

## Beach Behavior Definitions and Management Chart

	Level 1 Problem Behavior Staff Managed	Level 2 Problem Behavior Staff Managed	Level 3 Problem Behavior Office Managed
<b>Problem Behavior</b>	<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 (MAJOR/Staff Managed, SWIS)</li> <li>Corrects the student in the setting and assigns appropriate consequences</li> <li>Contacts parent/ guardian</li> <li>May seek administrator support if behaviors are repeated, and interventions are not working.</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.</li> <li>Staff member who observes a level 3 infraction                             <ul style="list-style-type: none"> <li>Records the incident into the referral form (MAJOR/Office Managed, SWIS)</li> <li><b>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.</b></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. <i>(Refusal to follow school-wide expectations, adult directions, and procedures)</i>	Student <b>repeatedly</b> engages in <b>brief</b> or <b>low-intensity</b> failure to follow directions or talk backs. <i>(Repeated refusal to follow school-wide expectations, directions, and procedures.)</i>	Student engages in <b>blatant</b> refusal to follow directions. <i>(Repeated refusal to follow school-wide expectations, directions, and procedures that is ongoing within a short period of time.)</i>
<b>Disrespect</b> <i>(This includes "mean behavior" such as: mean looks, gestures, words, or actions that hurt a person's body, feelings, friendship, reputation, or property.)</i>	Student delivers <b>low-intensity</b> , socially rude or dismissive messages to adults or students. <i>(verbal or nonverbal)</i>	Student <b>repeatedly</b> delivers <b>low-intensity</b> , socially rude or dismissive messages to adults or students. <i>(verbal or nonverbal)</i>	Student delivers <b>high-intensity</b> , dismissive messages to adults or students.  <i>Student repeatedly delivers low-intensity, socially rude, or dismissive messages ongoing within a short period of time (verbal or nonverbal)</i>
<b>Disruption</b>	Student engages in <b>low-intensity</b> , but inappropriate disruption. <i>(Causing an interruption in a class or activity)</i>	Student <b>repeatedly</b> engages in <b>low-intensity</b> , but inappropriate disruption. <i>(causing an interruption in a class or activity)</i>	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> over a long period of time <b>AND</b> the student cannot be redirected to the task through the established continuum of consequences and corrections <i>(also including severe emotional outbursts)</i>

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<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. ( <i>speaking calmly in a conversation and inappropriate language/ gesture is used</i> )	Student <b>repeatedly</b> engages in <b>low-intensity</b> instance of inappropriate language. ( <i>speaking calmly in a conversation and inappropriate language/profanity/gesture is used</i> )	Language/ gesture is specifically <b>directed towards another person AND is abusive/ aggressive</b> ( <i>speaking and using inappropriate language repeatedly and ongoing within a short period of time</i> )
<b>Physical Contact/ Physical Aggression</b>	Student engages in <b>non-serious</b> , but inappropriate physical contact. ( <i>not keeping hands, feet, or objects to self, horseplay, low-intensity public display of affection, no intent to harm</i> )	Student <b>repeatedly</b> engages in <b>non-serious</b> , but inappropriate physical contact. ( <i>not keeping hands, feet, or objects to self, horseplay, low-intensity public display of affection</i> )  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> (hitting, punching, hitting with an object, spitting, kicking, hair pulling, scratching, etc.).  ( <i>Pushing/shoving/horseplay/not keeping hands to self and is repeated and ongoing or within a short period of time</i> )
<b>Misuse of Property</b>	Student engages in <b>low-intensity</b> misuse of property.	See <b>Property Damage/ Vandalism</b> if the incident results in the destruction/disfigurement of the property.	See <b>Property Damage/ Vandalism</b> if the incident requires administrator support.
<b>Tardy</b>	Student is late to class or the start of the school.	Student is <b>repeatedly</b> late to class or the start of the school day	
<b>Use of Technology</b>	Low-level misuse of technology	<b>Repeated low/moderate</b> levels of misuse of technology	Major violation of the student acceptable use policy that includes either: ( <i>High intensity/inappropriate misuse of technology</i> ) OR <i>ongoing low/moderate levels of misuse within a short period of time.</i>
<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 (direct or technology based) 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 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.

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<b>Property Damage/ Vandalism</b>	<i>Engages in <b>low-intensity/moderate</b> defacing or destruction of school property or the property of staff or other students that <b>can be fully restored by the student.</b></i>	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> <i>(Student is engaged in <b>severe</b> misuse and/or damage that results in defacing or destruction of school property or the property of staff or other student)</i>
<b>Lying/Cheating</b>	<i><b>Low-intensity</b> lying, cheating, or spreading rumors that may be hurtful to others</i>	Student <b>repeatedly</b> delivers messages that are untrue and/or deliberately violates academic rules. <i>(Lying, cheating or spreading rumors that <b>are intended to be hurtful</b>)</i>	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.
<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>	<i>Any object that is considered a look-alike weapon is created/used for play (example: drawing, stick, other material created to look like a weapon)</i>  <i>(If this this incident is repeated contact a parent and/or administrator prior to referral)</i>		Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm <i>(Any object that is used to <b>threaten, harm, or harass another</b> may be considered a weapon. This includes but is not limited to: padlocks, pens, pencils, laser pointers, and jewelry. Intentional injury to another can be a felony and/or cause for civil action. This violation may subject a student to expulsion.)</i>  <i>(Third incident when an object that is considered a look-alike weapon is created or used for play)</i>
<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 does not fall within above categories	Student engages in any other major problem behavior that does not fall within above categories	Student engages in any other major problem behavior that does not fall within above categories

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