

**Bluegrass Learning Academy**  
**STRATEGIES, INTERVENTIONS AND ADMINISTRATIVE RESPONSES FOR CHRISTIAN**  
**COUNTY STUDENTS**

**Step 1 and 2 are classroom intervention strategies. Students can receive two minors per teacher and the third one will result in a major office referral with minors attached.**

**Step 1:** Classroom Level Strategies/Teachers will use Classroom Management strategies through the MTSS model to manage behavior incidents.

Step 1 is for the use of interventions by the teacher in the classroom relating to the student's behavior. For the 1st offense - **it will be documented on a minor behavior form**. The student will review the form and understand the behavior and consequences while the teacher reteaches the expectations and consults with the student.

- Call to parent
- Conference with student
- Reteach Expectations
- Referral to Counselor (if necessary)

**Step 2:** Appropriate strategies through Step 1 have not been effective. Teachers use the following interventions to help students change their behavior in the classroom. **This will be documented on a minor behavior form**. The student should review the form and understand the behavior and consequences. They need to sign the form.

- Call to parent
- Proximity/nonverbal cues
- Reteach Expectations
- Change of seat (if applicable)
- Hallway conference with student (if applicable)
- Referral to Counselor

**Step 3:** Appropriate when Code indicates Step 3 response

- Referral submitted to administrator (**2 minors attached in same category/teacher**)
- School Counselor will begin intervention with student based on behavior
- Continue to reteach appropriate behaviors
- Parent/Guardian contact
- One day of Suspension
- Students due process required
- Mandatory report to Director of Student Services and Director of Special Education (if applicable)

**Step 4:** Appropriate when matrix indicates Step 4 responses

- Referral submitted to administrator with all documentation
- School Counselor will continue intervention process with student
- CCPS Bullying Intervention Protocol (if applicable)
- Parent/Guardian conference
- Two days of Out of School Suspension
- Behavior Support Plan developed (school based therapist will develop and share with staff)
- Students due process required
- Mandatory report to Director of Student Services and Director of Special of Education (if applicable)
- MOU or Citation completed (if applicable)

**Step 5:** Appropriate when matrix indicates Step 5 responses

- Referral submitted to administrator with all documentation
- School Counselor will begin intervention process with student
- CCPS Bully Intervention Protocol (if applicable)
- Three days of Out of School Suspension and 5 additional days will be added to their length of stay. (at the discretion of the Administrator)
- Behavior Support Plan (monitored and documented)
- Students Due Process Required
- Mandatory report to Director of Student Services and Director of Special Education (if applicable)
- MOU or Citation completed (if applicable)

**Step 6:** Appropriate when matrix indicates Step 6 responses

- Referral submitted to administrator
- Four days of Out of School Suspension and 10 additional days will be added to their length of stay. (at the discretion of the Administrator)
- Restorative practices upon return of student (school counselor)
- Parent/Guardian conference required with teacher/student and administrator
- Tier II Interventions begin and/or continue (school counselor and/or school based therapist)
- Student Due Process required
- Mandatory report to Director of Student Services and Director of Special Education (if applicable)
- Behavior Support Plan (monitored and documented)
- MOU or Citation completed (if applicable)

**Step 7:** Appropriate when matrix indicates Step 7 responses

- Referral submitted to administrator with all documentation
- Five days of Out of School Suspension and 15 additional days will be added to their length of stay. (at the discretion of the Administrator)
- Restorative practices upon return to school (school counselor)
- Behavior Support Plan (monitored and documented)
- Parent/Guardian conference required with teacher/student and administrator
- Student Due Process required
- Mandatory report to Director of Student Services and Director of Special Education (if applicable)
- Tier II Interventions begin and/or continue (school counselor and/or school based therapist)
- MOU or Citation completed (if applicable)

**Step 8/9:** Appropriate when matrix indicates Step 8 responses

- Referral submitted to Administrator with all documentation
- Consequences will be determined by Superintendent/designee up to and including expulsion hearing.
- Suspension pending superintendent determination
- Student Due Process required
- Parent/Guardian conference required with teacher/student and administrator
- Citation (if applicable)

\*Students can be referred to the Court Designated Workers office (CDW) for being beyond school control.

\*IDEA, Individuals with Disabilities Act, federal law, will be followed pertaining to discipline for students with disabilities.

Students with disabilities who have been placed at the alternative school for a disciplinary reason, may not be removed from class/suspension, etc because they have already exceeded their 10 days of removals by being placed at the alternative school. If a removal needs to occur, the appropriate steps must be taken, such as a manifestation of determination meeting. Administration must contact the Director of Special Education or designee to schedule a meeting.

Change of placement regulations requires an entrance/exit ARC meeting.

Holding a manifestation determination meeting does not guarantee a removal will occur.