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*Example 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