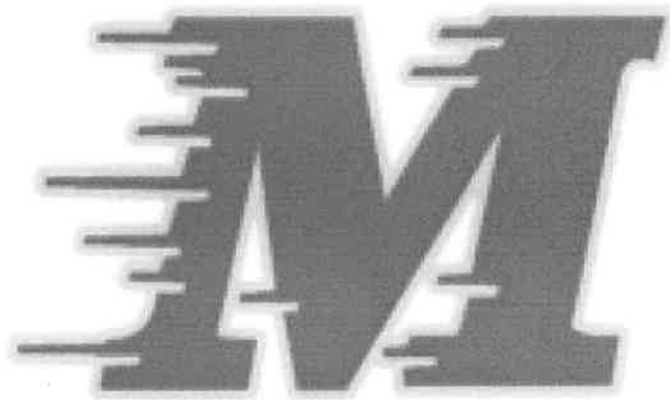# MELROSE AREA ELEMENTARY SCHOOL

Positive Behavior Intervention
(PBIS)
HANDBOOK
2020-2021

Dear Parents,

Our school is participating in an important schoolwide initiative. It is called Positive Behavior Intervention and Support (PBIS).

What is Positive Intervention & Support Behavior Support?

PBIS is a process for creating safer and more effective schools. It is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school-wide, and classroom behavior support systems. The process focuses on improving a school's ability to teach and support positive behavior for all students. Rather than a prescribed program, PBIS provides systems for schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student specific plans. PBIS includes school-wide procedures and processes intended for all students and all staff in all settings. PBIS is not a program or a curriculum. It is a team-based process for systemic problem solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach and all students can learn.

What is PBIS at our school?

We have adopted a unified set of schoolwide behavior expectations in all school settings. The behavior expectations are posted throughout the school and your child will be learning them during his or her first days at school. All of the behavior expectations align with HONOR, ATTITUDE, NEIGHBORLY, AND SAFE, THE HANS DUTCHMEN WAY!

What is a Fix It Ticket?

Fix It Tickets are new to our discipline process. Fix It Tickets are designed to teach a replacement behavior that focuses on a more positive approach. If your child brings home a Fix It Ticket, please discuss with your child what behavior occurred and what positive behavior replacement did they learn. If a student receives multiple (3 or more) Fix It Tickets for the same behavior, a student may receive a discipline referral. The referrals will be sent home, along with a parent receiving a phone call.

The goal of PBIS is to focus on teaching positive behaviors! If you have any questions, please refer to the student handbook and/or call the elementary school office at 320-256-5160.

Sincerely,

The Melrose PBIS Team

TABLE OF CONTENTS

Melrose Area Elementary School
Minor/Major Problem Behavior Definitions & Examples

Minor Problem Behavior	Definition	Example
Defiance	Student Intentionally engages in brief and low intensity avoidance/escape of work and/or not following adult directions.	not following directions, non-work compliance, refusal to participate, not following the classroom rules in academic, social, and behavioral aspects
Disrespect	Low intensity but purposeful use of unkind behaviors and/or attitude toward another person that does not show regard for others feelings.	rude, impolite comments, talking back, treating others as if they are beneath you
Disruption	Low intensity physical or verbal action that disrupts other students' or their own learning.	yelling, crying, noises, blurting, large motor movement, moving around the room
Physical Contact	Brief and/or nonserious touching of another person without their consent and/or invading another person's personal space.	unwanted touching, inappropriate physical displays of affection, being in another person's bubble
Inappropriate Language	Low intensity instance of negative and/or disrespectful language (in any language) that is not academically/socially acceptable.	name calling, words used to hurt others
Property Misuse	Low intensity use of items for a purpose for which they were not intended.	writing on desks, breaking property (pencils, erasers, etc.), standing on chairs or desks
Technology Violation	Nonserious use of technology inappropriately, including but not limited to accessing programs and/or websites that are not part of the academic plan.	use of inappropriate websites, using a password that is not your own, cyberbullying- one occurrence, use of personal or school device when not allowed

Major Problem Behavior	Definition	Examples
Defiance	Chronically and intentionally trying to avoid/escape work and/or not following adult directions.	not following directions, non-work compliance, refusal to participate, not following the classroom rules in academic, social, and behavioral aspects
Disrespect	Purposeful and chronic unkind behaviors and/or attitude toward another person that does not show regard for others feelings.	rude, impolite comments, talking back, treating others as if they are beneath you
Disruption	Chronic physical or verbal action that disrupts other students' or their own learning.	yelling, crying, noises, blurting, large motor movement, moving around the room
Physical Aggression	Purposeful behavior intended to hurt or cause harm to another. This may include physical contact, but it also may include using objects to cause harm.	hitting, kicking, throwing objects at someone, punching, tripping, slapping, and pushing
Inappropriate Language	Chronic and/or purposeful use of negative and/or disrespectful language (in any language) that is not academically/socially acceptable.	Repeated unintentional swearing and/or one instance of purposeful swearing, name calling, words used to hurt others
Property Misuse	Activity that results in destruction or disfigurement of property.	vandalism, purposefully breaking property (desks, tables, chairs, etc.), throwing property, locker destruction
Harassment	Intentionally trying to cause emotional/physical harm by using verbal/physical tactics that are demeaning and make another person feel threatened.	gender, ethnicity, sexual orientation, race, religion, disability, physical features, or other personal identity characteristics
Bullying	Chronic and purposeful actions done by one person that is used to intimidate another person which results in an imbalance of power.	face-to-face, cyber, written, physical, emotional, and verbal, repeated threats, name calling, teasing, taunting, intimidation

Fighting	Mutual participation in an incident causing verbal or physical harm to others by using aggressive language, intimidation, and/or physicality.	hitting, kicking, punching, slapping, yelling, pulling hair, biting, scratching, persistent arguing
Theft/Plagiarism	Intentionally taking something that does not belong to you.	stealing someone's personal property, stealing school property, stealing intellectual property
Technology Violation	Using technology inappropriately, including but not limited to accessing programs and/or websites that are not part of the academic plan.	use of inappropriate websites, using a password that is not your own, cyberbullying, use of personal or school device when not allowed
Lying/Cheating	Deliberately dishonest in words and work and in direct violation of rules	plagiarism, copying answers, stating mistruth
Inappropriate Location/Out of Bounds	Intentionally being outside of an area that is designated by a teacher or adult.	running off the playground, leaving school grounds, being in a location when not allowed, going to the bathroom without permission
Use/Possession of Weapons	Any item/object (real or look alike) that is used or intended to be used to cause harm toward others.	knives, guns, sharp objects, using scissors with intention to harm

Melrose Area Elementary School
Fix It Form (Boleto Arréglalo)

Student (Estudiante) _____

Date (Fecha) _____

Classroom (Clase) _____

Grade (Grado)_____

I need to practice / be: (Necesito que practicar/ser:)

   ❑   Honor (Honor)_____

   ❑   Attitude (Actitud) _____

   ❑   Neighborly (Noble)_____

   ❑   Safe (Seguridad) _____

Student Signature (Firma del Estudiante)

_____

Staff Signature (Firma del Personal)

_____

White = Parent/Blanco = Padre
Yellow = Office/Amarillo = Oficina
Pink = Classroom Teacher/Maestro (a) la clase

Melrose Area Elementary School/Escuela Primaria de Melrose Área
Office Discipline Referral/Referencia de Disciplina de la Oficina

Name/Nombre: _____

Grade/Grado: K 1 2 3 4 5

Referring Staff/Personal De Referencia: _____

Date/Fecha: _____ Time/Hora: _____

Teacher/Maestro (a): _____

Others Involved/Otros Involucrados: _____

Location/Locación (Where did the behavior occur?) (¿Dónde paso el comportamiento?)

- ☐ Classroom/Clase
- ☐ Hallway/Pasillo
- ☐ Playground/Patio de Recreo
- ☐ Cafeteria/Cafetería
- ☐ Bus/Autobus
- ☐ Bus Loading Zone/Zona de Carga del Autobus
- ☐ Gym/Educación Física
- ☐ Bathroom/Baño
- ☐ Special Event, Assembly, Field Trip/Eventos Especiales, Asamblea, Viaje de Estudios
- ☐ Library, Music, Art, Computer (Circle)/ Biblioteca/Música/Arte/Computadora (circulo)
- ☐ Other/Otro: _____

Major Problem Behavior/Problema Mayor de Comportamiento	Possible Motivation/Posible Motivación	Administrative Decision/Decisión de Administración
☐ Inappropriate Language/ Lenguaje Inapropriado ☐ Bullying/Acoso Escolar ☐ Defiance/Desafío ☐ Disrespect/Falta de Respeto ☐ Disruption/Disruptivo ☐ Fighting/Peleando ☐ Theft/Plagiarism/Robo/Plagio ☐ Harassment/Acoso ☐ Inappropriate Location/ Locación Inapropiada ☐ Lying/Cheating/ Mintiendo/Engañando ☐ Physical Aggression/Agresión Física ☐ Property Misuse/ Mal Uso de Propiedad ☐ Technology Violation/ Violación de Tecnología ☐ Use/Possession of Weapons/ Uso/Posesión de Armas	☐ Avoid Adult/Evita Adultos ☐ Avoid Peer(s)/Evita Compañero(s) ☐ Avoid Task or Activity/Evita Trabajo o Actividad ☐ Obtain Adult Attention/ Obtiene Atención de Adulto ☐ Obtain Items/Activities/ Obtiene Cosas/Actividades ☐ Obtain Peer Attention/ Obtiene Atención de Compañero ☐ Unknown Motivation/ Motivación Desconocida ☐ Other/Otro: _____	☐ Bus Suspension/Suspensión del Autobús ☐ Community Service/Restitution/ Servicios de la Comunidad/Restitución ☐ Conference with Student/ Conferencia con Estudiante ☐ Expulsion/Expulsión ☐ In-School Suspension (___hours/ ___days)/Suspensión Dentro de la Escuela (____ horas/ ___ días) ☐ Individualized Instruction/Instrucciones Individualizada ☐ Loss of Privilege/ Pérdida de Privilegio ☐ Out-of-School Suspension (___days)/Suspensión Fuera de la Escuela (__ días) ☐ Parent Contact/Contacto con Padres ☐ Time Out in Office/Tiempo en la Oficina ☐ Other/Otro:_____

Comments/Comentarios:

_____

_____

Seclusion/Restraint/Reclusión/Restricción : Y/N S/N   IEP/PEI: Y/N S/N   504: Y/N S/N

Parent Contact (signature of staff who made contact)/Contacto con los Padres(firma del personal quien hizo contacto)
OR Parent Signature/Firma de Padre: _____Date/Fecha: _____

*3 Fix It Tickets for the same minor behavior constitutes an ODR. / 3 boletos Fix It (Arréglalo) para el mismo comportamiento menor constituye un ODR.

*Fix It Tickets will be filed in cum files./Boletos Fix It (Arréglalo) será llenado en su archivo.

*All majors (ODRs) require administrator consequence and parent contact and/or parent signature./Todos los mayores (ORDs) requieren consecuencias de la administración y contacto de padres, y/o firma de padres.

White = Parent/Blanco = Padre   Yellow = Office/Amarillo = Oficina   Pink = Referring Staff Member/Rosa = Miembro del Personal Referente

If a parent/guardian would like a student handbook, please contact the elementary office.
Si un padre/guardián le gustaría un manual de estudiante por favor de contactar la oficina de la primaria.

Melrose Area Elementary School

Dutchmen	All settings	Hallways	Cafeteria	Playground
H **Honor**	• Show respect to yourself, others, school property	• Return to class when expected • Give friends their space • Listen to directions • Voice Level = 0	• Allow others to finish eating • Listen to directions • Voice Level = 2	• Tell the truth • Listen to directions • Listen for the whis • Voice Level = 3
A **Attitude**	• Be positive toward yourself and others	• Wave and smile • Wait your turn	• Say "please" and "thank you" • Help others who it	• Line up quickly • Enter the building quietly
N **Neighborly**	• Be friendly and caring towards yourself and others	• Pick up trash • Keep locker clean • Close lockers qui	• Use good table manners • Place all trash into waste bins • Be welcoming • Eat only your food	• Play gently and look after one another • Pick up litter • Take turns and sh • Include others and check the buddy be
S **Safe**	• Protect yourself others	• Keep locker door closed • Tell an adult if someone is hurt • Use walking feet • Walk in a straight • Keep hands and to yourself • Stay Right	• Walk at all times • Stay seated until dismissed • Clean up spills • Carry trays with hands • Keep hands and to yourself	• Dress for the weat • Keep the snow and woodchips on the g • Use the playground equipment the right way • Tell an adult when you need help • Keep your hands a feet to yourself

elrose PBIS team is to foster and promote a safe and positive school environment
nt learning through teaching and recognizing HANS(honor, attitude, neighborly,
safe) behaviors.

Bathroom	BUS	orning Gym/ Inside Recess	Classroom/ Specialist
• Respect the privacy of others	• Use appropriate w and language	• Work together a a team	• Raise your hand to speak
• Flush when finis	• Watch for your sto	• Share equipmen	• Use materials (paint
• Return to class when expected	• Respect people an property	• Line up with a z voice	brushes, toys, etc) and technology appropriately
	• Listen to the bus d	• Listen for directi	• Listen while others are talking
• Voice Level = 1	• Voice Level = 2	• Voice Level = 0-	• Voice Level = 0-2
• Wait your turn f the sink and bath	• Wait your turn to and find a seat	• Be positive	• Use positive words
		• Encourage one another	• Try your best
			• Be accepting
		• Show good sportsmanship	
• Report vandalis to an adult	• Clean up after you	• Put equipment away	• Keep work spaces clean
• Throw paper towels in the waste bin	• Be welcoming to o	• Line up at first signal	• Help others
¦		• Be nice to each	• Be kind and work together
nch		• Take turns	
• Wash with soap and water	• Stay seated	• Tell an adult if someone is hurt	• Ask permission to leave the room
• Keep your pers space	• Face the front	• Use equipment t right way	• Follow directions
	• Keep aisles clear		• Keep hands and feet to self
• Keep hands and to self	• Stay in the safety	• Use appropriate movement	
	• Keep hands and fe yourself	• Walk during morning gym	
and		• Keep hands and feet to yourself	

Melrose Area Elementary School Code of Conduct

Levels in the code of conduct are not sequential. The level depends on the severity and/or frequency of the behavior. For example: If a student commits a level 4 behavior, they would go straight to a level 4 consequence.

Level One

Behavior Definition:

A level one behavior is a minor behavior that is generally managed by an adult in that setting. The staff's response teaches correct, alternative behavior so students can learn and demonstrate safe and expected behaviors. Staff members are expected to employ a variety of teaching and management strategies.

Level One Response:
1. Complete Fix-It Ticket.
2. Re-teach of expectations in the moment.
3. Take into consideration a student's IEP or 504 Plan when appropriate.
4. Communicate with parents/guardian about repeated behaviors.
5. Submit Fix-it Ticket to SWIS data entry personnel.

Intervention and Response Categories		
Skills-Based Supports • Re-teach HANS expectations for the appropriate setting • Increase positive feedback for demonstration of expected behavior • Staff assistance in managing emotions and problem solving • Teacher/student conference	Restorative Practices • Teach replacement behavior • Quick individual skill coaching in the moment	Staff/Administrative Actions • Assigned seating • Parent/guardian notification • Increase active supervision • Fix-It Ticket entered into SWIS

Minor/Level One Behaviors

Minor Problem Behavior	Definition	Example
Defiance	Student Intentionally engages in brief and low intensity avoidance/escape of work and/or not following adult directions.	not following directions, non-work compliance, refusal to participate, not following the classroom rules in academic, social, and behavioral aspects
Disrespect	Low intensity but purposeful use of unkind behaviors and/or attitude toward another person that does not show regard for others feelings.	rude, impolite comments, talking back, treating others as if they are beneath you
Disruption	Low intensity physical or verbal action that disrupts other students' or their own learning.	yelling, crying, noises, blurting, large motor movement, moving around the room
Physical Contact	Brief and/or non-serious touching of another person without their consent and/or invading another person's personal space.	unwanted touching, inappropriate physical displays of affection, being in another person's bubble
Inappropriate Language	Low intensity instance of negative and/or disrespectful language (in any language) that is not academically/socially acceptable.	name calling, words used to hurt others
Property Misuse	Low intensity use of items for a purpose for which they were not intended.	writing on desks, breaking property (pencils, erasers, etc.), standing on chairs or desks
Technology Violation	Nonserious use of technology inappropriately, including but not limited to accessing programs and/or websites that are not part of the academic plan.	use of inappropriate websites, using a password that is not your own, cyberbullying- one occurrence, use of personal or school device when not allowed

Level Two

Behavior Definition
This is a **repeated** minor behavior incident managed with an intervention or action by the adult in the setting in which the incident occurs. The interventions focus on correcting the behavior with the intent of keeping the student in the classroom. Level two behaviors may lead to support from other staff or administrator and may result in an Office Discipline Referral (ODR). See chart below.

Level Two Response:
1. Complete Fix-It Ticket.
2. Re-teach of expectations.
3. Take into consideration a student's IEP or 504 plan when appropriate.
4. Communicate with parents/guardian about repeated behaviors.
5. Submit Fix-it Ticket to SWIS data entry personnel.
6. If there is an ODR completed, submit ODR to administration.

Intervention and Response Categories		
Skills-Based Supports • Re-teach HANS expectations for the appropriate setting • Increase positive feedback for demonstration of expected behavior • Staff assistance in managing emotions and problem solving • Teacher/student conference • Skill practice/role play	Restorative Practices (3+ Fix-It Tickets) • Teach replacement behavior • Written or oral apology • Written or drawn reflection • Peer and/or staff conflict resolution • Community Services (as restitution) • Repairing relationships	Staff/Administrative Actions • Loss of privileges • Consultation with colleagues • Parent/guardian conference • Increase active supervision • Assigned seating • Fix-It Tickets entered into SWIS • If ODR, entered into SWIS
** If there is a pattern of repeated behavior: • Fidelity check of school-wide system • 3 Fix-it Tickets for the same minor behavior may = an Office Discipline Referral (ODR)- Consequences are still at a level two due to minor behaviors • Staff may implement more intensive interventions, if needed.		

Minor/Level Two Behaviors

Minor Problem Behavior	Definition	Example
Defiance	Student Intentionally engages in brief and low intensity avoidance/escape of work and/or not following adult directions.	not following directions, non-work compliance, refusal to participate, not following the classroom rules in academic, social, and behavioral aspects
Disrespect	Low intensity but purposeful use of unkind behaviors and/or attitude toward another person that does not show regard for others feelings.	rude, impolite comments, talking back, treating others as if they are beneath you
Disruption	Low intensity physical or verbal action that disrupts other students' or their own learning.	yelling, crying, noises, blurting, large motor movement, moving around the room
Physical Contact	Brief and/or non-serious touching of another person without their consent and/or invading another person's personal space.	unwanted touching, inappropriate physical displays of affection, being in another person's bubble
Inappropriate Language	Low intensity instance of negative and/or disrespectful language (in any language) that is not academically/socially acceptable.	name calling, words used to hurt others
Property Misuse	Low intensity use of items for a purpose for which they were not intended.	writing on desks, breaking property (pencils, erasers, etc.), standing on chairs or desks
Technology Violation	Nonserious use of technology inappropriately, including but not limited to accessing programs and/or websites that are not part of the academic plan.	use of inappropriate websites, using a password that is not your own, cyberbullying- one occurrence, use of personal or school device when not allowed

Level Three

Behavior Definition

Level three behaviors are major incidents. These incidents target others in the educational setting and/or affect the safety of self or others. A level three behavior will result in an Office Discipline Referral (ODR) and may result in removal from instruction for part of a day.

Level Three Behavior Response:

1. Choose responses that are the least disruptive to the classroom and the student's learning.
2. Take into consideration a student's IEP or 504 plan when appropriate.
3. Complete Office Discipline Referral (ODR).
4. Submit ODR to administrator.
5. Administration communicates with parents/guardians about behaviors.
6. SWIS data entry personnel will enter ODR into SWIS.

Intervention and Response Categories		
Skills-Based Supports • Re-teach HANS expectations for the appropriate setting • Increase positive feedback for demonstration of expected behavior • Staff assistance in managing emotions and problem solving • Teacher/student conference • Skill practice/role play	Restorative Practices • Teach replacement behavior • Written or oral apology • Written or drawn reflection • Poster for inappropriate vs appropriate behavior • Peer and/or staff conflict resolution • Community Services (as restitution) • Repairing relationships • Restorative back-to-class plan • Restitution for property incidents	Staff/Administrative Actions • Student-staff conference • Loss of preferred activity • Assigned Seating • Assign Restorative Practices • Office Discipline Referral entered into SWIS
Possible Administrative Actions that may result in removal from instruction • Loss of transportation (bus) privileges • Removal from part of day. • Parent/guardian conference		

Major Problem Behaviors

Major Problem Behavior	Definition	Examples
Defiance	Chronically and intentionally trying to avoid/escape work and/or not following adult directions.	not following directions, non-work compliance, refusal to participate, not following the classroom rules in academic, social, and behavioral aspects
Disrespect	Purposeful and chronic unkind behaviors and/or attitude toward another person that does not show regard for others feelings.	rude, impolite comments, talking back, treating others as if they are beneath you
Disruption	Chronic physical or verbal action that disrupts other students' or their own learning.	yelling, crying, noises, blurting, large motor movement, moving around the room
Physical Aggression	Purposeful behavior intended to hurt or cause harm to another. This may include physical contact, but it also may include using objects to cause harm.	hitting, kicking, throwing objects at someone, punching, tripping, slapping, and pushing
Inappropriate Language	Chronic and/or purposeful use of negative and/or disrespectful language (in any language) that is not academically/socially acceptable.	Repeated unintentional swearing and/or one instance of purposeful swearing, name calling, words used to hurt others
Property Misuse	Activity that results in destruction or disfigurement of property.	vandalism, purposefully breaking property (desks, tables, chairs, etc.), throwing property, locker destruction
Harassment	Intentionally trying to cause emotional/physical harm by using	gender, ethnicity, sexual orientation, race, religion, disability,

	verbal/physical tactics that are demeaning and make another person feel threatened.	physical features, or other personal identity characteristics
Bullying	Chronic and purposeful actions done by one person that is used to intimidate another person which results in an imbalance of power.	face-to-face, cyber, written, physical, emotional, and verbal, repeated threats, name calling, teasing, taunting, intimidation
Fighting	Mutual participation in an incident causing verbal or physical harm to others by using aggressive language, intimidation, and/or physicality.	hitting, kicking, punching, slapping, yelling, pulling hair, biting, scratching, persistent arguing
Theft/Plagiarism	Intentionally taking something that does not belong to you.	stealing someone's personal property, stealing school property, stealing intellectual property
Technology Violation	Using technology inappropriately, including but not limited to accessing programs and/or websites that are not part of the academic plan.	use of inappropriate websites, using a password that is not your own, cyberbullying, use of personal or school device when not allowed
Lying/Cheating	Deliberately dishonest in words and work and in direct violation of rules	plagiarism, copying answers, stating mistruth
Inappropriate Location/Out of Bounds	Intentionally being outside of an area that is designated by a teacher or adult.	running off the playground, leaving school grounds, being in a location when not allowed, going to the bathroom without permission

Level Four

Behavior Definition

A level four behavior is a major behavior infraction that significantly disrupts the educational setting, targets others, and/or impacts the safety of others and is distinguishable by its repetitiveness and/or severity. A level four behavior results in an Office Discipline Referral (ODR), may result in dismissal from school for part of the day or one or more days, and may result in notification to law enforcement.

Level Four Behavior Responses:

1. Choose responses that are the least disruptive to the classroom and the student's learning.
2. Take into consideration a student's IEP or 504 plan when appropriate.
3. Complete Office Discipline Referral (ODR).
4. Submit ODR to administrator.
5. Administration communicates with parents/guardian about behaviors.
6. SWIS data entry personnel will enter ODR into SWIS.

Intervention and Response Categories		
Skills-Based Supports - Referral to MTSS team which could include - Small Group Instruction - Individualized skill instruction - Individual behavior support plan - Increase positive feedback for demonstration of expected behavior - Targeted instruction focused on the area of need and function	Restorative Practices - Teach replacement behavior - Written or oral apology - Written or drawn reflection - Poster for inappropriate vs appropriate behavior - Peer and/or staff conflict resolution - Community Services (as restitution) - Repairing relationships - Restorative back-to-class plan - Restitution for property incidents	Staff/Administrative Actions - Consultation with related experts for behavior support - Loss of preferred activity - Assign Restorative Practices - Student-staff conference - Office Discipline Referral entered into SWIS
Optional Administrative Actions that may result in removal from instruction - Loss of transportation (bus) privileges - Alternative Instruction (ISS) ranging from partial day to one or more days. - Development of a re-entry plan if applicable - Parent/guardian conference - Consideration of alternative interim educational placement		

Major Problem Behaviors

Major Problem Behavior	Definition	Examples
Defiance	Chronically and intentionally trying to avoid/escape work and/or not following adult directions.	not following directions, non-work compliance, refusal to participate, not following the classroom rules in academic, social, and behavioral aspects
Disrespect	Purposeful and chronic unkind behaviors and/or attitude toward another person that does not show regard for others feelings.	rude, impolite comments, talking back, treating others as if they are beneath you
Disruption	Chronic physical or verbal action that disrupts other students' or their own learning.	yelling, crying, noises, blurting, large motor movement, moving around the room
Physical Aggression	Purposeful behavior intended to hurt or cause harm to another. This may include physical contact, but it also may include using objects to cause harm.	hitting, kicking, throwing objects at someone, punching, tripping, slapping, and pushing
Inappropriate Language	Chronic and/or purposeful use of negative and/or disrespectful language (in any language) that is not academically/socially acceptable.	Repeated unintentional swearing and/or one instance of purposeful swearing, name calling, words used to hurt others
Property Misuse	Activity that results in destruction or disfigurement of property.	vandalism, purposefully breaking property (desks, tables, chairs, etc.), throwing property, locker destruction
Harassment	Intentionally trying to cause emotional/physical harm by using verbal/physical tactics that are	gender, ethnicity, sexual orientation, race, religion, disability, physical features, or other personal identity characteristics

	demeaning and make another person feel threatened.	
Bullying	Chronic and purposeful actions done by one person that is used to intimidate another person which results in an imbalance of power.	face-to-face, cyber, written, physical, emotional, and verbal, repeated threats, name calling, teasing, taunting, intimidation
Fighting	Mutual participation in an incident causing verbal or physical harm to others by using aggressive language, intimidation, and/or physicality.	hitting, kicking, punching, slapping, yelling, pulling hair, biting, scratching, persistent arguing
Theft/Plagiarism	Intentionally taking something that does not belong to you.	stealing someone's personal property, stealing school property, stealing intellectual property
Technology Violation	Using technology inappropriately, including but not limited to accessing programs and/or websites that are not part of the academic plan.	use of inappropriate websites, using a password that is not your own, cyberbullying, use of personal or school device when not allowed
Lying/Cheating	Deliberately dishonest in words and work and in direct violation of rules	plagiarism, copying answers, stating mistruth
Inappropriate Location/Out of Bounds	Intentionally being outside of an area that is designated by a teacher or adult.	running off the playground, leaving school grounds, being in a location when not allowed, going to the bathroom without permission

Level Five

A level five behavior is a behavior infraction that involves removal of the student from the school environment because of the severity of the behavior. Interventions focus on maintaining the safety of the school community and ending self-destructive and/or dangerous behavior. Level five incidents may cause removal from class for a day or more. Law enforcement may be contacted. Level five behaviors may be expellable offenses.

Level Five Behavior Responses:
1. Choose responses that are the least disruptive to the classroom and the student's learning.
2. Take into consideration a student's IEP or 504 plan when appropriate.
3. Take all necessary actions to ensure student and staff safety. Law enforcement may be called.
4. Complete Office Discipline Referral (ODR).
5. Submit ODR to administrator.
6. Administration communicates with parents/guardian about behaviors.
7. SWIS data entry personnel will enter ODR into SWIS.

Intervention and Response Categories		
Skills-Based Support • Individual behavior support plan • Behavior/re-entry contract • Referral to outside agencies and resources	Restorative Practices • Family group conference (may be as part of a move to a new setting)	Administrative Actions • Consultation with Superintendent • Development of alternative educational placement • Development of a re-entry plan • Mandatory parent meeting
Optional Administrative Actions that may result in removal from instruction • Out-of-school dismissal from instruction to be determined by the student's team (including classroom teacher and behavior support professionals). • Possible recommendation for expulsion. • Consult with/refer to local law enforcement.		

Use/Possession of Weapons	Any item/object (real or look alike) that is used or intended to be used to cause harm toward others.	knives, guns, sharp objects, using scissors with intention to harm

| Threats | The communication to another, in any form, to strike fear in or terrorize others that an alarming incident is to occur. | Verbal threat, physical threat, threat over social media platform, written threat, threats to the safety of the school. |