

Discipline Levels for Grades 6-8 Revised 8/14

Levels 1 and 2 are Teacher-Managed Behaviors

Level 1 Behaviors	Actions teacher should take for Level 1 behaviors
<ul style="list-style-type: none"> • Talking out • Disruption • Failing to follow rules/directions • Inappropriate voice level • Inappropriate language/comments • Invading other's personal space (bodies and belongings) • Dress code infractions • Minor physical touching inappropriate to age and educational setting 	<ul style="list-style-type: none"> ▪ Remind (refer to class agreements or rules) ▪ Redirect ▪ Relocate student to another place in room ▪ Reflect: what changes could be made/what needs of student could be better met? ▪ Restore/mend: are there actions the student can/should take? ▪ Green card for 5 minute break

Level 2 Behaviors	Actions teacher should take for Level 2 behaviors
<ul style="list-style-type: none"> • Repeat of level 1 behavior • Defiance • Pushing or Shoving • Put-downs/low level teasing • Cheating and plagiarism • Spitting (on ground) • Use or display of personal electronic equipment at school • First offense of behavior that could become bullying or sexual harassment • Repeated tardiness • Cheating and plagiarism • Possession of personal electronic equipment at school 	<p><i>(Not a sequential list—action & sequence are based on the circumstances)</i></p> <ul style="list-style-type: none"> ▪ Observable tracking system to inform students when expectations are or are not being met ▪ Short time-out just outside class ▪ Yellow card - lateral send to another classroom ▪ Natural or logical consequence ▪ One-on-one conversation on how to best meet needs of all concerned ▪ Strategize and agree on plan ▪ Notify parent for additional support ▪ Meet with parent(s) and make a plan ▪ If the behavior is persistent or severe, it becomes a Level 3 behavior and should be referred to administration for Level 3 action. (See next page.) ▪ See policy on Academic Integrity ▪ Confiscated. See policy on cell phones/personal electronic devices

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Levels 3 and 4 are Office/Administration Managed Behaviors (Office Referral)

Note for Teacher: all office referrals require accompanying red cards.

Level 3 Behaviors	Actions administrator should take for Level 3 behaviors
<ul style="list-style-type: none"> • Repeated in-class disruptions, non-compliance, or breaking rules • Intimidating, threatening, bullying, harassing, retaliation for reporting harassment, cheating, etc. • Fighting, hitting, kicking, etc, (not severe assault, which is Level 4) • Unsafe behavior, including leaving supervised area or cutting class • Petty theft • Minor vandalism 	<p><i>Depending on the circumstances, certain behaviors may result in more severe consequences than those listed for each step.</i></p> <p><i>The number of the red cards within a rolling 3-month period determines whether it is considered a 1st, 2nd, or 3rd occurrence for the purposes of consequences.</i></p> <p>First Red Card:</p> <ul style="list-style-type: none"> ▪ Student completes behavior reflection ▪ Administrator meets with student ▪ Parents are informed via email or phone ▪ A copy of red copy is mailed home ▪ If returning to class, teacher determines consequences, such as community service and/or a way to make amends and/or loss of extracurricular activities: recess, dances, sports, fieldtrips. ▪ If a severe infraction occurs and a suspension from class/school is warranted; a formal letter is mailed to parents and placed in student’s permanent file ▪ Following a suspension, a conference involving the administrator, teacher, parent(s) and student must occur prior to the student’s reentry to the classroom <p>Second Red Card:</p> <ul style="list-style-type: none"> ▪ Student completes behavior reflection ▪ Administrator meets with student ▪ Parents are informed via email or phone ▪ Copy of red copy is mailed home ▪ If returning to class, teacher determines consequences, such as community service and/or a way to make amends and/or loss of extracurricular activities: recess, dances, sports, field trips. ▪ If a severe infraction occurs and a suspension from class/school is warranted; a formal letter is mailed to parents and placed in student’s permanent file ▪ Following a suspension, a conference involving the administrator, teacher, parent(s) and student must occur prior to the student’s reentry to the classroom <p>Third Red Card:</p> <ul style="list-style-type: none"> ▪ Student completes behavior reflection ▪ Administrator meets with student ▪ Parents are informed via email or phone ▪ Copy of red copy is mailed home

	<ul style="list-style-type: none"> ▪ If returning to class, teacher determines consequences, such as community service and/or a way to make amends and/or loss of extracurricular activities: recess, dances, sports, field trips. ▪ If a severe infraction occurs and a suspension from class/school is warranted; a formal letter is mailed to parents and placed in student's permanent file ▪ Following a suspension, a conference involving the administrator, teacher, parent(s) and student must occur prior to the student's reentry to the classroom ▪ Additionally: ▪ SST is scheduled to support student success. SST notes document history of three red cards and are placed in student's permanent file. SST may include a behavior contract. ▪ Possible 1-5 day suspension <p>More than three Red Cards could result in initiation of expulsion procedures.</p>
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* A *Student Success Team (SST)* should be formed whenever a repeated behavior, that negatively affects the safety or learning of the student or other students, continues despite teacher and parent intervention. The SST would include the teacher, an administrator, the parents, and others as appropriate.

Level 4 Behaviors	Actions administrator should take for Level 4 behaviors
<ul style="list-style-type: none"> • Illegal activities: use or possession of illegal drugs or alcohol, weapons, assault, significant theft or vandalism 	<ul style="list-style-type: none"> ▪ Calling law enforcement, automatic suspension, and/or referral to expulsion review board.