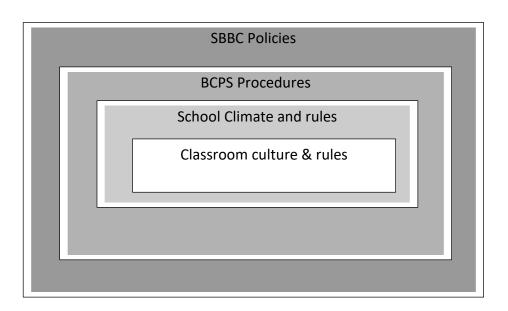
# **Discussed School Discipline Flowchart**



### **Misbehavior occurs**

All misbehavior should have some consequence. Degree of severity of the misbehavior, as determined by teacher, drives next events.

### Minor

Addressed by teacher through redirection, classroom rules, maybe recorded as note in BASIS. The infraction falls outside of the severity describe in the Discipline Matrix.

### Medium

Escalated to the school administration for determination of consequences as outlined in the Discipline Matrix, must be recorded in BASIS. Student often returned to school/class pending disciplinary hearing.

#### Severe

Escalated to the school administration for determination of consequences as outlined in the Discipline Matrix, must be recorded in BASIS. Student does not return to school/class pending disciplinary hearing.

## **Additional Considerations for Consequences to Misbehavior**

## <u>Is there imminent danger to anyone?</u>

Immediately bring additional resources to assist by notifying school security, notifying the school resource officer, initiating a Code Red, calling 911, and/or taking other actions. This preempts any other action.

# <u>Is there a non-immediate perceived threat to self- or others?</u>

➤ IF yes, then administrator initiates a Behavioral Threat Assessment (BTA) Team and begins a report in EdPlan . Additionally, if the student is in a current crisis then a Baker Act evaluation may be conducted. Mandatory BTA Team members are an administrator, a mental health professional, and a law enforcement officer. Additional BTA Team members should include individuals that know the student, and may include general education teachers, custodians, food service, school security personnel, and others.

### Does the student have an IEP?

➤ IF yes, then a manifestation determination must be made to determine if the misbehavior is a "manifestation" of the diagnosis which is addressed in the extant Individualized Education Plan. If the determination is that the misbehavior is a manifestation, then the IEP informs the consequence and follow-up to be applied. A positive determination does not remove consequences but does adjust the consequences to be informed by the disability.