

# Little Flower PBIS Levels of Behavior

February 10, 2013

Adapted from YMCA Madison Radical Juice Resource Guide for Little Flower PBIS Revised

Actions without a GIANT Success		Possible Interventions	Who provides/monitors intervention Where does intervention get prepared and delivered	
3	<ul style="list-style-type: none"> <li>Engaging in a pattern of persistent Level 2 behavior (multiple behavior reports)</li> <li>Creating a substantial risk of injury with behavior that places others in danger/ <b>physical danger</b></li> <li>Engaging in a <b>physical altercation</b></li> <li>Knowingly possessing property belonging to another without permission / <b>stealing</b></li> <li>Leaving school grounds without authorization (<b>AWOL</b>)/<b>Truancy</b></li> <li>Making sexual comments, gestures, or engaging in verbal or physical conduct of a sexual nature/<b>Verbal Harassment, Ridicule</b></li> <li>Possessing any item banned and defined in the School Code of Conduct/ <b>drugs, weapons, electronics</b></li> <li><b>Verbal harassment and discrimination</b> according to the Dignity Act</li> </ul>	Possible Interventions as determined by Administration ~ Functional Behavior Assessment , Behavior Intervention Plan, ~ISS/OSS/Community Service in School ~ Confrontation/Problem Solving Group/Mediation ( <i>Restorative/BMTA</i> )	Including but not limited to:  <b>WHO</b> ~ School Social Workers during sessions ~ AIS Teacher ~ Teacher during class where incident occurred ~ Teaching Assistant in Class where incident occurred ~ Individual Aide of Student ~ Behavior support staff ~ Maintenance Staff ~ Administration  <b>WHERE</b> ~ In the location/class or to the person who was victimized or where damage/ incident occurred	
		Physical Danger Physical Altercation Physical Threats		~ Research and explain to others how to negotiate with words rather than fists ~ Learn and report/demonstrate to a class on anger management and self control strategies ~ Confrontation/Problem Solving Group/Mediation ( <i>Restorative/BMTA</i> )
		Stealing/theft		~ Return stolen items with a sincere verbal or written apology ~ Pay for replacement of stolen items ~ Confrontation/Problem Solving Group/Mediation ( <i>Restorative/BMTA</i> )
		Drugs, Weapons, Misuse of electronics		~ Research and explain the negative consequences of using drugs, weapons on individuals or a community to others ~ Research and explain to others the unintentional consequences of the misuse of technology
		Verbal Harassment and Discrimination		~ Research and explain how harassment damages individual relationships and community. ~ Find recent examples of incidents that have resulted in emotional depression or suicide of the person who was harmed. ~ Research and explain the effects of hate crimes on our communities ~ Write a letter of apology to victim explaining what you have learned ~ Confrontation/Problem Solving Group/Mediation ( <i>Restorative/BMTA</i> )
		AWOL/Truancy		~ Research and explain why some students leave school. ~ Interview someone who left school and later returned ~ Interview someone to find out why they value education and what they have found the benefits to be. ~ List self control strategies that will help you stay in school
2	<ul style="list-style-type: none"> <li>Engaging in a pattern of persistent Level 1 behavior (multiple behavior reports)</li> <li>Cheating/scholastic dishonesty</li> <li>Engaging in a <b>verbal altercation</b> with peer</li> <li><b>Taunting, teasing, or bullying</b> a peer based on any criteria</li> <li>Engaging in an act of pushing, shoving, horseplay, other similar <b>physical behavior</b></li> <li>Abuse of, and/or <b>vandalism</b> of school or personal property</li> <li>Violation of the Internet AUP</li> <li>Attempting to <b>threaten another with harm</b></li> <li>Possessing any item banned and defined in the School Code of Conduct</li> </ul>	~ Confrontation/Problem Solving Group/Mediation ( <i>Restorative/BMTA</i> ) ~ Possible ISS/OSS/Community Service in School		
		Verbal Harassment and Discrimination		~ Research and explain how harassment damages individual relationships and community. ~ Find recent examples of incidents that have resulted in emotional depression or suicide of the person who was harmed. ~ Research and explain the effects of hate crimes on our communities ~ Write a letter of apology to victim explaining what you have learned ~ Confrontation/Problem Solving Group/Mediation ( <i>Restorative/BMTA</i> )
		Physical Danger Physical Altercation Physical Threats		~ Research and explain to others how to negotiate with words rather than fists ~ Learn and report/demonstrate to a class on anger management and self control strategies ~ Confrontation/Problem Solving Group/Mediation ( <i>Restorative/BMTA</i> )
		Vandalism		~ Help clean, repair or repaint, and pay for damages ~ Confrontation/Problem Solving Group/Mediation ( <i>Restorative/BMTA</i> )
1	<ul style="list-style-type: none"> <li>Verbally rude or <b>disrespectful</b></li> <li>Insubordination/<b>defiance</b></li> <li>Late to school or class without permission</li> <li>Providing false information to staff/<b>lying</b></li> <li>Using vulgar or <b>profane language</b></li> <li>Making a vulgar or <b>profane gesture</b></li> <li><b>Disrupting the learning environment</b></li> <li>Failure to comply with basic school rules</li> <li>Failure to comply with school dress policy</li> <li><b>Intentionally misusing or otherwise handling school property without permission</b></li> </ul>	Verbal Harassment Discrimination Defiance Profane Language Profane Gestures	~ Research and explain how harassment /profanity damages individual relationships and community. ~ Find recent examples of incidents that have resulted in emotional depression or suicide of the person who was harmed. ~ Research and explain the effects of hate crimes and disrespect on our communities ~ Research and list examples of what respect looks like and sounds like ~ Write a letter of apology to victim explaining what you have learned ~ Confrontation/Problem Solving Group/Mediation ( <i>Restorative/BMTA</i> )	
		Disruption	~ Verbally apologize face to face to adult and students with a sincere promise to contribute more positively. ~ Request that peers give signal to hold him/her accountable ~ Spend a week assisting Adult with class supervision and clean up ~ Confrontation/Problem Solving Group/Mediation ( <i>Restorative/BMTA</i> )	

## Definitions of Behaviors

BEHAVIOR	DEFINITION
Failure to observe class/school rules	

Inappropriate use of school property	Participating in an activity that results in substantial destruction or disfigurement of property
Disruptive/Uncooperative	<p>Refusing to follow directions, talking back and /or rude comments or gestures; inappropriate and unacceptable language and gestures</p> <p>Behavior causing an interruption in class or activity. Disruption includes sustained loud talking, yelling or screaming, and / repetitive noises.</p> <p>Behavior causing an interruption in class or activity including roughhousing, play fighting, scuffing, and/or sustained out of seat behavior.</p> <p>Delivering disrespectful messages (verbal or gestures) to another person intended to annoy, upset or torment which may include threats and intimidation. Teasing and/or frightening others verbally and/or physically.</p>
Striking staff member/student	Harming or attempting to harm self and others either physically (i.e. biting, scratching, stabbing with pencils, etc.) or puts self / others in dangerous or unsafe situations.
Not using Time out Appropriately	Sleeping, causing disruptive behavior
Unacceptable language/gestures	<p>Verbal messages that include swearing, name calling, and use of words in an inappropriate way</p> <p>Delivering disrespectful messages (verbal or gestures) to another person intended to annoy, upset or torment which may include threats and intimidation. Teasing and/or frightening others verbally and/or physically.</p> <p>Disrespectful messages that include negative comments based on race, religion, gender, age, sexual orientation and/or national origin. Sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.</p>
Fighting	Actions involving serious physical contact where injury may occur i.e. hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.
Leaving class/building without permission	
Suicidal Gesture Suicidal talk	Harming or attempting to harm self and others either physically (i.e. biting, scratching, stabbing with pencils, etc.) or puts self / others in dangerous or unsafe situations.
Refused Treatment	Refusing to follow directions, talking back, and or rude comments, unacceptable language and gestures.

Actions without a GIANT Success	Staff to provide intervention	Consequence(s)/ Intervention
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		Possible Interventions as determined by Administration ~ Functional Behavior Assessment , Behavior Intervention Plan, ~ ISS/OSS/Community Service in School ~ Confrontation/Problem Solving Group/Mediation ( <i>Restorative/BMTA</i> )	
<b>3</b>	<ul style="list-style-type: none"> <li>Engaging in a pattern of persistent Level 2 behavior (multiple behavior reports)</li> <li>Creating a substantial risk of injury with behavior that places others in danger/ <b>physical danger</b></li> <li>Engaging in a <b>physical altercation</b></li> <li>Knowingly possessing property belonging to another without permission / <b>stealing</b></li> <li>Leaving school grounds without authorization (<b>AWOL</b>)/<b>Truancy</b></li> <li>Making sexual comments, gestures, or engaging in verbal or physical conduct of a sexual nature/<b>Verbal Harassment, Ridicule</b></li> <li>Possessing any item banned and defined in the School Code of Conduct/ <b>drugs, weapons, electronics</b></li> <li><b>Verbal harassment and discrimination</b> according to the Dignity Act</li> </ul>	All behavior at Level 3 is to be reported on an incident report and is to be processed by an Administrator for further intervention. Staff witnessing Level 3 behavior must inform Student Support Staff and Administration of the incident immediately.	Physical Danger Physical Altercation Physical Threats
			Stealing/theft
			Drugs, Weapons, Misuse of electronics
			Verbal Harassment and Discrimination
			AWOL/Truancy

<b>Examples of Level 3 Behavior</b>	<b>Additional interventions in accordance with the Dignity Act</b>
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<b>VIOLATIONS AGAINST PERSONS</b>		<p><i>The Dignity Act emphasizes the creation and maintenance of a positive learning environment for all students. In addition, the Dignity Act requires the development of measured, balanced, and age appropriate responses to the discrimination and harassment of students by students and/or employees on school property, including school functions, with remedies and procedures focusing on intervention and education.</i></p> <p><i>Such remedial responses should be included in the Code of Conduct and place the focus of discipline on discerning and correcting the reasons why discrimination and harassment occurred. The remedial responses should also be designed to correct the problem behavior, prevent another occurrence of the behavior, and protect the target of the act.</i></p>
<b>Assault</b>	Causing physical injury to another person	
<b>Criminal/Physical Harassment</b>	Striking, shoving, kicking, or subjecting another person to unwanted physical contact with the intent to harass, annoy or alarm	
<b>Weapons Possession</b>	Having or bringing a weapon onto school property including a firearm, deadly weapon or other	
<b>Fighting</b>	Two or more parties contributing to a situation by physical means	
<b>Horseplay</b>	Roughhousing behavior especially if it leads to injury	
<b>Intimidation, Threats, Bullying/Verbal Harassment</b>	The creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical wellbeing; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; such conduct, verbal threats, intimidation or abuse includes but is not limited to conduct, verbal threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex (Education Law §11[7]).	

<b>Examples of Level 3 Behavior</b>		<b>Additional interventions in accordance with the Dignity Act</b>
<b>VIOLATIONS AGAINST PROPERTY</b>		~ peer support groups;
<b>Extortion</b>	Obtaining property or assistance through coercion	

<b>Theft</b>	Unlawful taking of property	<i>~corrective instruction or other relevant learning or service experience;</i> <i>~supportive intervention;</i> <i>~ behavioral assessment or evaluation;</i> <i>~behavioral management plans, with benchmarks that are closely monitored;</i> <i>~student counseling and parent conferences.</i>
<b>Willful Damage of Property</b>	Intentional destruction of school and/or personal property, including graffiti	
<b>VIOLATIONS AGAINST PUBLIC HEALTH AND SAFETY</b>		
<b>Alcohol (P)/Controlled Dangerous Substance</b>	Possession, use, distribution and/or under the influence; refusing to submit to breathalyzer test	
<b>Possession of Drug Paraphernalia</b>	Possession of drug paraphernalia, including but not limited to: pipes, bong, rolling papers, grinders, lighters, bags used for the packaging and distribution of drugs, scales and any other item used in the distribution, exchange or use of drugs.	
<b>Tobacco</b>	possession/use of any type of tobacco product	
<b>Explosive Devices</b>	Possession and/or detonation of fireworks, smoke or stink bombs, snappers or any other explosive device.	
<b>Bomb Threat/False Fire Alarm</b>	Purposely informing school students and staff of untrue threats and alarms	
<b>Discharging Fire Extinguisher</b>	Purposely using a fire extinguisher without authorization	
<b>Arson</b>	Deliberate setting of a fire	
<b>VIOLATIONS AGAINST PUBLIC DECENCY</b>		
	Gambling/Possession of Related Items (cards, dice, etc.)	
<b>Discriminatory Practice and/or Sexual Harassment</b>	the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical wellbeing; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; such conduct, verbal threats, intimidation or abuse includes but is not limited to conduct, verbal threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex (Education Law §11[7]).	
	Obscenity/Profanity: obscene or profane language, gestures, or drawings	
	Violation of Dress Code	

- Referral to an Administrator for any/all interventions listed for Level 3 behavior AND;
- Process meeting (restorative process)/hearing AND;
- Removal from class for a period of time determined by the Principal for Counseling and Instruction (thinking, social and coping skills)
- Removal/exclusion from a privilege, organization, or trip for a period of time determined by the Principal; possibly on a permanent basis.

<b>Examples of Level 3 Behavior</b>		<b>Additional interventions in accordance with the Dignity Act</b>
<b>VIOLATIONS AGAINST STUDENT TRANSPORTATION REGULATIONS</b>		
<b>Unruly Bus Behavior</b>	engaging in dangerous or destructive actions/especially those which distract the driver	<i>~ peer support groups;</i> <i>~corrective instruction or other relevant</i>

VIOLATIONS AGAINST ACADEMIC INTEGRITY	
	Plagiarism of assignment/research paper
	Cheating/Copying another's Work/etc/
VIOLATIONS REGARDING ELECTRONIC DEVICES	
<b>Use of cell phones, beepers, music devices, video games, etc. (Level 2)</b>	These items should not in school, halls, classrooms, etc.
<b>Abuse of School Computers: (Level 2)</b>	Damage of equipment/software through physical act or electronic means
	Using software at school to harass or invade privacy of others (P)
	Otherwise violating the signed Acceptable Use Policy (AUP)

*learning or service experience;  
~supportive intervention;  
~ behavioral assessment or evaluation;  
~behavioral management plans, with benchmarks that are closely monitored;  
~student counseling and parent conferences.*

- Referral to an Administrator for any/all interventions listed for Level 3 behavior AND;
- Process meeting (restorative process)/hearing AND;
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**This document in no way limits the Superintendent and / or Administrators in taking action to assure safe schools, but serves as a minimum range of consequence**

*Beyond these individual focused remedial responses, According to **The Dignity Act Guidance Document**, school-wide or environmental remediation can be an important tool to prevent discrimination and harassment. Environmental remediation strategies may include:*

- ~supervisory systems which empower school staff with prevention and intervention tools to address incidents of bullying and harassment;*
- ~school and community surveys or other strategies for determining the conditions contributing to the relevant behavior;*
- ~adoption of research based, systemic harassment prevention programs;*
- ~modification of schedules;*
- ~adjustment in hallway traffic and other student routes of travel;*
- ~targeted use of monitors;*
- ~staff professional development;*
- ~parent conferences;*
- ~involvement of parent-teacher organizations; and*
- ~peer support groups*