

DeForest Area School District

Behavior Definitions and Continuum of Responses

Since every rule or violation cannot be listed in this handbook, be advised that the administration reserves the authority to establish any policy/procedure to effectively operate the school.

Philosophy

Education is a shared responsibility involving parents/guardians, students, school, and the community. Our primary goal is to create a school environment where everyone can learn. DeForest Area School District uses the system and framework of Positive Behavior Interventions and Supports (PBIS) as a way to address student learning about behavior. PBIS is a proactive approach to creating a safe and positive learning environment. The goal of PBIS is to teach and reinforce positive behaviors, as well as to provide support to students who may be struggling with behavior. PBIS is based on a multi-tiered system of support. This means that schools provide different levels of support depending on students' needs. Every student is unique and individual. Factors that contribute to this such as a qualified disability are taken into consideration throughout the discipline process. Tier 1 is universal and provided to ALL students, while Tiers 2 and 3 provide more targeted support. In DASD students are taught clear expectations for behavior. Positive behaviors are recognized and reinforced through acknowledgements. When students exhibit challenging behavior, teachers and staff use a variety of strategies to address the behavior and teach the student more appropriate behavior. PBIS is a research based approach that has been proven to improve school climate, reduce problem behaviors, and increase academic achievement. By promoting positive behavior and providing support to students who need it, PBIS creates a safe and supportive environment where all students can learn and thrive.

Response

There is a continuum of consequences for behaviors which includes things from the lists below. Parents/Guardians will receive a phone call from administration or designee when their child engages in Major Behavior and it will be documented in Skyward. The specific consequences are determined by administration and based on things like the age/developmental level of the student, number of offenses, intensity, impact, and type of Major. The administrative team calibrates on consequences regularly.

Continuum of Consequences			
Least Restrictive	Restrictive	More Restrictive	Most Restrictive
Reteach			
• Restitution • Conference with student and/or family • Remind/redirect • Restorative • Restrict privileges	• Loss/change of privileges to include things like: ○ Assigned Lunch/Recess area ○ No recess • Detention • In School Suspension	• Multiple Days of In School Suspension • 1-3 days Out of School Suspension	• 4+ days Out of School Suspension • Pre-Expulsion • Expulsion

The DeForest Area School District recognizes that exclusion from educational programs, by suspension or expulsion, is a substantial sanction and that such action must comply with the student's due process rights. Please refer to the [SUSPENSION AND EXPULSION](#) policy for specific information and policy guidance related to these formal discipline options. District Office Administration is involved with any offense that warrants expulsion.

When inappropriate behaviors are persistent, despite attempts to correct them, or when there are more serious problems, the administration and/or the law enforcement may become involved. (Section 118.13, 120.13(1), Wisconsin Statutes)

Definitions

MINOR Documentation of Reteach	Minor: Behaviors that interfere with the ability to maintain a safe, respectful, and responsible learning environment, school function or program, or district-provided transportation. All staff are empowered to address student minor behavior in any environment shared with the student within the school day. Minors are documentation of re-teachable moments and used internally for the PBIS team to analyze and create any needed changes or supports to aid in reducing/eliminating the minor behaviors. Teachers will communicate minors with families as deemed appropriate depending upon things like frequency, intensity, impact, and age of the student.	
	Behavior	Definition

	Academic dishonesty	Cheating, plagiarism that does not impact others
	Acceptable Use Policy	Violation of Acceptable Use Policy; accessing inappropriate sites, bypass filter with minimal impact, etc.
	Inappropriate Use of Technology	Use of technology that is not connected to learning
	Inappropriate Language/Gestures	Speaking with profanity, using unkind words, making gestures, or indecent acts. Minimal impact.
	Interrupting Instruction	After reteaching, prompting, reminding, and using supportive strategies like a timer, visuals, and choices the student continued to interrupt instruction.
	Leaves area without permission	Repeatedly leaving area without staff member permission but returns
	Personal Communication Device Use	Use of PCD during instruction and/or time period when not allowed
	Physical Contact/Horseplay	Hitting, kicking, etc... that does not cause injury or that there was no intent to cause harm
	Property Damage	Misuse or damage to property that can be easily cleaned or repaired
	Repeated Refusal to Follow Expectations	After reteaching, prompting, reminding, and using supportive strategies like a timer, visuals, and choices the student did not follow the expectation.
	Stealing/Theft	Taking items that do not belong to them.

MAJOR Staff and Admin Supported	Major: Behaviors that are serious disruptions and/or threats to the safety, wellbeing, and/or property of others. Major behaviors are addressed by administration in collaboration with school staff.		
	Behavior	Definition	Links to District Policy
	Academic Dishonesty	Cheating, plagiarism that is either repeated or a single significant event.	

	Bullying	A deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm. Bullying may be a repeated behavior and involves an imbalance of power. Furthermore, it may be serious enough to negatively impact a student's educational, physical, or emotional well-being. Bullying behavior rises to the level of harassment when the prohibited conduct is based upon the student's sex (including gender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation, physical, mental, emotional, or learning disability, or any other characteristic protected by Federal or State civil rights. Bullying need not be based on any Protected Class. This includes cyberbullying.	Policy
	Endangering Behavior	"Endangering Behavior" is behavior causing the threat of or potential for bodily harm to another person, due to circumstances which show utter disregard to the well being of such individuals. To use this incident type as a reason for removal the behavior must occur while on school grounds or while under the supervision of school authorities.	
	Harassment/Bullying Disability	Refers to intimidation or abusive behavior toward a student based on actual or perceived disability. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. Bullying on the basis of disability constitutes disability harassment.	Policy
	Harassment/Bullying Other	Refers to intimidation or abusive behavior toward a student. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating.	Policy Policy

	Harassment/Bullying Race, Color, National Origin	Refers to intimidation or abusive behavior toward a student based on actual or perceived race, color or national origin (including ancestry and ethnicity). Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. Bullying on the basis of race, color, or national origin constitutes racial harassment.	Policy Policy
	Harassment/Bullying Religion	Refers to intimidation or abusive behavior toward a student based on actual or perceived religion. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. Bullying on the basis of religion constitutes religious harassment.	Policy Policy
	Harassment/Bullying Sexual	Includes sexual harassment and harassment or bullying based on sex stereotyping. Sexual harassment is unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Harassment or bullying based on sex stereotyping includes acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex stereotyping, but not involving conduct of a sexual nature. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. All students can be victims of harassment or bullying on the basis of sex, and the harasser or bully and the victim can be of the same sex. Bullying on the basis of sex constitutes sexual harassment.	Policy Policy
	Harassment/Bullying	Refers to intimidation or abusive behavior toward a	Policy

	Sexual Orientation	student based on actual or perceived sexual orientation. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. Bullying on the basis of sexual orientation constitutes sexual orientation harassment.	Policy
	Hate Speech	The use of language, behavior, or images/symbols that express prejudice against a particular group or groups on the basis of any protected characteristic(s). Examples are: A. Making statements that promote violence toward a racial or ethnic group; B. drawing, displaying, or posting images or symbols of prejudice (e.g., swastikas).	Policy
	Inappropriate Behavior	Behavior that has a significant impact on the school environment or others.	
	Inappropriate Language/Profanity	Speaking with profanity, using unkind words, making gestures or indecent acts. Significant impact.	
	Inappropriate Tech Use	Intentionally causing or attempting to cause the DASD network to become inoperable. Using technology for seriously disruptive or inappropriate purposes such as threatening searches (weapons, sexual content, etc.)	Technology Policy
	Left School/Area without Permission	Leaves the building or refuses to return to designated space.	
	Personal Communication Device Use	Use of PCD during instruction and/or time period when not allowed repeatedly (multiple times with reminders and administration involved)	

	Physical Aggression	Physical aggression refers to an actual and intentional touching or striking of another person against his/her will, or the intentional causing of bodily harm to an individual.	
	Physical attack/fight With Weapon	Physical attack or fight refers to an actual and intentional touching or striking of another person against his/her will, or the intentional causing of bodily harm to an individual. Physical attack or fight does not include rape. A weapon is any instrument or object used with the intent to threaten, injure, or kill. This includes lookalikes if they are used to threaten others.	Weapons Policy
	Possession of Drugs and/or Paraphernalia	The use, possession, sale, or solicitation of tobacco, vaping products (non-TCH), or other paraphernalia	Drug Prevention Policy Search and Seizure Policy
	Possession of Firearm/Explosive Device	Firearm or explosive device refers to any weapon that is designed to (or may readily be converted to) expel a projectile by the action of an explosive. This includes guns, bombs, grenades, mines, rockets, missiles, pipe bombs, or similar devices designed to explode and capable of causing bodily harm or property damage.	
	Possession or Use of Alcohol	The use, possession, sale, or solicitation of alcohol	Drug Prevention Policy Search and Seizure Policy
	Rape/Attempted Rape	Rape refers to forced sexual intercourse (vaginal, anal, or oral penetration). This includes sodomy and penetration with a foreign object. Any student can be victims of rape. Rape is not defined as a physical attack or fight.	
	Repeated Refusal to Follow Expectations	After reteaching, prompting, reminding, and using supportive strategies like a timer, visuals, and choices the student did not follow the expectation which led to a significant disruption of the learning environment.	

	Robbery No Weapon	Robbery is taking or attempting to take anything of value that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. A key difference between robbery and theft/larceny is that robbery involves a threat or assault.	
	Robbery With Weapon	Robbery is taking or attempting to take anything of value that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. A key difference between robbery and theft/larceny is that robbery involves a threat or assault.	
	Sexual Assault (not rape)	Sexual assault is an incident that includes threatened rape, fondling, indecent liberties, or child molestation. Any student can be victims of sexual assault. Classification of these incidents should take into consideration the age and developmentally appropriate behavior of the offender(s).	
	Smoking and/or possession of smoking materials	The use, possession, sale, or solicitation of tobacco, tobacco products, or materials used for smoking such as a vape.	
	Stealing/theft	Taking items that do not belong to them. Law enforcement involvement.	
	Threat of School Violence	Any threat made in or targeted at a school. The FBI defines a threat as "an expression of intent to do harm or act out violently against someone or something. A threat can be spoken, written, or symbolic."	
	Threat of Physical Attack No Weapon	A threat refers to an act where there was no physical contact between the offender and victim, but the victim felt that physical harm could have occurred based on verbal or nonverbal communication by the offender. This	

		includes nonverbal threats (e.g., brandishing a weapon), and verbal threats of physical harm which are made in person. Threats made over the telephone or threatening letters are excluded. A threat of physical attack without a weapon refers to a threat without any display, brandishment, or discharge of a weapon, and with no actual physical contact of any person. A threat is made in person. Threats made over the telephone or threatening letters are excluded. A threat of physical attack using words that refer to a weapon would be considered a threat without a weapon.	
	Threat of Physical Attack With Weapon	A threat refers to an act where there was no physical contact between the offender and victim, but the victim felt that physical harm could have occurred based on verbal or nonverbal communication by the offender. This includes nonverbal threats (e.g., brandishing a weapon), and verbal threats of physical harm which are made in person. Threats made over the telephone or threatening letters are excluded. A weapon is any instrument or object used with the intent to threaten, injure, or kill. This includes lookalikes if they are used to threaten others.	
	Vandalism	Misuse or damage to property the student cannot clean or repair.	



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