

## Determining Disciplinary Responses

Building administrators and school faculty must consult this document when determining which disciplinary interventions and consequences to implement. In determining how to best address inappropriate, unacceptable, and unskillful behaviors, it is necessary to evaluate the totality of the circumstances surrounding the behavior. The following facts must be considered prior to determining the appropriate assignment of consequences and interventions:

- the student's age and developmental stage of maturity
- the student's disciplinary record (including the nature of any prior misconduct, the number of prior instances of misconduct)
- the disciplinary consequences and interventions applied in prior behavior infractions
- the nature, severity and scope of the inappropriate, unskillful, consequence. or unacceptable behavior
- the circumstances/context in which the conduct occurred
- the frequency and duration of the behavior
- the number of persons involved in the behavior
- the student's IEP, BIP (Behavioral Intervention Plan) and 504 Accommodation Plan, if applicable
- the student's response to interventions
- Differentiated responses to disciplinary problems are embedded within four levels of just and equitable practices under which all students are treated fairly with respect, dignity and decency and without favor toward or prejudice against any one group of students according to ability, talent, age, gender, gender identity and expression, developmental and acquired disabilities, race and ethnicity, socio-economic status, religious and spiritual orientation, national origin and home language, sexual orientation, and indigenous heritage.

## The Dilemmas of "Consistency"

**What almost everyone wants.....**

**What are the challenges related to "consistency"?**

**What qualities of a response communicate "consistency"?**

**Schoolwide Expectations:** School-wide behavior and learning expectations apply to all students everywhere in the building, on school property, and at school functions. **Expectations** communicate beliefs about what students are capable of doing and achieving; they convey adults' confidence in students' capacity to succeed and thrive in school and life; they provide reassurance that students can (and will be expected to) right themselves when they mess up, academically or behaviorally. Expectations provide enduring guidelines for how we should present and express ourselves, how we should behave, how we learn and what we should achieve. Positive language is always used to craft expectations.

All Settings	Arrival / Dismissal	Classrooms	Hallways	Bathroom	Cafeteria & Recess	Bus	Auditorium
<ul style="list-style-type: none"> <li>- Use appropriate language</li> <li>- Keep hands, feet, &amp; belongings to self</li> </ul>	<ul style="list-style-type: none"> <li>- Take off hats/hoods</li> <li>- Put away electronics</li> </ul>	<ul style="list-style-type: none"> <li>- Follow &amp; respond appropriately to directions</li> <li>- Use appropriate language</li> <li>- Use appropriate non-verbal communication showing you are on task</li> </ul>	<ul style="list-style-type: none"> <li>- Maintain quiet voices</li> </ul>	<ul style="list-style-type: none"> <li>- Honor the privacy of others</li> <li>- Clean after yourself</li> </ul>	<ul style="list-style-type: none"> <li>- Enter &amp; sit quietly at a table</li> <li>- Quietly line up to buy lunch</li> <li>- Honor space and activities of others on field</li> </ul>	<ul style="list-style-type: none"> <li>- Enter &amp; Sit quietly</li> <li>- Obey bus driver's requests promptly</li> </ul>	<ul style="list-style-type: none"> <li>- Eyes/ears on presenter</li> <li>- Sit quietly</li> </ul>
<ul style="list-style-type: none"> <li>- Know &amp; follow school expectations</li> <li>- Accept positive &amp; corrective feedback</li> <li>- Keep school clean</li> </ul>	<ul style="list-style-type: none"> <li>- Pay attention to buses/cars arriving &amp; departing</li> </ul>	<ul style="list-style-type: none"> <li>- Know &amp; follow classroom procedures</li> <li>- Accept positive &amp; corrective feedback</li> <li>- Clean up your space</li> </ul>	<ul style="list-style-type: none"> <li>- Walk to the right</li> </ul>	<ul style="list-style-type: none"> <li>- Wash hands &amp; flush toilet</li> <li>- Use bathroom equipment appropriately</li> <li>- Use the bathroom in timely manner</li> </ul>	<ul style="list-style-type: none"> <li>- Remain at table once seated</li> <li>- Ask permission to leave café or recess</li> <li>- Keep table &amp; floor clean</li> <li>- Use &amp; Return recess materials appropriately</li> </ul>	<ul style="list-style-type: none"> <li>- Remain seated</li> <li>- Get on &amp; off the bus at your assigned stop</li> <li>- Keep bus clean</li> <li>- Face Forward</li> </ul>	<ul style="list-style-type: none"> <li>- Enter through assigned door</li> <li>- Appropriate Applause</li> <li>- Sit correctly in designated section</li> </ul>
<ul style="list-style-type: none"> <li>- Follow &amp; respond appropriately to adult directions</li> <li>- Arrive on time &amp; prepared</li> </ul>	<ul style="list-style-type: none"> <li>- Arrive/ Depart on time</li> </ul>	<ul style="list-style-type: none"> <li>- Arrive on time</li> <li>- Be prepared with assignments &amp; materials</li> <li>- Actively participate</li> </ul>	<ul style="list-style-type: none"> <li>- Move to class promptly using direct route</li> <li>- Have necessary materials (including passes)</li> </ul>	<ul style="list-style-type: none"> <li>- The bathroom is safe &amp; clean</li> </ul>	<ul style="list-style-type: none"> <li>- Cafe is clean &amp; ready for the next lunch</li> <li>- Students prepared for timely dismissal</li> </ul>	<ul style="list-style-type: none"> <li>- Students arrive safely to destination</li> </ul>	<ul style="list-style-type: none"> <li>- Pay attention</li> <li>- Participate when appropriate</li> </ul>

**Schoolwide Rules:** Schoolwide rules provide an explicit set of enforceable regulations or directives that guide acceptable and appropriate conduct. Rules foster a sense of order, calm, and purposefulness, prerequisites for establishing a learning-focused community. They provide specific instructions about what to do and not to do in specific contexts. Typical school rules provide direction for personal conduct in the classroom and public spaces; what students may and may not do in public spaces; what students may and may not wear; what students may and may not bring to school; where and when students can and cannot travel in the building. Naming something a rule comes with the obligation to enforce it consistently. **Selection of the right school rules** should be driven by disciplinary data. **Violations of School Rules** are linked to levels of consequences and interventions.

### Sample Schoolwide Rules:

1. Arrive to class on time.
2. Stay in class and have a pass to travel in public spaces.
3. Be safe and respect others' personal dignity and space (Keep hands and feet to self).
4. Listen, acknowledge and respond to directives and requests.
5. Use appropriate and respectful language with peers and adults.

These school rules guide how we behave and how we treat each other in public spaces and in the classroom. They will help you know what you can do and can't do at school. These rules support you to be your best self, help you feel productive, support a positive school "culture" (environment), and help our classrooms, hallways, and outdoor spaces feel orderly, safe, and welcoming. In most situations, you will be asked to correct yourself before a referral is submitted. Rules will be enforced in three ways.

- Documentation will always be submitted for rule violations related to public space. Generally, you will receive a consequence and an intervention when you have accumulated three public space referrals.
- In classroom settings, a referral will be submitted when you have violated a rule 3 to 5 times (unless the behavior is egregious. Once a referral is submitted you will receive a consequence and an intervention.
- Egregious rule violations (behaviors that are seriously dangerous, destructive, violent, or aggressive) will require that you go immediately to the Student Support Center and the appropriate consequence and intervention will then be determined.

**Consequences:** Actions the school takes to investigate the incident, inform you and your family that you have violated school rules, and assign school sanctions.

**Behavioral Referral:** This goes on your school record.

**Parent Contact:** Your parent/guardian will be contacted.

**Conference:** You will participate in a conference that includes your teacher, a student support staff member, an administrator, and/or your parent.

**Send Out:** You will be escorted to the Student Support Center for the remainder of the class/period or longer depending on the seriousness of the infraction. You will complete a "Reflect, Repair, and Reconnect" form, problem solve, and conference with the referring adult upon your return.

**Detention:** You will be assigned a supervised detention during or after school.

**In-School Suspension (ISS):** You will be assigned ISS for a partial day up to two days. You will fill in a reflection form, meet with a member of the student support team, make a plan for the day, follow the directions for the ISS room (6-12) / Reflection room (K-5), and check-out with an administrator at the end of the day.

**Out-of-School Suspension (OSS):** You will be assigned one to five days of out-of-school suspension. You may not attend school during this time. Your suspension may be reduced in some situations if you agree to complete restorative actions to restore your good standing.

**Long-Term Suspension:** You will participate in a Superintendent's Hearing. In the hearing you and your parent will be afforded due process and the District will consider information and perspectives before determining the length of the suspension, the intervention plan during the suspension, and the re-entry plan upon a student's return to school.

<p><b>Sample Interventions:</b> A specific action/strategy you will take to repair the harm you have done to yourself and/or others in the school. These actions will help you become more self-managed, self-aware, and socially and academically successful. *</p>
<p><b>Teacher – Student Support Case Conferencing:</b> Staff will develop strategies to support desired target behaviors and facilitate a follow-up conference with you.</p>
<p><b>Re-Set Pass:</b> You can ask for a Re-Set pass to meet briefly with a student support team member with the expectation of returning to class ready to learn.</p>
<p><b>Mobile Triage:</b> A student support team member travels to the classroom to help you defuse emotional upset, mediate an interpersonal conflict, or problem solve so you can get back on track.</p>
<p><b>Restorative Questions:</b> You will meet with an adult and move through one or more questions to unpack a problem, resolve a conflict, and agree on an action you can take to make things right.</p>
<p><b>Apology:</b> A written or verbal apology or an apology of action (something specifically you will do to make it right with the person harmed – it’s a gesture to show your regret and remorse).</p>
<p><b>Academic and Behavior Problem-Solving and Planning Conference:</b> You will meet with an adult when unproductive and ineffective behaviors or mindsets are getting in the way of your academic success and high functioning in the classroom. You will have an opportunity to think and reflect on a series of questions, identify behaviors that will help you be more successful, make a plan, and agree on how you will monitor progress.</p>
<p><b>Problem Solving Circles and Restorative Group Conference for High-Impact Incidents:</b> If you have hurt another student, group of students, or staff member you will meet with the appropriate individual or group affected in order for those harmed to share their perspectives, reflect on the impact of your behavior on others, and agree on a resolution that will mend relationships, repair harm, and restore your good standing.</p>
<p><b>Behavior Replacement / Social Skills Training:</b> You will participate in individual or group practice and rehearsal to learn social skills and adopt positive mindsets that help you meet academic and behavioral expectations.</p>
<p><b>Service to the School Community:</b> You will perform some kind of service task to restore your good standing.</p>
<p><b>Assignment of Student Support Coach:</b> You will be assigned a mentor/coach when you require multiple interventions and monitoring to support you to meet academic and behavioral expectations.</p>
<p><b>Collaborative Family/Guardian Conference:</b> You will participate in a conference with your parent/guardian so that they can help the school and you meet academic and behavioral expectations.</p>
<p><b>Teacher-Student Mediated Conference:</b> You will meet with the teacher you are having a conflict with, and both of you tell your stories, share what you need, and come to agreement on ways to repair the relationship and move forward.</p>
<p><b>Student-Student Mediation:</b> You will meet with the student you are having a conflict with, and both of you will tell your stories, share what you need, repair the relationship, and come to agreement on a solution.</p>
<p><b>Root Cause/Function-Based Thinking Assessment:</b> When you have had multiple challenges, you will participate in sessions that will help you figure out the reasons that are causing you to struggle and help identify the right interventions to support you to get back on track..</p>
<p><b>Comprehensive Student Success Plans:</b> You will participate in a comprehensive set of interventions to tackle multiple behavioral, academic, attendance, and/or mental health challenges.</p>
<p><b>Referral to School-Based Health or Mental Health Staff or Partners:</b> You might need additional support from a mental health provider within or outside the school.</p>

\* Most interventions are supported by a progress monitoring tool where students select “target behaviors” that will help them academically and/or behaviorally. .

ANYTOWN SCHOOL RULES

1. Walk calmly through the halls, use conversational voices, keep your hands to yourself, and keep moving as you travel from one place to the next.	<i>No horseplay, yelling, throwing, running, or “grouping up” in hallways.</i>
2. Respect everyone’s personal space and keep your hands to yourself.	<i>No unwanted touching, shoving, poking, pushing, physical intimidation, kicking, punching, or fighting.</i>
3. Express yourself positively using school-appropriate language.	<i>No profanity, abusive, offensive, or threatening language directed toward others.</i>
4. Get a pass from an adult to travel in public spaces during class time or lunch.	<i>Do not leave class without permission or without a pass.</i>
5. Be inside the classroom before the second bell.	<i>Do not be late for class.</i>
6. Resolve conflicts and differences constructively.	<i>Do not engage in verbally aggressive confrontations and arguments with peers.</i>
7. Accept directives, correction and consequences without a fuss.	<i>Do not argue back aggressively, continue confrontational back-talk, or say “no” using loud, hostile language after a teacher has stated what is expected.</i>
8. When you are off-track or off-task in class, re-focus and correct yourself when you are prompted.	<i>Do not continue behaviors that are getting in the way of your learning or your peers’ learning.</i>
9. Respect the dignity of every student and adult.	<i>No bullying (repeated acts of aggression intended to harm an individual or group) and no harassment (acts of aggression targeting people based on their race, color, origins, gender, sexual identity, age, size, religion, class or disability.)</i>

**School rules help students demonstrate the two important mindsets.**

- I know when it is important to follow rules and norms of acceptable behavior.
- I take responsibility for my words and actions and can identify the impact of my behavior on others.

Positively Stated Rule	Infractions Linked to Rule S=Single Incident M=3X5 Times	Associated Desired Target Behaviors
Arrive to class on time.	Lateness for class without permission (M)	I attend class every day and arrive to class on time. I manage my materials and organize myself so I'm ready to learn from the start of class to the end of class. I organize, manage, and prioritize <u>my time</u> and tasks so I can meet my academic responsibilities.
Stay in class from bell to bell and have a pass to travel in public spaces.	Leaving class or school without permission (S)	I follow rules, routines, instructions, and procedures. I make responsible choices by predicting consequences of different behaviors.
Be safe and respect others' personal dignity and space (Keep hands and feet to self).	Public space misbehavior(S) Physical altercations (S) Bullying (S) Harassment (S) Inappropriate or unwanted physical contact (S) Throwing objects (S) Inciting or participating in disturbance (S) Engages in deliberate acts to annoy, tease, provoke, or bother peers. (M)	I am friendly, helpful, courteous, and good humored with others. I greet people in a friendly manner when they say 'hello' to me. I focus my attention on people who are speaking to me. I respect dignity of each person and their rights to be heard, to be valued, and to learn in a safe classroom. I stand up for others when their rights, identity, or dignity are violated.
Listen, acknowledge and respond to directives and requests.	Does not comply with classroom rules, routines, or procedures (M) Failing to comply with reasonable directions (M) Engages in persistent demands, argumentative speech, back-talk (M)	I follow rules, routines, instructions, and procedures. I accept help, feedback, correction, or consequences with good will. I listen respectfully and paraphrase/summarize or question before speaking.
Use appropriate and respectful language with peers and adults.	Using vulgar/abusive language/cursing/swearing (M) Using vulgar/abusive language/cursing/swearing against school personnel (S) Sustained yelling, shouting, screaming (S)	I use school-appropriate language and present myself to others in a civil manner. I use problem solving strategies to work things out. I use positive, non-aggressive language to express myself and get what I need. I can verbalize and present my ideas, my values, and my needs to others effectively.

## Rule # 1: Arrive to class on time.

**Positively Stated:** I enter the classroom before the bell rings.

**Interest:** To ensure that you transition smoothly from class to class and arrive on time ready to learn.

**The Rule Violation:** Arriving late to class (entering the classroom after the bell rings) is a TARDY.

### Supporting students to follow the rule and self-correct

Step 1 – <u>Promotion</u>	Step 2 - <u>Prevention</u> (Avoid being tardy)	Step 3 – <u>Enforcement</u> (Student refusal)
<p><b>Step 1 is always around the rule and reinforcing positive behavior.</b></p> <p><b>Staff:</b> “Hi X. Thanks for moving along. Have a good day.”</p> <p><b>Staff:</b> “So nice to see you today, X. Have a great class.”</p> <p><b>Staff:</b> “X, You’ve been on time the last three days. Awesome!”</p>	<p><b>Step 2 is when the behavior persists.</b></p> <p><b>Staff:</b> “X, you’ve got two minutes. Let’s move. Thank you.”</p> <p><b>Staff:</b> “Hi you two, I want you to get to class on time. So let’s get walking. Thank you.”</p> <p><b>Staff:</b> “X and X, this is not the time to stop and play around. It’s time to move so you can get to class on time. Thank you.”</p> <p><b>Staff:</b> “X, the clock’s running. I know you don’t want to be late. Let’s go.”</p>	<p><b>Step 3 is when a student walks away and/ or engages with you in a threatening manner.</b></p> <p><b>Staff:</b> Get on the walkie-talkie and/or phone and notify Student Support Center (TJC) or Main Office (MS/HS).</p>

### School Sanction/Consequence and Intervention

	Threshold of 3-5	Threshold of 6-8	Threshold of 9 and above
<b><u>Intervention(s)</u></b>	<ul style="list-style-type: none"> <li>Check-in conference using Restorative Questions</li> </ul>	<ul style="list-style-type: none"> <li>Conference with the student, guardian, administrator and/or student support team member</li> <li>Grade-level team case conferencing</li> </ul>	<ul style="list-style-type: none"> <li>Restorative circle with the teacher</li> <li>Assigned student support coach to develop plan, check in, and monitor progress</li> <li>Grade-level team case conferencing</li> </ul>
<b><u>Consequence(s)</u></b>	<ul style="list-style-type: none"> <li>Submit referral</li> <li>Contact guardian (phone call/email)</li> </ul>	<ul style="list-style-type: none"> <li>Submit referral</li> <li>Contact guardian (phone call/email)</li> <li>Assigned detention</li> </ul>	<ul style="list-style-type: none"> <li>Submit referral</li> <li>Conference with parent/guardian and administrator</li> <li>ISS (Notation in student’s cumulative record)</li> </ul>

## Rule # 2: Stay in class and have a pass to travel in public spaces.

**Positively Stated:** I stay in class and get a pass from an adult to travel in public spaces during class time or lunch.

**Interest:** To maximize your learning time in class; to ensure that your “where-abouts” are known throughout the day for safety considerations and emergencies.

**The Rule Violation:** Leaving class without a pass or without permission; not returning to class after using a pass; not attending class; hanging out anywhere inside or outside the building without permission.

### Supporting students to follow the rule and self-correct

Step 1 – <u>Promotion</u>	Step 2 - <u>Prevention</u> (Prevent loss of learning time)	Step 3 <u>Enforcement</u> (Student refusal)
<p><b>Step 1 is always around the rule and reinforcing positive behavior.</b>  <b>Staff:</b> “Hi X. Thanks for having your pass. How’s your day going?”  <b>Staff:</b> “You’ve got your pass, so you’re good to go. Hope it’s a good day for you.”</p>	<p><b>Step 2 is when the behavior persists.</b>  <b>Staff:</b> “Good to see you X. I am not seeing a pass.”  <u>Scenario 1:</u>  <b>Student arrives late to school</b> and hasn’t been to class yet.  <b>Next Step:</b> Take the student to window to log in, get a late arrival pass, escort student to class.  <u>Scenario 2:</u>  <b>Student in public space during first ½ of class w/out a pass:</b>  <b>Staff:</b> Take the student to Student Support Center, submit referral, and get a pass, return to class.  <u>Scenario 3:</u>  <b>Student in public space during last ½ of class w/out a pass</b>  <b>Staff:</b> Take the student to Student Support Center, submit referral, and stay in SSC for remainder of period.</p>	<p><b>Step 3 is when a student walks or runs away and/ or engages with you in a threatening manner.</b>  <b>Staff:</b> Get on the walkie-talkie and/or phone and notify Student Support Center (TJC) or Main Office (MS/HS).</p>

### School Sanction/Consequence and Intervention

	Threshold of 1	Threshold of 3-5	Threshold of 6-8	Threshold of 9 and above
<u>Intervention(s)</u>		<ul style="list-style-type: none"> <li>Check-in conference using Restorative Questions</li> </ul>	<ul style="list-style-type: none"> <li>Conference with the student, guardian, administrator and/or student support team member</li> <li>Grade-level team case conferencing</li> </ul>	<ul style="list-style-type: none"> <li>Assigned student support coach to develop plan, check in, and monitor progress</li> <li>Grade-level team case conferencing</li> </ul>
<u>Consequence(s)</u>	<ul style="list-style-type: none"> <li>Submit referral</li> </ul>	<ul style="list-style-type: none"> <li>Submit referral</li> <li>Contact guardian (phone call/email)</li> </ul>	<ul style="list-style-type: none"> <li>Submit referral</li> <li>Contact guardian (phone call/email)</li> <li>Assigned detention</li> </ul>	<ul style="list-style-type: none"> <li>Submit referral</li> <li>Conference with parent/guardian and administrator</li> <li>ISS (Notation in student’s cum record)</li> </ul>

## Rule #3: Be safe and respect others' personal dignity and space. (Keep hands and feet to self.)

**Positively Stated:** I am a positive member of the school community by being respectful to everyone, caring for others, and supporting peers.

**Interest:** To ensure that everyone puts each person's physical and psychological safety first; to ensure that everyone feels safe, welcomed, accepted, and respected.

**The Rule Violation:** Engaging in horseplay, yelling, throwing, loitering; engaging in unwanted touching, teasing, or deliberate acts that annoy, provoke, or bother peers

**Egregious Rule Violation:** Engaging in bullying, harassment, physical fighting, violent or dangerous acts; inciting a disturbance (See blue box below.)

### Supporting students to follow the rule and self-correct

Step 1 – Promotion	Step 2 - Prevention (Self-correct before a minor problem becomes a major incident)	Step 3 – Enforcement (Student refusal)
<p><b>Step 1 is always around the rule and reinforcing positive behavior.</b>  <b>Staff: Any version of “meet and greet” creates a positive connection and upbeat feelings.</b>            “How’s your morning been so far?” “Love the new hair-do. Looks really good.” “You look tired. Is everything okay?” “Congrats on the win last night. I really enjoyed watching you play.” “So glad to see you every day this week.” “What was nice about the weekend?” “Welcome to class on fabulous Friday.”            AND smiles, high fives, funny handshakes, “hello” and “welcome” in different languages.</p>	<p><b>Step 2 is when the behavior persists.</b>            Offer a choice so the student can self-correct / right him/herself.  <b>Staff:</b> “You have a choice. You can stop the horseplay (or other behavior) or walk with me to the Student Support Center and sort this out.”  <b>Staff:</b> “_____ and _____, hope you’re having a good day. And remember guys, ‘Hands and feet to yourself.’ Thanks, you two.”  <b>Staff:</b> “X, stop for a second. No screaming in the halls. Thank you.”</p>	<p><b>Step 3 is when a student walks away and/ or engages with you in a threatening manner.</b>            Get on the walkie-talkie and/or phone and notify Student Support Center (TJC) or Main Office (MS/HS).</p>

### School Sanction/Consequence and Intervention

	Threshold of 1 For Public Space Incidents	Threshold of 3-5 For Classroom Incidents	Threshold of 6-8 For Classroom Incidents	Threshold of 9 or above For Classroom Incidents
<u>Intervention(s)</u>		<ul style="list-style-type: none"> <li>Check-in conference using Restorative Questions</li> <li>Apology</li> </ul>	<ul style="list-style-type: none"> <li>Problem Solving/Planning Conference</li> <li>Behavior replacement/Social Skills</li> <li>Restorative Group Conference or Mediation</li> <li>Grade-level team case conferencing</li> </ul>	<ul style="list-style-type: none"> <li>Root Cause Analysis, Target Behaviors, Progress Monitoring</li> <li>After the above, assign a student support coach to develop plan, check in, and monitor progress</li> <li>Grade-level team case conferencing</li> </ul>
<u>Consequence(s)</u>	<ul style="list-style-type: none"> <li>If the incident occurred in public space, submit a referral.</li> </ul>	<ul style="list-style-type: none"> <li>Submit referral</li> <li>Contact guardian (phone call/email)</li> <li>Detention</li> </ul>	<ul style="list-style-type: none"> <li>Submit referral</li> <li>Contact guardian (phone call/email)</li> <li>Pre-suspension Conference</li> <li>Administrative Detention</li> </ul>	<ul style="list-style-type: none"> <li>Submit referral</li> <li>Contact Parent/Guardian for an in-person or call-in conference with admin</li> <li>ISS (Notation in students' cum. record)</li> </ul>

**Rule #4: Listen, acknowledge, and respond to directives and requests.**

**Positively Stated:** I accept help, feedback, correction, and direction with good will.  
**Interest:** To ensure healthy communication between students and staff.  
**The Rule Violation:** Arguing and backtalk and saying no.  
**Egregious Rule Violation:** Refusal using loud, hostile language after an adult has stated what is expected, chronic oppositional behaviors; Running away from an adult. (See blue box below)

**Supporting students to follow the rule and self-correct**

Step 1 – Promotion	Step 2 - Prevention (Self-correct before a minor problem becomes a major incident))	Step 3 – Enforcement (Student refusal)
<p><b>Step 1 is always around the rule and reinforcing positive behavior.</b>  <b>Staff:</b> “I appreciate the way that you are listening and responding right now. Thank you!”  <b>Staff:</b> “Thank you for listening. I know that wasn’t easy.”  <b>Staff:</b> “Thank you for managing your way through your frustration. You’ve got my respect for that.”  <b>Staff:</b> “Your commitment to correct this is going to help you dig out of the hole. Good for you.”</p>	<p><b>Step 2 is when the behavior persists.</b>  Offer a choice so the student can right him/herself.  <b>Staff:</b> “Hey X. Let’s both take a step back and take a minute.” (Breathe, counting.) “You have a choice here. You can do what you have been asked to, or you can meet with me later to sort things out.”  Student responds appropriately and accepts the help, feedback, correction, etc.  <b>Staff:</b> “Thank you for making a good choice and for taking care of yourself.”  <b>ALSO, please see Code, pages 34-36</b></p>	<p><b>Step 3 is when a student leaves the classroom, walks away, and/or engages with you in an aggressive or threatening manner.</b>  Get on the walkie-talkie and/or phone and notify Student Support Center (TJC) or Main Office (MS/HS).  If this occurs in the classroom use the appropriate “send-out script.” <b>Please see Code, page 28</b></p>

**School Sanction/Consequence and Intervention**

	Threshold of 3-5	Threshold of 6 or above – Incident with <u>Same</u> Teacher	Threshold of 3-5 – Incidents with <u>Multiple</u> Teachers
<b><u>Intervention(s)</u></b>	<ul style="list-style-type: none"> <li>Check-in conference using Restorative Questions</li> <li>Apology</li> </ul>	<ul style="list-style-type: none"> <li>Problem Solving and Planning Conference that includes identification of target behaviors</li> <li>Replacement behavior that includes identification of target behaviors and practice and rehearsal</li> <li>Student-teacher mediated conference</li> <li>Apology</li> <li>Grade-level team case conferencing</li> </ul>	<ul style="list-style-type: none"> <li>Refer to Student Support Team</li> <li>Root Cause Analysis, Target Behavior, Progress Monitoring</li> <li>After the above, assign a student support coach to develop plan, check in, and monitor progress</li> <li>Conference with teachers and two weeks of feedback from teachers shared with Student Support Coach and student</li> <li>Restorative Circle</li> <li>Grade-level team case conferencing</li> </ul>
<b><u>Consequence(s)</u></b>	<ul style="list-style-type: none"> <li>Submit referral</li> <li>Contact guardian via phone call/email)</li> </ul>	<ul style="list-style-type: none"> <li>Submit a referral</li> <li>Contact Parent/Guardian for in-person or call-in</li> <li>Detention</li> <li>Student Support Center recovery time</li> </ul>	<ul style="list-style-type: none"> <li>Submit a referral</li> <li>Contact Parent/Guardian for an in-person or call-in conference with administrator</li> </ul>

## Rule #5: Use appropriate and respectful language with peers and adults.

**Positively Stated:** I use school-appropriate language.

**Interest:** To create an environment where people engage in civil conversation and resolve conflicts and differences non-violently.

**The Rule Violation:** Engaging in teasing, taunting, put-downs, profanity (directed at a person), or name calling

**Egregious Rule Violation:** Threats directed at any student or adult; Using vulgar/abusive language/cursing/swearing against school personnel  
(See blue box below.)

### Supporting students to follow the rule and self-correct

Step 1 – <u>Promotion</u>	Step 2 - <u>Prevention</u> (Student doesn't initially respond)	Step 3 – <u>Enforcement</u> (Student refusal)
<p><b>Step 1 is always around the rule and reinforcing positive behavior.</b></p> <p><b>Staff:</b> “Hey X, I heard that. Respectful language please. Try it again and thank you for being respectful.”</p>	<p><b>Step 2 is when the behavior persists.</b></p> <p>Offer a choice so the student can right him/herself.</p> <p><b>Staff:</b> “You have a choice here. Clean it up please or walk with me to the Student Support Center. Make the right choice.” (Be mindful of tone.)</p> <p><b>Staff:</b> “Hey, hey. What’s going on? Let’s clean up the language now. Thanks X.”</p> <p><b>Staff:</b> “Thank you and have a good day.”</p>	<p><b>Step 3 is when a student walks away and/ or engages with you in a threatening manner.</b></p> <p><b>Staff:</b> “X, please stay with me, and after the bell rings we will get you to Student Support Center and sort out what’s going on.”</p> <p>Student refuses to stay with you and walks away.</p> <p>Get on the walkie-talkie and/or phone to notify Student Support Center (TJC) or Main Office (MS/HS).</p>

### School Sanction/Consequence and Intervention

	Threshold of 1 For Public Space Incidents	Threshold of 3-5 For Classroom Incidents	Threshold of 6-8 For Classroom Incidents	Threshold of 9 and above For Classroom Incident
<u>Intervention(s)</u>		<ul style="list-style-type: none"> <li>• Check-in conference using Restorative Questions</li> <li>• Apology</li> <li>• Student-teacher mediated conference</li> <li>• Possible DASA Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Problem Solving/Planning Conference</li> <li>• Behavior replacement/Social Skills</li> <li>• Restorative Group Conference or Mediation</li> <li>• Apology</li> </ul>	<ul style="list-style-type: none"> <li>• Root Cause Analysis, Target Behaviors, Progress Monitoring</li> <li>• After the above, assign a student support coach to develop plan, check in, and monitor progress</li> <li>• Coach shares strategies for using desired target behaviors with</li> </ul>

			<ul style="list-style-type: none"> <li>• Possible DASA Investigation</li> <li>• Grade-level team case conferencing</li> </ul>	student's teachers verbally or by email or in SchoolTool platform <ul style="list-style-type: none"> <li>• Apology</li> <li>• Grade-level team case conferencing</li> </ul>
<b>Consequence(s)</b>	<ul style="list-style-type: none"> <li>• If the incident occurred in public space, submit a referral.</li> </ul>	<ul style="list-style-type: none"> <li>• Submit referral</li> <li>• Contact guardian (phone call/email)</li> </ul>	<ul style="list-style-type: none"> <li>• Submit referral</li> <li>• Contact guardian (phone call/email)</li> <li>• Pre-suspension Conference</li> </ul>	<ul style="list-style-type: none"> <li>• Submit referral</li> <li>• Contact Parent/Guardian for an in-person or call-in conference with administrator</li> <li>• ISS (Notation in student's cumulative record)</li> </ul>

**Procedure for Egregious Behaviors**

Student is escorted to the Student Support Center

- Submit referral
- Complete due process investigation
- Harm and risk investigation with Nurse or Social Worker if appropriate.
- Conference with administrator
- Parent notification
- Administrator and Student Support team member will confer and decide on appropriate intervention(s)
- Consequences (ISS, OSS and/or consultation with police) will be determined by administrator
- Notation in cumulative record