



## Checklist: Responding to Incidents of Challenging Behavior

Remember the definition of challenging behavior: Behavior that negatively impacts school climate or interferes, or is at risk of interfering with the learning or safety of a student or the safety of a school employee.

### Step 1: [Challenging Behavior Reporting Form](#) received

- School climate specialist (*Admin designee*) confirms receipt of the form to the complainant within three school business days.
- [MPS Confirmation of Receipt](#)-Copy on file, Copy Sent to complainant

### Step 2: Investigation

Conduct the investigation and complete the [Investigation Form](#) within a reasonable amount of time.

Meet with the school employee who witnessed the incident within two school business days of the incident.

Meet with the alleged perpetrator, any alleged victim, and possible witnesses. Make a determination of whether the incident meets the definition of Challenging Behavior.

Ensure the Investigation Form is shared with the complainant.

### Step 3: Response Process

Complete the [Response Process Notification Form](#).

Describe and determine the steps that will be taken to address and prevent future instances of challenging behavior (e.g., safety plan, student support services, threat assessment).

Ensure the form is sent to the complainant

#### Step 4: Tiered Response

Determine whether Tiered Response Notifications are necessary.

Occasion Number – Tiered Response Incident	Tiered Intervention Required
First offense	Principal must notify the parents/guardians of each student involved in a manner that complies with FERPA.
Second offense	Principal must invite the parent/guardian of involved students to a meeting (virtual or in person) to discuss supports and interventions applicable to each student – including, but not limited to restorative practices.
Multiple subsequent offenses (or single incident that causes severe harm)	Principal must notify the parents/guardians of involved students of other resources for supports and interventions, including, but not limited to the following: the 2-1-1 Infoline program; services/programs available through the Behavioral Health Partnership, established through C.G.S. Sec. 17a-22h; or other resources for professional services, support, or crisis intervention.

In addition, for tiered response incidents, there must be a meeting between an administrator and the school employee who witnessed the incident. The purpose of the meeting, which must occur within two days of the incident, is to determine the supports and interventions required to address the needs of students and school employees, although supports and interventions for special education students must be determined by the student's Planning and Placement Team (PPT).<sup>2</sup> In addition, protocols and supports must include a process by which a teacher may request a behavior intervention meeting.<sup>3</sup>

- Contact and send parent letter if a meeting has taken place  
[Tiered Response Sample Letter](#)

#### Throughout the Process: Further Considerations

##### Review for other legal or procedural requirements:

Is this a Title IX Issue?

Is this a Bullying Issue?

Is this a Mandatory Reporter Issue?

Is there a need for a manifestation determination?

Does the Planning and Placement Team and/or Section 504 Team need to meet for any student who was involved?

##### Address specific serious incidents:

Did the behavior cause a serious disruption to instruction, or self-harm/physical harm to a teacher, student, or staff member in the classroom?

- If yes, pursuant to C.G.S. 10-236c, notify parents/guardians within 24 hours.
- Was a school crisis intervention team meeting requested?
- Was there restraint or seclusion?

-If yes, notify parents/guardians within 24 hours.