

## **District Continuum of Discipline Responses**

### **Administrative Level Continuum of Responses**

#### *Type Five Behavioral Violations*

##### **Level G**

- Attempt lower level continuum of responses as appropriate
- Follow mandatory school referrals and protocols
- Notify and attempt to involve the parent in the resolution
- Investigate evidence of behavioral violation and confer with other school personnel
- Invite student to share their perspective and explanation regarding the behavioral violation
  - Consider restorative justice practices and other forms of discipline
  - Consider behavior agreement
  - Consider suspension or expulsion (if allowable) as appropriate
- Document all referrals, other forms of discipline attempted or considered, and actions

#### *Type Four Behavioral Violations*

##### **Level F**

- Attempt lower level continuum of responses as appropriate
- Student referral and investigate evidence of behavioral violation
- Notify and attempt to involve the parent in the resolution
- Confer with teacher or other school personnel
- Invite student to share their perspective and explanation regarding the behavioral violation
  - Follow mandatory school referrals and protocols
  - Attempt or consider restorative justice practices and other forms of discipline
  - Consider behavior agreement
  - Consider suspension or expulsion (if allowable) as appropriate
- Document all referrals, other forms of discipline attempted or considered, and actions

#### *Type Three Behavioral Violations*

##### **Level E**

- Attempt lower level continuum of responses as appropriate
- Student referral and investigate evidence of behavioral violation
- Administrator notifies and attempts to involve the parent in the resolution
- Administrator confers with teacher or other school personnel
- Administrator invites student to share their perspective and explanation regarding the behavioral violation
  - Follow mandatory school referrals and protocols
  - Attempt restorative justice practices and other forms of discipline
  - Consider behavior agreement
  - Consider suspension as appropriate
- Document all referrals, other forms of discipline attempted, and actions

#### *Type Two Behavioral Violations*

##### **Level D – Classroom and administrative continuum of responses**

- Teacher or school personnel implements Level C continuum of responses as appropriate
- Administrator or school support staff provide classroom support

- Teacher or school personnel refers student and notifies administrator of behavioral violation
- Administrator notifies and attempts to involve the parent in the resolution
- Administrator confers with teacher or other school personnel and investigates evidence
- Administrator invites the student to share their perspective and explanation regarding the behavioral violation
  - Use school referrals and protocols as appropriate
  - Attempt restorative justice practices and other forms of discipline
  - Consider in-school suspension as appropriate (if allowable)
- Document all referrals, other forms of discipline attempted, and actions

### **Classroom Level Continuum of Responses**

#### *Type One Behavioral Violations*

Level C – *Type One* behavioral violation involving unsuccessful Level B and Level A responses or repeated *Type One* behavioral violations within the same school day

Teacher or school personnel:

- Decides whether to request classroom support from school support staff
- Notifies and attempts to involve the parent in the resolution
- Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation
- Modifies and implements best practices and strategies as appropriate
- Confers with other school personnel as appropriate
- Documents interventions and monitors effectiveness

Level B – *Type One* behavioral violation involving unsuccessful Level A responses or repeated *Type One* behavioral violations within the same school day

Teacher or school personnel:

- Reteaches behavioral expectations
- Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation
- Notifies the student's parent
- Modifies and implements best practices and strategies as appropriate
- Documents interventions and monitors effectiveness

Level A – *Type One* behavioral violation initially occurs

Teacher or school personnel:

- Reteaches behavioral expectations
- Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation
- Selects and implements best practices and strategies as appropriate
- Documents interventions and monitors effectiveness

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Classification: **Encouraged**

Revised Dates: ;