Instruction

Behavioral Intervention and Classroom Management

Purpose
The District is committed to creating a learning environment where every individual is valued, respected, and supported. This policy emphasizes the shared responsibility of individuals for their actions and their ability to learn, grow, and thrive. This policy further provides a framework for encouraging positive behavior, addressing challenges in a caring and constructive way, and ensuring safe and supportive school and classroom environments.

General Principles
As part of the District's commitment to all students, the Board of Education hereby implements a tiered-system of support to foster a positive school climate and culture, encourage appropriate student behavior, and provide the necessary supports for academic and behavioral success.

This policy does not replace or alter the Student Discipline Act when behaviors warrant student disciplinary action under that Student Discipline Act.

Standards

Tier 1: Universal Supports			
	District Level	**School Level**	**Classroom Level**
Sound Infrastructure & Shared Leadership	Develop and maintain a district-wide behavior framework, ensuring alignment with the District's vision and goals. Establish a leadership team to oversee implementation and sustainability.	Create school-level leadership teams to implement the District behavior framework. Build systems to support staff in consistent implementation of universal behavior strategies.	Teachers set up clear, consistent behavior expectations aligned with school and district policies. Classroom routines and physical environments are structured to promote positive behaviors.
Layered Continuum of Support	Ensure all schools have access to evidence-based universal behavior practices and instructional tools for promoting positive behavior.	Develop a school-wide plan for teaching and reinforcing positive behavior expectations for all students.	Integrate the development of emotional and interpersonal skills into daily instruction and explicitly teach expected behaviors.
Data-Based Decision- Making	Implement a district-wide behavior data system for	Use behavioral data to assess school culture,	Collect and reflect on classroom behavior data to identify

	tracking		patterns or
	student behavioral incidents, attendance, and other indicators of behavior. Analyze district trends to guide support for schools.	climate and adjust universal supports.	unanticipated signs of distress and adjust teaching practices as needed.
Communication and Collaboration	Share district-wide behavior policies, expectations, and data with all stakeholders, including families and the community.	Develop intervention teams to identify students in need of Tier 2 support and manage their plans.	Teachers collaborate with intervention teams to integrate targeted strategies into the classroom.
Tier 2: Targeted Supports			
	District Level	**School Level**	**Classroom Level**
Sound Infrastructure & Shared leadership	Provide a menu of evidence-based Tier 2 intervention and training for implementation.	Develop intervention teams to identify students in need of Tier 2 support and manage their plans.	Teachers collaborate with intervention teams to integrate targeted strategies into the classroom that align with school and district policies.
Layered Continuum of Support	Allocate resources to support targeted interventions, such as additional staff or training for small group supports.	Implement interventions such as mentoring programs, social skills groups, or targeted behavior coaching.	Provide additional supports like daily progress monitoring and structured break.
Data-Based Decision- Making	Use district-wide systems to track the effectiveness of Tier 2 interventions and adjust as needed.	Monitor progress using behavior data: point sheets, observations, or student self-assessments and input data in district-wide systems.	Document daily data on student progress to evaluate the impact of interventions.
Communication and Collaboration	Facilitate communication between schools, families, and community partners about available Tier	Engage families in the intervention process by providing regular updates and involving them in problem solving and goal	Maintain open lines of communication with families about their child's progress and strategies to promote support the behavior

	2 supports.	setting.	goals at home.

Tier 3: Intensive, Individualized Supports

	District Level	School Level	Classroom Level
Sound Infrastructure & Shared leadership	Ensure access to specialized staff to design and oversee intensive interventions.	Assemble a multidisciplinary team to develop and implement Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs)	Collaborate with specialists to integrate individualized supports into classroom routines that align with school and district policies.
Layered Continuum of Support	Coordinate external services and resources for students requiring wraparound support beyond the school.	Provide interventions or sessions tailored to the student's unique needs and communicate with external services and resources to align supports for students.	Consistently implement accommodations and modifications, such as sensory supports or de-escalation plans, to address individual behaviors.
Data-Based Decision- Making	Regularly review data on Tier 3 interventions and outcomes to ensure its effectiveness.	Use detailed, frequent data collection to refine and adjust BIPs based on student progress.	Implement daily monitoring and adjust individualized strategies as data indicates.
Communication and Collaboration	Partner with community agencies to align supports for students with complex needs.	Conduct regular meetings with families to review and revise plans based on student progress.	Provide ongoing feedback to families and specialists about the student's daily performance, progress, and needs.

Addressing Dysregulated Behavior and Classroom Removal
This policy outlines a structured approach for managing dysregulated behavior that disrupts the learning environment or poses safety concerns. The aim is to ensure the safety and well-being of all students and staff, while supporting the student in developing self-regulation skills and reintegrating into the classroom.

Criteria for Removal
1. Safety Concerns. Immediate removal may occur if a student poses a threat to their own safety, the safety of others, or the environment.
2. Disruption to Learning. Removal may be necessary if the student's behavior significantly disrupts instruction or the learning environment.
3. Attempted Interventions. Whenever possible, staff should use de-escalation techniques, behavior redirection, or other Tier 1 or Tier 2 interventions before considering removal. Severe behaviors that endanger safety may bypass prior interventions.

Procedure for Removal
1. Behavior Documentation. The teacher or staff member documents the behavior leading to the removal, including antecedents, attempted interventions, and the incident itself. A clear, objective description of the behavior must be included.
2. Safe Transition. The student is escorted to a designated safe space, such as the office or a designated calming area, by trained personnel. Efforts are made to ensure the student remains calm and safe during the transition.
3. Notification. Parents or guardians are notified as soon as possible about the removal. A detailed account of the behavior and any interventions attempted are shared.

Post-Removal Actions
1. Restorative Meeting. A meeting involving the student, parents or guardians, teacher or other designated staff member, and administrator may be scheduled to review the behavior, its impact, and steps to prevent recurrence. The meeting emphasizes restoring relationships and understanding the root cause of the behavior.
2. Behavior Support Plan (if needed). For recurring incidents, a behavior support plan is developed or reviewed, including targeted interventions and supports aligned with the student's needs. The plan may include strategies such as check-ins, mentoring, or additional behavioral learning supports.

Transition Back to the Classroom
1. Reintegration Plan. The student returns to the classroom with appropriate support, which may include a reintegration checklist or frequent check-ins with a trusted adult. Expectations and routines are explicitly reviewed with the student.
2. Ongoing Support and Monitoring. Follow-up meetings with the student, teacher or other designated staff member, and parents/guardians are scheduled to evaluate progress. Data from behavior observations are used to adjust interventions and supports as needed.
3. Focus on Positive Growth. A strengths-based approach is applied to recognize and reinforce improvements in behavior.

Communication and Collaboration
Families are partners in addressing the student's behavior and supporting reintegration. School staff will provide clear and transparent communication about any incident, the student's plan for

return, and available resources. Collaboration will also occur between general education, special education, school psychologist, behavior specialists, school counselors, and/or social workers to ensure all supports align with the student's needs and strengths.

Required Training
The District will ensure that school employees are trained in behavioral awareness and intervention as required by this policy and state law. The Superintendent or the Superintendent's designee is hereby delegated the authority and responsibility to develop or contract for such training and to ensure that the appropriate staff receive said training as required by state law.

Monitoring and Feedback
Parents, guardians, students, advocates, and community members are encouraged to provide feedback on this policy and the District's actions under this policy. The Superintendent or the Superintendent's designee is also directed to provide any feedback to the Board of Education as the Superintendent deems appropriate.

Legal Reference: Neb. Rev. Stat. § 79-262.01

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