

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 corrective actions
 - Consider behavior agreement
 - Consider suspension or expulsion (if allowable) as appropriate
- Document all referrals 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
 - Consider restorative justice practices and other corrective actions
 - Consider behavior agreement
 - Consider suspension or expulsion (if allowable) as appropriate
- Document all referrals and actions

Type Three Behavioral Violations

Level E

- Attempt lowerlevel 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
 - Consider restorative justice practices and other corrective actions
 - Consider behavior agreement
 - Consider suspension as appropriate
- Document all referrals 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
- Teacher or administrator notifies and attempts to involve the parent in the resolution
- Teacher or administrator confers with other school personnel and investigates evidence

- Teacher or administrator invites the student to share their perspective and explanation regarding the behavioral violation
 - Use school referrals and protocols as appropriate
 - Consider restorative justice practices
 - Consider in-school suspension as appropriate (if allowable)
- Document all referrals 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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