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Introduction

Safe, Supportive and Thriving Learning Environments

In MMSD, our vision is that every school will be a thriving school that prepares every student to graduate ready for college, career and community. In order to accomplish this vision and get the best results for all students, we need to ensure that each of our schools is a place where all students are able and expected to learn. That means putting the right systems in place to support positive behavior in every student.

A Shift in Practice

This Behavior Education Plan (BEP) represents a shift in district philosophy and practice with respect to behavior and discipline. It moves us away from zero-tolerance policies and exclusionary practices toward proactive approaches that focus on building student and staff skills and competencies, which, in turn, lead to greater productivity and success. The BEP moves us from a singular focus on safety to a comprehensive focus on creating the conditions that make every classroom and every school a great place to learn and grow. It embodies our belief as a school district that children learn by pushing and testing limits, getting feedback about their behavioral choices and making the changes needed to become contributing members of a community of learners.

The BEP is also designed to reflect a commitment to student equity. This means that we hold all students to the same high expectations, but provide different kinds of support to reach those expectations. National research on school discipline reveals disturbing findings for several groups of students:

- African-American students and those with particular educational disabilities were disproportionately likely to be removed from the classroom for disciplinary reasons.
- Students who were suspended and/or expelled, particularly those who were repeatedly disciplined, were more likely to be held back a grade or to drop out than were students not involved in the disciplinary system.¹
- Nearly one-third of lesbian, gay, bisexual or transgender students drop out of high school to escape the violence and harassment they face there.²

MMSD behavior data reflects similar disparities. The BEP outlines a comprehensive approach to support student behavior that is focused first on keeping all students engaged in learning and reducing these disparities.


“If a child doesn’t know how to read, we teach. If a child doesn’t know how to swim, we teach. If a child doesn’t know how to multiply, we teach. If a child doesn’t know how to drive, we teach. If a child doesn’t know how to behave, we… teach?… punish? Why can’t we finish the last sentence as automatically as we do the others?”

Tom Herner, President of the National Association of State Directors of Special Education, 1998
Great Teaching

“Great teaching matters most! Great teaching, when well defined and supported, benefits all students and should serve as the foundation for success” (MMSD Strategic Framework, 2013). Student engagement is the ultimate indicator of great teaching. When students are engaged in learning, they are not merely “busy,” nor are they only “on task.” Rather, they are intellectually active in learning important and challenging content. Students are engaged when instruction provides them opportunities to develop their understanding through what they do.

In order to ensure maximum student engagement, the Great Teaching framework represented in the image above must be employed across our District.

Family and Community Engagement

Research continues to point to a positive and convincing relationship between family involvement and student success, regardless of race/ethnicity, class, or parents’ level of education. When families are involved in their children’s learning both at home and at school, children do better in school. In order to ensure maximum student success, we must work to ensure two-way communication and authentic partnership between home and school.

There are six MMSD family and community engagement standards. In particular, the three standards in the box can help to define our collaboration with families in implementing the MMSD Behavior Education Plan. See more information on the MMSD FACE standards at mmsd.org/facestandards.

Welcoming All Families into the School Community
Families feel welcomed, valued, and connected to each other, to school staff and to what students are learning and doing in class. Families are active participants in the life of the school.

Communicating Effectively
Families and MMSD staff engage in regular, two-way, meaningful communication about student learning.

Supporting Student Success
Families and MMSD staff continuously collaborate to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.
**Purpose of the Toolkit**

The Behavior Education Toolkit provides guidance and materials to support schools in developing systems and utilizing practices to implement the Behavior Education Plan (BEP). The toolkit is organized into 4 sections.

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<td>Targeted (tier 2) and Intensive (tier 3) Interventions to Support Behavior and Mental Health</td>
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<tr>
<td>Universal school-wide and universal classroom proactive practices</td>
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<td>Strategies and parameters for responding to behavior in the classroom and bringing support to the student</td>
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<td>Procedures for selecting and developing interventions that address student needs and functions of behavior</td>
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<th>Section 3</th>
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<td>Roles and Responsibilities</td>
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<td>Roles of teaming structures in monitoring implementation of multi-tiered system of support</td>
<td>Decision-making roles and criteria for determining response level and whether use of a disciplinary response is appropriate for behaviors at levels 2-4</td>
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<tr>
<td>Setting priorities regarding implementation of practices and interventions</td>
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<tr>
<td>Delineating responsibilities among student support staff</td>
<td>Guidelines regarding the role of police</td>
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**Appendices**

At the end of each section, a table outlines tools in the appendix of the toolkit.
Section 1: Multi-Tiered Behavioral Practices

Universal School-wide and Classroom Practices

This section provides guidance in:

- Universal school-wide systems and practices (Positive Behavior Support)
- Universal classroom practices and interventions

All schools in the Madison Metropolitan School District are expected to create positive learning environments where all students can experience academic, behavior and social emotional growth. Moreover, classroom environments should be characterized by respect and rapport, a culture for learning, established classroom procedures, behavior management strategies, the organization of physical space, and the design of coherent instruction.

The Behavior Education Plan includes both proactive and responsive strategies and provides a continuum of interventions to address a range of student behaviors. Outlined below are common, district-wide practices and interventions to support and respond to student behavioral and social emotional needs that most effectively support BEP Implementation.

The triangle image depicts a multi-tiered system of support. All students, regardless of special education status, have access to the tiered practices and interventions as indicated by behavioral and social emotional data. When a MTSS is implemented with fidelity, the needs of 80% of students will be met through universal school-wide and classroom practices. 10-15% of students will need additional support in the form of classroom interventions and tier 2 interventions. Approximately 5% of students will require individualized, tier 3 interventions.
Universal School-Wide Systems and Practices

This section outlines school-wide systems and practices including:

- Behavior expectations
- Teaching behavior
- Celebrating positive behavior
- Student intervention and discipline
  - Mobile behavior response team
- Use of data

At the heart of the Positive Behavior Support (PBS) system are five (5) critical elements that contribute to making our schools positive places where children love to learn and staff experience satisfaction in their work:

**Behavior Expectations**

Students must be provided with clear and consistent expectations for their behavior. The behavior expectations at each school must reflect the following district-wide expectations:

- Treat others the way you wish to be treated
- Take care of private and public property
- Solve problems peacefully
- Respect the right of others to be different from you and think differently than you

**Be Respectful**
- Take ownership for your actions
- Be on time and ready to learn
- Follow classroom and school rules
- Do/Produce your own work
- Be a learner

**Be Responsible**
- Behave in ways that make school a positive place
- Report bullying, harassment or unsafe incidents
- Refuse to spread rumors or gossip
- Find trusted adults who can mentor and support you

**Be Safe**

**Teaching Behavior**

Schools must be intentional about teaching students what is expected of them at all grade levels. This requires teaching behavior not only at the start of each school year but throughout the year, as needed.

**Celebrating Positive Behavior**

When students meet the behavior expectations set for them, staff acknowledge their efforts and let them know why they are being acknowledged. Recognition of student achievement is important in the area of behavioral growth just as it is in the area of academic growth.
**Student Intervention and Discipline**

The BEP delineates common, district-wide parameters for classroom-managed (level 1) and office-managed (levels 2-5) behaviors. When students do not meet the behavior expectations set for them, staff respond to inappropriate behavior with strategies designed to help them learn from their mistakes and make better decisions in the future. As part of PBS universal systems and practices, each school defines their behavior response process through answering critical questions in the box:

Bringing support to the student, rather than sending students to the office or alternative location, allows teachers to access support as needed and increases instructional time for students. The next section outlines one strategy to bring support to the student.

**Mobile Behavior Response Team**

When responding to behavior, support should be brought to the classroom (or current location of the student), rather than sending students to the office or alternative location, such as the office or a behavior room. In schools that utilize a mobile behavior response team, the team member:

1. Responds to the classroom or current location of the student.
2. Assesses the situation.
3. In consultation with the teacher, determines how best to support the student within the classroom or by processing briefly with the student in the hallway. The response team member may cover the class in order for the teacher to process with the student.
4. Supports the student within the classroom to re-engage in learning. The team member remains in the classroom for 5-10 minutes to ensure the student has successfully re-engaged in learning.
5. This is documented as a level 1 behavior and requires level 1 intervention.

When a student is unable to process or re-engage successfully, the team member may choose to use an alternative environment, such as a planning space, to engage in a more in-depth problem solving session with the student. This level of problem solving is a level 2 intervention and must be documented as such.

The behavior response team should not be written into individualized plans as their purpose is to respond to behaviors that have not been anticipated to occur. The behavior of students with individualized plans has been predicted to occur. Thus, the plan should include proactive interventions and response strategies that utilize formal and informal supports within the school setting, rather than identifying the behavior response team members as permanent solutions.
Use of Data

Schools systematically collect data about student behavior and use it to guide the teaching and support that takes place at the individual student level, the classroom level and the school level. This data is examined on a regular basis to make sure that behavior practices are being implemented in ways that lead to positive and equitable outcomes for all students.

Universal Classroom Practices

This section outlines:
- Proactive classroom practices
- Importance of relationships
- Strategies to respond to behavior
- Classroom interventions: Level 1
- Decision-making roles at level 1
- Rationale for documentation at level 1
- Parameters for documenting level 1 behaviors
- Tools and resources: Classroom practices and interventions

Proactive classroom practices

Proactive classroom practices are essential in teaching classroom expectations and meeting the social emotional needs of students to prepare them to engage in learning. The practices and strategies below are part of routine classroom supports that are embedded within instruction.

- Engaging students in learning: Meaningful activities and assignments, intentional grouping of students, appropriate and engaging materials, and resources
- Setting instructional outcomes: Alignment with Common Core State Standards, focus on what students will learn, balance of knowledge, conceptual understanding, and thinking skills, and challenging cognitive level
- Community-building circles: Circle of Power and Respect, Morning Meeting
- Social Emotional Learning
- Creating an environment of respect and rapport: Respectful talk, active listening, politeness and encouragement
- Proactive supports: Setting classroom expectations, consistency, structure, organizing classroom space
- Engaging through instructional strategies: Movement breaks, culturally and linguistically responsive strategies
- Empowering teacher language: Directing, Reinforcing, Reminding, Redirecting, Reflecting
- Establishing order: Goal setting, teaching/re-teaching expectations and routines, use of interactive modeling
• Responding to behavior: *Pathways to Self-Control / Logical Consequences*
  - Redirection strategies, Fix It, Take a Break (in the classroom), Buddy Room/TAB
    Out with quick conference
• Classroom problem solving circles

**Importance of Relationships**
Research shows that positive relationships help children learn. Students are more likely to succeed when they feel connected to others in their school and classroom community and are less likely to behave in ways that disrupt the school environment. Skills and strategies to be used by staff for building positive relationships with students include:

- Know your students’ strengths and cultural identities
- Communicate understanding and empathy
- Structure tasks for student success
- Reinforce behavior in a positive manner
- Use nonjudgmental language
- Ask open-ended questions
- Stay calm in tense situations
- Respond only when a response is necessary
- Remain neutral whenever possible

**Strategies to Respond to Behavior**
Responding to misbehavior is a challenging aspect of teaching. A goal when responding to behavior in a classroom is to keep the focus on learning, while maintaining a classroom that’s physically and emotionally safe for all. To achieve this, responses to misbehavior should seek to understand the function of behavior while working to:

<table>
<thead>
<tr>
<th>Maintain student’s dignity</th>
<th>Demonstrate that shared expectations help make the classroom a safe place where all can learn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stop the misbehavior and reestablish positive behavior as quickly as possible</td>
<td>Restore and/or maintain the classroom community/safe learning environment</td>
</tr>
<tr>
<td>Develop student’s self-control and self-regulation skills</td>
<td>Help students recognize and fix any harm caused by their mistakes</td>
</tr>
</tbody>
</table>

3 Blum, Robert. “A Case for School Connectedness,” Educational Leadership, April 2005
In classrooms where this approach is used, adults respond quickly, firmly, and respectfully when students misbehave. Minor problems are addressed before behavior gets out of control. Students are held accountable for their behavior, with adults guiding their learning so they can make better choices next time.

Utilizing the response strategies outlined below is a part of routine classroom supports that are embedded within instruction. Responsive Classrooms and Development Designs refer to these strategies as “Logical Consequences” and “Pathways to Self Control.”

- Redirection strategies: Visual / verbal cues, proximity to student
- Fix-It
- Take a Break (TAB-In)
- Buddy Room / TAB Out with quick conference

The intention is to provide the student with the support needed in the moment to regain self-control and engage in learning. Unless the strategy is repeatedly used with the student as part of a plan to support behavior in the classroom, it is not considered a level 1 intervention. The next section provides information on level 1 interventions to support behavior in the classroom.

**Classroom Interventions: Level 1**

Classroom interventions include intervening with the student, the classroom or other environments, as well as analyzing instruction. It may be especially valuable to examine structure, organization, predictability, and consistency of routines. When selecting or developing an intervention, it is highly recommended to look at the function(s) of the behavior in the context in which it occurs.

A brief Functional Behavior Assessment that includes the questions below is helpful in ensuring that the intervention is appropriate and results in behavior change.

1. What is the specific behavior that is resulting in decreased engagement?
2. What is happening directly before the behavior occurs?
3. What else might be contributing to the behavior?
4. What happens right after the behavior occurs?
5. What might the student be attempting to obtain or avoid through engaging in the behavior? Avoiding challenging academic content? Is the function of the behavior to provide sensory (i.e. coping with noise) or personal (i.e. sleep) regulation?
6. What is a replacement behavior that achieves the same function and is easier for the student?
7. What is the desired behavior?
8. What might not be the desired behavior, but is a more socially acceptable or developmentally appropriate alternate behavior?

Classroom interventions used in to address level 1 behavior include:
• Brief Functional Behavior Assessment and Behavior Support Plan
• Systematic setting, monitoring, and reinforcing student identified goals
• Home / school communication system (as described in appendix 58)
• Mediation / conflict resolution
• Systematic regulation breaks
• Teach and reinforce replacement behavior / coping strategy
• Behavior Response Team support & problem solving
• Restorative conversation
• 2x10 intervention (daily check-ins)
• Collaborative Problem Solving (Think:Kids)
• Classroom problem solving circles

Tools and strategies that may be used to support interventions include:
• Behavior contract
• Increased positive reinforcement
• Environmental modifications
• Repeated, ongoing use of: Pathways to Self-Control / Logical Consequences
  o Redirection strategies
  o Fix it on the spot
  o Take a Break (in the classroom)
  o Buddy Room / TAB Out with quick conference

**Decision-Making Roles at Level 1**

In most situations at level 1, teachers will make decisions about which intervention to use and whether a disciplinary response is appropriate. It is critical to examine the underlying function of the student behavior when selecting an intervention. When a mobile behavior response team member responds to and supports a student within the classroom, the team member that responds may support the teacher in selecting or developing a classroom intervention.
Rationale for Documenting Level 1 Behavior

Consistent documentation of level 1 behavior and interventions contributes to:

- Equitable practices and opportunities for students
  - The progressive nature of the BEP heightens the importance of documenting behavior and intervention so that students in need of more support are identified and provided with the interventions necessary to support positive behavior change.
  - Failing to document level 1 behavior and interventions may have unintended consequences for a student. Students may “fall through the cracks” rather than be provided with an intervention that leads to increased behavioral and academic outcomes. Early intervention is essential in increasing engagement and long-term student outcomes.
- Data that can be used by school teams to identify patterns in classroom behaviors that can be addressed through classroom / grade level practices and tier 2 interventions
- Data that can be used to determine effectiveness of interventions

It is important to understand implications of documentation at level 1. In the BEP, many behaviors are categorized as both level 1 and 2 behaviors. The following must be true for the behavior to be categorized at response level 2:

- Within the current school year, the specific behavior has been documented at response level 1
- Within the current school year, there is documentation that an intervention has been provided to the student to address the specific behavior
- Sufficient time has passed since initial implementation of the intervention for behavior change to occur. **Sufficient time is dependent on the intervention and requires that the intervention be implemented as intended with the student for a minimum of 2 weeks.**
Parameters for Documenting Level 1 Behavior

Behaviors documented at level 1 indicate that routine behavior management strategies have been ineffective in supporting the student to regain self-control and engage in learning.

When does behavior require documentation and intervention at Level 1?

When universal (school-wide) practices and routine classroom supports / response strategies are not sufficient in supporting the student’s behavior and any of the following are true:

- A student demonstrates a pattern of level 1 behavior
- A student demonstrates level 1 behaviors with increased frequency, duration and intensity
- Student’s behavior requires additional support* from a staff member who responds to the classroom

The table below outlines what qualifies as additional support.

<table>
<thead>
<tr>
<th>Support</th>
<th>*Additional Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers when assigned to the class (general education, special</td>
<td>Principal / Assistant Principal</td>
</tr>
<tr>
<td>education, bilingual resource teacher, talent and gifted)</td>
<td>Student services staff (counselor, nurse, psychologist, social worker)</td>
</tr>
<tr>
<td>Case manager</td>
<td>Behavior Education Assistant, Special Education Assistant when not assigned to the</td>
</tr>
<tr>
<td>Special Education Assistant / Educational Assistant when assigned</td>
<td>class</td>
</tr>
<tr>
<td>to the class or a student</td>
<td>Dean of Students</td>
</tr>
<tr>
<td>Bilingual Resource Specialist when assigned to the class or a student</td>
<td>Instructional Resource Teacher / Instructional Coach</td>
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<tr>
<td></td>
<td>Learning Coordinator</td>
</tr>
<tr>
<td></td>
<td>Security Assistant</td>
</tr>
<tr>
<td></td>
<td>School-Wide Facilitator</td>
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<td></td>
<td>Principal Designee</td>
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</tbody>
</table>

Students with IEPs or Behavior Support Plans

Responding to level 1 behavior including documentation and intervention also applies to students with IEPs. The only difference is that a student with an IEP has access to a larger network of support (teacher, case manager/special education teacher, and/or special education assistant assigned to the student). When these individuals are the only ones supporting a student with a particular behavior or incident, it does not constitute additional support, and does not require a documentation and intervention at level 1.
Tools and Resources: Classroom Practices & Interventions

In addition to the resources available by selecting the hyperlinks throughout this section, the following tools are provided:

<table>
<thead>
<tr>
<th>Tool</th>
<th>Use of Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 decision-making flowchart</td>
<td>• One-page visual that guides teachers in determining when to document level 1 behavior and provide level 1 intervention</td>
</tr>
<tr>
<td>• Behavior Education Plan: Middle &amp; High Intervention &amp; Disciplinary Response Decision-Making Process (Appendix 2 – pg 40)</td>
<td></td>
</tr>
<tr>
<td>Responding to behavior in the classroom</td>
<td>• Grid that outlines strategies for responding to behavior in the classroom including how and when to use each strategy</td>
</tr>
<tr>
<td>• Responding to Behavior in the Classroom – Visual (Appendix 3 – pg 41)</td>
<td></td>
</tr>
<tr>
<td>• Responding to Behavior in the Classroom – Table (Appendix 4 – pg 42)</td>
<td></td>
</tr>
<tr>
<td>MMSD T-Chart</td>
<td>• Delineates common, district-wide classroom managed and office managed behavior for elementary and for middle / high schools</td>
</tr>
<tr>
<td>• Behavior T-Chart: Elementary (Appendix 5 – pg. 44)</td>
<td></td>
</tr>
<tr>
<td>• Behavior T-Chart: Elementary (Appendix 6 – pg. 45)</td>
<td></td>
</tr>
<tr>
<td>Behavior Documentation Form</td>
<td>• Template that can be used to document behavior if staff are not entering directly into electronic system</td>
</tr>
<tr>
<td>• Behavior Documentation Form (Appendix 7 – pg. 46)</td>
<td></td>
</tr>
<tr>
<td>Parameters for the use of planning spaces</td>
<td>• Purpose and description of planning space including decision-making regarding when to utilize space</td>
</tr>
<tr>
<td>• Planning Spaces Parameters (Appendix 8 – pg. 47)</td>
<td></td>
</tr>
<tr>
<td>Parameters for the use of regulation breaks</td>
<td>• Purpose and description of regulation breaks including decision-making regarding when a student may benefit from regulation breaks</td>
</tr>
<tr>
<td>• Regulation Breaks (Appendix 9 – pg. 49)</td>
<td></td>
</tr>
<tr>
<td>Interventions by Behavior &amp; Response Level Online resource (Appendix 10)</td>
<td>• Guidance in selecting interventions that most appropriately address the type and level of behavior represented in the BEP</td>
</tr>
<tr>
<td>Behavioral and Social Emotional Interventions Online resource (Appendix 11)</td>
<td>• Information about specific interventions including intervention description, format, frequency and duration, progress monitoring tool, outcome measure, staffing, and fading</td>
</tr>
<tr>
<td>Fix It Plans</td>
<td>• Templates in English and Spanish</td>
</tr>
<tr>
<td>• Fix-It Plan-Visual, English (Appendix 12 – pg. 52)</td>
<td></td>
</tr>
<tr>
<td>• Fix-It Plan-Visual, Spanish, (Appendix 13 – pg. 53)</td>
<td></td>
</tr>
<tr>
<td>• Fix-It Plan-Written, English (Appendix 14 – pg. 56)</td>
<td></td>
</tr>
<tr>
<td>• Fix-It Plan-Written, Spanish (Appendix 15 – pg. 57)</td>
<td></td>
</tr>
<tr>
<td>Parameters for home-school communication system</td>
<td>• Outlines strategies, frequency, for utilizing home-school communication as a behavior intervention</td>
</tr>
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<td>------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>• Home-School Communication System (Appendix 16 – pg. 58)</td>
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<table>
<thead>
<tr>
<th>Behavior Contract</th>
<th>• Elementary and middle / high templates</th>
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<tr>
<td>• Behavior Contract - Elementary (Appendix 17 – pg. 59)</td>
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</tr>
<tr>
<td>• Behavior Contract - Middle (Appendix 18 – pg. 60)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Restorative Circle materials</th>
<th>• Format for circle process</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Restorative Circle Agreement (Appendix 19 – pg. 61)</td>
<td></td>
</tr>
<tr>
<td>• Restorative Practices (Appendix 20 – pg. 63)</td>
<td></td>
</tr>
</tbody>
</table>

| Guiding questions to incorporate into the different components of the circle process and Agreement template |
Section 2: Multi-Tiered Behavioral Practices
Targeted (tier 2) and Intensive (tier 3) Interventions

This section provides guidance in:
• Selecting and developing interventions
• Use of assessments
• Decision-making roles in determining tier 2 and 3 interventions
• Tier 2 and 3 interventions
• Tools and resources: Targeted (tier 2) and intensive (tier 3) interventions

Selecting and Developing Interventions

To support students in need of intervention beyond those provided in the classroom requires that the intervention:
• Addresses the need(s) underlying the behavior
• Considers environmental context, cultural background and potential changes to support positive behavior
• Teachers any lagging skills to support the student in understanding what they could have done differently in the same situation and learning strategies and skills to use in the future
• Provides an opportunity for the student to repair harm and maintain/regain dignity

This is accomplished through using a thorough assessment process.

Additionally, it is important to consider factors in the progressive use of intervention when developing and selecting interventions. The table below outlines ways to consider these factors:

<table>
<thead>
<tr>
<th>Factors in Progressive Use of Intervention &amp; Discipline</th>
<th>Considerations in Determining Intervention</th>
</tr>
</thead>
</table>
| Student’s age, maturity and understanding of the impact of their behavior | • Consider MMSD Social Emotional Learning Standards and student’s social and emotional skill level  
• Student services staff may consider using a social emotional assessment tool (appendix 21, pg 72) to gather more information |
| Student’s willingness to repair the harm caused by the behavior | When a student is willing to repair harm caused by the behavior, it is important that he/she be provided with an opportunity to do so. |
| Student’s disciplinary record including the nature of prior behavior, the number of instances of behavior, the intervention and consequences applied, etc. | Intervention selection/development should be informed by the student’s intervention history (current and previous years) including strategies that have/have not been effective. |
The nature, severity and scope of behavior

These factors impact the level of intervention that may be needed (group, individualized)

The circumstances and context in which the behavior occurred

- It is essential to understand the underlying causes and function(s) of a student's behavior in order to provide an effective intervention.
- A brief or full Functional Behavior Assessment may be useful in uncovering causes and functions.
- Contact with the parent/family of the student is important when selecting/developing interventions.

Student’s individualized education plan (IEP) or 504 plan, if applicable

- All students, regardless of special education status, should have access to the full continuum of practices and interventions at tiers 1, 2, and 3.
- It is important to confirm that Related Services within an IEP and supports articulated within a 504 plan are being implemented effectively.
- If the supports indicated in the IEP/504 plan are inadequate, it may be necessary to reconvene the student’s team.

Use of Assessments

Assessments are used for determining appropriate instructional/behavioral strategies for curriculum implementation and/or progress monitoring. Student Services staff, including psychologists, nurses, social workers, and counselors, may conduct brief assessments relative to their roles in working with students with behavioral and mental health concerns. Assessments are best used in concert with other data such as structured observations, teacher report, health office visits for somatic concerns, work completion, out of class time/behavioral referrals. It is important to keep in mind the following points:

- Assessments are not diagnostic
- Consultation with other school-based Student Services staff, and the Student Services Leads for each discipline in Central Office, is available and encouraged
- Parent permission is needed and documentation of assessment results should be kept solely in the professional files of the assessor
- Assessments may not be used to determine eligibility for special education and related services or whether a special education referral is warranted
- Sharing of data internally adheres to MMSD’s guidelines on confidentiality; a signed parental consent to release information (ROI) must be in place in order to share information with community providers
Tools to support selection and development of tier 2 and 3 interventions include:

<table>
<thead>
<tr>
<th>Tool</th>
<th>Use of Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Emotional Brief Assessments</td>
<td>• Guidelines for use</td>
</tr>
<tr>
<td>• Best Practice Guidelines: Individual Mental &amp; Behavioral Health Brief Assessments (Appendix 21 – pg. 72)</td>
<td>• Links to brief assessments identified for use by Student Services staff</td>
</tr>
<tr>
<td>Interventions by Behavior &amp; Response Level <a href="http://www.mmsd.org/bep">www.mmsd.org/bep</a> Online resource (Appendix 10)</td>
<td>• Guidance in selecting interventions that most appropriately address the type and level of behavior represented in the BEP</td>
</tr>
<tr>
<td>Behavioral and Social Emotional Interventions Online resource (Appendix 11)</td>
<td>• Information about specific interventions including intervention description, format, frequency and duration, progress monitoring tool, outcome measure, staffing, and fading</td>
</tr>
</tbody>
</table>

### Decision-Making Roles in Determining Tier 2 and 3 Interventions

Engaging in problem solving to select or develop and intervention for a student is most effective when done in consultation with others and within teaming structures. **At level 2**, the following staff may make decisions regarding intervention(s):

- Behavior Education Assistants
- Teacher team (gen. ed., special ed., BRTs, TAG)
- Principal
- Assistant Principal
- Dean of Students
- Student services staff

**At levels 3-4**, a student services representative (i.e. psychologist, social worker, nurse, counselor) must be involved in determining the intervention.

### Tier 2 and Tier 3 Interventions

School-specific data informs development and selection of interventions that most effectively address the needs of students. Tier 3 interventions include some tier 2 interventions increased in intensity and frequency. Additionally, meeting intensive, individualized needs of students requires strong collaboration with the family and community providers. Common, district-wide interventions that are supported through professional learning opportunities include:

- Check In / Check Out
- Restorative Circles: Attendance, Conflict, Support, Problem Solving
• Group Interventions: Anxiety, problem solving/social skills, academic skills, healthy relationships, depression, attendance, good thinking
• Home / School communication system (as described in appendix 16, pg 58)
• Collaborative Problem Solving (Think:Kids)
• Mentoring: Peer mentoring, adult mentoring (i.e. Check and Connect)
• Behavior Support Plan (using Brief Functional Behavioral Assessment)
  ▪ May include regulation breaks, use of calming space, and environmental modifications
• Motivational Interviewing and Brief Intervention
• Direct Skill Instruction
• Enrichment based interventions
  ▪ Circle keeping class, cultural identity groups, peer mentoring (mentors as target of intervention)
• Student Support and Intervention Team referral: Individualized student problem solving that results in an intervention plan
• Individualized Check In / Check Out
• Behavior Support Plan (using Functional Behavior Assessment)
• Rehabilitation for Empowerment, Natural supports, Education, and Work (RENEW)
• Individualized interventions such as utilizing cognitive behavioral therapy techniques and neuro-sequential model of therapeutics

Tools & Resources: Targeted (tier 2) and Intensive (tier 3) Interventions

The following tools are provided to support schools in meeting the behavioral and mental health needs of students through tier 2 and tier 3 interventions:

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description of Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Emotional Brief Assessments</td>
<td>• Guidelines for use</td>
</tr>
<tr>
<td>• Best Practice Guidelines: Individual Mental &amp; Behavioral Health Brief Assessments (Appendix 21 – pg. 72)</td>
<td>• Links to brief assessments identified for use by Student Services staff</td>
</tr>
<tr>
<td>Interventions by Behavior &amp; Response Level</td>
<td>• Guidance in selecting interventions that most appropriately address the type and level of behavior represented in the BEP</td>
</tr>
<tr>
<td><a href="http://www.mmsd.org/bep">www.mmsd.org/bep</a></td>
<td></td>
</tr>
<tr>
<td>Online resource (Appendix 10)</td>
<td></td>
</tr>
<tr>
<td>Behavioral and Social Emotional Interventions</td>
<td>• Information about specific interventions including intervention description, format, frequency and duration, progress monitoring tool, outcome measure, staffing, and fading</td>
</tr>
<tr>
<td>Online resource (Appendix 11)</td>
<td></td>
</tr>
<tr>
<td>Restorative Circle materials</td>
<td>• Format for circle process</td>
</tr>
<tr>
<td>• Restorative Circle Agreement (Appendix 19 – pg. 61)</td>
<td>• Guiding questions to incorporate into</td>
</tr>
</tbody>
</table>
| **Restorative Practices**  
  (Appendix 20 – pg. 63) | the different components of the circle process and Agreement template |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol and Other Drug procedures and tools</td>
<td></td>
</tr>
</tbody>
</table>
  - AODA Flowchart  
  (Appendix 22 – pg. 75)  
  - Best practices & safety procedures for students believed to be under the influence  
  (Appendix 23 – pg. 76)  
  - Alcohol and Other Drug Use/Misuse/Abuse  
  (Appendix 24 – pg. 78)  
  - Screening Tool - CRAFFT  
  (Appendix 25 – pg. 80)  
  - Screening Tool – GAIN-SS  
  (Appendix 26 – pg. 81)  
  - AOD Procedure Summary for Students in Need of Screening  
  (Appendix 27 – pg. 83)  
  - Procedures for Responding to and Supporting to AOD behaviors  
  (flowchart)  
  - Best practices & safety procedures for students believed to be under the influence  
  - MMSD Health Services AOD Guidelines  
  - Screening tools (CRAFFT & GAINSS) to use when a student is suspected of using alcohol or other drugs |
| Non-Suicidal Self Injury (NSSI) protocols |  
  - NSSI Protocol  
  (Appendix 28 – pg. 85)  
  - Protocol Summary: NSSI  
  (Appendix 29 – pg. 91)  
  - NSSI Flowchart  
  (Appendix 30 – pg. 92)  
  - Procedures for addressing NSSI  
  - Protocol for assessment and referral  
  - NSSI decision-making tree |
| Safety Plan |  
  - Individual Safety Plan Protocol  
  (Appendix 31 – pg. 93)  
  - Individual Safety Plan Template  
  (Appendix 32 – pg. 94)  
  - MMSD Safety Plan for Student Who are Adjudicated  
  (Appendix 33 – pg. 96)  
  - Screening Tool – GAIN-SS  
  (Appendix 26 – pg. 81)  
  - Individual Safety Plan Protocol  
  - Developing safety plans for adjudicated students  
  - Template |
| Suicide Risk Assessment (SRA) |  
  - SRA Protocol Narrative  
  (Appendix 34 – pg. 97)  
  - SRA Protocol Summary Table  
  (Appendix 35 – pg. 103)  
  - SRA Risk Assessment Form  
  (Appendix 36 – pg. 104)  
  - SRA Decision-Making Tree  
  (Appendix 37 – pg. 109)  
  - SRA Notification of Suicide Concern  
  (Appendix 38 – pg. 110)  
  - Guidelines and assessment tool  
  - Procedures for addressing suicidal ideation and threat to harm  
  - Decision making tree regarding who to contact  
  - Notification of student suicide concern to mental health provider |
| Violence Risk Assessment (VRA) |  
  - VRA Procedures Table  
  (Appendix 39 – pg. 111)  
  - VRA Procedures & Tools  
  (Appendix 40 – pg. 112)  
  - VRA Principal Checklist  
  (Appendix 41 – pg. 124)  
  - Behavioral Health Interview Guide  
  (Appendix 42 – pg. 130)  
  - Behavioral Health Information Worksheet  
  (Appendix 43 – pg. 133)  
  - Reference Guide for the BHI Worksheet  
  (Appendix 44 – pg. 138)  
  - VRA Team Decision-Making Agenda  
  (Appendix 45 – pg. 141)  
  - VRA Risk Assessment Summary Report  
  (Appendix 46 – pg. 142)  
  - Guidelines and assessment tool  
  - Interview guide  
  - Procedures and team decision making agenda  
  - Principal checklist |
<table>
<thead>
<tr>
<th>Behavior Consultation Team (BCT) information</th>
<th>• When and how to access support from BCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• BEP Toolkit – Behavior Consultation Team (Appendix 47 – pg. 145)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mental Health Referral Guide</th>
<th>• Guide with insurance-specific information to assist families in accessing mental health services</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Guide for Assisting Families/Caregivers: Referral for Mental Health Services (Appendix 48 – pg. 147)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resource lists</th>
<th>• Mental Health and AOD resource lists • GLBTQ resource list</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Mental Health &amp; AOD Resource Lists (Appendix 49 – pg. 150)</td>
<td></td>
</tr>
<tr>
<td>• Resources for GLBTQ Youth &amp; Families (Appendix 50 – pg. 151)</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Roles and Responsibilities

This section provides guidance on:

- Teaming structures
- Use of data by school teams to monitor BEP implementation
- Delineating roles and responsibilities (specifically student support staff)

Teaming Structures

Teams have a critical role in ensuring coordination and cohesion of multi-tiered systems and practices that support students’ behavioral and social emotional needs. Teams use data to inform their long-term and short-term planning and to monitor implementation and outcomes throughout the year. Teams demonstrate effective data use, analysis, and instructional planning and communicate with other school teams as needed to ensure overall coordination.

The image below depicts the level with a multi-tiered system of support in which school teams are monitoring BEP implementation and each team’s purpose(s) in relation to the BEP. While names of school teams may vary, it is essential that teams are fulfilling the purposes indicated in the image below.
Use of Data by School Teams to Monitor BEP Implementation

Collecting and analyzing behavior data is a key feature of ensuring that the BEP will result in positive outcomes for all student groups. The table below outlines the critical data sets to review while planning and monitoring BEP implementation, how often to review the data, the school team that may be responsible for reviewing the data set to inform their practices, and an example of an action step that might result from analyzing the data set.

These data sets are not exhaustive and additional data sets will likely also be reviewed during root cause analysis. The implementation data in the table relies heavily on behavioral indicators (i.e. Behavior Events, Suspensions). Summative outcomes that measure effectiveness of BEP implementation include academic indicators as the overall goal is to increase instructional time in order to increase academic progress.

<table>
<thead>
<tr>
<th>Data</th>
<th>Frequency of Review</th>
<th>School Team</th>
<th>Potential Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBS fidelity assessments</td>
<td>BoQ: late fall</td>
<td>PBS Team*</td>
<td>Increase professional learning on classroom practices</td>
</tr>
<tr>
<td>• Benchmarks of Quality (BOQ)</td>
<td>SAS: spring</td>
<td></td>
<td>Examine cultural responsiveness of instructional practices</td>
</tr>
<tr>
<td>• Self Assessment Survey (SAS)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavior Events (Levels 1-4)</td>
<td>Monthly</td>
<td>PBS Team*</td>
<td>Increase supervision ratios in hallway</td>
</tr>
<tr>
<td>• By location</td>
<td></td>
<td></td>
<td>Teach lesson on dress code</td>
</tr>
<tr>
<td>• By type of behavior</td>
<td></td>
<td></td>
<td>Provide professional learning on responding to behavior in the classroom</td>
</tr>
<tr>
<td>• By tier</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• By tier disaggregated by subgroups including African American students &amp; students with disabilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavior Events (Levels 1-4)</td>
<td>Quarterly</td>
<td>SBLT</td>
<td>Provide structured opportunities for teachers to engage in reflection related to beliefs and values regarding academic and behavioral expectations</td>
</tr>
<tr>
<td>• Total referrals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• By tier</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• By tier disaggregated by subgroups including African American students &amp; students with disabilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total in-school and out-of-school suspensions</td>
<td>Monthly</td>
<td>PBS Team*</td>
<td>Explore potential for using restorative circles in order to shorten length of out of school suspension</td>
</tr>
<tr>
<td>• Disaggregated by subgroup including African American students &amp; students with disabilities</td>
<td>Quarterly</td>
<td>SBLT</td>
<td></td>
</tr>
<tr>
<td>Behavior Events (Level 1)</td>
<td>Monthly</td>
<td>Teacher</td>
<td>Implement Buddy Rooms</td>
</tr>
<tr>
<td>Total in-school and out-of-school suspensions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
*PBS Team or team that coordinates for universal behavior systems & practices*

### Delineating Roles & Responsibilities

Proactive, universal (school-wide) and classroom practices are in place for all students. At tiers 2 and 3, practices and interventions are informed by student data to align supports with needs of students. Effective implementation of a multi-tiered system of support requires clear delineation of roles and responsibilities that address students’ needs while leveraging the internal capacity (knowledge and skills) of staff members.

Defining a service delivery model that clearly articulates responsibilities requires that schools:

1. Define the services (i.e., practices and interventions) that will be implemented for all students (tier 1), some students (tier 2), and individual students (tier 3)
   a. What supports and services might be needed at the universal (school-wide level)? (i.e., behavior response)
   b. What supports and services might be needed at the classroom level in addition to those provided by staff assigned to the classroom? (i.e., proactive sensory break supervision)
   c. What interventions does our data indicate as priority for implementation in addressing behavioral needs among groups of students (tier 2)?
   d. What interventions and supports does our data indicate as priority for implementation in addressing the needs of individual students (tier 3)?

2. Consider the essential skills, training, allocation, and/or licensure necessary for a staff member to implement the service (i.e., practice or intervention) effectively

3. Indicate available resources (i.e., staff members) that can potentially implement practices and interventions within the service delivery model

4. Consider specialized skills and knowledge of staff members to design a system that utilizes strengths
   a. For example, if alcohol and other drug use is prevalent among groups of students (tier 2) or individual students (tier 3), is there a staff member with the necessary skills to administer an AOD assessment and use motivational interviewing / brief intervention? If not, identify a staff member to receive this training.

<table>
<thead>
<tr>
<th>Behavior Events</th>
<th>Teams</th>
<th>Effectively across classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>By type of behavior</td>
<td>Teams</td>
<td>Request and access professional learning related to empowering teacher language</td>
</tr>
<tr>
<td>Disaggregated by subgroup including African American students &amp; students with disabilities</td>
<td>Monthly</td>
<td>Student Services Team</td>
</tr>
<tr>
<td>Trends in types of behaviors at levels 2-4</td>
<td>Annually</td>
<td>Student Services Team</td>
</tr>
<tr>
<td>Results from universal screening (i.e. CBITS, SDQ, depression screening)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Behavior Education Plan Toolkit | 2014-15
5) Complete the process by identifying the lead and support staff for the specific service

6) Student Services Teams in consultation with other staff members (i.e. Special Education Teachers) meet monthly to review delineation of responsibilities and engage in a process of continuous improvement regarding the service delivery model.

The following tools and resources are provided to support schools in delineating the roles and responsibilities of teams and staff:

<table>
<thead>
<tr>
<th>Tool</th>
<th>Use of Tool</th>
</tr>
</thead>
</table>
| SST Guide for delineating roles and responsibilities (online tool – [www.mmsd.org/bep](http://www.mmsd.org/bep)) | • Outlines:  
  o Practices and services implemented with MTSS  
  o Skills, knowledge, licensure, and training requirements to implement practice / service  
  • Provide guidance to schools in identifying priorities and process for delineating responsibilities |
| Student Support and Intervention Team guidelines, agenda, and forms Student Support an Intervention Team Guidelines (Appendix 51 – pg. 152) & SSIT Collaborative Problem-Solving Process (Appendix 52 – pg. 156) | • Outlines purpose, parameters, membership, and meeting structure for SSIT  
  • Agenda for individual problem solving |
Section 4: Determining Response Level and Use of Disciplinary Response

This section outlines the decision-making process for behaviors at levels 2-5 including:

- Rationale for use of consistent decision criteria
- Behavior Response Process
  - Roles in Decision-Making
  - Determining response level
  - Considerations for use of a disciplinary response
  - Use of expulsion including term length

When discipline is used as a behavior response, it must be paired with one or more interventions. The Behavior Response Chart (pg. 27 of BEP) guides staff and administrator decisions about how to respond to student misbehavior. It is critical that the following factors be considered prior to determining the appropriate response:

- The student’s age, maturity and understanding of the impact of their behavior
- The student’s willingness to repair the harm caused by the behavior
- The student’s disciplinary record including the nature of prior behavior, the number of prior instances of behavior, the interventions and consequences applied, etc.
- The nature, severity and scope of the behavior
- The circumstances and context in which the behavior occurred
- The student’s individualized education Plan (IEP) or 504 plan, if applicable

The Behavior Education Plan identifies five (5) levels of possible responses to inappropriate student behavior (response levels). Each behavior is assigned to one or more response levels (see Behavior Response Chart, pg. 27 of BEP). Principals and school staff are expected to use only the response levels identified for each behavior. If the behavior is assigned to two (2) or more response levels, the lowest level must be used first.
Rationale for Use of Consistent Process and Decision Criteria

The Behavior Education Plan outlines factors in progressive use of intervention and discipline to support decision-making. Decisions that are guided by pre-determined objective decision criteria will result in the implementation of more effective interventions and greater consistency in the use of disciplinary responses.

In all schools, at each response level, the staff with decision-making authority will be able to explain the rationale for the intervention and/or disciplinary response. This is beneficial to MMSD staff, students, and families.

The district’s practice of utilizing pre-determined decision criteria to guide determination of response level, intervention, and disciplinary response will result in more equitable practices for students. This is particularly important given the documented disparities in the use of disciplinary practices among African American students and students with disabilities. The need for district-wide consistency is elevated due to the high degree of mobility of a significant percentage of the families living within the boundaries of the MMSD.

Behavior Response Process

Roles in Decision-Making

All behavior events, interventions, and disciplinary responses must be documented in the student’s electronic record. There are 4 primary components to the behavior response process at levels 2-5. These components and the staff with decision-making authority are outlined below.

<table>
<thead>
<tr>
<th>Component of Behavior Response Process</th>
<th>Decision-Making Authority</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Determine decision-making authority</td>
<td>When a behavior event occurs that must be addressed outside of the classroom, it is a level 2 or higher. It is important to involve the appropriate staff members in decision-making. Below are steps when this process is initiated and decision making authority:</td>
</tr>
<tr>
<td></td>
<td>• Determine key facts &amp; jurisdiction: Staff member that is responding to the behavior</td>
</tr>
<tr>
<td></td>
<td>• Determine who might need to be involved in the response</td>
</tr>
<tr>
<td></td>
<td>o For students with IEP’s, involve the Case Manager</td>
</tr>
<tr>
<td></td>
<td>o For behaviors that may require suspension, the Principal, Assistant Principal, Dean of Students, or Principal Designee must lead the investigation.</td>
</tr>
<tr>
<td></td>
<td>o For behaviors that may require expulsion, the Principal or Assistant Principal must lead in the investigation.</td>
</tr>
<tr>
<td>2. Determine response level</td>
<td>• Principal</td>
</tr>
<tr>
<td></td>
<td>• Assistant Principal</td>
</tr>
<tr>
<td></td>
<td>• Dean of Students</td>
</tr>
<tr>
<td></td>
<td>• Principal Designee</td>
</tr>
<tr>
<td>3. Determine intervention</td>
<td>4. Determine disciplinary response, if appropriate</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>3. Determine intervention</td>
<td>Elementary</td>
</tr>
</tbody>
</table>
| 3. Determine intervention | At level 2, the following staff may make decisions regarding intervention(s):  
| Only administrators can make decisions regarding recommendations for expulsion. Thus, if the behavior is potentially a level 5 behavior, the Principal or Assistant Principal should determine response level and conduct the investigation.  
| 3. Determine intervention | At level 2, the following staff may make decisions regarding intervention(s):  
| At levels 3-4, a student services representative (i.e. psychologist, social worker, nurse, counselor) must be involved in determining the intervention  
| At level 2, the following staff may make decisions regarding intervention(s):  
| Elementary | Middle / High |
| At levels 2-4, the following staff members have decision-making authority to use a disciplinary response:  
| • Principal  
| • Assistant Principal  
| • Behavior Education Assistant*  
| • Principal Designee  
*BEAs do not have the authority to issue suspensions.  
| Level 5 requires administrator (principal, assistant principal) decision-making authority.  
| At levels 2-4, the following staff members have decision-making authority to use a disciplinary response:  
| • Principal  
| • Assistant Principal  
| • Dean of Students  
| • Principal Designee  
| Level 5 requires administrator (principal, assistant principal) decision-making authority.  
| 1. Determine decision-making authority  
| Decision-making authority is outlined in the table above.  
| 2. Determine response level  
| Important considerations:  
| • When there is a possibility of the behavior resulting in out-of-school suspension, the investigation and determination of response level must be completed by a Principal, Assistant Principal, Dean of Students, or Principal Designee. |
• Only administrators can make decisions regarding recommendations for expulsion. When there is a possibility that the behavior may result in a recommendation for expulsion, the Principal or Assistant Principal must conduct the investigation and determine response level.

• An administrator is responsible for notifying parents within 24 hours of inappropriate behavior and response (Level 2-4) and immediately if the behavior results in a suspension.

Steps in this part of the process include:
• Conduct thorough investigation: Meet with student to provide an opportunity for him/her to share his/her side of the story

• Consider relevant factors in progressive use of intervention and discipline (see box)

<table>
<thead>
<tr>
<th>Relevant Factors in Progressive Use of Intervention &amp; Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factors in progressive use of intervention &amp; discipline</td>
</tr>
<tr>
<td>Student’s age, maturity and understanding of the impact of their behavior</td>
</tr>
<tr>
<td>Student’s willingness to repair the harm caused by the behavior</td>
</tr>
</tbody>
</table>

Student’s disciplinary record including the nature of prior behavior, the number of instances of behavior, the intervention and consequences applied, etc.

“If the behavior is assigned 2 or more response levels, the lowest level should be used first.” (BEP, pg. 21)

“When a specific student behavior does not change using the lowest identified level of intervention and/or discipline, the next level may be used.” (BEP, pg. 20)

• In the current year, has the student demonstrated this type of behavior before?
• If so, has the student been provided with a documented intervention and the time necessary to change their behavior?
The nature, severity and scope of behavior

<table>
<thead>
<tr>
<th>The nature, severity and scope of behavior</th>
<th>To what extent did the behavior disrupt the learning of others?</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent did the behavior impact physical and emotional safety of others?</td>
<td></td>
</tr>
</tbody>
</table>

The circumstances and context in which the behavior occurred

<table>
<thead>
<tr>
<th>The circumstances and context in which the behavior occurred</th>
<th>This is a consideration for determining intervention and disciplinary response, if appropriate.</th>
</tr>
</thead>
</table>

Student’s individualized education plan (IEP) or 504 plan, if applicable

<table>
<thead>
<tr>
<th>Student’s individualized education plan (IEP) or 504 plan, if applicable</th>
<th>Was the student’s plan followed?</th>
</tr>
</thead>
</table>

3. Determine intervention

Information regarding determining intervention on pages 13 (level 1) and 17-19 (levels 2-4).

4. Determine disciplinary response, if appropriate

“Every reasonable effort should be made to correct inappropriate student behavior using interventions and the least severe disciplinary responses possible.” (BEP, pg. 20)

Discretion regarding the use of a disciplinary response:
- At the elementary level, there is discretion regarding the use of a disciplinary response for levels 2-4.
- At the secondary level, there is discretion regarding the use of a disciplinary response for level 2 behaviors and for 6th grade students at level 3.

Parameters regarding use of disciplinary response:
- Elementary:
  - Level 2-4: A disciplinary response may be appropriate when the student’s behavior creates a safety risk
  - Level 5: Required suspension and recommendation for expulsion
- Secondary:
  - Level 2: A disciplinary response may be appropriate when the student’s behavior creates a safety risk
  - Level 3:
    - Grade 6: 0-3 day out-of-school suspension
    - Grades 7-12: 1-3 day out-of-school suspension
  - Level 4:
    - Grade 6: 3 day out-of-school suspension
    - Grade 7-12: 4-5 day out-of-school suspension
  - Level 5: Mandatory 5 day suspension and recommendation for expulsion
Considerations in Determining Whether a Disciplinary Response is Appropriate

Decision criteria for determining use of disciplinary response:

- Criteria 1: Anticipated outcome for the individual student
  - Is the disciplinary response likely to help the student to:
    - Understand why the behavior is unacceptable and the harm it has caused
    - Take responsibility for her actions
    - Understood what she could have done differently in the situation
    - Learn social strategies and skills to use in the future
    - Understand the progression of more serious consequences if the behavior reoccurs

- Criteria 2: Factors in Progressive Use of Discipline

<table>
<thead>
<tr>
<th>Factors in Progressive Use of Intervention &amp; Discipline</th>
<th>Considerations in Determining Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s age, maturity and understanding of the impact of their behavior</td>
<td>Consider the factors in criteria 1 to inform whether a student has the maturity and understanding necessary for a disciplinary response to result in behavior change</td>
</tr>
<tr>
<td>Student’s willingness to repair the harm caused by the behavior</td>
<td>When there is discretion regarding use of a disciplinary response and/or length of suspension, a student’s willingness to repair harm caused by their behavior may result in the use of restorative practices and limit the use or length of disciplinary response.</td>
</tr>
<tr>
<td>Student’s disciplinary record including the nature of prior behavior, the number of instances of behavior, the intervention and consequences applied, etc.</td>
<td>The determination of response level is informed by only the student’s record from the current school year. However, it is important to review the disciplinary record from previous years in determining use of disciplinary response.</td>
</tr>
<tr>
<td>The nature, severity and scope of behavior</td>
<td>This relates specifically to the impact on the school community. What, if any, disciplinary response is necessary to maintain the emotional and physical safety of the all members of the school community?</td>
</tr>
</tbody>
</table>
| The circumstances and context in which the behavior occurred | • Consider ways the environment and actions/lack of actions by others have contributed to the student’s behavior  
  • Contact the parent/family to increase understanding of the student’s current situation |
| Student’s individualized education plan (IEP) or 504 plan, if applicable | If applicable, determine whether the IEP or 504 plan is being followed. If not, a disciplinary response is not appropriate (if the behavior the student demonstrated is addressed within their plan). |

- Criteria 3: Anticipated impact on the school community
  - A disciplinary response may be appropriate when the student’s behavior creates a safety risk. When this is determined to be the case, a Violence
Risk Assessment should be conducted to assess risk and guide intervention.

- When the student’s behavior does not create a safety risk, there may be unintended consequences that result from the use of a disciplinary response that negatively impact the school community. This includes reinforcement of stereotypes that erode positive school climate.

**Use of Expulsion**

**Expellable Behaviors**

- Response Level 5 behavior will result in a student being recommended for expulsion. The district’s legal authority for expelling a student and the steps to be followed are explained in Board Policies 4045 (Expulsion) and 4043 (Suspension).

- In circumstances where a student’s conduct falls into Response Level 3 or 4 AND causes a serious physical injury to another person, the Principal or program administrator may seek permission from the Coordinator of Expulsions to initiate a recommendation for expulsion.

**Decision-Making Authority**

- Administrators (Principals, Assistant Principals, and Assistant Directors of Special Education) have authority to investigate behavioral incidents that have the potential to result in a recommendation for expulsion and the authority to make these recommendations.

- Coordinator for Expulsions and Disciplinary Training reviews all recommendations for expulsion and determines whether or not to approve moving forward

**Expulsion Term Length**

**Elementary School:**

<table>
<thead>
<tr>
<th>Length of Expulsion</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year (as required by State law)</td>
<td>Possession of a firearm</td>
</tr>
<tr>
<td>1 semester*</td>
<td>Possession of a bomb</td>
</tr>
<tr>
<td>*If a student does not participate in the available services, s/he may be considered for intensive intervention, including enrollment in an alternative program for intensive behavior support, upon</td>
<td></td>
</tr>
<tr>
<td>4th &amp; 5th grade students only</td>
<td>The second and subsequent documented time the student has engaged in the behavior and been supported through progressive use of intervention: Engaging in non-consensual sexual contact with another student coupled with the use of force, a weapon, threat or coercion</td>
</tr>
</tbody>
</table>
her/his return from the period of expulsion.

Middle and High School:

<table>
<thead>
<tr>
<th>Length of Expulsion</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year (as required by State law)</td>
<td>Possession of a firearm</td>
</tr>
<tr>
<td>1 semester*</td>
<td><strong>O</strong> Possessing and distributing drugs to another student or possession of drugs with intent to distribute</td>
</tr>
<tr>
<td></td>
<td><strong>O</strong> Actual, attempted, or threatened use of a weapon other than a firearm</td>
</tr>
<tr>
<td></td>
<td><strong>O</strong> Possession of a gun of any kind, other than a firearm, whether loaded or unloaded, operable or inoperable.</td>
</tr>
<tr>
<td></td>
<td><strong>O</strong> Possession of a bomb</td>
</tr>
<tr>
<td></td>
<td><strong>O</strong> Engaging in non-consensual sexual contact with another student coupled with the use of force, a weapon, threat or coercion.</td>
</tr>
<tr>
<td></td>
<td><strong>O</strong> The second and subsequent documented time the student has engaged in the behavior and been supported through progressive use of intervention: Use of physical force directly against or affecting a staff member of the MMSD or any adult who is legitimately exercising authority at the school or during any school activity.</td>
</tr>
<tr>
<td></td>
<td><strong>O</strong> Circumstances where a student’s conduct falls into level 3 or 4 AND causes a serious physical injury to another person, Principals, Assistant Principals, and Assistant Directors of Special Education may seek permission from the Coordinator of Expulsions to initiate a recommendation for expulsion</td>
</tr>
</tbody>
</table>

Details regarding length of expulsion:

- For behaviors that result in an expulsion for 1 semester:

<table>
<thead>
<tr>
<th>Quarter of recommendation for expulsion</th>
<th>Date student returns to school*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st quarter</td>
<td>Start of second semester</td>
</tr>
<tr>
<td>2nd quarter</td>
<td>Start of summer school or following school year</td>
</tr>
<tr>
<td>3rd quarter</td>
<td>Start of summer school or following school year</td>
</tr>
<tr>
<td>4th quarter</td>
<td>Start of second semester</td>
</tr>
</tbody>
</table>

- In the event that a student that has reentered the home school following the term of their expulsion and engages in behavior that results in a second recommendation for expulsion, the same term length applies as indicated in the expulsion term length table above.
Focus on Reengagement
  - For students that are expelled, the focus will remain on reengagement through providing intensive individualized assessment and intervention, and educational programming.

During a student’s term of expulsion s/he will be provided an opportunity to obtain an appropriate assessment(s), such as an alcohol and drug assessment or anger management assessment and receive follow-up services based on the outcome of the assessment(s). *If a student does not participate in the available services, s/he may be considered for intensive intervention, including enrollment in an alternative program for intensive behavior support, upon her/his return from the period of expulsion.

The following tools and resources are provided to support school staff in determining response level and, when appropriate, implementing a disciplinary response:

<table>
<thead>
<tr>
<th>Tool</th>
<th>Use of Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>At-a-glance decision making flowchart</td>
<td>• One-page visual that depicts the decision making process to determine response level, intervention and disciplinary response, if appropriate</td>
</tr>
<tr>
<td>• Behavior Education Plan: Middle &amp; High Intervention &amp; Disciplinary Response Decision-Making Process (Appendix 2 – pg 40)</td>
<td></td>
</tr>
<tr>
<td>Case examples</td>
<td>• Scenarios and use of decision criteria to guide determination of response level, intervention, and use of disciplinary response</td>
</tr>
<tr>
<td><a href="http://www.mmsd.org/bep">www.mmsd.org/bep</a></td>
<td></td>
</tr>
<tr>
<td>Parameters for the use of In-School Suspension (ISS)</td>
<td>• Definitions of In-School Suspension and Permissible Use</td>
</tr>
<tr>
<td>(Appendix 53 – pg. 158)</td>
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</tr>
<tr>
<td>Alcohol and Other Drug (AOD) response and investigation procedures</td>
<td>• Step by step process for responding to students under the influence and/or in possession of alcohol and other drugs</td>
</tr>
<tr>
<td>• AODA Flowchart (Appendix 22 – pg. 75)</td>
<td>• Flowchart depicting step by step process</td>
</tr>
<tr>
<td>• Best practices &amp; safety procedures for students believed to be under the influence (Appendix 23 – pg. 76)</td>
<td>• Procedures for investigating AOD incidents</td>
</tr>
<tr>
<td>Staff guidance for conducting disciplinary investigations</td>
<td>• Guidance in determining key facts and information regarding legal authority</td>
</tr>
<tr>
<td>• Staff Guidance for conducting disciplinary investigations (Appendix 54 – pg. 160)</td>
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</tr>
<tr>
<td>Role of police guidance document</td>
<td>• Outlines when to involve police</td>
</tr>
<tr>
<td>• Best Practices for Calling the Police (Appendix 55 – pg. 163)</td>
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</tbody>
</table>