

## Action Levels

GUIDANCE	<p>In order to keep students connected to the learning environment and school community, the school's primary response to problematic student behavior will be to utilize non-exclusionary Positive Behavior Interventions and Supports.</p> <p>The vast majority of student behavior supports should be provided at the classroom level by teachers. Behaviors that cannot be supported exclusively by teachers should receive more targeted or intensive interventions. Low-intensity non-exclusionary Positive Behavior Interventions and Supports as outlined on Page 2 should be attempted in most cases prior to moving to more targeted or intensive supports or interventions.</p> <p>The lowest level of corrective action appropriate will be considered in order to improve behavior and maintain a productive learning environment for students. This progression of support fosters a positive school and community atmosphere and nurtures an environment for all students to grow as productive citizens.</p> <p>Specific circumstances involving student behavior issues may require additional corrective action through the use of limit-setters. Limit-setting actions may include strategies such as discipline, removal from class, subject, or activity, suspension, and expulsion. Staff will determine the need for more targeted or intensive supports and interventions through data-based decisions and are responsible for using those intensive interventions in a fair, consistent and non-discriminatory manner.</p>		
LEVEL 1	LOW INTENSITY INTERVENTION	MODERATE INTENSITY INTERVENTION	HIGH INTENSITY INTERVENTION
	Brief Timeout/Reset (see page 2 for details) Class Meeting/Discussion (low harm) Personal Reflection Student Apology (student self-selected)	Guidance Meeting with School Counselor Intervention Group (Academic, Behavior or Social) Peer Mediation Restorative Conversation (moderate harm) Restitution (student self-selected) Simple Contract (created with the student)	Community Service (student self-directed) Formal Behavior Contract (created with student, parent/guardian, teachers, and/or peers) Mentoring Positive Behavioral Support Plan Referral to Outside Agency
	Change Environment (ex: seat change) Confiscation of Inappropriate Items (returned to student by end of day) Time Out from Reinforcement Parent/Guardian Notification and/or Conference Student Apology (adult directed) Warning	Confiscation of Inappropriate Items (returned to the parent/guardian) Detention Mild/Moderate Privileges Suspended Restitution (adult directed)	Community Services (adult directed) Confiscation of Illegal Items (not returned to either student or parent/guardian) Major Privileges Suspended Reassignment to a Different Class or Program
LEVEL 2	Any Action from the prior level(s) may be imposed. <b>In School Suspension/Office Area</b>		
LEVEL 3	Any Action from the prior level(s) may be imposed. <b>Short or Long Term Suspension and/or Abeyance</b>		
LEVEL 4	Any Action from the prior level(s) may be imposed <b>Expulsion</b>		

Any egregious or repeated behavioral violation is cause for the District to consider a more intensive corrective action than suggested in Attachment 3241A. Further, the use of the term Maximum Level in Attachment 3241A is for informational purposes only; appropriate corrective action is an individualized determination based upon the particular facts of the incident and compliance with Board policy and procedure.

Non-exclusionary Positive Behavior Intervention and Supports are effective options to address the causes of problem behaviors and prevent them from occurring in the future. It is important to 1) Ensure that Prevention Supports are in place and consistently used, 2) Match the support/intervention to the student's needs and 3) Try low intensity supports prior to layering on more intensive supports (with the exception of significant physical concerns). These supports and interventions are organized within a "three-tiered prevention model" known as a "continuum of supports".

Tier I Universal Supports and Interventions (Low Intensity)		
Prevention Supports	Skill or Relationship Based Restorative Response	Punitive Response
Active Supervision Behavior Specific Praise Instructional Choice Instructional Feedback Opportunities to Respond Planned Structured Break Prompts and Pre-Corrections  Social and Emotional Learning Opportunities  Function (or Purpose) of Behavior Thinking	Class Meeting/Discussion (mild harm) Personal Reflection Self Selected Verbal or Written Apology  Brief Re-teaching, Modeling, Practice, Error (Instructional) Correction/ Feedback  Brief Time Out/Reset/Mindful Break** <ul style="list-style-type: none"> <li>To calm or focus the brain &amp; body</li> <li>To reflect &amp; prepare to problem solve</li> <li>To learn or practice new skill</li> </ul> Sensory Input or Sensory Reduction	Change Environment (ex: seat change)  Time Out from Reinforcement  Parent Notification and/or Conference  Minor inappropriate items taken away (returned to student)  Required Student Apology  Warning
Tier II Targeted Supports and Interventions (Moderate Intensity)		
Prevention Supports	Skill or Relationship Based Restorative Response	Punitive Response
Targeted Tier I Strategies <ul style="list-style-type: none"> <li>Provided by classroom teacher, possibly additional school adults, home adults and peer supported</li> </ul> Function (or Purpose) of Behavior Thinking	Guidance Meeting with School Counselor  Problem Solving Conversation (Repair and Restore) (moderate levels of harm) <ul style="list-style-type: none"> <li>Peer with Peer</li> <li>Teacher with Student</li> </ul> Peer Mediation Restitution (when selected by the student to repair harm)  Targeted Partnered Services to increase reinforcement of productive (goal) behavior	Detention  Inappropriate Items Taken Away (returned to parent/guardian)  Mild/Moderate Privileges Suspended  Planned Ignoring (for attention reinforced behaviors)  Restitution (when required by person in authority)
Tier III Individualized Supports and Interventions (High Intensity)		
Prevention Supports	Skill or Relationship Based Restorative Response	Punitive Response
Increase intensity, frequency and duration of targeted Tier 1 Supports <ul style="list-style-type: none"> <li>Provided by classroom teacher, and additional school adults, home adults and community agency</li> </ul> Function (or Purpose) of Behavior Thinking	Community Service (when selected by the student to repair harm)  Function of Behavior Assessment Positive Behavior Support Plan (Gen Ed) Behavior Intervention Plan (IEP)  Restorative Conference (high levels harm) Referral to Outside Agency/ Wraparound Supports	Community Service (when required by person in authority)  Severely inappropriate or illegal items taken away (not returned to student or parent)  Major Privileges Suspended  Reassignment to Different Class or Program

Any egregious or repeated behavioral violation is cause for the District to consider a more intensive corrective action than suggested in Attachment 3241A. Further, the use of the term Maximum Level in Attachment 3241A is for informational purposes only; appropriate corrective action is an individualized determination based upon the particular facts of the incident and compliance with Board policy and procedure.

## CODE OF CONDUCT

*The Central Kitsap School District has identified the following problem behaviors that may result in corrective action. These behaviors/activities are prohibited on campus, on school transportation, at all school-sponsored activities, and off campus when the conduct is connected to or affects the school environment. Attempting to commit a violation, assisting another person in committing a violation, or forcing another person to commit a violation is also a violation of the code of conduct.*

Problem Behavior	Definition	SRO May be called	Maximum Level
Abusive Language/ Inappropriate Language/ Profanity	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.		2
	Minor- Student engages in low-intensity instance of inappropriate language.		1
Alcohol	Student is in possession of or is using alcohol. Student gave or shared alcohol. Student sold or delivered alcohol. The above includes any substance represented as alcohol.	x	3
Arson	Student plans and/or participates in malicious burning of property.	x	4
Bomb Threat/ False Alarm	Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.	x	4
Bullying	The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling. See handbook for further definition and guidance.	x	3
Combustibles	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).	x	3
Defiance	Student engages in refusal to follow directions or talks back.		2
	Minor-Student engages in brief or low-intensity failure to follow directions or talks back.		1
Disrespect	Student delivers socially rude or dismissive messages to adults or students.		2
	Minor-Student delivers low-intensity, socially rude or dismissive messages to adults or students.		1

*Any egregious or repeated behavioral violation is cause for the District to consider a more intensive corrective action than suggested in Attachment 3241A. Further, the use of the term Maximum Level in Attachment 3241A is for informational purposes only; appropriate corrective action is an individualized determination based upon the particular facts of the incident and compliance with Board policy and procedure.*

Problem Behavior	Definition	SRO <small>May be called</small>	<i>Maximum Level</i>
Disruption	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.		2
	Minor-Student engages in low-intensity, but inappropriate disruption.		1
Dress Code Violation	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.		1
Drugs and/or Paraphernalia	<p>Student is in possession of or is using illegal drugs/substances.</p> <p>Student gave or shared illegal drugs/substances or legal prescription drugs.</p> <p>Student sold or delivered illegal drugs/substances or legal prescription drugs.</p> <p>The above includes any substance represented as an illegal drug/substances.</p> <p>Construction/possession of drug paraphernalia including, but not limited to, pipes and syringes.</p>	x	4
Fighting	Student is involved in mutual participation in an incident involving physical violence. Discipline need not be the same for each student involved in a single fight.	x	3
Forgery/ Theft/Plagiarism	Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property; or the student has signed a person's name without that person's permission, or claims someone else's work as their own.	x	2
Gang Affiliation Display	Student uses gesture, dress, and/or speech to display affiliation with a gang.		2
Harassment	<p>The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.</p> <p><i>See handbook for further definition and guidance.</i></p>	x	4
Inappropriate Display of Affection	Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult.		3
Inappropriate Location/ Out of Bounds Area	Student is in an area that is outside of school boundaries (as defined by school).		2

*Any egregious or repeated behavioral violation is cause for the District to consider a more intensive corrective action than suggested in Attachment 3241A. Further, the use of the term Maximum Level in Attachment 3241A is for informational purposes only; appropriate corrective action is an individualized determination based upon the particular facts of the incident and compliance with Board policy and procedure.*

Problem Behavior	Definition	SRO <small>May be called</small>	Maximum Level
Lying/Cheating	Student delivers message that is untrue and/or deliberately violates rules.		2
Other Behavior	Student engages in problem behavior not listed.	x	4
Physical Aggression	Assault Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).	x	4
	Minor-Student engages in non-serious, but inappropriate physical contact.	x	2
Property Damage/Vandalism	Student participates in an activity that results in destruction or disfigurement of property.	x	2
	Minor-Student engages in low-intensity misuse of property.	x	1
Skip class	Student leaves or misses class without permission.		1
Tardy	Student is late (as defined by the school) to class or the start of the school day.		1
Technology Violation	Student engages in serious and inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.	x	3
	Minor-Student engages in non-serious, but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.	x	1
Threat	Any person, singly or in concert with others, is prohibited to intimidate by threat of force or violence any administrator, teacher, classified employee, or student of any common school who is in the peaceful discharge or conduct of his or her duties or studies. RCW 28A.635.100	x	4
Tobacco	Student is in possession of or is using tobacco or nicotine products and/or delivery devices. This includes products and devices that produce the same flavor or physical effect of nicotine substances.		2
Truancy	Student receives an 'unexcused absence' for ½ day or more.		1
Weapons	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.	x	4

Revised: December 2020

*Any egregious or repeated behavioral violation is cause for the District to consider a more intensive corrective action than suggested in Attachment 3241A. Further, the use of the term Maximum Level in Attachment 3241A is for informational purposes only; appropriate corrective action is an individualized determination based upon the particular facts of the incident and compliance with Board policy and procedure.*