

## Fruitport Middle School Behavior Definitions and Management Chart

	<b>Level 1 MILD</b> <b>(Not entered into SWIS)</b> Problem Behavior <b>Staff Managed</b>	<b>Level 2 MODERATE</b> Problem Behavior <b>Staff Managed</b>	<b>Level 3 MAJOR</b> Problem Behavior <b>Office Managed</b>
<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> <li>Follow your 5C behavior management chart</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</li> <li>Follow 5C behavior management chart                             <ul style="list-style-type: none"> <li>Records the incident into the referral form (<b>MODERATE/Staff Managed, SWIS</b>)</li> <li>Corrects the student in the setting and assigns appropriate consequences</li> <li>Contacts parent/guardian</li> <li>Student <b>may be sent to SRR if student continues to disrupt the learning environment after following the 5C behavior management chart teacher intervention(s)</b></li> </ul> </li> <li>May seek administrator support if behaviors are repeated, and interventions are not working.</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 (<b>MAJOR/Office Managed, SWIS</b>)</li> <li>Student should be removed immediately for misbehaviors that are <b>illegal</b> or are <b>so severe the misbehaving student's presence in a setting poses a threat to physical safety</b></li> <li>Teacher contacts office</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. (Not following classroom rules, directions, and procedures)	Student <b>repeatedly</b> engages in <b>brief</b> or <b>low-intensity</b> failure to follow directions or talk backs. (Not following classroom rules, directions, and procedures)	Student engages in <b>overt/blatant</b> refusal to follow directions. <b>Making teaching and learning impossible</b>
<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 causing an interruption in a class or activity.	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; horseplay or roughhousing; and/or sustained out of seat behavior</i> ) that is <b>ongoing AND the student cannot be redirected</b> after your classroom management interventions have been tried and cannot be redirected 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 (If student does not have something with them to rectify the violation of dress code they can be sent to the office to	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

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	get other clothes or to call home)		
<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 is abusive/ aggressive/derogatory</b>
<b>Physical Contact/ Physical Aggression</b>	Student engages in <b>non-serious</b> , but inappropriate physical contact (Not keeping hands to self, horseplay, low-intensity public display of affection)	Student <b>repeatedly</b> engages in <b>non-serious</b> , but inappropriate physical contact (Not keeping hands to self, 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, or other aggressive physical contact)
<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 <b>1-3</b> times.	Student is late to class or the start of the school day 4 or more times  <b>4th and 5th tardy</b> should be recorded in the behavior report  <b>6th tardy</b> and after: recorded in the behavior report, student should be sent to SRR and attendant informed that admin needs to see the student.	
<b>Use of Technology</b>	Minor violation of classroom policy (ex: student is on a site/application that they have not been given permission to use)  <b>Cell Phones:</b> Cell phone is not locker and is seen/heard between the hours 7:25 am and 2:37 pm	<b>Repeated</b> minor violation of classroom policy (ex: student continues to visit sites without permission despite teacher intervention)  <b>Cell Phones:</b> Student refuses to hand over cell phone (could also be referred under <b>Defiance</b> )  Student uses cell phone to take a picture (make sure to specify this on the reporting form)	<b>Major</b> violation of the student acceptable use policy (ex. students are on inappropriate sites dealing with weapons, drugs, pornography, etc)
<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  Any non-consensual inappropriate verbal or physical gestures/contact
<b>Inappropriate Location/ Out of Bounds Area</b>	Student is in an area other than where s/he is supposed to be.	Student is <b>repeatedly</b> in an area other than where s/he is supposed to be.	Student is in an area that is outside school boundaries.

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<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 is in possession of a minor object that does not belong to them)	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 is involved in the <b>theft</b> of a minor object	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  Student is involved in the <b>theft</b> of a <b>non-minor</b> object
<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> (Destruction of a minor item, i.e. pencil)	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 (intentionally or unintentionally) 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 (Copying an assignment, or other instances of small scale dishonesty)	Student <b>repeatedly</b> delivers messages that are untrue and/or deliberately violates academic rules (Academic dishonesty on major assignments, tests, etc; repeated instances of small scale academic dishonesty despite teacher interventions; instances of forgery/plagiarism (see handbook)	Student delivers a <b>high-intensity</b> message that is untrue and/or <b>repeatedly</b> violates academic rules  Refusal/misidentification of identity to staff
<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>Gambling</b>			Any game of chance that involves exchange of money or property and any activity that
<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

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<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