

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

Repeated or significant incident(s) may be determined by frequency, duration and intensity measures
Disciplinary Actions may be addressed by the student's IEP Program, IAP/504 Plan or suspected disability and if so are governed by the adaptations made in the plan or due to the disability.