

DRAFT

APS Levels of Intervention and Responses for Student Behaviors

“Administrators and leadership teams should engage in a data driven decision-making process to determine appropriate responses for behaviors at all levels. Consequent actions should always be addressed with instruction and interventions. Instruction should focus on helping students develop social-emotional competencies needed to change the behaviors” (Virginia Department of Education, 2019). These interventions and responses are examples of actions for teachers and administrators to take to support students in the development of positive behaviors.

Teacher Responses to Student Behaviors

Classroom Responses (CR): These intervention strategies aim to help teachers support students and help students develop appropriate behaviors, so that students can learn and demonstrate safe and positive behaviors. Teachers are encouraged to use a variety of positive prevention and intervention strategies including instructional and classroom management techniques to assist students in meeting behavioral expectations. The examples below are not all-inclusive nor required to be exhausted.

Classroom Responses (CR):	<ul style="list-style-type: none">● Establish positive relations with students and parents● Recognize appropriate individual behavior● Re-teaching or modeling of desired behavior with practice● Classroom system of reinforcement (E.g. recognize and reward appropriate behavior)● Peer mediation, Restorative Justice practices (by trained staff), and/or conflict resolution● Student-teacher conference● Seat change● Restrictions of classroom privileges● Use more positive than corrective statements (4:1 ratio)● Verbal warning, redirection and reminders● Referral to counselor● Parent-student-teacher behavioral contract● Self-reflection activity● Establish buddy system● De-escalation strategy● Pair or group students into positive peer groups● Involve students in an alternate activity
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Teacher Responses to Manage Student Behaviors

Prior to administrative involvement in student behavior issues, teachers are responsible for supporting students in acquiring the behaviors expected in the school environment. Below are examples of proactive and instructional teacher actions to assist students in meeting behavioral expectations.

Examples of Proactive Teacher Supports for Classroom Managed Behaviors:	Examples of Instructional Teacher Responses for Classroom Managed Behaviors:
<ul style="list-style-type: none"> ● Develop, teach, and maintain clearly defined classroom expectations upon student needs that are consistent with school-wide behavioral expectations and applicable across all classroom settings at all times. ● Build positive relationships with students and families. ● Learn restorative practices for classroom use. ● Model and practice expectations in the appropriate settings. ● Reteach/review expectations throughout the school year (i.e., quarterly, after breaks). ● Use pre-correction strategies to remind students of expectations before transitioning between tasks/assignments. ● Use more positive than corrective statements (4:1 ratio) ● Create a classroom acknowledgement system to increase responsible student behavior. ● Implement effective, evidence based instructional practices match to student learning needs. ● Actively engage students in the teaching and learning process. ● Teach prevention lessons that address students’ social-emotional competencies. ● Teach lessons that apply the competencies to situations (i.e., bullying, suicide awareness and prevention, workplace skills, citizenship, character education) ● Flexible classroom arrangements/seating. 	<ul style="list-style-type: none"> ● Use of Restorative Justice practices ● Restructure/revise classroom practices based upon student needs. ● Adjust pacing of instruction to increase on-task behavior. ● Actively observe and plan for ignoring low-level misbehavior. ● Change student seating. ● Provide immediate positive feedback when students engage in expected behavior. ● Respond calmly, restating the desired behavior. ● Communicate and collaborate with parents/guardians and the student’s counselor and/or case manager regarding student behavior, teacher-based actions, and to problem solve. ● Reteach desired behavior. ● Problem-solve the behavior during a teacher-student conference using active listening. ● Establish and consistently implement corrective responses to student misbehavior [i.e., positive practice, community service, restitution, loss of time for a valued activity, in-class time out (not to exceed ten minutes), time-out in another class under adult supervision, loss of privileges]. ● Facilitate restorative-type practices with the student and person(s) affected by the student’s behavior. ● Assign a working lunch to facilitate re-teaching or making up missed work (ex: lunch with teacher to catch up on work, review a social story, reteach behavior).

¹LEVEL ONE: Administrative Responses to Student Behaviors

Level 1 Responses: Administrative interventions and responses at this level are intended to resolve behavioral concerns while keeping the student in school.

Examples of Interventions:	Examples of Exclusionary Actions:
<ul style="list-style-type: none">● Use of Restorative Justice practices● Reflection period (less than half day or 1 period) with behavioral instruction and academic support and staff oversight (may be done with school counselor)● Administrator/Student conference and/or Administrator/Student/Teacher conference● Administrator/Student/Parent/Guardian/Teacher/Counselor and Student Services conference (if applicable)● Restorative Circle/ practices● Written reflection, letter of apology● Overseeing the teaching or re-teaching behavioral expectations● Parent accompany student to school or class● Conduct Functional Behavioral Assessment and develop Behavioral Intervention Plan● Consult with specialists and/or support staff in developing a plan of action to address behavioral concern (E.g. social-workers, psychologist, behavior specialist, therapist, equity and excellence coordinators, etc.)● Loss of school privileges related to behavior● School-related community service● Restitution● Detention (before school, at lunch, after school)	None

¹ Virginia Board of Education (VDOE): 2018-2019 Model Guidance for Positive and Preventive Code of Student Conduct Policy and Alternatives to Suspension

LEVEL TWO: Administrative Responses to Student Behavior

Level 2 Responses: Administrative interventions and responses at this level are designed to prevent further behavior issues and keep the student in school. Depending upon the severity of the behavior, short-term removal of the student from the classroom may be appropriate,

Interventions:		Exclusionary Actions:
<ul style="list-style-type: none"> ● Use of Restorative Justice practices ● Reflection period (less than half day or 1 period) with behavioral instruction and academic support ● Student conference ● Administrator/Teacher/Counselor/Student conference (includes re-teaching of expected behavior) ● Administrator/Teacher/Parent/Guardian conference ● Check-In/Check-Out ● Mediation or conflict resolution ● Referral to support services (E.g. School Counselor, School Psychologist, School Social-Worker, Behavior Specialist, Attendance Specialist, Substance Abuse Counselor. Equity and Excellence coordinators, and Problem-Solving Teams (e.g. Intervention Assistance Team (IAT), Grade Level Team Meetings, etc.) Review ● Referral to Individualized Education Plan (IEP) team for Student Study, IEP review if student is currently receiving services 	<ul style="list-style-type: none"> ● Referral for community-based services (E.g. Family Assessment Planning Team-FAPT) ● Conduct FBA and develop Behavioral Intervention Plan ● Schedule change ● Detention (before school, at lunch, after school) ● Temporary loss of privileges ● Behavior progress reports ● Attendance Plan/Contract ● Additional Academic Support ● Positive Behavior Incentive ● Targeted Behavior Intervention Programming or Skill Modules (E.g. conflict resolution, coping, anger management, positive peer relationships, mindfulness, appropriate communication, self-management, relationship, self-awareness, social awareness, responsible decision making, ● Saturday school ● School-related community service ● Restitution ● Confiscation of item causing disruption 	<ul style="list-style-type: none"> ● In-school suspension with behavioral interventions and/or restorative practices (1 day)

LEVEL THREE: Administrative Responses to Student Behaviors

Level 3 Responses: Dependent upon the severity, chronic nature of the behavior and/or safety concerns, administrative responses for level 3 behaviors may result in the student’s short-term removal from school.

Interventions:	Exclusionary Actions:
<ul style="list-style-type: none"> ● Use of Restorative Justice practices ● Administrator/Teacher/Parent/Guardian Conference ● Detention ● Teaching or re-teaching behavioral expectations ● Referral to support services (e.g., School Counselor, Behavior Specialist, Mentor Program, Problem Solving Team, Child Study Team, Therapeutic Day Treatment (TDT), Substance Use and Intervention Program) ● Referral to Attendance Specialist ● Referral for community-based services (E.g. Family Assessment Planning Team (FAPT) Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP) Development (special education students) Revocation of privileges ● Second Chance Referral (First Offense) ● Restitution ● Behavior contract (developed with and signed by the student, parent/guardian, and school officials) 	<ul style="list-style-type: none"> ● In-school suspension with restorative practices (not to exceed 3 days). ● Short-term out-of-school suspension (1-3 Days elementary students/1-5 Days for secondary students) with Restorative Conference upon return

LEVEL FOUR: Administrative Responses to Student Behaviors

Level 4 Responses: Some Level 4 behaviors require a referral to Office of School Support (outlined in the Code of Virginia § 22.1-279.3:1). A referral to the Superintendent or Superintendent’s designee does not automatically result in a long-term suspension, change of placement or expulsion recommendation. After a review of the incident in context, the Superintendent or designee may return students to the comprehensive setting with additional supports and/or responses to be implemented.

Interventions:	Exclusionary Actions:
<ul style="list-style-type: none"> ● Use of Restorative Justice practices ● In consultation with parent, a referral to alternative program when appropriate ● Threat Assessment as indicated by the behavior ● Parent-Administrator-Teacher-Student behavior contract ● Restitution via written contract ● Referral for community-based services ● Schedule change ● Revocation of privileges ● Recommendation for a long-term suspension as determined by local policy or by Code. ● Conduct Functional Behavioral Assessment (FBA) and develop Behavioral Intervention Plan ● Develop Intervention Assistance Plan (IAT)/ replace Behavior Support Plan ● Referral to law enforcement as required ● 	<ul style="list-style-type: none"> ● Long-term revocation of privileges (E.g. bus, parking, campus, sporting events, etc.) ● Short-term out-of-school suspension (For preschool to grade three students 1 to 3 days, 4 to 10 days for fourth- to sixth-grade students, or 5 to 10 days for seventh- to twelfth-grade students) with Restorative Conference upon return.

LEVEL FIVE: Administrative Responses to Student Behaviors

Level 5 Responses: Level 5 responses are reserved for those behaviors that require a referral to the Office of School Support. For preschool to grade three students, any suspension beyond 3 days must be referred to the Superintendent. A referral to the Superintendent or designee may not automatically result in an expulsion, alternative placement, school reassignment, or long-term suspension.

<p>Required School-based Administrative Responses to Level 5 Behaviors:</p>	<p>Examples of Superintendent or Designee Responses to Level 5 Behavior:</p>
<ul style="list-style-type: none"> ● Threat Assessment as indicated by the behavior ● Referral to Superintendent or designee ● Develop Intervention Assistance Plan (IAT) replace Behavioral Support Plan (BSP) ● IEP Review Meeting or Student Study ● Referral to law enforcement as required ● Conduct Functional Behavioral Assessment (FBA) and develop Behavioral Intervention Plan ● Restorative Conference 	<ul style="list-style-type: none"> ● Assignment to alternative program when appropriate ● Assignment to another school within the division. ● Return the student to the school setting with appropriate supports and interventions and a Restorative Conference ● Long term suspension (11 to 45 days as defined by HB1600 in 2018) with Restorative Conference upon return ● Expulsion recommendation to School Board