

**Level One Behaviors  
Classroom Management**

<b>Definition</b>	<b>Examples</b>	<b>Procedure</b>
Behaviors that: <ol style="list-style-type: none"> <li>1. Do not require administrator involvement</li> <li>2. Do not significantly violate rights of others</li> <li>3. Do not appear chronic</li> </ol>	<ul style="list-style-type: none"> <li>● Refusing to follow directions</li> <li>● Yelling</li> <li>● Talking at inappropriate time</li> <li>● Refusing to do class work</li> <li>● Not paying attention in class</li> <li>● Inappropriate noises</li> <li>● Dress code violations</li> </ul>	<ol style="list-style-type: none"> <li>1. Inform student of rule violated</li> <li>2. Describe and model expected behavior</li> <li>3. Contact parent if necessary</li> <li>4. Debrief and reteach school-wide expectations</li> <li>5. Anecdotal records</li> </ol>

**Level Two Behaviors  
Minor Report**

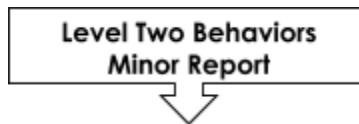
<b>Definition</b>	<b>Examples</b>	<b>Procedure</b>
Behaviors that: <ol style="list-style-type: none"> <li>1. Significantly violate the rights of others</li> <li>2. Put others at risk or harm</li> <li>3. Are chronic Level One behaviors</li> </ol>	<ul style="list-style-type: none"> <li>● Arguing/talking back</li> <li>● Throwing materials</li> <li>● Talking (regular basis)</li> <li>● Refusing to follow directions (regular basis)</li> <li>● Continued use of inappropriate language</li> <li>● Cheating</li> <li>● Stealing</li> <li>● Inappropriate use of technology</li> </ul>	<ol style="list-style-type: none"> <li>1. Inform student of rule violated</li> <li>2. Describe and model expected behavior</li> <li>3. Complete Behavior Report</li> <li><b>4. Submit Behavior Incident report form online</b></li> <li>5. Contact parent</li> </ol>

**Level Three Behaviors  
Major Referral**

<b>Definitions</b>	<b>Examples</b>	<b>Procedure</b>
Behaviors that: <ol style="list-style-type: none"> <li>1. Violate APS Student's Rights and Responsibilities policies</li> <li>2. Violate Virginia state policies or laws</li> <li>3. Are chronic Level Two behaviors</li> <li>4. Require administrator</li> </ol>	<ul style="list-style-type: none"> <li>● Severe or chronic physical aggression – towards self, others, and property</li> <li>● Possession of weapons or look-alikes</li> <li>● Severe verbal aggression- threats, harassments, racial, ethnic, religious, or sexual slurs</li> <li>● Leaving assigned areas/ running from class</li> </ul>	<ol style="list-style-type: none"> <li>1. Inform student of rule(s) violated</li> <li>2. Describe expected behavior</li> <li>3. Behavior Report <u>completed by adult who witnessed the event</u></li> <li><b>4. Submit Behavior Incident report form to Admin.</b></li> </ol>

and/or Related Services Team involvement	<ul style="list-style-type: none"> <li>• Drawing pictures that illustrate violent behaviors toward others</li> </ul>	<ol style="list-style-type: none"> <li>4. Call the office or send the student to the office with a chaperone</li> <li>5. Attach any relevant Documentation Forms</li> <li>6. Admin or Related Services Team Member contacts Parent</li> </ol>
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## Discipline Referral Outcomes and Interventions

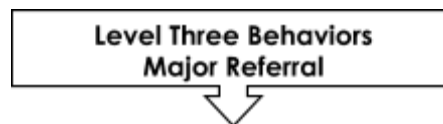


- Reviewed by PBIS Coach

-If four or more incident referrals are filled out:  
PBIS Coach observes the student in the class where the most referrals are taking place to see what Tier 1 interventions are in place and meets with the teacher to discuss possible in class interventions (eg. Calming Area and/or a behavior checklist)

-If behavior continues: PBIS Coach works with student, teacher and parent to start Check in, Check Out\* process with a teacher mentor.

-Continued behavior will result in a Level III referral, a parent conference, and involvement of Related Services Team (may indicate time for IAT process to begin)



-Reviewed by administration and Related Services Team

-Student conference

-Parent contact by administration or Related Services Team Member

-Administration provides a follow-up via

written feedback to all adults who work with student

-Referrals are dealt with on a case by case basis.  
Interventions may vary based on the events  
that occurred or continue to occur, as well as  
any test results from the Related Services Team.

**\*Check in, Check Out (CICO) Process:** Behavior chart tailored to specific student needs. CICO process lasts a minimum of 6 weeks. Student progress is monitored through incident referral forms. If referrals decrease, CICO remains in place as the intervention is effective.