



JUMOKE ACADEMY CHARTER SCHOOLS

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS



Thelma Ellis Dickerson's Jumoke Academy PBIS Roll-Out Artifacts 2015 -
2016

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Jumoke Academy will not discriminate or permit discrimination against any person or group of persons on the basis of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, sexual orientation, intellectual disability, mental disability or physical disability including, but not limited to, blindness, (unless such disability, even with reasonable accommodation, prevents the applicant from being able to perform the work involved), or in any manner prohibited by the laws of the United States or of the State of Connecticut¹. Further, Jumoke Academy will not retaliate against or condone retaliation against any person or group of persons who oppose actions, treatment or conduct that they believe to be discriminatory.

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PURPOSE STATEMENT

Jumoke Academy will facilitate meaningful experiences for scholars, families, and staff by providing effective and compassionate learning opportunities. Our scholars will become multi-skilled, culturally and socially competent citizens capable of success in the 21st century market place.

EFFECTIVE	COMPASSIONATE	MULTI-SKILLED	CULTURALLY COMPETENT	SOCIALLY COMPETENT
<ul style="list-style-type: none"> • Lessons are student centered • Lesson taught using multiple modalities • Differentiated instructions • Increased time for student construction of knowledge • Challenging lessons • Relevant information • Use of researched based strategies • Lessons are aligned with common core standards 	<ul style="list-style-type: none"> • “Everyone loves the child.” • Respecting different perspective and learning styles • Being culturally sensitive • Welcoming to all families and community members 	<ul style="list-style-type: none"> • Critical thinkers and problem solvers in: <ul style="list-style-type: none"> - reading - writing - math - listening - speaking - reasoning • Optimally rounded in the: <ul style="list-style-type: none"> - Arts - Sciences - Technology 	<ul style="list-style-type: none"> • Developing an awareness of different cultural world views • Having the ability to understand, communicate with, and effectively interact with people across cultures 	<ul style="list-style-type: none"> • Respectful, Responsible, and Ready to Learn at all times <i>(The Jumoke Way)</i> • Knowledgeable of and has the ability to use appropriate social behaviors I different settings • Demonstrate insight about other’s emotions, motivations, and goals

OPERATIONAL DEFINITIONS OF THE “3Rs”

Positive Expectations at TED – *“The Jumoke Way”*
Respectful, Responsible, and Ready to Learn *(3Rs)

Respectful

We demonstrate respectful behaviors by listening to others, showing empathy and compassion for all, and maintaining personal space.

Responsible

We demonstrate responsible behaviors by being accountable for our own actions, following expectations in all settings, and being assertive in the learning process.

Ready to Learn

We demonstrate ready to learn behaviors by being active, prepared participants and contributing in a positive and appropriate way.

STUDENT BEHAVIOR EXPECTATIONS MATRIX

	Hallway/ Stairs	Cafeteria	Classroom	Bathroom	Recess/ Playground	Assembly/Events/ Morning Meeting	Bus Line/Bus
RESPECTFUL	<ul style="list-style-type: none"> • Voices off (*Level 0) • Walk in a line in the hallway • Stay with your group/class • Walk quietly • Go directly to your destination • Keep hands, feet, and objects to yourself • Maintain personal space 	<ul style="list-style-type: none"> • Use soft voices at all times – (*Level 1-2) • Stay seated, bottom on chair seat • Eat only your own food • Talk only with table mates • Raise your hand for assistance • Clean up after yourself 	<ul style="list-style-type: none"> • Inside Voice (*Level 1-3) • Maintain personal space • Keep hands, feet, and object to yourself • Hands up, voices off, silent signal when chime sounds • Eyes and ears on speaker • Raise hands to share and ask questions 	<ul style="list-style-type: none"> • Voices off (*Level 0) • Keep feet on the floor • Respect others' privacy • Flush, wash, and go • Keep the bathroom clean • Wait your turn • Correctly use and dispose of paper products • Stay in line quietly 	<ul style="list-style-type: none"> • Outside Voice (*Level 4) • Use positive language • Take turns • Share equipment and space with others • Be fair • Use equipment and tools safely 	<ul style="list-style-type: none"> • Voices off unless singing or presenting (*Level 0-3) • Applaud at appropriate times • Maintain personal space • Keep hands, feet, and object to yourself • Hands up, voices off, silent signal when chime sounds • Eyes and ears on speaker 	<ul style="list-style-type: none"> • Remain seated while the bus is moving • Talk quietly to your seat partner (*Level 1-2) • Walk to and from the bus • Form a line when entering • Keep your belongings inside your seat • Listen to and follow directions. • Keep your space clean
RESPONSIBLE	<ul style="list-style-type: none"> • Feet on a pink or green square or stair • Hands to yourself in hallway • Right hand on rail in stairwell • Voices off – Level 0 • Keep hands and feet to yourself • Face forward/pay attention 	<ul style="list-style-type: none"> • Wait your turn • Keep food on your tray • Use utensils correctly • Eat neatly • Use table manners • Clean up after yourself 	<ul style="list-style-type: none"> • Keep your supplies and learning area organized • Use class materials appropriately • Try your best at all times • Come to class prepared (homework completed) 	<ul style="list-style-type: none"> • Keep feet on the floor • Respect others' privacy • Flush, wash, and go • Keep the bathroom clean • Wait your turn • Correctly use and dispose of paper products • Stay in line quietly • Use one squirt of soap 	<ul style="list-style-type: none"> • Outside Voice – *Level 4 • Use equipment appropriately • Take turns • Share equipment and space with others • Be fair • Maintain personal space • Use equipment and tools safely • Help to put toys away • Keep area clean 	<ul style="list-style-type: none"> • Voices off unless singing or presenting – *Level 0-3 • Applaud at appropriate times • Maintain personal space • Keep hands, feet, and object to yourself • Hands up, voices off, silent signal when chime sounds • Eyes and ears on speaker 	<ul style="list-style-type: none"> • Walk to and from the bus • Form a line when entering • Keep your belongings inside your seat • Listen to and follow directions. • Keep your space clean

READY TO LEARN	<ul style="list-style-type: none"> • Listen to and follow directions • Face forward 	<ul style="list-style-type: none"> • Listen to and follow directions 	<ul style="list-style-type: none"> • Eyes and ears on speaker • Materials are ready • Quiet hands • Do your work • Pay attention • Participate 	<ul style="list-style-type: none"> • Take care of your needs quickly • Return to class promptly 	<ul style="list-style-type: none"> • Listen to and follow directions • Form straight lines when signal is given • Voices off when entering the building 	<ul style="list-style-type: none"> • Wait patiently and quietly • Hands, feet, and object to yourself • Face Forward • Eyes and ears on speaker 	<ul style="list-style-type: none"> • Listen to and follow directions • Face forward
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Level 0 – Voices off

Level 1 – Whisper voice

Level 2 – Partner voice

Level 3 – Public speaking voice/ Singing during morning meeting

Level 4 – Playground/recess voice/outside voice

APPROACH TO TEACHING: OPERATIONALIZING THE *3 Rs IN CLASSROOM TEACHING AND LEARNING

SHARED MEANING OF COMMON SETTINGS AND PROCEDURES IN TEACHING AND LEARNING					
		Assessment	Direct Instruction	Small Group/Partner Work	Independent Work
JUMOKÉ 3RS EXPECTATIONS	Respectful	<ul style="list-style-type: none"> • Voices off –Level 0 • Body and desk still • Face forward • Eyes on your own paper • Focus on assessment/task 	<ul style="list-style-type: none"> • Inside voices – Level 1-3 • Maintain personal space • Raise hand and wait to be acknowledged to share • Eyes and ears on speaker 	<ul style="list-style-type: none"> • Inside Voices – Level 1-2 • Maintain personal space • Take turns listening and speaking • Eyes and ears on speaker • Quiet movements during transitions • Use kind words – no put downs 	<ul style="list-style-type: none"> Voices off – Level 0 Maintain personal space • Raise hand and wait to be acknowledged to share • Eyes and ears on speaker
	Responsible	<ul style="list-style-type: none"> • Voices off – Level 0 • Write first and last names on paper • Complete assessment in allotted time • Answer all the questions • Check your work Face forward 	<ul style="list-style-type: none"> • Use classroom materials appropriately • Try your best at all times • Come prepared with supplies and materials • Keep personal space organized 	<ul style="list-style-type: none"> • Use classroom materials appropriately • Try your best at all times • Come prepared with supplies and materials • Keep personal space organized • Share materials with your partner(s) • Stay focused 	<ul style="list-style-type: none"> • Focus on doing you best • Do you own work • Come prepared with supplies and materials • Keep personal space organized • Use classroom materials
	Ready to Learn	<ul style="list-style-type: none"> • Focus on your own test • Take risks - answer all the questions • Do your best work 	<ul style="list-style-type: none"> • Stay focus • Ask questions for clarifications • Listen attentively • Focus on learning 	<ul style="list-style-type: none"> • Do your share of the work • Use self-talk • Be assertive • Use Level 1-2 voices • Complete all work • Check your work 	<ul style="list-style-type: none"> • Do your own best work • Ask questions for clarifications • Complete the task in the time allotted

SCHOOL WIDE CLASSROOM BEHAVIOR COLOR SYSTEM

- Scholars Start on Green
- Even focus on positive behaviors (may go up)
- Students on red get a “Think Sheet”
- Students on green or above get a predetermined number of paw prints at the end of the day:

I AM BEING A ROLE MODEL

I AM GOING ABOVE AND BEYOND ALL EXPECTATIONS

I AM MEETING BEHAVIOR EXPECTATIONS

I AM BEING REMINDED OF MY CHOICES

I AM NOT MEETING EXPECTATIONS

Students who achieve the GOLD level earn 3 “Paw Prints”
Students who achieve the PURPLE level earn 2 “Paw Prints”
Students who achieve the GREEN level earn 1 “Paw Print”



PAW PRINTS POSITIVE BEHAVIOR REINFORCEMENT SYSTEM

- Scholars can earn Paw Prints by demonstrating expected behaviors of being *respectful, responsible, and ready to learn at all times* (according to *TED's Behavior Matrix*).
- They may also receive Paw Prints for following classroom expectations and ending the day on green, purple or gold (according to the classroom behavior color system).
- Scholars can receive Paw Prints by any staff member in the building, at any time of the day.
- Paw Prints **cannot** be taken away from the scholar for any reason.
- Scholars will write their name on the paw print and will circle the reason why they received the paw print.
- Scholars may exchange paw prints for privileges listed on the Paw Prints Rewards System Menu or teacher selected rewards.



PAW PRINTS INCENTIVE MENU

Number of Paw Prints	Incentive
10	Golden Paw Print for Monthly Raffle
10	Assist art teacher (3:40pm – 4:00pm)
10-25	Select a prize from the office prize box
25	Earn 15 minutes of computer time
50	Lead out song during morning meeting
50	Announce Shout-Outs on Friday
50	Announce Acts of Kindness on Monday
50	Help out in the main office in the afternoon (up to 30 minutes)
50	Help custodians (up to 30 minutes)
50	Help Enrichment Coordinator or Nurse for one class period
50	Assist the P.E. or classroom teacher for 1 class period
60	Sit in the teacher’s chair for part of the day
75	Play basketball with staff (3:40pm – 4:00pm)
200	Shadow Principal for part of the day
200	Shadow Dean of Students for part of the day

MORE ABOUT INCENTIVES

- The Dean of Students will display up-to-date calendars of staff involved in incentives with times/days available in the main office (bulletin board). Teachers or office staff may sign students up based on slots available.
- In addition to this menu, the teacher may implement classroom-based incentives to be used with Paw Prints. No other “currency” may be used in the classroom in order to promote consistency.
- Teachers have the flexibility to decide when to cash or collect paw prints.

ACKNOWLEDGING POSITIVE BEHAVIORS AND HIGH ACADEMIC PERFORMANCE AT TED-JA

TYPES OF ACKNOWLEDGMENT	WHAT?	WHEN?	BY WHOM?	HOW OFTEN?
State assessment awards ceremony	Administration identified scholars who perform at high levels on the state assessments	September	Enrichment Coordinator and Dean of Students/ Principal	Yearly
Awards ceremony	Teachers identifies scholars who are meeting or exceeding grade level expectations based on predetermined criteria	On dates selected by the Enrichment Coordinator and/or administration	Enrichment Coordinator and Dean of Students / Principal	At the end of each marking period
Paw Prints	Scholars earn Paw Prints by demonstrating expected behaviors of being Respectful, Responsible, and Ready to Learn at all time	Throughout the school day	All TED-JA Staff	Daily
Shout-Outs	Teacher identify scholars who have followed the 3Rs throughout the week and then notify the Dean of Students	Every Friday during morning meeting	Teachers/Dean of Students	Every Friday
Cash-Out Friday	Scholars who have followed the 3Rs throughout the week are able to participate in weekly teacher-facilitated activities	During the time designated by the teacher	Teachers	Every Friday

End of month dress down	Scholars who have followed the 3Rs throughout the month and do not have any more than 3 think sheets or any office referrals resulting in a consequence, are able to participate in monthly theme dress down days	Last Friday of the month	Teachers/ Administration	Monthly
Pizza lunch with the Dean of Students and Principal	Teachers identify two scholars from each classroom who have followed the 3 Rs consistently and are considered role models	On dates selected by Principal or Den of Students	Principal and Dean of Students	At the end of each marking period

INTERVENTIONS/CONSEQUENCES MATRIX FOR MINOR OFFENCES

Minor Offences	Apology	Contract	Re-teaching	Parent Contract	Buddy Room/Time-out	Change of Seat	One on One Conference	Office Referral
Disruptive Behavior	✓	N/A	✓	✓	✓	✓	✓	4
Inappropriate Language/Disrespectful unkind words and actions	✓	✓	✓	✓	✓	N/A	✓	4
Inappropriate/unsafe playful behaviors/physical contact	✓	✓	✓	✓	✓	N/A	✓	4
Violation of Dress Code	N/A	N/A	✓	✓	N/A	N/A	✓	4
Unprepared for class	N/A	✓	✓	✓	N/A	N/A	✓	4
Tardy	N/A	N/A	N/A	✓	N/A	✓	✓	4
Property Misuse	✓	✓	✓	N/A	N/A	N/A	N/A	4

- 4 similar minor offences for the school year = 1 major resulting in an office referral
- All minors should be followed up with parent contact (note in the agenda, a copy of the think sheet, phone call home, or an email)

MINOR OFFENCES DEFINED

Minor Offences (Teacher Handled)	Definitions	Examples
Disruptive Behavior	Any behavior that disrupts or interferes with learning	Talking out of turn, leaving seat without permission, disrupting others, yelling, and making loud noises.
Inappropriate or abusive language/ Disrespectful unkind words and actions/Mean-spirited	Using inappropriate or offensive words, remarks, gestures, or actions.	Talking back, not following expectations of the *3Rs, not following directions, ignoring adult requests, name calling, put downs, attitude, rolling eyes.
Inappropriate unsafe playful behaviors or physical contact (horse playing)	An incident in which a student engages in inappropriate physical contact with another student.	Horse playing, playful grabbing, minor pushing and shoving, not keeping hands and feet to self, incident not severe enough to constitute as a fight.
Dress code violation	Any deviation from uniform guidelines unless approved by an administrator.	Wearing any clothes besides the approved school uniform – t-shirt, jeans, flip flops, etc.
Unprepared for class	Incomplete homework, not having necessary supplies.	Coming to class without the necessary tools (notebooks, pencils, homework, etc.)
Tardy	Frequently showing up late for school	Arriving to school or class after the expected time as outlined in Student Handbook.
Property misuse	Inappropriate use or damage to school or personal property that does not render the object permanently unstable.	Writing on walls/furniture Breaking pencils/crayons Mishandling books

INTERVENTIONS / CONSEQUENCES MAJOR OFFENCES

Offences	Consequences	Interventions
Rude, Disrespectful, Offensive/Abusive Language	<ul style="list-style-type: none"> • Administrative conference plus 1 – 3 days ISS or OSS* 	<ul style="list-style-type: none"> • Referral to School Social Worker • Behavioral Contract • Behavioral Intervention Plan (BIP) • Multi-disciplinary comprehensive assessments, such as Functional Behavioral Assessments (FBA) • Referral to and Collaboration with community resources, agencies, parent groups. • Restricted activity
Teasing/ Harassment/Threat/Intimidation/ Ethnic/Racial type slurs	<ul style="list-style-type: none"> • Administrative conference plus 1 – 3 days lunch detention, ISS, or OSS* 	<ul style="list-style-type: none"> • Referral to School Social Worker • Behavioral Contract • Behavioral Intervention Plan (BIP) • Multi-disciplinary comprehensive assessments, such as Functional Behavioral Assessments (FBA) • Referral to Tiered Intervention
Gross Insubordination	<ul style="list-style-type: none"> • Administrative conference plus 1 – 3 days lunch detention, ISS, or OSS* 	<ul style="list-style-type: none"> • Referral to School Social Worker • Behavioral Contract • Behavioral Intervention Plan (BIP) • Multi-disciplinary comprehensive assessments, such as Functional Behavioral Assessments (FBA) • Referral to and Collaboration with community resources, agencies, parent groups.
Chronic Disruption	<ul style="list-style-type: none"> • Administrative conference plus 1 – 3 days lunch detention, ISS, or OSS* 	<ul style="list-style-type: none"> • Referral to School Social Worker • Behavioral Contract • Behavioral Intervention Plan (BIP) • Multi-disciplinary comprehensive assessments, such as Functional Behavioral Assessments (FBA)

		<ul style="list-style-type: none"> • Referral to and Collaboration with community resources, agencies, parent groups. (The Village, Catholic Charities) • Restricted activity • Modified school day • Referral to Tiered Intervention
Property Damage/Vandalism	<ul style="list-style-type: none"> • Administrative conference plus 1 – 3 days lunch detention, ISS, or OSS* • Restitution 	<ul style="list-style-type: none"> • Referral to School Social Worker • Behavioral Contract • Behavioral Intervention Plan (BIP) • Multi-disciplinary comprehensive assessments, such as Functional Behavioral Assessments (FBA) • Referral to Tiered Intervention
Physical Aggression/ fighting	<ul style="list-style-type: none"> • Administrative conference plus 1 – 3 days lunch detention, ISS, or OSS* 	<ul style="list-style-type: none"> • Referral to School Social Worker • Behavioral Contract • Behavioral Intervention Plan (BIP) • Multi-disciplinary comprehensive assessments, such as Functional Behavioral Assessments (FBA) • Referral to and Collaboration with community resources, agencies, parent groups. • Referral to Tiered Intervention
Theft	<ul style="list-style-type: none"> • Administrative conference plus 1 – 3 days lunch detention, ISS, OSS, or recommendation for expulsion* • Restitution • Possible police notification 	<ul style="list-style-type: none"> • Referral to School Social Worker • Behavioral Contract • Behavioral Intervention Plan (BIP) • Multi-disciplinary comprehensive assessments, such as Functional Behavioral Assessments (FBA) • Referral to and Collaboration with community resources, agencies, parent groups. • Referral to Tiered Intervention
Cheating	<ul style="list-style-type: none"> • Administrative conference 	<ul style="list-style-type: none"> • Referral to School Social Worker

	<ul style="list-style-type: none"> • Zero on assignment • Re-do assignment 	<ul style="list-style-type: none"> • Behavioral Contract • Behavioral Intervention Plan (BIP) • Multi-disciplinary comprehensive assessments, such as Functional Behavioral Assessments (FBA) • Referral to and Collaboration with community resources, agencies, parent groups. • Referral to Tiered Intervention
Inappropriate internet use	<ul style="list-style-type: none"> • Administrative conference plus 1 – 3 days lunch detention, ISS, or OSS* • A loss of student privileges for up to two weeks 	<ul style="list-style-type: none"> • Behavioral Contract • Restricted activity
Possession of electronic devices	<ul style="list-style-type: none"> • Device confiscated. • Administrative conference plus 1 – 3 days lunch detention* 	<ul style="list-style-type: none"> • Behavioral Contract • Restricted activity
Possession of weapons/fireworks	<ul style="list-style-type: none"> • Administrative conference plus 1 – 3 days lunch detention, ISS, OSS, or recommendation for expulsion* 	<ul style="list-style-type: none"> • Behavioral Contract • Restricted activity
Possession of a controlled substance /Over the Counter (OTC) medication	<ul style="list-style-type: none"> • Administrative conference plus 1 – 3 days lunch detention, ISS, OSS, or recommendation for expulsion* 	<ul style="list-style-type: none"> • Referral to School Social Worker • Behavioral Contract • Referral to and Collaboration with community resources, agencies, parent groups. • Referral to Tiered Intervention

*In all situations, administrators reserve the right to exercise discretion in assigning consequences. In determining the appropriate consequence for an offence, the administrator shall consider all aggravating or mitigating circumstances they deem relevant. Examples of aggravating or mitigating circumstances that may be considered include but are not limited to:

- The student's age/grade level
- The student's intent
- The student's disciplinary history, including number of similar offences and prior discipline
- The student's academic history
- Whether the conduct caused a threat to safety
- Whether school property or personal property was damaged
- Whether the conduct caused a substantial disruption of the educational environment
- Whether a weapon was involved and whether any injury resulted

MAJOR OFFENCES DEFINED

Major Offences	Definitions	Examples
Rude, Disrespectful, Abusive Language	Student engages in language that includes swearing, name calling, or use of words in an inappropriate way.	Cursing, put downs, verbal/non-verbal threats, slandering another person, spitting.
Teasing/ Inappropriate Touching Harassment/Threat/Intimidation/ Ethnic/Racial type slurs	Repeated disrespectful words and actions towards another person which includes threats via email, written; inappropriate gestures.	Bullying, inappropriate touching, repeated verbal abuse, negative offensive comments which may or may not target ones ethnicity.
Gross Insubordination	Refusal to follow direction, or socially rude interactions.	Continuous disrespect to peers and adults, argumentative, leaving class without permission
Chronic Disruption	Chronic behavior that causes interruptions in class or during school activities.	Classroom/Transitions: Talking out of turn, out of seat, disrupting others, yelling, loud noises, and throwing objects.
Property Damage/Vandalism	Inappropriate use or damage of school property that renders the object permanently unstable.	Purposely breaking, SMART board, computers, chairs, school fixtures
Physical Aggression/fighting	Serious physical conduct that may result in injury.	Punching, kicking, hitting, fighting/altercation.
Theft	The taking of another person's property without that person's permission or consent with the intent to deprive the rightful owner of it.	Deliberately taking something that belongs to someone else or the school
Cheating	Student violates the academic code of conduct.	Copying off someone's homework or test.
Inappropriate internet use	Accessing and viewing sites that are not authorized by school/district.	Viewing music videos and movies that are not school/education related
Possession of electronic devices	•Bringing and using unauthorized electronic gadgets to school.	• cell phones, I-pods, MP3 players, headphones, lasers, electronic games
Possession of weapons/fireworks	• Having a gun (simulated or real), or other devices, instrument, material or substances that can cause physical injury or death.	• BB-Gun, disguised gun, razor, pocket knife, switchblade, box cutter, or simulated (or real) fireworks.
Possession of a controlled substance /Over the Counter (OTC) medication	• Bringing alcohol, over the counter medication to school	•Student's own or someone else's prescription drug

THINK SHEET

Student Name: _____ Grade: _____ Date: _____

Referring Staff: _____ Time: _____ Location of Incident: _____

I received this THINK SHEET TODAY because I was **NOT**:

- Respectful Responsible Ready to Learn

<input type="checkbox"/> First Offence	<input type="checkbox"/> Second Offence	<input type="checkbox"/> Third Offence	<input type="checkbox"/> Fourth Offence *
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*4th minor offence = an automatic referral

1. Who/what was the problem?

2. What happened as a result?

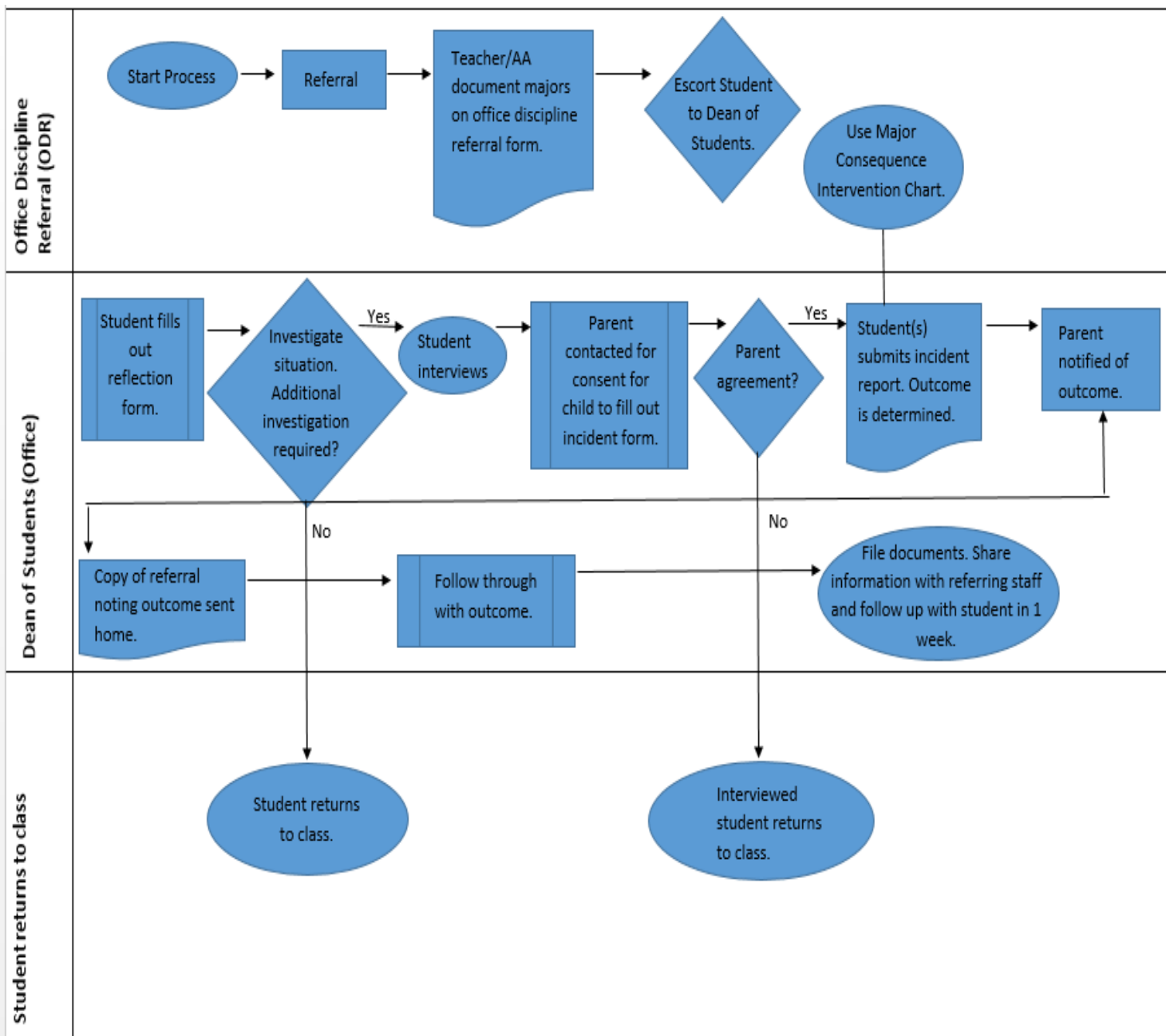
3. Next time, I will

Scholar Signature: _____

Staff Signature: _____

Parent/Guardian Signature: _____

OFFICE DISCIPLINE REFERRAL (ODR) PROCEDURE FLOWCHART



OFFICE DISCIPLINE REFERRAL

Student Name: _____ **Grade:** _____ **Date:** _____

Referring Staff: _____ **Time:** _____ **Location of Incident:** _____

Description of Incident:

Others involved: Peers Teachers Other Staff

Possible Motivation:

- | | | |
|---|---|--------------------------------------|
| <input type="checkbox"/> Avoid adult(s) | <input type="checkbox"/> Obtain adult attention | <input type="checkbox"/> Unknown |
| <input type="checkbox"/> Avoid peer(s) | <input type="checkbox"/> Obtain items/opportunities | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Avoid tasks/activities | <input type="checkbox"/> Obtain peer attention | |

Reason for Referral	Previous Action Taken by Teacher Interventions for Chronic Level 1 Offences
Chronic Level 1 Offences:	
<input type="checkbox"/> Disruptive behavior	<input type="checkbox"/> Apology
<input type="checkbox"/> Inappropriate or abusive language/disrespectful, unkind words/actions/ name calling/ put downs/mean spirited	<input type="checkbox"/> Student Contract
<input type="checkbox"/> Inappropriate unsafe playful behaviors or physical contact (horse playing)	<input type="checkbox"/> Re-teaching
<input type="checkbox"/> Dress code violation	<input type="checkbox"/> Parent Contact
<input type="checkbox"/> Unprepared for class	<input type="checkbox"/> Time-out/Buddy Room
<input type="checkbox"/> Tardy	<input type="checkbox"/> Change of seat
<input type="checkbox"/> Property misuse	<input type="checkbox"/> One on one conference
Any Major Offence (automatic referral)	
<input type="checkbox"/> _____	
Administrative Action:	
<input type="checkbox"/> Conference with student	<input type="checkbox"/> Reflection room
<input type="checkbox"/> Parent contact/conference	<input type="checkbox"/> Lunch detention
<input type="checkbox"/> Time in office	<input type="checkbox"/> Afterschool detention
<input type="checkbox"/> Student contract/agreement	<input type="checkbox"/> In-school suspension (ISS)
<input type="checkbox"/> Peer mediation	<input type="checkbox"/> Out-of-school suspension (OSS)
	<input type="checkbox"/> Other _____
Administrator's Signature: _____	Date: _____

Parent Copy – White

Office Copy – Pink

Teacher copy – Yellow