

Student Safety and Discipline Handbook



January 2015

Developed, Reviewed, and Approved by:

Student Discipline and Safety Study Committee
Pursuant to Appendix E MOU
Between GBSD and GBEA

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Quick Start Guide

Emergency Procedures

- Lockout
- Lockdown
- Evacuate
- Shelter
- Room Clear



Lockout Condition

Lockout is called when there is a threat or hazard outside of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground, Lockout uses the security of the physical facility to act as protection.

Public Address

The public address for Lockout is: **"Lockout! Secure the perimeter"** and is repeated twice each time the public address is performed.

Actions

The Lockout Protocol demands bringing students into the main building and locking all outside access points.

Where possible, classroom activities would continue uninterrupted. Classes that were held outside, such as gym class, would return to the building and if possible continue class inside the building.

There may be occasions where students expect to be able to leave the building - end of classes, job commitment, etc. Depending on the condition, this may have to be prevented. During the training period, it should be emphasized to students as well as their parents that they may be inconvenienced by these directives, but their cooperation is important to ensure their safety.

Incident Command System

The School Incident Command System should be initiated.

Responsibility

Depending on the school, administration or teachers may be required to lock the doors or windows. Staff members assigned "Primary Responsibility" for a "Lockout Zone" should be identified in advance and should actively drill the protocol. These may include doorways, windows, loading docks, and fire escape ladder access points.

The assigned staff is designated as having **"Lockout Duty."**

There should also be assigned a person with "Secondary Responsibility" for Lockout Duty in the event the person with Primary Responsibility is absent or unable to perform the protocol.

Classroom teachers or instructors are required to take roll and determine if attendance has changed since the start of class. If there are extra or missing students, the teacher should notify the front office.

The front office should field information from the classrooms regarding missing or extra students in the classroom.

Reporter

Lockout is typically reported by emergency dispatch to the school operator. The operator then informs administration and invokes the public address.

It may also be reported to the school operator by students, staff or teachers if a threat is directly observed outside of the building.

Preparation

Identification and marking of perimeter access points that must be locked in the event of a Lockout defines the **"Lockout Perimeter."**



Logical areas, building wings or other access point groupings define individual **"Lockout Zones"** within the Lockout Perimeter.

Some campuses may have campus perimeters in addition to building perimeters, such as gates and fences. There may be conditions where the campus perimeter would or would not be affected by Lockout.

Individual Lockout Duty Checklists should be created for each person assigned with either Primary or Secondary Lockout Duty.

Preparation includes identification of staff with Primary and Secondary responsibility and assignment of these duties.

Drills

Lockout drills should be performed twice a year. At least one of these drills should be performed while outdoor activities are in progress.

Contingencies

There may be physical attributes to the campus that mandate special handling of a Lockout. An example would be a campus where modular buildings are present. It may be best for students in modular buildings to Evacuate to the main building rather than going to Lockout in the modular building.

If during a Lockout a hazard manifests inside the school - i.e.: fire, flood, hazmat, then situational decisions must be made. It may be necessary to Evacuate to a different location than would typically be indicated, according to circumstances.

Examples of Lockout Conditions

The following are some examples of when a school or emergency dispatch might call for a Lockout.

1. Dangerous animal on school grounds
2. Criminal activity in area
3. Civil disobedience



Lockdown Condition

Lockdown is called when there is a threat or hazard inside of the school building. From parental custody disputes to intruders to an active shooter, Lockdown uses classroom security to protect students and staff from threat.

Public Address

The public address for Lockdown is: “**Lockdown! Locks, Lights, Out of Sight!**” and is repeated twice each time the public address is performed.

Actions

The Lockdown Protocol demands locking individual classroom doors or other access points, moving room occupants out of line of sight of the corridor windows and having room occupants maintain silence.

There is no call to action to lock the building outside access points. Rather, the protocol advises to leave the perimeter as is. The reasoning is simple - sending staff to lock outside doors exposes them to unnecessary risk and inhibits first responders entry into the building.

Teachers and student training reinforces the practice on **not** opening the classroom door, once in Lockdown. Rather, no indication of occupancy should be revealed until first responders open the door.

Incident Command System

The School Incident Command System should be initiated.

Responsibility

The classroom teacher is responsible for implementing Lockdown. The teacher should lock all classroom access points and facilitate moving occupants out of sight.

Silent or whispered roll should be taken to determine if attendance has changed since the beginning of class.

Reporter

Lockdown is typically reported by students or staff to the school operator. The operator then invokes the public address and informs administration.

It may also be reported to the school operator by local emergency dispatch.

Preparation

Identification and marking of classroom access points that must be locked in the event of a Lockdown is essential preparation.

These may include doorways, windows, loading docks, and fire escape ladder access points.



Teachers and students should be trained to not open the classroom door until a first responder or school administration unlocks it.

Students, staff and teachers should be advised that a Lockdown may persist for several hours and during an incident, silence is essential.

Drills

Lockdown drills should be performed twice a year. If possible one of these drills should be performed with local law enforcement personnel participation. At a minimum, to comply with SRP, law enforcement participation in the drill should occur no less than once every 2 years.

Contingencies

Students and staff who are outside of classrooms during a Lockdown may be faced with the need to get out of sight without the benefit of an empty or open classroom.

In this situation students and staff must be trained to hide or even Evacuate themselves away from the building.

If during a Lockdown an additional hazard manifests inside the school - i.e.: Fire, flood, hazmat, then situational decisions must be made. Evacuation to a non usual location may be required.

Examples of Lockdown Conditions

The following are simply some examples of when a school or emergency dispatch might call for a Lockout.

1. Dangerous animal within school building
2. Intruder
3. Angry or violent parent or student
4. Active shooter

Red Card/Green Card

Some schools suggest sliding red or green card under the door to indicate classroom status. Based on a number of tactical assessments, SRP defers to school or district policy on the use of Red Card/Green Card. It is recommended that the potential pros and cons of using cards in Lockdown situations and establish policy according to the school's needs and circumstances. Consequently, there is no recommendation on this practice in the SRP.

Please see the section on Red Card/Green Card/Med Card.



Evacuate Condition

Evacuate is called when there is a need to move students from one location to another.

Public Address

The public address for Evacuate is: "Evacuate! Type/Location" and is repeated twice each time the public

address is performed. Type is added when special actions need to be taken during evacuation.

For instance "Evacuate! To the Flag Pole. Evacuate! To the Flag Pole."

Actions

The Evacuate Protocol demands students and staff move in an orderly fashion. In a tactical response, students are instructed to form a single file line and hold hands front and back. A different tactical response may be invoked during an evacuation and student and staff should be prepared to follow specific instructions given by staff or first responders.

Incident Command System

The School Incident Command System should be initiated.

Responsibility

The classroom teacher is responsible for initiating an evacuation. In a tactical situation, students may be instructed to establish a single file line and hold hands front and back.

First responders may also ask students and staff to place their hands on their heads or use different evacuation methods, i.e run, crawl, cover mouth and nose, etc.

Reporter

Evacuate is typically called by the school operator.

Preparation

Evacuation preparation involves the identification and marking of facility



Evacuation Points using consistent signage, as well as student, teacher, and administrator training for both normal and tactical evacuations

Evacuation Assembly

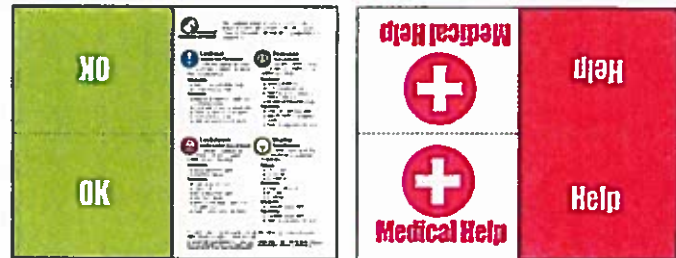
The Evacuation Assembly refers to gathering at the Evacuation Assembly Point. Teachers are instructed to take roll after arrival at the Evacuation Assembly Point.

Red Card/Green Card/Med Card

After taking roll the Red/Green/Med Card system is employed for administration or first responders to quickly, visually identify the status of the teachers' classes.

1. **Green Card (OK)** - All students accounted for, No immediate help is necessary
2. **Red Card (Help)** - Extra or missing students, or vital information must be exchanged
3. **Red and White Cross (Medical Help)** - Immediate medical attention is needed.

Schools may opt to use the SRP single sheet advisory which can be folded to any visual indicator.



Red Card/Green Card/Roll Card

An alternative design to the Red/Green/Med Card is the Red/Green/Roll Card.



Drills

Evacuation drills should be performed twice a year. Fire drills constitute a valid evacuation drill. (Note: Fire Codes often mandate more frequent fire drills.)

Contingencies

Students are trained that if they are separated from their class during a tactical evacuation, then joining an evacuation line is acceptable. They should be instructed to identify themselves to the teacher in their group after arriving at the Evacuation site.

Special needs evacuation plans should be developed and drilled, including medication and pharmaceutical evacuation and chain of trust.



Shelter Condition

Shelter is called when the need for personal protection is necessary. Training should also include spontaneous events such as tornado, earthquake or airborne irritants.

Public Address

The public addresses for shelter are:

1. **Shelter for Tornado! Drop, Cover and Hold**
2. **Shelter for Bomb! Drop, Cover and Hold**
3. **Shelter for Hazmat! And Seal**
4. **Shelter! In Silence**

The public address is repeated twice each time the public address is performed.

Types include:

1. For Tornado
2. For Hazmat
3. For Flood
4. For Earthquake

Methods include:

1. Drop, Cover and Hold
2. And Seal
3. In Silence

Actions

These are the current Shelter Methods that are currently in the Protocol. Other methods may be situationally appropriate and may be added to the SRP.

These methods are sourced from FEMA language available at <http://www.fema.gov/hazard>.

1. **Drop, Cover and Hold** - During an earthquake or when directed the following actions should be performed. **DROP**, preferably under a desk or table. Stay away from windows, bookcases, file cabinets and other objects that could fall. **COVER** your head with your hands and stay under cover until the shaking stops. **HOLD** onto the desk or table; if it moves, move with it. People confined to a wheel chair also need to know the proper actions to take to protect themselves during earthquakes. If you are in a wheel chair, you should immediately lock your wheels, lean forward and cover your neck with your hands. (See FEMA detail on Drop, Cover and Hold.)
2. **And Seal** - Close and lock all outside doors and windows. Locking may provide a tighter seal. If you are told there is danger of explosion, close the window shades, blinds or curtains. Turn off the heating, ventilation or air conditioning system. Turn off all fans, including bathroom fans operated by

the light switch. Use duct tape and plastic sheeting, such as heavy-duty plastic garbage bags, to seal all cracks around the door into the room. Tape plastic over any windows. Tape over any vents and seal electrical outlets and other openings. As much as possible, reduce the flow of air into the room.

3. **For Tornado** - Learn emergency shelter plan. If a specific shelter area does not exist, move into interior hallways or small rooms on the building's lowest level. Avoid areas with glass and wide, free-span roofs. If you can't get into a basement or designated shelter, move to the center of the lowest level of the building, away from windows, and lie flat.
4. **In Silence** - Maintain Silence

Incident Command System

The School Incident Command System should be initiated.

Responsibility

Each individual is responsible for sheltering. If there are special needs that prevent individual responsibility, administration should plan on how to best provide sheltering assistance.

Reporter

Shelter is typically called by the school operator but may be called by students, teachers or first responders.

Preparation

Identification and marking of facility Shelter Points.



Drills

Each Shelter Method should be drilled once a year.

Room Clear

A **Room Clear** is issued by the teacher or supervising adult to send students away from an unsafe situation, such as an armed dispute between students or an out-of-control student who is a threat to the safety of other students (see next page). A successful **Room Clear** requires:

- A pre-designated safe area
- Students understanding that they must calmly go directly to the designated area when a **Room Clear** is issued.
- For younger students a plan made in advance for accessing adult support to escort students to the pre-designated safe area.

A **Room Clear** is used when the teacher must remain in the unsafe situation, but can send students to the designated safe area.

Teacher or Supervising Adult will:

1. Tell students to go immediately, in a calm orderly fashion, to the agreed upon designated safe area.
2. Notify the office immediately by phone or send a student or responsible party. Include the requested response, such as "call 911 or the police" or "send support to room"
3. Remain with the problem situation, working to defuse the crisis by remaining calm.
4. Reassure everyone involved that everything possible is being done to return the situation to normal.

Signal used: Teacher Direction

Room Clear

Behaviors that may result in a room clear:

- Safety - throwing objects, aggression, safety of other students is threatened
- Stripping
- Screaming
- "Audience" needs to be removed
- Other behavior interventions have not worked

Possible locations to take the class:

- Gym
- Music class
- Computer lab
- Library
- Hallway
- Other special education room
- Run Errands (check mail, delivery to office)
- Playground

Activities to do during room clear:

- Prepared activity bag
- Computers
- Music
- Snacks
- Read to self
- Sing songs
- Coloring
- Games
- Social stories
- Independent work folders

When to return to the classroom:

- Notification by walkie-talkie
- Student is de-escalated
- Room is back in order
- Escalated student is removed

Other Procedures

- Have a code word for when to room clear

Building Referral Process

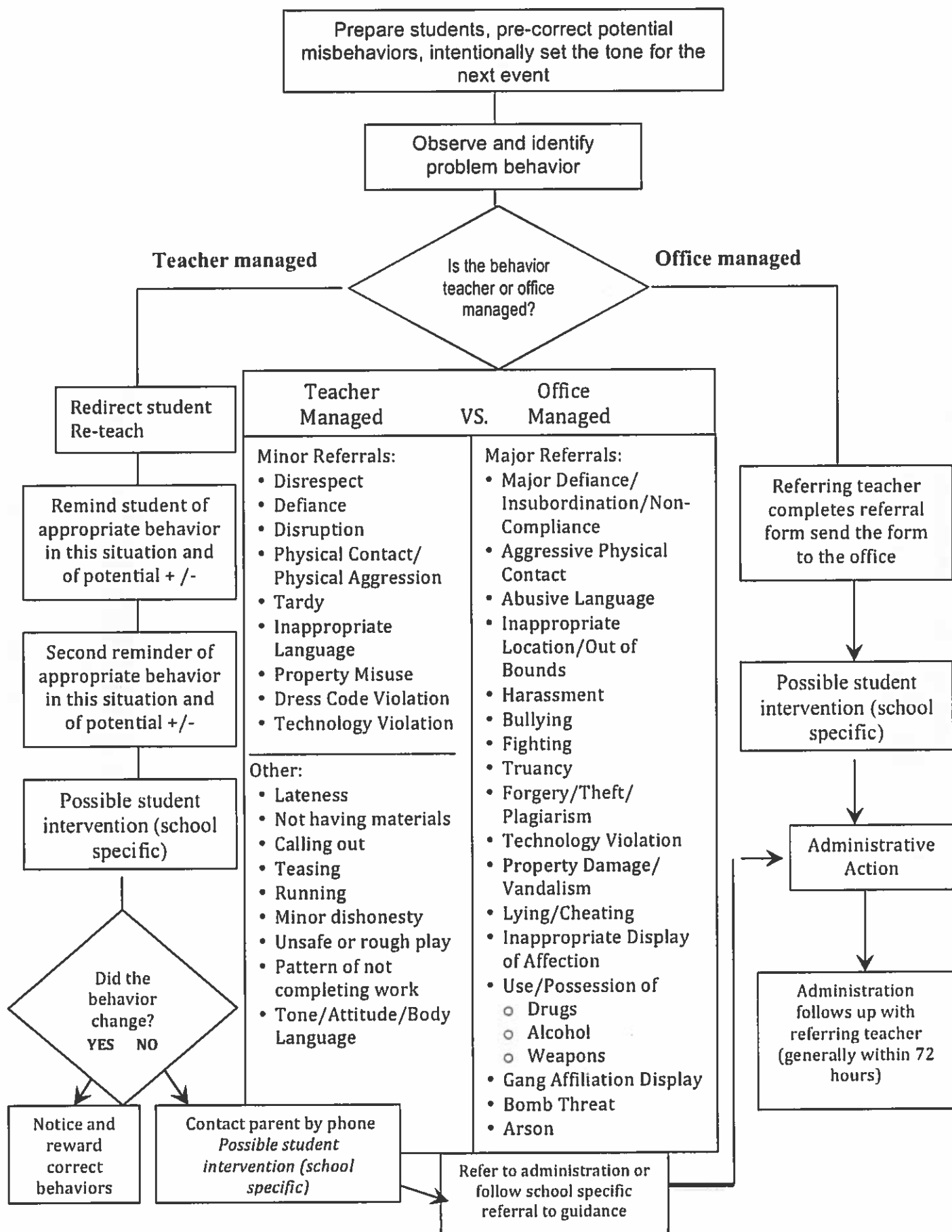
- PBIS Review Statement
- Behavior Flow Chart
- Behaviors and Definitions List



Maintaining PBIS Corrections Systems Annually (REQUIRED)

At the beginning of every school year, with all staff, review and update if needed the following items (include information in staff handbook):

- School Flow Chart
 - Referral Process
 - Interventions
 - Referral Form Procedures
 - Communication Processes
- Review Major/Minor behavior definitions
- Classroom Strategies (located in classroom management section)



List of Behaviors and Definitions

Office-Managed (Major) Problem Behaviors (<i>Bold and italicized is minor behavior language</i>)	Definition	Examples Provide examples for both MAJOR (office managed) and MINOR (staff managed) instances. Non-shaded rows below are MAJOR behaviors only
Abusive Language/Inappropriate Language/Profanity	Verbal messages that include swearing, name calling or use of words in an inappropriate way.	
Alcohol	Student is in possession or use of alcohol	
Arson	Student plans and/or participates in malicious burning of property	
Bullying	Student delivers direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling	
Defiance/Insubordination/Non-Compliance	Refusal to follow adult directions, talking back and/or socially rude interactions	
Disrespect	Refusal to follow direction, talking back and/or socially rude	
Disruption	Behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.	
Dress Code Violation	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.	
Fighting	Actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).	

Office-Managed (Major) Problem Behaviors (<i>Bold and italicized is minor behavior language</i>)	Definition	Examples Provide examples for both MAJOR (office managed) and MINOR (staff managed) instances. Non-shaded rows below are MAJOR behaviors only
Forgery/theft/plagiarism	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a persons name without that person's permission.	
Harassment	Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, unwanted physical contact, obscene gestures, pictures, or written notes. Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.	
Inappropriate Display of Affection	Student engages in inappropriate (as defined by school) verbal and/or physical gestures/ contact, of a sexual nature to another student/adult, either consensual or non-consensual.	
Lying/Cheating	Student delivers message that is untrue and/or deliberately violates rules.	
Other	Problem behavior causing this referral is not listed above. Staff using this area will specify the problem behavior observed.	
Drugs	Student is in possession of or is using illegal drugs/substances or imitations.	
Property Damage/Vandalism	Student deliberately impairs the usefulness of property.	

Office-Managed (Major) Problem Behaviors <i>(Bold and italicized is minor behavior language)</i>	Definition	Examples Provide examples for both MAJOR (office managed) and MINOR (staff managed) instances. Non-shaded rows below are MAJOR behaviors only
Technology Violation	Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/computer)	
Tardy	Student arrives at class after the bell (or signal that class has started)	
Truancy/Skip Class	Student leaves class/ school without permission or stays out of class/ school without permission.	
Tobacco	Student is in possession of or is using tobacco.	
Physical Contact/Physical Aggression	Actions involving physical contact where injury may not occur (e.g., wrestling, pushing, play fighting, etc.).	
Property Misuse	Student engages in misuse of property.	
Weapons	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm.	

Discipline Grids by Level

Minor and Major Referral Forms

➤ Discipline Guidelines

- Elementary
- Middle
- High

➤ Referral Forms

- Elementary Minor
- Elementary Major
- Middle Minor
- Middle Major
- High Minor – *under consideration*
- High Major

2014-15 ELEMENTARY DISCIPLINARY GUIDELINES

Principals have the authority and responsibility to implement the guidelines in the manner that best meets the individual needs of each student. At any step a principal may implement consequences out of sequence as appropriate. At the same time, there needs to be consistency of disciplinary actions at the elementary level. Additional guidelines/requirements are listed in the Gresham-Barlow Parent/Student Information Rights and Responsibilities Handbook.

When administering disciplinary action, school officials will take into account the attitude of the child and any mitigating circumstances. The attitude of the child may be characterized in one of the following three ways:

- **Negligent:** The child should have known of the negative effect of the behavior.
- **Reckless:** The child knew of the probable negative effect of the misbehavior, but did not care.
- **Intentional:** The child intended the negative results of misbehavior.

Mitigating circumstances may include:

- Age
- Self-defense - defending one's person or interests through the use of physical force
- Lack of knowledge of rules
- Provocation
- Inability to reason
- Disability
- Developmental level

The principal or his/her designee must initiate suspensions and recommendations for expulsions. All in-school and out-of-school suspensions require a letter to the parents and a copy in the student CUM file. If the student is on an Individualized Education Program (IEP), a copy of the letter will need to be sent to Student Support Services Office (SSSO). A re-entry meeting needs to be scheduled after an out of school suspension. Within a calendar year, 0-2 suspensions for an individual child may be assigned at the principal's discretion. After 3 or more suspensions, for the same child, the principal or designee must contact the District Office. However, major violations require immediate District Office contact.

Possible additional consequences:

- Change classroom seating
- Loss of classroom privileges
- Loss of recess
- Spend recess walking around with EA
- Problem solving form
- Meet with school counselor
- Lunch in office
- Check In/Check Out
- Safety plan

2014-15 ELEMENTARY DISCIPLINARY GUIDELINES

- Consultation with Students Services w/regards to students with IEP's
- Behavior contract
- Functional assessment of behavior (FBA)
- Restorative practices: What happened? What was the child thinking? Who or what was hurt? What will be done to make things right?

The following grid represents a range of options to be considered.

Problem Area	First Offense	Second Offense	Subsequent Offenses
Alcohol, Drugs, Controlled Substance or Drug Paraphernalia	Contact District Office for direction		
Arson (The use of fire to destroy or attempt to destroy property)	Contact District Office for direction		
Assault (Intentional, unauthorized physical contact with another person which may cause physical injury or harm) Policies: JFCF/GBNA-AR	K-2: <ul style="list-style-type: none"> ▪ Teacher managed ▪ Review PBIS expectations ▪ Formal talk (principal, student) * ▪ Additional consequence ▪ Parent contact/conference ▪ Consultation with District Office ▪ IS/OS suspension/re-entry plan 3-5: <ul style="list-style-type: none"> ▪ Teacher managed ▪ Review PBIS expectations ▪ Formal talk (principal, student) * ▪ Additional consequence * ▪ Parent contact/conference * ▪ Consultation with District Office ▪ IS/OS suspension/re-entry plan 	K-2: <ul style="list-style-type: none"> ▪ Teacher managed ▪ Review PBIS expectations ▪ Formal talk (principal, student) * ▪ Additional consequence * ▪ Parent contact/conference * ▪ Consultation with District Office ▪ IS/OS suspension/re-entry plan 3-5: <ul style="list-style-type: none"> ▪ Teacher managed ▪ Review PBIS expectations ▪ Formal talk (principal, student) * ▪ Parent contact/conference * ▪ Additional consequence ▪ Consultation with District Office ▪ IS/OS suspension/re-entry plan 	K-5: <ul style="list-style-type: none"> ▪ Formal talk (principal, student) * ▪ Review PBIS expectations ▪ Parent contact/conference ** ▪ Additional consequence ▪ Safety/Behavior contract ▪ FBA ▪ Consultation with District Office ▪ IS/OS suspension/re-entry plan ▪ Consideration of Expulsion
Copying/Plagiarism (Violating rules in a dishonest and/or deceiving manner; copying from another source and claiming it as	K-2: <ul style="list-style-type: none"> ▪ Teacher managed ▪ Review PBIS expectations ▪ Formal talk (principal, student) 	K-2: <ul style="list-style-type: none"> ▪ Teacher managed ▪ Review PBIS expectations ▪ Formal talk (principal, student) 	K-5: <ul style="list-style-type: none"> ▪ Formal talk (principal, student) * ▪ Review PBIS expectations ▪ Parent contact/conference *

2014-15 ELEMENTARY DISCIPLINARY GUIDELINES

Problem Area	First Offense	Second Offense	Subsequent Offenses
<p>his/her own work.)</p> <p>Policy: JG-AR</p>	<ul style="list-style-type: none"> ▪ Additional consequence ▪ Parent contact/conference <p>3-5:</p> <ul style="list-style-type: none"> ▪ Teacher managed ▪ Review PBIS expectations ▪ Formal talk (principal, student) ▪ Review PBIS expectations ▪ Additional consequence ▪ Parent contact/conference 	<ul style="list-style-type: none"> ▪ Review PBIS expectations ▪ Additional consequence ▪ Parent contact/conference <p>3-5:</p> <ul style="list-style-type: none"> ▪ Teacher managed ▪ Review PBIS expectations ▪ Formal talk (principal, student) ▪ Review PBIS expectations ▪ Additional consequence ▪ Parent contact/conference 	<ul style="list-style-type: none"> ▪ Additional consequence
<p>Conduct, Disorderly or Disruptive (The use of profane or obscene language - words or gestures)</p> <p>Policy: JG-AR</p>	<p>K-2:</p> <ul style="list-style-type: none"> ▪ Teacher managed ▪ Review PBIS expectations ▪ Formal talk (principal, student) * ▪ Additional consequence ▪ Parent contact/conference <p>3-5:</p> <ul style="list-style-type: none"> ▪ Teacher managed ▪ Formal talk (principal, student) * ▪ Review PBIS expectations ▪ Additional consequence ▪ Parent contact/conference 	<p>K-2:</p> <ul style="list-style-type: none"> ▪ Teacher managed ▪ Review PBIS expectations ▪ Formal talk (principal, student) * ▪ Parent contact/conference * ▪ Additional consequence <p>3-5:</p> <ul style="list-style-type: none"> ▪ Teacher managed ▪ Review PBIS expectations ▪ Formal talk (principal, student) * ▪ Additional consequence * ▪ Parent contact/conference * 	<p>K-5:</p> <ul style="list-style-type: none"> ▪ Formal talk (principal, student) * ▪ Review PBIS expectations ▪ Parent contact/conference * ▪ IS/OS suspension/re-entry plan * ▪ Additional Consequence * ▪ Safety/Behavior contract
<p>Conduct, Disorderly, Disruptive or Disrespect (Behavior)</p> <p>Policy: JG-AR</p>	<p>K-2:</p> <ul style="list-style-type: none"> ▪ Teacher managed ▪ Review PBIS expectations ▪ Formal talk (principal, student) * ▪ Additional consequence ▪ Parent contact/conference <p>3-5:</p> <ul style="list-style-type: none"> ▪ Teacher managed ▪ Review PBIS expectations 	<p>K-2:</p> <ul style="list-style-type: none"> ▪ Teacher managed ▪ Review PBIS expectations ▪ Formal talk (principal, student) * ▪ Additional consequence * ▪ Parent contact/conference * ▪ IS/OS suspension/re-entry plan <p>3-5:</p> <ul style="list-style-type: none"> ▪ Teacher managed 	<p>K-5:</p> <ul style="list-style-type: none"> ▪ Formal talk (principal, student) * ▪ Review PBIS expectations ▪ Additional Consequence * ▪ Parent contact/conference * ▪ IS/OS suspension/re-entry plan * ▪ FBA ▪ Safety/Behavior Contract

2014-15 ELEMENTARY DISCIPLINARY GUIDELINES

Problem Area	First Offense	Second Offense	Subsequent Offenses
	<ul style="list-style-type: none"> ▪ Formal talk (principal, student) * ▪ Additional consequence ▪ Parent contact/conference 	<ul style="list-style-type: none"> ▪ Review PBIS expectations ▪ Formal talk (principal, student) * ▪ Additional consequence * ▪ Parent contact/conference * ▪ IS/OS suspension/re-entry plan 	
<p>Conduct, Disorderly or Disruptive (Inappropriate Use of electronic devices)</p> <p style="text-align: center;">Policy: JG-AR</p>	<p>K-2:</p> <ul style="list-style-type: none"> ▪ Teacher managed ▪ Review PBIS expectations ▪ Formal talk (principal, student) * ▪ Additional Consequence ▪ Parent contact/conference (required to pick up item) ▪ IS/OS suspension/re-entry plan <p>3-5:</p> <ul style="list-style-type: none"> ▪ Teacher managed ▪ Review PBIS expectations ▪ Formal talk (principal, student) * ▪ Additional Consequence ▪ Parent contact/conference (required to pick up item) ▪ IS/OS suspension/re-entry plan 	<p>K-2:</p> <ul style="list-style-type: none"> ▪ Teacher managed ▪ Review PBIS expectations ▪ Formal talk (principal, student) * ▪ Parent contact/conference (required to pick up item) * ▪ Additional Consequence ▪ IS/OS suspension/re-entry plan <p>3-5:</p> <ul style="list-style-type: none"> ▪ Teacher managed ▪ Review PBIS expectations ▪ Formal talk (principal, student) * ▪ Parent contact/conference (required to pick up item) * ▪ Additional Consequence ▪ IS/OS suspension/re-entry plan 	<p>K-5:</p> <ul style="list-style-type: none"> ▪ Formal talk (principal, student)* ▪ Review PBIS expectations ▪ Parent contact/conference* ▪ Additional Consequence* ▪ Safety/Behavior contract ▪ IS/OS suspension/re-entry plan*
<p>Explosive Devices (The use or treat of use, possession, or sale of explosive devices)</p> <p style="text-align: center;">Policies: JFCJ/JG-AR</p>	<p>Contact District Office for direction</p>		
<p>Fighting (Having physical conflict with another person)</p> <p style="text-align: center;">Policy: JG-AR</p>	<p>K-2:</p> <ul style="list-style-type: none"> ▪ Teacher managed ▪ Review PBIS expectations ▪ Formal talk (principal, student)* ▪ Additional Consequence ▪ Parent contact/conference 	<p>K-2:</p> <ul style="list-style-type: none"> ▪ Teacher managed ▪ Review PBIS expectations ▪ Formal talk (principal, student)* ▪ Additional Consequence * ▪ Parent contact/conference * 	<p>K-5:</p> <ul style="list-style-type: none"> ▪ Formal talk (principal, student)* ▪ Review PBIS expectations ▪ Parent contact/conference* ▪ Additional Consequence ▪ Safety/Behavior contract

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Problem Area	First Offense	Second Offense	Subsequent Offenses
	<ul style="list-style-type: none"> ▪ IS/OS suspension/re-entry plan <p>3-5:</p> <ul style="list-style-type: none"> ▪ Teacher managed ▪ Review PBIS expectations ▪ Formal talk (principal, student)* ▪ Additional Consequence* ▪ Parent contact/conference* ▪ IS/OS suspension/re-entry plan 	<ul style="list-style-type: none"> ▪ IS/OS suspension/re-entry plan <p>3-5:</p> <ul style="list-style-type: none"> ▪ Teacher managed ▪ Review PBIS expectations ▪ Formal talk (principal, student)* ▪ Parent contact/conference* ▪ Additional Consequence ▪ IS/OS suspension/re-entry plan* 	<ul style="list-style-type: none"> ▪ IS/OS suspension/re-entry plan* ▪ FBA ▪ Consideration of Expulsion
<p>Forgery, Lying, or False reporting (Writing, giving false or misleading information to school officials i.e., false fire alarms or 911 emergency calls)</p> <p>Policies: JG-AR/JFCM</p>	<p>K-2:</p> <ul style="list-style-type: none"> ▪ Teacher managed ▪ Review PBIS expectations ▪ Formal talk (principal, student)* ▪ Additional Consequence ▪ Parent contact/conference ▪ IS/OS suspension/re-entry plan <p>3-5:</p> <ul style="list-style-type: none"> ▪ Teacher managed ▪ Review PBIS expectations ▪ Formal talk (principal, student)* ▪ Additional Consequence ▪ Parent contact/conference ▪ IS/OS suspension/re-entry plan 	<p>K-2:</p> <ul style="list-style-type: none"> ▪ Teacher managed ▪ Review PBIS expectations ▪ Formal talk (principal, student)* ▪ Additional Consequence* ▪ Parent contact/conference* ▪ IS/OS suspension/re-entry plan <p>3-5:</p> <ul style="list-style-type: none"> ▪ Teacher managed ▪ Review PBIS expectations ▪ Formal talk (principal, student) * ▪ Additional Consequence* ▪ Parent contact/conference* ▪ IS/OS suspension/re-entry plan 	<p>K-5:</p> <ul style="list-style-type: none"> ▪ Formal talk (principal, student)* ▪ Review PBIS expectations ▪ Additional Consequence* ▪ Parent contact/conference* ▪ FBA ▪ Safety/Behavior Contract ▪ IS/OS suspension/re-entry plan* ▪ Consideration of Expulsion
<p>Harassment/Bullying** (Physical/Verbal, threats, intimidation, sexual, racial, religious)</p> <p>Policies: JFCF/GBNA-AR/JFCFA/GBNAA</p>	<p>K-2:</p> <ul style="list-style-type: none"> ▪ Teacher managed ▪ Review PBIS expectations ▪ Formal talk (principal, student)* ▪ Additional Consequence ▪ Parent contact/conference <p>3-5:</p> <ul style="list-style-type: none"> ▪ Teacher managed ▪ Review PBIS expectations 	<p>K-2:</p> <ul style="list-style-type: none"> ▪ Teacher managed ▪ Review PBIS expectations ▪ Formal talk (principal, student)* ▪ Additional Consequence* ▪ Parent contact/conference* ▪ IS/OS suspension/re-entry plan <p>3-5:</p> <ul style="list-style-type: none"> ▪ Formal talk (principal, student)* 	<p>K-5:</p> <ul style="list-style-type: none"> ▪ Formal talk (principal, student) * ▪ Review PBIS expectations ▪ Additional Consequence* ▪ Parent contact/conference* ▪ IS/OS suspension/re-entry plan* ▪ FBA ▪ Safety/Behavior Contract ▪ Consideration of Expulsion

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Problem Area	First Offense	Second Offense	Subsequent Offenses
	<ul style="list-style-type: none"> ▪ Formal talk (principal, student)* ▪ Additional Consequence ▪ Parent contact/conference ▪ IS/OS suspension/re-entry plan 	<ul style="list-style-type: none"> ▪ Review PBIS expectations ▪ Additional Consequence* ▪ Parent contact/conference* ▪ IS/OS suspension/re-entry plan 	
<p>Insubordination (Refusal to follow the reasonable requests of school personnel)</p> <p style="text-align: center;">Policy: JG-AR</p>	<p>K-2:</p> <ul style="list-style-type: none"> ▪ Teacher managed ▪ Review PBIS expectations ▪ Formal talk (principal, student)* ▪ Additional Consequence ▪ Parent contact/conference <p>3-5:</p> <ul style="list-style-type: none"> ▪ Teacher managed ▪ Review PBIS expectations ▪ Formal talk (principal, student) * ▪ Additional Consequence ▪ Parent contact/conference 	<p>K-2:</p> <ul style="list-style-type: none"> ▪ Teacher managed ▪ Review PBIS expectations ▪ Formal talk (principal, student)* ▪ Parent contact/conference* ▪ Additional Consequence <p>3-5:</p> <ul style="list-style-type: none"> ▪ Teacher managed ▪ Review PBIS expectations ▪ Formal talk (principal, student) * ▪ Additional Consequence * ▪ Parent contact/conference * 	<p>K-5:</p> <ul style="list-style-type: none"> ▪ Formal talk (principal, student)* ▪ Review PBIS expectations ▪ Parent contact/conference* ▪ Additional Consequence* ▪ Safety/Behavior contract ▪ IS/OS suspension/re-entry plan* ▪ Consideration of Expulsion
<p>Theft (Taking, giving, or receiving property not belonging to you without permission)</p> <p style="text-align: center;">Policies: ECAB/JFCB</p>	<p>K-2:</p> <ul style="list-style-type: none"> ▪ Teacher managed ▪ Review PBIS expectations ▪ Formal talk (principal, student)* ▪ Additional Consequence ▪ Parent contact/conference <p>3-5:</p> <ul style="list-style-type: none"> ▪ Teacher managed ▪ Review PBIS expectations ▪ Formal talk (principal, student)* ▪ Additional Consequence ▪ Parent contact/conference 	<p>K-2:</p> <ul style="list-style-type: none"> ▪ Teacher managed ▪ Review PBIS expectations ▪ Formal talk (principal, student)* ▪ Additional Consequence* ▪ Parent contact/conference* ▪ IS/OS suspension/re-entry plan <p>3-5:</p> <ul style="list-style-type: none"> ▪ Teacher managed ▪ Review PBIS expectations ▪ Formal talk (principal, student)* ▪ Additional Consequence* ▪ Parent contact/conference* ▪ IS/OS suspension/re-entry plan 	<p>K-5:</p> <ul style="list-style-type: none"> ▪ Formal talk (principal, student)* ▪ Review PBIS expectations ▪ Additional Consequence* ▪ Parent contact/conference* ▪ FBA ▪ Safety/Behavior Contract ▪ IS/OS suspension/re-entry plan* ▪ Consideration of Expulsion

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Problem Area	First Offense	Second Offense	Subsequent Offenses
<p>Threats of Violence (Written or verbal threats including bomb, threat, explosive, device, or violent acts.)</p> <p>Polices: JFCM/FJCF/GBNA-AR/FJCFA/GBNAA</p>	<p>K-2:</p> <ul style="list-style-type: none"> ▪ Formal talk (principal, student)* ▪ Review PBIS expectations ▪ Additional Consequence ▪ Parent contact/conference ▪ IS/OS suspension/re-entry plan <p>3-5:</p> <ul style="list-style-type: none"> ▪ Formal talk (principal, student)* ▪ Review PBIS expectations ▪ Additional Consequence ▪ Parent contact/conference ▪ IS/OS suspension/re-entry plan 	<p>K-2:</p> <ul style="list-style-type: none"> ▪ Formal talk (principal, student)* ▪ Review PBIS expectations ▪ Additional Consequence* ▪ Parent contact/conference* ▪ IS/OS suspension/re-entry plan ▪ <p>3-5:</p> <ul style="list-style-type: none"> ▪ Formal talk (principal, student) ▪ Review PBIS expectations ▪ Additional Consequence* ▪ Parent contact/conference* ▪ IS/OS suspension/re-entry plan 	<p>K-5:</p> <ul style="list-style-type: none"> ▪ Formal talk (principal, student)* ▪ Review PBIS expectations ▪ Additional Consequence* ▪ Parent contact/conference* ▪ FBA ▪ Safety/Behavior Contract ▪ IS/OS suspension/re-entry plan* ▪ Consideration of Expulsion
<p>Tobacco (The use and/or possession of tobacco in any form)</p> <p>Polices: JFCM/FJCF/GBNA-AR/FJCFA/GBNAA</p>	<p>K-2:</p> <ul style="list-style-type: none"> ▪ Teacher managed ▪ Review PBIS expectations ▪ Formal talk (principal, student)* ▪ Additional Consequence ▪ Parent contact/conference <p>3-5:</p> <ul style="list-style-type: none"> ▪ Teacher managed ▪ Review PBIS expectations ▪ Formal talk (principal, student)* ▪ Additional Consequence* ▪ Parent contact/conference* 	<p>K-2:</p> <ul style="list-style-type: none"> ▪ Formal talk (principal, student)* ▪ Review PBIS expectation ▪ Additional Consequence* ▪ Parent contact/conference* ▪ IS/OS suspension/re-entry plan <p>3-5:</p> <ul style="list-style-type: none"> ▪ Formal talk (principal, student)* ▪ Review PBIS expectations ▪ Parent contact/conference* ▪ Additional Consequence ▪ IS/OS suspension/re-entry plan* 	<p>K-5:</p> <ul style="list-style-type: none"> ▪ Formal talk (principal, student)* ▪ Review PBIS expectation ▪ Parent contact/conference* ▪ Additional Consequence ▪ Safety/Behavior contract ▪ FBA ▪ IS/OS suspension/re-entry plan*
<p>Unsafe Behavior (Reckless conduct that creates substantial risk of physical injury to another person)</p> <p>Policy: JG-AR</p>	<p>K-2:</p> <ul style="list-style-type: none"> ▪ Teacher managed ▪ Review PBIS expectations ▪ Formal talk (principal, student)* ▪ Additional Consequence ▪ Parent contact/conference ▪ IS/OS suspension/re-entry plan 	<p>K-2:</p> <ul style="list-style-type: none"> ▪ Formal talk (principal, student)* ▪ Review PBIS expectations ▪ Additional Consequence* ▪ Parent contact/conference* ▪ IS/OS suspension/re-entry plan 	<p>K-5:</p> <ul style="list-style-type: none"> ▪ Formal talk (principal, student)* ▪ Review PBIS expectations ▪ Parent contact/conference* ▪ Additional Consequence ▪ Safety/Behavior contract ▪ FBA

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Problem Area	First Offense	Second Offense	Subsequent Offenses
	3-5: <ul style="list-style-type: none"> ▪ Teacher managed ▪ Review PBIS expectations ▪ Formal talk (principal, student)* ▪ Additional Consequence* ▪ Parent contact/conference* ▪ IS/OS suspension/re-entry plan 	3-5: <ul style="list-style-type: none"> ▪ Formal talk (principal, student)* ▪ Review PBIS expectations ▪ Parent contact/conference* ▪ IS/OS suspension/re-entry plan* ▪ Additional Consequence 	<ul style="list-style-type: none"> ▪ IS/OS suspension/re-entry plan* ▪ Consideration of Expulsion
Vandalism (Intentionally damaging, defacing, or destroying property belonging to the school, school officials or others.) Policy: ECAB, JFCB	K-2: <ul style="list-style-type: none"> ▪ Teacher managed ▪ Review PBIS expectations ▪ Formal talk (principal, student)* ▪ Additional Consequence ▪ Parent contact/conference ▪ Possible restitution 3-5: <ul style="list-style-type: none"> ▪ Teacher managed ▪ Review PBIS expectations ▪ Formal talk (principal, student) * ▪ Additional Consequence ▪ Parent contact/conference ▪ Possible restitution 	K-2: <ul style="list-style-type: none"> ▪ Formal talk (principal, student) * ▪ Review PBIS expectations ▪ Additional Consequence* ▪ Parent contact/conference* ▪ Possible restitution ▪ IS/OS suspension/re-entry plan* 3-5: <ul style="list-style-type: none"> ▪ Formal talk (principal, student)* ▪ Review PBIS expectations ▪ Additional Consequence* ▪ Parent contact/conference* ▪ Possible restitution ▪ IS/OS suspension/re-entry plan* 	K-5: <ul style="list-style-type: none"> ▪ Formal talk (principal, student) * ▪ Review PBIS expectation ▪ Additional Consequence* ▪ Parent contact/conference* ▪ FBA ▪ Safety/Behavior Contract ▪ IS/OS suspension/re-entry plan* ▪ Consideration of Expulsion
Weapons Policy: JFCJ	Contact District Office for direction		
	<p>Weapons may also include, but not be limited to, knives, metal knuckles, straight razors, stun gun, tazor gun, airsoft pellet gun, noxious or irritating gases, poisons, unlawful drugs or other items fashioned with the intent to use, sell, harm, threaten or harass students, staff members, parents and patrons.</p> <p>Replicas of weapons, fireworks, bullets or pocketknives are also prohibited by Board policy. Exceptions to the District's replica prohibition may be granted only with prior building principal approval for certain curriculum or school-related activities.</p> <p>Prohibited weapons, replicas or weapons, fireworks, bullets and pocket knives are subject to seizure or forfeiture.</p> <p>Students found to have brought, possessed, concealed or used a dangerous or deadly weapon, firearm or destructive device in violation of this policy shall be expelled for a period of not less than one year. All other violations of the policy will result in discipline up to and including, expulsion and/or referral to law enforcement, as appropriate.</p>		

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*** indicates required action.**

******(JFCF) “Harassment, intimidation or bullying” means any act that substantially interferes with a student’s educational benefits, opportunities or performance, that takes place on or immediately adjacent to district grounds, at any district-sponsored activity, on district-provided transportation or at any official district bus stop, that may be based on, but not limited to, the protected class status of a person, having the effect of:

1. Physically harming a student or damaging a student’s property;
2. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student’s property;
3. Creating a hostile educational environment including interfering with the psychological well being of the student.

(www.stopbullying.gov)

Bullying and harassment may share some commonalities, but not all bullying is harassment and not all harassment is bullying.

It’s bullying if there is:

- an **imbalance of power** (real or perceived)
- a **pattern** of the same or similar behavior towards one person or one group an **intent** to cause harm

It’s harassment if:

- there is **unwelcome conduct** towards a protected class (race, national origin, color, sex, age, disability, religion)
- the **unwelcome conduct** is “severe, pervasive, or persistent and creates a hostile environment”

Harassment is covered by federal civil rights laws if the harassment is based on a protected status, i.e. race, national origin, sex, disability or religion

Law Enforcement / State Agencies: (JFG)

When law enforcement officials find it necessary to question students during the school day or during period of co-curricular activities, an administrator will be present when possible. An effort will be made to inform the parent, guardian or person in a parental relationship. However, in suspected child abuse cases, Oregon Department of Human Services, Community Human Services, and law enforcement officials may exclude district personnel from investigation procedures and may prohibit informing the parents.

When law enforcement officials find it necessary to take a student into custody, the administrator will request that the officials act in a manner which causes the least possible disruption to the learning environment.

Student Searches: (JFG)

“Reasonable suspicion” means sufficient knowledge possessed by the district official at the time the official makes or authorizes the search which would lead a reasonable person to believe that a search of a particular student or place will likely turn up evidence of a violation of law, Board policy, administrative regulation or school rule. The official’s knowledge may be based upon relevant past experience of the official, observation by the official and/or credible information from another person.

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- Before making a search, the official should ordinarily ask for the student's voluntary consent by requesting the student to empty the contents of the storage area, clothing or personal property. If the student refuses consent, the official may search for the evidence evaluating student and staff safety and the least intrusive search methods. The official may elect to contact the student's parents or, after consulting with the superintendent, contact law enforcement officials to assist with the search.

Further Considerations:

1. PBIS – PBIS is a systemic behavior support system that helps children to focus on classroom instruction and experience a positive learning experience in school. The use of PBIS techniques and strategies in elementary schools guides staff to provide explicit instruction for students to learn desired behavior in schools as opposed to the use of punitive measures to address students' misbehavior.
2. The counselor's role in disciplinary tasks includes the following:
 - Case Development
 - Meet with students(s) to mediate
 - Counsel restorative measures
3. Building administrator evaluates a given safety concern and determines whether the student's behavior requires a safety plan. If there is a concern, the bldg. administrator conducts a safety screening. If the outcome of the safety screening warrants it, the safety intervention team reviews the situation and develops a safety plan. The team meets with the family and refers the student to the district collaborative supports team or considers the need for a risk assessment. This process is facilitated by the school psychologist and the 504 coordinator for students with disabilities and non-students with disabilities.
4. Special education considerations: If the behavior is a manifestation of the student's disability or the child has an FBA, a special education representative should be notified.

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Principals have the authority and responsibility to implement the guidelines in the manner that best meets the individual needs of each student. At any step a principal may implement consequences out of sequence as appropriate. At the same time, there needs to be consistency of disciplinary actions at the middle level. Additional guidelines/requirements are listed in the Gresham-Barlow Parent/Student Information, Rights and Responsibilities Handbook.

When administering disciplinary action, school officials will take into account the attitude of the student and any mitigating circumstances. The attitude of the student may be characterized in one of the following three ways:

- **Negligent:** The child should have known of the negative effect of the behavior.
- **Reckless:** The child knew of the probable negative effect of the misbehavior, but did not care.
- **Intentional:** The child intended the negative results of misbehavior.

Mitigating circumstances may include:

- Age
- Self-defense - defending one's person or interests through the use of physical force
- Lack of knowledge of rules
- Provocation
- Inability to reason
- Disability
- Developmental level

The principal or designee must initiate suspensions and recommendations for expulsions. All in-school and out-of-school suspensions require a letter to the parents and a copy in the student CUM file. If the student is Special Ed, a copy of the letter will need to be sent to SSSO. A re-entry meeting needs to be scheduled after an out-of-school suspension. Within a calendar year, 0-2 suspensions for an individual child may be assigned at the principal's discretion. After 3 or more suspensions, for the same child, contact the District Office. However, major violations require immediate District Office contact.

Possible additional consequences:

- Safety plan
- Loss of free time
- Check In Check Out
- Problem Solving Form
- Lunch in office
- Restorative practices
- Student Services
- Meet with school counselor
- Change classroom seating
- Loss of classroom privileges

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Problem Area	First Offense	Second Offense	Subsequent Offenses
Alcohol, Drugs, Controlled Substance or Drug Paraphernalia	<ul style="list-style-type: none"> ▪ Formal talk (administrator, student) ▪ Parent conference ▪ 3-5 day suspension 	<ul style="list-style-type: none"> • Parent conference • 3-5 day suspension • D&A Program Requirements • Possible Expulsion 	<ul style="list-style-type: none"> • D&A Program Requirements • Possible Expulsion
Arson (The use of fire to destroy or attempt to destroy property)	<ul style="list-style-type: none"> ▪ Formal talk (administrator, student) ▪ Parent conference ▪ 3-5 day suspension 	<ul style="list-style-type: none"> • Parent conference • Possible expulsion • Deterrent program consultation 	<ul style="list-style-type: none"> • Expulsion
Assault/Fighting (Intentional, unauthorized physical contact with another person which may cause physical injury or harm; physical conflict) Policies: JFCF/GBNA-AR JG-AR	<ul style="list-style-type: none"> ▪ Formal talk (administrator, student) ▪ Review PBIS expectations ▪ Parent contact ▪ 1-3 day suspension 	<ul style="list-style-type: none"> ▪ Formal talk (administrator, student) ▪ Review PBIS expectations ▪ Parent conference ▪ 1-3 day suspension 	<ul style="list-style-type: none"> ▪ Formal talk (administrator, student) ▪ Review PBIS expectations ▪ Parent conference ▪ 4-10 day suspension and re-entry plan ▪ Safety/Behavior contract ▪ Consider FBA
Cheating/Plagiarism (Violating rules in a dishonest and/or deceiving manner; copying from another source and claiming it as his/her own work; forgery of notes or documents) Policy: JG-AR	<ul style="list-style-type: none"> ▪ Formal talk (administrator, student) ▪ After school detention ▪ Parent contact 	<ul style="list-style-type: none"> ▪ Formal talk (administrator, student) ▪ 1-3 day suspension ▪ Parent conference 	<ul style="list-style-type: none"> ▪ Formal talk (administrator, student) ▪ 3-5 Day suspension ▪ Parent conference
Conduct, Disorderly or Disruptive (The use of profane or obscene language - words or gestures) Policy: JG-AR	<p>Profanity - casual</p> <ul style="list-style-type: none"> ▪ Informal talk (administrator, student) ▪ Community service <p>Profanity directed towards an adult</p> <ul style="list-style-type: none"> ▪ Parent conference ▪ 1-3 day suspension <p>Disrespectful tone to an adult</p> <ul style="list-style-type: none"> ▪ Informal talk (administrator, student) ▪ Lunch detention 	<p>Profanity - casual</p> <ul style="list-style-type: none"> ▪ Informal talk (administrator, student) ▪ Lunch detention <p>Profanity directed towards an adult</p> <ul style="list-style-type: none"> ▪ Parent conference ▪ 1-3 day suspension <p>Disrespectful tone to an adult</p> <ul style="list-style-type: none"> ▪ Parent conference ▪ After school detention 	<p>Profanity - casual</p> <ul style="list-style-type: none"> ▪ Informal talk (administrator, student) ▪ After school detention <p>Profanity directed towards an adult</p> <ul style="list-style-type: none"> ▪ Parent conference ▪ 3-5 day suspension <p>Disrespectful Tone to an adult</p> <ul style="list-style-type: none"> ▪ Parent conference ▪ 1-3 day suspension

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Problem Area	First Offense	Second Offense	Subsequent Offenses
<p>Conduct, Disorderly or Disruptive (Inappropriate Use of electronic devices – including cell phones) Policy: JG-AR</p>	<ul style="list-style-type: none"> ▪ Informal talk (administrator, student) ▪ Lunch detention 	<ul style="list-style-type: none"> ▪ Informal talk (administrator, student) ▪ Parent conference ▪ After school detention 	<ul style="list-style-type: none"> ▪ Informal talk (administrator, student) ▪ Parent conference ▪ After-school or in-school detention
<p>Dress and Grooming Policy: JFCA (May not disrupt or interfere with the learning process for the student, or endanger the health or safety of any student.)</p>	<ul style="list-style-type: none"> • Informal talk (administrator, student) 	<ul style="list-style-type: none"> • Parent contact • Lunch detention 	<ul style="list-style-type: none"> • Parent contact • After school detention
<p>Explosive Devices (The use or threat of use, possession, or sale of explosive devices) Policies: JFCJ/JG-AR</p>	<p>Contact District Office for direction</p>		
<p>Harassment/Bullying** (Physical/Verbal, threats, intimidation, sexual, racial, religious) Policies: JFCF/GBNA-AR JFCFA/GBNAA</p>	<ul style="list-style-type: none"> ▪ Parent conference ▪ 1-3 day suspension 	<ul style="list-style-type: none"> ▪ Parent conference ▪ 1-3 day suspension 	<ul style="list-style-type: none"> ▪ Parent conference ▪ 4-10 day suspension
<p>Insubordination (Refusal to follow the reasonable requests of school personnel) Policy: JG-AR</p>	<ul style="list-style-type: none"> • Informal talk (administrator, student) ▪ Lunch detention 	<ul style="list-style-type: none"> ▪ Informal talk (administrator, student) ▪ Parent contact ▪ After school detention 	<ul style="list-style-type: none"> ▪ Informal talk (administrator, student) ▪ Parent conference ▪ 1-3 day suspension
<p>Theft (Taking, giving, or receiving property not belonging to you without permission) Policies: ECAB/JFCB</p>	<ul style="list-style-type: none"> • Informal talk (administrator, student) • Parent contact ▪ Community Service 	<ul style="list-style-type: none"> ▪ Informal talk (administrator, student) ▪ Parent conference ▪ After school detention 	<ul style="list-style-type: none"> ▪ Parent conference ▪ 1-3 day suspension

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Problem Area	First Offense	Second Offense	Subsequent Offenses
Threats of Violence (Written or Verbal threats including bomb, threat, explosive, device, or violent acts.) Policies: JFCM/FJCF/GBNA-AR/FJCFA/GBNAA	<ul style="list-style-type: none"> • Formal talk (administrator, student) • Parent contact • 1-3 day suspension 	<ul style="list-style-type: none"> • Parent conference • 4-10 day suspension • Possible Safety/Behavior contract • Consider FBA 	<ul style="list-style-type: none"> • Expulsion
Tobacco (The use and/or possession of tobacco in any form Policies: JFCM/FJCF/GBNA-AR/FJCFA/GBNAA	<ul style="list-style-type: none"> • Parent contact • 3 to 5 day suspension 	<ul style="list-style-type: none"> • Parent conference • 5 day suspension 	<ul style="list-style-type: none"> • Parent conference • Up to 10-day suspension; possible expulsion
Unsafe Behavior Reckless conduct that creates substantial risk of physical injury to another person) Policy: JG-AR	<ul style="list-style-type: none"> • Informal talk (administrator, student) 	<ul style="list-style-type: none"> • Lunch detention 	<ul style="list-style-type: none"> • After school detention
Vandalism (Intentionally damaging, defacing, or destroying property belonging to the school, school officials or others; graffiti.) Policy: ECAB, JFCB	<ul style="list-style-type: none"> • Informal talk (administrator, student) • Parent contact • Community service or after school detention • Severity determines law enforcement involvement 	<ul style="list-style-type: none"> • Parent conference • Community Service • 1-3 day suspension • Severity determines law enforcement involvement 	<ul style="list-style-type: none"> • Parent conference • Community Service • Possible expulsion
Weapons Policy: JFCJ	Contact District Office for direction		
	<ul style="list-style-type: none"> • Weapons may also include, but not be limited to, knives, metal knuckles, straight razors, stun gun, tazor gun, airsoft pellet gun, noxious or irritating gases, poisons, unlawful drugs or other items fashioned with the intent to use, sell, harm, threaten or harass students, staff members, parents and patrons. • Replicas of weapons, fireworks, bullets or pocketknives are also prohibited by Board policy. Exceptions to the District's replica prohibition may be granted only with prior building principal approval for certain curriculum or school-related activities. • Prohibited weapons, replicas or weapons, fireworks, bullets and pocket knives are subject to seizure or forfeiture. • Students found to have brought, possessed, concealed or used a dangerous or deadly weapon, firearm or destructive device in violation of this policy shall be expelled for a period of not less than one year. All other violations of the policy will result in discipline up to and including, expulsion and/or referral to law enforcement, as appropriate. 		

2014-15 MIDDLE SCHOOL DISCIPLINARY GUIDELINES

*** indicates required action (still being determined)**

****“Harassment, intimidation or bullying” means any act that substantially interferes with a student’s educational benefits, opportunities or performance, that takes place on or immediately adjacent to district grounds, at any district-sponsored activity, on district-provided transportation or at any official district bus stop, that may be based on, but not limited to, the protected class status of a person, having the effect of:**

1. Physically harming a student or damaging a student’s property;
2. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student’s property;
3. Creating a hostile educational environment including interfering with the psychological well being of the student.

It’s bullying if there is:

- an **imbalance of power** (real or perceived)
- a **pattern** of the same or similar behavior towards one person or one group an **intent** to cause harm

It’s harassment if:

- there is **unwelcome conduct** towards a protected class (race, national origin, color, sex, age, disability, religion)
- the **unwelcome conduct** is “severe, pervasive, or persistent and creates a hostile environment”

Law Enforcement / State Agencies:

Police officers investigating a case shall contact a building administrator before questioning the student.

- If the investigation is related to acts that occurred off-campus and are not school-related, there will be a reasonable effort to contact the parent unless there is reason to believe that such notification will interfere with the investigation (consult with principal first).
- If the investigation is related to a violation of school policies and rules, the police may be involved without contacting parent. However, if during the course of the investigation it becomes clear that the act being investigated may be illegal, further questioning should cease and an effort made to contact parents as per board policy.
- An administrator should always be present during the questioning of students unless the issue pertains to child abuse.
- When law enforcement officials find it necessary to take a student into custody, the administrator will request that the officials act in a manner that causes the least possible disruption to the learning environment.

Student Searches (JFG):

- “Searches will be limited to a time when there is **reasonable suspicion** to believe that the student is withholding evidence of an illegal act or violation of the school rule. Any search of a student’s person will be conducted in the privacy of a school office except in an emergency where delay might endanger the welfare of the student or other persons.” (District Policy)
- Students may refuse to be searched in which case the parent should be called and asked to either approve the search or come and get the student.

2014-15 MIDDLE SCHOOL DISCIPLINARY GUIDELINES

Further Considerations:

1. What is the counselor's role in discipline situations?
 - Case Development?
 - Meet with students(s) to mediate
 - Restorative measures
2. Safety Plans/Behavior Plans are created with consideration to PBIS and Special Ed input.
3. Administration/Special Ed/Counselors may determine Risk Screening.
4. Special education considerations: If the behavior is a manifestation of the student's disability or the child has an FBA, a special education representative should be notified.

2014-15 HIGH SCHOOL DISCIPLINARY GUIDELINES

Principals have the authority and responsibility to implement the guidelines in the manner that best meets the individual needs of each student. At any step a principal may implement consequences out of sequence as appropriate. At the same time, there needs to be consistency of disciplinary actions at the high level. Additional guidelines/requirements are listed in the Gresham-Barlow Parent/Student Information, Rights and Responsibilities Handbook.

When administering disciplinary action, school officials will take into account the attitude of the student and any mitigating circumstances. The attitude of the student may be characterized in one of the following three ways:

- **Negligent:** The child should have known of the negative effect of the behavior.
- **Reckless:** The child knew of the probable negative effect of the misbehavior, but did not care.
- **Intentional:** The child intended the negative results of misbehavior.

Mitigating circumstances may include:

- Age
- Self-defense - defending one's person or interests through the use of physical force
- Lack of knowledge of rules
- Provocation
- Inability to reason
- Disability
- Developmental level

The principal or designee must initiate suspensions and recommendations for expulsions. All in-school and out-of-school suspensions require a letter to the parents and a copy in the student CUM file. If the student is on an Individualized Education Program (IEP), a copy of the letter will need to be sent to SSSO. A re-entry meeting needs to be scheduled after an out-of-school suspension. Within a calendar year, 0-2 suspensions for an individual child may be assigned at the principal's discretion. After 3 or more suspensions, for the same child, contact the District Office. However, major violations require immediate District Office contact.

Possible additional consequences:

- Safety plan
- Loss of free time
- Check In Check Out
- Problem Solving Form
- Lunch in office
- Student Services
- Meet with school counselor
- Change classroom seating
- Loss of classroom privileges
- Restorative practices

2014-15 HIGH SCHOOL DISCIPLINARY GUIDELINES

Problem Area	First Offense	Second Offense	Subsequent Offenses
Alcohol, Drugs, Controlled Substance or Drug Paraphernalia	<ul style="list-style-type: none"> ▪ Formal talk (administrator, student) ▪ Parent conference ▪ 3-5 day suspension 	<ul style="list-style-type: none"> • Parent conference • 3-5 day suspension • D&A Program Requirements • Possible Expulsion 	<ul style="list-style-type: none"> • D&A Program Requirements • Possible Expulsion
Arson (The use of fire to destroy or attempt to destroy property)	<ul style="list-style-type: none"> ▪ Formal talk (administrator, student) ▪ Parent conference ▪ 3-5 day suspension 	<ul style="list-style-type: none"> • Parent conference • Possible expulsion • Deterrent program consultation 	<ul style="list-style-type: none"> • Expulsion
Assault/Fighting (Intentional, unauthorized physical contact with another person which may cause physical injury or harm; physical conflict) Policies: JFCF/GBNA-AR JG-AR	<ul style="list-style-type: none"> ▪ Formal talk (administrator, student) ▪ Review PBIS expectations ▪ Parent contact ▪ 1-3 day suspension 	<ul style="list-style-type: none"> ▪ Formal talk (administrator, student) ▪ Review PBIS expectations ▪ Parent conference ▪ 1-3 day suspension 	<ul style="list-style-type: none"> ▪ Formal talk (administrator, student) ▪ Review PBIS expectations ▪ Parent conference ▪ 3-5 day suspension and re-entry plan ▪ Safety/Behavior contract ▪ Consider FBA
Cheating/Plagiarism (Violating rules in a dishonest and/or deceiving manner; copying from another source and claiming it as his/her own work; forgery of notes or documents) Policy: JG-AR	<ul style="list-style-type: none"> ▪ Formal talk (administrator, student) ▪ After school detention ▪ Parent contact 	<ul style="list-style-type: none"> ▪ Formal talk (administrator, student) ▪ After school detention ▪ 1-3 Day suspension ▪ Parent conference 	<ul style="list-style-type: none"> ▪ Formal talk (administrator, student) ▪ 3-5 Day suspension ▪ Parent conference
Conduct, Disorderly or Disruptive (The use of profane or obscene language - words or gestures) Policy: JG-AR	<p>Profanity - casual</p> <ul style="list-style-type: none"> ▪ Informal talk (administrator, student) ▪ Community service <p>Profanity directed towards an adult</p> <ul style="list-style-type: none"> ▪ Parent conference ▪ 1-3 day suspension <p>Disrespectful tone to an adult</p> <ul style="list-style-type: none"> ▪ Informal talk (administrator, student) ▪ Lunch detention 	<p>Profanity - casual</p> <ul style="list-style-type: none"> ▪ Informal talk (administrator, student) ▪ Lunch detention <p>Profanity directed towards an adult</p> <ul style="list-style-type: none"> ▪ Parent conference ▪ 1-3 day suspension <p>Disrespectful tone to an adult</p> <ul style="list-style-type: none"> ▪ Parent conference ▪ After school detention 	<p>Profanity - casual</p> <ul style="list-style-type: none"> ▪ Informal talk (administrator, student) ▪ After school detention <p>Profanity directed towards an adult</p> <ul style="list-style-type: none"> ▪ Parent conference ▪ 4-10 day suspension <p>Disrespectful Tone to an adult</p> <ul style="list-style-type: none"> ▪ Parent conference ▪ 1-3 day suspension

2014-15 HIGH SCHOOL DISCIPLINARY GUIDELINES

Problem Area	First Offense	Second Offense	Subsequent Offenses
Conduct, Disorderly or Disruptive (Inappropriate Use of electronic devices – including cell phones) Policy: JG-AR	<ul style="list-style-type: none"> ▪ Informal talk (administrator, student) ▪ Lunch detention 	<ul style="list-style-type: none"> ▪ Informal talk (administrator, student) ▪ Parent conference ▪ After school detention 	<ul style="list-style-type: none"> ▪ Informal talk (administrator, student) ▪ Parent conference ▪ After-school or in-school detention
Dress and Grooming Policy: JFCA (May not disrupt or interfere with the learning process for the student, or endanger the health or safety of any student.)	<ul style="list-style-type: none"> • Informal talk (administrator, student) 	<ul style="list-style-type: none"> • Parent contact • Lunch detention 	<ul style="list-style-type: none"> • Parent contact • After school detention
Explosive Devices (The use or threat of use, possession, or sale of explosive devices) Policies: JFCJ/JG-AR	Contact District Office for direction		
Harassment/Bullying** (Physical/Verbal, threats, intimidation, sexual, racial, religious) Policies: JFCF/GBNA-AR JFCFA/GBNAA	<ul style="list-style-type: none"> ▪ Parent conference ▪ 1-3 day suspension 	<ul style="list-style-type: none"> ▪ Parent conference ▪ 1-3 day suspension 	<ul style="list-style-type: none"> ▪ Parent conference ▪ 3-5 day suspension ▪ Possible change of school placement
Insubordination (Refusal to follow the reasonable requests of school personnel) Policy: JG-AR	<ul style="list-style-type: none"> • Informal talk (administrator, student) ▪ Lunch detention 	<ul style="list-style-type: none"> ▪ Informal talk (administrator, student) ▪ Parent contact ▪ After school detention 	<ul style="list-style-type: none"> ▪ Informal talk (administrator, student) ▪ Parent conference ▪ 1-3 day suspension
Theft (Taking, giving, or receiving property not belonging to you without permission) Policies: ECAB/JFCB	<ul style="list-style-type: none"> • Informal talk (administrator, student) • Parent contact ▪ Community Service 	<ul style="list-style-type: none"> ▪ Informal talk (administrator, student) ▪ Parent conference ▪ After school detention 	<ul style="list-style-type: none"> ▪ Parent conference ▪ 1-3 day suspension

2014-15 HIGH SCHOOL DISCIPLINARY GUIDELINES

Problem Area	First Offense	Second Offense	Subsequent Offenses
Threats of Violence (Written or Verbal threats including bomb, threat, explosive, device, or violent acts.) Policies: JFCM/FJCF/GBNAR/FJCFA/GBNAA	<ul style="list-style-type: none"> • Formal talk (administrator, student) • Parent contact • 1-3 day suspension 	<ul style="list-style-type: none"> • Parent conference • 4-10 day suspension • Possible Safety/Behavior contract • Consider FBA 	<ul style="list-style-type: none"> • Expulsion
Tobacco (The use and/or possession of tobacco in any form Policies: JFCM/FJCF/GBNAR/FJCFA/GBNAA	<ul style="list-style-type: none"> • Parent contact • 1-3 day suspension 	<ul style="list-style-type: none"> • Parent conference • 3-5 day suspension 	<ul style="list-style-type: none"> • Parent conference • Up to 10-day suspension, possible expulsion
Unsafe Behavior Reckless conduct that creates substantial risk of physical injury to another person) Policy: JG-AR	<ul style="list-style-type: none"> • Informal talk (administrator, student) 	<ul style="list-style-type: none"> • Lunch detention 	<ul style="list-style-type: none"> • After school detention
Vandalism (Intentionally damaging, defacing, or destroying property belonging to the school, school officials or others; graffiti.) Policy: ECAB, JFCB	<ul style="list-style-type: none"> • Informal talk (administrator, student) • Parent contact • Community service or after school detention • possible law enforcement involvement 	<ul style="list-style-type: none"> • Parent conference • Community Service • 1-3 day suspension • possible law enforcement involvement 	<ul style="list-style-type: none"> • Parent conference • Community Service • Possible expulsion
Weapons Policy: JFCJ	Contact District Office for direction		
	<ul style="list-style-type: none"> • Weapons may also include, but not be limited to, knives, metal knuckles, straight razors, stun gun, tazor gun, airsoft pellet gun, noxious or irritating gases, poisons, unlawful drugs or other items fashioned with the intent to use, sell, harm, threaten or harass students, staff members, parents and patrons. • Replicas of weapons, fireworks, bullets, shells or pocketknives are also prohibited by Board policy. Exceptions to the District's replica prohibition may be granted only with prior building principal approval for certain curriculum or school-related activities. • Prohibited weapons, replicas or weapons, fireworks, bullets and pocket knives are subject to seizure or forfeiture. • Students found to have brought, possessed, concealed or used a dangerous or deadly weapon, firearm or destructive device in violation of this policy shall be expelled for a period of not less than one year. All other violations of the policy will result in discipline up to and including, expulsion and/or referral to law enforcement, as appropriate. 		

* indicates required action (still being determined)

2014-15 HIGH SCHOOL DISCIPLINARY GUIDELINES

****Board policy JFCF “Harassment, intimidation or bullying” means any act that substantially interferes with a student’s educational benefits, opportunities or performance, that takes place on or immediately adjacent to district grounds, at any district-sponsored activity, on district-provided transportation or at any official district bus stop, that may be based on, but not limited to, the protected class status of a person, having the effect of:**

1. Physically harming a student or damaging a student’s property;
2. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student’s property;
3. Creating a hostile educational environment including interfering with the psychological well being of the student.

It’s bullying if there is:

- an imbalance of power (real or perceived)
- a pattern of the same or similar behavior towards one person or one group an intent to cause harm

It’s harassment if:

- there is unwelcome conduct towards a protected class (race, national origin, color, sex, age, disability, religion)
- the unwelcome conduct is “severe, pervasive, or persistent and creates a hostile environment”

Law Enforcement / State Agencies (JFG):

Police officers investigating a case shall contact a building administrator before questioning the student.

- If the investigation is related to acts that occurred off-campus and are not school-related, there will be a reasonable effort to contact the parent unless there is reason to believe that such notification will interfere with the investigation (consult with principal first).
- If the investigation is related to a violation of school policies and rules, the police may be involved without contacting parent. However, if during the course of the investigation it becomes clear that the act being investigated may be illegal, further questioning should cease and an effort made to contact parents as per board policy.
- An administrator should always be present during the questioning of students unless the issue pertains to child abuse.
- When law enforcement officials find it necessary to take a student into custody, the administrator will request that the officials act in a manner that causes the least possible disruption to the learning environment.

Student Searches (JFG):

- “Searches will be limited to a time when there is reasonable suspicion to believe that the student is withholding evidence of an illegal act or violation of the school rule. Any search of a student’s person will be conducted in the privacy of a school office except in an emergency where delay might endanger the welfare of the student or other persons.” (District Policy)
- Students may refuse to be searched in which case the parent should be called and asked to either approve the search or come and get the student.

Further Considerations:

1. What is the counselor’s role in discipline situations?
 - Case Development
 - Meet with students(s) to mediate
 - Restorative measures
2. Safety Plans/Behavior Plans are created with consideration to PBIS and Special Ed input.
3. Administration/Special Ed/504 Coordinator/Counselors may determine Risk Screening.
4. Special education: If the behavior is a manifestation of the student’s disability or the child has an FBA, a special education rep should be notified.

Entered in SWIS _____
SWIS # _____

Entered in SWIS _____
SWIS # _____

GBSD Elementary School Minor Referral

Student: _____ Grade: _____

Referred by: _____ Date: _____ Time: _____

Teacher: _____
• Be Safe
• Be Respectful
• Be Responsible

Location:

- | | | |
|-------------------------------------|---------------------------------------|---|
| <input type="checkbox"/> Classroom | <input type="checkbox"/> Hallway | <input type="checkbox"/> Library |
| <input type="checkbox"/> Playground | <input type="checkbox"/> Restroom | <input type="checkbox"/> Office |
| <input type="checkbox"/> Bus | <input type="checkbox"/> Gym | <input type="checkbox"/> Special Event/Field Trip |
| <input type="checkbox"/> Cafeteria | <input type="checkbox"/> Commons Area | <input type="checkbox"/> Other: |

Behavior:

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> Disrespect | <input type="checkbox"/> Physical Contact/Physical Aggression |
| <input type="checkbox"/> Defiance | <input type="checkbox"/> Inappropriate Language |
| <input type="checkbox"/> Disruption | <input type="checkbox"/> Property Misuse |
| | <input type="checkbox"/> Other: |

Motivation:

- | | | |
|--------------------------------------|---|--|
| <input type="checkbox"/> Avoid Task | <input type="checkbox"/> Obtain Adult Attention | <input type="checkbox"/> Obtain Peer Attention |
| <input type="checkbox"/> Avoid Adult | <input type="checkbox"/> Avoid Peer(s) | <input type="checkbox"/> Obtain Items/Activities |
| | <input type="checkbox"/> Unknown | <input type="checkbox"/> Other: |

Others Involved:

- | | | |
|----------------------------------|----------------------------------|-------------------------------------|
| <input type="checkbox"/> Staff | <input type="checkbox"/> None | <input type="checkbox"/> Peer(s) |
| <input type="checkbox"/> Unknown | <input type="checkbox"/> Teacher | <input type="checkbox"/> Substitute |
| | <input type="checkbox"/> Other: | |

Consequence:

- | | |
|--|--|
| <input type="checkbox"/> Conference with Student | <input type="checkbox"/> Problem Solving Form |
| <input type="checkbox"/> Loss of Privilege(s) | <input type="checkbox"/> Individualized Instruction |
| <input type="checkbox"/> Parent Contact | <input type="checkbox"/> Restitution/Community Service |
| | <input type="checkbox"/> Other: |

Notes:

White Copy—Office Yellow Copy—Classroom teacher

GBSD Elementary School Minor Referral

Student: _____ Grade: _____

Referred by: _____ Date: _____ Time: _____

Teacher: _____
• Be Safe
• Be Respectful
• Be Responsible

Location:

- | | | |
|-------------------------------------|---------------------------------------|---|
| <input type="checkbox"/> Classroom | <input type="checkbox"/> Hallway | <input type="checkbox"/> Library |
| <input type="checkbox"/> Playground | <input type="checkbox"/> Restroom | <input type="checkbox"/> Office |
| <input type="checkbox"/> Bus | <input type="checkbox"/> Gym | <input type="checkbox"/> Special Event/Field Trip |
| <input type="checkbox"/> Cafeteria | <input type="checkbox"/> Commons Area | <input type="checkbox"/> Other: |

Behavior:

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> Disrespect | <input type="checkbox"/> Physical Contact/Physical Aggression |
| <input type="checkbox"/> Defiance | <input type="checkbox"/> Inappropriate Language |
| <input type="checkbox"/> Disruption | <input type="checkbox"/> Property Misuse |
| | <input type="checkbox"/> Other: |

Motivation:

- | | | |
|--------------------------------------|---|--|
| <input type="checkbox"/> Avoid Task | <input type="checkbox"/> Obtain Adult Attention | <input type="checkbox"/> Obtain Peer Attention |
| <input type="checkbox"/> Avoid Adult | <input type="checkbox"/> Avoid Peer(s) | <input type="checkbox"/> Obtain Items/Activities |
| | <input type="checkbox"/> Unknown | <input type="checkbox"/> Other: |

Others Involved:

- | | | |
|----------------------------------|----------------------------------|-------------------------------------|
| <input type="checkbox"/> Staff | <input type="checkbox"/> None | <input type="checkbox"/> Peer(s) |
| <input type="checkbox"/> Unknown | <input type="checkbox"/> Teacher | <input type="checkbox"/> Substitute |
| | <input type="checkbox"/> Other: | |

Consequence:

- | | |
|--|--|
| <input type="checkbox"/> Conference with Student | <input type="checkbox"/> Problem Solving Form |
| <input type="checkbox"/> Loss of Privilege(s) | <input type="checkbox"/> Individualized Instruction |
| <input type="checkbox"/> Parent Contact | <input type="checkbox"/> Restitution/Community Service |
| | <input type="checkbox"/> Other: |

Notes:

White Copy—Office Yellow Copy—Classroom teacher

Minor Behavior	Definition
Disrespect	Student delivers low-intensity, socially rude or dismissive messages to adults or students.
Defiance	Student engages in brief or low-intensity failure to follow directions or talks back.
Disruption	Student engages in a low-intensity, but inappropriate disruption.
Physical Contact/ Physical Aggression	Student engages in non-serious, but inappropriate physical contact.
Inappropriate Language	Student engages in low-intensity instance of inappropriate language.
Property Misuse	Student engages in low-intensity misuse of property.

Minor Behavior	Definition
Disrespect	Student delivers low-intensity, socially rude or dismissive messages to adults or students.
Defiance	Student engages in brief or low-intensity failure to follow directions or talks back.
Disruption	Student engages in a low-intensity, but inappropriate disruption.
Physical Contact/ Physical Aggression	Student engages in non-serious, but inappropriate physical contact.
Inappropriate Language	Student engages in low-intensity instance of inappropriate language.
Property Misuse	Student engages in low-intensity misuse of property.

GBSD Elementary School
Major Office Discipline Referral

Entered in SWIS _____
SWIS # _____

Please check one box in each of the following fields and circle specific behavior. You may have more than one intervention selected.

Student: _____ Grade: _____ Student ID # _____

Referred by: _____ Incident Date: _____ Incident Time: _____

Location:

- | | | |
|-------------------------------------|---------------------------------------|---|
| <input type="checkbox"/> Classroom | <input type="checkbox"/> Hallway | <input type="checkbox"/> Library |
| <input type="checkbox"/> Playground | <input type="checkbox"/> Restroom | <input type="checkbox"/> Office |
| <input type="checkbox"/> Bus | <input type="checkbox"/> Gym | <input type="checkbox"/> Special Event/Field Trip |
| <input type="checkbox"/> Cafeteria | <input type="checkbox"/> Commons Area | <input type="checkbox"/> Music |
| | | <input type="checkbox"/> Other: |

Behavior:

- | | | |
|---|---|--|
| <input type="checkbox"/> Physical Aggression | <input type="checkbox"/> Defiance/Insubordination | <input type="checkbox"/> Disrespect |
| <input type="checkbox"/> Disruption | <input type="checkbox"/> Profanity/Inappropriate Language | <input type="checkbox"/> Fighting |
| <input type="checkbox"/> Harassment | <input type="checkbox"/> Bullying | <input type="checkbox"/> Property Damage/Vandalism |
| <input type="checkbox"/> Forgery/Theft/Plagiarism | <input type="checkbox"/> Lying/Cheating | <input type="checkbox"/> Other: |

Perceived Motivation:

- | | | |
|--|---|--|
| <input type="checkbox"/> Obtain Peer Attention | <input type="checkbox"/> Obtain Adult Attention | <input type="checkbox"/> Obtain Items/Activities |
| <input type="checkbox"/> Avoid Task/Activity | <input type="checkbox"/> Avoid Peer(s) | <input type="checkbox"/> Avoid Adult |
| <input type="checkbox"/> Unknown Motivation | <input type="checkbox"/> Other: | <input type="checkbox"/> |

Others Involved:

- | | | |
|----------------------------------|-------------------------------------|----------------------------------|
| <input type="checkbox"/> None | <input type="checkbox"/> Peers | <input type="checkbox"/> Staff |
| <input type="checkbox"/> Teacher | <input type="checkbox"/> Substitute | <input type="checkbox"/> Unknown |
| <input type="checkbox"/> Other: | <input type="checkbox"/> | <input type="checkbox"/> |

Description of Incident: _____

—Office Use Only—

Administrative Action: *Required

- | | | |
|---|--|--|
| <input type="checkbox"/> Restorative Circle | <input type="checkbox"/> Conference with Student | <input type="checkbox"/> In School Suspension (days: _____) |
| <input type="checkbox"/> Conflict Resolution | <input type="checkbox"/> *Parent Contact | <input type="checkbox"/> Out of School Suspension: days: _____ |
| <input type="checkbox"/> Individualized Instruction | <input type="checkbox"/> Problem Solving Form | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Agreements Made | <input type="checkbox"/> Victim/Offender Meeting | |
| *Follow up date: _____ | | |

Other Action / Comments:

Administrator Signature: _____ Date: _____

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

**GBSD Elementary School
Major Office Discipline Referral**

Major Behavior	Definition
Physical Aggression	Student engages in actions involving serious physical contact where injury may occur (e.g. hitting with body or objects, punching, kicking, hair pulling, scratching, etc.).
Defiance/ Insubordination	Student engages in refusal to follow directions or talks back.
Disrespect	Student delivers socially rude or dismissive messages to adults or students.
Disruption	Student engages in a behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling or screaming; noise with materials; horseplay or roughhousing; and or sustained out-of-seat behavior.
Profanity/Inappropriate Language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.
Fighting	Student is involved in mutual participation in an incident involving physical violence.
Harassment	Student delivers disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.
Bullying	Student delivers direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling.
Property Damage/Vandalism	Student participates in an activity that results in destruction or disfigurement of property.
Forgery/Theft/Plagiarism	Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property; or has signed a person's name without that person's permission, or claims someone else's work is their own.
Lying / Cheating	Student delivers message that is untrue and/or deliberately violates rules.

**GBSD MIDDLE SCHOOL
MINOR OFFICE DISCIPLINE REFERRAL FORM**

Entered in SWIS _____
SWIS # _____

Please check one box in each of the following fields and circle specific behavior. You may have more than one intervention selected.

Student: _____ Grade: _____ Student ID # _____

Referred by: _____ Incident Date: _____ Incident Time: _____

Location

- | | | | |
|------------------------------------|---|--------------------------------------|--|
| <input type="checkbox"/> Bus | <input type="checkbox"/> Commons | <input type="checkbox"/> Library | <input type="checkbox"/> Special Event/Assembly/Field Trip |
| <input type="checkbox"/> Bus area | <input type="checkbox"/> Computer Lab | <input type="checkbox"/> Locker Room | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Cafeteria | <input type="checkbox"/> Gymnasium | <input type="checkbox"/> Office Area | |
| <input type="checkbox"/> Classroom | <input type="checkbox"/> Hallway/Stairway | <input type="checkbox"/> Recess Area | |

Problem Behavior

- | | |
|---|---|
| <input type="checkbox"/> Defiance | <input type="checkbox"/> Physical Contact/
Physical Aggression |
| <input type="checkbox"/> Disrespect | <input type="checkbox"/> Property Misuse |
| <input type="checkbox"/> Disruption | <input type="checkbox"/> Tardy |
| <input type="checkbox"/> Dress Code Violation | <input type="checkbox"/> Technology Violation |
| <input type="checkbox"/> Inappropriate Language | |

Possible Motivation

- | |
|--|
| <input type="checkbox"/> Obtain Peer Attention |
| <input type="checkbox"/> Obtain Adult Attention |
| <input type="checkbox"/> Avoid Tasks/Activities |
| <input type="checkbox"/> Obtain Items/Activities |
| <input type="checkbox"/> Avoid Peer(s) |
| <input type="checkbox"/> Avoid Adult(s) |
| <input type="checkbox"/> Unknown |

Others Involved

- | |
|---------------------------------------|
| <input type="checkbox"/> None |
| <input type="checkbox"/> Peers |
| <input type="checkbox"/> Staff |
| <input type="checkbox"/> Teacher |
| <input type="checkbox"/> Substitute |
| <input type="checkbox"/> Other: _____ |

Comments (Please remain factual. Value judgments should not be used. Do not use names of students)

Interventions/Action Taken (Dates) *Required

- | | | |
|--|--|---|
| <input type="checkbox"/> Warning: _____ | <input type="checkbox"/> Student/Teacher Conference: _____ | <input type="checkbox"/> *Parent Phone Call: _____ |
| <input type="checkbox"/> Seat Change: _____ | <input type="checkbox"/> Parent Conference: _____ | <input type="checkbox"/> Restorative Inquiry: _____ |
| <input type="checkbox"/> Rule School: _____ | <input type="checkbox"/> Student/Team Meeting: _____ | <input type="checkbox"/> Skill Development: _____ |
| <input type="checkbox"/> Detention: _____ | <input type="checkbox"/> Student/Parent Meeting: _____ | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Reflection Form Completed | <input type="checkbox"/> Classroom Circle | |

Student Signature _____

Parent Signature _____

AL:pkh
1/2015

GBSD Middle School Major Office Discipline Referral

Please check one box in each of the following fields and circle specific behavior. You may have more than one intervention selected.

Student: _____ Grade: _____ Student ID # _____

Referred by: _____ Incident Date: _____ Incident Time: _____

Behavior:

- | | | |
|--|---|--|
| <input type="checkbox"/> Abusive Language/Inappropriate Language/Profanity | <input type="checkbox"/> Fighting | <input type="checkbox"/> Skip Class |
| <input type="checkbox"/> Bullying | <input type="checkbox"/> Forgery/Theft/Plagiarism | <input type="checkbox"/> Tardy |
| <input type="checkbox"/> Defiance/Insubordination/Non-Compliance | <input type="checkbox"/> Harassment: Race/Sexual/Disability | <input type="checkbox"/> Technology Violation |
| <input type="checkbox"/> Disrespect | <input type="checkbox"/> Inappropriate Display of Affection | <input type="checkbox"/> Truancy |
| <input type="checkbox"/> Disruption | <input type="checkbox"/> Lying/Cheating | <input type="checkbox"/> Use/Possession of _____ |
| <input type="checkbox"/> Dress Code Violation | <input type="checkbox"/> Physical Aggression | <input type="checkbox"/> Weapons |
| | <input type="checkbox"/> Property Damage/Vandalism | <input type="checkbox"/> Other: _____ |

Location:

- | | | |
|------------------------------------|---|---|
| <input type="checkbox"/> Bus | <input type="checkbox"/> Computer Lab | <input type="checkbox"/> Office Area |
| <input type="checkbox"/> Bus Area | <input type="checkbox"/> Gymnasium | <input type="checkbox"/> Recess Area |
| <input type="checkbox"/> Cafeteria | <input type="checkbox"/> Hallway/Stairway | <input type="checkbox"/> Special Event/Field Trip |
| <input type="checkbox"/> Classroom | <input type="checkbox"/> Library | <input type="checkbox"/> Music/Art |
| <input type="checkbox"/> Commons | <input type="checkbox"/> Locker Room | <input type="checkbox"/> Other: _____ |

Perceived Motivation:

- | | | |
|--|---|--|
| <input type="checkbox"/> Obtain Peer Attention | <input type="checkbox"/> Obtain Adult Attention | <input type="checkbox"/> Obtain Items/Activities |
| <input type="checkbox"/> Avoid Task/Activity | <input type="checkbox"/> Avoid Peer(s) | <input type="checkbox"/> Avoid Adult |
| <input type="checkbox"/> Unknown Motivation | <input type="checkbox"/> Other: _____ | |

Others Involved:

- | | | | |
|----------------------------------|-------------------------------------|----------------------------------|--------------|
| <input type="checkbox"/> None | <input type="checkbox"/> Peers | <input type="checkbox"/> Staff | Other: _____ |
| <input type="checkbox"/> Teacher | <input type="checkbox"/> Substitute | <input type="checkbox"/> Unknown | |

Description of Incident: _____

Staff Action and Interventions (Dates):

- | | | |
|---|--|---|
| <input type="checkbox"/> Parent Phone Call: _____ | <input type="checkbox"/> Student/Teacher Conference: _____ | <input type="checkbox"/> Warning: _____ |
| <input type="checkbox"/> Seat Change: _____ | <input type="checkbox"/> Parent Conference: _____ | <input type="checkbox"/> Restorative Inquiry: _____ |
| <input type="checkbox"/> Rule School: _____ | <input type="checkbox"/> Student/Team Meeting: _____ | <input type="checkbox"/> Skill Development: _____ |
| <input type="checkbox"/> Detention: _____ | <input type="checkbox"/> Student/Parent Meeting: _____ | <input type="checkbox"/> Conflict Resolution: _____ |

—Office Use Only—

Administrative Action:

- | | | |
|---|--|--|
| <input type="checkbox"/> Written Apology | <input type="checkbox"/> Parent Contact: _____ | <input type="checkbox"/> In School Suspension (days: _____) |
| <input type="checkbox"/> Conference/Informal Talk | <input type="checkbox"/> Parent Conference: _____ | <input type="checkbox"/> Out of School Suspension: (# _____ days) Return on: _____ |
| <input type="checkbox"/> Community Service | <input type="checkbox"/> Loss of Privilege: _____ | <input type="checkbox"/> Restorative Circle |
| <input type="checkbox"/> Conflict Resolution | <input type="checkbox"/> Lunch Detention: _____ | <input type="checkbox"/> Restitution |
| <input type="checkbox"/> Time in Office | <input type="checkbox"/> After School Detention: _____ | |
| <input type="checkbox"/> Agreements Made -Follow up date: _____ | <input type="checkbox"/> Victim/Offender Meeting | |

Other Action / Comments: _____

Administrator Signature: _____ Date: _____

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

**GBSD Middle School
Major Office Discipline Referral**

Major Behavior	Definition
Abusive language/ Inappropriate Language/Profanity	Verbal messages that include swearing, name calling or use of words in an inappropriate way
Bullying	Student delivers direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling
Defiance/Insubordination/non-Compliance	Student refuses to follow directions, talking back and/or socially rude interactions.
Disrespect	Student delivers socially rude or dismissive messages to adults or students.
Disruption	Student engages in a behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling or screaming; noise with materials; horseplay or roughhousing; and or sustained out-of-seat behavior.
Dress Code Violation	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.
Fighting	Student is involved in mutual participation in an incident involving physical violence.
Forgery/Theft/Plagiarism	Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property; or has signed a person's name without that person's permission, or claims someone else's work is their own.
Harassment	Student delivers disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.
Inappropriate Display of Affection	Student engages in inappropriate (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult, either consensual or non-consensual.
Lying / Cheating	Student delivers message that is untrue and/or deliberately violates rules.
Physical Aggression	Student engages in physical contact where injury may occur.
Property Damage/Vandalism	Student participates in an activity that results in substantial destruction or disfigurement of property.
Skip Class/Truancy	Student leaves class/ school without permission or stays out of class/ school without permission.
Tardy	Student is late (as defined by the school) to class or the start up of the school day.
Technology Violation	Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.
Use/Possession of: _____	Student is in possession of or is using alcohol, illegal drugs/substances or imitations.
Weapons	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm.

GBSD High School

Major Office Discipline Referral

Entered in Synergy _____

Please check one box in each of the following fields and circle specific behavior. You may have more than one intervention selected.

Student: _____ Grade: _____ Student ID # _____

Referred by: _____ Incident Date: _____ Incident Time: _____

Behavior:

- | | | |
|--|---|--|
| <input type="checkbox"/> Abusive Language/Inappropriate Language/Profanity | <input type="checkbox"/> Fighting | <input type="checkbox"/> Skip Class |
| <input type="checkbox"/> Bullying | <input type="checkbox"/> Forgery/Theft/Plagiarism | <input type="checkbox"/> Tardy |
| <input type="checkbox"/> Defiance/Insubordination/Non-Compliance | <input type="checkbox"/> Harassment: Race/Sexual/Disability | <input type="checkbox"/> Technology Violation |
| <input type="checkbox"/> Disrespect | <input type="checkbox"/> Inappropriate Display of Affection | <input type="checkbox"/> Truancy |
| <input type="checkbox"/> Disruption | <input type="checkbox"/> Lying/Cheating | <input type="checkbox"/> Use/Possession of _____ |
| <input type="checkbox"/> Dress Code Violation | <input type="checkbox"/> Physical Aggression | <input type="checkbox"/> Weapons |
| | <input type="checkbox"/> Property Damage/Vandalism | <input type="checkbox"/> Other: _____ |

Location:

- | | | |
|------------------------------------|---|---|
| <input type="checkbox"/> Bus | <input type="checkbox"/> Computer Lab | <input type="checkbox"/> Office Area |
| <input type="checkbox"/> Bus Area | <input type="checkbox"/> Gymnasium | <input type="checkbox"/> Outside Area |
| <input type="checkbox"/> Cafeteria | <input type="checkbox"/> Hallway/Stairway | <input type="checkbox"/> Special Event/Field Trip |
| <input type="checkbox"/> Classroom | <input type="checkbox"/> Library | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Commons | <input type="checkbox"/> Locker Room | |

Perceived Motivation:

- | | | |
|--|---|--|
| <input type="checkbox"/> Obtain Peer Attention | <input type="checkbox"/> Obtain Adult Attention | <input type="checkbox"/> Obtain Items/Activities |
| <input type="checkbox"/> Avoid Task/Activity | <input type="checkbox"/> Avoid Peer(s) | <input type="checkbox"/> Avoid Adult |
| <input type="checkbox"/> Unknown Motivation | <input type="checkbox"/> Other: _____ | |

Others Involved:

- | | | | |
|----------------------------------|-------------------------------------|----------------------------------|--------------------------------|
| <input type="checkbox"/> None | <input type="checkbox"/> Peers | <input type="checkbox"/> Staff | <input type="checkbox"/> Other |
| <input type="checkbox"/> Teacher | <input type="checkbox"/> Substitute | <input type="checkbox"/> Unknown | |

Description of Incident: _____

Staff Action and Interventions (Dates):

- | | | |
|---|--|---|
| <input type="checkbox"/> Parent Phone Call: _____ | <input type="checkbox"/> Student/Teacher Conference: _____ | <input type="checkbox"/> Warning: _____ |
| <input type="checkbox"/> Seat Change: _____ | <input type="checkbox"/> Parent Conference: _____ | <input type="checkbox"/> Restorative Inquiry: _____ |
| <input type="checkbox"/> Detention: _____ | <input type="checkbox"/> Student/Team Meeting: _____ | <input type="checkbox"/> Skill Development: _____ |
| | <input type="checkbox"/> Student/Parent Meeting: _____ | <input type="checkbox"/> Conflict Resolution: _____ |

Administrative Action:

—Office Use Only—

- | | | |
|---|--|---|
| <input type="checkbox"/> Written Apology | <input type="checkbox"/> Parent Contact: _____ | <input type="checkbox"/> In School Suspension (days: _____) |
| <input type="checkbox"/> Conference/Informal Talk | <input type="checkbox"/> Parent Conference: _____ | |
| <input type="checkbox"/> Community Service | <input type="checkbox"/> Loss of Privilege: _____ | <input type="checkbox"/> Out of School Suspension: (days _____) |
| <input type="checkbox"/> Conflict Resolution | <input type="checkbox"/> Lunch Detention: _____ | Return on: _____ |
| <input type="checkbox"/> Time in Office | <input type="checkbox"/> After School Detention: _____ | <input type="checkbox"/> Restorative Circle |
| <input type="checkbox"/> Agreements Made –Follow up date: _____ | <input type="checkbox"/> Victim/Offender Meeting | <input type="checkbox"/> Restitution |

Other Action / Comments: _____

Administrator Signature: _____ Date: _____

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

GBSD High School Major Office Discipline Referral

Major Behavior	Definition
Abusive language/ Inappropriate Language/Profanity	Verbal messages that include swearing, name calling or use of words in an inappropriate way
Bullying	Student delivers direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling
Defiance/Insubordination/non-Compliance	Student refuses to follow directions, talking back and/or socially rude interactions.
Disrespect	Student delivers socially rude or dismissive messages to adults or students.
Disruption	Student engages in a behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling or screaming; noise with materials; horseplay or roughhousing; and or sustained out-of-seat behavior.
Dress Code Violation	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.
Fighting	Student is involved in mutual participation in an incident involving physical violence.
Forgery/Theft/Plagiarism	Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property; or has signed a person's name without that person's permission, or claims someone else's work is their own.
Harassment	Student delivers disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.
Inappropriate Display of Affection	Student engages in inappropriate (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult, either consensual or non-consensual.
Lying / Cheating	Student delivers message that is untrue and/or deliberately violates rules.
Physical Aggression	Student engages in physical contact where injury may occur.
Property Damage/Vandalism	Student participates in an activity that results in substantial destruction or disfigurement of property.
Skip Class/Truancy	Student leaves class/ school without permission or stays out of class/ school without permission.
Tardy	Student is late (as defined by the school) to class or the start up of the school day.
Technology Violation	Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.
Use/Possession of: _____	Student is in possession of or is using alcohol, illegal drugs/substances or imitations.
Weapons	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm.

Classroom Management Basics

- PBIS
 - Green Zone
 - Yellow Zone
 - Red Zone

- Nine Variables that Affect Compliance

- Classroom Strategies and Modifications for Responding to Problem Behaviors

- Tips for Teachers to Defuse Emotional Situations with Students

- Physical Restraint Documentation and Reporting

- Tips for Accessing the Multnomah County Referral & Crisis Line 2014

- Students with Disabilities

Classroom Management Basics - Classroom PBIS

Green Zone

At the beginning of the school year or term, teach your students what you expect of them in your classroom. Then review/reteach your expectations when classroom behaviors slip or after breaks from school.

This teaching of expectations should include: (not an all-inclusive list)

- When/how to enter the class
- Where to sit
- How/where to turn in assignments
- Use of the restroom
- Use of personal devices or items/toys from home
- When/how to exit
- How to work in table groups
- How your classroom is structured/how it works
- What you expect students to do within the structure of your classroom
- How to respond when.....

This is classroom PBIS green zone in a nutshell. Use modeling, guided practice, reteaching and review just as you do for your academic instruction. Remember, for younger/less mature students, they need to see what this "looks" and "sounds" like.

Don't forget to include the positive reinforcers you will be providing or that students will have the opportunity to enjoy for appropriate behaviors. Students need to know what is in it for them, as well.

This is also a great time to establish your classroom community and demonstrate classroom community-building circles and community reparation/restoration circles (see restorative practices information). It is also the best time to demonstrate how you will be using restorative practices when a student "causes harm" in the classroom and/or school setting.

Once your students have learned your expectations, structures, positive reinforcers and outcomes of inappropriate behavior and developed a healthy teacher-student and student-student relationship you are well on your way to having a well-functioning, high performing, academically strong classroom. Keep "4:1" as a reminder that four positives to one negative make the biggest changes in individuals' behaviors both in the classroom and around the school.

Yellow Zone

Even with a strong classroom PBIS community with restorative practices in place, some students will occasionally act out. In advance of this, the effective teacher has developed a plan for how to address minor infractions in the classroom. This plan should follow the PBIS and restorative practices philosophy (see restorative practices information on "repairing the harm" and "restoring the relationship"). A restorative community circle that includes those harmed by the student, supporting adult/teacher and the student him/herself is an ideal yellow zone strategy.

Yellow zone infractions signal the need to reteach and review classroom expectations.

Red Zone

Developing a behavioral plan, with the student providing input on its content, and sharing the data on improvement with the student as time goes by is an effective strategy for students with multiple infractions. Reteaching classroom structures and expectations (a "Rules School" concept) will help in many cases. The use of a restorative circle with additional adult involvement including the parent, has the potential of correcting most behaviors.

For serious red zone behaviors, consider using the school's office referral system, remembering that once you hand the power over to the school administration to handle a behavioral issue, your power with that student is diminished. However, an office referral might be the only solution for a recalcitrant student.

The school administrator or administrative team will also be using restorative practices that might look somewhat like your own classroom restorative circles. Yet, the impact of involvement of other "important and necessary" adults might be the trigger to turning things around for that student.

Consider this:

Many times those students whose behaviors are the most frustrating to you are those who need the most from you. In many cases, inappropriate behaviors signal lagging social skills or emotional development or are a sign that something significantly impacting has happened to the student outside or inside school. Students who have experienced trauma in their lives frequently act out when something upsetting has occurred. This upset might even appear to be a minor event to you and to others. If you think about students with this in mind, and remind yourself about this consideration, you might have a second thought about handling the behavior punitively and instead choose to handle it restoratively

Nine Variables that Affect Compliance

1. **Using a Question Format** – The use of questions instead of direct requests reduces compliance. For example, “Would you please stop teasing?” is less effective than, “I need you to stop teasing.”
2. **Distance** – It is better to make a request from up close (i.e., 1 meter, or one desk distance) than from longer distances (i.e., 7 meters, across the room).
3. **Two requests** – It is better to give the same request only twice than to give it several times (i.e., nag). Do not give many requests rapidly (i.e., “Please give me your homework, please behave today, and do not tease the girl in the front of you.”)
4. **Loudness of request** – It is better to make a request in a soft but firm voice than in a loud voice (i.e., yelling when making a request to get attention).
5. **Time** – Give the student time to comply after giving a request (3-5 seconds). During this short interval, do not converse with the student (i.e., arguing, excuse-making), restate the request, or make a different request.
6. **Start requests instead of Stop Requests** – It is better to make more positive requests for a student to start an appropriate behavior (e.g., “Please start your mathematics assignment.”) It is better to make fewer negative requests for a student to stop misbehavior (e.g., “Please stop arguing with me.”)
7. **Non-emotional instead of Emotional Requests** – It is better to make requests in a neutral, calm, non-emotional tone. Emotional responses (e.g. yelling, name-calling, guilt inducing statements, and roughly handling a student) decrease compliance and frequently escalate behavior making the situation worse.
8. **Descriptive Requests** – Requests that are positive, clear, and descriptive are better than ambiguous or global requests (i.e., “Please sit in your chair with your feet on the floor, hands on your desk, and look at me,” is better than, “Pay attention.”).
9. **Reinforce compliance** – It is too easy to request a behavior from a student and then ignore the positive result. If you want more compliance, genuinely reinforce it.

Classroom Strategies and Modifications for Responding to Problem Behaviors

Try one or more of the following strategies with students exhibiting problem behavior before responding with punishment or a referral for support. Remember that whatever strategies you try, be consistent in implementing them over a period of time (a minimum of 3-5 days is suggested).

Behaviors do not change overnight. Watch for and celebrate small incremental steps toward improvement. Inappropriate behaviors often follow lagging academic skills. Check to make sure the student is learning academically or needs academic interventions or supports before assuming the behavior is one the student is choosing to demonstrate.

Tips for Teachers to Defuse Emotional Situations with Students

1. Remain calm and breathe deeply
2. Minimize verbal communication, keeping language simple and calmly mirroring what the student is saying
3. Do not lecture, demand or ask the student to think about the outcome of actions while the student is in a heightened emotional state (this escalates the situation)
4. Avoid moving into close proximity to the student (this escalates the situation)
5. Remove observers (observers often enhance the emotional issue - removing observers/classmates often diffuses the situation on its own)
6. Wait the student out unless the student is causing serious bodily injury to others or self
7. Use OIS (Oregon Intervention System) hold techniques only if trained to do so, the conditions call for a physical restraint and if no other option available (any physical intervention of students must be reported on a district physical restraint form – ask your school special education teacher(s) for a copy of this form and the accompanying debriefing form along with directions on their use – see below for details)
8. Use of any other kind of physical restraint or intervention is only allowed in an emergency situation where there is an imminent danger of serious bodily injury (this type of physical restraint still calls for reporting as noted in #6 above and explanation below)

Physical Restraint Documentation and Reporting

The physical restraint of any student by any adult in the school setting or in school-sponsored activities or events must be followed immediately with:

- Reporting via a district physical restraint form (access this form through your special education department)
- Notification by phone or in person of the parent/guardian that school day
- Completion of a follow-up debriefing with all adults involved
- Completion of a debriefing form
- Submission of both forms together to the Office of Student Support Services immediately following the incident and debriefing. (Oregon law requires districts to record and report all physical restraints by both trained and untrained personnel/volunteers on an annual basis. This is a public records report and is annually presented to the school board)

Note: Physical restraints that extend beyond 30 minutes must allow for student to access restroom and water (every 30 minutes) and have written authorization of school administrator to continue (this authorization must continue every 15 minutes thereafter)

Tips for Accessing the Multnomah County Referral & Crisis Line 2014

A mental health crisis is any situation in which a student's behavior puts him/her at risk of hurting self or others and/or when the student is unable to resolve the situation with the skills and resources available. This could look quite different with any student and will be different at the various grade levels. Some things one might observe in a student who is in mental health crisis: seriously out of control that is not typical for this student, unable to calm self down using typical measures, the behavior looks somewhat like a 2-year old tantrum reaching the point of hysteria. If in doubt, check with your school counselor (elementary and middle levels and school nurse at high school level).

In the event of a mental health crisis call the Multnomah County Referral and Resource at 503-988-4888. The Crisis Line will provide consultation and can help assess the severity of the situation.

Here are some recommendations to help you efficiently and effectively utilize Multnomah County's crisis services:

1. Be specific and concrete when calling the Crisis Line. If the student is a danger to his/herself or others, mention this first. Get as many specifics as you can. For example, if the student is suicidal, let the Crisis Line know if there is a specific plan, method, timeline, etc. Be sure to have the student's demographic information from SYNERGY available to share with the Crisis Line.
2. If possible, try to involve the Crisis Line earlier in the day rather than waiting until the end of the school day for intervention.
3. Remember to share if a student is currently enrolled in mental health services or involved with DHS or Juvenile Justice Services. Indicate whether the school has made an attempt to contact that provider/agency. Crisis Line staff may be able to help facilitate contact with the student's current provider/agency.
4. If the Crisis Line determines the student needs immediate assistance, they may dispatch one of their mobile crisis teams (also known as Project Respond or Crisis Prevention Outreach). The mobile crisis team will require parent permission to meet with the student. Telephone permission from a parent/guardian is acceptable (document this permission and sign and date it. In order to access the plan the mobile crisis team has made with the student/family, the school must get a signed release of information (Use the form provided in either the counseling or special education handbooks, accessed through your counselor or special education teacher.
5. If the student is in imminent risk of running, causing harm to his/herself or others, call your Counselor, Student Support Services Office (ask for director who oversees mental health issues) or Project Respond for support. The mobile crisis team will not put their hands on a student. If the student needs to be transported home or to a hospital, the mobile crisis team will rely upon the School Resource Officer, Emergency Medical Technician or parent/guardian for transportation assistance. Project Respond may advocate for calling 911 and asking Paramedics to transport to an Emergency Room.
6. Once the mobile crisis team arrives, it is helpful for the person who directly heard and or observed the student's disclosure to be in the room when the mental health staff interviews the student. The mobile crisis person should not be left alone with a student.

7. It is recommended that you allocate one person in the school to be the point person for the mobile crisis team for follow-up calls. Provide the point person's after-hours phone number to the mobile crisis team.
8. Make sure the mobile crisis team is given student's current address. If the student is temporarily staying at a different address than what is in SYNERGY, share this address with the mobile crisis team.
9. If the police or an ambulance needs to remove a student in crisis, be sure the exit plan causes the least amount of disruption for your school (e.g., encourage them to use the back or side door).
10. Documentation of all interventions needs to be maintained. If the student in crisis injures him/herself or others, document this using a district Incident Report (available from your school office). If the police are called and they decide to subdue the student by using handcuffs or another form of restraint, this must be documented.

Remember: When a crisis occurs in your school and if the student is in imminent danger to self or other students and staff:

1. Follow a crisis plan if the student has one.
2. Check to see if the student has intensive services through the county (ICTS).
3. Call the agency providing ICTS and request crisis intervention.
4. Call Multnomah Crisis Line @ 503-988-4888
5. Call Carl Smith @ 503-261-4650

Students with Disabilities

Students with Disabilities on either an IEP or a 504 Plan have legally provided procedural rights that are different than any non-disabled student. When exercising disciplinary practices with students with disabilities, one must follow legally prescribed processes and procedures. Not doing so can result in either a civil lawsuit against the individual for failing to implement the IEP, a state complaint against the district, a federal civil rights complaint, a due process filing against the district, or any combination of these (a due process filing is very similar to a lawsuit).

Anytime behavioral challenges affect the student's performance or might result in the student being removed from the educational setting (classroom and/or school) involve the student's special education case manager immediately.

Depending upon the circumstances, the following actions may then be taken by the student's IEP team:

1. Data collected
2. IEP meeting called
3. Decision to administer a functional behavioral assessment (FBA) – parental consent required
4. Development of a behavior intervention plan (BIP) or behavior support plan (BSP). These two terms are used interchangeably
5. IEP meeting held to review the data and a decision made whether to add the BIP/BSP to the student's IEP
6. The BIP/BSP is implemented with fidelity and data collected
7. If behaviors are ongoing or getting worse, a behavior coach may be contacted to provide observations, recommendations, training of staff working with the student

Change in Placement of Students with Disabilities

In rare cases, a change in placement to a more restrictive environment may be necessary. Doing so requires a series of processes that include implementing behavior intervention plans with fidelity for a long enough period of time to afford the student to learn desirable behaviors and eliminate undesirable behaviors, collect data on the outcome of the behavior intervention plan, opportunities for revisions or strengthening of the behavior intervention plan, demonstration that a more restrictive learning environment is in the best interest of the student, and the IEP team's decision to do so (IEP team includes the parent).

The teacher should seek advice and support from the student's 504 Plan coordinator (counselor) or the special education case manager who is responsible for the student's IEP.

Materials and Equipment

If a student's IEP or 504 Plan calls for behavior interventions that include protective equipment for either the student or the adult(s) working with the student, that equipment is available through the student's special education case manager or 504 Plan coordinator in your school. All requests for students on IEPs are made through the student's IEP team and case manager. All requests for students on 504 Plans are made through the student's 504 coordinator.

If the student's IEP or 504 Plan does not call for behavior interventions that include protective/safety equipment for either the student or the adult(s) working with the student, the teacher should seek advice from the student's special education case manager or 504 Plan coordinator in your school. An IEP team meeting may be necessary, depending upon the need.

For students with disabilities on IEPs in your school, access to low tech, general safety/protective equipment is provided through a school special education fund/allocation that the special education team at the school controls. High tech, specialized higher cost equipment that the school special education allocation is insufficient to provide would be accessed through the Office of Student Support Services (see paragraph 1 for how to access).

For students with disabilities on 504 Plans in your school, access to low tech, general protective/safety equipment is provided by the school's budget. High tech, specialized equipment is funded from the district's contingency fund. Seek support and decision for such safety equipment through your school's 504 Plan coordinator and school administrator. District access is provided via the district's 504 Compliance Officer at the Office of Student Support Services and involves a review of need by the district's Chief Financial Officer (see paragraph 1 for how to access).

Building Environmental Concern

- Reporting a Building Environmental Concern
- Procedural Guidelines for Building Environment Concerns

Reporting a Building Environmental Concern

[GBSD website](#) > [Staff Resources](#) > [Log In](#) > [Facilities](#) > [Indoor Air Environment](#) >

Building administrators can be a key agent for positive building health by asking site staff to be accountable for maintaining their spaces in a manner that supports a healthy workspace. This can apply to teaching staff as well as support staff and custodians.

School buildings need regular attention in order to maintain quality-building health. To that end it is advised that the administrator direct building staff to pay special attention to the follow areas:

- General Cleanliness
- Excess Moisture
- Ventilation

General Cleanliness: Regular and thorough cleaning is important to ensure good workplace health. Unsanitary conditions attract insects and vermin, leading to possible indoor air quality (IAQ) problems from animal or insect allergens or pesticide use. The presence of dirt, moisture, and warmth can stimulate the growth of molds and other microbiological contaminants. While qualified and trained custodians typically clean the facilities, the building staff can play an important role in bringing any needs in this area to the attention of the appropriate individuals. To this end, the building administrator(s) should regularly encourage their staff to confirm that:

- Their workspace is dusted/vacuumed thoroughly and regularly.
- Trash is removed daily.
- Food is not kept in offices overnight.
- They look for signs of pests.
- Spills are cleaned up promptly.

Excess Moisture: The presence of excess moisture can stimulate the growth of a number of microbiological contaminants, which can in turn, cause odors and other IAQ problems. Excess moisture is the result of condensation on cold surfaces, leaking or spilled liquid, or excess humidity. Site staff should check for condensate (condensed water, or "fog") on cold surfaces, such as:

- Window glass, frames or sills.
- Plumbing (pipes and fixtures).
- Inside surfaces of exterior walls.

They should also check for leaks or signs of wetness from plumbing or roofs. To that end they should check:

- Both ceiling tiles and walls (discolored patches may indicate periodic leaks).
- Around and under sinks.
- In lavatories.

Ventilation: Ventilation is the process by which stale indoor air is exhausted to the outside and outside air is drawn into the building. Your building may have mechanical and/or natural ventilation (i.e., windows). Improperly operated or poorly maintained ventilation systems may cause workspace health issues. Odors may indicate a ventilation problem. The ventilation system can carry air pollutants from another location in the school to your area. Site staff can help determine if the ventilation system is operating properly by checking for airflow. This can be accomplished by holding a tissue or strip of lightweight plastic near the air supply vent(s); if

air is flowing, the plastic or tissue will flutter away from the supply vent and adhere to the return vent. Make sure that the airflow is not diverted or obstructed by books, papers, furniture, curtains, or other obstacles. Staff should never place anything on top of unit ventilators or change the settings of their supply air grill(s).

Procedural Guidelines for Building Environment Concerns

The Gresham-Barlow School District believes that a healthy physical environment is essential in helping meet its educational goals. The District also believes that each District site should be proactive in providing its staff and students with healthy facilities. Therefore the district has developed plans and procedures based on federal and state agency (e.g. EPA, DEQ, OSHA) guidelines to minimize the effects of the building environment on the health of its occupants. Unfortunately despite best efforts buildings may occasionally develop conditions that are potentially detrimental to the health of the individuals occupying them. When this happens the district would like its staff members to know what procedures to follow in order to inform the appropriate district personnel. In addition, district staff should know what to expect in terms of follow through, once their concerns have been communicated.

Many building health concerns can be handled at the site level. This may simply be a staff member mentioning a concern to a custodian and the custodian then takes the necessary remedial action. If this process serves to allay individual concerns then no further action would be necessary.

Occasionally there may be situations that arise that a more formal process is necessary. Under these circumstances District staff members should utilize the following procedures to make their concern(s) known:

- Obtain and complete Form-1 - Work Environment Concern Notification and Form-2 - Work Environment Questionnaire. The completed forms should be submitted to a building staff administrator.
- Appropriate site building staff should review the completed forms to obtain information that may aid in a timely resolution of the complaint. The completed Work Environment Questionnaire may reveal conditions that can either be remedied immediately or would suggest a plan of attack for a quick, site-based resolution.
- Site staff should survey the site looking for clues to conditions that might explain the symptoms reported by the concerned staff member(s). Form-3 - Ventilation Review and Checklist as well as Form-4 - Proactive/Reactive Walkthrough Checklist should be utilized for this purpose. If the survey reveals a cause and there is an obvious immediate, simple, and attainable remedy then site staff should proceed with the remedy.
- If, after reviewing the information obtained from the concerned staff member, and the information received through the site survey, no cause or remedy can be determined, copies of all documents should be forwarded to the Facilities Department for their review. Regardless of the nature of the concern, Facilities staff will use the information it receives as the basis for a diagnosis and subsequent follow through. The follow through will be based upon the development of a hypothesis predicated on the information supplied. In cases where the building information is inadequate for a reasonable

diagnosis, Facilities staff may conduct a more thorough investigation of the facility. This investigation may include interviewing staff members or even having staff members complete a diary. Once the Facilities Department has completed their investigation they will develop a hypothesis based on their evaluation of all pertinent data. Their response will be based on this hypothesis.

- If it is determined that action is necessary, site staff will be notified of the action as well as the basis for the action. If no action is deemed necessary at this point, site staff will be notified accordingly, and no further activity will take place. In either case, the matter will be considered closed and settled at this point.

Resources

Resources – Where to find them

I need.....	Where can I find it or who can help me? (Listed in order of contact)
General classroom repairs or other needs	<ul style="list-style-type: none"> ▪ Facilities Ticket System link: <i>GBSD website > Staff Resources > Log in > Facilities > Indoor Air Environment</i>
Environmental concerns or safety issues	<ul style="list-style-type: none"> ▪ School Administrator ▪ School Safety Committee
Finding lesson plans or strategies for instruction	<ul style="list-style-type: none"> ▪ Instructional Coaches ▪ District website link – Curriculum Resources/ Curriculum Information/Select the resource
Student's ability to be academically successful	<ul style="list-style-type: none"> ▪ Title I Teacher (elementary) ▪ English Language Development (ELD) Teacher ▪ School's Counselor ▪ See instructional ideas on website noted above ▪ School's Student Assistance Team (SAT)
Training on classroom management	<ul style="list-style-type: none"> ▪ Peers ▪ PBIS website: https://www.pbisapps.org/Pages/Default.aspx ▪ School Administrator ▪ Access professional development fund
Training on Positive Behavioral Intervention and Supports (PBIS) for the classroom/school	<ul style="list-style-type: none"> ▪ PBIS website: https://www.pbisapps.org/Pages/Default.aspx ▪ School's PBIS Team Leader ▪ District's PBIS Lending Library through District PBIS Coordinator @ 503-261-4661
Learn more about restorative discipline practices (community circles, restorative circles)	<ul style="list-style-type: none"> ▪ School's PBIS Team Leader <p>Websites:</p> <ul style="list-style-type: none"> ▪ www.restorativejustice.org ▪ www.dignityinschools.org ▪ www.iirp.edu <p>Video links by level:</p> <ul style="list-style-type: none"> ▪ https://www.youtube.com/watch?v=dUA1AVf1SgI elementary ▪ https://www.youtube.com/watch?v=mqu-1FAx4U8 middle ▪ https://www.youtube.com/watch?v=g8_94O4ExSA high
Training on anti-bullying instructional techniques	<ul style="list-style-type: none"> ▪ School's PBIS Team Leader ▪ District's PBIS Lending Library via District PBIS Coordinator @ 503-261-4661
Learn more about childhood trauma and the impacts on school behavior	<ul style="list-style-type: none"> ▪ http://acestoohigh.com/2012/02/28/spokane-wa-students-child-trauma-prompts-search-for-prevention/
Managing a student's behavior	<ul style="list-style-type: none"> ▪ Peers ▪ School Counselor ▪ School Administrator ▪ School's Student Assistance Team (If student is on an IEP or 504 Plan, see the student's IEP case manager or the 504 Plan coordinator)
Mental health support for a student with emerging, not yet identified concerns	<ul style="list-style-type: none"> ▪ School's Counselor ▪ School's Student Assistance Team (SAT) ▪ School Nurse (high school only) ▪ School's Mental Health Consultant (when available)
Student's mental health crisis	<ul style="list-style-type: none"> ▪ School's Mental Health Consultant (when available) ▪ Multnomah County Crisis Line @ 503-988-4888
Training on Oregon Intervention Systems (OIS)	<ul style="list-style-type: none"> ▪ School administrator & Office of Student Support Services @ 503-261-4650

<p>Additional information, support or materials for working with students on 504 Plans</p>	<ul style="list-style-type: none"> ▪ Student's 504 Plan Coordinator ▪ School Administrator ▪ District 504 Plan Compliance Officer @ 503-261-4650
<p>Additional information, support or materials for working with students on IEPs</p>	<ul style="list-style-type: none"> ▪ Student's case manager ▪ Student Support Services Autism, Behavior and/or Instructional Coaching Team @ 503-261-4650 (referral from case manager required) ▪ Level Special Education Director @ 503-261-4650