

Disciplinary Class Matrix – Interventions/Responses (Citizens for a Better Greenville and Advancement Project)

Levels of Interventions and Disciplinary Responses

Each of the levels indicated in the Matrix above corresponds to a set of possible interventions and disciplinary responses.

Staff should use the interventions and responses in a graduated manner. Where appropriate, discipline will be progressive. This means that a student’s first violation will usually merit a lesser penalty than subsequent violations, taking into account all factors relevant to the severity of the current violation. When principals and school staff respond to student behavior, they are expected to take into account the factors listed in the prior section.

Staff should review the academic performance for all students who demonstrate inappropriate behaviors . If there are academic concerns, students should be referred to at TST or IEP team for a full assessment.

	Interventions	Disciplinary Responses
These interventions aim to teach and correct alternative behavior so students can learn and demonstrate safe and respectful behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies.		
Level 1	<ul style="list-style-type: none"> • Have student re-state positive behavior expectation • Differentiate behavior instruction (have another student explain positive behavior expectations, seat change, have student physically show expectations, etc.) • Have student complete a District Approved Discipline Learning Packet specific to behavior • Refer to Pathway/Cluster/Grade Level Team 	<ul style="list-style-type: none"> • Teacher/Student Conference • Written Apology • Verbal Warning • Loss of classroom/school privileges • Student/parent/teacher conference • In-class time-out • After-school detention
These interventions often involve support staff, both school-based and within the broader community, and aim to engage the student’s support system to ensure successful learning and consistency of interventions, and change the conditions that contribute to the student’s inappropriate or disruptive behavior.		
Level 2	<ul style="list-style-type: none"> • Any lower level interventions • Re-teach behavior expectation • Daily Behavior Report Card, Task Completion, and Achievement • Refer to RtI Team • Refer to IEP Team • Refer to Counselor (conflict 	<ul style="list-style-type: none"> • Any lower level discipline response • Removal from class to supervised time-out in another classroom with principal approval

	resolution, anger management, social skills, or appropriate behavior)	
These interventions can involve the school administration and aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school.		
Level 3	<ul style="list-style-type: none"> • Any lower level interventions • Refer to Support Staff (e.g., Social Worker or Nurse) • Change in schedule/class • Mentoring program • Peer mediation • Refer to TST • Functional Behavior Assessment • Behavior Intervention Plan • Refer to School-based Therapist • Modify IEP 	<ul style="list-style-type: none"> • Any lower level discipline response • In school suspension– 1-3 days (must have RtI documentation before using) (2 time limit) • School/community service • Saturday School • Corporal punishment
These interventions may involve the short-term removal of a student from the school environment because of the severity of the behavior. The duration of the short-term suspension, if issued, is to be limited as much as practicable while adequately addressing the behavior.		
Level 4	<ul style="list-style-type: none"> • Any lower level interventions • Refer to community organizations 	<ul style="list-style-type: none"> • Any lower level discipline response • Out of school suspension – 1-3 days • Restitution (only discipline response that can be used with another response)
These interventions involve the removal of a student from the school environment because of the severity of the behavior. They may involve the placement of the student in a safe environment that provides additional structure to address behavior. These interventions focus on maintaining the safety of the school community and ending self-destructive and dangerous behavior.		
Level 5	<ul style="list-style-type: none"> • Any lower level interventions • Refer to IEP Team for manifestation determination (SPED students only) 	<ul style="list-style-type: none"> • Disciplinary Hearing • Out-of-school suspension – 1 to 10 days • Recommend for expulsion • Refer to Alternative Education Placement • Arrest or referral to law enforcement