

LEVELS OF BEHAVIOR CONCERNS, INTERVENTIONS AND RESOLUTIONS

School officials must refer to this code of conduct when determining which disciplinary intervention and consequence to impose. Practices that allow educators to address behavior concerns as opportunities for learning instead of punishment are far more successful in changing a student's behavior than imposing punitive measures. In determining how to best address inappropriate, unacceptable and unskillful behaviors, it is necessary to evaluate all of the circumstances surrounding the behavior.

There are many factors that must be considered before determining consequences and interventions, including:

- ◆ The student's age and health
- ◆ The students' disciplinary record
- ◆ Appropriateness of student's academic placement
- ◆ Disciplinary consequences and interventions applied in response to prior behavior violations
- ◆ Nature, severity and scope of the behavior
- ◆ The circumstances in which the conduct occurred
- ◆ Student's understanding of the impact of his or her behavior
- ◆ Seriousness of the behavior and the degree of harm caused
- ◆ Impact on overall school community
- ◆ The student's Individualized Education Plan (IEP), Behavioral Intervention Plan (BIP) and 504 Accommodation Plan, when applicable
- ◆ The student's response to intervention



SCSD understands the importance of restorative practices when student behavioral issues affect the safety of the classroom and school and interfere with the learning of all students.

Restorative Practices are interventions designed to hold students accountable for harm while addressing the needs of students, staff and the school community. Restorative practice may be defined as a way of thinking and responding to conflict and problems and one which includes all participants. Collectively, they determine a logical and balanced resolution. Examples of restorative practices include family group counseling, classroom circles, reparation of harm, therapeutic/resource strategies (mental health treatment, anger management and/or behavior coaching).

When choosing interventions and consequences for student behavior, teachers, administrators and all staff must balance SCSD's goals of ensuring equity, minimizing disruptions and maximizing student instructional time. Consequences paired with meaningful instruction and guidance (corrective feedback and re-teaching) offer students an opportunity to learn from their mistakes.