

EAST ISLIP UNION FREE SCHOOL DISTRICT

**GUIDELINES FOR THE IMPLEMENTATION
OF THE SCHOOL DISCIPLINE POLICY**

Exhibit 5300-E

A. Preventative strategies; responding to behavior violations

The code creates a four-level support system that emphasizes student accountability and behavior change. When a student's rule violation is significant, he or she is assigned a consequence signaling that the action at issue is inappropriate, unacceptable or unsafe. The district response to the violation will fall into one of four levels. The higher the level of response, the more serious the violation.

The level system emphasizes both student accountability and behavioral change. The goal is the prevention of a recurrence of unacceptable behavior by helping students to:

- Learn from their mistakes;
- Understand why the behavior is unacceptable;
- Acknowledge the harm that they have caused or the negative impact of their actions;
- Understand what they could have done differently in the situation;
- Take responsibility for their actions;
- Be given the opportunity to learn pro-social strategies and skills to use in the future; and
- Understand that more intensive consequences and interventions will take place if unacceptable behaviors persist.

LEVEL 1 response incorporates school-wide and classroom practices that promote the development and practice of pro-social behaviors, self-discipline, habits of learning, and healthy well-being. Through observation and immediate responses, teachers aim to prevent minor discipline problems from becoming major disciplinary incidents.

LEVEL 2 involves targeted interventions and assigned consequences when a student's behavior violation warrants a more focused behavioral response beyond the immediate situation or incident in the classroom or other location. Assigned consequences can include assignment to in-school suspension.

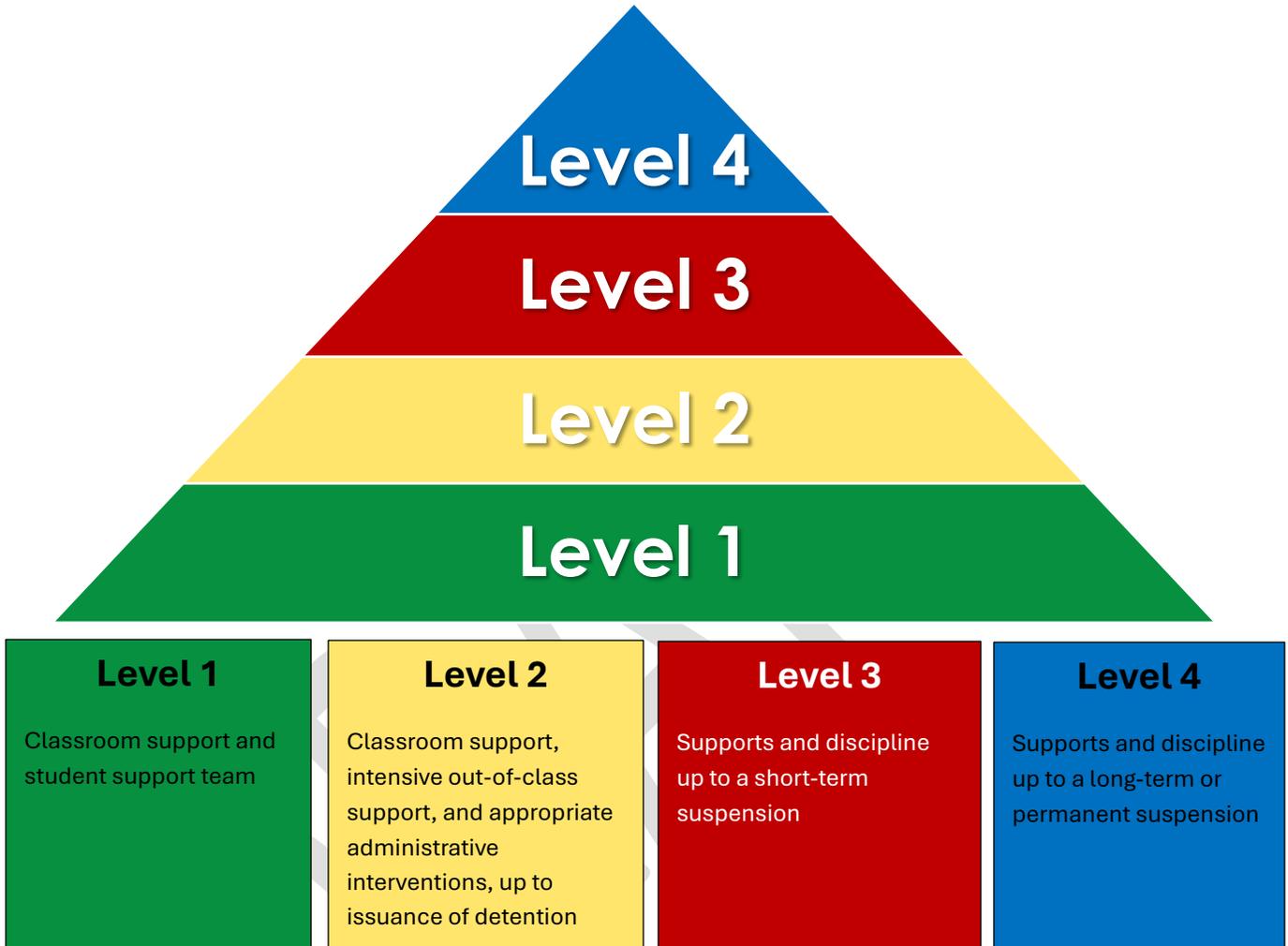
LEVELS 3 and 4 involve behavior violations that seriously jeopardize school and classroom safety and order. Students who are experiencing high-risk or pervasive behavioral, academic, and physical and mental health concerns are assigned more intensive, individualized interventions.

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B. Levels of response at a glance



Teachers and classroom staff will implement the classroom interventions and responses. The student support team may implement other identified interventions and responses.

- ii. How will Level 1 Responses be implemented?
 - a. Classroom interventions and responses – These interventions aim to interrupt unsuccessful behaviors and teach skills so students can learn and demonstrate safe and respectful behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies. Teachers are expected to collaborate effectively, and report concerns to support staff.

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- b. Student support team interventions and responses – These interventions aim to engage the student’s support system at school and at home to ensure success by working to change the conditions that contribute to student’s unsuccessful behaviors. They can involve school staff, partner and community agency staff.
- iii. What are possible Level 1 responses?

Classroom interventions and responses will include one or more of the following but not limited to:

- Positive directives that state expectations;
- Positive and specific feedback;
- Re-teaching and rehearsal of skill or procedure;
- Increased opportunity to respond during instruction;
- Increase teacher proximity;
- Verbal prompt, redirection and/ or correction;
- Reminders and redirection;
- Student/ teacher conference;
- Develop relationship with families;
- Family conference;
- Daily progress sheets on behavior;
- Create a classroom check-in plan;
- Restorative practices and strategies;
- Reflection activity;
- Student/ teacher conference;
- Teacher contacts parent/ guardian to discuss infraction and next steps;
- Other evidence-based student specific strategies.

Student-support team interventions and responses may include one or more of the following:

- Check-in with school building staff;
- Referral to school-based health or mental health providers;
- Service to school and community;
- Referral to community organization;
- Utilize support staff;
- Develop relationships with families;
- Community building;
- Other evidence-based student specific strategies;
- Consideration of environmental/SEL factors when determining intervention(s) and supports.

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D. Level 2 Response

- i. When are Level 2 responses merited?

These interventions may be appropriate when supports have been put in place in the classroom to address behavior, but the behavior has become persistent and has continued to negatively influence the learning of the student and others.

- ii. Who will implement the Level 2 response?

Teachers and classroom staff will implement the classroom interventions and responses. The student support team and/or building administrators will implement the other identified interventions and responses.

- iii. How will Level 2 responses be implemented?

- a. Classroom interventions and responses – These interventions may be appropriate when supports have been put in place in the classroom to address behavior, but the behavior has become persistent and has continued to negatively influence the learning of the student and others.
- b. Student support team and/or administrative-level interventions and responses – These interventions can involve support staff or administrative staff when needed and are designed to correct behavior by addressing the seriousness of the behavior while keeping the student in school.

- iv. What are possible Level 2 responses?

All interventions and responses listed in Level 1 are also available for Level 2.

Classroom interventions and responses will include:

- Collaborate with family;
- Collect progress monitoring data about the behavior and interventions attempted;
- Review of cumulative folder and academic progress, create implement and monitor academic plan;
- Collaborate with appropriate school staff;
- Monitor all plans created and reevaluate as needed;
- Peer mediation/restorative circle.

Student support team and/or administrative-level interventions and responses may include:

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- Referral to MTSS for possible Tier 1 interventions;
 - Administrative and/or support team conference;
 - After school Detention;
 - Lunch Detention;
 - Suspension from transportation;
 - Consideration of environmental/SEL factors when determining intervention(s) and supports.

E. Level 3 Response

i. When are Level 3 responses merited?

These interventions and responses may be appropriate when the behavior at issue jeopardizes school and classroom safety and order.

ii. Who will implement the Level 3 response?

Teachers and classroom staff will implement the classroom interventions and responses. The student support team and/or building administrators will implement the other identified interventions and responses.

iii. How will Level 3 responses be implemented?

a. Classroom and support team interventions and responses – If a student is removed from the learning environment, teachers/staff will review and adjust the classroom interventions and responses. The student support team and/or building administrators will implement any changes and collect data.

b. Administrative and student support team interventions and responses – These interventions and responses may include removing the student from the classroom or school environment because of the seriousness of the demonstrated behavior. The duration of the removal from the learning environment is to be limited as much as possible while still adequately addressing the seriousness of the behavior.

iv. What are possible Level 3 responses?

All interventions and responses listed in Levels 1 and 2 are also available for Level 3.

Classroom and support team interventions and responses will include:

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- Create, implement and monitor a transition plan for student returning to the classroom.

Intensive administrative-level and/or student support team interventions and responses may include:

- Referral and coordination with community-based supports;
- Informal conference with principal and student;
- Faculty/staff contacts parents/guardian;
- Family/guardian/student/school team conference;
- Develop functional behavioral assessment and behavior intervention plan;
- In-school suspension up to 5 days;
- Out-of-school suspension up to 5 days;
- Family/guardian notification of due process rights;
- For students in grades K through 5, principal must immediately provide written notification to superintendents designee;
- Consideration of environmental/SEL factors when determining intervention(s) and supports.
- Relocate class

F. Level 4 Response

- i. When are Level 4 responses merited?

These interventions and responses may be appropriate when the behavior at issue seriously jeopardizes school and classroom safety and order.

- ii. Who will implement the Level 4 response?

Teachers and classroom staff will implement the classroom interventions and responses. The student support team and/or building administrators will implement the other identified interventions and responses.

- iii. How will Level 4 responses be implemented?

- a. Classroom and support team interventions and responses – If a student is removed from the learning environment, teachers/staff are expected to review and adjust the classroom interventions and responses and seek out additional community-based resources including the parent in the process. The student support team and/or building administrators will implement any changes and record the effectiveness of the response.

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- b. Student support team interventions and responses – These interventions and responses may include removing the student from the classroom or school environment because of the seriousness of the demonstrated behavior. The duration of the removal from the learning environment is to be limited as much as possible while still adequately addressing the seriousness of the behavior.
- iv. What are possible Level 4 responses?

All interventions and responses listed in Levels 1, 2 and 3 are also available for Level 4.

Classroom and/or student support team interventions and responses will include:

- Intensify and/or reevaluate application of previous interventions and supports.
- Plan for classmates as students returns;
- Faculty/staff contacts parent/guardian.

Intensive administrative-level and support team interventions and responses may include:

- Plan for a student reentry meeting;
- Wraparound services;
- Individualized case management for students with 504 plans or IEPs;
- Request for district hearing to request consideration of a long-term suspension, alternative placement or permanent suspension;
- For students in prekindergarten through grade 5, principal must immediately provide written notification to superintendent’s designee;
- Suspension from school for more than 5 days;
- Consideration of environmental/SEL factors when determining intervention(s) and supports.

District-wide behavior chart: intervention and consequences



A Green circle under the “police” column indicates that law enforcement **MAY** be called.

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A Red square under the “police” column indicates that law enforcement ***MUST*** be called.

Level 1

Classroom support and student support team

Level 2

Classroom support, intensive out-of-class support and appropriate administrative interventions, up to issuance of detention

Level 3

Supports and discipline up to a short-term suspension

Level 4

Supports and discipline up to a long-term or permanent suspension

Behavior violations and levels of response

Behavior Violation	Level 1	Level 2	Level 3	Level 4	Police	NOTES
Reckless Behavior	X					
Unreasonable noise	X					
Inappropriate language or gestures	X	X				
Obstructing traffic	X	X				
Disrupting operation of school	X	X	X			
Trespassing	X	X	X			
Computer/Electronics/Cell Phone misuse	X	X	X			
Inappropriate use of material	X	X	X			
Vehicular misuse	X	X	X			
Failure to follow directions	X	X	X			
Disrespect	X	X	X			
Vulgar, abusive language/gestures towards personnel		X	X			
Cutting or leaving school w/o permission		X	X			

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Cutting class	X	X	X			
Unexcused lateness	X	X				
Skipping teacher assigned detention	X	X				
Skipping after school detention assigned by a principal			X			
Failure to follow directions	X	X	X			
Failure to comply with dress code	X					
Behavior impedes instruction- Sent out of classroom _____ Times		X	X			
Consistent pattern of uncontrollable, disruptive, or dangerous behavior	X	X	X			
Violence towards a staff member		X	X	X		
Violence towards another student (fighting)		X	X	X		
Weapon possession			X	X		
Displaying what appears to be a weapon			X	X		
Threatening to use a weapon			X	X		
Damaging or destroying school district property	X	X	X			
Excessive noise	X					
Pushing	X	X				
Vandalizing	X	X	X			
Unsafe behavior	X	X				
Lying	X					
Stealing	X	X	X			
Defamation	X	X	X			

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Harassment	X	X	X	X		
Biased related discrimination/ harassment		X	X	X		
Intimidation	X	X	X	X		
Insulting others	X	X				
Hazing			X	X		
Possession/Distribution of obscene material			X	X		
Vulgar or abusive language	X	X				
Possession or use of tobacco products		X	X			
Consumption, possession or being under the influence of alcoholic beverages			X	X		
Consumption, possession or being under the influence of illegal controlled substance				X		
Possession of items which appear to be illegal substances				X		
Possession or use of electronic cigarettes, not limited to electronic delivery devices, including vapes/vaping devices				X		
Misuse of prescription or over counter drugs			X	X		
Gambling			X			
Indecent Exposure		X	X	X x		
False report of a bomb				X		

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Extorting or attempting to extort		X				
Forgery		X				
Damaging or destroying personal property	X	X	X			
Arson and/or criminal mischief				X		
Selling, possessing, using fireworks/dangerous devices			X			
Violation of a person's civil rights	X	X	X			
Bullying (cyberbullying)	X	X	X			
Plagiarism	X	X				
Cheating/ Copying	X	X				
Altering Records	X	X				
Cell phone/ electronics use/ disruption during testing	X	X				
Assisting another in the above actions	X	X				
Wearing gang apparel			X			
Affiliating with a gang			X			
Participating in gang activity			X	X		