



Behavior Consequence Matrix 2023-2024

Behaviors are defined in two categories: **MINOR OFFENSES** and **MAJOR INFRACTIONS**

Minor Offenses are addressed and handled by staff within the educational setting. A minor offense is the failure to demonstrate a school-wide expectation, social skill, or procedure. The person who witnesses a Minor Offense is expected to intervene “on the spot” (i.e., immediately or as soon as possible) within the environment in which the misbehavior occurred.

Major Infractions are serious safety violations and require a written office referral and are addressed and handled by administration.

***The main office should be contacted *immediately* following any MAJOR Infraction. If there are safety concerns, the student should be sent to the office immediately and/or the crisis team should be contacted.**

Unacceptable school behaviors are defined below with corresponding guidelines on appropriate interventions in order to provide the safest and most optimal learning environment for all students. While administration will follow the guidelines outlined below, there are certain circumstances that will require administration discretion towards the outcome of events. It is important to note that Ashford School aligns with federal and state law and regulations regarding school discipline.

Overview - Minor Offenses VS Major Infractions

<p>Minor Offenses: Minor Offenses are student behaviors that can negatively impact the learning environment but are able to be managed “on the spot” by the staff responsible for the student. Interventions used to address and correct minor offenses are documented in a “MINOR REFERRAL”.</p> <p>*3 documented Minor Offenses for the same behavior will become a MAJOR INFRACTION</p>	<p>Major Infractions: Major Infractions require the immediate attention of administrative staff as the behavior poses a risk of potential harm to others or to the learning environment.</p>
<p>Inappropriate Language/Profanity</p> <p>Disrespect</p> <p>Insubordination/Defiance</p> <p>Disruption</p> <p>Inappropriate Display of Affection</p> <p>Tardy to Class/Leaving Class Without Permission</p> <p>Dress Code</p> <p>Instigation</p> <p>Horseplay</p> <p>Mean Behavior/Teasing</p> <p>Forgery</p> <p>Theft (low monetary/personal value)</p> <p>Plagiarism/Cheating/Lying</p> <p>Low Level Misuse of Property/Property Damage</p> <p>Out of Bounds</p>	<p>Physical Contact</p> <p>Physical Aggression</p> <p>Fighting</p> <p>Bullying/Harassment</p> <p>Theft (high monetary/personal value)</p> <p>High Level Property Damage/Vandalism</p> <p>Drugs/Paraphernalia/Alcohol/Tobacco</p> <p>Weapons/Combustibles</p> <p>Threat</p> <p>Fire Alarm</p> <p>Skip Class/Inappropriate Location</p> <p>Inciting</p>

Minor Offenses Defined

<p>Inappropriate Language/Profanity Language which is inappropriate yet not used in an abusive/threatening manner</p> <p>Disrespect Socially rude or dismissive messages to adults or students</p> <p>Insubordination/Defiance Failure to respond to adult requests and/or directives</p> <p>Disruption Interruption to classroom/learning environment</p> <p>Inappropriate Display of Affection Engagement in minor consensual inappropriate verbal and/or physical gestures</p> <p>Tardy to Class/Leaving Class Without Permission Failure to be in the designated location at the designated time</p> <p>Dress Code Images/content that is blatantly pornographic, profane, intolerant and causes a classroom disturbance</p> <p>Instigation Promoting/Encouraging mean behavior</p> <p>Horseplay Inappropriate “friendly” touching</p> <p>Mean Behavior/Teasing Verbal/Physical conduct that emotionally hurts or upsets another individual</p> <p>Forgery Signature of another person’s name without their permission</p> <p>Theft (low monetary/personal value) In possession of or attempt to be in possession of, has passed on, or is responsible for removing private or school property without the owner’s permission.</p> <p>Plagiarism Unknowingly submits someone else’s work as their own without proper citations/copying work from person or source/Student knowingly takes, receives, or gives work to someone else and presents it as their own in regard to homework/class exercises.</p> <p>Cheating Presenting the work of others as one’s own</p> <p>Lying Stating/Repeating statements that are untrue</p> <p>Misuse of Property/Property Damage Low level of misuse/damage of school property</p> <p>Out of Bounds</p>	<p>Clearly define/post the behavioral expectations</p> <p>Implement Procedures for all class routines - entering the room, handing in assignments, sharpening a pencil, exiting the room, etc.</p> <p>Teach and Role-Play the behavioral expectations, classroom procedures, use of materials, etc. Demonstrate what the expected behavior “looks like” (positive example) as well as what it “does not look like” (non-example).</p> <p>Pre-Correct-Prior to directing students to perform a task, provide a description of what the expected behavior will look like “Lunch will be in two minutes. At that time, everyone will put away all materials, push in all chairs and line up.”</p> <p>Cue/Prompt/Remind - Provide a pre-arranged m/previously taught cue to remind specific students to engage in the appropriate behavior.</p> <p>Acknowledge students who appropriately demonstrate the expected behavior</p> <p>Specifically explain HOW the behavior did not meet the stated/taught expectation. “It is disrespectful to other students when you __”.</p> <p>Provide a warning- “All students are expected to speak respectfully to staff and students here at Ashford School. This is your official warning.”</p> <p>Check for student understanding of the behavioral expectations- “Can you please tell me why (behavior) isn’t allowed in our classroom?”</p> <p>Evaluate the student’s skill repertoire. Determining if the student is capable of demonstrating the behavioral expectation. Evaluate behavior and academic domains,</p> <p>Determine the function of the misbehavior. All behaviors serve a purpose (function). Determine what the student is gaining or avoiding by misbehaving?</p> <p>Provide a structured choice -clearly offer a choice between two alternatives and state the consequence of each. “You can work quietly on your assignment now with your class or you can work on it during ‘brain break’</p> <p>Evaluate environmental factors within the classroom which may be contributing to the misbehavior: Space, Time, Materials, Interactions.</p> <p>Collaborate with colleagues to identify behavior patterns and trends (class to class, year to year).</p> <p>Use a variety of consequences: Positive Reinforcement, Negative Reinforcement, Restrictions, Penalties, etc. Evaluate the effectiveness of consequences.</p> <p>Involve a problem-solving team (PLC, SIT, 504, PPT, etc)</p> <p>Additional Supports: Targeted skill intervention with counseling staff Data tracking Observation by support staff Restorative practices Parent conferencing</p>
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Staff Interventions

Loitering or participating in activities outside designated areas	
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Support Guide to Address Minor Offenses

The following guide is intended as a resource to assist in the implementation of Tier One behavioral supports and interventions. The interventions listed below correspond to the interventions listed with “Minor Offenses”.

Teach behavioral expectations, social skills, and procedures

On-going behavior instruction of the expectations, social skills, and procedures should occur in every classroom and location at a neutral (scheduled) time. Tier One behavior instruction includes:

- Introducing the expectation, social skill, or procedure by name:
Computer Expectations, Working Independently, Entering the Classroom, etc.
- Providing a reason or rationale for learning and demonstrating the skill
- Explicitly outlining the behavior steps
- Practicing the behavior, followed by specific feedback

Monitoring and supporting students to skill mastery – a behavior has not been learned until it can be demonstrated in all settings, even under stressful conditions. Once an expectation, social skill, or procedure is taught, enforcement continues throughout the remainder of the day/week/year. Enforcement includes: providing pre-correction, cueing and prompting students to demonstrate pro-social behaviors, re-teaching skills when necessary, and consistently acknowledging/correcting student behavior in explicit terms.

Identify contributing Environmental Factors

Environmental Factors – also referred to as behavioral antecedents, triggers, or predictors – are conditions present or missing in the environment which may contribute to student misbehavior. The following Environmental Factors should be considered when evaluating the dynamics of student misbehavior:

Instructional practices (academic/behavioral) – curriculum, strategies, activities

Physical setting – location on campus, size, noise level, temperature, number of students, arrangement of desks/tables, ease of movement, traffic patterns, organization of materials/equipment

Social setting – staff/students present or absent, interaction patterns surrounding the student

Social interactions – communication styles, power structure/hierarchy, allotment of peer/staff attention

Scheduling factors – procedures, routines, timelines, events

Degree of independence/participation (academic/social) – active listening,

engagement, seat work, paired tasks, group work Because each location on campus has a unique set of variables and dynamics, it will require intentional observation and reflection in order to understand and identify the Environmental Factors which may be contributing to student misbehavior. Each investigation should start with staff conducting a self-reflection of the environment for which they are responsible (office, common area, classroom, etc.). If assistance is needed to perform this task, invite additional staff to observe and provide feedback (grade level or academic team cohorts, counseling staff, administrative staff, etc.).

Modify the environment based on identified Environmental Factors

Once contributing Environmental Factors are identified (instructional practices, physical setting, social setting, social interactions, scheduling factors, degree of independence/participation), it will be necessary to systematically respond. Modifications may be made to the following environmental structures and supports:

Time – increasing/decreasing time allotments, increasing/decreasing breaks, modifying schedules

Space – increasing/decreasing proximity, rearranging physical aspects of the location, defining designated areas/zones, increasing/decreasing the number of students present

Instruction – embedding the standards across subjects/tasks, increasing the explicitness of instruction, increasing feedback and/or practice, increasing acknowledgement and/or correction

Materials – supplementing curriculum, providing multi-sensory options

Interactions –, increasing opportunities for communication, modifying voice tone/volume/cadence, modifying the level/amount of expected participation (independent, paired, or group activities)

Making modifications to the environment is a powerful tool in changing class, group, and individual behaviors.

Utilize pre-correction techniques

Pre-correction is the intentional front-loading of students for behavioral success. Pre-correction is used to inform students that an opportunity to demonstrate a specific expectation, social skill, or procedure will occur in the immediate future. An example of pre -correction is: *“Class, in a minute the bell is going to ring and we are going to Line Up for an Assembly. When the bell rings, put all materials in your desk, stand up, push your chairs in, and wait quietly behind your chair until I dismiss your table to line up.”*

The more at-risk a class or student, the more explicit the pre-correction should become.

Clarify how the behavior did not meet expectations

Students who demonstrate behavioral errors should be provided a specific description of how the misbehavior differed from the expectation. The content of this interaction should be limited to the facts surrounding the specific misbehavior. Example: “*Mary, while the class was Working Independently you blurted out something like, ‘Does anyone have an extra pencil? Mine’s broken!’ Then you left your seat and walked to the pencil sharpener making comments to other students along the way. Remember, we have a procedure for sharpening pencils: raise your hand and wait for me to call on you, ask if you can use the sharpener, once I have given you permission you can then go directly and quietly to the sharpener, sharpen your pencil, return to your seat, and refocus on your assignment.*”

Re-teach and practice the expectation, social skill, or procedure

Classes, groups, and/or individual students who fail to demonstrate expectations, skills or procedures, should be provided additional instruction and practice.

Example: “*Class, right now everyone should be Working Independently on their math assignment. Who can raise their hand and tell me what Working Independently looks like? That’s right. Working Independently means: focusing your attention on the assigned task, ignoring all distractions both inside and outside the classroom, and raising your hand if you require assistance. Now let’s go ahead and practice that skill. I expect everyone to be Working Independently for the next 5 minutes.*”

Establish a behavior cue/prompt

Cues and prompts are used to support individual students who are known to have difficulty demonstrating a specific behavior or when the earliest signs of a misbehavior are observed. Cues and prompts may be visual, verbal, or a combination of both.

Cue: a single gesture or word to remind a student to use a specific expectation, skill, or procedure. The teacher, for example, may point to the “Things to Do When I’m Done with My Work” poster, or may say something like, “Remember, TOD (Things to Do).”

Prompt: a series of gestures and/or directions which guide the student through the process of demonstrating an expectation, social skill, or procedure. Prompts are more explicit than cues. A teacher, for example, may say, “Remember, when you have completed the assignment to look at the “Things to Do When I’m Done with My Work” poster, select an item, and begin immediately.”

Provide a structured choice

Structured choices provide students with two behavioral alternatives, each of which is directly linked to a specific outcome – one positive and one negative. Structured choices

are clearly stated, reasonable, enforceable, and ultimately chosen by the student. When delivering a structured choice, begin by stating how use of the expected behavior will lead to a positive outcome, while continued use of the misbehavior will lead to a negative outcome. Example, *“Right now you can Wait in Line using a quiet voice like we’ve practiced and enter the cafeteria with your peers, or you can continue talking in a loud voice and go to the end of the line in which case you will be the last to enter the cafeteria.”*

Review common assessment data

Because behavioral challenges often accompany academic deficits and may, in fact, be a coping response to an academic failure, it is imperative to rule out and/or address academic skill deficits prior to focusing solely on the misbehavior. Questions which must be considered are: is this student able to access the core academic curriculum? If not, how many other students in the class are in a similar situation? Are there instructional practices/strategies which could be implemented to ensure effective first instruction is in place and that all students are learning at high rates? If identified academic standards or skills need to be re-taught, where and how will this be accomplished?

Contact and/or meet with guardian

While it is always good practice to form positive partnerships with parents, it is important to remember that parents have little ability to modify school/classroom environmental dynamics or to implement behavior interventions within the school setting. Just as educators would not call home for students demonstrating difficulty with division problems or reading a passage out loud in class, so too should they not call home for students failing to demonstrate an expectation, social skill, or procedure. For the most part, staff will address behavioral errors the same way they address academic errors through teaching, re-teaching, and acknowledging/correcting until the behavior is mastered.

That being said, there will be times when misbehaviors persist to the point where it is appropriate to contact parents regarding their child’s behavioral challenges.

Conversations with parents should include: identification of the behaviors of greatest concern (framed as an expectation, social skill, or procedural error), explanation regarding the interventions being implemented in the school setting, methods by which the school is monitoring the student’s progress, and specific strategies as to how parents may support the school’s efforts at home.

Review discipline data for patterns and trends

The less responsive a problem behavior is to remediation, the more intentional staff must become in understanding the dynamics driving the misbehavior. This problem-solving process should rely on a variety of data sources including Minor Offense Referrals, academic measures, and attendance records. The purpose of integrating data into a coherent whole is to identify the conditions in which an individual student is at greatest risk for misbehaving – times of day, locations, subject areas, specific staff and/or students, etc.

Meet with team/student to identify additional supports and/or collaborate with team, counselor, and/or administration

Students who continue to demonstrate a pattern of misbehavior despite implementation of lower level interventions will require the efforts of a problem-solving team to construct a collaborative intervention plan. This problem-solving team may include: grade-level/academic team members, counseling staff, an administrator, a nurse, a resource specialist, etc. Depending upon the information gathered by the team, a variety of interventions may be recommended such as: providing targeted behavior skill development (group or individual), increasing the level of monitoring and feedback by staff, assigning a mentor, establishing individual student goals, scheduling a classroom observation, identifying functional factors, or enlisting the support of outside agencies.

Major Infractions Defined

Safety (High Level)

Threat - Student participate in or plans the delivery of a message which threatens the safety of the students, staff, and/or school building

Weapons/Combustibles - Possession and/or use of a firearm, deadly weapon, dangerous instrument, or martial arts weapon by a student on school grounds, in any school vehicle, or at any school-sponsored event

Fighting- Student engages in physical contact with another individual that is aggressive and/or violent in nature that may result in injury and/or student employs mannerisms or language which conveys a challenge to fight or displays threatening, violent behavior.

Physical Aggression - Student engages in successful and/or unsuccessful attempts of any physical act directed toward another individual that is intended to cause harm

Sexual Harassment - Conduct that 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student's ability to participate in or benefit from a school's educational program. Sexual harassment can be verbal, nonverbal or physical

Safety

Drugs/Paraphernalia/Alcohol/Tobacco - Possession, transmission, distribution, selling, use or consumption of alcoholic beverages, vapes, dangerous drugs or narcotics or intoxicants of any kind or any facsimile of a dangerous drug, amphetamine, marijuana, alcoholic beverage, or intoxicant kind and/or knowingly being in the presence of those who are in possession of using, transmitting, or being under the influence of any dangerous drug, narcotic, hallucinogenic drug, alcoholic beverage, or intoxicant of any kind

Fire Alarm - Student tampers with or sets off fire alarm

Inciting- Student repeatedly engages in language and/or behavior that incites, encourages, or promotes mean behavior, fighting, or aggression

Insubordination/Defiance - Refusal to comply which puts the safety of self or others at risk and/or student engages in a prolonged or high intensity failure to respond to peer or adult request which significantly disrupts the educational process.

Physical Contact - Student engages in physical contact with another individual that may result in injury and/or student engages in mutual physical contact that endangers a third party and inhibits safety

Bullying/Harassment - The repeated use by one or more students of a written, oral or electronic communication, such as cyber bullying, directed at or referring to another student attending school in the same school district, or (B) a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that: (i) Causes physical or emotional harm to such student or damage to such student's property, (ii) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property, (iii) creates a hostile environment at school for such student, (iv) infringes on the rights of such student at school, or (v) substantially disrupts the education process or the orderly operation of a school. Bullying shall include, but not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

Skipping Class/Inappropriate Location - Student does not attend class and/or arrives 5 minutes late without proper documentation and/or leaves the designated location without authorization and/or leaves the building without authorization

Non-Safety

Disruption - Student engages in purposeful or persistent behavior that interrupts or significantly disrupts the educational process

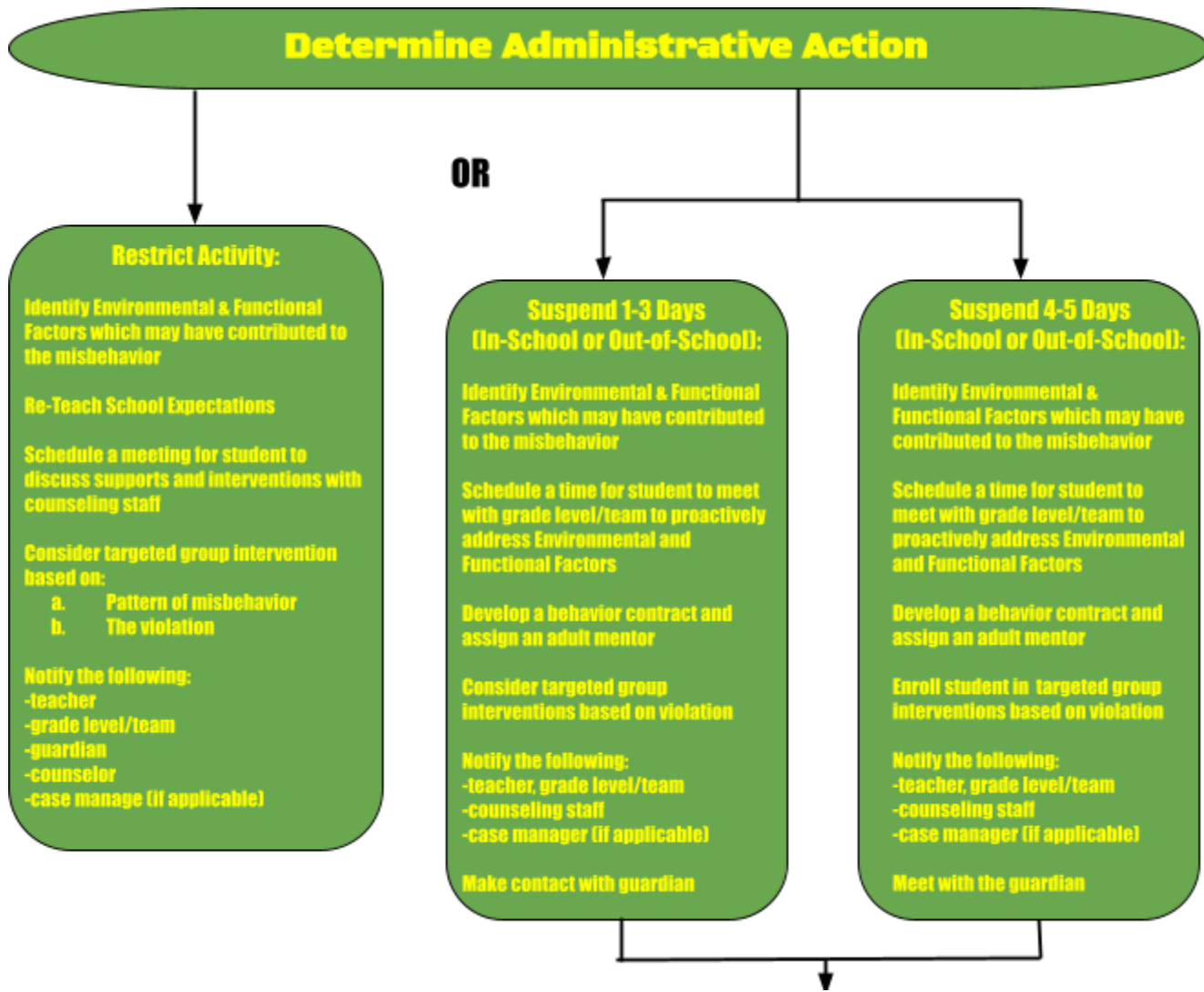
Theft (high monetary/personal value)- Student is in possession of or attempts to be in possession of, has passed on, or is responsible for removing private or school property of high personal or monetary value without the owner's permission and/or repeated instance of minor theft

High Level Property Damage/Vandalism- Student participates in substantial destruction or disfigurement of property and/or student deliberately or repeatedly causes damage to school resources, another person's work or items of high personal or monetary value, which could or does result in the impairment or injury of the material/items.

Misuse of Technology -Use of school computer systems for illegal or harmful purposes. Using the school computer system for recreational, personal or commercial purposes. Sending or posting harmful material or engaging in other forms of social

cruelty while using the schools network or technology.

Office Referral Flowchart:
MAJOR INFRACTIONS - Progressive Discipline Matrix

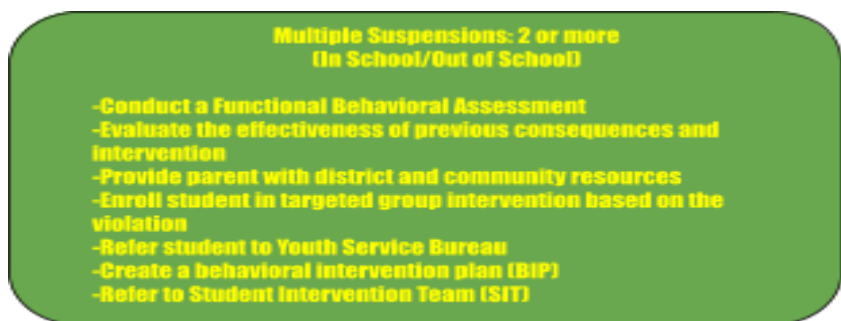


Connecticut State Law Suspension from School

Sec. 10-233c. Suspension of pupils. (a) Any local or regional board of education may authorize the administration of the schools under its direction to suspend from school privileges a pupil whose conduct on school grounds or at a school sponsored activity is violative of a publicized policy of such board or is seriously disruptive of the educational process or endangers persons or property or whose conduct off school grounds is violative of such policy and is seriously disruptive of the educational process. In making a determination as to whether conduct is seriously disruptive of the educational process, the administration may consider, but such consideration shall not be limited to: (1) Whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence or the unlawful use of a weapon, as defined in section 29-38, and whether any injuries occurred; and (4) whether the conduct involved the use of alcohol. Any such board may authorize the administration to suspend transportation services for a pupil whose conduct while awaiting or receiving transportation to and from school endangers persons or property or is violative of a publicized policy of such board. Unless an emergency exists, no pupil shall be suspended without an informal hearing by the administration, at which such pupil shall be informed of the reasons for the disciplinary action and given an opportunity to explain the situation, provided nothing herein shall be construed to prevent a more formal hearing from being held if the circumstances surrounding the incident so require, and further provided no pupil shall be suspended more than ten times or a total of fifty days in one school year, whichever results in fewer days of exclusion, unless such pupil is granted a formal hearing pursuant to sections 4-176e to 4-180a, inclusive, and section 4-181a. If an emergency situation exists, such hearing shall be held as soon after the suspension as possible.

(b) In determining the length of a suspension period, the administration may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, suspension or expulsion of such pupil.

(c) Whenever any administration suspends a pupil, such administration shall not later than twenty-four hours after the suspension notify the superintendent or such superintendent's designee as to the name of



the pupil against whom such disciplinary action was taken and the reason therefor.

(d) Any pupil who is suspended shall be given an opportunity to complete any classwork including, but not limited to, examinations which such pupil missed during the period of suspension.

(e) For any pupil who is suspended for the first time pursuant to this section and who has never been expelled pursuant to section 10-233d, the administration may shorten the length of or waive the suspension period if the pupil successfully completes an administration-specified program and meets any other conditions required by the administration. Such administration-specified program shall not require the pupil or the parent or guardian of the pupil to pay for participation in the program.

(f) Whenever a pupil is suspended pursuant to the provisions of this section, notice of the suspension and the conduct for which the pupil was suspended shall be included on the pupil's cumulative educational record. Such notice shall be expunged from the cumulative educational record by the local or regional board of education if a pupil graduates from high school, or in the case of a suspension of a pupil for which the length of the suspension period is shortened or the suspension period is waived pursuant to subsection (e) of this section, such notice shall be expunged from the cumulative educational record by the local or regional board of education (1) if the pupil graduates from high school, or (2) if the administration so chooses, at the time the pupil completes the administration-specified program and meets any other conditions required by the administration pursuant to said subsection (e), whichever is earlier.

(g) On and after July 1, 2015, all suspensions pursuant to this section shall be in-school suspensions, except a local or regional board of education may authorize the administration of schools under its direction to impose an out-of-school suspension on any pupil in (1) grades three to twelve, inclusive, if, during the hearing held pursuant to subsection (a) of this section, (A) the administration determines that the pupil being suspended poses such a danger to persons or property or such a disruption of the educational process that the pupil shall be excluded from school during the period of suspension, or (B) the administration determines that an out-of-school suspension is appropriate for such pupil based on evidence of (i) previous disciplinary problems that have led to suspensions or expulsion of such pupil, and (ii) efforts by the administration to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies, or (2) grades preschool to two, inclusive, if during the hearing held pursuant to subsection (a) of this section, the administration determines that an out-of-school suspension is appropriate for such pupil based on evidence that such pupil's conduct on school grounds is of a violent or sexual nature that endangers persons. An in-school suspension may be served in the school that the pupil attends, or in any school building under the jurisdiction of the local or regional board of education, as determined by such board. Nothing in this section shall limit a person's duty as a mandated reporter pursuant to section 17-101a to report suspected child abuse or neglect.

