

	INFRACTION = <i>includes all settings</i>	A	Along with B	Along with C	And/Or D
		<i>Menu : Skills-based Supports</i>	<i>Menu: Restorative Practices</i>	<i>Menu: Staff/Administrative Actions</i>	<i>Menu: Optional Staff/Administrative Actions</i>  <b>Removal from Instruction Options</b>
<b>Level 1</b>					
	<b>BEHAVIOR DEFINITION</b> 1. Behavior that is disruptive to the school environment of student/others. 2. Refusal to comply with reasonable requests. 3. Behavior that is generally managed with a brief intervention by an adult present in that setting. <b>BEHAVIOR EXAMPLES</b> <i>Name Calling; Non-verbal disrespect; Inappropriate language; Out of area; Hand/head out of bus window; Not seated on bus</i>	<ul style="list-style-type: none"> <li>Reminder/Redirection of classroom routines and rituals</li> <li>Reminder/Redirection on ways to ask for help or solve problems</li> <li>Reminder/Redirection on ways to manage emotions</li> <li>Reminder/Redirection of appropriate classroom language</li> </ul>	Quick individual skill coaching	<ul style="list-style-type: none"> <li>Fidelity check of school-wide systems, structures and supports</li> <li>Review (classroom/non-classroom) behavior management plan including social skills teaching and reinforcement</li> <li>Classroom/non-classroom supports</li> <li>Time out of classroom: less than 15 min.</li> <li>Seat change, assigned seating</li> <li>Loss of setting privileges</li> </ul>	There are no Category D Responses for Level One behaviors.
<b>Level 2</b>		<i>may occur after completion of C or D</i>	<i>may occur after completion of C or D</i>		
	<b>BEHAVIOR DEFINITION</b> 1. Repeated or significant incident(s)* of Level One infractions. 2. Disordered behavior towards another student, staff, volunteer, etc. 3. Behavior that is generally managed with a brief intervention by an adult present in that setting, and may include additional brief contact with support staff. <b>BEHAVIOR EXAMPLES</b> <i>Swearing at another person; Electronic based aggression including inappropriate social networking content; Bullying, cyber-bullying; Accessing inappropriate content online; Cheating, plagiarism, etc.; Inappropriate use of personal electronic device; Possession/use of tobacco on school grounds; Possession of over the counter medication against policy</i>	<ul style="list-style-type: none"> <li>Re-teaching classroom routines &amp; rituals</li> <li>Re-teaching ways to ask for help, solve problems, manage emotions</li> <li>Self-charting of behaviors</li> <li>Skill practice/role play</li> <li>Individual skill coaching for targeted student &amp; aggressor in bullying/harassment incidents</li> <li>"Chill Pass" and contract</li> </ul>	<ul style="list-style-type: none"> <li>Guided conversations using restorative questions</li> <li>Peace-keeping Circle for problem solving</li> <li>Community Service (as restitution)</li> <li>Peer mediation (not to be used for bullying or harassment incidents)</li> <li>Reflective essay</li> <li>Restorative back to class plan</li> </ul>	<ul style="list-style-type: none"> <li>Develop a student skill plan</li> <li>Initiate behavior intervention plan, if none</li> <li>Formalize check-in/out plan with adult</li> <li>Buddy Room</li> <li>Detention</li> <li>Loss of setting privileges</li> <li>Alternative Instruction Room</li> <li>Referral to Student Assistance team</li> </ul>	<ul style="list-style-type: none"> <li>In school removal from instruction 1 day or less. Consider student's age and understanding for K-5.</li> </ul>
<b>Level 3</b>		<i>may occur after completion of C or D</i>	<i>may occur after completion of C or D</i>		
	<b>BEHAVIOR DEFINITION</b> 1. Repeated or significant incidents of Level Two infractions. 2. Behaviors targeted at or targeting others. 3. Behaviors interfering with safety equipment. <b>BEHAVIOR EXAMPLES</b> <i>Fighting; Threats/intimidation; Extortion; Sexting; Theft or vandalism under \$500.00; Property offenses; Substance impairment; Possession of stolen property; Propping open secured facility doors or bus doors; Opening, entering or leaving the bus through emergency exit; Holding onto exterior portion of bus</i>	<ul style="list-style-type: none"> <li>Small group skill instruction</li> <li>Lessons in anger management, conflict resolution, bus safety, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Restorative back to class plan</li> <li>Staff-led mediation for incidents involving equal power between persons</li> <li>Restitution for property incidents</li> </ul>	<ul style="list-style-type: none"> <li>Referral to Student Assistance team</li> <li>Loss of classroom/setting privileges</li> <li>Saturday school</li> <li>Alternative Instruction Room</li> <li>Student-staff conference</li> <li>Change in classroom assignment</li> <li>Consult with School Resource Officer</li> <li>Loss of transportation (bus) privileges no more than 1 day for bus behaviors</li> </ul>	<ul style="list-style-type: none"> <li>In school removal from instruction 1 day or less.</li> <li>Out of school removal from instruction 1 day or less. Consider student's age and understanding for K-5.</li> </ul>
<b>Level 4</b>		<i>may occur after completion of C or D</i>	<i>may occur after completion of C or D</i>		
	<b>BEHAVIOR DEFINITION</b> 1. Repeated or significant incident(s) of Level Three infractions. 2. Behaviors that involve safety issues. <b>BEHAVIOR EXAMPLES</b> <i>Suspected substance use or possession; Possession of drug paraphernalia; Assault; Terroristic threats; Theft or vandalism over \$500</i>	<ul style="list-style-type: none"> <li>Individual coaching by licensed support staff</li> </ul>	<ul style="list-style-type: none"> <li>Restorative transition back to class plan</li> <li>Neutral party mediation</li> <li>Family Group Conference</li> <li>Restitution for property incidents</li> </ul>	<ul style="list-style-type: none"> <li>Consultation with related MPS subject matter experts (Emergency Management and Safety and Security, General Counsel, Equity and Diversity, Student Support Services)</li> <li>Consultation with the School Resource Officer</li> <li>Refer to or review with Student Assistance team</li> <li>Pre-assessment team referral for alcohol or drug incidents</li> <li>Loss of transportation (bus) privileges, 1-4 days for behavior on the bus</li> </ul>	<ul style="list-style-type: none"> <li>Out of school removal from instruction not to exceed 4 days. Consider student's age and understanding for K-5.</li> </ul>
<b>Level 5</b>		<i>may occur after completion of C or D</i>	<i>may occur after completion of C or D</i>		
	<b>BEHAVIOR DEFINITION</b> 1. Behaviors identified below as expellable offenses. <b>BEHAVIOR EXAMPLES</b> <i>Weapons possession or use; Arson; Pyrotechnics; Drug or alcohol sale/intent to sell; Sexual assault; Severe physical assault; Bomb threats; Bombs or incendiaries; Robbery</i>	<ul style="list-style-type: none"> <li>Individual coaching by licensed support staff (may be at a new site)</li> </ul>	<ul style="list-style-type: none"> <li>Family Group Conference, may be as part of a move to a new setting</li> </ul>	<ul style="list-style-type: none"> <li>Consultation with related MPS subject matter experts (Emergency Management and Safety and Security, General Counsel, Equity and Diversity, Student Support Services)</li> </ul>	<ul style="list-style-type: none"> <li>Out of school removal from instruction 5 or more days (10 days if there is a Recommendation for Expulsion). Consider student's age and understanding for K-5.</li> <li>Recommendation for Expulsion</li> <li>Consult with/refer to local law enforcement</li> </ul>

Repeated or significant incident(s) may be determined by frequency, duration and intensity measures

Disciplinary Actions may be addressed by the student's IEP Program, IAP/504 Plan or suspected disability and if so are governed by the adaptations made in the plan or due to the disability.