

Major and Minor Behavior Definitions

Minor offenses, by definition, are situations that a teacher can address without the help of the office, social worker, and other support staff. Documentation typically happens after a first warning has been issued without having the desired change in behavior.

Minor Offenses (Classroom)	Definition
Inappropriate Language	Profanity or other inappropriate comment directed at a student, teacher, or staff member.
Physical Contact	One student making unwanted, non-accidental (bumping, touching) physical contact with another.
Defiance/Disrespect	Purposeful non-compliance or refusal to follow instruction and/or routines that temporarily distracts student from learning. Negative, oppositional or disrespectful language that interrupts instruction.
Disruption	Student engages in low-intensity, inappropriate disruption (e.g., talking, joking, whispering).
Property Misuse	Student engages in low-intensity abuse of personal or classroom property (e.g., pencil cases, dry erase markers, etc.)
Technology Misuse	Student engages in use of technology, personal or school, in an inappropriate, but minor way (e.g., not on approved website, cell phone interrupts class).
Tardy	Student is not seated in assigned or expected seat when bell rings.

Major offenses are often situations that need to be addressed by the principal. In some instances, a teacher may feel they may be able to better address giving a consequence and communicating with the parents. The principal, however, must always be advised of major offenses. On the chart

below, any major offense labeled with an asterisk (*) indicates that the principal must be involved in establishing consequences and communicating with parents.

Major Offenses (Office)	Definition
Abusive or Inappropriate Language *	Profanity, ethnic/religious slur, derogatory language directed at a student, teacher, or staff member.
Fighting*	At least two students mutually engaged in serious physical contact (punching, kicking, scratching, hair pulling, hitting with object).
Physical Aggression*	One student making serious physical contact upon another (hitting, punching, kicking, scratching, hair pulling, hitting with object, spitting, biting).
Insubordination/Defiance	Refusal to follow staff directions in a manner that classroom learning is significantly disrupted and/or the student (or classmates) are placed in an unsafe situation.
Cheating	Academic dishonesty (copying, plagiarizing, forgery, etc.) on any assignment, project, or test ().
Bullying*	Student intimidates, manipulates, or threatens others (often aggressively) using negative speech and/or action that target ethnicity, disability, gender, religion, or other personal characteristics.
Harassment*	Harassment is the sustained verbal, written, or physical attacks based on ethnicity, disability, gender, religion, or other personal characteristics.
Disruption	Behavior causing a sustained or significant interruption of a class/activity.

Tardy	Student is chronically (more than 3x per grading period) late to class (not in seat when bell rings) or the start of the school day.
Truancy*	Student leaves class/school without permission or stays out of class/school without permission.
Property Damage - School*	Deliberately breaking or impairing the usefulness of school property.
Property Damage - Other*	Deliberately breaking or impairing the usefulness of another student's or staff member's personal property.
Vandalism*	Participating in an activity that results in the substantial destruction or disfigurement of property.
Theft*	Possession of, passing on, or removing someone else's property.
Technology Misuse	Student engages in inappropriate use (during the school day without teacher permission) of cell phone, music/video players, camera, personal electronic devices, and/or computer.
Inappropriate Location	Student is in an area that is inside/outside of school (in an unsupervised area) without a pass or permission.

Office-Managed Consequence Guidelines

Abusive or Inappropriate Language*

1. Student confers with principal and writes an apology note to student and teacher involved. Parents contacted by office. If another student is involved, his/her parent is contacted as well. Referral goes home to be signed.
2. Student confers with principal. Parents are contacted. A meeting is set up between teacher, principal, and parents (student and social worker may be included). Student does community service for three days

during lunch/recess. Student and community supervisor discuss and practice using respectful language.

3. If the problem continues to re-occur, a prevention plan will be set up between school and family with the guidance of the social worker.

Fighting*

1. Students involved conference with principal. Students write apology letters to each other and to the teacher/classroom. Parents are contacted by office. Students spend lunch/recess in office (or alternative setting) for 1-3 day(s). Referral goes home to be signed.
2. Students involved conference with principal. Parents are contacted. A meeting is set up between teacher, principal, and parents (student and social worker may be included). Students and their respective families can meet separately or together. Students spend lunch/recess in office (or alternative setting) for 3-5 days. Class privileges (e.g., class field trips, celebrations, etc.) will be removed as needed.
3. Students involved conference with principal. Parents are contacted. A meeting is set up between teacher, principal, and parents (student and social worker may be included). Tier III process begun for student. Immediate consequences set by teacher and principal.

Physical Aggression*

1. Student confers with principal. Student write apology letters to the students and teachers. Parents are contacted by office. Students spend lunch/recess in office (or alternative setting) for 1-3 day(s). Referral goes home to be signed.
2. Student confers with principal. Parents are contacted. A meeting is set up between teacher, principal, and parents (student and social worker may be included). Student spends lunch/recess in office (or alternative setting) for 3-5 days. Class privileges (e.g., class field trips, celebrations, etc.) will be removed as needed.
3. Student confers with principal. Parents are contacted. A meeting is set up between teacher, principal, and parents (student and social worker may be included). Tier III process begun for student. Immediate consequences set by teacher and principal.

Bullying*/Harassment*

1. Student confers with principal. Student writes apology letters to the student(s) involved. Parents are contacted by the office. Parents of bullied/harassed student is contacted by office. Students spend

lunch/recess in office (or alternative setting) for 1-3 day(s) or equivalent class privilege is lost. Referral goes home to be signed.

2. Student confers with principal. Parents are contacted. Parents of bullied/harassed student is contacted by office. A meeting is set up between teacher, principal, and parents (student and social worker may be included). Students spend lunch/recess in office (or alternative setting) for 3-5 days. Class privileges (e.g., class field trips, celebrations, etc.) will be removed as needed.
3. Student confers with principal. Parents are contacted. A meeting is set up between teacher, principal, and parents (student and social worker may be included). Tier III process begun for student. Immediate consequences set by teacher and principal.

Truancy*

1. Parents are contacted by office. A meeting is set up between principal and parents (student may be included).
2. Parents are contacted by office. A meeting is set up between principal, parents, and District 65 Truancy Officer (student and social worker may be included).
3. Parents are contacted. A meeting is set up between teacher, social worker, principal, and parents (student may be included). Tier III process begun for student.

Theft*

1. Student confers with principal. Student writes apology letters to the people involved. Parents are contacted by office. Student loses independent privileges (e.g., going places by self) for 1-3 day(s). Student works with teacher and principal on a one-day community services project connected to the referral. Referral goes home to be signed.
2. Student confers with principal. Student writes apology letters to the people involved. Parents are contacted by office. Student loses independent privileges (e.g., going places by self) and must be supervised at all times for 3-5 days. Student works with teacher and principal on a three-day community service project connected to the referral. Referral goes home to be signed.
3. Student confers with principal. Parents are contacted by the office. A meeting is set up between teacher, principal, and parents (student and social worker may be included). A prevention plan is set-up between school, family, and student. Student loses independent privileges (e.g.,

going places by self) and must be supervised at all times until prevention plan is in place.

Property Damage/Vandalism*

1. Student confers with principal. Student writes apology letters to the people involved. Parents are contacted by the office. Student loses privilege associated with item (e.g., using the classroom computer) for 1-3 day(s). Student works with teacher and principal on a one-day community service project connected to the referral. Referral goes home to be signed.
2. Student confers with principal. Student writes apology letters to the people involved. Parents are contacted by the office. Student loses privilege associated with item (e.g., using the classroom computer) for 3-5 days. Student works with teacher and principal on a three-day community service project connected to the referral. Referral goes home to be signed.
3. Student confers with principal. Parents are contacted by the office. A meeting is set up between teacher, principal, and parents (student and social worker may be included). A prevention plan is set-up between school, family, and student. Student loses independent privileges (e.g., going places by self) and must be supervised at all times until prevention plan is in place.

Tier 1 Parent Involvement and Communication

Families are a critical part of school success and are important partners in developing behavior supports and interventions. The Lincolnwood Tier I team tries to involve and encourage family participation in the following ways:

- Parent representatives are included on the Tier I team.
- Parent volunteers during PBIS celebrations (e.g., cookie decorating party).
- PBIS column in the Lincolnwood SuperStar (published monthly), to inform families about aspects of the PBIS program and upcoming events.
- The PBIS teams maintain the PBIS website for families. The website includes PBIS Tier I, II, and III handbooks, general information about PBIS, and ways families can help support PBIS at home.
- Once per year, families are asked to contribute feedback through the 5Essentials Survey.
- Parents are contacted when referrals are written.

