ACCE HS Behavior Response Chart
2019-20 Academic Year
Ypsilanti Community Schools

Behavior	1st Incident	2nd Incident	Pattern Behavior
Refusal to Give Up Phone to Staff (T1)	Restorative Circle. Parent contact by administration/staff.	Restorative Circle. Reflection sheet completed Parent Contact.	Phone locked-up in CCC's Office for full-day/behavior plan around phone use.
Disrupting School Environment (T1/T2))	Conversation with CCC/staff member. Restorative Re-Entry with teacher/staff member.	Restorative Re-Entry with teacher/staff member. Reflection sheet completed Parent Contact.	In-school reflection or character-building work, Parent Conference.
Obscene Language (T1/T2))	Verbal reminder of school-appropriate language.	Mediation or restorative re-entry with impacted party.	Restorative Circle on code-switching and appropriate language. Parent Contact.
Play Fighting (T2)	Mediation and/or restorative circle on safety.	Mediation and/or restorative circle. Parent Contact.	Restorative Circle Parent Contact 1 day in-school suspension
Leaving School Campus/ Skipping Class (T2)	Parent Contact. Conversation with CCC.	Parent Meeting. Conversation with CCC.	Parent Contact. Conversation with CCC. Mentorship plan and/or truancy involvement.
Fighting (T3)	1-5 day In-School or OSS (principal and dean's decision). Immediate AVA placement		
Threatening Staff (T3)	1-5 days ISS or OSS Restorative Re-entry circle with impacted staff member, principal/CCC Restorative Reflection required.	1-5 days ISS or OSS Restorative Re-entry circle with impacted staff member, principal/CCC Restorative Reflection required.	5-10 days OSS Restorative Circle with family members/supports upon return to school. Community service to repair harm.
Sexual Harassment (T3)	Restorative Circle with impacted party. Up to 5 days of ISS or OSS.	Restorative Circle with impacted party. Up to 5 days of ISS or OSS.	Restorative Circle with impacted party. Mentorship and/or further education on SH. Up to 5 days of ISS or OSS.
Other	to be determined by administrative staff based on the incident, student's and impacted community members' needs.	to be determined by administrative staff based on the incident, student's and impacted community members' needs.	to be determined by administrative staff based on the incident, student's and impacted community members' needs.

Protocol for Classroom Intervention/Behavioral Support

Tier 1 Behaviors

1. Redirect student(s) by naming the behavior, reminding them of norms/expectations and using physical proximity to re-engage them in classwork.
2. If behavior continues, ask student to step aside and have a private conversation to help support them better. Ask if moving seats, talking a walk, using headphones or other accommodations would help them to refocus.
3. If none of the interventions above have stopped the behavior, text/email the support team if you would like them to take a break from class to de-escalate and refocus with the assistance of a social worker/CCC/restorative practitioner.
4. Record anything requiring escalation to student support team on the Behavior Log.
5. If a restorative is required, please follow [restorative request protocol](#).

Tier 2 and 3 Behaviors

1. Try to separate students to different areas of the classroom, to maintain safety.
2. Use group text to let support staff know if you need assistance with de-escalating a situation in your classroom.
3. If support staff member determines that a student should be removed, please send them with the completed referral as their pass to the reflection room. Student will return to class the next class period with a pass from the dean.
4. If you are concerned that a student will not make it to reflection room on their own, text support staff to see if someone is available to escort student from classroom to reflection room.
5. Once student returns, use re-entry protocol to greet student at the door, ask if they're ready to return and what their plan is before admitting student back into class.
6. If a restorative is required, please follow [restorative request protocol](#).

Poll for Teachers

1. Classroom Structure - Entry? Materials? Do-Now/Warm Up? Mini Lesson? Work-time/expectations? Exit ticket/closing?
2. What systems do you have in place in your classroom already to manage behavior?
3. What supports/new systems/PD would you like to learn about to improve your classroom management?