



All interventions **must** be implemented **with fidelity for 4-6 weeks**. Progress must be monitored and documented. Outcomes must be documented. (Type One Intervention Tab)

## Type One Conducts

### Tier A - Teacher & Student

# A

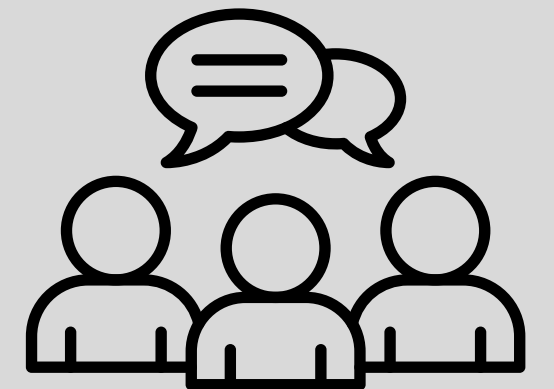
1. Student tells their side of the story
2. Teacher counsels with student
3. Engage the student in a restorative practice (as appropriate)
4. Construct and implement interventions as appropriate
5. Document all interactions in Type One Intervention Tab in Infinite Campus
6. Monitor all interventions



### Tier B - Teacher, Student & Guardian

# B

1. Student tells their side of the story
2. Teacher notifies the parent/guardian
3. Engage the student in a restorative practice (as appropriate)
4. Modify or construct and implement interventions as appropriate
5. Document all interactions and monitor all interventions



### Tier C - Teacher, Student, Guardian & Support Staff

# C

1. Teacher or designated staff member decides whether to request the support of the school psychologist, school social worker, school nurse, counselor, or any other member of the support staff
2. Teacher notifies the parent/guardian and invites them to a conference
3. Student tells their side of the story
4. Teacher conferences with other staff members as appropriate
5. Engage the student in a restorative practice (as appropriate)
6. Modify or construct and implement interventions as appropriate
7. Document all interactions and monitor all interventions



Infinite Campus Documentation: All Type One behaviors should be entered in the Type One/Two Intervention Tab.

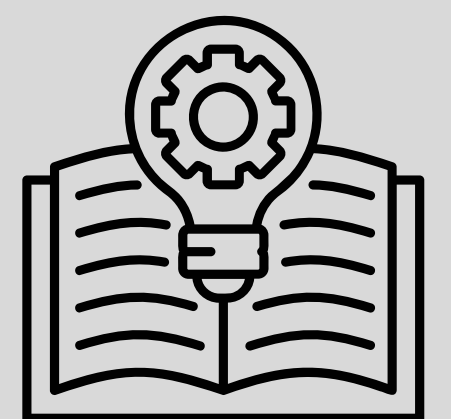
## Level Two Conducts

Note: ECE through 3rd grade students may not receive the Recurring Type One/Two conduct

### Tier D

# D

1. Documentation of interaction and intervention is provided to Building Leader by classroom teacher and/or support staff
2. Student tells their side of the story
3. Building Leader conferences with parent/guardian
4. Building Leader identifies the discipline conduct using the Discipline Matrix
  - a. Complete required protocols as indicated by the Discipline Matrix
5. Refer to and utilize the Restorative Practice Guide for the intervention for the specific conduct
6. Engage the student in a restorative practice (as appropriate)
7. Construct and implement a Behavior Plan (general education students) or Functional Behavior Assessment/Behavior Intervention Plan (students with a disability)
8. Building Leader may give In-School-Suspension of 0 to 1 days when safety concerns exist and planning time is needed to reintegrate student into learning setting
9. Document all referrals and interactions. Monitor all interventions.



Infinite Campus Documentation: If there is an ISS associated with Level Two, then this should be entered into the Behavior Management Tab. This is the only instance Level Two would be entered in Behavior Management. All other occurrences should be entered into Level One/Two for MTSS/Intervention tracking purposes. **All interventions should be tracked.**



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## Type One Conducts

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2. Teacher counsels with student
3. Engage the student in a restorative practice (as appropriate)
4. Construct and implement interventions as appropriate
5. Document all interactions in Type One Intervention Tab in Infinite Campus
6. Monitor all interventions



### Tier B - Teacher, Student & Guardian

# B

1. Student tells their side of the story
2. Teacher notifies the parent/guardian
3. Engage the student in a restorative practice (as appropriate)
4. Modify or construct and implement interventions as appropriate
5. Document all interactions and monitor all interventions



### Tier C - Teacher, Student, Guardian & Support Staff

# C

1. Teacher or designated staff member decides whether to request the support of the school psychologist, school social worker, school nurse, counselor, or any other member of the support staff
2. Teacher notifies the parent/guardian and invites them to a conference
3. Student tells their side of the story
4. Teacher conferences with other staff members as appropriate
5. Engage the student in a restorative practice (as appropriate)
6. Modify or construct and implement interventions as appropriate
7. Document all interactions and monitor all interventions



Infinite Campus Documentation: All Type One behaviors should be entered in the Type One/Two Intervention Tab.

## Level Two Conducts

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### Tier D

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