>(Please refer to BP5131)</u></p> <p>Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or an administrator for further investigation.</p> <p>Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling</p>	<p>Referral of the student to the school counselor or other school support service personnel for case management and counseling</p> <p>Convening of a study, guidance, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and his/her parents/guardians</p> <p>When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan</p> <p>Participation in a restorative justice program</p> <p>A positive behavior support approach with tiered</p>

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		services, or denial of participation in extracurricular or co curricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.	interventions that occur during the school day on campus Referral or resources offered to families for after-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.
	Harassment: pervasive unwelcome behavior that is based on race, color, religion, sex (including sexual orientation, gender identity, or pregnancy), national origin, older age (beginning at age 40), disability, or genetic information (including family medical history).	<p><u>(Please refer to BP5131)</u></p> <p>Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or an administrator for further investigation.</p> <p>Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or co curricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall</p>	<p>Referral of the student to the school counselor or other school support service personnel for case management and counseling</p> <p>Convening of a study, guidance, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and his/her parents/guardians</p> <p>When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan</p> <p>Participation in a restorative justice program</p> <p>A positive behavior support approach with tiered interventions that occur during the school day on campus</p> <p>Referral or resources offered to families for after-school programs that address specific behavioral issues or expose students to positive</p>

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Additional Level 3 Resources: Care Solace , PBIS Tier 3 Interventions , San Diego County Mental Health Referrals List , SBSD Bullying Prevention & Intervention			