



3241F2

## WSD Continuum of Discipline Responses

### **Administrative Level Continuum of Responses**

#### *Type Five Behavioral Violations*

##### Level G

- Attempt lower level continuum of responses as appropriate
- Follow mandatory school referrals and protocols
- Notify and attempt to involve the parent in the resolution
- Investigate evidence of behavioral violation and confer with other school personnel
- Invite student to share their perspective and explanation regarding the behavioral violation
  - Consider restorative justice practices and other forms of discipline
  - Consider behavior agreement
  - Consider suspension or expulsion (if allowable) as appropriate
- Document all referrals, other forms of discipline attempted or considered, and actions

#### *Type Four Behavioral Violations*

##### Level F

- Attempt lower level continuum of responses as appropriate
- Student referral and investigate evidence of behavioral violation
- Notify and attempt to involve the parent in the resolution
- Confer with teacher or other school personnel
- Invite student to share their perspective and explanation regarding the behavioral violation
  - Follow mandatory school referrals and protocols
  - Attempt or consider restorative justice practices and other forms of discipline
  - Consider behavior agreement
  - Consider suspension or expulsion (if allowable) as appropriate
- Document all referrals, other forms of discipline attempted or considered, and actions

#### *Type Three Behavioral Violations*

##### Level E

- Attempt lower level continuum of responses as appropriate
- Student referral and investigate evidence of behavioral violation
- Administrator notifies and attempts to involve the parent in the resolution
- Administrator confers with teacher or other school personnel
- Administrator invites student to share their perspective and explanation regarding the behavioral violation
  - Follow mandatory school referrals and protocols
  - Attempt restorative justice practices and other forms of discipline
  - Consider behavior agreement



- Consider suspension as appropriate
- Document all referrals, other forms of discipline attempted, and actions

#### *Type Two Behavioral Violations*

Level D – Classroom and administrative continuum of responses

- Teacher or school personnel implements Level C continuum of responses as appropriate
- Administrator or school support staff provide classroom support
- Teacher or school personnel refers student and notifies administrator of behavioral violation
- Administrator notifies and attempts to involve the parent in the resolution
- Administrator confers with teacher or other school personnel and investigates evidence
- Administrator invites the student to share their perspective and explanation regarding the behavioral violation
  - Use school referrals and protocols as appropriate
  - Attempt restorative justice practices and other forms of discipline
  - Consider in-school suspension as appropriate (if allowable)
- Document all referrals, other forms of discipline attempted, and actions

#### **Classroom Level Continuum of Responses**

##### *Type One Behavioral Violations*

Level C – *Type One* behavioral violation involving unsuccessful Level B and Level A responses or repeated *Type One* behavioral violations within the same school day

Teacher or school personnel:

- Decides whether to request classroom support from school support staff
- Notifies and attempts to involve the parent in the resolution
- Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation
- Modifies and implements best practices and strategies as appropriate
- Confers with other school personnel as appropriate
- Documents interventions and monitors effectiveness

Level B – *Type One* behavioral violation involving unsuccessful Level A responses or repeated *Type One* behavioral violations within the same school day

Teacher or school personnel:

- Reteaches behavioral expectations
- Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation
- Notifies the student's parent
- Modifies and implements best practices and strategies as appropriate
- Documents interventions and monitors effectiveness

**Commented [A1]:** See RCW [28A.600.020\(3\)](#):  
"Such procedures shall be developed with the participation of parents and the community, and shall provide that the teacher, principal or designee, and other authorities designated by the board of directors, **make every reasonable attempt to involve the parent or guardian and the student in the resolution of student discipline problems.**"



Level A – *Type One* behavioral violation initially occurs

Teacher or school personnel:

- Reteaches behavioral expectations
- Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation
- Selects and implements best practices and strategies as appropriate
- Documents interventions and monitors effectiveness

**Commented [A2]:** This language refers to a core feature of restorative justice practices in schools regarding student voice and perspective taking that is also used in various sections of chapter 392-400 WAC:  
WAC [392-400-110](#)(1)(h)  
WAC [392-400-450](#)(1)(d)  
WAC [392-400-460](#)(3)(a)  
WAC [392-400-465](#)(3)(a) & (4)(f)(iii)  
WAC [392-400-520](#)(3)  
WAC [392-400-525](#)(7)(c)