

R. T. FISHER SCHOOL
SUMNER COUNTY BOARD OF EDUCATION

Alternative Parent Manual

2009-2010

Responsibilities And Commitments

Responsibilities and Commitments

Parents:

1. Be a cooperative participating member of the educational team.
2. Attend scheduled conferences:
 - ✓ Monthly progress conference or scheduled conference called by staff
 - ✓ Special circumstances: bottom line violations/bus problems, etc.
 - ✓ Follow up +/-
 - ✓ Attend all IEP Teams if appropriate
3. Work as a cooperative team member
4. Work with guidance counselor to help with overall plan
5. Set goals for home (student/parent)
6. Communication with school regarding situations at home or community
 - ✓ Something special
 - ✓ Doctor appointment/medication changes
 - ✓ Sign point sheet.
7. Be open and honest.
8. Keep commitments

Student:

1. Take responsibility for all actions (+ or -).
2. Work on personal improvement goal.
3. Inform teacher when there is a change in home, medicine change, etc.
4. Keep commitments
5. Help support a safe environment
6. Be open and honest
7. Find something positive in each day
8. Become increasingly responsible and respectful of self and others.
9. Put forth best effort.
10. Attend school and all other activities needed to be successful
11. Follow daily routine schedule

School Personnel:

- Principal
 1. Immediate response to crisis
 2. (+) Interactions and time with students to get to know them. (Go to classroom at least weekly)
 3. Help support teacher: Academically and Behaviorally
 4. Schedule meetings with teachers
 5. Attend conferences, especially when a bottom line has been committed.
 6. Assist placement back into home school.

- Classroom Teachers:
 1. Keep parent informed of student progress. Let know if serious problem.
 2. Be fair - show integrity – consistency - follow through.
 3. Set (+) role model.
 4. Help student set realistic goals along with setting goals for themselves.
 5. Call parent if parent doesn't sign point sheet.
 6. Review progress with student and group.
 7. Keep commitments.
 8. Provide quality education to meets student's social, emotional, vocational and academic needs.
 9. Maintain the bottom line authority for every student's safety and well-being.
 10. Inform guidance counselor when there is a change in student's behavior at school, change in the home situation, or an incident within the community.

- Teacher Assistant:
 1. Be fair and consistent.
 2. Be a positive role model.
 3. Support students as they set realistic goals for themselves.
 4. Support the classroom teacher as they work together in the classroom.
 5. Assist the teacher in reviewing progress with the student and the group.
 6. Assist the teacher in maintaining a safe and secure classroom.
 7. Be open and honest.
 8. Keep commitments.

School Support Staff:

- Psychologist:
 1. Assist in placement and transition planning.
 2. Attend IEP Team meetings and staffing.
 3. Provide consultation/support to teacher.
 4. Conduct evaluations.
 5. Provide support to social worker as needed.
 6. Maintain positive interactions with students on frequent basis.
 7. Be available for telephone consults for emergencies or extreme bottom-line violations.

- Guidance Counselor:
 1. Communicate with parent/guardian on a consistent basis regarding school progress and/or problems.
 2. Communicate with outside agencies that are involved with the child.
 3. Communicate with the Juvenile Court Judge and probation officer about court dates and appearances, student's behavior and school attendance.
 4. Provide immediate crisis intervention when appropriate.
 5. Attend all Pre-IEP meetings, IEP meetings, and disciplinary conferences when deemed appropriate.
 6. Assess students and provide individual therapy as needed.
 7. Assist the student in reduction of barriers that impede group/individual process.
 8. Take a leadership role in assisting the student in setting personal and group goals.
 9. Assist in maintaining an environment that exhibits honesty, openness, integrity, reliability and fairness.

The Level System

The Level System

Philosophy:

The level system is a positive motivational system for behavioral improvement. The student will have total control of how he or she performs. The student, the group, and staff will consistently and continuously evaluate the student's responsibilities. Depending on the level, they are the kind of expectations that the "real world" has for everybody. At each level, a student's responsibilities and privileges will increase. Before moving to the next level, they will have to meet the requirements for the prior level for a specified period of time. By meeting the level requirements consistently, they will have begun a commitment to making a positive change in behaviors that have not worked for them in the past and trying new behaviors that will help them to become a more successful person.

As a student moves through each level, more will be expected of him/her in terms of responsibility and being a positive influence on his/her classmates. With these additional responsibilities, the student will gain increased privileges. In order to maintain the privileges they must handle them responsibly.

Movement to each level will be dependent on meeting all requirements for that level. A student must complete each level and may not skip a requirement. Once a level is earned they will keep it. However, failure to meet the responsibilities of that level may result in their privileges being suspended and only earned back by taking ownership for their actions and showing commitment to improve.

The following is how staff and peers will rate a student:

1. Percentage of points earned daily.
2. Averages on personal goals.
3. Meeting individual counseling expectations.
4. Daily point sheet signed and returned.
5. Positive bus reports
6. Showing problem solving skills
7. Peer approval on how you get along with them and follow group expectations including when teachers are not able to observe.

Level One is known as the Pre-Group Member.

Level Two is known as the Group Member.

Level Three is known as the Responsible Group Member.

Level Four is known as the Group Leader

Return Status is for students transitioning back to their home school

Criteria:

Moving from one level to the next is dependent upon more than simply achieving a certain number of points over a specified period of days. In addition to the point requirements the student must maintain weekly competencies, as well as demonstrate a mature level of consistency. Criteria for points can be summarized as follows:

	% Of total points	Number of Days	Consecutive Days
Re-entry*			
Level One	80%	Twelve	Six
Level Two	85%	Eighteen	Eight
Level Three	90%	Fifteen	Ten
Level Four	95%	Ten	Ten
Return Status	N/A	TBD	None

- If the student is not making adequate progress at a reasonable pace on the behavior management system the principal may refer the student to an additional discipline hearing or call for an IEP Team.
- If a student misses more than twenty (20) days of school consecutively, they will be placed on probation when they return to school. This probation period will last ten (10) days and will be used to determine if the student should remain at the previous level or be demoted to a lesser one. During this probationary period students cannot move to the next level.

*** Re-entry students will have a minimum stay of 55 days, but with more restrictions and limitations on privileges they are able to earn.**

Classroom standards:

The three classroom standards are the foundation of the point and level system. The standards are as follows:

1. Be Safe
2. Be Respectful
3. Be Responsible

The definitions of the standards will be defined here, as a guideline for which the teachers will process with their students to understand and take ownership for the standards of behavior they will follow. This process generally takes two to three weeks to establish. Journal writing, personal goals and evaluations will likely be related to these standards initially.

I. Be Safe:

- No bottom line violations
- Ignoring peers who are non-compliant
- Remaining calm when things become chaotic
- Attempting to calm and/or help a student or group if they are having problems
- Continuing to do your work when others are not
- Leading by example and keeping your commitments
- Staying in area-your own personal space
- Not throwing objects
- Using appropriate language at all times

II. Be Respectful:

- Clean, neat appearance
- Supporting and being helpful to others
- Not taking yourself so seriously, having a sense of humor
- Positive comments about self/acknowledging success
- Not using put downs or negative language directed towards self and others
- Even when feeling down, show respect to self and others
- Maintaining a clean and neat area
- Not writing on, breaking of or mistreating any classroom materials and property
- Helping with classroom chores
- Demonstrating good communication skills
- Using a positive tone of voice
- Making eye contact
- Listening to others point of view without interrupting
- Using positive body language
- Considering what the other person has to say. Being open-minded.
- Doing what others ask (leaders) without arguments or prompts
- Following requests promptly (within 5 seconds) and positively
- Following implied requests of school and classroom rules

III. Be Responsible:

- Accepts feedback without being defensive or argumentative
 - Open and honest in regards to evaluations and/or their part in a problem
 - Follows through on agreed upon plans and solutions to a problem
 - Willingly and voluntarily and sincerely apologizes when wrong
- Class work/Seatwork
- Going to and remaining in area
 - Being prepared with proper materials
 - Beginning assignments on time
 - Staying on task
 - Positive effort
 - Positive product (based on individual ability)
 - Completing a reasonable amount of class work within given time periods.
 - Doing neat work and rechecks work
 - Asking for help only when needed
- Group and Activity Work:
- Full participation throughout the class no matter if it is: discussion, work project, group meeting, goal setting, problem solving or evaluations
 - Participating in the discussion
 - Attending to speaker
 - Offering suggestions or comments
 - Following discussion ritual and standards
 - Positive participation

Personal Goal:

Personal goals are one of the most important aspects in helping a student become successful at overcoming the behaviors that resulted in their placement in the alternative program. By mastering personal goals a student will have concrete evidence that they are making the necessary gains to return to their home school. This allows the student and the staff, to have a concentrated focus on a limited number of behaviors so that they will not be overwhelmed to change everything at once. The more successful a student becomes at meeting their personal goals, the better they will feel about themselves, which will enable them to have a greater desire to improve.

A student will be expected and held responsible for setting and working on their own personal goals. Initially, the staff and group will help students in identifying a personal improvement goal that will become their target behavior on which they will be rated daily. The only way goals can help will be by the student's commitment to work on them, to honestly evaluate their progress, to listen to and follow the feedback given to them by their classmates and teachers. The goals a student chooses need to be stated in specific and positive words so that they and the group can monitor their progress. If their goals are realistic and the student will put forth the necessary amount of effort, they will master each goal within two to three weeks. Goals are not part of the point system rather the primary focus will be the self-improvement they make in these most important areas. The staff and group will help them with their goal throughout the day. The student will be evaluated daily on their progress. Some of the goals set in school may be chosen by the student to work on at home because most problems are not just school problems. The team (including parents) needs to assist in meeting these goals.

Evaluation:

Beginning each day, all standards and goals will be reviewed by the teacher during homeroom. Procedures on evaluations will be contingent upon which level you have earned. (See level privileges and responsibilities.)

When group evaluation is used, the group will validate or challenge the student's self-evaluation. The teacher and teacher assistant (TA) will then offer their feedback. The teacher and TA have final say (veto power.) This will only be exercised if the group is being dishonest, unfair, or unrealistic. If the group is taking too much time evaluating points and/or goals due to lack of ownership, disrespect, or argumentative behaviors the teacher and or TA will take charge of evaluation and student input will be disallowed. This will limit the number of points a group member can earn for that particular time period and it may delay the next activity. Open and honest evaluations can move quickly and provide the necessary feedback students need to learn from others. Learning to honestly evaluate and give feedback to others is an important skill that students will need to be successful in school and life.

Points are earned throughout the day including lunchtime, transitional time, etc. A student can earn up to 5 points per standard. A five means that the student not only met all requirements of the standard, but they showed leadership in so doing. An example of a "5" may be that when another student was getting "out of control" they helped calm him down and refocus on the activity in addition to meeting the standard themselves. A "4" would mean the student met the requirements of the standard as a responsible person. They may have ignored misbehavior in class and continued to do their work. A "3" would mean the student complied with the standard with few prompts having to be given. A "2" means they needed frequent prompts to comply but usually did what was expected. A "1" means they required constant prompts and showed very little effort but were able to remain in class. A "0" means that there was a bottom line violation, sleeping throughout the class, or that they made the choice not to participate and had an extremely negative attitude with others and/or themselves. Keep in mind that during the next activity each student starts with zero points and begins earning those points. It's all up to the student about how well they do.

Rating Scale

0	Violation/No participation. Extremely (-) Attitude with self/others
1	Very little effort shown with continued prompts with somewhat of an oppositional attitude
2	Some effort shown but needed constant reminders
3	Few prompts. Apparent student trying. Attitude mostly (+) with others/self
4	Good effort and Good Quality. Participates fully.
5	Leadership quality. No prompts. Encouraged others to follow agreements. Helps others. Positive attitude even when task is difficult.

Problem Solving

Level One:

During a problem-solving situation the student will:

- Remain
- Observe
- Listen
- Be respectful

Level Two:

During a problem-solving situation the student will:

- Continue use of Level One problem solving skills.
- Listen and recognize the source of the problem.
- Consider points of view.
- Provide input/opinions in positive manner.
- Show self-control when upset.
- Identify his/her buttons.
- Accurately retrace events leading up to and following the problem.

Level Three:

During a problem-solving situation and/or group the student will:

- Continue use of Level Two problem solving skills.
- With assistance from staff or group the student will participate in the use of problem solving methods:
 1. State what the interest or need is.
 2. State feelings.
 3. Listen to others point of view respectfully.
 4. Explore alternatives.
 5. Select a solution.
 6. Accept and follow through on plan.
- Talk about what is bothering them before they act out.
- Develop acceptable strategies for solving challenges before they become problems.

Level Four:

During a problem-solving situation and/or group the student will:

- Continue use of Level Three problem solving skills.
- Even when upset or disappointed, the student will maintain a positive attitude.

LEVEL ONE (PRE – GROUP MEMBER)

Overview:

All students entering the alternative program begin on Level One or Re-entry Level. This is at least a twelve-day period in which the student will become familiar with the program structure and standards, the group, and the staff. It is also a time when the group and the staff will learn about the new student. A Level One student will not be allowed to self evaluate.

In order to move to Level Two, Group Member status, the student will have to meet the attached expectations for twelve days, the last six being consecutive.

Responsibilities/Requirements:

LEVEL ONE

1. Earn 80% of points for twelve days the last six being consecutive.
2. State personal goal when asked and average “4” for the final six days.
3. Attend and remain in all counseling sessions as reported by the guidance counselor.
4. Attend school 100% of the time. Unexcused absences could result in loss of consecutive days.
5. No more than one minus on Level I high school.
No more than two minuses on Level I middle school.
7. Any bottom line violation will result in loss of day.

Level One

Privileges

1. Incentive time

Limitations

1. Silent lunch in cafeteria
2. Escort at all times
3. No a la carte items
4. No juice or chocolate milk.
5. Evaluated at conclusion of each class.
6. Must complete level change form to move to next level
7. No condiments at lunch
8. Assigned classroom seating

Re-entry:

Students on Re-entry have Level One Privileges.

LEVEL TWO (GROUP MEMBER)

Overview:

Level Two is the level at which the student not only knows what the program requirements are, but is meeting the expectations most of the time. This is a compliance level. As a group member, the student needs to have begun demonstrating an understanding of their behavior and how it affects them and others.

As the student moves through Level Two he/she will need to be showing improvement on their personal goals and begin working on the problems that resulted in their admittance in the alternative program. The student will need to begin to select realistic goals for themselves and accept suggestions for goals, on which they need to work, from their peers.

At school, the student's attendance will need to be excellent and they should have fewer behavioral problems as they move to Level Three.

Responsibilities/Requirements:

1. Earn 85% of points for eighteen days the last eight consecutively.
2. Participate, evaluate, and maintain an average of "4" on personal goal.
3. Attend school 100% of the time. Unexcused absences could result in loss of consecutive days.
4. Have quality participation in counseling.
5. Demonstrate Level Two problem solving skills.
6. No more than 1 minus in high school.
No more than 2 minuses in middle school.
7. Any bottom line violation will result in loss of day.

Level Two

Privileges

1. Incentive time
2. Participate in out of class group activities
3. May receive lunch condiments
4. Choice of regular or chocolate milk

Limitations

1. Silent lunch in cafeteria
2. Assigned classroom seating
3. Escort everywhere
4. Evaluated each class period
5. Must complete level change form to move to next level
6. No a la carte items
7. No juice drinks

Re-entry:

Students on Re-entry continue with Level One Privileges.

LEVEL THREE (RESPONSIBLE GROUP MEMBER)

Overview:

By the time a student has earned Level Three, they will have been consistently following program expectations with minimal reminders from the group or staff. They will require less supervision as demonstrated by how they are handling Level Three privileges as well as unsupervised time. During Level Three they will have begun setting realistic goals for themselves and begun mapping out effective strategies for attaining them.

In counseling sessions, the student will be actively participating and will have begun resolving many of the problems with which they came to the alternative program. The student will not only understand how to problem solve, but will now have begun avoiding major problems. They will now be demonstrating strong leadership skills by example. The student will be active in helping others in the group and, when asked, offer constructive feedback to group members.

Responsibilities/Privileges:

1. Earn 90% of points for fifteen days the last ten consecutively.
2. Participate, evaluate, and maintain an average of "4.5" on personal goal last ten days.
3. Attend school 100% of the time. Unexcused absences could result in loss of consecutive days.
4. No out of school suspension within fifteen days of completing level.
5. No in school isolation within fifteen days of completing level.
6. Have quality participation in counseling and working to resolve areas of concern.
7. Point sheet signed 100% of the time. Failure could result in loss of day.
8. Demonstrate Level Three problem solving skills.
9. No more than 1 minus on Level 3 high school.
No more than 1 minus on Level 3 middle school.
10. Any bottom line violation will result in loss of day.

Level Three

Privileges

1. Incentive time
2. All lunch privileges
3. Lunch in Level 3 and 4 area of the cafeteria
4. For High School students an opportunity to participate in Credit Recovery
5. High School boys may use the weight room upon reaching consecutive days
6. No escort necessary upon reaching consecutive days

Limitations

1. Complete a level change form
2. Escort prior to reaching consecutive days
3. Assigned classroom seating
4. Evaluation at end of each class period

Re-entry:

Students on Re-entry will gain Level 2 privileges.

LEVEL FOUR (GROUP LEADER)

Overview:

Level Four students are demonstrating appropriate adjustments and performance in school. Personally they are effectively dealing with their anger in all situations. They are now keeping their commitments and are following through with quality on any task they undertake, even those they do not like performing. The students are also making the kinds of decisions that usually lead to positive outcomes for themselves and others. It is important to remember that completion of Level Four is not completion of the program in and of itself.

Responsibilities/Privileges:

1. Earn 95% of points for ten days, all ten consecutively.
2. Participate, evaluate, and maintain an average of “4.5” on personal goal last ten days.
3. Attend school 100% of the time. Unexcused absences could result in loss of consecutive days.
4. No out of school suspension within ten days of completing level.
5. No in school isolation within ten days of completing level.
6. Have quality participation in counseling and working to resolve areas of concern with minimal help.
7. Point sheet signed 100% of the time.
8. Have positive bus reports 100% of the time.
9. Demonstrate Level Four problem solving skills.
10. No minuses on Level 4 high school or middle school
11. Any bottom line violation will result in loss of day.

Level Four

Privileges

1. Incentive time
2. All lunch privileges
3. Lunch in Level 3 and 4 area of the cafeteria
4. Escort not required
5. For High School students an opportunity to participate in Credit Recovery
6. High School boys may use the weight room

Limitations

1. Complete a level change form.
2. Evaluation at end of each class period.

Re-entry:

Students on Re-entry will gain Level 3 privileges.

RETURN STATUS

Overview:

Students that complete the four levels may petition the principal to be placed on Return Status. Being placed on Return Status signifies that the student is eligible to return to his/her home school. Students are returned to their home schools at predetermined dates set by the principal in cooperation with the home schools. If a student completes their attendance at R. T. Fisher by Tuesday they may return to their home schools on Wednesday, otherwise students will return on the following Monday. Again it is important to note that completing Level Four does not necessarily signify the student has completed the program.

Responsibilities:

1. Maintain appropriate standards of behavior and academic performance
2. Comment sheet

Return Status

Privileges

1. Incentive time
2. No daily point sheet. (comment sheet)
3. All lunch privileges
4. Lunch in cafeteria
5. Escort not required
6. May petition for change in uniform (shirt)
7. For High School students an opportunity to participate in Credit Recovery
8. High School boys may use the weight room

Re-entry:

Students on Re-entry gain no addition privileges.

Searches:

All students regardless of level privileges will be searched upon entrance into the school. Dress code violations will be noted at this time.

Groups:

Typically, group evaluation will be held at the end of each period. Additionally, each homeroom will meet as a group in the morning and afternoon.

Morning homeroom:

1. Standards discussed (daily).
2. Personal goals discussed. State goals and how they will be worked on and supported by the group.
3. Explain what day looks like and any changes in schedule.
4. Breakfast is eaten.

Bus Behavior:

Students are to maintain the same behavior expectations while riding the school busses to and from RTF. There is no talking, all students are to face forward, no nonverbal communication, and generally seats are assigned. Bus violations are reported to the principal by the bus driver or assistant. Accumulated bus violations are cleared at the semester and students are allowed to start with a fresh slate.

Afternoon homeroom:

At the conclusion of each day all students will evaluate personal goals and points earned for the day. At the conclusion of this evaluation then students will make a positive statement they have observed about themselves and others. This evaluation should last no longer than ten minutes.

Level Suspension and Work Detail:

Level suspension is when a student will stay on the level they are currently on but level privileges are suspended to Level One privileges. In addition to bottom line violations, persistent non-compliance with classroom rules, assignments, disrespect of others, etc. can also result in suspension. **This is **not** a suspension from school.

Time Period:

The time period is normally one to five days unless the student chooses to extend the time period.

Reasons for Level Suspension:

1. Bottom Line
2. ISI or OSS
3. Pattern of not making percentage of points
4. Consistent disrespect of others
5. Any patterns or lack of effort to improve
 - Sleeping
 - Refusal to accept consequences
 - Attendance
 - Horseplay
 - Property destruction

Conditions to restore level privileges:

1. Complete plan defined by re-integration conference with principal
2. Performs consequences with positive attitude.
3. During level suspension you will meet point/goal requirement of current level during that time period.

Work detail:

Students may be assigned work detail for violations of school rules. This will include various cleaning duties throughout the school and the student will be supervised at all times. The time period is normally 3 to 6 hours, but may be extended under certain circumstances.

Bottom Line Violations:

A bottom line violation will result in the following actions:

1. Situation assessed/information gathered and necessary control measures taken as needed.
2. School administration, and/or police for backup, if needed.
3. Zeros for that time period
4. Automatic Level Suspension (1 to 3 days).
5. Logical Consequences administered in a timely manner.
6. Parent/Guardian will be notified by phone or by communication form.

According to the nature and severity of the offense, the following may happen:

1. Legal authorities notified
2. Department of Children Services, IEP team disciplinary meeting will be called to develop a plan for re-entry and/or restitution. A reasonable amount of time will be given to parent but if parent is unable to attend the meeting or participate by phone conference, the team will meet and an action plan implemented.

Action Plan Outcome:

1. If the student works the plan and follows consequences with a positive attitude, they will be allowed re-entry into group and the level privileges will be restored. (There may be some situations where a student is still working off the consequences but he/she may still be restored to their level and group privileges.)
2. If the student doesn't work the plan and/or follows the consequences with a negative attitude, the teacher will need to notify all the team members and another disciplinary IEP team meeting will be convened to establish a new plan.

Police involvement:

Police may be notified during any emergency situation. The decision to notify is the sole responsibility of the principal.

Glossary

1. (+) - Something positive
2. (-) - Something negative
3. Bottom Line – A verbal or physical action that threatens the safety of others and is possibly a violation of the law.
 - Assault (verbal and physical)
 - Illegal items and substances including cigarettes/lighters
 - Property destruction
 - Sexual harassment
 - Leaving without permission
 - Total disrespect
4. IEP – Individualized Educational Plan.
5. IEP Team - A student’s parent/guardian, special education teacher, regular education teacher, administrator, psychologist, social worker, and others that are related to the student’s progress.
9. Level Suspension- Staying on level you are currently on but level privileges are suspended to Level One privileges. Along with bottom line violations, persistent noncompliance with classroom rules, assignments, disrespect of others, etc. can also result in suspension level. This is **not** a suspension from school.
10. Privilege – A tangible item, responsibility, or freedom an individual earns through responsible behavior.
11. Responsibility-A privilege earned when an individual does the right thing and makes the right choices when facing challenges.
12. Seclusion – Placement in isolation with door closed and held shut. A teacher assistant under the supervision of the classroom teacher monitors this area.
13. Sending School/Home School – The last placement of student before his/her placement in the alternative program.
14. Isolation (ISI)- An isolated room for the student to gain control of themselves and perform academics before reentering the classroom. A teacher assistant under the supervision of the classroom teacher monitors this room.

R. T. Fisher School Alternative Contingency Plan

Behavior	Consequence
1. Follow school rules	1a. Positive recognition by staff 1b. Advancement on level system 1c. Special privileges/responsibilities 1d. Petition for return to home school
2. Behavior which disrupts the classroom routine	2a. Planned ignoring (if appropriate) 2b. Verbal redirection 2c. Unable to earn points 2d. In-class time out 2e. Time out in designated area
3. Behavior which threatens the safety of students, staff and/or property	3a. Verbal de-escalation 3b. Unable to earn points 3c. Time out in designated area 3d. Therapeutic Crisis Intervention seclusion. 3e. Therapeutic Crisis Intervention restraint. 3f. In-School suspension 3g. Out of school suspension 3h. A more thorough search of person
4. Bottom Line Violation/Zero Tolerance: (assault, significant property damage, possession of illegal items, leaving without permission, total disrespect, sexual harassment)	4a. Time away from group 4b. Zeros for that time period and activity not earned for the day and week. 4c. Suspension of level 4d. Logical consequences/restitution if appropriate 4e. Legal authorities may be called 4f. In-School or out of school suspension as determined by administration. 4g. IEP Team or Discipline Hearing