

Nebraska Department of Education

Model Policy

School District Behavioral intervention & Classroom Management Policy

I. PURPOSE:

The School District is committed to creating a learning environment where every individual is valued, respected, and supported. Grounded in Nebr. Rev. Stat. 79-262.01, this policy emphasizes the shared responsibility of individuals for their actions and their ability to learn, grow, and thrive. It provides a framework for encouraging positive behavior, addressing challenges in a caring and constructive way, and ensuring safe and supportive school and classroom environments.

II. GENERAL PRINCIPLES

As part of the school district commitment, the district is implementing a comprehensive Multi-Tiered System of Support (MTSS) designed to foster a positive school climate and culture, encourage appropriate student behavior, and provide the necessary supports for academic and behavioral success. This approach is guided by the following core elements:

1. **Sound Infrastructure and Shared Leadership:** The MTSS framework is built on a foundation of sound infrastructure and shared leadership, ensuring systematic processes are in place to organize supports effectively. This structure enables consistent problem-solving and promotes continuous improvement to benefit all students.
2. **Layered Continuum of Support:** Central to the MTSS approach is a layered continuum of support that incorporates evidence-based practices. This ensures every student receives high-quality instruction and individualized interventions tailored to their specific needs, fostering equitable opportunities for success.
3. **Data-Based Decision-Making:** Data-based decision-making is a key component of the MTSS model. By utilizing actionable data, educators can reflect, plan, and make informed decisions to address student needs effectively. This continuous feedback loop enhances the system's ability to support all students.
4. **Communication and Collaboration:** Collaboration and open communication are integrated across every aspect of the MTSS framework. Alignment between educators, families, and the broader community ensures transparency, trust, and a shared commitment to supporting student success.

III. 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 tracking student behavioral incidents, attendance, and other indicators of behavior. Analyze district trends to guide support for schools.	Use behavioral data to assess school culture, climate and adjust universal supports.	Collect and reflect on classroom behavior data to identify patterns or 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 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.
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, structured breaks, or small group sessions within the classroom.

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 2 supports.	Engage families in the intervention process by providing regular updates and involving them in problem solving and goal setting.	Maintain open lines of communication with families about their child's progress and strategies to promote support the behavior 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 seamlessly into classroom routines.
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 provides 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.

1. Criteria for Removal

- a. **Safety Concerns:** Immediate removal may occur if a student poses a threat to their own safety, the safety of others, or the environment.
- b. **Disruption to Learning:** Removal may be necessary if the student's behavior significantly disrupts instruction or the learning environment.
- c. **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.

2. Procedure for Removal

- a. **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 is essential.
- b. **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.
- c. **Notification:** Parents/guardians are notified as soon as possible about the removal. A detailed account of the behavior and any interventions attempted are shared.

3. Post-Removal Actions

- a. **Restorative Meeting:** A meeting involving the student, parents/guardians, teacher, and administrator is 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.
- b. **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 social-emotional learning supports.

4. Transition Back to the Classroom

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

IV. COMMUNICATION & COLLABORATION

- **Family Engagement:** Families are seen as partners in addressing the student's behavior and supporting reintegration. Schools provide clear and transparent communication about the incident, the plan for return, and available resources.
- **Interdisciplinary Team Support:** Collaboration between general education, special education, school psychologist, behavior specialists, school counselors, and social workers ensures all supports align with the student's needs and strengths.

V. REQUIRED BEHAVIORAL AWARENESS AND INTERVENTION TRAINING:

- A. The _____ School District, independently or through the educational service unit, will develop and provide behavioral awareness and intervention training to employees with behavioral management responsibilities.
- B. Such training must be consistent with the model policy developed by the State Department of Education.
- C. Behavioral awareness and intervention training must be provided by the school district or the educational service unit to which the school district belongs.
- D. The length of such training will be at least ____ hours, but no more than ____ hours.
- E. Behavioral awareness training must include, but not be limited to, evidence-based training on a continuum that includes:
 - 1. Recognition of detrimental factors impacting student behavior, including, but not limited to, signs of trauma.
 - 2. Positive behavior supports and proactive teaching strategies, including, but not limited to, expectations and boundaries.
 - 3. Verbal intervention and de-escalation techniques.
 - 4. Access to a registry of local mental health and counseling resources.
 - 5. Incorporation of the requirements for the Behavioral Awareness Point of Contact (BAPC) in accordance with 79-3603 that includes:
 - a. Each school building must designate one of more school employees as a BAPC;
 - b. Each BAPC must have knowledge of community services providers and other resources available for students and families;
 - c. Each BAPC must coordinate access to support services for students; and
 - d. The school district must indicate BAPC for such school district on the website of the school district and in any school directory of the school that BAPC serves.
 - e. Each employee with behavior management responsibilities must complete the behavioral awareness and intervention training during the 2026-27 school year or during the first year of employment with the district.

VI. MONITORING AND REVIEW:

The school district regularly reviews and updates this policy to ensure its effectiveness and compliance with 79-262.01. Feedback from students, parents, staff, and administrators are considered in the review process.

This policy must be included with any notifications required under the Student Discipline Act.

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