

# Section 8: Student Intervention and Disciplinary Response

## Levels of Intervention and Disciplinary Response

Nekoosa High School recognizes the effectiveness of restorative approaches and other progressive disciplinary measures. Our philosophy is to build positive relationships, develop conflict resolution strategies, and prepare our students for success after high school.

The italicized strategies below are restorative practices that will be used when all parties are willing to resolve the situation. The strategies in bold are more punitive and will be used when one of the parties is not willing to resolve the situation or if the action is severe in nature.

### Level 1 -- Teacher Interventions and Responses

These interventions aim to correct behavior so students can learn and demonstrate safe and respectful actions. Teachers are encouraged to implement a variety of teaching and classroom management strategies.

- Contact Parent/Guardian via telephone, email, ParentSquare message, or other preferred method
- Verbal correction/reminders
- Redirection
- Seating change
- Parent/Guardian conference
- Removal from class**
- Positive reinforcement
- Teacher or student conference
- Make-up time (Wednesdays during early release)**
- Apology
- De-escalation strategies (break, mindfulness, relaxation, etc.)
- Re-teach expectations

### Level 2 -- Administrator Interventions and Responses

These interventions shall involve the school administrators who will aim to correct behavior by stressing the negative impact of the behavior while keeping the student in school.

- Parent/Guardian notification
- Restorative approaches (small conversations, circle process, etc.)
- Loss of privileges**
- Behavior contracts
- Invitation for parental shadow
- Restitution (monetary or service-based)
- Make-up Time (Wednesdays during early release)**
- Conflict resolution
- Discussion with administrator
- Discussion with School Resource Officer
- Referral to student support team (see below)
- In-School Suspension**
- Mentoring
- Referral to substance abuse counseling

### Student support team interventions and responses

- Parent/Guardian conference
- Restorative approaches including community conferencing
- Mentoring
- Referral to an appropriate program outside of school
- Restitution (monetary or service-based)
- Conflict resolution
- Develop student support team plan
- Referral to IEP or 504 team for evaluation
- IEP or 504 team meeting
- Development of Behavioral Intervention Plan (BIP)
- Referral to school-based health or mental health services
- Referral to an appropriate community organization
- Short-term behavioral progress reports linked to positive reinforcement

### Level 3 -- Short-Term Suspension and Referral Responses

These interventions shall involve the removal of a student from the school environment for up to three days because of the severity of the behavior. The duration of the suspension, if issued, is to be limited as much as practical while adequately addressing the behavior.

- Parent/Guardian notification
- Short-term suspension (1-3 days)**
- Restorative approaches (formal conferencing, conflict solution, community reintegration planning)
- Development or revision of student support team plan
- Referral to School Resource Officer**
- Revision to IEP or 504 plan
- Development of Behavioral Intervention Plan (BIP)
- Referral to substance abuse counseling
- Referral to an appropriate community organization
- Referral to IEP team or 504 team for manifestation

### Level 4 -- Long-Term Suspension, Expulsion, and Referral Responses

These interventions shall involve the removal of a student from the school environment for a period ranging between 4 and 10 school days leading up to expulsion because of the severity of the behavior. These interventions focus on maintaining the safety of the school community and ending behavior that is harmful to the student or others. The duration of the suspension or expulsion will be limited to the least amount of time necessary to adequately address the behavior.

- Parent/Guardian notification
- Long-term suspension (4-10 days)**
- Development of Behavioral Intervention Plan (BIP)
- Restorative approaches (conferencing, conflict solution, community reintegration planning)
- Development or revision of student support team plan
- Referral to School Resource Officer**
- Revision to IEP or 504 plan
- Development of Behavioral Intervention Plan (BIP)
- Referral to substance abuse counseling
- Referral to an appropriate community organization
- Referral to IEP team or 504 team for manifestation

Board Policy 5610

## Guidance

### Level 1

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May be appropriate when the behavior is a minor infraction, the student has had no prior incidents, and/or interventions have not been put in place.

### Level 2

#### Administrator Interventions and Responses

May be appropriate when supports have been put in place in the classroom and/or school community to address behavior, but the behavior has continued to negatively influence the learning of the student and others.

### Level 3

#### Short-term Suspension and Referral

May be appropriate given the seriousness of the offense and impact on the school community and/or when documented interventions and supports have been put in place but the behavior continues to escalate and disrupt the educational process.

### Level 4

#### Long-Term Suspension, Expulsion, and Referral

May be appropriate when behavior presents as an imminent threat or serious harm to the school community, or when the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the school day.

## Inappropriate or Disruptive Behavior

	Level 1	Level 2	Level 3	Level 4	Informing SRO/ Nekosa PD	Informing Related Service Providers	Code Violation for Co-Curricular Activities	Notes
<b>Academic Dishonesty</b>								
Cheating, plagiarizing, etc.	*	*						Students may earn a failing grade for that assignment
<b>Alcohol, Drugs, Controlled Substances, Inhalants, Tobacco</b>								
Under the Influence of alcohol, drugs or controlled substances, inhalants or other items.	*	*			*	*	*	School staff is required to refer students to appropriate student support services, including substance abuse counseling services.
Using or Possessing alcohol, drugs or controlled substances, inhalants or other items.	*	*	*	*	*	*	*	
Distributing or Selling alcohol, drugs or controlled substances, inhalants or other items.		*	*	*	*	*	*	
<b>Attack on Student</b>								
Physical Aggression (hitting, kicking, or punching another student; can include intentional coughing, sneezing or spitting on another student with the intention and/or hopes of infecting the other student with an illness)	*	*				*	*	Restorative practices should be used as appropriate, before reentry into the school community.
Fighting (pushing, shoving, and may include minor or significant injuries)			*	*	*	*	*	

## Level Considerations

In cases where a range of possible levels of response is indicated, administrators should use the lowest level of response that is appropriate for the behavior, and limit the duration of suspensions, expulsions and alternative settings and placements to the fewest days necessary to achieve the disciplinary goal. The circumstances of the incident, the student's disability status, intentionality and prior infractions should be taken into consideration.

### First Offenses

If, on a first offense, administrators believe a Level 4 response is warranted, they must collaborate with the student services team.

### Informing School Resource Officer

The SRO should be informed immediately regarding identified incidents that pose an imminent threat of serious harm to the safety of students and/or staff to document behavioral concerns, and possible need for additional intervention.

### Informing Related Service Providers

School-based, related service providers (social worker, counselors, psychologist) should be informed regarding identified incidents that may indicate a need for specialized interventions and supports.

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## Inappropriate or Disruptive Behavior

### Threatening Behaviors

Bomb and/or Mass Violence Threat

Level 1	Level 2	Level 3	Level 4	Informing SRO/ Nekoosa PD	Informing Related Service Providers	Code Violation for Co-Curricular Activities
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Bullying, Including Cyber Bullying

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Threatening or aggressive language or gestures directed toward staff or another adult

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Threatening or aggressive language or gestures directed toward another student

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### Bus Violations

Minor disruptions on the bus (being too loud, standing, etc.)

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Serious disruption of the bus (fighting, harming others, throwing things from bus window, etc.)

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## Notes

All types of bullying involves repeatedly using power in an intentional manner, including verbal, physical, or written conduct or electronic communication, to inflict psychological distress or physical harm towards one or more students that adversely affects their ability to participate in or benefit from a school's education or extracurricular programs. Incidents should be reported to administration for further investigation and appropriate action can be taken.

Applies to students traveling to and from school, as well as any school-sponsored activity, including field trips.

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Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	Informing SROV Not case PD	Informing Related Service Providers	Code Violation for Co-Curricular Activities	Notes
<b>Skipping Class, Excessive Tardies</b>								
Failure to attend scheduled class or leaving school premises without permission throughout the school day	*	*			*	*		Students will not be suspended from school for attendance-related offenses.
Persistent or excessive tardiness to class or school	*	*			*	*		
<b>Classroom Disruption</b>								
Talking out in class or talking out of turn, picking on or teasing others, and other behavior that detracts from student learning.	*	*						Restorative practices should be used as appropriate.
Serious classroom disruption that directly affects the safety of others (throwing harmful items, turning over tables, disrupting a fire or safety drill)	*	*	*		*	*	*	
<b>Defiance and/or Insubordination</b>								
Failure to follow directions	*	*						Restorative practices should be used as appropriate.
Failure to respond to staff questions or requests	*	*						
<b>Disrespectful Behavior</b>								
Making inappropriate gestures, symbols, or comments, or using profane or offensive language	*	*						Restorative practices should be used as appropriate.
Using verbal insults or put-downs or lying to, misleading, or giving false information to school staff	*	*			*			
<b>Dress Code Violation</b>								
Violating NHS dress code/expectations	*	*						Refer to dress code standards outlined in the student handbook; students should not be excluded from their education for their attire.

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<b>Fire Safety and Violations</b>								
False activation of a fire alarm			*		*	*	*	Students will be referred to the local fire department, and any appropriate support programs.
Attempting to set, aiding in setting, or setting a fire		*	*	*	*	*	*	
<b>Hallway Misbehavior</b>								
Running, making excessive noise, loitering, or persistent hall-walking	*	*						
<b>Harassment and Cyber Harassment against Members of the School Community</b>								
Minor harassment (actual or perceived conduct to offence, ridicule, or demean others)	*	*	*		*	*	*	Incidents should be reported to administration for investigation and appropriate steps.
Serious harassment includes intentional actions that threaten or seriously intimidate another member of the school community, or adversely affects another student's ability to participate in or benefit from a school's educational or extracurricular program. This may regard race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, familial status, physical or mental ability or disability.		*	*	*	*	*	*	
<b>Portable Electronic Communication Device Policy Violation</b>								
Use of portable electronic communication devices, electronic game devices, and other similar items, at unauthorized times	*	*						Refer to the cell phone policy and procedure as outlined in the student handbook.
Inappropriate use of any electronic device carried, worn, or transported by a student to receive or communicate messages	*	*						
Using portable electronic communication devices to take, share, film, and/or publish inappropriate pictures, videos, or recordings	*	*	*		*	*	*	

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<b>Property Damage</b>								
Minor (under \$50) or accidental damage	*	*						Restitution is permitted and encouraged where possible in the form of community service.
Intentional damage to another person's or school property (\$50-\$1000)		*	*					
Intentional damage to another person's or school property (over \$1000)		*	*	*	*	*	*	
<b>Trespassing</b>								
Breaking into or using school property when not granted permission.	*	*	*					Community service is encouraged for students.
<b>Robbery/Theft</b>								
Taking money or property from another by force or intimidation		*	*	*	*	*	*	
<b>School Equipment Use without Permission</b>								
Use of computers, copiers, fax machines, phones, etc.	*	*						
<b>Sexually-Based Infraction</b>								
Forced sexual act				*	*	*	*	School staff is required to report incidents to administration for any further investigation, refer students to a support agency and appropriate support services.
Sexual harassment (unwelcome sexual advances, inappropriate touching, request for sexual favors, other inappropriate verbal, electronic, written, or physical conduct of a sexual nature)		*	*		*	*	*	
Sexual activity or sexual misconduct	*	*	*		*	*	*	

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## Inappropriate or Disruptive Behavior

### Weapons, Firearms, and Explosives

Explosives (possession, sale, distribution, detonation, or threat of detonation of an incendiary or explosive material or device including firecrackers, smoke bombs, flares, or any combustible or explosive substances or articles, other than a firearm)

Firearms (possession of a firearm as defined in 18 USC 921 of the federal code - handguns, rifles, shotguns, and bombs)

Other guns (possession of any gun, loaded or unloaded, operable or inoperable - BB guns, pellet guns, etc.)

Other weapons (possession of any implement that could compromise wellness/safety or cause bodily harm other than firearm or other gun including but not limited to, biochemical substances such as poisons, chemical sprays, laser pointers, knives, etc.)

Use of any other weapon of any kind in the commission of an aggressive act toward another person

Use of a toy gun, water gun, or look-alike gun in the commission of an aggressive act toward another person

Level 1

Level 2

Level 3

Level 4

Informing SRO/  
Nakoda PD

Informing Related  
Service Providers

Code Violation for  
Co-Curricular  
Activities

Notes

Level 1	Level 2	Level 3	Level 4	Informing SRO/ Nakoda PD	Informing Related Service Providers	Code Violation for Co-Curricular Activities
		*	*	*	*	*
			*	*	*	*
		*	*	*	*	*
	*	*	*	*	*	*
*	*			*	*	*
		*	*	*	*	*

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