**Redford Union Schools District No. 1**

**Alternatives to Suspension Initiative**

**2012-2013**

**Acknowledgments**

**Redford Union Schools District No. 1**

would like to extend a special thank you to

**WAYNE RESA**

**Mary Fayad,** Executive Director, Special Education & Early Intervention Services and **Chris McEvoy**, Behavior Support Consultant, not only for their financial and academic support, but also for their faith in our committee to create and implement this important initiative.

The committee would also like to thank our Superintendent, **Ron Stoneman,**

 for his support and encouragement.

An introduction from Mr. Stoneman

This is an important initiative for Redford Union Schools, as it addresses the ever growing concern of research-based documentation that has demonstrated the correlation between repeated suspensions causing student disengagement resulting in dropping out of school and eventual incarceration. Through our efforts this past school year in implementing a district-wide Positive Behavior Interventions Support program we realized the need to manage minor disruptive student behavior with a more positive instructional approach, so students are able to learn appropriate behaviors and at the same time stay in school. In so doing we will continue to commit to keeping our schools safe and will address the gross violations of student behavior in the manner that the State of Michigan has recommended.

Ronald J. Stoneman, Superintendent

Redford Union Schools, District No. 1

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**Committee Members**

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**Lisa Hammond**

**Cathy Heller**

**Mike Humitz**

**Carol LaPointe**

**Jason Maples**

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**Mike Taylor**

**Roni Travis**

**Susan Ureste**

**Chris McEvoy, Wayne RESA**

**Ron Stoneman, Superintendent**

**“Why Alternatives to Suspension?”**

**At the national level, out-of-school suspension rates have increased significantly since 1970. A key contributing factor is a zero tolerance approach to discipline adopted by many school districts. It is acknowledged that a primary responsibility for teachers and administrators is to maintain a safe school and to provide the most effective learning environment possible. There is controversy in how to achieve these goals and what is the most effective means of discipline. Some argue that suspensions remove disruptive students and deter other students from misbehaving. Despite the longstanding implementation of zero tolerance disciplinary policies, there is no evidence that frequent reliance on removing misbehaving students improves school safety or student behavior (Losen and Skiba 2010).

A growing body of research suggests that heavy use of suspensions pushes already troubled students toward academic failure and dropping out. Due to missed instructional time, frequent use of school suspension reduces student’s opportunity to learn. A final interim report of the Study of State and Local Implementation and Impact of the Individuals with Disabilities Education Act concluded, “dropping out is part of a process of disengagement and alienation, not an event, and when viewed as such intervention should begin early.” (Schiller, E. *et al*. 2003). Suspensions are part of that disengagement.

Even though there has been a substantial increase in the use of suspension for students of all races, a review of the national data indicates that K-12 suspension rates have increased the largest for poor and minority students. K-12 suspension rates have at least doubled since the early ‘70s for all non-white students. Some 15 percent of the nation’s black students are suspended at least briefly each year according to federal data from 2006. Meanwhile, the suspension rates for whites also grew but gained less than 2 percentage points. In addition, data from the research sample indicated that males of each racial group were consistently at greater risk for suspension (Losen and Skiba 2010).

In reviewing studies of school discipline, Russell Skiba indicates that school discipline is not always reserved for the most serious or dangerous behaviors. Fights or physical aggression are found to be the most common reason for suspension. Yet there are a large number of offenses that students are suspended for that appear to be non-violent, less disruptive offenses. After fighting, the more common offense appears to be abusive language, attendance issues, tardiness, and truancy. Other common issues are disobedience, disrespect and general classroom disruption (Losen and Skiba 2010).

As a result of these factors, many schools are attempting to reduce their reliance on out-of-school suspensions. As noted by Reece Peterson, “it may be time for a major overhaul of school codes of conduct – to make them more sophisticated and permit more options for response to behavioral situations.” Long concerned about the alarming rate of suspensions and expulsions in Michigan schools, the Michigan Board of Education is urging schools to rethink their zero-tolerance policies. In part, a draft resolution the state Board of Education is considering will encourage school districts to review zero tolerance policies that go above and beyond what is required by law and implement or expand the use of proven alternative behavior-management strategies (Detroit Free Press, June 12, 2012).

Reece Peterson argues that in “order to make school codes of conduct effective we need to make them more responsive to the variety of situations and needs related to student behavior. We also need to move away from the traditional idea that these consequences are ‘punishment’ and instead focus on our job to be effective in changing student behavior. We need to develop a ‘teaching’ orientation to the consequences we employ. We also need to greatly expand the number and variety of consequences which are included.” (Peterson pg. 3, 2006).

Problem behaviors escalate when segments of the student body do not have the necessary skills to behave in a desirable manner. Skill development in the areas of academic competence, anger management, impulse control, conflict resolution, and social problem solving are imperative for effective participation in the academic environment. Rather than asking, “Why did this student misbehave?” it is more useful to ask, “What does this student need to know and be able to do to behave appropriately?” (**[**www.teachsafeschools.org**](http://www.teachsafeschools.org)**). School administrators must begin to assess their teaching approach when disciplining students who exhibit behavior problems. The following four questions can put disciplinary action into focus:**

**1. Does the disciplinary process allow students to accept responsibility for their actions?**

**2. Does the disciplinary process continually place importance on the value of academic participation and achievement?**

**3. Does the disciplinary action build positive self-image?**

**4. Does the disciplinary action teach students alternative methods of dealing with problems? (Johns and Carr, 2007).**

**Schools with high rates of suspension have been found to pay significantly less attention to school climate. Emerging data indicates that schools with high rates of school suspension have poorer outcomes on standardized achievement tests regardless of the economic level or demographics of their students (Losen and Skiba). In low suspension schools, the interaction between staff and students was inferred as caring and respectful. Low suspension schools exhibited positive, proactive disciplinary measures (Johns and Carr, 2007).

One of the most important goals of public education is to prepare children to participate in our democracy as productive law-abiding citizens. Disciplinary tactics that remove students from school do not prepare students for adulthood, but instead increase the risk of educational failure and dropout. In the early 1990s, three projects funded by the Office of Special Education successfully implemented interventions to prevent student dropouts for those students with disabilities who were at greatest risk. Five intervention strategies used by the projects helped to prevent dropouts: persistence; continuity and consistency; monitoring; relationships; affiliation; and problem solving skills (Thurlow, Sinclair, and Johnson, 2002).

Redford Union Schools is implementing an Alternative to Suspension Initiative as an integral part of the district’s current Positive Behavior Interventions and Support Program. The “punish and hope” response to bullying, fighting, aggressive anger outburst and other misbehavior in the school building is one that needs to be replaced with a strategy rooted in sound educational practice. A child who has difficulty appropriately behaving has an educational need in much the same way as a child who has difficulty learning to read. The goal is to establish a well-defined systematic approach to discipline that is research-based, outcome-data driven, and supports students successfully functioning in the school setting.**

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**Redford Union School District Alternatives to Suspension Committee Timeline**

**April 26, 2012 – District PBIS Meeting**

* **Idea for District-wide approach to creating alternatives to suspension discussed.**

**May 21, 2012**

* **PBIS Coordinator and District PBIS Coach coordinated initial meeting of school representatives to begin planning. Discussed the need, purpose and general plan for the committee. Identified Wayne RESA support to the initiative.**

**June 1, 2012 – 1st Committee Meeting ½ day**

* **All schools represented. Each school presented data on suspensions and office discipline referrals. Discussed behavioral issues and the level of PBIS implementation in each school. Also discussed the level of coordination between PBIS and administrative actions for discipline. It was agreed that the work of this committee is integral to the implementation of PBIS.**
* **District Superintendent attended this meeting and expressed strong support for the work of the committee.**

**June 14, 2012 ½ day**

* **Began to brainstorm, generate a list of alternatives to suspension.**
* **All agree that the purpose of this committee is to provide direction, ideas and resources for creating alternatives to suspension. The committee will produce a report and representatives from the committee will share it with individual school PBIS Teams. Each school will then develop their own plan for alternatives to suspension. Some things will be consistent district-wide, but there will be room for schools to individualize to their needs.**
* **Set work schedule for the summer.**

**June 29, 2012, 1st Summer Meeting ½ day**

* **Further discussion of alternatives. Created categories of interventions and related issues.**
* **Identified materials and resources need to implement alternatives.**
* **Committee members selected items to develop, research, review before next meeting.**

**July 20, 2012, ½ day**

* **Individuals reported out/shared the information they had worked on. Got feedback from the group.**
* **Reviewed proposed outline of the final document.**
* **More assignments given out.**
* **Continue to refine list of proposed alternatives and associated materials.**

**August 1, 2012, ½ day**

* **Reviewed introduction portion of the document.**
* **Continued review of interventions and materials developed by committee members.**
* **Discussed ways of rolling out the initiative to school teams.**
* **District Superintendent attended most of this meeting.**

**August 10, 2012, ½ day**

* **Discussed information technology needs with district tech representative.**
* **Developed plan for implementation and follow-up**
* **Reviewed additional resources and forms**

**August 23, 2012, 2 hour meeting**

* **Reviewed, edited final document.**
* **Discussed how each building will roll out the initiative to their staff.**

**Menu of Alternatives to Suspension**

|  |  |  |
| --- | --- | --- |
| **Actions/Penalties taken by Administrator at the time of an Incident** | **What is it?** | **Examples/Related Issues** |
| **Time-Out**  | **Removal from class for one hour or less.** | * **Responsibility Room**
* **Problem-solving for conflicts**
* **Reduced attention for attention-seeking behavior**
* **Break Time for anger/agitation**
* **Nurturing Heart Program**
* **Proper location and supervision**
* **Don’t let it become a dumping ground!**
* **Time-out teacher partners; upper to lower grades or same grade.**
 |
| **In-School Suspension** | **Removal from class for more than one hour.**  | * **School work**
* **Behavior Learning Packets**
* **Requires supervision**
 |
| **Loss of Privileges** | **Each school should generate their own list of privileges.** | * **Dances, sporting events, parking pass, games/practices, specials, home-based, recess, etc.**
 |
| **Targeted Suspension** | **Removal from a specific class for one or more days, but otherwise remains in school.**  | * **Monitoring of student while out of class.**
 |

|  |  |  |
| --- | --- | --- |
| **Building Service** | **Restitution through supervised service to the school.**  | * **Sweeping, weeding, picking up trash**
* **Need parent approval**
 |
| **Parent Escort** | **Parent is given the option of escorting student in school for one day as opposed to multi-day OSS** | * **Parent needs to review expectations handout.**
* **Parent could be in school without following student to classes.**
 |
| **Detention** | 1. **Before school**
2. **3 hour detention**
3. **Lunch detention**
4. **Recess detention**
 | * **Behavior Learning Packets could be completed during detention. Need supervision.**
 |
| **Home/School****Monitoring** | **Student is placed on a close home/school monitoring schedule for a specified length of time, e.g., 2-4 weeks.** | * **Daily communication between designated school staff and parents regarding student’s behavior. Use E-mail, texting, phone calls, or a written format developed by the school.**
 |

 **Partnering with Parents**

|  |  |  |
| --- | --- | --- |
| **Parent Support** | **What is it?** | **Examples/Related Issues** |
| **Tier 1:****Communicate expectations to parents re: suspension** | **Tier 1 for Parents** | * **1 page handout for parents with “idea behind suspension” and what to do with suspended student.**
 |
| **Every OSS requires a home reflection sheet to be completed.** | **Have student reflect, take responsibility for behavior, and write a plan for improvement.** **Increase parent involvement in every incident.** | * **Different reflection sheets for different grade/reading levels.**
* **Section for parent input and signature.**
* **Identify where the student should put the completed form.**
* **Who reviews it?**
* **What if it is not returned?**
 |
| **Tier 2:****Certain number of suspensions triggers a written contract or home/school plan**  | **Example: 4-5 incidents of suspension trigger a parent/student meeting to develop a plan.** | * **Counselor or school social worker could facilitate developing the plan.**
 |
| **Tier 3:Intensive Parent Support** | **Developed/led by Counselor and/or SSW** | * **Parent education modules. These would be short (20-30 minute) discussions, one on one, with parent to help guide or coach on a variety of parenting issues.**
	+ **Examples: how to set up an evening schedule, homework time & place. Work first, then play.**
	+ **How to supervise adolescents. How to set/enforce limits, use time-out effectively, how to praise (4 to 1), communicating expectations clearly to the child, etc.**
	+ **Many video resources exist for this.**
* **Especially effective and important for parents of young children.**
* **Integrate these strategies into school BIP.**
 |

**Making the System Efficient**

|  |  |  |
| --- | --- | --- |
| **Systems/Practices** | **What is it?** | **Examples/ Related Issues** |
| **Administrator has access to data and related information at the time of the referral/incident.** | **Number of referrals and suspensions and whether student is on a Tier 2/3 plan.**  | * **MISTAR needs to be easily accessible with info re: referrals.**
* **Administrator needs easy access to Tier 2/3 data base on share drive.**
 |
| **Administrator can easily refer a student for a Tier 2/3 intervention at the time of an incident.** |  | * **Administrator needs easy access to Tier 2/3 referral form.**
* **Need procedure for how the referral gets to the Tier 2/3 Team and their process for review.**
 |
| **Put forms on the share drive** |  | * **ODR forms, reflection sheets, home/school plan, etc.**
 |
| **ODR forms should be revised to reflect addition of alternatives to suspension.** |  | * **To have the alternatives on the ODR form is a prompt to the administrator.**
 |
| **Include Alternatives to OSS in MISTAR.** |  | * **RU IT person can do this.**
* **Track in Monthly PBIS data reports.**
* **Review/share at district PBIS meetings.**
 |

**PBIS Interventions for Students at High-Risk for Suspension**

|  |  |  |
| --- | --- | --- |
| **PBIS Tier 2/3 Intervention** | **What is it?** | **Examples/Related Issues** |
| **Assigned to an Adult Mentor** | **See module on Wayne RESA website** | * **Need pool of adult mentor volunteers.**
* **Need process for matching student to mentor.**
* **Mentor orientation.**
* **Time limited.**
 |
| **Peer Mentor** | **Student to student** | * **Wyandotte Wilson MS program 8th to 6th graders.**
* **12th to 9th**
* **HS to MacGowan.**
* **Long-term planning needed.**
 |
| **Home/School Monitoring**  | **See above.** | * **Time -limited**
 |
| **Written home/school plan or contract.** | **See above.** | * **Schedule review date.**
 |
| **Develop “Take a Break” plan** | **See WRESA module** | * **Inform all necessary staff.**
 |
| **Check In Check Out** | **See WRESA module** | * **Make sure all staff know about it.**
* **Transition between schools. 8th to 9th grade.**
 |
| **Targeted Supervision**  | **Example: 1-2 weeks of supervised bathroom breaks.**  | * **Time-limited**
* **Adult or peer supervision.**
 |
| **Re-teach social skills or behavior expectations** | **Refer to SSW or Guidance Counselor** | * **Small group or individual.**
 |
| **Daily Check In**  | **Brief check in with an adult sometime during the day.** | * **2-4 weeks**
* **Time-limited**
 |
| **Outside Referral**  | 1. **Community Mental Health**
2. **Court System**
3. **Tier 3 Wrap-around Process**
 | * **Guidance Center**
* **Truancy Programs, ERASE,**
* **Wayne County Prosecutor**
 |

**Implementation Plan**

1. **Committee members report on work of the committee to school staff early in the 2012-13 school year.**
2. **School PBIS Teams develop an individual school plan for alternatives to suspension and submit to District Coordinator by September 21, 2012.**
3. **Menu of alternatives will be added to MiStar Behavior Module. Wayne RESA will create graphic reports for alternatives to be included in PBIS monthly reports.**
4. **District PBIS Coordinator and Coach will present on the initiative to the Redford Union Board of Education.**

**Follow-up/Monitoring**

1. **Data on individual school use of alternatives will be included in monthly PBIS reports.**
2. **Data will also be shared at District PBIS Coordination meetings.**
3. **Reconvene Alternatives to Suspension Committee on an as-needed basis.**

**Appendix – Forms**

Menu Selection

Guidelines for Parents of Suspended Students

Let’s Get Back On Track!

Think Sheet

Written Reset

In School Success Session

Opportunity for Restorative Justice: Teacher/Student Form

School Peace Treaty

Home Behavior Reflection Sheet

PBS Home Matrix – Sample

PBS Home Matrix - Template

Referral for Tier 2 Interventions

Take a Break Intervention Form

Self Reflection Exercise

Teacher Feedback

Interesting Websites to View for a Variety of Information on Suspensions and Alternatives

**Redford Union Schools**

**Alternatives to Suspension**

**Menu Selection**

 **School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ District:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Administrator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **Check the Alternatives to Suspension actions/penalties that you plan on utilizing over the next year**:

 \_\_ Time-Out \_\_\_ Building Service

 \_\_ In-School Suspension \_\_\_ Parent Escort

 \_\_ Loss of Privileges \_\_\_ Detention

 \_\_\_Targeted Suspension \_\_\_ Home/School Monitoring
 **What resources are needed to implement the Alternatives to Suspension Plan?

How will you provide training to school staff?

PBIS team members involved in facilitating the Alternatives to Suspension Plan

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Administrator Signature Date

\* ***Return by Friday, September 21, 2012, to Carol La Pointe***

Redford Union Schools

Guidelines for Parents of Suspended Students

 This guideline is being provided by the RU school district because your child has been issued an Out of School Suspension (OSS) due to a violation of the student code of conduct. The RU school district is committed to providing all reasonable support for each student to be successful in his/her school. An OSS is one of the interventions we use to maintain a safe, education-focused environment in our schools. The goal is for the student, parent and school to work together during this OSS in order to help your child return to school in a positive manner. Please consider following these steps while your child is serving his/her OSS:

* Have a conversation with your child regarding his/her behavior leading to suspension.
* Assist/support your child in completing the reflection sheet sent home with him/her.
* Provide time and space for your child to complete any school work assigned during suspension.
* Restrict privileges while suspended (e.g., use of television, computer/video games or the Internet, phone use, meeting friends, or going out for dinner).

If you have any questions regarding this OSS, please feel free to contact your child’s school for more information. Again, we hope that this OSS results in a successful return of your child to school.

Let’s Get Back on Track!

 So you broke a rule or made a mistake in some way and you have been given a consequence. This is a big opportunity for you to figure out how you might do things differently in the future. We really do want to support you in being the best student you can be, so we are asking you to answer these questions before you come back to school. Completing this form is a powerful and positive choice. It shows that you are taking responsibility and are willing to take steps toward respecting your environment, your peers, school staff and yourself.

**Respecting Yourself**

 Let’s start with you. You are a VIP, a very important person! Everyone at this school has a really important job to do.

1. List all the jobs you think people do every day:

(If you have trouble remembering, just think about all the people you see from the time you start school until you go home for the day.)

What is your really important job that **you** do each day at school? It is your most important job in the school. Your job is to turn on your creative brain and learn all you can from the adults and your peers at our school.

1. Write down what you do for your job at school:

So, how do you respect yourself? There are several ways you show respect for yourself:

* Taking pride in what you do
* Using your words in a **KIND** way
* Taking responsibility for your actions
* Following expectations
* Respectfully and responsibly following directions from adults
* Keeping your “personal space” under control: your body, your desk, your stuff
* Being respectful of our shared school environment
* Using materials respectfully: books, pencil, paper, food, etc.

Respect for yourself also means you can be ready to try new things to keep from making the same mistake over and over. **YOU CAN DO IT!** Okay, you made a mistake. Now, you can find ways to fix it and move on. Isn’t that better than dwelling on it? When you fix a mistake and move on, you can get back to your important job of being a student at our school. We need you here!

1. Write down three (3) things you can do next time to avoid what happened this time:

1.

2.

3.

**Respecting Other People**

 Do we have to like everybody? No, that would be great – but it is not realistic. But you can still respect people, even if you don’t like them. Here are some ways you show respect for others:

1. Listening to an adult so you know what to do
2. Not talking when someone else is talking
3. Getting busy with your work instead of making fun of someone
4. Helping someone even though you don’t agree with them
5. Saying you’re sorry, if you say something hurtful to someone
6. Admitting making a mistake, for example:

“I’m sorry Mrs. Brown, I was talking and I didn’t hear you. Could you please repeat your directions?”

1. List three (3) things you can do to show respect for others.

1.

2.

3.

5) Write about a time when you didn’t feel like showing respect, but you did it anyway. What happened then?

6) When you return to our school, we want to support you as much as possible. What are some of the things staff can do to help you in your goal of being successful?

7) By completing this form you are already back on track to being a more successful student. Congratulations! We want to be sure to recognize you for the good choices you make. Name three specific things you will be working on that we can honor you for ( for example, coming to school on time, not talking in class, being respectful to your teachers and classmates, etc.)

1.
2.

**THINK SHEET**

**Take a Minute to THINK**

**Name** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Grade** \_\_\_\_\_\_\_  **Date**\_\_\_\_\_\_\_

**Directions:** Please sit in the designated area and complete this THINK sheet.

**Return to:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What behavior was I exhibiting that got me removed from the class activity? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Why was my behavior a problem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What could I have done differently? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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How did my behavior affect my classmates or teacher? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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When I rejoin the class, what will I do differently? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Actions taken by the parent/guardian:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Student Signature Parent/Guardian Signature**

 **Written Reset Written Reset**

Student Name: Student Name:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Issuing Teacher: Issuing Teacher:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**THINK ABOUT...THEN COMPLETE THE QUESTIONS THINK ABOUT...THEN COMPLETE THE QUESTIONS**

**How am I showing my greatness by filling How am I showing my greatness by filling**

**out this form? Out this form?**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**If I could re-do the last 5 minutes, I know I am If I could re-do the last 5 minutes, I know I am**

**capable of… capable of….**

 **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**When I come back, I want to display When I come back, I want to display**

**greatness by….. greatness by….**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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 **IN-SCHOOL-SUCCESS SESSION**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Issuing Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I was assigned to ISS Session because: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A better solution would have been: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This is what I will do differently the next time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Today I showed my GREATNESS by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How many positive traits do you have? List at least 5, but if you have more, please list them.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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I will show my GREATNESS in the future by:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*\*\*\*\*\*\*\*\*\*\*\*\* To be filled out by Teacher or Supervisor \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

Session given by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Session completed on: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assisted by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: (student name) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature (if necessary) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**RETURN TO TEACHER**

**Opportunity for Restorative Justice: Teacher/Student Form**

Teacher/Student completing form:

If a student has treated you in an unacceptable way, you may experience a lot of different feelings from anger to sadness. There is a concept called “Restorative Justice,” which seeks to repair the harm done and restore relationships to all parties involved when there are very challenging/ upsetting events.

 Will be completing a form before returning to school which will include his/ her plans to make amends with you and repair your relationship. Please answer the following question, so the effects of the behavior are clear. Thank you!

**What happened?**

**What was your reaction at the time of the incident?**

**How do you feel about what happened?**

**What has been the hardest thing for you?**

**Is there anything else you would like to know?**

**What could do to repair the harm done?**

**Reparation Form: Student**

Student Name Date

An incident occurred in which someone was hurt in some way by your actions. You have received a consequence, and now have an opportunity to repair the harm done. An apology is always a good way to start repairing relationships. There are many other things you can do, such as helping a teacher clean up after school or doing community service, that help “make amends” (make things right) and restore your relationships. By doing this, you show that you are responsible and making strong decisions for yourself – and on behalf of the people with whom you interact. Please answer the following questions.

**What happened?**

**What were you thinking about at that time?**

**What have you thought about since the incident?**

**What do you think other people felt/ thought that saw what happened?**

**What do you want them to feel/ think about you now?**

**Who do you think has been affected by your actions? Consider your teachers, parents/guardians, coaches, relatives and peers.**

**How have they been affected?**

**What do you think would happen if you behave like this as an adult in the working world?**

**What would you like to tell people to make them feel better about what happened?**

**What positive thing could you do to make people feel/ think the way you want them to think about you?**

**What will you do to repair the harm done?**

**What can you do to make our school a safer place?**

A good way to repair relationships is to write an apology. Even if you do not feel sorry, think about what you could have done differently. Please write separate apologies to your peers affected by what happened, your parent/ guardians, and your teachers. You will be given an opportunity to share these apologies

8/27/12

**School Peace Treaty**

Written by: Date:

Dear: .

When I was in/on the on (date) , here is what happened:

It happened because:

I was thinking:

What I wanted to happen was:

The message I thought I was sending was:

The message I really was sending was:

This is who was affected by what happened:

This is how I apologized to them:

Here are three (3) things I can do differently to be successful:

1.
2.
3.

Here is how you (my teacher and other staff) can help me:

Here is how I will ask for help:

Here are three (3) things I want you to know about me:

1.
2.
3.

Finally, I would just like to say,

Sincerely,

Home Behavior Reflection Sheet

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: Please complete this sheet and return to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the day you come back to school.

What expectation did I not meet? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Why was my behavior a problem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What could I have done instead? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Do I need to apologize to anyone? No Yes To Whom?

Actions taken by parents:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Student’s Signature Parent’s Signature

**PBS Home Matrix**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Getting Up in the Morning** | **Getting to School** | **Clean-up Time** | **Time to Relax** | **Homework Time** | **Mealtime** | **Getting Ready for Bed** |
| **H****Help Out** | Make your bedClothes in hamper | Have your back pack, lunch, notes, keys | Do your chores | Clean up after yourselfPlay quietly | Put your things in your backpack when finished | Set the tablePut dishes away | Brush your teethPut dirty clothes away |
| **O****Own Your Behavior** | Get up on timeGet cleaned up and dressed on time | Be ready to leave on time | Clean up after yourself | Ask before you borrowAsk to change stations | Complete your homework on timeDo your best! | Use kind words and “I” statementsRecognize mistakes and apologize | Get to bed on time |
| **M****Manners Count** | Try a morning SMILE”Thank your parents for helping | “Thanks for the ride”“Have a nice day” | Ask politely for help | Respect others thingsOffer to share | Ask for help respectfully “Thanks for the help” | Please and thank youUse your napkin | End the day with nice words and thoughts |
| **E** | **V** | **E** | **R** | **Y** | **D** | **A** | **Y** |

**PBS Home Matrix**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Getting Up in the Morning** | **Getting to School** | **Clean-up Time** | **Time to Relax** | **Homework Time** | **Mealtime** | **Getting Ready for Bed** |
| **H****Help Out** |  |  |  |  |  |  |  |
| **O****Own Your Behavior** |  |  |  |  |  |  |  |
| **M****Manners Count** |  |  |  |  |  |  |  |
| **E** | **V** | **E** | **R** | **Y** | **D** | **A** | **Y** |

Redford Union Schools

**Referral for Tier 2 Intervention**

Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade:\_\_\_\_\_\_\_\_\_\_\_\_\_

Referred by:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**To Be Completed by Administrator/Referral Source:**

Number of Office Discipline Referrals:\_\_\_\_\_\_\_\_\_

Number of Out of School Suspensions:\_\_\_\_\_\_\_\_

Administrator Comments:

**To Be Completed by PBS Tier 2 Team:**

Location of ODR’s:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Time of Day for ODR’s:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

List positive behaviors that need to be increased:

List behaviors that need to be decreased:

List classroom interventions that have been successful:

List classroom interventions that have not been successful:

Meeting date to review implementation of Tier 2 Plan: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**TAKE A BREAK INTERVENTION FORM**

**Student Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**School**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teacher:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**I. Take a Break on an as Needed Base:**

 Description of behavior prompting break (prompted by teacher/student):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**II. Scheduled Breaks:**

 (Schedule for breaks):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**III. Specific Break Behavior to be taught:**

 (Where, how long, what is to be done while on break, how does the student indicate need for break):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**IV. Procedures for Ending Breaks:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**V. What if the student needs more time:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**VI. Involved Staff Members:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SELF-REFLECTION EXERCISE**

**Describe the situation:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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**This is how I reacted to the situation:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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**These are some different ways I could have reacted to the situation:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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**Parental Response/Actions Taken:**

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 **TEACHER FEEDBACK**

Dear Teacher (s),

I, , am working on:

1.
2.

I would like your feedback on my progress. Please comment on my success.

Friday

Thursday

Wednesday

Tuesday

Monday

Period/Teacher

**HOME/SCHOOL BEHAVIOR PLAN**

The school and parents agree to support each other, work together, and create consistent expectations for (student’s name) :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Positive Behaviors to be increased:

Behaviors to be decreased:

The school agrees to:

Parents agree to:

When will this plan be explained to the student?

Next meeting date to review progress:

Signature of school staff: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of parent/guardian:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interesting websites to view for a variety of information on suspensions and alternatives.

<http://www.interventioncentral.org/home>

<http://www.education.com/reference/article/prosocial-behavior/>

<http://www.uscart.org/Prepare.pdf>

<http://www.uscart.org/Prepare.pdf>

<http://www.raglan-p.schools.nsw.edu.au/documents/SuspensionandExpulsionofStudents-Procedures.pdf>

<http://www.advantagepress.com/free_samples.html>

<http://www.questia.com/library/1G1-128328501/school-characteristics-related-to-the-use-of-suspension>

<http://scrc.schoolclimate.org/>

<http://www.teachsafeschools.org/alternatives-to-suspension.html>

<http://www.educationworld.com/a_admin/admin/admin329.shtml>

<http://www.ncdjjdp.org/cpsv/toolkit/acrobat/project_ease.pdf>