

## Edgewood Behavior Definitions and Management Chart

	Level 1 Problem Behavior Staff Managed	Level 2 Problem Behavior Staff Managed	Level 3 Problem Behavior Office Managed
Problem Behavior	<ul style="list-style-type: none"> <li>Level 1 infractions are mild misbehaviors that can be adequately corrected at the time they occur</li> <li>They do not require documentation in SWIS (although the teacher may want to keep record)</li> <li>A staff member who observes a level 1 infraction corrects the student in the setting and assigns appropriate consequences if necessary</li> </ul>	<ul style="list-style-type: none"> <li>Level 2 infractions are moderate misbehaviors that <b>do not require administrative involvement</b> but do require documentation</li> <li>Staff member who observes a level 2 infraction                             <ul style="list-style-type: none"> <li>Records the incident into the referral form (<b>MAJOR/Staff Managed</b>, SWIS)</li> <li>Corrects the student in the setting and assigns appropriate consequences</li> <li>Contacts parent/guardian</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Level 3 infractions are major misbehaviors that <b>require administrative involvement</b> and documentation (<b>but may not require immediate removal</b>).</li> <li>Staff member who observes a level 3 infraction                             <ul style="list-style-type: none"> <li>Records the incident into the referral form (<b>MAJOR/Office Managed</b>, SWIS)</li> <li>Student should be removed immediately for misbehaviors that are illegal or are so severe the misbehaving student's presence in a setting poses a threat to physical safety or to adult authority.</li> </ul> </li> <li>Administrator conferences with the student within a reasonable time frame (or immediately if appropriate)</li> <li>Administrator contacts parent/ guardian</li> <li>Administrator assigns appropriate correction/ consequence</li> </ul>

<b>Defiance/ Insubordination/ Non-Compliance</b>	Student engages in <b>brief</b> or <b>low-intensity</b> failure to follow directions or talks back.	Student <b>repeatedly</b> engages in <b>brief</b> or <b>low-intensity</b> failure to follow directions or talk backs	Student engages in <b>blatant</b> refusal to follow directions
<b>Disrespect</b>	Student delivers <b>low-intensity</b> , socially rude or dismissive messages to adults or students	Student <b>repeatedly</b> delivers <b>low-intensity</b> , socially rude or dismissive messages to adults or students.	Student delivers <b>high-intensity</b> , dismissive messages to adults or students
<b>Disruption</b>	Student engages in <b>low-intensity</b> , but inappropriate disruption.	Student <b>repeatedly</b> engages in <b>low-intensity</b> , but inappropriate disruption	Student engages in behavior causing an interruption in a class activity ( <i>loud talking, yelling, or screaming; noise with materials; and/or sustained out of seat behavior</i> ) that is ongoing <b>AND</b> the <b>student cannot be redirected</b> to the task through the established continuum of consequences and corrections ( <i>also including severe emotional outbursts</i> )
<b>Dress Code</b>	Student wears clothing that does not fit within the dress code guidelines practiced by the school and makes arrangements to change clothing	Student <b>repeatedly</b> wears clothing that does not fit within the dress code guidelines practiced by the school and makes arrangements to change clothing	See <b>Defiance/ Insubordination/ Non-Compliance</b> for major dress code infractions if the student refuses to make arrangements to change
<b>Abusive Language/ Inappropriate Language/ Profanity</b>	Student engages in <b>low-intensity</b> instance of inappropriate language (speaking calmly in a conversation and inappropriate language/ gesture is used)	Student <b>repeatedly</b> engages in <b>low-intensity</b> instance of inappropriate language (speaking calmly in a conversation and inappropriate language/gesture is used)	Language/ gesture is specifically <b>directed towards another person AND</b> is abusive/ aggressive

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<b>Physical Contact/ Physical Aggression</b>	Student engages in <b>non-serious</b> , but inappropriate physical contact (horseplay, low-intensity public display of affection)	Student <b>repeatedly</b> engages in <b>non-serious</b> , but inappropriate physical contact (horseplay, low-intensity public display of affection).  Student engages in actions involving physical contact where <b>injury may occur</b> (horseplay, pushing, shoving, throwing objects, etc.).	Student engages in actions involving serious physical contact <b>with intent to harm</b> and/or when <b>injury has occurred</b> (e.g., hitting, punching, hitting with an object, spitting, kicking, hair pulling, scratching, etc.)
<b>Misuse of Property</b>	Student engages in <b>low-intensity</b> misuse of property.	See <b>Property Damage/Vandalism</b> if the behavior is <b>repeated</b> or <b>ongoing</b> .	See <b>Property Damage/ Vandalism</b> for <b>severe</b> incidents
<b>Tardy</b>	Student is late to class or the start of the school. <i>(define the number of incidents...5 or less?)</i>	Student is <b>repeatedly</b> late to class or the start of the school day <i>(define the number of incidents...Six and seven?)</i>	Student is <b>excessively</b> late to class or the start of the school day <i>(define the number of incidents...Eight or more?)</i>
<b>Use of Technology</b>	Minor violation of classroom policy	<b>Repeated</b> minor violation of classroom policy	<b>Major</b> violation of the student acceptable use policy
<b>Inappropriate Display of Affection</b>	See <b>Physical Contact</b> for <b>low-intensity</b> incidents of inappropriate displays of affection.	See <b>Physical Contact</b> for <b>repeated low-intensity</b> incidents of inappropriate displays of affection.	Student engages in <b>overt/blatant</b> engagement in inappropriate, consensual, verbal and/or physical gestures/contact, of a sexual nature to another student
<b>Bullying</b>			<b>Repeated</b> delivery of a message in any format causing harm, intimidation, or exclusion of others. The behavior involves an <b>imbalance of power AND is one sided</b> . This may include instigating a fight. <i>(including verbal/physical abuse, intimidation, teasing, taunting, threats, or name calling to cause bodily harm, reasonable fear for personal degradation.)</i>
<b>Forgery/ Theft/ Plagiarism</b>	Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property without permission; or the student has signed a person's name without that person's permission, or claims someone else's work as their own.	Student has <b>repeatedly</b> been involved by being in possession of, having passed on, or being responsible for removing someone else's property without permission; or the student has signed a person's name without that person's permission, or claims someone else's work as their own	Student has <b>engaged in ongoing incidents</b> of being in possession of, having passed on, or being responsible for removing someone else's property without permission; or the student has signed a person's name without that person's permission, or claims someone else's work as their own
<b>Property Damage/ Vandalism</b>	Student engages in low-intensity misuse of property that has resulted in the destruction or disfigurement of property that <b>can be fully restored by the student</b>	Student <b>repeatedly</b> engages in misuse of property that is either <b>ongoing</b> or has resulted in destruction or disfigurement of property which <b>can be fully restored by the student</b>	Student participates in an activity that results in destruction or disfigurement of property which <b>cannot be fully restored by the student</b>
<b>Lying/Cheating</b>	Student delivers a message that is untrue and/or deliberately violates academic rules	Student <b>repeatedly</b> delivers messages that are untrue and/or deliberately violates academic rules	Student delivers a <b>high-intensity</b> message that is untrue and/or <b>repeatedly</b> violates academic rules
<b>Harassment</b>			The delivery of <b>repeated</b> disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability physical features, other classification
<b>Gang Affiliation Display</b>			Student uses gestures, writing, dress, and/or speech to display affiliation with a gang.

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<b>Skip Class</b>			Student leaves or misses class without permission
<b>Use/ Possession of Alcohol</b>			Student is in possession of or is using alcohol
<b>Use/ Possession of Combustibles</b>			Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid)
<b>Use/ Possession of Drugs</b>			Student is in possession of or is using illegal drugs/substances or imitations
<b>Use/ Possession of Tobacco</b>			Student is in possession of or using tobacco
<b>Use/ Possession of Weapons</b>			Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm
<b>Fighting</b>			Student is involved in <b>mutual</b> participation in an incident involving physical violence
<b>Other</b>	Student engages in any other minor problem behavior that do not fall within above categories	Student engages in any other moderate problem behavior that do not fall within above categories	Student engages in any other major problem behavior that do not fall within above categories