

DISTRICT CONTINUUM OF DISCIPLINE RESPONSES

Classroom Level Continuum of Responses

Type One Behavioral Violations

Level A – Type One behavioral violation initially occurs

Teacher or school personnel:

- A. Reteaches behavioral expectations.
- B. Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation.
- C. Selects and implements best practices and strategies as appropriate.
- D. 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:

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

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:

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

Administrative Level Continuum of Responses

Type Two Behavioral Violations

Level D – Classroom and administrative continuum of responses

- A. Teacher or school personnel implements Level C continuum of responses as appropriate.
- B. Administrator or school support staff provide classroom support.
- C. Teacher or school personnel refers student and notifies administrator of behavioral violation.
- D. Teacher or Administrator notifies and attempts to involve the parent in the resolution.

- E. Teacher or Administrator confers with teacher or other school personnel and investigates evidence.
- F. Teacher or Administrator invites the student to share their perspective and explanation regarding the behavioral violation.
 - 1. Use school referrals and protocols as appropriate.
 - 2. Attempt restorative justice practices.
 - 3. Consider in-school suspension as appropriate (if allowable)
- G. Document all referrals and actions.

Type Three Behavioral Violations

Level E

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

Type Four Behavioral Violations

Level F

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

Type Five Behavioral Violations

Level G

- A. Attempt lower-level continuum of responses as appropriate.
- B. Follow mandatory school referrals and protocols.
- C. Notify and attempt to involve the parent in the resolution.
- D. Investigate evidence of behavioral violation and confer with other school personnel.

- E. Invite students to share their perspective and explanation regarding the behavioral violation.
 - a. Consider restorative justice practices and other forms of discipline.
 - b. Consider behavior agreement.
 - c. Consider suspension or expulsion (if allowable) as appropriate.
- F. Document all referrals and actions.