

Interventions and Consequence Levels

Level I Infractions

When these interventions are used successfully in the classroom, additional disciplinary action is not required

- Restorative Circle
- Teacher conference with the student
- Reflection of the incident (verbal or written)
- Seat change
- Warning (verbal or visual)
- Redirection
- Reteach expectation of appropriate behavior
- Loss of privilege
- Confiscation of item
- Phone call and or letter to parent/guardian
- Teacher conference with parent/guardian
- Parent, student, and teacher contract
- Counseling
- Mediation
- Conflict resolution
- Peer mediation
- Confiscation of personal devices
- Mentoring
- Student apology (written or verbal)

Level II Infractions

These interventions are used with the assistance of the school Student Support Team staff and may include administrative support

- Restorative Circle
- Behavioral contract
- Complete a community service task
- Refer to intervention assistance team (student support team)
- Refer to community-based services
- Loss of privilege
- 30-day suspension from activities
- Office referral
- Detention (before or after school)

- Behavior progress report
- Modification of IEP
- Class or schedule change
- Child study meeting
- Counseling
- Functional behavioral assessment (FBA)
- Behavior intervention plan (BIP)
- Alternate instructional arrangement (one period to less than ½ day)
- In-school suspension (½ a school day or more)
- Loss of parking privilege
- Reflective Essay
- Independent Study
- Substance Abuse counseling

Level III Infractions

These are addressed solely by administration at the school

- In-school suspension
- Suspension, 1-5 days
- Suspension, 6-10 days
- Referral to community agency
- Refer for alternative program placement
- Restitution
- Restorative practice (harm circle)
- Long-term suspension
- Refer for disciplinary hearing
- Behavior intervention plan (BIP)
- Functional behavioral assessment (FBA)
- Substance Abuse counseling

Note: This list of Interventions is not intended to be exhaustive. School staff will seek to implement the intervention(s) that seem to most effectively support positive behavior for the specific student under the specific circumstances. When determining the level of response to a violation of the Code of Conduct, school staff will consider the age of the student, the student's intent, the severity of the circumstances, the level of disruption to the school environment (either during or after the violation), the repeated nature of the situation (if applicable), and any other mitigating or aggravating factors. School response will not necessarily begin at the lowest level indicated for a first offense.