

BEHAVIOR						SUPPORTIVE MEASURES	CORRECTIVE MEASURES
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5		
<b>Prohibited Substances</b>							
<b>Alcohol</b>							
<b>Possession, control, or use of an alcoholic beverage (500.2-3.1.3.4)</b>							
<p><b>Alcohol Use/Possession:</b> individual or joint ownership, including control, occupancy, inhalation, swallowing, injection, or group possession or use of alcohol and the intent to exercise dominion and control over it.</p>			<b>X</b>			<p><b>All responses from Level 1-2</b></p> <ul style="list-style-type: none"> <li>Individual support from licensed wellness staff</li> <li>Family group conference</li> <li>Communicate with parents/guardians regarding behaviors and interventions</li> <li>Communicate with parents/guardians</li> <li>Random searches</li> <li>Skill instruction, CFC classes, lessons, and/or behavior plan</li> <li>Thrive Time lesson/s (new/reinforced)</li> <li>Restorative Practice Intervention.</li> <li>Staff-led mediation for equal power conflicts.</li> <li>Restitution for property damageReferral to community-based counseling</li> <li>Referral to SBMH provider and/or community resources</li> <li>Designated restroom</li> </ul>	<p><b>All responses from Levels 1-2</b></p> <ul style="list-style-type: none"> <li>Possible suspension and later reinstatement back into a traditional school.</li> <li>Possible DCMT referral for repeated Level 3 disruptions or unsafe behavior - Contact Nicole Svee Magann for CCP</li> <li>Complete DCMT paperwork and submit to Lea Aline (SWS)</li> <li>SST Referral/Case Review</li> <li>Initiate ABC observation/analysis</li> <li>Assign classroom change based on incident and context</li> <li>Loss of bus privileges based on incident and context</li> <li>Parent conference</li> <li>BIP and/or FBA</li> <li>Behavioral contracts</li> <li>In-school instructional removal</li> <li>Out of school instructional removal pending CCP review with Nicole and DCMT referral outcome.</li> <li>Policy Review</li> <li>Referral to peer court, community service, after school intervention</li> <li>Document as Office Referral in Discipline Dashboard</li> </ul>
<p><b>Alcohol Distribution/Sharing:</b> involved in the actual, constructive, or attempted sale, transfer, delivery, or dispensing to another of alcohol or an imitation alcohol product.</p>			<b>X</b>	<b>X</b>		<p><b>All responses from Level 1-3</b></p> <ul style="list-style-type: none"> <li>Individual support from licensed wellness staff</li> <li>Family group conference</li> <li>Communicate with parents/guardians regarding behaviors and interventions</li> </ul>	<p><b>All responses from Level 1-3</b></p> <ul style="list-style-type: none"> <li>Contact Nicole Svee Magann for CCP and referral to DCMT</li> <li>Complete DCMT paperwork and submit to Lea Aline (SWS)</li> <li>Consultation with relevant specialists (IEP team, mental health, behavior, crisis response team, SRO, school safety/SST, equity and diversity)</li> <li>Mandatory out of school removal pending DCMT recommendation.</li> <li>Referral to an alternative program offered by the LEA pending DCMT recommendation</li> <li>Consult with/refer to local law enforcement</li> <li>Policy Review</li> <li>Document as Office Referral in Discipline Dashboard</li> </ul>
<b>Tobacco</b>							
<b>Sale, control, or distribution of a drug or controlled substance, an imitation substance, or drug paraphernalia (500.2-3.1.1.3)</b>							
<p><b>Tobacco or Vape Use/Possession:</b> individual or joint ownership, including control, occupancy, inhalation, swallowing, injection, or group possession or use of cigarettes, tobacco products, or e-cigarettes and the intent to exercise dominion and control over it.</p>			<b>X</b>			<p><b>All responses from Level 1-2</b></p> <ul style="list-style-type: none"> <li>Individual support from licensed wellness staff</li> <li>Family group conference</li> <li>Communicate with parents/guardians regarding behaviors and interventions</li> <li>Communicate with parents/guardians</li> <li>Random searches</li> <li>Skill instruction, CFC classes, lessons, and/or behavior plan</li> <li>Thrive Time lesson/s (new/reinforced)</li> <li>Restorative Practice Intervention.</li> <li>Staff-led mediation for equal power conflicts.</li> <li>Restitution for property damageReferral to community-based counseling</li> <li>Referral to SBMH provider and/or community resources</li> <li>Communicate with parents/guardians about the behaviors and interventions.</li> <li>Calendared check-ins</li> <li>Designated restroom</li> <li>Referral to community-based counseling</li> <li>DCFS Referral</li> </ul>	<p><b>All responses from Level 1-2</b></p> <ul style="list-style-type: none"> <li>Possible suspension and later reinstatement back into a traditional school.</li> <li>Possible DCMT referral for repeated Level 3 disruptions or unsafe behavior — contact Nicole Svee Magann for CCP</li> <li>Complete DCMT paperwork and submit to Lea Aline (SWS)</li> <li>SST Referral/Case Review</li> <li>Initiate ABC observation/analysis</li> <li>Assign designated restroom based on incident and context</li> <li>Loss of bus privileges based on incident and context</li> <li>Parent conference</li> <li>BIP and/or FBA</li> <li>Behavioral contracts</li> <li>In-school instructional removal</li> <li>Referral to peer court, community service, after school intervention</li> <li>Policy Review.</li> <li>Document as Office Referral in Discipline Dashboard</li> </ul>

BEHAVIOR						SUPPORTIVE MEASURES	CORRECTIVE MEASURES
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5		
<b>THC/Marijuana</b>							
<p><b>Marijuana Use/Possession:</b> individual or joint ownership, including control, occupancy, inhalation, swallowing, injection, or group possession or use of marijuana, product containing marijuana, or marijuana drug paraphernalia, and the intent to exercise dominion and control over it.</p>			<b>X</b>			<p><b>All responses from Level 1-2</b></p> <ul style="list-style-type: none"> <li>Individual support from licensed wellness staff</li> <li>Family group conference</li> <li>Communicate with parents/guardians regarding behaviors and interventions</li> <li>Calendared check-ins</li> <li>Small group skill instruction, lessons, CFC classes, or online modules in anger management, conflict resolution, bus safety, etc.</li> <li>Random searches</li> <li>Thrive Time lesson/s (new/reinforced) Engaged, Balanced, or Alert courses).</li> <li>Restorative Practice Intervention</li> <li>Referral to SBMH provider and/or community resources</li> <li>Designated restroom</li> <li>Behavior Contract</li> <li>DCFS Referral</li> </ul>	<p><b>All responses from Level 1-2</b></p> <ul style="list-style-type: none"> <li>Designated restroom based on incident and context</li> <li>Behavioral contracts</li> <li>Possible suspension and later reinstatement back into a traditional school.</li> <li>Possible DCMT referral for repeated Level 3 disruptions or unsafe behavior - Contact Nicole Svee Magann for CCP</li> <li>Complete DCMT paperwork and submit to Lea Aline (SWS)</li> <li>SST Referral/Case Review</li> <li>Initiate ABC observation/analysis</li> <li>Assign classroom change</li> <li>Loss of bus privileges based on incident and context</li> <li>Parent conference</li> <li>BIP and/or FBA</li> <li>Behavioral contracts</li> <li>In-school instructional removal</li> <li>Out of school instructional removal pending CCP review with Nicole and DCMT referral outcome.</li> <li>Referral to peer court, community service, after school intervention</li> <li>Policy Review</li> <li>Document as Office Referral in Discipline Dashboard</li> </ul>
<p><b>Marijuana Distribution/Sharing:</b> involved in the actual, constructive, or attempted sale, transfer, delivery, or dispensing to another of marijuana, a product containing marijuana, or an imitation marijuana product.</p>			<b>X</b>	<b>X</b>		<p><b>All responses from Level 1-3</b></p> <ul style="list-style-type: none"> <li>Individual coaching by licensed support staff (may be at a different site)</li> <li>Communicate with parents/guardians regarding behaviors and interventions.</li> <li>Formal and Family group conference</li> <li>Possibly part of a transition to a new setting.</li> <li>Restorative re-entry plan for school return."</li> </ul>	<p><b>All responses from Level 1-3</b></p> <ul style="list-style-type: none"> <li>Contact Nicole Svee Magann for CCP and referral to DCMT</li> <li>Complete DCMT paperwork and submit to Lea Aline (SWS)</li> <li>Consultation with relevant specialists (IEP team, mental health, behavior, crisis response team, SRO, school safety/SST, equity/diversity)</li> <li>Mandatory out of school removal pending DCMT recommendation</li> <li>Referral to an alternative program offered by the LEA pending DCMT review.</li> <li>Policy Review</li> <li>Consult with/refer to local law enforcement</li> <li>Document as Office Referral in Discipline Dashboard</li> </ul>
<b>Prescription Medication/Controlled Substances</b>							
<p><b>Controlled Substance Use/Possession:</b> Student had individual or joint ownership, including control, occupancy, inhalation, swallowing, injection, or group possession or use of a controlled substance and the intent to exercise dominion and control over it.</p>			<b>X</b>			<p><b>All responses from Level 1-2</b></p> <ul style="list-style-type: none"> <li>Individual support from licensed wellness staff</li> <li>Family group conference</li> <li>Communicate with parents/guardians regarding behaviors and interventions</li> <li>Small group skill instruction, Lessons, CFC classes, or online modules in anger management, conflict resolution, bus safety, etc.</li> <li>Thrive Time lesson/s (new/reinforced)</li> <li>Staff-led mediation for equal power conflicts.</li> <li>Restitution for property damage</li> <li>Referral to SBMH provider and/or community resources</li> <li>Calendared check-ins</li> <li>Random Searches</li> <li>Behavior Contract</li> <li>Designated Restroom pending outcome</li> <li>DCFS Referral</li> </ul>	<p><b>All responses from Level 1-2</b></p> <ul style="list-style-type: none"> <li>Designated restroom based on incident and context</li> <li>Behavioral contracts</li> <li>Possible suspension and later reinstatement back into a traditional school.</li> <li>Possible DCMT referral for repeated Level 3 disruptions or unsafe behavior - Contact Nicole Svee Magann for CCP</li> <li>Complete DCMT paperwork and submit to Lea Aline (SWS)</li> <li>SST Referral/Case Review</li> <li>Initiate ABC observation/analysis</li> <li>Assign classroom change</li> <li>Loss of bus privileges based on incident and context</li> <li>Parent conference</li> <li>BIP and/or FBA</li> <li>Behavioral contracts</li> <li>In-school instructional removal</li> <li>Out of school instructional removal pending CCP review with Nicole and DCMT referral outcome.</li> <li>Policy Review.</li> <li>Referral to peer court, community service, after school intervention</li> <li>Document as Office Referral in Discipline Dashboard</li> </ul>

BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	SUPPORTIVE MEASURES	CORRECTIVE MEASURES
<p><b>Controlled Substance Distribution/ Sharing:</b> Student is involved in the actual, constructive, or attempted sale, transfer, delivery, or dispensing to another of a controlled substance or an imitation controlled substance.</p>			X	X		<p><b>All responses from Level 1-3</b></p> <ul style="list-style-type: none"> <li>• Communicate with parents/guardians regarding behaviors and interventions.</li> <li>• Individual coaching by licensed support staff (may be at a different site)</li> <li>• Formal and Family group conference, possibly part of a transition to a new setting.</li> <li>• Restorative re-entry plan for school return</li> </ul>	<p><b>All responses from Level 1-3</b></p> <ul style="list-style-type: none"> <li>• Contact Nicole Svee Magann for CCP and referral to DCMT</li> <li>• Complete DCMT paperwork and submit to Lea Aline (SWS)</li> <li>• Consultation with relevant specialists (IEP team, mental health, behavior, crisis response team, SRO, school safety/SST, equity/diversity)</li> <li>• Mandatory out of school removal pending DCMT recommendation</li> <li>• Referral to an alternative program offered by the LEA pending DCMT review</li> <li>• Consult with/refer to local law enforcement</li> <li>• Policy Review</li> <li>• Document as Office Referral in Discipline Dashboard</li> </ul>
<b>Illegal Drugs/Uncontrolled Substances</b>							
<p><b>Uncontrolled Substance Use/Possession:</b> Student had individual or joint ownership, including control, occupancy, inhalation, swallowing, injection, or group possession or use of an uncontrolled substance (e.g. over the counter medications) without permission and the intent to exercise dominion and control over it.</p>		X				<p><b>All responses from Level 1-2</b></p> <ul style="list-style-type: none"> <li>• Individual support from licensed wellness staff</li> <li>• Family group conference</li> <li>• Communicate with parents/guardians regarding behaviors and interventions</li> <li>• Random searches</li> <li>• Small group skill instruction, Lessons, CFC classes, or online modules in anger management, conflict resolution, bus safety, etc.</li> <li>• Thrive Time lesson/s (new/reinforced)</li> <li>• Staff-led mediation for equal power conflicts.</li> <li>• Referral to community-based counseling</li> <li>• Referral to SBMH provider and/or community resources</li> <li>• Designated restroom based on incident and context pending outcome</li> <li>• Calendared check-ins</li> <li>• Random Searches</li> <li>• Behavior Contract</li> <li>• DCFS Referral</li> </ul>	<p><b>All responses from Level 1-2</b></p> <ul style="list-style-type: none"> <li>• Possible suspension and later reinstatement back into a traditional school.</li> <li>• Possible DCMT referral for repeated Level 3 disruptions or unsafe behavior - Contact Nicole Svee Magann for CCP</li> <li>• Complete DCMT paperwork and submit to Lea Aline (SWS)</li> <li>• Initiate ABC observation/analysis</li> <li>• Assign classroom change based on incident and context</li> <li>• Loss of bus privileges based on incident and context</li> <li>• Parent conference</li> <li>• BIP and/or FBA local level Behavioral contracts</li> <li>• In-school instructional removal</li> <li>• Out of school instructional removal pending CCP review with Nicole and DCMT referral outcome.</li> <li>• Policy Review</li> <li>• Referral to peer court, community service, after school intervention</li> <li>• Document as Office Referral in Discipline Dashboard</li> </ul>
<p><b>Uncontrolled Substance Distribution/ Sharing:</b> Student is involved in the actual, constructive, or attempted sale, transfer, delivery, or dispensing to another of an uncontrolled substance (e.g. over the counter medications) without permission or an imitation uncontrolled substance.</p>		X	X	X		<p><b>All responses from Level 1-3</b></p> <ul style="list-style-type: none"> <li>• Individual coaching by licensed support staff (may be at a different site)</li> <li>• Formal and Family group conference</li> <li>• Possibly part of a transition to a new setting.</li> <li>• Restorative re-entry plan for school return</li> </ul>	<p><b>All responses from Level 1-3</b></p> <ul style="list-style-type: none"> <li>• Contact Nicole Svee Magann for CCP and referral to DCMT</li> <li>• Complete DCMT paperwork and submit to Lea Aline (SWS)</li> <li>• Consultation with relevant specialists (IEP team, mental health, behavior, crisis response team, SRO, school safety/SST, equity/diversity)</li> <li>• Mandatory out of school removal pending DCMT recommendation</li> <li>• Referral to an alternative program offered by the LEA pending DCMT review</li> <li>• Policy Review</li> <li>• Consult with/refer to local law enforcement</li> <li>• Document as Office Referral in Discipline Dashboard</li> </ul>

BEHAVIOR						SUPPORTIVE MEASURES	CORRECTIVE MEASURES
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5		
<b>Threat</b>							
<p><b>Threat/Intimidation (causing fear or harm):</b> Refers to an act where there was no physical contact between the offender and victim but the victim felt that physical harm could have occurred based on verbal or nonverbal communication by the offender. This includes nonverbal threats (e.g., brandishing a weapon), and verbal threats of physical harm which are made in person. Threats made over the telephone or threatening letters are excluded. Civil Rights Data Collection (CRDC)</p>							
<p><b>Transient Threat:</b> an expression of humor, rhetoric, anger, or frustration that can be easily resolved so that there is no intent to harm.</p>		X	X			<p><b>All responses from Level 1</b></p> <ul style="list-style-type: none"> <li>• Conduct CSTAG</li> <li>• Re-teach classroom PBIS, routines, rituals, how to seek help, problem-solving, ways to manage/regulate emotions and Digital Citizenship strategies (Inclusive, Informed, Engaged, Balanced or Alert courses).</li> <li>• Thrive Time lessons (new or reinforced)</li> <li>• Online modules (SWS)</li> <li>• Increased non-contingent teacher attention (e.g. 2X10 strategy).</li> <li>• Make amends (e.g. restitution, repairing harm)</li> <li>• Guided conversations using restorative questions</li> <li>• Reflective essay</li> <li>• Restorative back to class plan created with student and/or parent.</li> <li>• Consider the use of interventions from prior levels &amp; multiple categories.</li> <li>• Skill building with counselor, social worker, and/or school psychologist.</li> <li>• Check and Connect Mentor</li> <li>• SST Referral,</li> <li>• Behavioral Aide Support</li> </ul>	<p><b>All responses from Level 1</b></p> <ul style="list-style-type: none"> <li>• Behavior contract</li> <li>• Detention</li> <li>• Loss of co-and/or extra-curricular privileges</li> <li>• SST Referral</li> <li>• Increased Active supervision</li> <li>• Behavioral Aide support</li> <li>• Time-limited Technology restriction</li> <li>• May result in temporary instructional removal.</li> </ul>
<p><b>Serious Substantive Threat:</b> Unresolved threat to hit, fight, or beat up another student.</p> <ul style="list-style-type: none"> <li>• Threatened behavior which poses an immediate and significant threat to the welfare or safety of other students or school personnel or to the operation of the school (500.2-3.1.3.3)</li> <li>• Threatened use of force which if committed would be a felony or class A misdemeanor (500.2-3.1.1.4)</li> </ul>			X	X		<p><b>All responses from Level 1-2</b></p> <ul style="list-style-type: none"> <li>• Conduct CSTAG</li> <li>• Individual support from licensed wellness staff</li> <li>• Family group conference</li> <li>• Communicate with parents/guardians regarding behaviors and interventions</li> <li>• Random searches</li> <li>• Small group skill instruction, Lessons, CFC classes, or online modules in anger management, conflict resolution, bus safety, etc.</li> <li>• Thrive Time lesson/s (new/reinforced)</li> <li>• Re-teach Digital Citizenship (Inclusive, Informed, Engaged, Balanced, or Alert courses).</li> <li>• Restorative Practice Intervention.</li> <li>• Staff-led mediation for equal power conflicts.</li> <li>• Referral to SBMH provider and/or community resources</li> <li>• Designated restroom</li> <li>• Administrators communicate with parents/guardians about the behaviors and interventions.</li> <li>• Restorative Practice Intervention</li> <li>• Back to class plan</li> <li>• Restitution for property damage.</li> <li>• Referral to community-based counseling</li> </ul>	<p><b>All responses from Level 1-2</b></p> <ul style="list-style-type: none"> <li>• Possible suspension and later reinstatement back into a traditional school.</li> <li>• Possible DCMT referral for repeated Level 3 disruptions or unsafe behavior - Contact Nicole Svee Magann for CCP</li> <li>• Contact Nicole Svee Magann for CCP and referral to DCMT for Level 4</li> <li>• Complete DCMT paperwork and submit to Lea Aline (SWS)</li> <li>• SST Referral/Case Review</li> <li>• Initiate ABC observation/analysis</li> <li>• Assign classroom change</li> <li>• Loss of bus privileges based on incident and context</li> <li>• Parent conference</li> <li>• BIP and/or FBA local level Behavioral contracts</li> <li>• In-school instructional removal</li> <li>• Out of school instructional removal pending CCP review with Nicole and DCMT intervention</li> <li>• Referral to an alternative program offered by the LEA pending DCMT review</li> <li>• Policy Review.</li> <li>• Consult with/refer to law enforcement</li> <li>• Document as Office Referral in Discipline Dashboard</li> </ul>
<p><b>Very Serious Substantive Threat:</b> Threat to kill, rape or cause serious injury with a weapon.</p> <ul style="list-style-type: none"> <li>• Threatened behavior which poses an immediate and significant threat to the welfare or safety of other students or school personnel or to the operation of the school (500.2-3.1.3.3).</li> <li>• Threatened use of force which if committed would be a felony or class A misdemeanor (500.2-3.1.1.4)</li> </ul>				X	X	<p><b>All responses from Level 1-3</b></p> <ul style="list-style-type: none"> <li>• Conduct CSTAG</li> <li>• Communicate with parents/guardians regarding behaviors and interventions.</li> <li>• Individual coaching by licensed support staff (may be at a different site)</li> <li>• Formal and Family group conference, possibly part of a transition to a new setting</li> <li>• Restorative re-entry plan for school return</li> </ul>	<p><b>All responses from Level 1-3</b></p> <ul style="list-style-type: none"> <li>• Contact Nicole Svee Magann for CCP and referral to DCMT</li> <li>• Complete DCMT paperwork and submit to Lea Aline (SWS)</li> <li>• Consultation with relevant specialists (IEP team, mental health, behavior, crisis response team, SRO, school safety/SST, equity/diversity)</li> <li>• Mandatory out of school removal pending DCMT recommendation</li> <li>• Referral to an alternative program offered by the LEA, pending DCMT recommendation</li> <li>• Policy Review</li> <li>• Consult with/refer to local law enforcement</li> <li>• Document as Office Referral in Discipline Dashboard</li> <li>• Reintegration Plan may be necessary if student is charged with a forcible or violent felony (see Chanci Loran)</li> </ul>

BEHAVIOR	LEVELS					SUPPORTIVE MEASURES	CORRECTIVE MEASURES
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5		
<b>Sexual Offenses</b>							
<b>Sexual Offenses – sexual in nature not Title IX</b>							
<b>Conduct of a sexual nature that: is without consent, does not meet the severe, pervasive, and objectively offensive criteria for a hostile environment, but has the effect of threatening or intimidating the person against whom such conduct is directed.</b>							
<p><b>Obscene Behavior:</b> Student engages in lewd or indecent behavior via language, gestures, actions, electronic means, or removal of their own clothing, etc.                      * If obscene behavior includes sexually explicit content, code as Pornography Possession/Distribution.</p>			X	X		<p><b>All Level 1 Supports</b></p> <ul style="list-style-type: none"> <li>• Re-teach classroom PBIS, routines, rituals, how to seek help, problem-solving, ways to manage/regulate emotions and Digital Citizenship strategies (Inclusive, Informed, Engaged, Balanced or Alert courses)</li> <li>• Calendered check-ins</li> <li>• No-contact contract</li> <li>• Class change as necessary</li> <li>• Thrive Time lessons (new or reinforced)</li> <li>• Online modules (SWS)</li> <li>• Increased non-contingent teacher attention (e.g. 2X10 strategy),</li> <li>• Make amends (e.g. restitution, repairing harm)</li> <li>• Guided conversations using restorative questions</li> <li>• Reflective essay</li> <li>• Restorative back to class plan created with student and/or parent.</li> <li>• Consider the use of interventions from prior levels &amp; multiple categories.</li> <li>• Skill building with counselor, social worker, and/or school psychologist.</li> <li>• Check and Connect Mentor</li> <li>• SST Referral,</li> <li>• Behavioral Aide Support</li> <li>• DCFS Referral</li> <li>• Referral to community-based counseling</li> <li>• Administrators communicate with parents/guardians about the behaviors and interventions.</li> <li>• Small group skill instruction, Lessons, CFC classes, or online modules in anger</li> <li>• Restorative Practice Intervention</li> <li>• Staff-led mediation for equal power conflicts</li> </ul>	<p><b>All Level 1 Supports</b></p> <ul style="list-style-type: none"> <li>• Consult with Jeff Christensen (legal)</li> <li>• Behavior contract</li> <li>• Detention</li> <li>• Loss of co-and/or extra-curricular privileges</li> <li>• SST referral/Case review</li> <li>• Increased Active supervision</li> <li>• Behavioral Aide support</li> <li>• Time-limited Technology restrictions</li> <li>• Possible suspension and later reinstatement back into a traditional school.</li> <li>• Possible DCMT referral for repeated Level 3 disruptions or unsafe behavior — Contact Nicole Svee Magann for CCP</li> <li>• Initiate ABC observation/analysis</li> <li>• Assign classroom change based on incident and context</li> <li>• Loss of bus privileges based on incident and context</li> <li>• Parent conference</li> <li>• BIP and/or FBA local level Behavioral contracts</li> <li>• In-school instructional removal</li> <li>• Out of school instructional removal pending CCP review with Nicole and DCMT intervention</li> <li>• Policy Review as needed</li> <li>• Document as Office Referral in Discipline Dashboard</li> </ul>
<p><b>Pornography Possession:</b> Student accesses sexually explicit content on personal or school technology device in violation of CSD's Responsible Use Agreement and/or possesses a physical copy of material with sexually explicit content.</p>				X		<p><b>All responses from Level 1-2</b></p> <ul style="list-style-type: none"> <li>• Administrators communicate with parents/guardians about the behaviors and interventions.</li> <li>• Small group skill instruction, Lessons, CFC classes, or online modules in anger management, conflict resolution, bus safety, etc.</li> <li>• Thrive Time lesson/s (new/reinforced).</li> <li>• Re-teach Digital Citizenship strategies (Inclusive, Informed, Engaged, Balanced, or Alert courses).</li> <li>• Restorative Practice Intervention. Back to class plan</li> <li>• Calandered check-ins</li> <li>• Restrictions/monitoring</li> <li>• Class changes if applicable</li> <li>• Staff-led mediation for equal power conflicts.</li> <li>• Restitution for property damage.</li> <li>• Referral to community-based counseling</li> <li>• DCFS Referral</li> </ul>	<p><b>All responses from Level 1-2</b></p> <ul style="list-style-type: none"> <li>• Possible suspension and later reinstatement back into a traditional school.</li> <li>• Possible DCMT referral for repeated Level 3 disruptions or unsafe behavior — Contact Nicole Svee Magann for CCP</li> <li>• Complete DCMT paperwork and submit to Lea Aline (SWS)</li> <li>• SST Referral/Case Review</li> <li>• Initiate ABC observation/analysis</li> <li>• Assign classroom change based on incident and context</li> <li>• Loss of bus privileges based on incident and context</li> <li>• Parent conference</li> <li>• BIP and/or FBA local level Behavioral contracts</li> <li>• In-school instructional removal</li> <li>• Out of school instructional removal pending CCP review with Nicole and DCMT intervention</li> <li>• Policy Review</li> <li>• Document as Office Referral in Discipline Dashboard</li> </ul>
<p><b>Pornography Distribution:</b> Student sends or shares sexually explicit content on personal or school technology device in violation of CSD's Responsible Use Agreement and/or shares a physical copy of material with sexually explicit content.</p>			X	X		<p><b>All responses from Level 1-3</b></p> <ul style="list-style-type: none"> <li>• Communicate with parents/guardians regarding behaviors and interventions.</li> <li>• Individual coaching by licensed support staff (may be at a different site)</li> <li>• Formal and Family group conference, possibly part of a transition to a new setting.</li> <li>• Restorative re-entry plan for school return</li> </ul>	<p><b>All responses from Level 1-3</b></p> <ul style="list-style-type: none"> <li>• Consult with Jeff Christensen (legal)</li> <li>• Contact Nicole Svee Magann for CCP and referral to DCMT</li> <li>• Complete DCMT paperwork and submit to Lea Aline (SWS)</li> <li>• Consultation with relevant specialists (IEP team, mental health, behavior, crisis response team, SRO, school safety/SST, equity/diversity)</li> <li>• Mandatory out of school removal pending DCMT recommendation</li> <li>• Referral to an alternative program offered by the LEA pending DCMT recommendation</li> <li>• Policy Review</li> <li>• Consult with/refer to local law enforcement</li> <li>• Document as Office Referral in Discipline Dashboard</li> </ul>

BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	SUPPORTIVE MEASURES	CORRECTIVE MEASURES
<p><b>Sexual Misbehavior:</b> Unwelcome sexual actions or conduct that is both non-physical or physical undertaken to offend the sensibilities of any person, including sexual advances, lewd gestures, words or other communication of sexual nature that has the effect of threatening or intimidating the person against whom such conduct is directed. A sexual offense involving an act described here, is non forcible if the persons involved consent to the act and both the offender and the victim are minors. This behavior does not rise to the level of sexual misconduct or criminal sexual offenses in Title 76.</p> <ul style="list-style-type: none"> <li>• <b>Level 3:</b> (I.e., bra snap, wedgie, and pantsing (no exposure)</li> <li>• <b>Level 4:</b> Pantsing that exposes</li> </ul>		x	x			<p><b>All responses from Level 1-3</b></p> <ul style="list-style-type: none"> <li>• Communicate with parents/guardians regarding behaviors and interventions.</li> <li>• Calendared check-ins</li> <li>• No-contact Contract</li> <li>• Possible class change based on incident and context</li> <li>• Individual coaching by licensed support staff (may be at a different site)</li> <li>• Formal and Family group conference, possibly part of a transition to a new setting.</li> <li>• Restorative re-entry plan for school return</li> <li>• DCFS Referral</li> </ul>	<p><b>All responses from Level 1-3</b></p> <ul style="list-style-type: none"> <li>• Consult with Jeff Christensen (legal)</li> <li>• Possible suspension and later reinstatement back into a traditional school.</li> <li>• Possible DCMT referral for repeated Level 3 disruptions or unsafe behavior — Contact Nicole Svee Magann for CCP</li> <li>• Contact Nicole Svee Magann for CCP and referral to DCMT (Level 4)</li> <li>• Complete DCMT paperwork and submit to Lea Aline (SWS)</li> <li>• SST Referral/Case Review</li> <li>• Consultation with relevant specialists (IEP team, mental health, behavior, crisis response team, SRO, school safety/SST, equity/diversity)</li> <li>• Initiate ABC observation/analysis</li> <li>• Assign classroom change</li> <li>• Loss of bus privileges based on incident and context</li> <li>• Parent conference</li> <li>• BIP and/or FBA</li> <li>• local level Behavioral contracts</li> <li>• In-school instructional removal</li> <li>• Out of school instructional removal pending CCP review with Nicole and DCMT</li> <li>• Policy Review</li> <li>• Referral to an alternative program offered by the LEA. pending DCMT recommendation</li> <li>• Referral to peer court, community service, after school intervention</li> <li>• Referral to law enforcement</li> <li>• Document as Office Referral in Discipline Dashboard</li> </ul>

BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	SUPPORTIVE MEASURES	CORRECTIVE MEASURES
<b>Sexual Harassment/Sexual Misconduct (Title IX)</b>							
<p><b>Statement indicating need for Title IX investigation</b>  <b>In order to give rise to a complaint for sexual harassment Title IX, the unwelcome conduct must be severe, pervasive, or objectively offensive that it adversely affects a student's education or creates a hostile or abusive educational environment. For a one-time incident to rise to the level of harassment, it must be severe.</b></p>							
<p><b>Sexual Assault (Title IX):</b> An attempted or intentional act committed with unlawful force or violence while in the course of rape or attempted rape, object rape or attempted object rape, forcible sodomy, or forcible sexual abuse or attempted forcible sexual abuse. It also includes an offender who compels or attempts to compel the victim submit to a rape or attempted rape, object rape or attempted object rape, forcible sodomy, or forcible sexual abuse or attempted forcible sexual abuse. Non-forcible sexual assault may include incest or statutory rape.  <i>Civil Rights Data Collection (CRDC):</i> Is an incident that includes threatened rape, fondling, indecent liberties, or child molestation. Both male and female students can be victims of sexual assault. Classification of these incidents should take into consideration the age and developmentally appropriate behavior of the offender(s).</p>			X	X		<p><b>All responses from Level 1-3</b></p> <ul style="list-style-type: none"> <li>• Communicate with parents/guardians regarding behaviors and interventions.</li> <li>• Calendared check-ins</li> <li>• No-contact contract</li> <li>• Class schedule change depending upon circumstances</li> <li>• School Safety plan</li> <li>• Individual coaching by licensed support staff (may be at a different site)</li> <li>• Formal and Family group conference, possibly part of a transition to a new setting.</li> <li>• Restorative re-entry plan for school return</li> </ul>	<p><b>All responses from Level 1-3</b></p> <ul style="list-style-type: none"> <li>• Referral to Title IX Coordinator (Jeff Christensen)</li> <li>• Contact Nicole Svee Magann for CCP and referral to DCMT</li> <li>• Complete DCMT paperwork and submit to Lea Aline (SWS)</li> <li>• Consultation with relevant specialists (IEP team, mental health, behavior, crisis response team, SRO, school safety/SST, equity/diversity)</li> <li>• Mandatory out of school removal pending DCMT recommendation.</li> <li>• Referral to an alternative program offered by the LEA. pending DCMT recommendation</li> <li>• Consult with/refer to local law enforcement</li> <li>• Policy Review</li> <li>• Document as Office Referral in Discipline Dashboard</li> <li>• Possible District Level Hearing Recommendation</li> <li>• Document as Office Referral in Discipline Dashboard</li> <li>• Reintegration Plan may be necessary if student is charged with a violent or forcible felony (see Chanci Loran)</li> </ul>
<p><b>Sexual Harassment (Title IX):</b> Unwelcome conduct on the basis of sex that satisfies one or more of the following:  <ul style="list-style-type: none"> <li>• Conditioning the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct (quid pro quo);</li> <li>• Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it denies a person equal access to the District's education program or activity.</li> </ul> </p>		X	X	X		<p><b>All Responses from Level 1-3</b></p> <ul style="list-style-type: none"> <li>• Administrators communicate with parents/guardians about the behaviors and interventions</li> <li>• Calendared check-ins</li> <li>• No-contact contract</li> <li>• Class scheduling change depending upon circumstances</li> <li>• Small group skill instruction, Lessons, CFC classes, or online modules in anger management, conflict resolution, bus safety, etc.</li> <li>• Thrive Time lesson/s (new/reinforced).</li> <li>• Re-teach Digital Citizenship strategies (Inclusive, Informed, Engaged, Balanced, or Alert courses)</li> <li>• Restorative Practice Intervention. Back to class plan,</li> <li>• Staff-led mediation for equal power conflicts.</li> <li>• Restitution for property damage.</li> <li>• Referral to community-based counseling</li> <li>• Possible DCFS Referral</li> </ul>	<p><b>All responses from Level 1-3</b></p> <ul style="list-style-type: none"> <li>• Call to Jeff Christensen (legal)</li> <li>• Possible suspension and later reinstatement back into a traditional school.</li> <li>• Possible DCMT referral for repeated Level 3 disruptions or unsafe behavior — Contact Nicole Svee Magann for CCP</li> <li>• Contact Nicole Svee Magann for CCP and referral to DCMT (Level 4)</li> <li>• Complete DCMT paperwork and submit to Lea Aline (SWS)</li> <li>• SST Referral/Case Review</li> <li>• Consultation with relevant specialists (IEP team, mental health, behavior, crisis response team, SRO, school safety/SST, equity/diversity)</li> <li>• Initiate ABC observation/analysis</li> <li>• Assign classroom change</li> <li>• Loss of bus privileges based on incident and context</li> <li>• Parent conference</li> <li>• BIP and/or FBA local level Behavioral contracts</li> <li>• In-school instructional removal</li> <li>• Out of school instructional removal pending CCP review with Nicole and DCMT</li> <li>• Policy Review</li> <li>• Referral to an alternative program offered by the LEA. pending DCMT recommendation</li> <li>• Referral to peer court, community service, after school intervention</li> <li>• Referral to law enforcement</li> <li>• Document as Office Referral in Discipline Dashboard</li> </ul>

BEHAVIOR	LEVELS					SUPPORTIVE MEASURES	CORRECTIVE MEASURES
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5		
<b>Weapon</b>							
<b>Weapon: Student possesses, sells, or brandishes any item capable of causing serious bodily injury or death. Includes firearms, knives, explosives, (real, facsimile, or representation of a weapon).</b> <b>Civil Rights Data Collection (CRDC): Is any instrument or object used with the intent to threaten, injure, or kill. This includes look-alikes if they are used to threaten others.</b>							
<b>Real Weapon</b>							
Threatened use of a real weapon, explosive, or noxious or flammable material (500.2-3.1.1.1)				X		<b>All responses from Level 1-2</b> <ul style="list-style-type: none"> <li>Administrators communicate with parents/guardians about the behaviors and interventions</li> <li>Small group skill instruction, Lessons, CFC classes, or online modules in anger management, conflict resolution, bus safety, etc.</li> <li>Thrive Time lesson/s (new/reinforced).</li> <li>Re-teach Digital Citizenship strategies (Inclusive, Informed, Engaged, Balanced, or Alert courses).</li> <li>Restorative Practice Intervention. Back to class plan,</li> <li>Staff-led mediation for equal power conflicts</li> <li>Restitution for property damage</li> <li>Referral to community-based counseling</li> </ul>	<b>All responses from Level 1-2</b> <ul style="list-style-type: none"> <li>Possible suspension and later reinstatement back into a traditional school</li> <li>Contact Nicole Svee Magann for CCP and referral to DCMT</li> <li>Complete DCMT paperwork and submit to Lea Aline (SWS)</li> <li>SST Referral/Case Review</li> <li>Initiate ABC observation/analysis</li> <li>Assign classroom change based on incident and context</li> <li>Loss of bus privileges based on incident and context</li> <li>Parent conference</li> <li>BIP and/or FBA</li> <li>Behavioral contracts</li> <li>In-school instructional removal</li> <li>Out of school instructional removal pending CCP review with Nicole and DCMT intervention</li> <li>Policy Review</li> <li>Referral to peer court, community service, after school intervention</li> <li>Document as Office Referral in Discipline Dashboard</li> </ul>
Possession or control of a real weapon, explosive, or noxious or flammable material (500.2-3.1.1.1)			X	X		<b>All responses from Level 1-3</b> <ul style="list-style-type: none"> <li>Communicate with parents/guardians regarding behaviors and interventions.</li> <li>Calendared Check-ins</li> <li>Random Searches</li> <li>Behavior Contract</li> <li>Safety Plan</li> <li>Individual coaching by licensed support staff (may be at a different site)</li> <li>Formal and Family group conference, possibly part of a transition to a new setting.</li> <li>Restorative re-entry plan for school return</li> </ul>	<b>All responses from Level 1-3</b> <ul style="list-style-type: none"> <li>Confiscate the weapon</li> <li>Consider context and intent (threat, intimidate, brandish)</li> <li>Contact Nicole Svee Magann for CCP and referral to DCMT</li> <li>Complete DCMT paperwork and submit to Lea Aline (SWS)</li> <li>Consultation with relevant specialists (IEP team, mental health, behavior, crisis response team, SRO, school safety/SST, equity/diversity)</li> <li>Mandatory out of school removal pending DCMT recommendation.</li> <li>Referral to an alternative program offered by the LEA. pending DCMT recommendation</li> <li>Policy Review</li> <li>Referral to law enforcement</li> <li>Document as Office Referral in Discipline Dashboard</li> <li>Expulsion Recommendation (District Level Hearing)</li> </ul>
Actual use of a real weapon, explosive, or noxious or flammable material (500.2-3.1.1.1)			X	X		<b>All responses from Level 1 - 3</b> <ul style="list-style-type: none"> <li>Communicate with parents/guardians regarding behaviors and interventions.</li> <li>Calendared check-ins</li> <li>Random searches</li> <li>Safety plan</li> <li>Fire safety course</li> <li>Individual coaching by licensed support staff (may be at a different site)</li> <li>Formal and Family group conference, possibly part of a transition to a new setting.</li> <li>Restorative re-entry plan for school return</li> </ul>	<b>All responses Levels 2-3</b> <ul style="list-style-type: none"> <li>Possible suspension and later reinstatement back into a traditional school.</li> <li>SST Referral/Case Review</li> <li>Initiate ABC observation/analysis</li> <li>Assign classroom change based on incident and context</li> <li>Loss of bus privileges based on incident and context</li> <li>Parent conference</li> <li>BIP and/or FBA</li> <li>Behavioral contracts</li> <li>In-school instructional removal</li> <li>Referral to peer court, community service, after school intervention</li> <li>Policy Review.</li> <li>Document as Office Referral in Discipline Dashboard</li> </ul> <b>Level 4</b> <ul style="list-style-type: none"> <li>Contact Nicole Svee Magann for CCP and possible referral to DCMT</li> <li>Complete DCMT paperwork and submit to Lea Aline (SWS)</li> <li>Consultation with relevant specialists (IEP team, mental health, behavior, crisis response team, SRO, school safety/SST, equity/diversity)</li> <li>Restitution</li> <li>Mandatory out of school removal pending DCMT recommendation.</li> <li>Referral to an alternative program offered by the LEA. pending DCMT recommendation</li> <li>Policy Review</li> <li>Consult with/refer to local law enforcement</li> <li>Document as Office Referral in Discipline Dashboard</li> </ul>
<b>Incendiary Device:</b> Student is in possession of an incendiary device (lighter, fireworks, matches, etc.) or a facsimile of an incendiary device.		X	X	X		<b>All responses from Level 1 - 3</b> <ul style="list-style-type: none"> <li>Communicate with parents/guardians regarding behaviors and interventions.</li> <li>Calendared check-ins</li> <li>Random searches</li> <li>Safety plan</li> <li>Fire safety course</li> <li>Individual coaching by licensed support staff (may be at a different site)</li> <li>Formal and Family group conference, possibly part of a transition to a new setting.</li> <li>Restorative re-entry plan for school return</li> </ul>	<b>All responses Levels 2-3</b> <ul style="list-style-type: none"> <li>Possible suspension and later reinstatement back into a traditional school.</li> <li>SST Referral/Case Review</li> <li>Initiate ABC observation/analysis</li> <li>Assign classroom change based on incident and context</li> <li>Loss of bus privileges based on incident and context</li> <li>Parent conference</li> <li>BIP and/or FBA</li> <li>Behavioral contracts</li> <li>In-school instructional removal</li> <li>Referral to peer court, community service, after school intervention</li> <li>Policy Review.</li> <li>Document as Office Referral in Discipline Dashboard</li> </ul> <b>Level 4</b> <ul style="list-style-type: none"> <li>Contact Nicole Svee Magann for CCP and possible referral to DCMT</li> <li>Complete DCMT paperwork and submit to Lea Aline (SWS)</li> <li>Consultation with relevant specialists (IEP team, mental health, behavior, crisis response team, SRO, school safety/SST, equity/diversity)</li> <li>Restitution</li> <li>Mandatory out of school removal pending DCMT recommendation.</li> <li>Referral to an alternative program offered by the LEA. pending DCMT recommendation</li> <li>Policy Review</li> <li>Consult with/refer to local law enforcement</li> <li>Document as Office Referral in Discipline Dashboard</li> </ul>

BEHAVIOR	LEVELS					SUPPORTIVE MEASURES	CORRECTIVE MEASURES
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5		
<b>Facsimile Weapon</b>							
Possession or use of a look-alike, or toy weapon, in which weapon possession does not create a safety issue.		<b>X</b>				<p><b>All Responses from Level 1</b></p> <ul style="list-style-type: none"> <li>• Re-teach classroom PBIS, routines, rituals, how to seek help, problem-solving, ways to manage/regulate emotions and Digital Citizenship strategies (Inclusive, Informed, Engaged, Balanced or Alert courses).</li> <li>• Thrive Time lessons (new or reinforced)</li> <li>• Online modules (SWS)</li> <li>• Increased non-contingent teacher attention (e.g. 2X10 strategy).</li> <li>• Make amends (e.g. restitution, repairing harm)</li> <li>• Guided conversations using restorative questions</li> <li>• Reflective essay</li> <li>• Restorative back to class plan created with student and/or parent.</li> <li>• Consider the use of interventions from prior levels &amp; multiple categories.</li> <li>• Skill building with counselor, social worker, and/or school psychologist.</li> <li>• Check and Connect Mentor</li> <li>• SST Referral</li> <li>• Behavioral Aide Support</li> </ul>	<p><b>All Responses from Level 1</b></p> <ul style="list-style-type: none"> <li>• Behavior contract</li> <li>• Detention</li> <li>• Loss of co-and/or extra-curricular privileges</li> <li>• SST Referral</li> <li>• Increased Active supervision</li> <li>• Behavioral Aide support</li> <li>• Time-limited Technology restriction</li> <li>• May result in temporary instructional removal.</li> </ul>
Threatened use of a look alike weapon with intent to intimidate another person or to disrupt normal school activities (500.2-3.1.1.2)			<b>X</b>	<b>X</b>		<p><b>All Responses from Level 1 - 2</b></p> <ul style="list-style-type: none"> <li>• Administrators communicate with parents/guardians about the behaviors and interventions.</li> <li>• Conduct CSTAG</li> <li>• Small group skill instruction, Lessons, CFC classes, or online modules in anger management, conflict resolution, bus safety, etc.</li> <li>• Thrive Time lesson/s (new/reinforced).</li> <li>• Re-teach Digital Citizenship strategies (Inclusive, Informed, Engaged, Balanced, or Alert courses).</li> <li>• Restorative Practice Intervention. Back to class plan.</li> <li>• Staff-led mediation for equal power conflicts</li> <li>• Restitution for property damage</li> <li>• Referral to community-based counseling</li> </ul>	<p><b>All Responses from Level 1 - 2</b></p> <ul style="list-style-type: none"> <li>• Policy Review.</li> <li>• Possible suspension and later reinstatement back into a traditional school.</li> <li>• Possible DCMT referral for repeated Level 3 disruptions or unsafe behavior — Contact Nicole Svee Magann for CCP</li> <li>• Contact Nicole Svee Magann for CCP and possible referral to DCMT - Level 4</li> <li>• Complete DCMT paperwork and submit to Lea Aline (SWS)</li> <li>• SST Referral/Case Review</li> <li>• Initiate ABC observation/analysis</li> <li>• Assign classroom change</li> <li>• Loss of bus privileges based on incident and context</li> <li>• Parent conference</li> <li>• BIP and/or FBA</li> <li>• local level Behavioral contracts</li> <li>• In-school instructional removal</li> <li>• Out of school instructional removal pending CCP review with Nicole and DCMT recommendation</li> <li>• Policy Review</li> <li>• Referral to peer court, community service, after school intervention</li> <li>• Document as Office Referral in Discipline Dashboard</li> <li>• Reintegration Plan may be necessary if student is charged with a violent or forcible felony (see Chanci Loran)</li> </ul>
Actual use of a look alike weapon with intent to intimidate another person or to disrupt normal school activities (500.2-3.1.1.2)			<b>X</b>	<b>X</b>		<p><b>All Responses from Level 1 - 2</b></p> <ul style="list-style-type: none"> <li>• Administrators communicate with parents/guardians about the behaviors and interventions.</li> <li>• Conduct CSTAG</li> <li>• Small group skill instruction, Lessons, CFC classes, or online modules in anger management, conflict resolution, bus safety, etc.</li> <li>• Thrive Time lesson/s (new/reinforced).</li> <li>• Re-teach Digital Citizenship strategies (Inclusive, Informed, Engaged, Balanced, or Alert courses).</li> <li>• Restorative Practice Intervention. Back to class plan.</li> <li>• Staff-led mediation for equal power conflicts</li> <li>• Restitution for property damage</li> <li>• Referral to community-based counseling</li> </ul>	<p><b>All Responses from Level 1 - 2</b></p> <ul style="list-style-type: none"> <li>• Policy Review.</li> <li>• Possible suspension and later reinstatement back into a traditional school.</li> <li>• Possible DCMT referral for repeated Level 3 disruptions or unsafe behavior — Contact Nicole Svee Magann for CCP</li> <li>• Contact Nicole Svee Magann for CCP and possible referral to DCMT - Level 4</li> <li>• Complete DCMT paperwork and submit to Lea Aline (SWS)</li> <li>• SST Referral/Case Review</li> <li>• Initiate ABC observation/analysis</li> <li>• Assign classroom change</li> <li>• Loss of bus privileges based on incident and context</li> <li>• Parent conference</li> <li>• BIP and/or FBA</li> <li>• local level Behavioral contracts</li> <li>• In-school instructional removal</li> <li>• Out of school instructional removal pending CCP review with Nicole and DCMT recommendation</li> <li>• Policy Review</li> <li>• Referral to peer court, community service, after school intervention</li> <li>• Document as Office Referral in Discipline Dashboard</li> <li>• Reintegration Plan may be necessary if student is charged with a violent or forcible felony (see Chanci Loran)</li> </ul>

BEHAVIOR						SUPPORTIVE MEASURES	CORRECTIVE MEASURES
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5		
<b>Assault and Physical Aggression</b>							
<p><b>Aggression:</b> Actions involving physical contact where injury may occur (hitting, punching, hitting with an object, kicking, hair pulling, scratching, biting, etc.)</p>			X	X		<p><b>All Responses from Level 1 - 2</b></p> <ul style="list-style-type: none"> <li>Administrators communicate with parents/guardians about the behaviors and interventions.</li> <li>Conduct CSTAG</li> <li>Small group skill instruction, Lessons, CFC classes, or online modules in anger management, conflict resolution, bus safety, etc.</li> <li>Thrive Time lesson/s (new/reinforced).</li> <li>Re-teach Digital Citizenship strategies (Inclusive, Informed, Engaged, Balanced, or Alert courses).</li> <li>Restorative Practice Intervention</li> <li>Back to class plan</li> <li>Staff-led mediation for equal power conflicts</li> <li>Restitution for property damage</li> <li>Referral to community-based counseling</li> </ul>	<p><b>All Responses from Level 1 - 2</b></p> <ul style="list-style-type: none"> <li>Possible suspension and later reinstatement back into a traditional school</li> <li>Possible DCMT referral for repeated Level 3 disruptions or unsafe behavior — Contact Nicole Svee Magann for CCP</li> <li>Contact Nicole Svee Magann for CCP and referral to DCMT for level 4</li> <li>Complete DCMT paperwork and submit to Lea Aline (SWS)</li> <li>SST Referral/Case Review</li> <li>Initiate ABC observation/analysis</li> <li>Assign classroom change</li> <li>Loss of bus privileges based on incident and context</li> <li>Parent conference</li> <li>BIP and/or FBA</li> <li>local level Behavioral contracts</li> <li>In-school instructional removal</li> <li>Out of school instructional removal pending CCP review with Nicole and DCMT recommendation</li> <li>Policy Review</li> <li>Referral to peer court, community service, after school intervention</li> <li>Document as Office Referral in Discipline Dashboard</li> </ul>
<p><b>Fighting (mutual altercation):</b> Student is involved in a mutual participation in physical violence where there is no one main offender and intent to harm. Civil Rights Data Collection (CRDC): Refers to an actual and intentional touching or striking of another person against his/her will, or the intentional causing of bodily harm to an individual.</p>			X	X			
<p><b>Physical Assault/Battery:</b> Student engages in an act with unlawful force or violence on a student, school employee, or community member that causes serious or minor injury, except when in self-defense. This may include unsuccessful attempts to cause physical injury to another student or school employee.</p>			X	X			
<p><b>Robbery:</b> Student unlawfully takes or attempts to take the personal property in the possession of another person, against that person's will, by means of force or fear. Civil Rights Data Collection (CRDC): taking or attempting to take anything of value that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear.</p>			X	X		<p><b>All Responses from Level 1 - 2</b></p> <ul style="list-style-type: none"> <li>Administrators communicate with parents/guardians about the behaviors and interventions.</li> <li>Conduct CSTAG</li> <li>Calendared check-ins</li> <li>Random searches</li> <li>Safety Plan</li> <li>Small group skill instruction, Lessons, CFC classes, or online modules in anger management, conflict resolution, bus safety, etc.</li> <li>Thrive Time lesson/s (new/reinforced).</li> <li>Re-teach Digital Citizenship strategies (Inclusive, Informed, Engaged, Balanced, or Alert courses).</li> <li>Restorative Practice Intervention.</li> <li>Back to class plan,</li> <li>Staff-led mediation for equal power conflicts.</li> <li>Restitution for property damage.</li> <li>Referral to community-based counseling</li> </ul>	<p><b>All Responses from Level 1 - 2</b></p> <ul style="list-style-type: none"> <li>Possible suspension and later reinstatement back into a traditional school.</li> <li>Contact Nicole Svee Magann for CCP and referral to DCMT</li> <li>Complete DCMT paperwork and submit to Lea Aline (SWS)</li> <li>SST Referral/Case Review</li> <li>Initiate ABC observation/analysis</li> <li>Assign classroom change</li> <li>Loss of bus privileges based on incident and context</li> <li>Parent conference</li> <li>BIP and/or FBA</li> <li>local level Behavioral contracts</li> <li>In-school instructional removal</li> <li>Out of school instructional removal pending CCP review with Nicole and DCMT recommendation</li> <li>Policy Review.</li> <li>Referral to peer court, community service, after school intervention</li> <li>Referral to law enforcement</li> <li>Document as Office Referral in Discipline Dashboard</li> <li>Reintegration Plan may be necessary if student is charged with a violent or forcible felony (see Chanci Loran)</li> </ul>

BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	SUPPORTIVE MEASURES	CORRECTIVE MEASURES
<p><b>Serious Bodily Injury:</b> An act that inflicts serious bodily injury (involves substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty) upon another person. (500.2-3.1.1.5)</p>					<b>X</b>	<p><b>All responses from Level 1-4</b></p> <ul style="list-style-type: none"> <li>• Communicate with parents/guardians regarding behaviors and interventions.</li> <li>• Conduct CSTAG</li> <li>• Individual coaching by licensed support staff (may be at a different site)</li> <li>• Formal and Family group conference, possibly part of a transition to a new setting.</li> <li>• Restorative re-entry plan for school return</li> </ul>	<p><b>All responses from Level 1-4</b></p> <ul style="list-style-type: none"> <li>• Contact Nicole Svee Magann for CCP and referral to DCMT</li> <li>• Complete DCMT paperwork and submit to Lea Aline (SWS)</li> <li>• Consultation with relevant specialists (IEP team, mental health, behavior, crisis response team, SRO, school safety/SST, equity/diversity)</li> <li>• Mandatory out of school removal pending DCMT recommendation.</li> <li>• Referral to an alternative program offered by the LEA. pending DCMT recommendation</li> <li>• Policy Review</li> <li>• Consult with/refer to local law enforcement</li> <li>• Document as Office Referral in Discipline Dashboard</li> <li>• Reintegration Plan may be necessary if student is charged with a violent or forcible felony (see Chanci Loran)</li> <li>• Expulsion Recommendation (District Level Hearing)</li> </ul>
<b>Other Behaviors (Alphabetical)</b>							
<p><b>Academic dishonesty (cheating, plagiarism):</b> Receiving or providing unauthorized assistance on classroom projects, assignments or exams</p>		<b>X</b>	<b>X</b>			<p><b>All Responses from Level 1</b></p> <ul style="list-style-type: none"> <li>• Administrators communicate with parents/guardians about the behaviors and interventions.</li> <li>• Re-teach classroom PBIS, routines, rituals, how to seek help, problem-solving, ways to manage/regulate emotions and Digital Citizenship strategies (Inclusive, Informed, Engaged, Balanced or Alert courses).</li> <li>• Thrive Time lessons (new or reinforced)</li> <li>• Re-teach Digital Citizenship strategies (Inclusive, Informed, Engaged, Balanced, or Alert courses).</li> <li>• Online modules (SWS)</li> <li>• Increased non-contingent teacher attention (e.g. 2X10 strategy).</li> <li>• Make amends (e.g. restitution, repairing harm)</li> <li>• Student completes the assignment while supervised</li> <li>• Academic integrity contract</li> <li>• Guided conversations using restorative questions</li> <li>• Reflective essay</li> <li>• Restorative Practice Intervention.</li> <li>• Restorative back to class plan created with student and/or parent.</li> <li>• Consider the use of interventions from prior levels &amp; multiple categories.</li> <li>• Skill building with counselor, social worker, and/or school psychologist.</li> <li>• Check and Connect Mentor,</li> <li>• SST Referral,</li> <li>• Behavioral Aide Support</li> </ul>	<p><b>All Responses from Level 1</b></p> <ul style="list-style-type: none"> <li>• Behavior contract</li> <li>• Detention</li> <li>• Loss of co-and/or extra-curricular privileges</li> <li>• Student may receive a failing grade for the assignment or a reduction in citizenship grade</li> <li>• SST Referral</li> <li>• Increased Active supervision</li> <li>• Behavioral Aide support</li> <li>• Time-limited Technology restriction</li> <li>• May result in temporary instructional removal.</li> <li>• Document as Office Referral in Discipline Dashboard</li> </ul>
<p><b>Arson:</b> Student unlawfully and intentionally cause damage to property by means of fire or explosives. (UCA 76-6-102).</p>			<b>X</b>	<b>X</b>	<b>X</b>	<p><b>All responses from Level 1-4</b></p> <ul style="list-style-type: none"> <li>• Communicate with parents/guardians regarding behaviors and interventions.</li> <li>• Calendared check-ins</li> <li>• Random searches</li> <li>• Safety Plan</li> <li>• Fire safety course</li> <li>• Individual coaching by licensed support staff (may be at a different site)</li> <li>• Formal and Family group conference, possibly part of a transition to a new setting.</li> <li>• Restorative re-entry plan for school return</li> </ul>	<p><b>All responses from Level 1-4</b></p> <ul style="list-style-type: none"> <li>• Document as Office Referral in Discipline Dashboard</li> <li>• Contact Nicole Svee Magann for CCP and referral to DCMT</li> <li>• Complete DCMT paperwork and submit to Lea Aline (SWS)</li> <li>• Consultation with relevant specialists (IEP team, mental health, behavior, crisis response team, SRO, school safety/SST, equity/diversity)</li> <li>• Mandatory out of school removal pending DCMT recommendation.</li> <li>• Referral to an alternative program offered by the LEA. pending DCMT recommendation</li> <li>• Policy Review</li> <li>• Consult with/refer to local law enforcement</li> <li>• Document as an office referral in Discipline Dashboard</li> <li>• Expulsion Recommendation (District Level Hearing)</li> </ul>

BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	SUPPORTIVE MEASURES	CORRECTIVE MEASURES
<p><b>Bullying:</b> Student intentionally commits an act that endangers the physical health or safety of a school employee or student and involves repeated behavior intending to cause harm or distress, existing in a relationship involving an imbalance of power. -Bullying may be linked to discrimination and focus on race, color, disability, national origin, gender, sexual orientation or religion.</p>	X	X	X	X		<p><b>All responses from Level 1-4</b></p> <ul style="list-style-type: none"> <li>• Communicate with parents/guardians regarding behaviors and interventions.</li> <li>• Conduct CSTAG</li> <li>• Individual coaching by licensed support staff (may be at a different site)</li> <li>• Formal and Family group conference, possibly part of a transition to a new setting.</li> <li>• Restorative re-entry plan for school reintegration</li> </ul>	<p><b>All Responses from Level 1-4</b></p> <ul style="list-style-type: none"> <li>• Document as Office Referral in Discipline Dashboard</li> <li>• Contact Nicole Svee Magann for CCP and referral to DCMT</li> <li>• Complete DCMT paperwork and submit to Lea Aline (SWS)</li> <li>• Consultation with relevant specialists (IEP team, mental health, behavior, crisis response team, SRO, school safety/SST, equity/diversity)</li> <li>• Mandatory out of school removal pending DCMT recommendation.</li> <li>• Referral to an alternative program offered by the LEA. pending DCMT recommendation</li> <li>* Policy Review</li> <li>• Consult with/refer to local law enforcement</li> <li>• Document as a discipline referral in Discipline Dashboard</li> </ul>
<p><b>Chronic Minor Offenses:</b> Student has committed multiple minor infractions for which multiple classroom interventions have been attempted over time with minimal success (documented in minor infractions).</p>	X	X				<p><b>All Responses from Level 1</b></p> <ul style="list-style-type: none"> <li>• Administrators communicate with parents/guardians about the behaviors and interventions.</li> <li>• Re-teach classroom PBIS, routines, rituals, how to seek help, problem-solving, ways to manage/regulate emotions and Digital Citizenship strategies (Inclusive, Informed, Engaged, Balanced or Alert courses).</li> <li>• Buddy Teacher/Think Time (reflection sheet)</li> <li>• Moving to a new location in class</li> <li>• Behavior Contract</li> <li>• Check in/check out</li> <li>• Structured schedule/supervision</li> <li>• Thrive Time lessons (new or reinforced)</li> <li>• Online modules (SWS)</li> <li>• Increased non-contingent teacher attention (e.g. 2X10 strategy)</li> <li>• Provide accommodations:</li> <li>• Assignments modified (e.g. DOTS for motivation)</li> <li>• Sensory aids provided (e.g. visual, auditory, tactile)</li> <li>• Quiet space provided</li> <li>• Seat change</li> <li>• Structured routines increased</li> <li>• Work breaks offered</li> <li>• Make amends (e.g. restitution, repairing harm)</li> <li>• Guided conversations using restorative questions</li> <li>• Reflective essay</li> <li>• Restorative back to class plan created with student and/or parent.</li> <li>• Consider the use of interventions from prior levels &amp; multiple categories.</li> <li>• Skill building with counselor, social worker, and/or school psychologist.</li> <li>• Check and Connect Mentor,</li> <li>• SST Referral.</li> </ul>	<p><b>All Responses from Level 1</b></p> <ul style="list-style-type: none"> <li>• Behavior contract,</li> <li>• Detention</li> <li>• Loss of co-and/or extra-curricular privileges</li> <li>• SST Referral</li> <li>• Increased Active supervision</li> <li>• Behavioral Aide support</li> <li>• Time-limited Technology restriction</li> <li>• May result in temporary instructional removal.</li> <li>• Possible suspension and later reinstatement back into a traditional school.</li> <li>• Possible DCMT referral for repeated Level 3 disruptions or unsafe behavior — Contact Nicole Svee Magann for CCP</li> <li>• Complete DCMT paperwork and submit to Lea Aline (SWS)</li> <li>• SST Referral/Case Review</li> <li>• Initiate ABC observation/analysis</li> <li>• Assign classroom change</li> <li>• Loss of bus privileges based on incident and context</li> <li>• Parent conference</li> <li>• BIP and/or FBA</li> <li>• local level Behavioral contracts</li> <li>• In-school instructional removal</li> <li>• Out of school instructional removal pending CCP review with Nicole and DCMT recommendation</li> <li>• Policy Review.</li> <li>• Referral to peer court, community service, after school intervention</li> <li>• Document as Office Referral in Discipline Dashboard</li> </ul>

BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	SUPPORTIVE MEASURES	CORRECTIVE MEASURES
<p><b>Defiance:</b> Student refuses to follow repeated directives. Defiance is considered major if it causes major disruption to the classroom environment or the student's work progress.</p>	X	X	X			<p><b>All Responses from Level 1</b></p> <ul style="list-style-type: none"> <li>Administrators communicate with parents/guardians about the behaviors and interventions.</li> <li>Buddy teacher/Think Time (reflection sheet)</li> <li>Small group skill instruction, Lessons, CFC classes, or online modules in anger management, conflict resolution, bus safety, etc.</li> <li>Re-teach classroom PBIS, routines, rituals, how to seek help, problem-solving, ways to manage/regulate emotions and Digital Citizenship strategies (Inclusive, Informed, Engaged, Balanced or Alert courses).</li> <li>Thrive Time lessons (new or reinforced)</li> <li>Online modules (SWS)</li> <li>Increased non-contingent teacher attention (e.g. 2X10 strategy)</li> <li>Provide accommodations:                             <ul style="list-style-type: none"> <li>Assignments modified (e.g. DOTS for motivation)</li> <li>Sensory aids provided (e.g. visual, auditory, tactile)</li> </ul> </li> <li>Quiet space provided</li> <li>Seat change</li> <li>Structured routines increased</li> <li>Work breaks offered</li> <li>Make amends (e.g. restitution, repairing harm)</li> <li>Guided conversations using restorative questions</li> <li>Reflective essay</li> <li>Restorative back to class plan created with student and/or parent.</li> <li>Consider the use of interventions from prior levels &amp; multiple categories.</li> <li>Skill building with counselor, social worker, and/or school psychologist.</li> <li>Check and Connect Mentor,</li> <li>SST Referral,</li> <li>Behavioral Aide Support</li> <li>Referral to community-based counseling</li> </ul>	<p><b>All Responses from Level 1</b></p> <ul style="list-style-type: none"> <li>Fidelity check of school-wide systems and supports</li> <li>Review behavior management plan including social skills teaching and reinforcement</li> <li>Removal from instruction is not typically an option for Level 1 behaviors. Unless demonstrated repeated offenses and support have been provided by school</li> <li>Behavior contract,</li> <li>Detention</li> <li>Loss of co- and/or extra-curricular privileges,</li> <li>SST Referral</li> <li>Increased Active supervision</li> <li>Behavioral Aide support</li> <li>Time-limited Technology restriction</li> <li>Possible suspension and later reinstatement back into a traditional school.</li> <li>Possible DCMT referral for repeated Level 3 disruptions or unsafe behavior — Contact Nicole Svec Magann for CCP</li> <li>Initiate ABC observation/analysis</li> <li>Assign classroom change based on incident and context</li> <li>Loss of bus privileges based on incident and context</li> <li>Parent conference</li> <li>BIP and/or FBA</li> <li>In-school instructional removal</li> <li>Out of school instructional removal pending CCP review with Nicole and DCMT irecommendation</li> <li>Policy Review</li> <li>Referral to peer court, community service, after school intervention</li> <li>Document as Office Referral in Discipline Dashboard</li> </ul>
<p><b>Disruption:</b> Student engages in behavior that obstructs, prevents, or interferes with a class or school activity, resulting in a major interruption. Disruption is considered major if it is of an extended duration and has been unsuccessfully resolved with classroom-based strategies (documented in Minor Infractions).</p>	X	X	X			<p><b>Responses from all Levels</b></p> <ul style="list-style-type: none"> <li>Administrators communicate with parents/guardians about the behaviors and interventions.</li> <li>Small group skill instruction, Lessons, CFC classes, or online modules in anger management, conflict resolution, bus safety, etc.</li> <li>Thrive Time lesson/s (new/reinforced).</li> <li>Re-teach classroom PBIS, routines, rituals, how to seek help, problem-solving, ways to manage/regulate emotions and Digital Citizenship strategies (Inclusive, Informed, Engaged, Balanced or Alert courses).</li> <li>Buddy Teacher/Think Time (reflection sheet)</li> <li>Thrive Time lessons (new or reinforced)</li> <li>Online modules (SWS)</li> <li>Increased non-contingent teacher attention (e.g. 2X10 strategy)</li> <li>Provide accommodations:                             <ul style="list-style-type: none"> <li>Assignments modified (e.g. DOTS for motivation)</li> <li>Sensory aids provided (e.g. visual, auditory, tactile)</li> </ul> </li> <li>Quiet space provided</li> <li>Seat change</li> <li>Structured routines increased</li> <li>Work breaks offered</li> <li>Make amends (e.g. restitution, repairing harm)</li> <li>Guided conversations using restorative questions</li> <li>Reflective essay</li> <li>Restorative back to class plan created with student and/or parent.</li> <li>Consider the use of interventions from prior levels &amp; multiple categories.</li> <li>Skill building with counselor, social worker, and/or school psychologist.</li> <li>Check and Connect Mentor,</li> <li>SST Referral,</li> <li>Behavioral Aide Support</li> <li>Referral to community-based counseling</li> </ul>	<p><b>Responses from Level 1</b></p> <ul style="list-style-type: none"> <li>Fidelity check of school-wide systems and supports</li> <li>Review behavior management plan including social skills teaching and reinforcement</li> <li>Removal from instruction is not typically an option for Level 1 behaviors. Unless demonstrated repeated offenses and support have been provided by school.</li> </ul> <p><b>Responses from Level 2-3</b></p> <ul style="list-style-type: none"> <li>Behavior contract,</li> <li>Detention,</li> <li>Loss of co- and/or extra-curricular privileges,</li> <li>SST Referral</li> <li>Increased Active supervision</li> <li>Behavioral Aide support</li> <li>Time-limited Technology restriction</li> <li>Possible suspension and later reinstatement back into a traditional school.</li> <li>Possible DCMT referral for repeated Level 3 disruptions or unsafe behavior — Contact Nicole Svec Magann for CCP</li> <li>Complete DCMT paperwork and submit to Lea Aline (SWS)</li> <li>SST Referral/Case Review</li> <li>Initiate ABC observation/analysis</li> <li>Assign classroom change</li> <li>Loss of bus privileges based on incident and context</li> <li>Parent conference</li> <li>BIP and/or FBA</li> <li>local level Behavioral contracts</li> <li>In-school instructional removal</li> <li>Out of school instructional removal pending CCP review with Nicole and DCMT recommendation</li> <li>Policy Review</li> <li>Referral to peer court, community service, after school intervention</li> <li>Document as Office Referral in Discipline Dashboard</li> </ul>

BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	SUPPORTIVE MEASURES	CORRECTIVE MEASURES
<p><b>Dress Code:</b> Wearing clothing or items inconsistent with school dress code.</p>	X	X				<p><b>All Level 1 -2 Responses</b></p> <ul style="list-style-type: none"> <li>• Re-teach classroom PBIS, routines, rituals, how to seek help, problem-solving, ways to manage/regulate emotions and Digital Citizenship strategies (Inclusive, Informed, Engaged, Balanced or Alert courses).</li> <li>• Thrive Time lessons (new or reinforced)</li> <li>• Online modules (SWS)</li> <li>• Increased non-contingent teacher attention (e.g. 2X10 strategy)</li> <li>• Provide accommodations:</li> <li>• Assignments modified (e.g. DOTS for motivation)</li> <li>• Sensory aids provided (e.g. visual, auditory, tactile)</li> <li>• Quiet space provided</li> <li>• Seat change</li> <li>• Structured routines increased</li> <li>• Work breaks offered</li> <li>• Referral to PLC Team</li> <li>• Make amends (e.g. restitution, repairing harm)</li> <li>• Guided conversations using restorative questions</li> <li>• Reflective essay</li> <li>• Restorative back to class plan created with student and/or parent.</li> <li>• Consider the use of interventions from prior levels &amp; multiple categories.</li> <li>• Skill building with counselor, social worker, and/or school psychologist.</li> <li>• Check and Connect Mentor,</li> <li>• SST Referral,</li> <li>• Behavioral Aide Support</li> </ul>	<p><b>Level 1 Responses</b></p> <ul style="list-style-type: none"> <li>• Fidelity check of school-wide systems and supports</li> <li>• Review behavior management plan including social skills teaching and reinforcement</li> <li>• Removal from instruction is not typically an option for Level 1 behaviors. Unless demonstrated repeated offenses and support have been provided by school.</li> </ul> <p><b>Level 2 Responses</b></p> <ul style="list-style-type: none"> <li>• Behavior contract</li> <li>• Detention</li> <li>• Loss of co- and/or extra-curricular privileges</li> <li>• SST Referral</li> <li>• Increased Active supervision</li> <li>• Behavioral Aide support</li> </ul>
<p><b>False Report:</b> Student delivers a false message (verbally or electronically) that causes concern and disruption to the school's operation. This includes the unwarranted activation of a fire alarm.</p>		X	X			<p><b>All Responses from Level 1</b></p> <ul style="list-style-type: none"> <li>• Administrators communicate with parents/guardians about the behaviors and interventions.</li> <li>• Small group skill instruction, Lessons, CFC classes, or online modules in anger management, conflict resolution, bus safety, etc.</li> <li>• Re-teach classroom PBIS, routines, rituals, how to seek help, problem-solving, ways to manage/regulate emotions and Digital Citizenship strategies (Inclusive, Informed, Engaged, Balanced or Alert courses).</li> <li>• Thrive Time lessons (new or reinforced)</li> <li>• Online modules (SWS)</li> <li>• Increased non-contingent teacher attention (e.g. 2X10 strategy)</li> <li>• Provide accommodations:</li> <li>• Assignments modified (e.g. DOTS for motivation)</li> <li>• Sensory aids provided (e.g. visual, auditory, tactile)</li> <li>• Quiet space provided</li> <li>• Seat change</li> <li>• Structured routines increased</li> <li>• Work breaks offered</li> <li>• Referral to PLC Team</li> <li>• Make amends (e.g. restitution, repairing harm)</li> <li>• Guided conversations using restorative questions</li> <li>• Reflective essay</li> <li>• Restorative back to class plan created with student and/or parent.</li> <li>• Consider the use of interventions from prior levels &amp; multiple categories.</li> <li>• Skill building with counselor, social worker, and/or school psychologist.</li> <li>• Check and Connect Mentor,</li> <li>• SST Referral,</li> <li>• Behavioral Aide Support</li> <li>• Thrive Time lesson/s (new/reinforced).</li> <li>• Referral to community-based counseling</li> </ul>	<p><b>All Responses from Level 1</b></p> <ul style="list-style-type: none"> <li>• Behavior contract,</li> <li>• Detention</li> <li>• Loss of co-and/or extra-curricular privileges</li> <li>• SST Referral</li> <li>• Increased Active supervision</li> <li>• Behavioral Aide support</li> <li>• Time-limited Technology restriction</li> <li>• May result in temporary instructional removal.</li> <li>• Possible suspension and later reinstatement back into a traditional school.</li> <li>• Possible DCMT referral for repeated Level 3 disruptions or unsafe behavior — Contact Nicole Svee Magann for CCP</li> <li>• Complete DCMT paperwork and submit to Lea Aline (SWS)</li> <li>• SST Referral/Case Review</li> <li>• Initiate ABC observation/analysis</li> <li>• Assign classroom change</li> <li>• Loss of bus privileges based on incident and context</li> <li>• Parent conference</li> <li>• BIP and/or FBA</li> <li>• local level Behavioral contracts</li> <li>• In-school instructional removal</li> <li>• Out of school instructional removal pending CCP review with Nicole and DCMT recommendation</li> <li>• Policy Review</li> <li>• Referral to peer court, community service, after school intervention</li> <li>• Document as Office Referral in Discipline Dashboard</li> </ul>

BEHAVIOR						SUPPORTIVE MEASURES	CORRECTIVE MEASURES
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5		
<p><b>Forgery:</b> Student has signed another person's name without that person's permission.</p>	X	X	X			<p><b>All Response Levels 1 - 3</b></p> <ul style="list-style-type: none"> <li>Administrators communicate with parents/guardians about the behaviors and interventions.</li> <li>Small group skill instruction, Lessons, CFC classes, or online modules in anger management, conflict resolution, bus safety, etc.</li> <li>Thrive Time lesson/s (new/reinforced).</li> <li>Re-teach classroom PBIS, routines, rituals, how to seek help, problem-solving, ways to manage/regulate emotions and Digital Citizenship strategies (Inclusive, Informed, Engaged, Balanced or Alert courses).</li> <li>Thrive Time lessons (new or reinforced)</li> <li>Online modules (SWS)</li> <li>Increased non-contingent teacher attention (e.g. 2X10 strategy)</li> <li>Provide accommodations</li> <li>Assignments modified (e.g. DOTS for motivation)</li> <li>Sensory aids provided (e.g. visual, auditory, tactile)</li> <li>Quiet space provided</li> <li>Seat change</li> <li>Structured routines increased</li> <li>Work breaks offered</li> <li>Referral to PLC Team</li> <li>Make amends (e.g. restitution, repairing harm)</li> <li>Guided conversations using restorative questions</li> <li>Reflective essay</li> <li>Restorative back to class plan created with student and/or parent.</li> <li>Consider the use of interventions from prior levels &amp; multiple categories.</li> <li>Skill building with counselor, social worker, and/or school psychologist.</li> <li>Check and Connect Mentor,</li> <li>SST Referral,</li> <li>Behavioral Aide Support</li> <li>Restorative Practice Intervention.</li> </ul>	<p><b>All Response Levels 1 - 3</b></p> <ul style="list-style-type: none"> <li>Fidelity check of school-wide systems and supports</li> <li>Review behavior management plan including social skills teaching and reinforcement</li> <li>Loss of setting privileges</li> <li>Removal from instruction is not typically an option for Level 1 behaviors. Unless demonstrated repeated offenses and support have been provided by school.</li> <li>Behavior contract, Detention, Loss of co- and/or extra-curricular privileges, SST Referral</li> <li>Increased Active supervision</li> <li>Behavioral Aide support</li> <li>Time-limited Technology restriction.</li> <li>Possible suspension and later reinstatement back into a traditional school.</li> <li>Possible DCMT referral for repeated Level 3 disruptions or unsafe behavior — Contact Nicole Svee Magann for CCP</li> <li>Complete DCMT paperwork and submit to Lea Aline (SWS)</li> <li>Policy Review</li> <li>SST Referral/Case Review</li> <li>Initiate ABC observation/analysis</li> <li>Assign classroom change</li> <li>Loss of bus privileges based on incident and context</li> <li>Parent conference</li> <li>BIP and/or FBA local level Behavioral contracts</li> <li>In-school instructional removal</li> <li>Out of school instructional removal pending CCP review with Nicole and DCMT intervention</li> <li>Referral to peer court, community service, after school intervention</li> <li>Document as Office Referral in Discipline Dashboard</li> </ul>
<p><b>Gang related activity:</b> Student uses gestures, dress, and/or speech to display affiliation with a gang. Gang defined as behavior exhibited by an individual or a group of individuals who:</p> <ul style="list-style-type: none"> <li>form an allegiance and engage in criminal, violent or antisocial behavior</li> <li>encourage or create an unreasonable and substantial disruption or risk or disruption of a class, activity, program, or other function of a school</li> </ul> <p>may have a name, turf, colors, symbols, distinct dress exhibit any combination of the preceding characteristics</p>			X	X		<p><b>All Responses from Level 1 -2</b></p> <ul style="list-style-type: none"> <li>Administrators communicate with parents/guardians about the behaviors and interventions.</li> <li>Calendared check-ins</li> <li>Gang Contract</li> <li>No-contact contract</li> <li>Small group skill instruction, Lessons, CFC classes, or online modules in anger management, conflict resolution, bus safety, etc.</li> <li>Thrive Time lesson/s (new/reinforced).</li> <li>Re-teach Digital Citizenship strategies (Inclusive, Informed, Engaged, Balanced, or Alert courses).</li> <li>Restorative Practice Intervention. Back to class plan,</li> <li>Staff-led mediation for equal power conflicts.</li> <li>Restitution for property damage.</li> <li>Referral to community-based counseling</li> <li>Possible DCFS Referral</li> </ul>	<p><b>All Responses from Level 1 -2</b></p> <ul style="list-style-type: none"> <li>Possible suspension and later reinstatement back into a traditional school.</li> <li>Possible DCMT referral for repeated Level 3 disruptions or unsafe behavior — Contact Nicole Svee Magann for CCP</li> <li>Contact Nicole Svee Magann for CCP and referral to DCMT - Level 4</li> <li>Complete DCMT paperwork and submit to Lea Aline (SWS)</li> <li>SST Referral/Case Review</li> <li>Initiate ABC observation/analysis</li> <li>Assign classroom change</li> <li>Loss of bus privileges based on incident and context</li> <li>Parent conference</li> <li>BIP and/or FBA local level Behavioral contracts</li> <li>In-school instructional removal</li> <li>Out of school instructional removal pending CCP review with Nicole and DCMT recommendation</li> <li>Policy Review.</li> <li>Referral to peer court, community service, after school intervention</li> <li>Document as Office Referral in Discipline Dashboard</li> </ul>
<p><b>Harassment non-sexual (physical, verbal, or psychological):</b> Student is repeatedly communicating to or about another individual, in an objectively demeaning or disparaging manner that contributes to a hostile learning environment for that individual. Harassment may be linked to discrimination and focus on race, color, disability, national origin, gender, sexual orientation, religion or any protected classes.</p> <p>***In the case of targeted language, such as derogatory terms, consider age of student, intent, and affect on targeted individual.</p>		X	X	X		<p><b>All responses from Level 1-3</b></p> <ul style="list-style-type: none"> <li>Communicate with parents/guardians regarding behaviors and interventions</li> <li>Calendared check-ins,</li> <li>No-contact contract,</li> <li>Class scheduling change depending on situation</li> <li>Individual coaching by licensed support staff (may be at a different site)</li> <li>Formal and Family group conference, possibly part of a transition to a new setting</li> <li>Restorative re-entry plan for school return</li> </ul> <p>***In the case of targeted language, corrective measures will vary depending on the circumstances</p>	<p><b>All responses from Level 1-3</b></p> <ul style="list-style-type: none"> <li>Contact Nicole Svee Magann for CCP and referral to DCMT</li> <li>Complete DCMT paperwork and submit to Lea Aline (SWS)</li> <li>Consultation with relevant specialists (IEP team, mental health, behavior, crisis response team, SRO, school safety/SST, equity/diversity)</li> <li>Mandatory out of school removal pending DCMT recommendation</li> <li>Policy Review</li> <li>Referral to an alternative program offered by the LEA. pending DCMT recommendation</li> <li>Consult with/refer to local law enforcement</li> <li>Document as Office Referral in Discipline Dashboard</li> </ul> <p>***In the case of targeted language, discipline measures will vary depending on the circumstances</p>

BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	SUPPORTIVE MEASURES	CORRECTIVE MEASURES
<p><b>Other Behavior:</b> Student engages in other behavior which interferes with the learning environment and/or school safety and is handled at a building/administrative level.</p>			<b>X</b>			<p><b>All responses from Level 1-3</b></p> <ul style="list-style-type: none"> <li>Administrators communicate with parents/guardians about the behaviors and interventions</li> <li>Small group skill instruction, Lessons, CFC classes, or online modules in anger management, conflict resolution, bus safety, etc.</li> <li>Thrive Time lesson/s (new/reinforced).</li> <li>Re-teach Digital Citizenship strategies (Inclusive, Informed, Engaged, Balanced, or Alert courses).</li> <li>Restorative Practice Intervention. Back to class plan.</li> <li>Staff-led mediation for equal power conflicts.</li> <li>Restitution for property damage.</li> <li>Referral to community-based counseling</li> </ul>	<p><b>All responses from Level 1-3</b></p> <ul style="list-style-type: none"> <li>Possible suspension and later reinstatement back into a traditional school.</li> <li>Possible DCMT referral for repeated Level 3 disruptions or unsafe behavior — Contact Nicole Svee Magann for CCP</li> <li>Complete DCMT paperwork and submit to Lea Aline (SWS)</li> <li>SST Referral/Case Review</li> <li>Initiate ABC observation/analysis</li> <li>Assign classroom change</li> <li>Loss of bus privileges based on incident and context</li> <li>Parent conference</li> <li>BIP and/or FBA local level Behavioral contracts</li> <li>In-school instructional removal</li> <li>Out of school instructional removal pending CCP review with Nicole and DCMT recommendation</li> <li>Policy Review</li> <li>Referral to peer court, community service, after school intervention</li> <li>Document as Office Referral in Discipline Dashboard</li> </ul>
<p><b>Property Damage/Vandalism:</b> Student willfully defaces, cuts, mars, injuries or damages school property or the property of another.</p> <ul style="list-style-type: none"> <li><b>Level 2:</b> Property Damage less than \$100</li> <li><b>Level 3:</b> Property Damage greater than \$100 but less than \$1,000</li> <li><b>Level 4:</b> Property Damage exceeding \$1,000</li> </ul>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>		<p><b>All Response Levels 1 - 3</b></p> <ul style="list-style-type: none"> <li>Administrators communicate with parents/guardians about the behaviors and interventions.</li> <li>Small group skill instruction, Lessons, CFC classes, or online modules in anger management, conflict resolution, bus safety, etc.</li> <li>Thrive Time lesson/s (new/reinforced).</li> <li>Re-teach classroom PBIS, routines, rituals, how to seek help, problem-solving, ways to manage/regulate emotions and Digital Citizenship strategies (Inclusive, Informed, Engaged, Balanced or Alert courses).</li> <li>Thrive Time lessons (new or reinforced)</li> <li>Online modules (SWS)</li> <li>Increased non-contingent teacher attention (e.g. 2X10 strategy).</li> <li>Make amends (e.g. restitution, repairing harm)</li> <li>Guided conversations using restorative questions</li> <li>Reflective essay</li> <li>Restorative back to class plan created with student and/or parent.</li> <li>Consider the use of interventions from prior levels &amp; multiple categories.</li> <li>Skill building with counselor, social worker, and/or school psychologist.</li> <li>Check and Connect Mentor,</li> <li>SST Referral,</li> <li>Behavioral Aide Support</li> <li>Restorative Practice Intervention.</li> </ul>	<p><b>All Response Levels 1 - 3</b></p> <ul style="list-style-type: none"> <li>Review behavior management plan including social skills teaching and reinforcement</li> <li>Loss of setting privileges</li> <li>Removal from instruction is not typically an option for Level 1 behaviors. Unless demonstrated repeated offenses and support have been provided by school.</li> <li>Behavior contract, Detention, Loss of co- and/or extra-curricular privileges, SST Referral</li> <li>Increased Active supervision</li> <li>Behavioral Aide support</li> <li>Time-limited Technology restriction.</li> <li>Possible suspension and later reinstatement back into a traditional school.</li> <li>Possible DCMT referral for repeated Level 3 disruptions or unsafe behavior — Contact Nicole Svee Magann for CCP</li> <li>Complete DCMT paperwork and submit to Lea Aline</li> <li>SST Referral/Case Review</li> <li>Initiate ABC observation/analysis</li> <li>Assign classroom change</li> <li>Loss of bus privileges based on incident and context</li> <li>Parent conference</li> <li>BIP and/or FBA local level Behavioral contracts</li> <li>In-school instructional removal</li> <li>Out of school instructional removal pending CCP review with Nicole and DCMT intervention</li> <li>Policy Review</li> <li>Referral to peer court, community service, after school intervention</li> <li>Document as Office Referral in Discipline Dashboard</li> </ul>
<p><b>Larceny/theft:</b> To obtain or exercise unauthorized control over property with the intent to deprive the lawful owner or possessor of possession or use.</p>	<b>X</b>	<b>X</b>	<b>X</b>				

BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	SUPPORTIVE MEASURES	CORRECTIVE MEASURES
<p><b>Technology Violation:</b> Student engages in inappropriate use of personal or school technology and/or unauthorized access, data or system interference, misuse of any electronic device A violation of CSD's Responsible Use Agreement. *If technology violation includes sexually explicit content, code as Pornography Possession/Distribution.</p>	X	X	X			<p><b>All responses from Level 1-3</b></p> <ul style="list-style-type: none"> <li>• Communicate with parents/guardians regarding behaviors and interventions.</li> <li>• Individual coaching by licensed support staff (may be at a different site)</li> <li>• Formal and Family group conference, possibly part of a transition to a new setting.</li> <li>• Restorative re-entry plan for school return</li> </ul>	<p><b>All Responses from Level 1 -2</b></p> <ul style="list-style-type: none"> <li>• Possible DCMT referral for repeated Level 3 disruptions or unsafe behavior — Contact Nicole Svee Magann for CCP</li> <li>• Contact Nicole Svee Magann for CCP and referral to DCMT for Level 4</li> <li>• Complete DCMT paperwork and submit to Lea Aline (SWS)</li> <li>• Consultation with relevant specialists (IEP team, mental health, behavior, crisis response team, SRO, school safety/SST, equity/diversity)</li> <li>• Mandatory out of school removal pending DCMT recommendation.</li> <li>• Policy Review</li> <li>• Referral to an alternative program offered by the LEA. pending DCMT recommendation</li> <li>• Consult with/refer to local law enforcement</li> <li>• Document as Office Referral in Discipline Dashboard</li> </ul>
<p><b>Trespass:</b> To enter or remain unlawfully on property and intending to cause annoyance or injury or intending to commit any crime, other than theft or a felony or is reckless as to whether his presence will cause fear for the safety of another; or knowing his entry or presence is unlawful, he enters or remains on property as to which notice is given. (UCA 76-6-206).</p>			X			<p><b>All responses from Level 1-3</b></p> <ul style="list-style-type: none"> <li>• Administrators communicate with parents/guardians about the behaviors and interventions</li> <li>• Small group skill instruction, Lessons, CFC classes, or online modules in anger management, conflict resolution, bus safety, etc.</li> <li>• Thrive Time lesson/s (new/reinforced).</li> <li>• Re-teach Digital Citizenship strategies (Inclusive, Informed, Engaged, Balanced, or Alert courses).</li> <li>• Restorative Practice Intervention. Back to class plan,</li> <li>• Staff-led mediation for equal power conflicts.</li> <li>• Restitution for property damage.</li> <li>• Referral to community-based counseling</li> </ul>	<p><b>All responses from Level 1-3</b></p> <ul style="list-style-type: none"> <li>• Possible suspension and later reinstatement back into a traditional school.</li> <li>• Possible DCMT referral for repeated Level 3 disruptions or unsafe behavior — Contact Nicole Svee Magann for CCP</li> <li>• Complete DCMT paperwork and submit to Lea Aline (SWS)</li> <li>• SST Referral/Case Review</li> <li>• Initiate ABC observation/analysis</li> <li>• Assign classroom change</li> <li>• Loss of bus privileges based on incident and context</li> <li>• Parent conference</li> <li>• BIP and/or FBA local level Behavioral contracts</li> <li>• In-school instructional removal</li> <li>• Out of school instructional removal pending CCP review with Nicole and DCMT recommendation</li> <li>• Policy Review</li> <li>• Referral to peer court, community service, after school intervention</li> <li>• Document as Office Referral in Discipline Dashboard</li> </ul>
<p><b>Truancy:</b> Repeated or excessive absenteeism without a valid excuse including failure to report to class, skipping class, leaving school without authorization, or failure to comply with disciplinary sanctions.</p>	X	X				<p><b>All Responses from Level 1</b></p> <ul style="list-style-type: none"> <li>• Administrators communicate with parents/guardians about the behaviors and interventions.</li> <li>• Small group skill instruction, Lessons, CFC classes, or online modules in anger management, conflict resolution, bus safety, etc.</li> <li>• Teacher check-in,</li> <li>• Positive adult interactions</li> <li>• Chronic attendance referral</li> <li>• Attendance contract with incentives</li> <li>• Home visit(s)</li> <li>• Re-teach classroom PBIS, routines, rituals, how to seek help, problem-solving, ways to manage/regulate emotions and Digital Citizenship strategies (Inclusive, Informed, Engaged, Balanced or Alert courses).</li> <li>• Thrive Time lessons (new or reinforced)</li> <li>• Online modules (SWS)</li> <li>• Increased non-contingent teacher attention (e.g. 2X10 strategy),</li> <li>• Make amends (e.g. restitution, repairing harm)</li> <li>• Guided conversations using restorative questions</li> <li>• Reflective essay</li> <li>• Restorative back to class plan created with student and/or parent.</li> <li>• Consider the use of interventions from prior levels &amp; multiple categories.</li> <li>• Skill building with counselor, social worker, and/or school psychologist</li> <li>• Check and Connect Mentor</li> <li>• SST Referral</li> <li>• Behavioral Aide Support</li> <li>• Referral to community-based counseling</li> </ul>	<p><b>All Responses from Level 1</b></p> <ul style="list-style-type: none"> <li>• Behavior contract</li> <li>• Detention</li> <li>• Loss of co-and/or extra-curricular privileges</li> <li>• SST Referral</li> <li>• Increased Active supervision</li> <li>• Behavioral Aide support</li> <li>• Time-limited Technology restriction</li> <li>• Possible suspension and later reinstatement back into a traditional school.</li> <li>• Possible DCMT referral for repeated Level 3 disruptions or unsafe behavior — Contact Nicole Svee Magann for CCP</li> <li>• Complete DCMT paperwork and submit to Lea Aline (SWS)</li> <li>• SST Referral/Case Review</li> <li>• Initiate ABC observation/analysis</li> <li>• Assign classroom change</li> <li>• Loss of bus privileges based on incident and context</li> <li>• Parent conference</li> <li>• BIP and/or FBA local level Behavioral contracts</li> <li>• In-school instructional removal</li> <li>• Out of school instructional removal pending CCP review with Nicole and DCMT recommendation</li> <li>• Policy Review</li> <li>• Referral to peer court, community service, after school intervention</li> <li>• Document as Office Referral in Discipline Dashboard</li> </ul>