



BEHAVIOR & DISCIPLINE MATRIX

Prepared by Restorative Solutions - Modified by FUSD Task Force

The Flagstaff Unified School District (FUSD) is committed to maintaining safe, relational, equitable, and trauma-informed school environments that collectively contribute to a successful and fulfilling educational experience for students and their families.

Within this context, FUSD recognizes the need for fair and consistent restorative approaches to discipline designed to maximize administrator, teacher, student, and parent understanding and engagement. Students, staff, and all members of the school community are expected to conduct themselves, at all times, in a manner that will bring credit to themselves, their community, and the school. It is important that students know that school staff are legally responsible for the conduct of students during school hours, while students are on campus, or at any school function.

Students, staff, and parents are expected to follow the agreements set by all members of the school during these times of responsibility. Students going to and from school and students engaging in conduct outside of school that adversely affects the school community are also subject to school discipline.

Arizona law requires that school authorities regulate student conduct and discipline students for misconduct. Consistent with student and staff due process rights and responsibilities, school authorities will collaboratively engage with students and staff when discipline (accountability, repair of harm, and healing) is needed based on the nature of the harm committed, the needs of the affected party/parties (victim/s), and the disciplinary history of the responsible party (offender) to preserve the positive educational and relational climate of the school (community).

Orientation to a Restorative Discipline Process

FUSD incorporates Restorative Practices into our Discipline Matrix and Student Code of Conduct as the fundamental approach by which we engage with one another and respond to misbehavior and conflict. Suspensions, expulsions, and administrative hearings are conducted with a restorative mindset. At times, we use a combination of a restorative intervention and suspension (cool down/reflection time) in order to address the underlying cause of the misbehavior or conflict and provide accountability for all those involved.

At the beginning of each school year, the principal shall ensure that each teacher is given a copy of the jointly developed criteria for the referral of students for a restorative disciplinary process. These criteria shall be reviewed with all of the teachers. In addition, the referral procedure shall be outlined and given to each teacher and staff member.

Defining Terms

[Restorative Practices](#) is a theory of relational engagement and discipline that emphasizes building relationships first and then, when harm has occurred, repairing the harm caused or revealed by misconduct rather than by punishment. It does so by:

- a. Identifying the misconduct and broken relationship(s) and then attempting to repair the harm and rebuild the relationship(s);
- b. Including all people impacted by a conflict or incident in the process of responding to the conflict or incident; and
- c. Creating a process that promotes healing, reconciliation, and rebuilding relationships to build mutual and collective responsibility and constructive responses to wrongdoing within our schools.

Restorative Practice is a framework for a broad range of restorative discipline approaches that proactively build a school community based on cooperation, mutual understanding, trust, and respect, and respond to conflict and disciplinary incidents by including all people impacted by a conflict in finding solutions that restore relationships and repair the harm done to the school community. These practices can be used to implement positive behavior in classrooms and on school campuses, consistent with the framework set forth in this code, when some flexibility is given to implementing restorative practices as a first step—before the suspension is used.

Preventative Measures and Practices

Our school actively creates a positive school climate for all members of the school community and our stakeholders through the regular and ongoing use of classroom and school-wide restorative practices that build community, strengthen relationships, promote inclusiveness, and enhance communication and problem-solving skills.

School-wide restorative practices include but are not limited to

- 1. Discussions in the classroom, staff meetings, and school-wide forums about how school community members should treat one another;
- 2. Time to share the highs and lows of the day in advisory classes or classroom circles;
- 3. Creating a welcoming environment where parents or guardians and community members are invited to volunteer and participate in the school community, including creating a parent room on campus; and
- 4. Creating mechanisms for students to check-in when they enter school each day to share concerns and/or request a meeting with a counselor to discuss problems they are facing.

Teachers are encouraged to use restorative circles as a classroom teaching method to work collaboratively with students to set academic goals, explore the curriculum, and set classroom norms for behavior, including:

- a. Morning "Check-in" Circles for teachers and students to share what is going on in their lives, center themselves, and focus on the day ahead; and
- b. Discussion/Proactive Circles to talk about a topic they are currently studying and delve into more depth on the subject.

All staff are encouraged to use circles among themselves to build trust, connection, and academic collaboration and to use problem-solving circles when an issue needs to be addressed.

Teachers, administrators, counselors, support staff, and students themselves shall use restorative problem-solving techniques that increase communication and provoke student and staff reflection on how their actions impact others.

Responding to Specific Incidents

In response to disciplinary infractions or conflict, our school shall use a continuum of restorative rather than punitive strategies. We shall use restorative and other positive responses, except for the most serious and dangerous offenses when exclusion from school is absolutely necessary to protect the safety of the school community.

1. All individuals impacted by a behavior conflict shall collectively identify the harm done, develop solutions for how the harm will be addressed, and identify the needs and obligations of all involved to heal and repair the situation as fully as possible.
2. If appropriate, the students or staff who committed the behavior or were involved in the conflict may participate in a restorative process to hear from all stakeholders and determine actions that meet restorative practice principles. Restorative processes should be conducted in a student-friendly space with students and staff trained to facilitate the discussion.
3. The continuum of strategies includes but is not limited to
 - a. Restorative Conversations - One-on-one informal conversations that are held as an immediate response or follow-up to an action that has somehow caused harm to help the student correct the behavior in the present and future.
 - b. Restorative Agreement Meetings - One-on-one conversations that are held as an immediate response or follow-up to an action that has somehow caused harm to help the student correct the behavior in the present and future that ends with a written agreement with a follow-up plan.
 - c. Problem-Solving and Restorative Circles - Spaces in which participants take turns speaking to a topic, guided by at least one circle keeper, using a talking piece, and going around to ensure that everyone has an equal opportunity to speak. Many different types of circles can be used to promote a positive learning environment and deal with issues as they arise. Some of the main circles that schools can utilize for discipline include:
 - i. Harm Repair Circles to address what occurred, repair the harm, and develop solutions to prevent reoccurrence, involving relevant parties and support people if helpful;
 - ii. Proactive Behavior Management circles are used to role-play and work with students to develop positive behavioral models.
 - d. Restorative Mediation - A process that provides those harmed by an incident an opportunity to meet the person who caused the harm in a safe and structured setting and engage in a mediated discussion of the incident. With the assistance of a trained mediator, those who were harmed are able to tell the person who caused the harm about the incident's physical,

emotional, and other impacts; to receive answers to lingering questions about the incident; and to be directly involved in developing a plan for the harm to be repaired.

- e. Restorative Group Conferencing - A facilitator leads those who were involved in an incident, particularly in cases where community-wide impact is present, whether they were harmed or did the harm, as well as their supporters, in a face-to-face process. This process aims to address the harm, make things right, and prevent reoccurrence and is based on the ideas of restorative practices and mutual accountability.
- f. Restorative Reintegration Meetings - A process that helps a student reintegrate back into the school community and classroom after being gone on suspension or expulsion by dealing with the issues behind the incident and the return to school for all parties in the process—the student, teacher/staff member, parent (if appropriate), and other affected or interested community members.
- g. Restorative Suspensions - A process whereby a time out or pause from school is given to a student not as a means of punishment but to 1) provide a time out, cool down, and reflection period for the student, teacher, and anyone impacted before returning to school; and 2) provide time to develop a plan for reintegrating the student back to school with a reintegration Circle or a teacher-student mediation. Restorative suspensions are done with a restorative mindset.
- h. Expulsions with Restorative Supports - A process whereby a longer or perhaps permanent time out is given to a student. The main goals are to 1) ensure the safety of the community; 2) repair the harm; and 3) see if reintegration back into the community is possible. The criteria for this include: 1) seeing if the expelled student has made sufficient progress towards responsibility, repair, and reintegration; 2) if the harmed party is ready to re-engage with the expelled student; and 3) if the community is ready to re-engage with the expelled student.

Integrating Restorative Practices with the Discipline Matrix

In an effort to reduce the amount of time students are out of school while maintaining the importance of students and staff taking responsibility for their behavior and collaboratively working together for positive outcomes, our school will consider reducing the suspension requirement if the student successfully participates in a restorative process, either before or after the suspension.

We will consider the following matrix as a guideline when a restorative process or intervention is agreed to and has been completed:

- 3-day suspension reduced to 1 day (or thereabouts)
- 5-day suspension reduced to 3 days (or thereabouts)
- 10-day suspension reduced to 5 days (or thereabouts)
- Recommendations for long-term suspensions or expulsion require a discipline hearing
- Restorative process and restorative agreement upon the student's return in conjunction with Student Support Services

Recommended Discipline Levels for Incidents

1. Restorative Conversation with the student, Restorative Agreement Meeting, and follow-up meeting as needed
2. Restorative Short-Term Suspension of up to 3 days, followed by Restorative Mediation or Conference
3. Restorative Short-Term Suspension of up to 10 days, followed by Restorative Mediation or Conference
4. Long-Term Suspension with restorative supports such as Circles of Support and Accountability
5. Expulsion with restorative supports such as Circles of Support and Accountability with collaboration with receiving school/educational opportunities

Restorative processes are not meant to be "double punishments" for students. Rather, they are meant to be a proportional, just, and mutually beneficial means for repairing harm that seeks to meet the needs of the student, staff members, and the community and reintegrate them in a way that builds wholeness and trust.

The specific Discipline Matrix follows.

Student, Staff, and Family Rights and Responsibilities

1. Information about the use of Restorative Practices at schools to address conflict and disciplinary infractions shall be provided to all students, staff, and parents or guardians. Students/teachers/staff/parents can request a facilitated restorative dialogue to resolve conflicts between themselves and peers or with teachers/staff.
2. Any student/teacher/staff/parent in our school community who has a conflict with another student/teacher/staff/parent or who has been impacted by an incident that has caused harm has the right and responsibility to request and participate in a restorative process instead of more traditional forms of discipline which are punitive in nature.
3. The student/teacher/staff/parent who has committed the behavior has the right to participate actively in identifying the solutions and responses to repair the harm done.
4. The student(s) who were impacted by the behavior shall have the option, but are not required, to participate in restorative practices and identify the solution to repair the harm done.
5. Families and friends of the student who committed the behavior and the students impacted by the behavior have the right to participate in the restorative process.

INCIDENT LEVELS

Classroom Teacher Managed Level 1

Examples of Teacher Managed Level 1 Behaviors (unless it is repeated/chronic behaviors; this list is not intended to be comprehensive.)

- Defiance/Disrespect (uncooperative behavior, talking back, refusal to work, non-compliance, etc.)
- Disruption (making noise, blurting out, talking to their friends, etc.)
- Attendance violation (never to move to suspension)
- Dress code
- Inappropriate language (dishonesty, swearing, verbal argument, talking back, etc.)
- Dishonesty
- Property misuse (ripping books, drawing on desk, breaking classroom tools)
- Minor physical aggression (bumping, pushing, wrestling, poking, etc.)
- Electronic device and technology use (on social media instead of working, texting during class, etc.)

Level 1: Teacher/Student

1. Restorative Quick Commits
2. Restorative Conversations:
3. The student tells his/her side of the story. Authentically [listen in a non-evaluative way](#). Ask clarifying questions.
Teacher or designated staff tells his/her side of the story and shares impact.
 - a. Engage students in a restorative agreement.
 - b. One or more interventions are initiated as appropriate. Have students offer suggestions for interventions and give choices.
 - c. Document all interactions and interventions in the admin conference.
4. Teacher/Student/Parent
5. All steps that level 1 included, along with parent involvement.

School Administrator and/or Restorative Practices Coordinator

Level 2: Administrator/Support Staff Level Referral

These actions aim to correct the behavior while keeping the student in school. Recurring type 1 offense can only be referred after going through Level 1.

1. Teacher evidence of strategies used is provided through an admin conference.
2. Student tells his/her side of the story. Authentically listen in a non-evaluative way.
3. Administrators conference with parent/guardian and determine if further consultation with support staff is necessary (drug violations include Nurse as support staff).
 - a. For **drug violation**: Administrator conference, along with Nurse
 - b. For **drug violation**: Nurse initiates assessment with student
4. Engage students in a restorative approach (as appropriate).
5. One or more interventions are initiated as appropriate.

6. Consider a Behavior Plan (general education students) or Functional Behavior Assessment/Behavior Intervention Plan (students with a disability). For a drug violation, consider a support plan.
7. Alternatives to suspension are preferred. If necessary, ISS (in school suspension) or OSS (out of school suspension), of up to 3 days, may be utilized, as determined by the school.
8. Document in the "Behavior" tab in Synergy.

Level 3: Suspension with Restorative Support

Level 3 violations will result in administrative involvement. These actions aim to correct the behavior while stressing the seriousness of the behavior and may result in the removal (1/2 day to 10 days) from the school environment.

1. Complete Steps 1-5 of Level 2.
2. Alternatives to suspension are preferred. If necessary, the administrator may assign up to 10 days OSS (please see drug policy for specifics regarding each incident) but will also consider ISS. For K-3 (age 7 or older), up to 3 days may be considered.
3. Consider a Behavior Plan (general education students) or Functional Behavior Assessment/Behavior Intervention Plan (students with a disability). For a drug violation, consider a support plan.
4. Document in the "Behavior" tab in Senergy.
5. Contact special education case manager or program specialist.

Level 4: 5-day Suspension/Alternative to long-term Suspension with Restorative Supports

Level 4 discipline incidents will require building administration involvement and potentially District Student Support Services involvement. They may result in the removal (1/2 day or up to the remainder of the school year). Referral to a discipline hearing is required if recommending long-term suspension (over 10 days).

Steps 1-5 of Level 3 are repeated.

1. Construct and implement a Behavior Plan (general education students) or Functional Behavior Assessment/Behavior Intervention Plan (students with a disability).
2. Community repair circle
3. Timeline for this repair
4. Document in the "Behavior" tab (in Synergy)

Level 5: Mandatory Expulsion with Restorative supports

Level 5 discipline incidents require a mandatory referral for expulsion. The school will consult with Student Support Services to refer the student for expulsion. Referral to a discipline hearing is required if recommending expulsion..

Restorative Practice Toolkit**Teaching and Management Strategies**

Level 1: Teaching Preventive Approaches (Teacher Led - Tier 1)	Level 1: Teacher Responsive/Accountability Approaches (Teacher Led - Tier 1)
• Restorative practices (proactive, connection circles) • Self survey to get to know students • Self Assessment or Emotional Regulation • Equity and Inclusion • PBIS and clarification of expectations • Reminders and redirection (Quick Commits) • Reflection Worksheet • Verbal Restorative Language • Role-play a Restorative Conversation • Daily progress sheet on behavior • In-class time out: peace corner, pressure pass, walks, buddy classes • Mentoring program participation • Calling home to start the year • Contract between teacher, student, and parents • Peer mentorship	• Seat change • Teacher/Student conference • Problem Solving Circles or Restorative Conflict Resolution • Removal from class to another supervised classroom • Change in schedule • Loss of privileges • Parent/Guardian notification • Parent/Guardian conference • In-school community service • Classroom work detail • Confiscation of item • Alternative assignment • Shadowed by parent • Loss of preferred activity • Restitution
Level 2: Teaching Preventive Approaches (Admin Led - Tier 2)	Level 2: Responsive/Accountability Approaches (Admin Led - Tier 2)
• Restorative conference or circle • FBA (Functional Behavior Assessment) • Behavior plan or Success contract • Boy/girl group/peer group learning • Drug/Alcohol/Nicotine Related: Referral to School Nurse • MTSS/Support room referral • Referral to counselor/RP • School-level learning modules • Education with School Resource Officer	• Referral to administration • Admin conference with student • Drug/Alcohol/Nicotine Related: Include Nurse in conference, ATS preferred • ISS or OSS up to 3 days • School-level Alternative to Suspension (ATS) • School-level community service • Daily check-in with the administrator • Change in schedule • District/School level safety assessments

Level 3: Preventive (Admin Led - Tier 3)	Level 3: Accountability Approaches (Admin Led - Tier 3)
• Remedial discipline plan implemented • Hope Receiving Center • Restorative response, with district support available upon request • Restorative reintegration practices, including possible sources of Support Circle (mediation, conferencing)	• OSS up to 10 days • School-level Alternative to Suspension (ATS) • Potential referral to law enforcement • Outside community service
Level 4: Preventive (Admin Led - Tier 3)	Level 4: Accountability Approaches (Admin Led - Tier 3)
• Referral to outside agencies • Alternative to Expulsion plan • Hope Deflection Program • Referral for mental health supports • Restorative response, with district support available upon request • Restorative reintegration practices, including possible Sources of Support Circle (mediation, conferencing)	• OSS 10 days • Potential referral for expulsion • Potential administrative transfer to another school
Level 5: Preventive (Admin Led - Tier 3)	Level 5: Accountability Approaches (Admin Led - Tier 3)
• Alternative educational options • Placement in a facility • Office of Student Engagement outreach through juvenile Justice Committee • Restorative response, with district support • Restorative reintegration practices, including possible Sources of Support Circle (mediation, conferencing)	• Mandatory referral to expulsion Law Enforcement Referral

The boxes indicate the RANGE of disciplinary consequences that may be applied. The administration will make a determination of the step (within the range) based on the age of the student, whether the student has a disability, the seriousness of the violation, the discipline history of the student, and whether the violation threatened the safety of anyone, and whether lesser interventions would properly address the violation. In many situations, parental involvement and discussing future consequences may be the initial step. **Discipline may also coincide with threat assessment and safety plans.**

School Discipline for Kindergarten Through Third Grade (HB 19-1194) Policy [5-306.A](#)

OSS for these students is highly scrutinized and should be done as the last intervention. This does not apply to students under the age of seven. OSS should be reserved for instances where the student does any of the following on school campus:

- Possesses a deadly weapon; uses, possesses, or sells drugs; endangers the health or safety of others; or poses a safety threat that cannot otherwise be addressed
- If OSS is necessary, you must have documented all behavioral and/or disciplinary interventions you've utilized before suspending.
- OSS cannot exceed three days unless approved by Student Support Services.

Guidelines for Documenting Discipline

Remember, if you request a parent/guardian remove their student from school for any length of time due to their misconduct, the requests constitute a suspension. Do not record the absence as "excused."

Recurring Level 1 offenses can eventually proceed to Levels 2 and 3. The first offense is taken care of at the classroom level.

LE (Law Enforcement): Codes with an asterisk beside them require a police contact or police referral. The rest are optional, and other school alternatives should be strongly considered.

<i>Maintaining an Affective Learning Environment</i>	Policy	1	2	3	4	5	LE
Academic dishonesty	5-305	*	*				
Attendance/tardiness/ditching (Deliberate failure to attend classes)	5-103 5-305	*	*	*			
Disobedience/defiance	5-305	*	*				
Disobedience/defiance (Severe)	5-305			*	*		
Dress code	5-302 5-302.A 5-305	*	*				
Laser pointer	5-305	*					
Lying/giving false information to district employee	5-305	*	*				
Dress code	5-305	*	*	*	*		
Threat to disrupt school or district operations (School-based misconduct)	5-305		*	*	*		
Repeated interference to provide educational opportunities to other students.	5-305		*	*			
<i>Weapons (What kind of weapon and what intent)</i>	Policy	1	2	3	4	5	LE
Dangerous weapon with intent to threaten or cause harm	5-305					*	*
Firearm possession (Loaded or unloaded)	5-305					*	*
Dangerous weapon Firearm/pellet gun/BB gun, fixed blade knife 3+ inches, spring-loaded knife 3.5+ inches, object used/intended to be used to inflict death/serious bodily injury	5-305				*	*	*
Firearm facsimile Carrying, using, displaying, threatening with the use	5-305			*	*	*	*
Possessing any weapon Including any knife (regardless of length) without permission (No intent to harm)	5-305			*			

<i>Protection of Property</i>	Policy	1	2	3	4	5	LE
Arson/possessing any explosive device (Attempt or setting fire to)	5-305			*	*	*	
Damage to student's property	5-305	*	*	*			
Destruction/defacement of school property, including graffiti (Under \$2000)	5-305	*	*	*			
Destruction/defacement of school property Including graffiti (\$2000 and over)	5-305			*	*		
False activation of a fire alarm (Contact Fire Department)	5-305		*	*			*
Stealing/theft or attempt	5-305		*	*			
Threat to damage or destroy district property or property of students/employees	5-305		*	*			
<i>Maintaining a Drug-Free Environment</i>							
<i>Alcohol Violation</i>	Policy	1	2	3	4	5	LE
Alcohol Possession, gift, purchase, exchange, distribution, use or intoxication **Incidents resulting in felony charges or otherwise endangering the immediate safety of others, including driving other students while under the influence - mandatory 10 days**	5-305		*	*	*		*
Sale of alcohol (2nd offense) The second offense and all subsequent offenses within a three year period	5-305			*	*		*
<i>Drug Violation</i>	Policy	1	2	3	4	5	LE
Drugs Possession, gift, purchase, exchange, distribution, use or intoxication **Incidents resulting in felony charges or otherwise endangering the immediate safety of others, including driving other students while under the influence - mandatory 10 days**	5-305		*	*	*		*
Drug paraphernalia	5-305		*	*	*		*

Drug Sale	5-305		*	*	*	*	*
Over the Counter Possession, Gift, Purchase, Exchange, Distribution, or Intoxication	5-305	*	*	*	*	*	*
Sale of Over the Counter Drugs (2nd Offense) The Second Offense and all Subsequent Offenses Within a Three Year Period	5-305				*		*
Marijuana Violation	Policy	1	2	3	4	5	LE
Marijuana possession Possession, gift, purchase, exchange, distribution, use or intoxication **Incidents resulting in felony charges or otherwise endangering the immediate safety of others, including driving other students while under the influence - mandatory 10 days**	5-305		*	*	*		*
Marijuana paraphernalia	5-305		*	*	*		*
Marijuana sale	5-305				*		*
Tobacco violation Including vape pen with no marijuana: possession or use	5-305	*	*	*			
<i>Mental Well-Being and Safety</i>							
Mental Well-Being	Policy	1	2	3	4	5	LE
Discrimination against other student	5-305		*	*			
Extortion/coercion/blackmail	5-305		*	*	*		*
Physical Safety	Policy	1	2	3	4	5	LE
Assault 1st degree, 2nd degree, vehicular assault	5-305				*		*
Assault 3rd degree/disorderly conduct/fighting Minor: Encouraging fighting, videotaping a fight, pushing, shoving Major: Fighting, fistfight, knowing and recklessly causing bodily injury	5-305	*	*	*			*

Behavior on school property detrimental to the safety of others (ex: smoke bombs, changing labels on chemistry equipment, reckless unsafe behavior)	5-305	*	*	*	*		*
Behavior off school property	5-305		*	*	*		
Gang related activity	5-305		*	*			*
Hazing, harassment of another student	5-508 5-409		*	*	*	*	
Intimidation/bullying of another student	5-409	*	*	*			
Robbery on school property	5-305				*		*
Threats of serious bodily injury or death to employees or students	5-305			*	*		*
Violation of district policy, regulation, student's safety plan, or violation of criminal law which has an effect on the safety or welfare of students/staff	5-305		*	*	*	*	*
Other serious violations as determined by the principal	5-305		*	*	*	*	*
Sexual Violation: Report to SSS Director/Title IX officer	Policy	1	2	3	4	5	LE
Sexual misconduct/sexting	1-203 1-203.A		*	*	*	*	*
Sexual violence	1-203 1-203.A				*	*	*
Rape or attempted rape	1-203 1-203.A				*	*	*

Technology Use Agreement/iPad Loan Agreement:

English:

Spanish:

LOW-LEVEL STUDENT REMAINS IN CLASS	LEVEL 1 STUDENT REMAINS IN CLASS	LEVEL 2 STUDENT MAY REMAIN IN CLASS BUT MAY NEED REMOVAL	LEVEL 3, 4, 5 STUDENT TO BE REMOVE FROM CLASS
RESPONSIBILITIES Teacher must respond Tier One • Non-verbal • Proximity • Positive Group Correction (narration) Problem Solving • Anonymous Correction • Private Individual Correction • Quick Commit • Strength-based relationships • Peace Corner • Possible Restorative Conversation	RESPONSIBILITIES Teacher must respond Tier One • Non-verbal • Proximity • Positive Group Correction (narration) • Anonymous Correction • Private Individual Correction • Quick Commit • Strength-based Relationships • Peace Corner • Restorative Conversation	RESPONSIBILITIES Teacher must respond and notify Admin Tier One • Non-verbal • Proximity • Positive Group Correction (narration) • Private Individual Correction • Quick Commit/ RP Conversation • Strength-Based Relationships • Peace Corner Tier Two • Admin Call • Amends • Family Conference	RESPONSIBILITIES Immediate Admin Call Tiers Two and Three • Admin Call • Calming Room • Amends • Family Conference • Removal/Suspension • MTSS • Safety Plan • Restorative Conference • Law Enforcement
LANGUAGE	SWEARING (WRITTEN/SPOKEN/ACTIONS)	SWEARING/VULGARITY (WRITTEN/SPOKEN/ACTIONS)	SWEARING/VULGARITY (WRITTEN/SPOKEN/ACTIONS)
• Language “slips” • Inappropriate non-swearing language • Student repeats language but doesn’t understand its meaning	• Mild cursing • Use of “lesser” swear words directed at others • Use of “greater” swear words, not directed at others • Use of obscene/offensive gesture	• Indecent gesture/exposure • Abusive/Profane language • Display of patently offensive material • Use of “greater” swear words directed at others • Repeated obscene/offensive language or sexual talk	• Indecent gesture • Exposure - exposing oneself • Explicit sexual talk

VANDALISM/THEFT MISUSE OF PROPERTY	VANDALISM/THEFT MISUSE OF PROPERTY	MISUSE OF PROPERTY	VANDALISM/THEFT
- Careless accident - Climbing on bathroom stalls, throwing paper towels - Teasingly taking others' possessions - Off-task computer use	- Damaging property/taking property - Thoughtlessly damaging property - easily fixed w/little time/no cost - Taking others' possessions without intent to be hurtful to anyone else - Repeated off-task computer use	- Technology, use violation - Inappropriate internet searches - Technology policy violations	- Theft - major or minor property damage - Taking others' possessions to keep - Purposefully damaging property may be timely or costly to fix
ANNOYANCES	CLASSROOM DISRUPTION	CLASSROOM DISRUPTION	SERIOUS CLASSROOM DISRUPTION
- Lack of focus - Noise-making and/or distracting talking - Out of seat - Cutting in line - Running in the classroom	- Talking too loudly/postering - Excessive talking, bothering - Mild defiance - Not following directions - Repeatedly off task - Calling out that interrupts learning - Interrupting others while working - Argumentative to peers and adults	- Repeatedly talking too loudly - Excessive talking - Not following any directions - Repeatedly calling out, interrupting learning - Frequently moving about the room, initiating interactions with others during class time	- Disruptive conduct beyond safe limits - Disruptions such that area or room needs to be cleared - Unsafe behaviors (climbing on furniture, throwing chairs, etc.)
RELUCTANT COMPLIANCE	IGNORING INSTRUCTIONS	DEFIANCE	DEFIANCE
Initially resisting or ignoring directions	- Mild defiance - Not following Directions - Repeatedly and intentionally ignoring reasonable requests - Responds with "no" or "never" - Refusal to participate	- Refusal - Significant back talk - Disrespectful, aggressive body and/or verbal language	- Spiteful disobedience - Posturing/Aggressive body language towards teacher without standing down

TEASING	PRE-HARASSMENT	HARASSMENT	HARASSMENT
- Altering names - Annoying on purpose: bugging - Doesn't care if it hurts others' feelings	- Teasing - Put-downs, bothering - Pestering "Put downs" or "roasts" - Threatening stares - Mean-spirited teasing - Personal verbal attacks	- Harassment - Bullying, extortion, abusive - Profane language - Repeated use of "put-downs," "roasts," or personal attacks - Threats - Extortions - Ethnic/Racist, sexist, disability-related, sexual orientation, or religious-based remarks	- Abusive/Profane language - Continual verbal abuse in action, wrongdoer ignoring - Any type of weapon, incl. simulated - Ethnic/Racist, sexist, disability-related, sexual orientation, or religious-based remarks at others
HANDS/FEET/OBJECTS TO SELF	ROUGHNESS	PHYSICAL CONTACT/INAPPROPRIATE	FIGHTING/AGGRESSION/WEAPONS
- Poking or pushing - Pinching, jostling - Throwing class materials - Retaliating as above	- Play fighting - Pushing/Shoving - Play wrestling, body holds, light kicking, light hitting, shoving - Throwing class materials with the intent to hit others - Encouraging another to fight/instigation	- Pre-fighting, aggressive posturing - Hard and/or repeated pushing - Physical contact with the intent to alleviate a situation rather than harm - Spitting on someone	- Threat causing fear of harm, intimidation, physical attack/harm - Possession of prohibited item/weapon - Hitting/Kicking/Punching/ Pushing with the intent to harm - Throwing things with intent to harm - Arson/Possessing any explosives
PUNCTUALITY	PUNCTUALITY	CLASS CUTTING	ELOPEMENT
Requests for support (nurse, counselor) when likely not needed	Leaving class with permission but taking much longer than needed	- Repeatedly leaving class with permission, taking much longer than needed - Skipping class	- Leaving class without permission - Skipping class repeatedly