

Positive Behavior Intervention and Support: A General Overview

Proactive Approach to School-Wide Discipline

Hope-Hill has joined a list of schools that implement school-wide systems of positive behavior support focusing on maximization of evidence-based prevention and intervention practices leading to progressive academic, social, emotional, and behavioral competence of students.

1. Behavioral expectations are defined clearly in the Code of Conduct:

- **Be Respectful**
- **Be Prepared**
- **Be Safe**
- **Be Proud**

2. **Behavioral Expectations are taught.** The behavioral expectations are taught to all students in the building, and are taught in real contexts. Teaching appropriate behavior involves much more than simply telling students what behaviors they should avoid, but also modeling specific behavioral examples:

- *Being Respectful* in the hall - keeping your hands, feet, pencils to yourself and off the walls.
- *Being Prepared* in the cafeteria means knowing your lunch number.
- *Being Safe* in the bathroom means only one person per stall.
- *Being Proud* in the classroom means being supportive of your classmates.

Behavioral expectations are taught using the same teaching formats applied to other curricula. The general rule is presented, the rationale for the rule is discussed, positive examples (“right way”) are described and rehearsed, and negative examples (“wrong way”) are described and modeled. Students are given an opportunity to practice the “right way” to build fluent performance.

3. **Appropriate Behaviors are acknowledged.** Once appropriate behaviors have been defined and taught, they need to be acknowledged on a regular basis. HHES has designed a formal system that rewards positive behaviors. **Eagle Bucks and tokens** are immediate forms

used by the individual teacher as a tool of encouragement and motivation. **Eagle Bucks** are redeemed at the school store or for other tangible rewards.

4. Behavioral Errors are Corrected Proactively. When students violate behavioral expectations, clear procedures are implemented to identify the unacceptable behavior immediately. **Student minor incident referrals** are used to document and record incidents managed by the teacher in the classroom; whereas, **major incident referral** forms are used to refer major incidents or chronic disruptions to administration. The **Student Behavior Management Process Flowchart (see appendix)** is used to help teachers distinguish major from minor behavioral incidents.



PBIS

Expectation Matrices



	Be Respectful	Be Proud	Be Prepared	Be Safe
Hallway	<ul style="list-style-type: none"> • Keep hands, feet, materials, etc. off the walls • Code 0 (silence) • Be mindful of personal space – arm’s length 	<ul style="list-style-type: none"> • Go directly to appropriate area • Hold doors for others 	<ul style="list-style-type: none"> • Know where you are going • Stay to the right 	<ul style="list-style-type: none"> • <u>Walk</u> forward at all times • Keep hands, feet, and other objects to yourself
Bathroom	<ul style="list-style-type: none"> • One person per stall at a time • Use quiet voices in the bathroom area • Move quickly and safely • Be mindful of personal space 	<ul style="list-style-type: none"> • Always flush • Wash hands after using the bathroom • Use individual urinal • Put paper towels in the trash 	Bring all material to class	<ul style="list-style-type: none"> • Only one person per stall • Close stall door carefully • Use toilets and sinks as designed • Wait patiently for your turn at the bathroom and water fountains • Keep floor and sink area dry and clean
Arrival and Dismissal	<ul style="list-style-type: none"> • Open and hold doors for others • Always say please and thank you • Follow directions the first time given 	<ul style="list-style-type: none"> • Go to designated areas throughout the day • Code 1 - Silence during arrival and dismissal times 	<ul style="list-style-type: none"> • Ensure you have all supplies before arriving or leaving school • Listen for your transportation mode to be called 	<ul style="list-style-type: none"> • Walk in assigned areas • Remain in assigned areas until dismissed
Bus	<ul style="list-style-type: none"> • Listen and follow bus drivers’ instructions • Use ‘inside’ voice at all times • Keep all your belongings in your lap 	<ul style="list-style-type: none"> • Help to keep the bus clean • Write only on designated materials 	<ul style="list-style-type: none"> • Be on time for your bus • Enter and exit the bus quietly • Know emergency exits and how to use them 	<ul style="list-style-type: none"> • Keep hands, feet, and other objects inside the bus at all times • Remain seated and listen for instructions • Walk when _____ getting on or off the bus

	<ul style="list-style-type: none"> • Respect personal space 			
Cafeteria	<ul style="list-style-type: none"> • Refrain from talking with food in your mouth • Always say please and thank you • Keep hands, feet, and other objects to yourself • Keep all food in the cafeteria • Be mindful of personal space 	<ul style="list-style-type: none"> • Keep personal area clean • Put trash in designated containers 	<ul style="list-style-type: none"> • Know your lunch number • Have money ready • Get all items before sitting down • Stay seated until your table is excused • Use restroom before/after lunch 	<ul style="list-style-type: none"> • Walk quietly into the cafeteria <ul style="list-style-type: none"> • Raise your hand for assistance • Remain in designated areas until dismissed • Refrain from sharing food
Assemblies Special Areas Field Trips	<ul style="list-style-type: none"> • Quietly and attentively listen to speaker • Follow instructions as given • Remain in designated areas • Be mindful of personal space 	<ul style="list-style-type: none"> • Put equipment/supplies away after use <p>Transition quietly and attentively</p>	<ul style="list-style-type: none"> • Wear appropriate clothing for setting • Bring all needed material 	<ul style="list-style-type: none"> • Move carefully • Use all supplies and equipment as designed • Keep hands, feet, and other objects to yourself • Walk to line up; facing forward

Classroom	<ul style="list-style-type: none"> • Use kind words • Follow instructions as given • Use positive tone and body language • Be mindful of personal space • Be supportive of others • Listen to speaker 	<ul style="list-style-type: none"> • Take care of school property • Use material and supplies appropriately • Complete assignments neatly and submit by due date 	<ul style="list-style-type: none"> • Have supplies and materials ready each morning • Take home and return all important papers • Be ready to start class when entering the door 	<ul style="list-style-type: none"> • Transition carefully and respectfully • Keep hands, feet, and other objects to yourself
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COMPREHENSIVE BEHAVIOR SUPPORT PLAN

Teacher/Staff Essential Agreements:

1. Greet each student at the door every morning
2. Positive modeling of SEL competencies
3. Positive parent communication monthly
4. Staff mentoring program
5. Daily/Weekly community meetings (focusing on behavioral and social skills)

DISCIPLINE GUIDELINES FOR TEACHERS

1. Be prepared for all students. Plan activities that meet curriculum requirements, while engaging student interest. Transition throughout the class to monitor student comprehension and participation.
2. Involve parents in classroom activities and progress. Provide positive feedback often.
3. Develop a discipline plan that meet the needs of the students by providing “learning level” appropriate consequences and rewards. Review the plan with students routinely ensuring understanding.
4. Strengthen prevention strategies. Adhere to guidelines of the plan to offer positive correction when needed.
5. Treat all students with respect and provide discipline in a manner to create a community of support and growth.
6. Be sensitive to student issues and burdens. Be cognizant of student venting based on issues arising at home.
7. Address negative behaviors calmly and privately. Never embarrass a student in class or in front of peers. **Corporal punishment is not permitted in any Atlanta Public School.**
8. Exemplify the behaviors you expect students to perform.
9. Avoid power struggles with students.
10. Apply discipline fairly and consistently.
11. Dispel all volatile situations immediately by:
 - a. Listening to students
 - b. Never embarrass the student with disrespectful language
 - c. Be open and willing to accept personal responsibility
12. Recognize when strategies need to be altered or changed to meet desired outcome.

13. Utilize prevention strategies immediately to alleviate escalated, negative behavior.

14. **DO NOT TOUCH A STUDENT NEGATIVELY.** Never use physical contact as a method to control behavior.

CLASSROOM SUPPORTED DISCIPLINE STRATEGIES

1. Reflection Time (in classroom, in buddy classroom or appointed safe space); with progress monitoring
2. Seating arrangement/assignment
3. Reflection sheets
4. Silent lunch
5. Parent/Guardian Contact

UNSUPPORTED CLASSROOM DISCIPLINE STRATEGIES

1. **Sending students to office without a completed referral form or disciplinary form;**
2. Placing student(s) in the hall (unsupervised);
3. Writing words or sentences repeatedly;
4. Group punishments for individual actions;
5. **Corporal Punishment**

DISCIPLINE CYCLE

The following general discipline cycle will be followed and documented by the classroom teacher.

Minor offenses:

Step 1: Verbal Reprimand

Step 2: Reflection Time in class (Student Reflection Sheet)

Step 3: 1st Time-Out out of class (Student Reflection Sheet, Student Behavior Report, & Parent Call)

Step 4: 2nd Time-Out out of class (Student Reflection Sheet, Students Behavior Report, & Parent Call)

Step 5: Office Referral (Student Behavior Report & Parent Call)

Minor Behaviors	
Defiance – talking back or failing to follow instructions	Property Misuse – misusing property (personal or belonging to another)
Disrespect – socially rude or dismissive	Skipping Class (once)
Disruption – inappropriate disturbances	Technology Violation – inappropriate use of school or personal technology
Inappropriate Language – inappropriate “jesting”	Physical Contact/Physical Aggression – “non-serious” horseplay

Major offenses:

Step 1: Contact Administration (white button or walkie-talkie)

Step 2: Remove audience and complete Student Behavior Report

Step 3: Parent Call

Major Behaviors	
Abusive Language – verbally swearing, name calling, or using inappropriate, abusive language	Fighting – involved in mutual participation in an incident involving physical violence
Bullying/Harassment – threatening to inflict injury, exhibit force, or intimidate another person in a manner that interferes with educational environment	Theft/Forgery – removing someone else’s property without appropriate permission or signing a person’s name without permission
Defiance/Non-compliance – repeated refusal to follow directions or talking back	Gang Affiliation Display – gestures, dress, or speech to display affiliation with a gang
Cheating – deliberately violating academic rules of instructions	Property Damage/Vandalism – major destruction or disfigurement of property
Technology Violation – repeated misuse of technology support	Possession of Weapons/Drugs/Tobacco- having, using, or sharing weapons, drugs, or tobacco on school property
Disruption – repeated behavior causing an interruption to the class structure	Physical Contact/Physical Aggression – “non-serious” horseplay

Please Note:

- Using professional discretion is the baseline for determining which form to submit. If the infraction is **REPEATED** and causes a **major** disruption in academic learning, use the **RED** form. If the infraction can be solved easily without administrative involvement, use the **WHITE** form.
- If unsure, complete the **WHITE FORM** and submit with the student or by COB.
- A disciplinary referral should be made **immediately** in Infinite Campus once an administrator is called for a disciplinary issue (**Red Form**). **ALL** office referrals require verbal contact with parent by COB. Notify AP (email, face-to-face, etc.) when the referral is complete. **NO NOTIFICATION SENT FROM IC.**
- Complete the referral in detail, but not necessarily verbose (too many words), to explain exactly what happened to warrant the referral.
- Displeasure with a particular consequence, feel free to talk to the administrator. Any of the administrators will gladly explain any circumstances resulting in a particular consequence for a given office referral.

Classroom Behavior Plan Example

Cycle	Action Steps	Consequence
1	Reminder 1	Non Verbal Reminder
	Reminder 2	Verbal Reminder
	Reminder 3	Incident Reflection Sheet – White Form
2	Reminder 1	Non Verbal Reminder
	Reminder 2	Verbal Reminder
	Reminder 3	Incident Reflection Sheet - White Form
3	Reminder 1	Non Verbal Reminder
	Reminder 2	Verbal Reminder
	Reminder 3	Incident Reflection Sheet, Parent Contact, Consequence – White Form
4	Reminder 1	Non Verbal Reminder
	Reminder 2	Verbal Reminder
	Reminder 3	Parent Contact or Conference, Consequence, White Form, Behavior Assistance
5	Reminder 1	Non-verbal reminder
		Verbal Reminder
		RED FORM REFERRAL

**Minimum of 2 reminders before Reflection Form – you can give more!*

Positive Consequences	Corrective Consequences
Eagle Rewards	Reflection Form
Class Dojo	Silent lunch
Eagle Bucks	Supervised Isolation
"Afternoon Shout Out"	Parent Contact
Leadership Opportunities	Buddy Classroom
Class Privileges	Office Referral



School Plan for Extreme Behaviors

Developing an overall behavior framework requires consideration for those students performing below behavior lines and those who are performing above the behavior line. In the latter case, the usual behavioral/discipline procedures are not enough.

Prevention Strategies

1. Develop a working and trusting relationship with all students
2. Encourage expectations early and throughout school year of what you expect and WHY it is expected
3. Describe staff intervention for students who are confrontational or highly disrespectful
4. Recognize triggers and early signs of agitation and began prevention strategies immediately
5. Address behaviors CALMLY and CONSISTENTLY
6. Provide students with helpful behavioral support at Prevention Level, Tier 2, and Tier 3
7. Never take it personally, and start each day as a new day

Actions that Escalate Behavior

1. Reacting vs Responding (i.e. yelling back)
2. Being in student's personal, UNINVITED space
3. Grabbing, holding, or moving a student his or her belongings

Actions that De-escalate Behavior

1. Respond calmly, using a quiet voice or tone
2. Be mindful of facial expressions while addressing the student
3. Review "non-negotiables" for staff during preplanning

***Remember to remove the audience as quickly as possible in escalated situations.**

	Extreme Behavior	Appropriate Response	Contact Person
1	Student (s) presents behavior that interferes with the entire learning environment	<ul style="list-style-type: none"> - Speak directly with the student(s) to discuss behavior - Contact parent - Peer Referral - Administrative Support 	Student Parent Peer Administrator
2	Extreme inappropriate behavior observed	- Refer to SW, Counselor, or behavioral health staff. Ensure administration is informed as well.	Social Worker Counselor Behavior Health Staff Administrator
3	Threatening homicidal or suicidal thoughts or actions	<ul style="list-style-type: none"> - Referral to SW, Counselor, and administration - Remain calm and keep student calm (try to de-escalate safely) - Admin should follow emergency protocol 	Social Worker Counselor Administrator
4	Physical harm to self	Referral to SW, Counselor, and Nurse	Social Worker Nurse Administrator
5	Student escalates behavior towards adult or another student	<ul style="list-style-type: none"> - Remain calm, using quiet tone and de-escalation strategies. - Parental contact - Administration 	Administrator Social Worker Counselor Parent
6	A student elopes out of the class or building	<ul style="list-style-type: none"> - Notify administrator immediately to create a safety plan - Contact parent for support 	Administrator Parent

NO students shall be left unattended in a hallway or other location.

Behavior Health Support

Addressing behavioral needs throughout the school is of utmost importance to Hope-Hill Elementary School. In an effort to offer students opportunities to learn specified behavior support strategies, we offer support for students on four behavior levels: Tier 1, Tier 2, and Tier 3.

Tier 1 interventions are universal and apply to all students within a classroom and school. Tier 1 interventions are more generalized: school expectations, rules, routines, and consequences. Most students are responsive to Tier 1 interventions.

Tier 1 Considerations:

- Behavior expectations clearly defined
- Behavior expectations are taught to students and re-taught to achieve mastery
- Praise and rewards are offered for adherence to expected behaviors.
- Supportive corrective actions are implemented when issues arise against stated behavior expectations.
- Interventions are research based and school approved.
- Data collection helps determine strategic placement

Tier 2 interventions are more specific to behavior support along a continuum that connects interventions to the intensity of student's needs.

Tier 2 Considerations:

- Students displaying increased emotional/behavioral difficulties that disrupt classroom learning environment temporarily.
- Students who have not exhibited improvement in problem behavior after 4-6 weeks of Tier 1 intervention.
- Students receive standardized interventions that effectively and efficiently support students but does not require the development of a individualized plan.

Tier 3 interventions are developed to address behaviors that negatively affect a student's learning opportunities and require development and implementation of individualized behavior plans.

Tier 3 Considerations:

- Students are identified in need of Tier 3 intervention when she or he has not shown improvement of problematic behavior after 15 days of Tier 2 interventions **and** data collection.
- Involves the RTI Specialist, teacher, administrators, counselor, Behavior Coach, etc.
- Team members should meet on a regular basis to discuss Tier 2 students and interventions.
- Development of a Behavior Action Plan (BAP) using information gathered to reduce problem behavior in the classroom. The BAP includes antecedent strategies, teaching strategies for the replacement behavior, SMART Goal(s).

Data Collection and Progress Monitoring

Progress monitoring is the systematic process of collecting and evaluation data on stated behaviors and/or replacement behaviors for student success. Overall, progress monitoring helps to determine whether an intervention is effective for individual success.

Progress Monitoring Steps:

- Identify the behavior and determine the behavior objectively and measurably.
- Determine the most effective method to monitor the behavior
- Develop a team plan for collecting the data (e.g. who will collect, who will record, who will report, etc.)
- Collect the data according to mandate (Daily collection, 30 minutes)
- Evaluate the data weekly to determine effectiveness
- Make all necessary adjustments to interventions based on data

RESOURCES WEBSITES:

- **www.behaviordoctor.org** – my favorite website for discipline ideas for EVERYONE and working with at risk or special need students. Many free books under the “Booklets” tab on the right.
- **www.newmanagement.com** – **download the Clip Chart e-book for free! LOVE IT!**
- **www.wholebrainteaching.com** – amazing management techniques – check Chris Biffle out on youtube to see exactly how to do it! I watched an 8 min video & had 5 strategies down pat. ☺
- **www.classdojo.com** – FREE software for tracking student behavior – clean, simple, runs reports!
- **<http://hill.troy.k12.mi.us/staff/bnewingham/myweb3/>** - Beth Newingham’s site on a Classroom Economy with free downloads, pictures, and video
- **www.skillstreaming.com** – Packaged social skills program for 3 different age groups – simple to use, inexpensive, and research-based. I used it & loved it.
- **www.jigsaw.org** – explains Jigsaw method
- **www.teach-nology.com** (rubric maker & tons of free rubrics!)
- **www.kaganonline.com** (Teachtimer, Hallway Pass, and Team Timers)
- **www.eduplace.com** and **www.readingquest.org**– free graphic organizers
- **www.Internet4classrooms.com** – AMAZING – lots of activities for every standard you can imagine
- **www.interventioncentral.org** – many academic and behavioral strategies
- **www.kelsoschoice.com** – great conflict management program
- **www.terryalderman.com** – great books that explain several of today’s strategies plus many more!

- http://www.igs.net/~cmorris/inventories_on_mi.html list of online multiple intelligence inventories

BOOKS:

- *A Framework for Understanding Poverty* by Ruby Payne
- *Teaching with Love and Logic* by Jim Fay
- *The First Days of School* by Harry K. Wong
- *Do You Know Enough About Me to Teach Me? A Student's Perspective* by Stephen Peters
- *Rational Discipline* by Terry Alderman
- *Partners in Learning: from Conflict to Collaboration in Secondary Classrooms*

**HOPE-HILL ELEMENTARY SCHOOL
POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS (PBIS)**

SUPPORT:

- **EAGLE’S RESTORATION ROOM** (formerly ISS offering students an opportunity to regroup, rethink, and work independently through reflection and correction)
- **BUDDY CLASSROOM** (designated teacher serving as support for students displaying negative behavior. A step in progressive discipline.)
- **MENTOR PROGRAM** (teachers and students providing designated students with an added support structure through listening, offering corrective support, and modeling corrective actions.)

REWARDS:

- **Eagle Bucks** (‘bucks’ earned by students for displaying Eagle Expectation behavior throughout the day. Students can use their bucks to purchase anything from a fun pencil to a book bag filled with goodies to a “secret” party each semester)
- **Eagles Den** (game room filled with table top games, stand-alone games, and electronic games. Also, we offer a “Pamper Me” station, a coloring station, and reading/writing station)
- **Eagle Buck Store** (a ‘magical’ store established allowing students to use their Eagle Bucks to purchase fun items for personal use)
- **Principal’s Day** (a monthly, 30 minute, fun time with the Principal. Teachers will choose one student per month to participate in the Principal’s party)
- **Daily intrinsic and extrinsic rewards** (encouraging rewards ranging from a smile or word of support to a physical daily reward)

HOPE-HILL’S NOISE CODES

**CODE “0” – SILENT
CODE “1” – WHISPER
CODE 2 – GROUP/TABLE TALK
CODE 3 – OUTSIDE VOICE**

Behavior Troubleshooting Checklist

STEP ONE: DEFINE THE BEHAVIOR

YES | NO

- Is the behavior defined in observable & measurable terms?
- Do all team members agree on what does/does not classify as the behavior?

STEP TWO: DETERMINE FUNCTION

YES | NO

- Was ABC data collected?
- Has a function been identified?
- Could there be more than one function?
- Have you collected baseline data in order to create behavior goals?

STEP THREE: ANTECEDENT & REPLACEMENT BEHAVIOR STRATEGIES

YES | NO

- Are you teaching replacement skills?
- Do the replacement skills meet the same function as the challenging behavior?
- Do the replacement skills require less effort than the challenging behaviors?
- Have you identified any setting events that might trigger the behavior?
- If you have identified setting events, do you have a plan to address this?

STEP FOUR: CONSEQUENCE STRATEGIES

YES | NO

- Have you selected consequence strategies for the problem behavior?
- Are your consequence strategies for the problem behavior tied to the function of the behavior?
- Do you have consequence strategies for the appropriate behavior?

STEP FIVE: TRACK EFFECTIVENESS

YES | NO

- Are you collecting data?
- Are all staff members collecting data in a consistent manner?

STEP SIX: EVALUATE PLAN

YES | NO

- Have all staff members been trained that work with the student?
- Have you set a date to review the plan?
- Are you monitoring the data?

Classroom

RULES

- **Keep hands, feet, and objects to yourself.**
- **Follow directions at all times.**
- **Finish work on time and do not disturb others.**
- **Be respectful with your words and actions.**
- **Stay on task while in stations and do not interrupt guided reading or math.**

REWARDS

- **Verbal Praise**
- **Earn Class Dojo Points**
- **Tangible Rewards**
 - **Token**
 - **Eagle Bucks**
 - **Treat from Treasure Chest**
- **Eat Lunch with teacher**
- **Fun Friday (3rd Friday of each month)**

CONSEQUENCES

- **Verbal warning**
- **Points deducted from ClassDojo**
- **In class or out of class isolation**
- **Silent Lunch**
- **Exclusion from class/school activity**
- **Note or phone call to parent(s)**
- **In-School or Out of School Suspension**

Hope-Hill Elementary School Progressive Discipline Referral

Third Warning/Mandatory Teacher's Intervention

Student's Name _____ Date _____

Summary of Offense _____

_____ Disruptive Behavior
 Class Rule Violation
 Disrespect
 Other

Mandatory Intervention: _____ Date _____ Time _____

Intervention Completed: YES NO

Teacher's Signature

Student's Signature

Second Warning/Parent Notification

Student's Name _____ HR _____
Date _____

Summary of Offense _____

_____ Disruptive Behavior
 Class Rule Violation
 Disrespect
 Other

Mandatory Call Home: Date _____ Time _____

Teacher's Signature

Student's Signature

Comments _____

First Warning/Verbal

Student's Name _____ Date _____
Homeroom Teacher _____ Grade _____ Type of Offense:

Summary of Offense _____

_____ Disruptive Behavior
 Class Rule Violation
 Disrespect

Teacher's Signature

Student's Signature

Parent/Guardian Name _____ Phone: _____

HOPE-HILL ELEMENTARY SCHOOL

STUDENT DISCIPLINE OFFICE REFERRAL



GENERAL INFORMATION

Last Name:	First:	Grade:	Time of Incident:
Date of Incident:		Date of Referral:	
Report Prepared by:	Title of Reporter:	Location of Infraction:	

REASON FOR REFERRAL (CHECK ALL THAT APPLY)

<input type="checkbox"/> Unacceptable Language	<input type="checkbox"/> Willful Refusal to Follow Directions or Instructions
<input type="checkbox"/> Disruptive Horseplay	<input type="checkbox"/> Disruption in: Cafeteria / Classroom / Hallway / Restroom / Outside
<input type="checkbox"/> Fighting	<input type="checkbox"/> Possession of a Controlled / Non-Controlled Substance (circle one)
<input type="checkbox"/> Willful Disrespect to School Official	<input type="checkbox"/> Possession of a Weapon – Law enforcement intervention
<input type="checkbox"/> Willful Damage to School Property	<input type="checkbox"/> Skipping Class or Unauthorized Area
<input type="checkbox"/> Willful Damage to Personal Property	<input type="checkbox"/> Bullying or Disrespectful Joking
<input type="checkbox"/> Skipping Class or Unauthorized Area	<input type="checkbox"/> Other Infraction: (Explain)

Description of Infraction:

PRIOR ACTION(S) TAKEN BY TEACHER

**** NOTE: PARENT MUST BE CONTACTED IN REGARD TO THIS INCIDENT BEFORE REFERRAL WILL BE PROCESSED.**

<input type="checkbox"/> Reward System Deduction: Current point amount:	<input type="checkbox"/> Parent Notification by Letter: Date(s) _____
<input type="checkbox"/> Previous Parental Notification(s) by Phone	<input type="checkbox"/> Parental Notification on this Incident
<input type="checkbox"/> Verbal Warning: Date(s) _____	<input type="checkbox"/> Conference with Student: Date(s): _____
<input type="checkbox"/> Silent Lunch: Date(s) _____	<input type="checkbox"/> In-Team / In-Grade Displacement: Date(s): _____
<input type="checkbox"/> Conference with Parents: Date(s) _____	<input type="checkbox"/> After-School Detention: Date(s): _____
<input type="checkbox"/> Other Action(s): _____	

ADMINISTRATIVE ACTION

<input type="checkbox"/> Consultation with Student in Office	AOG: <input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Warning Issued for Offense	Method: <input type="checkbox"/> Verbal <input type="checkbox"/> Written
<input type="checkbox"/> Parent Notification Method	<input type="checkbox"/> Phone Phone #: _____ Date: _____ Time: _____ Contact: _____ <input type="checkbox"/> Copy of Referral <input type="checkbox"/> Letter <input type="checkbox"/> Student Delivery <input type="checkbox"/> 1 st Class <input type="checkbox"/> Certified Mail
<input type="checkbox"/> In-School Suspension (ISS)	No. of Days: _____ Inclusive Dates: _____
<input type="checkbox"/> Out-of-School Suspension (OSS)	No. of Days: _____ Inclusive Dates: _____
<input type="checkbox"/> After-School Detention (ASD)	No. of Days: _____ Inclusive Dates: _____
<input type="checkbox"/> Social Worker Referral (SSR)	Date: _____ NOTE: CC: Referral to Social Worker
<input type="checkbox"/> Counselor Referral (CR)	Name of Counselor: _____ NOTE: CC: Referral to Counselor
<input type="checkbox"/> Compensation for Damages	Amt. of Payment: \$ _____ Payment Due Date: _____
<input type="checkbox"/> Campus Police Referral	Officer #: _____ NOTE: See C.O.C. for Requirements
<input type="checkbox"/> Other Action (Explain): _____	

STUDENT SIGNATURE: _____ DATE: _____

ADMINISTRATOR SIGNATURE: _____ DATE: _____

PARENT SIGNATURE: _____ DATE: _____