Pali Behavior Intervention Data 2022-23
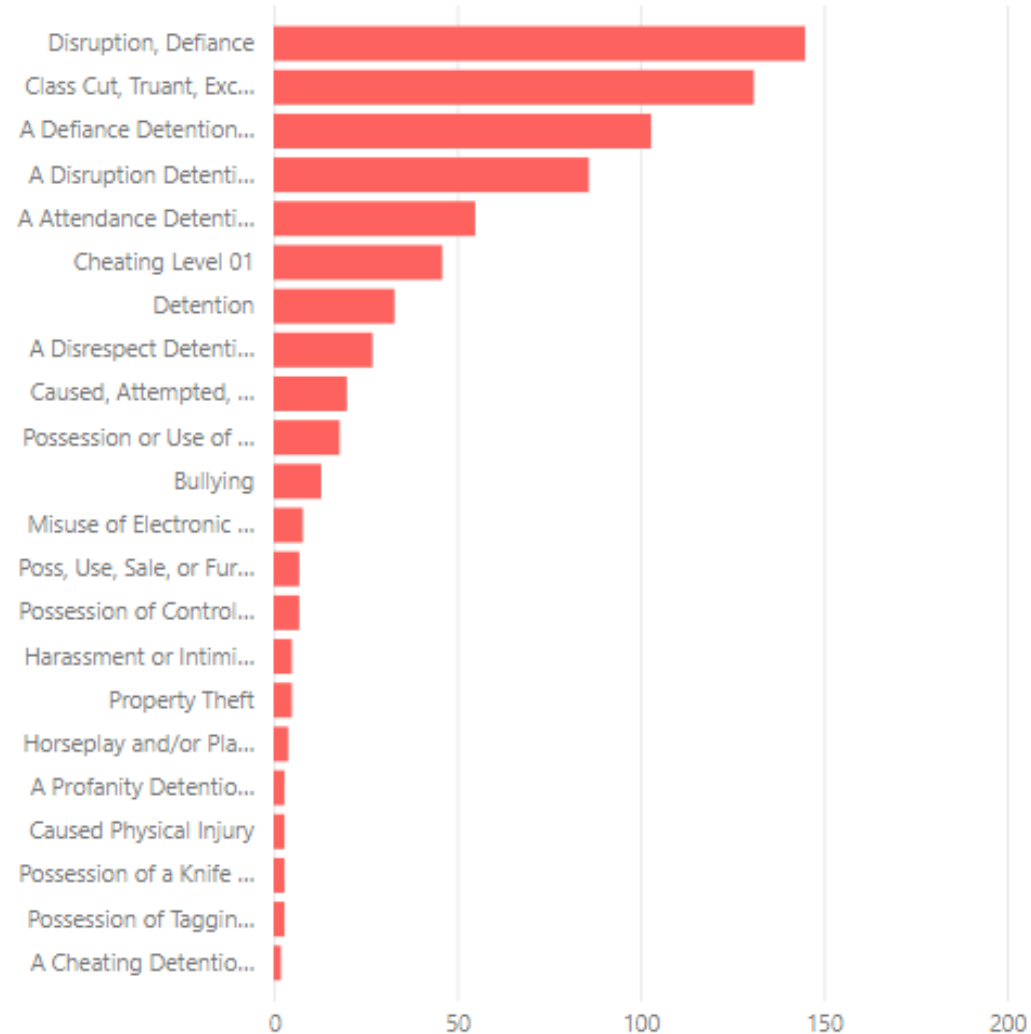
For the February BOT Meeting
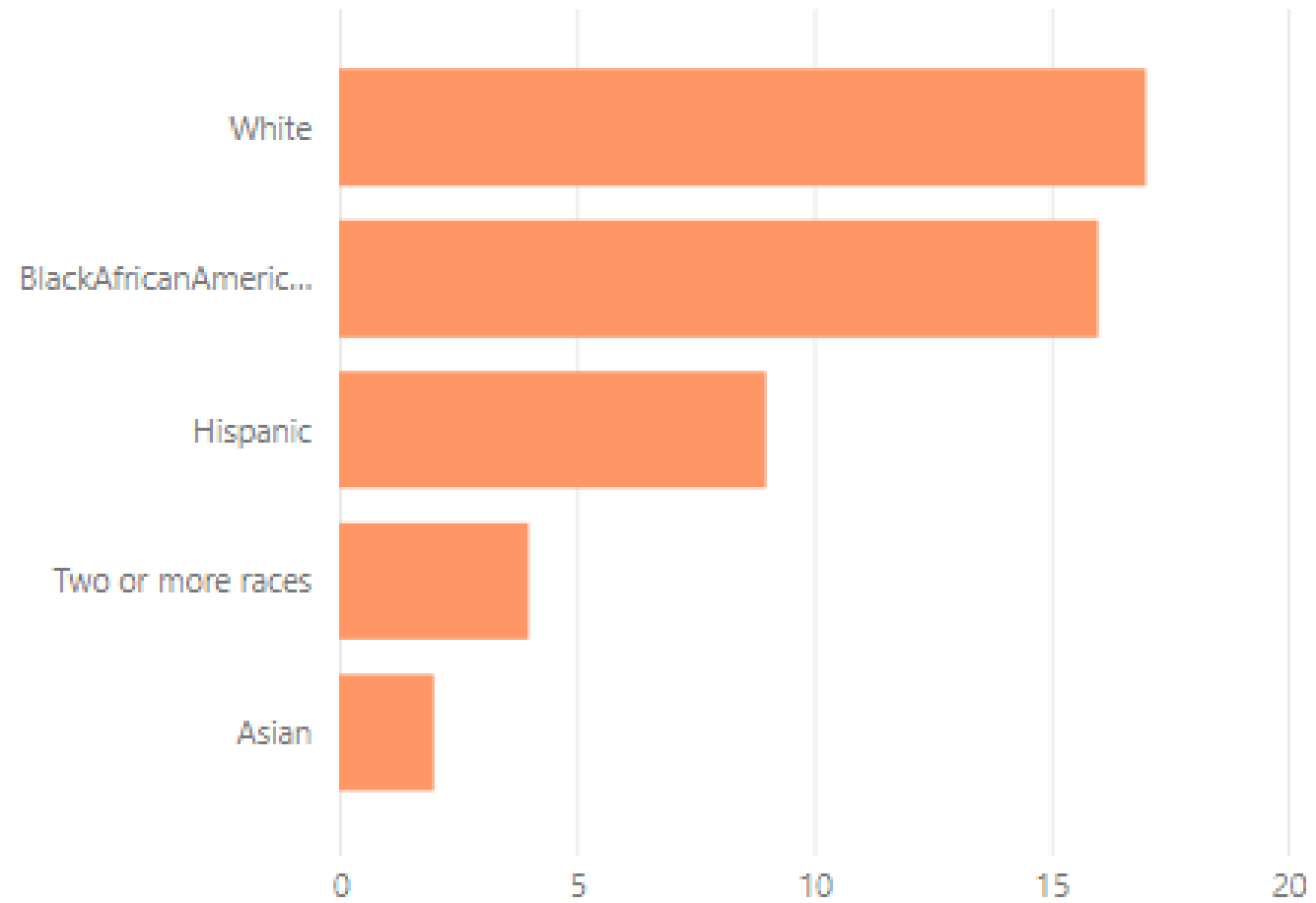
Count of Behavior Types
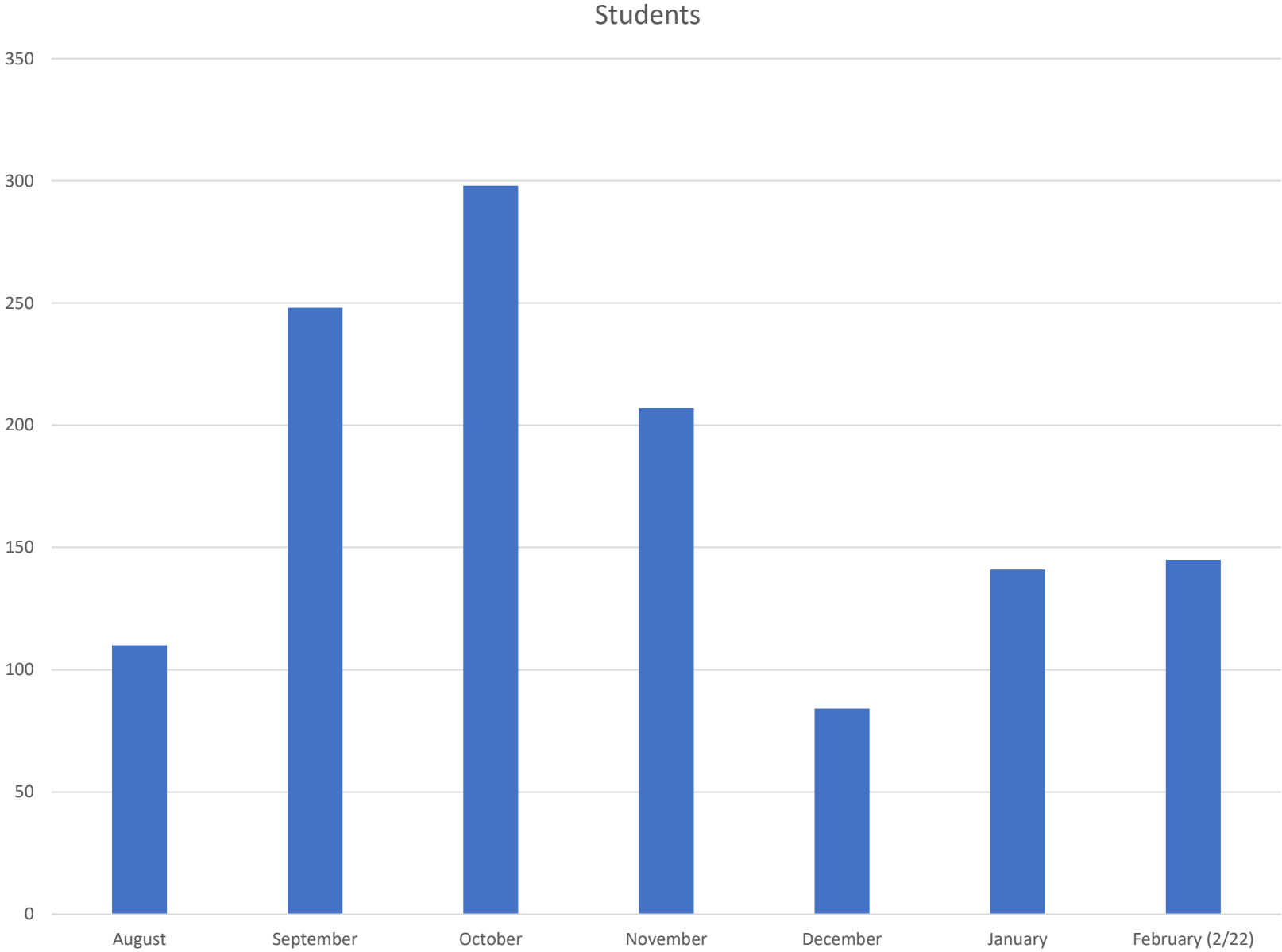

Behavior Type	Count
Disruption, Defiance	~145
Class Cut, Truant, Exc...	~130
A Defiance Detention...	~103
A Disruption Detenti...	~85
A Attendance Detenti...	~55
Cheating Level 01	~45
Detention	~32
A Disrespect Detenti...	~27
Caused, Attempted, ...	~20
Possession or Use of ...	~18
Bullying	~13
Misuse of Electronic ...	~7
Poss, Use, Sale, or Fur...	~6
Possession of Control...	~6
Harassment or Intimi...	~4
Property Theft	~4
Horseplay and/or Pla...	~3
A Profanity Detentio...	~2
Caused Physical Injury	~2
Possession of a Knife ...	~2
Possession of Taggin...	~2
A Cheating Detentio...	~1

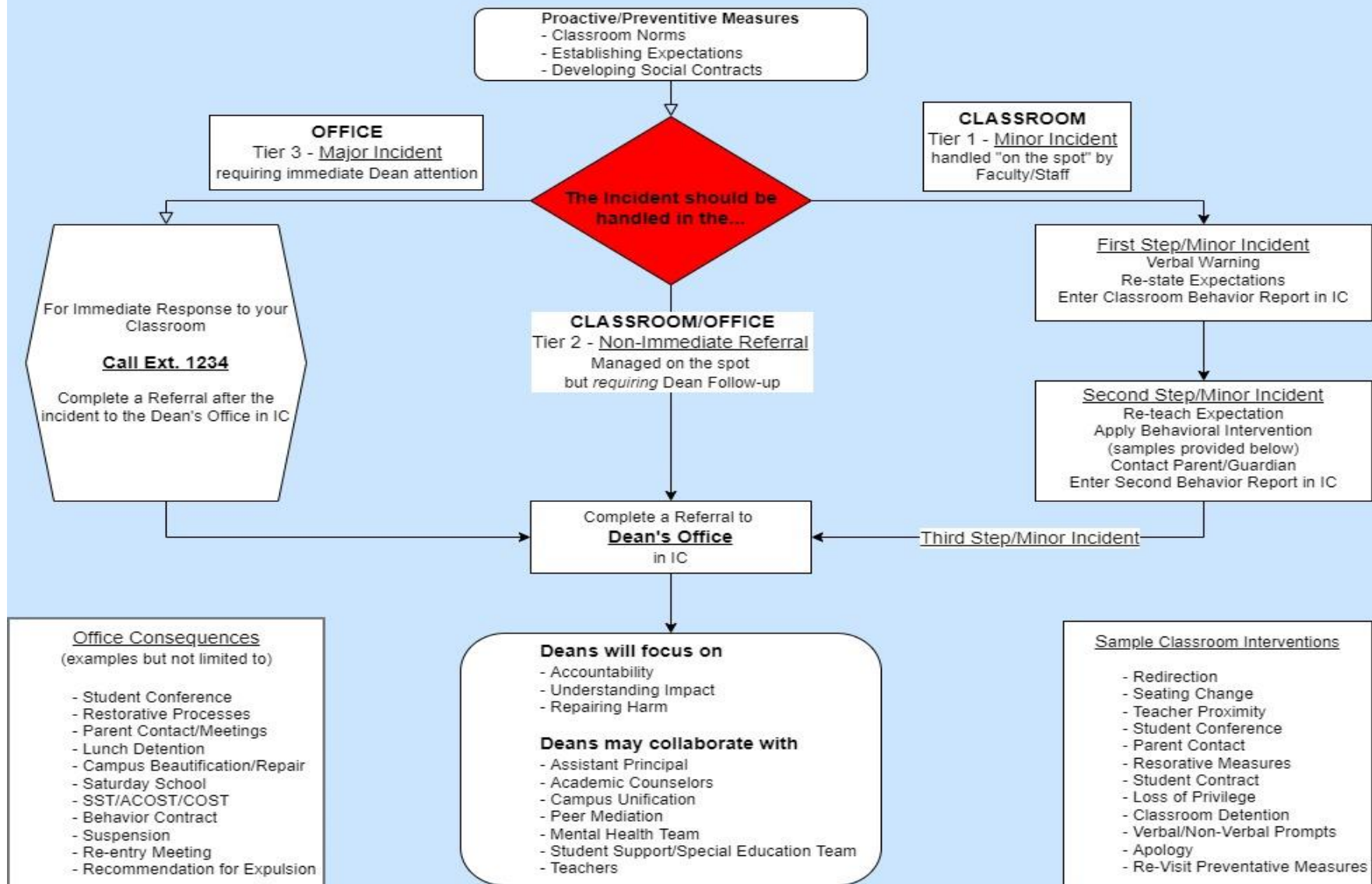Number of Suspensions by Race

Minor Offenses and Major Infractions

Minor Offenses:	Major Infractions:
Minor offenses are misbehaviors managed "on the spot" (classroom, common areas, etc.). Interventions used to address and correct minor offenses are documented in IC.	Major Infractions are violations of the Education Code which require immediate attention for administrative staff. The Interventions used to address and correct major infractions are documented through a processed referral in IC.
- Disrespect, Defiance & Non-Compliance: Failure to respond to adult requests and / or directives - Disruption: Interruption to the classroom / learning environment - Property misuse Low level / damage of school property - Dress code Failure to comply to dress code standards - Mild physical contact Inappropriate touching - horseplay, "friendly touching," etc. - Inappropriate language Language which is inappropriate yet not used in an abusive / threatening manner - Tardy Failure to be in a designated place at the designated time - Lying Stating / repeating statements that are untrue - Academic integrity violation Presenting the work of others as one's own - Out of bounds Loitering or participating in activities outside designated areas - Trash / littering Discarding of items or dumping of trash in any location other than a trash can - Refusal to dress Failure to bring / dress in proper class attire - Repeated Ed Code Violations (48900 K): In order for disruptive and defiant behaviors to reach the level of EC 48900 K, clear documentation of the student's behavior pattern, as well as site interventions to correct the behavior, must be established,	**Safety (High Level) EC 48915:** A1, A2, A3, A4, A5, C1, C2, C3, C4, C5 **Safety EC 48900:** - A & A-2 - fight (see also above, EC48915) - B - weapon - C - controlled substance, under influence (see also EC48915) - D - controlled substance, sale - E - robbery / extortion - M - imitation firearm - N - sexual assault - O - harass / threaten / intimidate witness - P1 - sexual harassment (see also below - P2, Non-Safety) - Q - hate violence - R - harass / threaten / intimidate individual, groups or staff - S - terrorist threat - T - aid / abet physical injury - V - hazing - X, X1, X2, X3 - bullying (cyber, sexual orientation, race/ethnicity, physical/mental disability) **Non-Safety EC 48900:** - F - damaged property - G - stole - H - tobacco - I - obscene acts / vulgarity - J - drug paraphernalia - sale - K - disruption / defiance - L - received stolen property - P2 - sexual harassment (see also above - P1, Safety)

Interventions for Minor Offenses

- **Clearly define / post** the behavioral expectations.
- **Implement procedures** for all class routines – entering the room, handing in assignments, sharpening the pencil, welcoming a guest, etc.
- **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).
- **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 chairs and wait to be dismissed."
- **Cue / Prompt / Remind** – Provide a pre-arranged / previously taught cue to remind specific students to engage in the appropriate behavior.
- **Acknowledge students** who appropriately demonstrate the expected behavior.
- **Specifically explain** HOW the behavior did not meet the stated / taught expectation. "It is disrespectful to other students when you _____."
- **Provide a warning** – "Respect a school rule. All students are expected to talk respectfully to staff and students here at Pali. This is your official warning."
- **Check for student understanding of the behavioral expectations** – "Please summarize what we discussed so I ensure there is no confusion."
- **Evaluate the student's skill repertoire**. Determining if the student is capable of demonstrating the behavioral expectation. Evaluate behavior & academic domains.
- **Collaborate with colleagues** to identify behavior patterns and trends (class to class, year to year, etc.).
- **Use a variety of consequences:** Positive Reinforcement, Negative Reinforcement, Penalties and Punishments. Remember, punishment is the least effective consequence for students with anti-social behaviors.
- **Evaluate the effectiveness of consequences.** Ineffective consequences must be analyzed and modified. Seek assistance for "out of the box" ideas.
- **Involve a problem-solving team** (department, grade, counselor, family, SST, 504, IEP).

Pali Charter High School Behavior Intervention Flowchart

Proactive/Preventitive Measures
- Classroom Norms
- Establishing Expectations
- Developing Social Contracts

The Incident should be handled in the...

OFFICE
Tier 3 - Major Incident
requiring immediate Dean attention

CLASSROOM
Tier 1 - Minor Incident
handled "on the spot" by Faculty/Staff

For Immediate Response to your Classroom

Call Ext. 1234

Complete a Referral after the incident to the Dean's Office in IC

CLASSROOM/OFFICE
Tier 2 - Non-Immediate Referral
Managed on the spot
but *requiring* Dean Follow-up

First Step/Minor Incident
Verbal Warning
Re-state Expectations
Enter Classroom Behavior Report in IC

Second Step/Minor Incident
Re-teach Expectation
Apply Behavioral Intervention
(samples provided below)
Contact Parent/Guardian
Enter Second Behavior Report in IC

Complete a Referral to
Dean's Office
in IC

Third Step/Minor Incident

Office Consequences
(examples but not limited to)

- Student Conference
- Restorative Processes
- Parent Contact/Meetings
- Lunch Detention
- Campus Beautification/Repair
- Saturday School
- SST/ACOST/COST
- Behavior Contract
- Suspension
- Re-entry Meeting
- Recommendation for Expulsion

Deans will focus on
- Accountability
- Understanding Impact
- Repairing Harm

Deans may collaborate with
- Assistant Principal
- Academic Counselors
- Campus Unification
- Peer Mediation
- Mental Health Team
- Student Support/Special Education Team
- Teachers

Sample Classroom Interventions

- Redirection
- Seating Change
- Teacher Proximity
- Student Conference
- Parent Contact
- Resorative Measures
- Student Contract
- Loss of Privilege
- Classroom Detention
- Verbal/Non-Verbal Prompts
- Apology
- Re-Visit Preventative Measures

Thank You