

Discipline Levels for Grades 1-5 Revised 8/14

Levels 1 and 2 are Teacher-Managed Behaviors

Level 1 Behaviors	Actions teacher should take for Level 1 behaviors
<ul style="list-style-type: none"> • Talking out • Disruption • Failing to follow rules/directions • Inappropriate voice level • Inappropriate language/comments • Invading other's personal space (bodies and belongings) • Dress code infractions • Physical touching inappropriate to age and educational setting 	<ul style="list-style-type: none"> ▪ Remind (refer to class agreements or rules) ▪ Redirect ▪ Relocate to another place in the room ▪ Reflect: what changes could be made/what needs of student could be met? ▪ Restore/mend: are there actions the student can/should take?

Level 2 Behaviors	Actions teacher should take for Level 2 behaviors
<ul style="list-style-type: none"> • Repeated level 1 behavior • Defiance • Pushing or Shoving • Put-downs/low level teasing • Spitting (on ground) • First offense of behavior that could become bullying or sexual harassment • Repeated tardiness 	<p><i>(Not a sequential list—action & sequence are based on the circumstances)</i></p> <ul style="list-style-type: none"> ▪ Observable tracking system to inform students when expectations are or are not being met ▪ Short time-out just outside class or lateral send to another classroom (1st – 5th) ▪ Brief office visit with teacher's note for calm and return, (office manager logs visits) ▪ One-on-one conversation on how to best meet needs of all concerned and make a plan ▪ Logical consequences ▪ Restore/mend/community service ▪ Notify parent for additional support ▪ Meet with parent(s) and make a plan ▪ If the disruption is severe or persistent, it becomes a Level 3 behavior and should be referred to administration for Level 3 action. See next page.

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Levels 3 and 4 are Office/Administration Managed Behaviors (Office Referral)

Note for Teacher: all office referrals require accompanying blue slips.

Level 3 Behaviors	Actions administrator should take for Level 3 behaviors
<ul style="list-style-type: none"> • Chronic in-class disruptions or non-compliance • Intimidation/threats • Bullying/Harassment, including sexual (repeated behavior, despite warning) • Fighting/ physically hurting another person (not severe assault, which is Level 4) • Unsafe activities, including leaving supervised area or hiding from teacher • Petty theft • Minor vandalism 	<p>Note: Depending on circumstances, certain behaviors may result in more severe consequences than those listed for each step.</p> <p>First Office Referral (steps taken depend on circumstances):</p> <ul style="list-style-type: none"> ▪ Meeting with an administrator ▪ Attempt to understand needs behind behavior and find ways to meet needs while also meeting needs of teacher and rest of class ▪ Review in-class steps/agreements, calm warning, clear instructions ▪ Contact parents to inform and enlist support ▪ Blue slip mailed home, copy to teacher and administrator <p>Second Office Referral:</p> <ul style="list-style-type: none"> ▪ Attempt to understand needs behind behavior and find ways to meet needs while also meeting needs of teacher and rest of class ▪ Review in-class steps/agreements, calm warning, clear instructions ▪ Contact parents to inform and enlist support ▪ Blue slip mailed home, copy to teacher and administrator ▪ Possible suspension from class/school <p>Third Office Referral:</p> <ul style="list-style-type: none"> ▪ Meeting with an administrator ▪ Meeting scheduled with parents, student, teacher and an administrator (<i>Forming of a Student Success Team</i>) to determine next steps which may include: <ul style="list-style-type: none"> ▪ Behavior contract specifying what student needs to do, and the consequences, if agreement is not followed ▪ Parent to observe/shadow student one or more days ▪ Possible suspension from class/school (1 – 5 days) <p>Fourth Office Referral:</p> <ul style="list-style-type: none"> ▪ Student suspension (1-5 days) ▪ Meeting to discuss school placement. If all efforts fail and student continues to present conditions that interfere with other’s rights to physical and emotional safety and an environment that allows others to learn, then expulsion procedures may be initiated

* A *Student Success Team (SST)* should be formed whenever repeated behaviors, that negatively affects the safety or learning of the student or other students, continues despite teacher and parent intervention. The SST would include the teacher, an administrator, the parents, and others as appropriate

Level 4 Behaviors	<i>Actions administrator should take for Level 4 behaviors</i>
<ul style="list-style-type: none">• Illegal activities: drugs, alcohol, weapons, assault, sexual abuse, significant theft or vandalism	<ul style="list-style-type: none">▪ Calling law enforcement, suspension, and/or expulsion.