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**SOUTH BEND COMMUNITY SCHOOL CORPORATION**

**STUDENT CODE OF CONDUCT**

**#TEAMSOUTHBEND**

## **STUDENT CODE OF CONDUCT**

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**BONUS MATERIAL 📖 Q&A at end of document**

## **1. INTRODUCTION**

The Student Code of Conduct sets out a comprehensive code of conduct for South Bend Community Schools and the role of appropriate discipline in achieving quality education for every student every day. The guide has two major components. One is a clear set of behavioral expectations for students, staff, and parents. The other is guidance for responding effectively when students' behavior does not meet those expectations—that is, responding in ways that not only correct behavior but that also repair harm, affirm expectations, further students' education, and strengthen the school community.

This Student Code of Conduct (SCC) reflects the school corporation's commitment to Culturally Responsive Positive Behavioral Interventions and Supports, and to building positive school communities where every student can thrive. It incorporates restorative justice strategies that are proven to enhance community safety, build mutual responsibility, and reduce suspensions and expulsions. Its aim is to help the corporation and all its stakeholders ensure that our schools are safe places where every student is fully educated for personal success and responsible citizenship.

This is an approach that focuses on collaboration and community building. It reflects a belief that students perform best in strong learning communities, where they feel safe, supported, and understand their mutual responsibilities. It assumes that students best learn appropriate behavior in a context that models a commitment to dignity and respect, that fosters awareness of their own and others' needs, and that holds them accountable in ways that build empathy and responsibility.

The SCC names rights and responsibilities, sets out expectations, and recommends interventions that can help build strong learning communities. It assumes proactive efforts to build social and emotional capacity, laying a strong foundation for success and making it easier for students to manage their own behavior or respond well to correction. It offers progressive levels of corrective responses, which gradually become more targeted and more formal as it becomes clear that individual students need more support in order to recognize and meet their responsibilities to their learning communities.

The SCC is intended to help students, staff, and families work together toward building schools that help every student reach his or her potential.

## **II. STUDENT AND PARENT/GUARDIAN RIGHTS AND RESPONSIBILITIES**

### **Student Rights**

- To receive a free high-quality public education
- To be safe at school
- To be treated fairly, courteously, and respectfully
- To bring complaints or concerns to the school principal or staff for resolution
- To tell his/her side of the story before receiving a consequence
- To be told the reason(s) for any disciplinary action verbally and in writing
- To be given information about appealing disciplinary actions
- To express opinions, support causes, assemble to discuss issues, and engage in peaceful and responsible demonstrations

### **Student Responsibilities**

- To read and become familiar with this policy
- To attend school daily, prepare for class, and complete class and homework assignments to the best of his/her ability
- To know and obey school rules and instructions given by the school principal, teachers, and other staff
- To tell school staff about any dangerous behavior or bullying that occurs at school, on the way to and from school, or in the school community
- To bring to school only those materials that are allowed
- To treat everyone in the school community with respect
- To respect school property, community property, and the property of others

### **Parent/Guardian Rights**

- To be actively involved in their child's education
- To be treated fairly and respectfully by the school principal, teachers, and other staff
- To access information about the Board's policies and procedures
- To be notified promptly if their child is disciplined for inappropriate or disruptive behavior and informed of the consequences assigned
- To appeal disciplinary actions taken
- To receive information about their child's academic and behavioral progress

### **Parent/Guardian Responsibilities**

- To read and become familiar with this policy
- To make sure their child attends school regularly, on time, and to notify the school before the school day begins if their child is absent
- To give the school accurate and current contact information
- To tell school officials about any concerns or complaints respectfully and in a timely manner
- To work with the school principal, teachers, and other staff to address any academic or behavioral concerns regarding their child
- To talk with their child about the behavior expected in school
- To support their child's learning and school activities at home
- To be respectful and courteous to staff, other parents, guardians, and students
- To respect other students' privacy rights

### **III. Who Should Read the SCC**

The Student Code of Conduct, or SCC, is important for all members of the school community to read and understand.

**Students:** The SCC is your guide for behavior at school. Your principal, teachers, and other staff members will help you learn and understand the good behavior that is expected of you at school. The SCC describes behaviors that are not allowed at school and explains the consequences if you behave inappropriately. If you follow the SCC, you will be helping your school be a safe, respectful, and productive place for you and your classmates.

**Parents/Guardians:** The SCC is your guide for understanding the behavior that is expected of your student at school and the steps that will be taken if your child behaves inappropriately. Please read the SCC with your student and discuss any questions with the school principal. If you have concerns about your student's safety or behavior, please talk to your school principal so that you and the school can cooperate to help your child succeed.

**School Staff:** The SCC is your guide for supporting positive student behavior at school and understanding the steps that may be taken if a student demonstrates inappropriate behavior. If you have concerns about safety or your school's climate, please talk to your school principal so that you and your administration can work to maintain a safe and orderly learning and work environment.

**School Administrators:** The SCC is your guide for supporting positive student behavior at school and an outline of the steps you should take to address inappropriate student behavior. When the school year begins, please distribute a copy of the SCC to students and parents/guardians and discuss the policy with them. If students behave inappropriately, use this policy to properly address the situation so that your school can maintain a safe learning environment and positive climate.

**Other District Staff:** The SCC is your guide for supporting schools in developing a positive school climate that ensures student safety and minimizes inappropriate student behavior. The Chief Officer is responsible for monitoring the implementation of prevention strategies and the safety and security program in each school, and for systematically monitoring suspension, expulsion, and other disciplinary data by race, ethnicity, and sex of students and preparing recommendations for improving school discipline.

### **IV. Where and When the SCC Applies**

The SCC applies to students at all times during the school day, while on school property, while traveling to and from school, at any school-related event, on any vehicle funded by SBCSC (such as a school bus), and while using the SBCSC network.<sup>1</sup>

The SCC also applies to student behavior outside of school if the behavior disrupts or may disrupt the educational process at the school. In other words, students may be disciplined at school for seriously inappropriate behavior off school property and during non-school hours if the behavior will interfere with teaching and learning at the school. This includes seriously

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<sup>1</sup> The SBCSC network means systems, computer resources and infrastructure used to transmit, store and review data or communicate over an electronic medium and includes, but is not limited to, the E-mail system(s), collaboration systems, databases, hardware, telecommunication devices, information systems, internet service, distance learning tools, the SBCSC intranet system or SBCSC mainframe systems, whether owned or contracted by the Board or otherwise used for school purposes. Students are subject to the requirements in the Policy on Student Acceptable Use of the SBCSC Network ([7540.03 - STUDENT/STAFF NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY GUIDELINES](#))

inappropriate behavior on social networking websites that disrupts or may disrupt the educational process at the school.

## **V. How the SCC Should be Used**

In a safe, respectful, and productive learning environment, all students know what behaviors are expected of them and understand how to demonstrate good behavior at school. If a student behaves inappropriately, school staff members intervene to correct the student's behavior. The sections below should be used as a guide to help all schools create a safe, respectful, and productive learning environment by (1) guiding students towards positive behavior, and (2) responding quickly and consistently to correct any inappropriate student behavior.

### ***Guiding Students to Positive Behavior***

The most critical step to building a safe, respectful, and productive learning environment is establishing a positive school climate where students and adults have strong, positive relationships and students understand what is expected of them as learners at school. Schools should nurture students by providing them with positive behavioral supports and meaningful opportunities for improving social and emotional skills, such as recognizing and managing emotions, developing caring and concern for others, making responsible decisions, establishing positive relationships, and handling challenging situations in a constructive way. School principals and staff members must establish and maintain a positive school climate and must effectively communicate, teach, and model the positive behaviors they expect students to exhibit in the classroom and in other parts of the school throughout the day.

In order to guide students to positive behavior, **all school staff** must follow these steps:

- 1) Set expectations for positive behavior.
  - Create expectations for positive behavior and predictable routines for students.
  - Post expectations for positive behavior throughout the school.
  - Regularly communicate high expectations for student success demonstrating positive behavior.
- 2) Teach positive behavior.
  - Build positive relationships with students.
  - Model positive behavior for students.
  - Explicitly teach students how they can best demonstrate positive behavior and follow expected routines. For example, specify expected behavior while learning in the classroom, moving through the hallways, eating in the cafeteria, entering the building, leaving at dismissal, etc.
  - Practice expected behavior with students in all settings.
- 3) Reinforce positive behavior.
  - Regularly review expectations for positive behavior, reteaching and allowing practice as needed.
  - Provide frequent feedback to students on their behavior, both appropriate and inappropriate, so they know if and how they are meeting the school's expectations.
  - Praise and reward students for demonstrating positive behavior, especially when it is a new behavior for that student.

By setting expectations, teaching students to meet those expectations, and regularly reinforcing appropriate behaviors, schools will see fewer incidents of inappropriate behavior and more time spent learning. For more information about guiding students to positive behavior, see the Additional Resources section.

### ***Responding to Inappropriate Student Behavior***

The second part of building a safe, respectful, and productive learning environment is effectively addressing inappropriate behavior, if it occurs. All members of the school community should take steps to correct the student's inappropriate behavior, remedy any harm caused, and prevent the same inappropriate behavior from recurring. Students, parents/guardians, teachers, and staff are responsible for reporting inappropriate student behavior to the school principal. The school principal or designee is responsible for assigning the appropriate interventions and consequences to address the inappropriate behavior and must also respect the rights of any student accused of inappropriate behavior. The section below explains the responsibility of each member of the school community when students behave inappropriately.

**Students:** If you feel unsafe, have a problem with another student that you cannot solve, or see someone hurting or bullying another child, tell your teacher, principal, or another staff member.

**Parents/Guardians:** If your student feels unsafe, has a conflict with another child, or if you see a student behaving inappropriately, inform the school principal. The following steps will be taken if a student behaves inappropriately and are explained in more detail below. School administrators will (1) redirect to correct behavior; (2) intervene to minimize disruption; (3) investigate; (4) afford due process; (5) assign interventions and/or consequences; (6) complete a report; (7) inform parents/guardians of the right to appeal; and (8) take steps to restore the student's participation in the school community.

**Teachers and Staff:** Actively supervise students at all times. Listen to student chatter and investigate rumors of inappropriate behavior. Take every opportunity to correct minor inappropriate behaviors you may observe among students in the classroom and in common areas. Use instructive and corrective responses to guide students to appropriate behaviors and refrain from calling students out or posting their names for inappropriate behavior. If you see a conflict between students that you cannot resolve, hear an allegation of a student behaving inappropriately, or witness an inappropriate act, inform your administration and intervene as necessary to keep students safe.

**Principals and Administrators:** If you learn about a conflict between students, hear an allegation of a student behaving inappropriately, or witness an inappropriate act, follow these steps:

- 1) *Redirect to correct behavior.* All adults should redirect students to correct inappropriate behavior and minimize the likelihood of the behavior escalating or recurring.
- 2) *Intervene* to minimize disruption, resolve conflict, and as necessary to keep students and staff safe. If a student has been injured, make every reasonable effort to notify the parents/guardians.
- 3) *Investigate* by talking to all students, teachers, school staff, or other witnesses to the incident. If a search of the student, his/her locker, desk, or personal belongings needs to be conducted, follow the Board's Search and Seizure Policy (<http://www.neola.com/southbend-in/search/policies/po5771.htm>)
- 4) *Afford due process* for the student.
  - a) Using the information gathered in the investigation, determine whether the student's behavior falls within the SCC. If so, determine the Level of disruption caused by the inappropriate behavior, identify the inappropriate behavior listed, and evaluate the range of possible interventions and consequences.
  - b) Inform the student of the allegations made, the applicable SCC infraction(s), and the range of consequences the student faces.

- c) Allow the student to respond to the charges. In other words, let the student tell his/her side of the story.
  - d) Make reasonable efforts to contact the parents/guardians and notify them of the allegations before assigning interventions and consequences.
- 5) Assign interventions or consequences according to the SCC.
- a) Determine whether it is more likely than not that the student engaged in the identified SCC inappropriate behavior.
  - b) The principal has the authority to assign interventions and consequences based on his/her independent assessment of the best interest of the school community, including available school resources, the needs of any student or staff victim, and the rights of the student engaged in inappropriate behavior.
  - c) Identify the appropriate intervention(s) and/or consequence(s) that best address and correct the student's inappropriate behavior. *Before assigning, consider the following:*
    - The goals of assigning interventions or consequences are to maintain a safe environment, maximize all students' learning, and improve students' behavior skills by addressing the triggers for inappropriate student behavior.
    - Use corrective and instructive consequences as much as possible to teach appropriate behavior, including the use of balanced and restorative justice when available, when appropriate and when all parties voluntarily agree to participate.
    - Select consequences that are in proportion to the inappropriate behavior.
    - Avoid consequences that will remove the student from class and school, if possible. **Use out-of-school suspensions as a last resort and only when in-school interventions and consequences are insufficient to address the student's inappropriate behavior.** When suspended out of school, students lose instructional time and opportunities for developing social and emotional skills that could lessen the likelihood of future inappropriate behavior.
    - Follow the special procedures contained in the Additional Resources section for students with disabilities and students with Section 504 Plans.
    - Consider these factors when deciding which consequence will be most effective:
      - ☐ Student's age, maturity, and grade,
      - ☐ Student's prior conduct and record of behavior,
      - ☐ Student's willingness to acknowledge the inappropriate behavior,
      - ☐ Student's willingness to make restitution,
      - ☐ Impact of the incident on the overall school community,
      - ☐ Student's intent and the severity of harm caused, and
      - ☐ Parent/guardian's level of cooperation and involvement.
    - Impose age-appropriate consequences for all SCC inappropriate behaviors.
      - ☐ Students of different grades and ages are at different developmental levels, so the appropriate response to behavior may vary depending on the student. Less severe consequences may be appropriate for lower grade or younger students when compared to higher grade or older students.
    - If a student is suspended, the principal or his/her designee may choose to give the student a combination of out-of-school and in-school suspension days. The out-of-school suspension must be served first and the combined total of out-of-school and in-school suspension days must not exceed the limits available for each Group level.<sup>2</sup>

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<sup>2</sup> In-school suspension means that the student will attend school but will spend the day away from peers and normally assigned classroom instructional settings while completing assigned instructional tasks. In-school suspension shall not exceed five days.



- d) If required by the police notification guidelines, and only after a reasonable effort has been made to contact the student's parents/guardians, notify the South Bend Police Department/Saint Joseph County Police Department.
- 6) Complete report in PowerSchool for all inappropriate behaviors under the SCC. Hand-deliver to the parents/guardians or mail a copy of the misconduct report to the student's home address.
- 7) Inform parents/guardians of their right to appeal if they believe that the consequence is unwarranted or excessive.
- The parents/guardians have the right to ask the principal to review the consequence assigned and to reconsider the decision.
  - If a student has been suspended or referred for expulsion, the parents/guardians may appeal in writing to the Office of Expulsions services, or his/her designee. The Office of Expulsions Services will determine whether any factual errors were made in the principal's investigation, whether the student was charged with the correct inappropriate behavior under the SCC, whether the length of the suspension was commensurate with the student's inappropriate behavior, and, in the case of a referral for expulsion, whether the referral was appropriate. The Office of Expulsions Services' decision shall be final. The term of a student's suspension or referral for expulsion is not halted by the parents/guardians' appeal.
  - If a student has been expelled, the parents/guardians may appeal the final determination in writing and send additional evidence not available at the time of the expulsion hearing to the Office of Expulsions Services. The decision of the Office of Expulsions Services regarding the appeal shall be final. The start of a student's expulsion is not delayed by the parents/guardians' appeal.
- 8) Restore the student's participation in the school community.
- After a student serves a consequence, the school counselor, disciplinarian, or other staff member should review with the student the school's expectations for positive behavior, rules, and routines. If the student received an in-school or out-of-school suspension for an incident involving other students or staff, set aside time to implement strategies to restore relationships with those individuals. Anytime a student is removed from the learning environment, he or she should be welcomed back without bias and given the supportive services necessary for transition back into the school community and, ultimately, social and academic success.
  - When a student is set to return from an expulsion and has been attending the APPROVE Program, school administrators must attend a transition meeting, which should include the student, parents/guardians, and alternative school staff members, to discuss the student's return and prepare for a successful transition. After a student returns from an expulsion, principals should schedule and complete check-in meetings with the student, parents/guardians, and staff members to monitor his/her transition and ensure successful reintegration into the school community.

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Out-of-school suspension means that the student is removed from class attendance or school attendance. Out-of-school suspension shall not exceed ten days. Parents/guardians must be notified for both in-school and out-of-school suspensions.

## **Special Guidelines**

### **Out-of-School Suspension Guidelines**

Students serving out-of-school suspensions are not allowed to come onto school property, participate in extracurricular activities, or attend school-sponsored events. A student may be considered trespassing if he or she comes onto school grounds while suspended.

Suspensions are excused absences. The principal must ensure that students serving suspensions are able to obtain homework, and upon the students' return, provided with the opportunity to make up any quizzes, tests, special projects, or final exams given during the period of suspension.

Students serving suspension must be allowed to take state assessments at school and may participate in test preparation activities with the Office of Expulsions Services approval. The students' attendance will still be marked as suspended. The Office of Expulsions Services must approve any other exception to the out-of-school suspension guidelines.

### **Police Notification Guidelines**

#### **#5540B Police Notification Guidelines SBCSC Administrative Guidelines**

1. Serious Disorders involve immediate threat to the safety of persons and/or the destruction of property.
  - a. Telephone the police dispatcher for immediate assistance. Identify yourself by name and official responsibility; quickly and briefly describe the situation and the specific location of the disturbance.
  - b. Notify the Superintendent's office immediately and/or the principal's immediate supervisor indicating the nature and size of the disturbance.
  - c. Maintain a responsible person on the school communication system and have him/her keep the Central Office administration informed.
  - d. Advise faculty that classes are NOT to be dismissed unless so ordered by the principal's office. Classes should not be left unsupervised, regardless of number of students present.
  - e. Notify principals of nearby schools that a disturbance has occurred so that they might be prepared for similar disruptions.
  - f. If disturbances center around administrative offices, keep doors locked and admit no unauthorized personnel. Provide security measures for files and records.
  - g. Instruct custodian to remove all waste paper baskets from the restrooms and halls.
  - h. Lock outer doors to prevent admission of outsiders not having official business out of the building. Board policy on visitors should be visibly posted. Ask the undesirable persons to leave. If they refuse, call the police immediately.
  - i. If possible, vacate or make available a room near the scene of the disorder which is large enough to hold all disruptive students. This may become helpful to police if

students must be suspended or arrested, permitting greater control of a crowd and its leaders.

- j. Limit persons making statements to disruptive students to school administrators or police.
- k. Notify key members of the faculty of the impending development.
- l. Attempt to determine the cause of the disturbance from student leaders. Student leaders referred to here are not necessarily school leaders, but “natural leaders” of groups.
- m. Ask the students to select four (4) to six (6) representatives to meet with the principal to discuss grievances. Agree upon a time when the student committee will report back to the demonstrators. The demonstrators should be told to return to class until the meeting time is set. The last period of the day might be a suitable time. Ask the student leaders to dismiss the group for the next class of the day. Student committee members should state their grievances and complaints to the principal after the demonstrators have returned to their classes. Possibly a committee of teachers and parents would be advisable as discussions progress.
- n. Reconvene demonstrators periodically and indicate that the problems are under study. Student committee members should also report at this time.
- o. Set a meeting date for the entire group to reassemble after a designated time for study of the entire situation.
- p. Maintain a “log” in which are listed the date, time, and nature of each incident, names of persons involved and description of the action taken.
- q. Close school only after every effort has been made to keep it open.
  - 1. If, in the principal's opinion, the school should be closed, confer with the Superintendent. Legally, only the Superintendent or a designated assistant can authorize the closing of a school.
  - 2. If the request to close schools is approved, follow AG8420 for emergency closings.

The school principal will use the Student Code Of conduct to determine the appropriate intervention(s) and/or consequence (s) to address a student's behavior.	
South Bend Police Department//Saint Joseph County Police Department /SRO <b><u>MAY</u></b> be notified	South Bend Police Department/Saint Joseph County Police Department/SRO <b><u>MUST</u></b> be notified
<p>H. Theft or possession of stolen property that costs less than \$150</p> <p>J. Vandalism or criminal damage to property that costs less than \$500</p> <p>M. Fighting- more than two people and/or involves injury</p> <p>M. Initiating or participating in any inappropriate, minor physical contact with school personnel</p> <p>O. Inappropriate sexual conduct</p> <p>P. Possession, use, sale or distribution of fireworks</p> <p>R. Battery or aiding or abetting in the commission of a battery that does not result in a physical injury.</p> <p>S. False activation of a fire alarm that does not cause a school facility to be evacuated or does not cause emergency services to be notified</p> <p>L. Use of intimidation credible threats of violence, coercion, or persistent severe bullying</p> <p>R. Aggravated battery or aiding or abetting in the commission of a battery that results in a physical injury.</p>	<p>H. Theft or possession of stolen property that costs more than \$150</p> <p>J. Vandalism or criminal damage to property that costs more than \$500 or that is done to personal property belonging to any school personnel</p> <p>P. Use, possession, and/or concealment of a firearm/destructive device or other weapon or “look-alikes” of weapons, or use intent to use any other object to inflict bodily harm.</p> <p>P. Arson</p> <p>Q. Use or possession of illegal drugs, narcotics, controlled substances, “look-alikes” of such substances, or contraband, or use of any other substance for the purpose of intoxication in school or at a school related function or before school or before a school related function.</p> <p>Q. Sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, “look-alikes” or such substances, contraband, or any other substance used for the purpose of intoxication.</p> <p>S. False Activation of a fire alarm which cause school facility to be evacuated or causes emergency services to be notified.</p> <p>S. Bomb threat</p> <p>T. Persistent or severe acts of sexual harassment or sex acts which include the use of force</p>

## **VI. Student Behaviors Covered by the Student Code of Conduct (SCC)**

This section identifies the specific inappropriate behaviors for which students will receive interventions and/or consequences. The behaviors are listed in three different levels, according to the degree of disruption to the learning environment.

- Level I lists behaviors that are *inappropriate*.
- Level II lists behaviors that *seriously disrupt*.
- Level III lists behaviors that *most seriously disrupt*.

### **Special Notes:**

#### **Individual School Rules and Academic Progress**

Individual schools may develop school rules that are consistent with this SCC and may address inappropriate student behaviors not specifically included in this SCC. However, poor academic achievement is not an inappropriate behavior. The SCC and school rules may *not* be used to discipline students for poor academic progress or failure to complete in-class and homework assignments. Instead, struggling students should be considered for academic or behavioral interventions to help them improve. Also, students must not be disciplined for the parents/guardians' refusal to consent to the administration of medication.

#### **School Dress Codes and Uniform Policies**

Schools may adopt a dress code policy that forbids students from wearing certain items or a uniform policy that requires students to wear a specific uniform. Dress codes and uniform policies should be gender-neutral. Students who fail to follow a school's dress code or uniform policy may be given detentions or excluded from extracurricular activities, but may not be barred from attending class. A student may receive additional consequences for violating a school's dress code or uniform policy if the student's dress disrupts or may disrupt the educational process as described in Level II, Seriously Disruptive Behavior. For example, a student may receive a consequence for wearing clothing or accessories that display gang affiliation. This paragraph does not apply to students enrolled in Military Academies or JROTC Programs.

#### **Military and JROTC Programs**

Board-designated military academies and other JROTC programs may enforce standards of conduct and intervention or consequences that are consistent with the military nature of those schools and programs, in addition to the standards of conduct and intervention or consequences described in this SCC. Students enrolled in a military academy who repeatedly engage in acts of gross misconduct or insubordination (student act that defies a lawful and appropriate direct order of a superior ranked officer, staff member or another student), or who repeatedly fail or refuse to wear the required military uniform, may be subject to administrative transfer by the military academy principal to another school (or in the case of a JROTC program, dismissal from the program). Prior to an administrative transfer, a conference must be held with the parents/guardians, student, military academy principal, and a designee of the Office of Education & Innovation High School office. Students who have been transferred for administrative reasons from any military academy must be accepted by their attendance area school. Students who have been given an administrative transfer to another South Bend Public School or expelled from the South Bend Community Schools lose all rank and privileges at the JROTC military academies and must reapply to the JROTC program and the military academies for enrollment. Upon their child's enrollment at a military academy, parents/guardians shall be informed of the uniform policy, expectations of the military academy, and the administrative transfer policy, and shall indicate by signature their agreement to adhere to the terms of these policies

### ***Specific Inappropriate Behaviors***

The section below lists the behaviors that are inappropriate at school. The left-hand column lists the specific inappropriate behavior and the middle and right-hand columns present the interventions and consequences that school principals should use to address the inappropriate behavior. The middle column lists “REFLECTIVE, INSTRUCTIVE, CORRECTIVE, RESTORATIVE RESPONSE”. These responses are evidence-based instructive and corrective responses that staff should consider first when responding to inappropriate behavior.<sup>3</sup> The right-hand column lists “ADDITIONAL CONSEQUENCE” for principals to utilize if recommended interventions from the middle column are insufficient to address the student’s inappropriate behavior. Responses should be considered in a graduating manner.

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<sup>3</sup> For more information about Instructive, Corrective, and Restorative Responses, see the Additional Resources section.



Behavior	Reflective, Instructive, Corrective, Restorative Response	Level			
Level I	Behaviors in which the instructional response will take place within the classroom	1	2	3	SRO
<b>A. Improper Use of Technology:</b> Using a personal communication device during school hours or on the bus	<b>Reflective Questions:</b> <ul style="list-style-type: none"> <li>Does the student understand the expectation for use of technology in this particular setting?</li> <li>Can a potential confrontation be avoided by making a simple, direct request to put the cell phone, etc., away/turn it off?</li> <li>Is this rule being enforced inconsistently, thus leading to the likelihood of students testing the limits?</li> <li>Is it possible that the use of technology is permitted in other school settings?</li> </ul> <b>Instructive Response:</b> <ul style="list-style-type: none"> <li>Teach the appropriate and inappropriate times for the use of technology in each setting (instruction, passing period, lunch, etc.).</li> <li>Teach the procedure for responding to a request to turn a device off. (Ex: Turn the device off, put it out of sight, or put it in the locker). Make teaching the procedure as visual as possible. Practice the responses.</li> <li>Teach the thinking and reasoning behind unacceptable uses of technology (i.e., spreading rumors and fear quickly, disrupting the learning environment).</li> <li>Teach families the policy on technology and the philosophy behind the decisions.</li> <li>Teach the consequences for the improper use of technology and the reasoning behind the consequences.</li> </ul> <b>Corrective Response:</b> <ul style="list-style-type: none"> <li>Prior to a confrontation, teach the procedures for proper use, and teach the procedure for what a student is to do when asked to stop using the technology.</li> <li>In a calm voice, ask the student to turn the device off and put it away. Specify “away”: pocket, locker, binder, etc.</li> <li>Give the student a choice and respect the student’s choice.</li> <li>Do not engage in a power struggle. Provide the student with two choices and allow him/her a reasonable amount of time to decide.</li> <li>Implement a cell phone check in procedure, where students turn in their phones at the beginning of class and get them back at the end of class.</li> <li>Teach a phone etiquette class. Students who misuse technology may be required to take a refresher course.</li> </ul>	■			



Behavior	Reflective, Instructive, Corrective, Restorative Response	Level			
Level I	Behaviors in which the instructional response will take place within the classroom	1	2	3	SR O
<b>B. Disrespectful Behavior:</b>  1. Walking Away: Leaving while a staff member or adult in authority is talking to the student.  2. Talking Back: Using verbal insults or put downs or responding orally in a rude manner to a staff member or adult in authority.  3. False Information: Providing false or misleading information either written or oral	<b>Reflective Questions:</b> <ul style="list-style-type: none"> <li>How can I address the student's feelings of powerlessness so that he is less defensive when I assert my authority?</li> <li>How might my words, tone, and body language make the student feel disrespected?</li> <li>Is the student's behavior related to something other than what is going on in school? directed at me but is this really about me?</li> <li>How can I prevent engaging in a power struggle with the student? Can I use humor to diffuse the situation? Can I allow the student a small "win" in some way?</li> <li>How can I use assertive communication to demonstrate empathy, explain disappointment, and set expectations for changed behavior?</li> <li>How can I strengthen the teacher/student relationship to increase the likelihood of compliance with redirection?</li> <li>What are the consequences for the student if he misses class because he is suspended? What critical instruction will he miss out on today if he is sent out of the room? How will I ensure that he has an opportunity to get the instruction that he missed?</li> <li>Is this simply a difference in conflict styles? How can I provide the student with the opportunity to calm down and "save face"?</li> <li>Is there a time when I can address the behavior one on one when the student is in a calm frame of mind?</li> <li>How can I help the student feel welcome back into the classroom after the incident is over?</li> </ul> <b>Instructive Response:</b> <ul style="list-style-type: none"> <li>In calm tone of voice and using as few words as possible, redirect student to appropriate behavior</li> <li>Use language in directions that emphasizes the student's choice and responsibility</li> <li>Use the "broken record" technique repeating the expected behavior in a low volume and calm tone. Give the redirection then return to instruction giving attention to the class and allowing time for student to make appropriate choice.</li> <li>Allow student space and time to calm down.</li> <li>Documented Teacher and Student Conference focused on expectation and practicing expected behavior</li> <li>After the student has de-escalated, find ways to welcome the student back into the classroom community and maintain his/her self-respect.</li> </ul> <b>Corrective Response:</b> <ul style="list-style-type: none"> <li>Timeout in classroom with a student reflection sheet</li> <li>Time out in buddy classroom with a student reflection sheet</li> <li>Teacher model expected behavior through mini-lessons</li> <li>Teacher, Student, and Parent/Guardian Conference focused on expectation and practicing expected behavior</li> <li>Teacher, Student, Administrator and Parent/Guardian Conference focused on expectation and practicing expected behavior</li> <li>Have student complete a reinforcement survey and offer behavior contract</li> <li>Teacher-created modules to review appropriate behavior with reflection/question feedback</li> <li>Positive phone calls/notes home for positive choices</li> </ul> <b>Restorative Response:</b> <ul style="list-style-type: none"> <li>Classroom community meeting</li> <li>Offer the student the opportunity to write a letter, make a list, or journal as a means of expressing thoughts and concerns.</li> <li>Offer student leadership roles in the classroom</li> </ul>	■	■  <b>Primary</b>  1-2 days ASD max  <b>Intermediate</b>  1 day ISS max  <b>High School</b>  1 day ISS max		




	<ul style="list-style-type: none"><li>• Referral to Social Worker/Counselor for intervention</li><li>• Participation in peace or healing circle with staff and peers impacted by behavior</li><li>• Referral to school peer jury, peer mediation or peer conferencing (if available and approved by principal)</li><li>• Anger management support group (if available and approved by principal)</li><li>• Social skills support group with lessons provided during lunch or after-school (if available and approved by principal)</li></ul>				
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Behavior	Reflective, Instructive, Corrective, Restorative Response	Level			
Level I	Behaviors in which the instructional response will take place within the classroom	1	2	3	SRO
<b>Dress Code:</b> Dress does not with building expectations	<b>Reflective Questions:</b> <ul style="list-style-type: none"> <li>Does the student have all the resources necessary to comply with the school dress code? For example, does the student own a belt? Are they growing out of their uniform clothes (shirt no longer stays tucked or is extra tight)?</li> <li>Should I keep extra belts, etc., in my classroom?</li> <li>How can I affirm that clothing norms are different in school and at home but neither is good or bad?</li> <li>How can I strengthen the teacher/student relationship to increase the likelihood of compliance with redirection?</li> <li>Have I recognized and praised the student when he is compliant or has some measure of compliance with the dress code?</li> <li>Am I able to correct the misbehavior with humor?</li> <li>Is noncompliance attention-seeking behavior? If so, for what behaviors can I praise the student?</li> <li>How does my teaching affect the student's self-image?</li> <li>Does enforcement of the dress code target particular groups of students?</li> </ul>	■	<b>Primary</b>  1 day ASD (max)		
	<b>Instructive Response:</b> <ul style="list-style-type: none"> <li>Make an effort to give a ratio of 4 positive comments to 1 negative comment.</li> <li>Praise and thank the student (publicly or privately) on the way that he demonstrates compliance with the dress code. Even if the belt is missing say, "Thank you for keeping your shirt tucked in! Good Job!"</li> <li>Documented Teacher and Student Conference focused on expectation and practicing expected behavior. Ask the student; for example: "I noticed that you do not wear a belt to school. What's up?" Review expectation and natural consequences of noncompliance with dress code (missed instruction, constant reminders from staff)</li> <li>Offer behavior contract</li> <li>Identify an adult in the building with whom the student has a relationship and ask that individual to reinforce the expectation</li> <li>Contact home for a Teacher, Student, and Parent/Guardian Conference to discuss issues and offer support</li> <li>Referral to social worker for family resources</li> </ul> <b>Corrective Response:</b> <ul style="list-style-type: none"> <li>Offer oversized collar shirt or lab coat to wear during class over inappropriate attire.</li> <li>Contact home to ask parent to bring change of clothes</li> </ul>		<b>Intermediate</b>  1 day ISS or ASD  <b>High School</b>  1 day ISS or ASD		

Behavior	Reflective, Instructive, Corrective, Restorative Response	Level			
Level I		1	2	3	SRO
<b>D. Attendance:</b> 1. Tardy: Late to class without an approved excuse 2. Unexcused Absence: Failure to report to class/school and without an approved excuse. Students are to follow their schedule unless permission is granted by the Administration. Indiana Law states that once a student 10 days of unexcused absences is defined as habitual truancy. <a href="#">IC 20-33-2 (Compulsory School Attendance)</a> 3. Truancy: Leaving the classroom or assigned area without obtaining approval; hiding	<b>Reflective Questions:</b> <ul style="list-style-type: none"> <li>What personal problems might prevent the student from getting to school on time?</li> <li>Are there challenges at home that might prevent the student from getting to school on time?</li> <li>Is my curriculum relevant to the student's identity and lived experiences?</li> <li>Why is the student tardy or frequently absent?               <ul style="list-style-type: none"> <li>Consider location of locker, peer interactions, mobility issues</li> <li>Is the lack of structure and opportunity to socialize during passing period too distracting for the student?</li> <li>Is there a pattern in the times the student is tardy or absent? (Class is after lunch or first thing in the morning, visitation weekends)</li> </ul> </li> <li>How am I reinforcing/rewarding the student for the incidents when the student is on time?</li> <li>How am I engaging the student in the classroom community after he/she does come in late?</li> </ul> <b>Instructive Response:</b> <ul style="list-style-type: none"> <li>Documented Teacher and Student Conference focused on expectation and practicing expected behavior. Ask the student; for example: "I noticed that you are usually absent first hour. What's up?" Listen respectfully and work with the student to problem-solve.</li> <li>Review expectation and natural consequences of missing class (missed instruction, fails to help student meet personal goals, disrupts class, loss of passing privileges, and, if chronic, referral to outside agency).</li> <li>Explicitly teach "late/on time". Does it mean being in the room? In the seat? In the assigned seat with materials out and ready? Teach dismissal procedures. Do students stay in their assigned seat? Are they dismissed when the bell rings or upon teacher approval?</li> <li>Begin class with a highly motivating, engaging activity daily.</li> <li>Greet students at the door.</li> <li>Create opportunities for movement and collaboration with peers within the class period.</li> <li>Have student complete a reinforcement survey and offer behavior contract</li> <li>Contact home for a Teacher, Student, and Parent/Guardian Conference to discuss issues and offer support</li> <li>Referral to social worker</li> </ul> <b>Corrective Response:</b> <ul style="list-style-type: none"> <li>Early or delayed passing for 1 week</li> <li>Loss of classroom privileges</li> <li>Grades K-6 possible referral to <a href="#">CASIE Center</a></li> <li>Grades 7-8 possible referral to JJC</li> </ul>		 <b>Primary</b> 1 <sup>st</sup> Offense Parent contact  Repeated/ Chronic (10 days) Legal action  <b>Intermediate</b> 1 <sup>st</sup> Offense Parent contact  Repeated (after 5 days) 2 days (max) ISS/ASD  Chronic (10+) Legal action  <b>High School</b> 1 <sup>st</sup> Offense Parent Contact  Repeated (after 5 days) 2 days ISS (max) Parent conference required  Chronic 3-5 days ISS Written parent notification		

Behavior	Reflective, Instructive, Corrective, Restorative Response	Level			
Level I		1	2	3	SRO
<b>E. Inappropriate Language/Gestures/Disruptive/Disorderly Conduct:</b> 1. Conduct which is likely to result in serious bodily injury or substantial property damage, and/or making unreasonable noise that interferes with educational activities and refusing to cease the disruption when requested 2. Causing a large disruption to the atmosphere of order and discipline in the school that is necessary for effective learning and may place others at risk of injury 3. Saying words that are offensive, sexual, or considered obscene in an academic, professional setting.	<b>Reflective Questions:</b> <ul style="list-style-type: none"> <li>Did the conduct in question cause a large disruption? Bodily injury? Property damage?</li> <li>Was the location of the incident (gym, hallway, cafeteria, locker room, library, etc.) a factor?</li> <li>How can we be proactive to reduce the number of incidents that occur in these places? (video cameras, adult supervision, locked rooms, etc.)</li> <li>Were electronics or social media involved?</li> <li>Did student refuse to cooperate? How was that demonstrated: verbally, physically, body language?</li> <li>Was this incident premeditated or spontaneous?</li> <li>What is the function of the behavior? Can the need be met in a different way?               <ul style="list-style-type: none"> <li>Attention - make student leader of an activity</li> <li>Avoidance - peer buddy for work time or remediation</li> </ul> </li> <li>What are the consequences for the student if he misses class because he is suspended? What critical instruction will he miss out on today if he is sent out of the room? How will I ensure that he has an opportunity to get the instruction that he missed?</li> <li>When does the behavior occur – during work time or instruction? Is the student walking, standing, and visiting? Is the behavior truly disrupting the class?</li> <li>How can I strengthen the teacher/student relationship to increase the likelihood of compliance with redirection?</li> <li>How can I welcome the student back into the classroom after the incident is over?</li> </ul> <b>Instructional Response:</b> <ul style="list-style-type: none"> <li>Give wait time to observe purpose of behavior (e.g., out of seat to sharpen pencil, blow nose, or visiting)</li> <li>Intervene early before the student has time to escalate behavior</li> <li>In calm tone of voice and few words as possible, redirect student to appropriate behavior</li> <li>Use language in directions that emphasizes the student's choice and responsibility</li> <li>Use the "broken record" technique repeating the expected behavior in a low volume and calm tone. Give the redirection then return to instruction giving attention to the class and allowing time for student to make appropriate choice and comply with redirection.</li> <li>Reinforce students who are following the rules.</li> <li>Clarify purpose and need for being seated BEFORE instruction.</li> <li>Allow movement to increase engagement in instruction. Revisit lesson plan to include movement if possible.</li> <li>Documented Teacher and Student Conference focused on expectation and practicing expected behavior</li> <li>Make student aware of the number of times a behavior occurs. This should be done in a nonthreatening way using a visual</li> </ul>		 <b>Primary</b>  1 <sup>st</sup> Offense Parent Contact  Repeated/ Chronic 1-2 days ASD  To Staff 2 days OSS max  <b>Intermediate</b>  1 <sup>st</sup> Offense 1 day ISS (max)  Repeated/ Chronic 2 days ISS  To Staff 2 OSS max Parent conference required  <b>High School</b>  1 <sup>st</sup> Offense 1 day ISS  Repeated/ Chronic 2 days ISS  To staff 2 OSS max Parent conference required		




	<p>representation or self-monitoring. This could be a strategy that is a cue between the student and teacher, such as a tally on one particular part of the chalkboard or on a scrap piece of paper to be discussed after class.</p> <ul style="list-style-type: none"> <li>• Remove other students from the area if risk of injury is involved</li> <li>• Model appropriate behavior in a stressful situation - maintain a calm demeanor</li> <li>• Avoid confrontational verbalizations or body language</li> <li>• Talk to student in a calm tone of voice</li> <li>• Offer support to the student who appears anxious or frustrated.</li> <li>• Referral to social worker or counselor</li> </ul> <p><b>Corrective Response:</b></p> <ul style="list-style-type: none"> <li>• Consider seating arrangement</li> <li>• Timeout in classroom with a student reflection sheet</li> <li>• Time out in buddy classroom with a student reflection sheet</li> <li>• Teacher, Student, and Parent/Guardian Conference focused on expectation and practicing expected behavior</li> <li>• Complete reinforcement survey and offer behavior contract</li> <li>• Removal of privileges/free time/recess for 1 day</li> <li>• Teacher, Student, Administrator and Parent/Guardian Conference focused on expectation and practicing expected behavior</li> <li>• Diffuse with humor – give them a moment to get it out of their system and then move on</li> <li>• Allow student a seat where standing doesn't interfere.</li> <li>• Offer student leadership roles in the classroom</li> <li>• Offer choices of appropriate alternative behaviors. Explain both the positive and negative choice and consequences, and then allow the student time to make a choice.</li> <li>• Give the student a way to redeem him/herself or to relent in a non-demeaning way. In other words, allow the student a way out that allows him/her the chance to save face.</li> </ul>				
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Behavior	Reflective, Instructive, Corrective, Restorative Response	Level			
Level I		1	2	3	SRO
<b>F. Academic Dishonesty:</b> Using the work of others or published work; violating rules of honesty such as copying another student's test, assignment, etc.	<b>Reflective Questions:</b> <ul style="list-style-type: none"> <li>Is there a skill deficit that causes the student to feel the need to cheat? Is it related to a specific subject, content, or standard?</li> <li>What other stresses might there be in the student's life that could have sparked this behavior, e.g. too much homework, too many after-school activities causing time pressure, emotional overload, anxiety regarding desire to perform well academically?</li> <li>How can I modify instruction to increase understanding/mastery?</li> <li>How can I reinforce the student's confidence in his or her own abilities?</li> </ul> <b>Instructive Response:</b> <ul style="list-style-type: none"> <li>Teach the definition of plagiarism and the reasons why it is an egregious offense.</li> <li>Teacher student conference to review behavior expectation and consequences for repeated offense.</li> <li>Retake test or redo assignment, possibly using an alternative method or format</li> <li>Remediate skills or increase support (e.g., peer buddy)</li> <li>Call on student when they are most likely to respond correctly.</li> <li>Create cooperative learning situations where the student can share his proficiencies.</li> </ul> <b>Corrective Response:</b> <ul style="list-style-type: none"> <li>Alter testing environment (e.g., seat the student near teacher when taking tests/quizzes)</li> <li>Class meeting or peer mediation</li> <li>Contact home – teacher, student, parent consultation</li> <li>Zero for the assignment</li> </ul>				


Behavior	Reflective, Instructive, Corrective, Restorative Response	Level			
<b>Level II</b>	<b>Elevated Infractions:</b> Behaviors in which the instructional response will take place outside of the classroom. In all instances, consider the possible motivations of the student. In determining the instructional response, administer the lowest level of intensity necessary in order to elicit a change in behavior. In rare instances, Administrators may find it necessary to notify the School Resource Officer or law enforcement.	1	2	3	SRO
<b>G. Prolonged Interruption of Instruction:</b> Conduct that causes a large disruption to the learning environment for either 20% or 15 consecutive minutes of the education process after having received direct instruction and multiple interventions regarding compliance.	<b>Reflective Questions:</b> <ul style="list-style-type: none"> <li>Is the student's behavior related to something other than what is going on in school? The behavior is directed at me but is this really about me?</li> <li>What type of conduct is the key disruption- verbal or physical?</li> <li>What is the purpose for the misconduct (avoidance, attention, etc.)?</li> <li>Was the location of the incident (gym, hallway, cafeteria, locker room, library, etc.) a factor?</li> <li>How can I prevent engaging in a power struggle with the student? Can I use humor to diffuse the situation? Can I allow the student a small "win" in some way?</li> <li>How can I use assertive communication to demonstrate empathy, explain disappointment, and set expectations for changed behavior?</li> <li>How can I strengthen the teacher/student relationship to increase the likelihood of compliance with redirection?</li> <li>Is this simply a difference in conflict styles? How can I provide the student with the opportunity to calm down and "save face"?</li> <li>Is there a time when I can address the behavior one on one when the student is in a calm frame of mind?</li> <li>How can I help the student feel welcome back into the classroom after the incident is over?</li> <li>If this behavior occurs again- How can I handle it differently?</li> <li>Does this student need a behavior plan?</li> </ul> <b>Instructive Response:</b> <ul style="list-style-type: none"> <li>Teach the ways communicate needs appropriately in place of disrupting the education process for the other students.</li> <li>Teacher student conference to review behavior expectation and consequences for repeated offense.</li> <li>Give wait time to observe purpose of behavior (e.g., out of seat to sharpen pencil, blow nose, or visiting)</li> <li>Intervene early before the student has time to escalate behavior</li> <li>In calm tone of voice and few words as possible, redirect student to appropriate behavior</li> <li>Use language in directions that emphasizes the student's choice and responsibility</li> <li>Use the "broken record" technique repeating the expected behavior in a low volume and calm tone. Give the redirection then return to instruction giving attention to the class and allowing time for student to make appropriate choice and comply with redirection.</li> <li>Reinforce students who are following the rules.</li> <li>After the student has de-escalated, find ways to welcome the student back into the classroom community and maintain his/her self-respect.</li> <li>Early in the episode allow the student to participate in a calming activity to de-escalate disruption (example- getting a drink of water, delivering a note to a nearby teacher, etc...)</li> <li>Teach the student to think about the purpose of the conduct and help them create a plan to implement next time. Teach the student acceptable ways to communicate displeasure, anger, etc.</li> </ul> <b>Corrective Response:</b> <ul style="list-style-type: none"> <li>Consider seating arrangement- maintain visibility to and from the student</li> </ul>		 <b>Primary</b>  1 day ASD  <b>Intermediate</b>  1 day ISS max  <b>High School</b>  1 day max ISS		

	<ul style="list-style-type: none"> <li>• Timeout in classroom with a student reflection sheet</li> <li>• Time out in buddy classroom with a student reflection sheet</li> <li>• Teacher, Student, and Parent/Guardian Conference focused on expectation and practicing expected behavior</li> <li>• Complete reinforcement survey and offer behavior contract</li> <li>• Removal of privileges/free time/recess for 1 day</li> <li>• Teacher, Student, Administrator and Parent/Guardian Conference focused on expectation and practicing expected behavior</li> <li>• Diffuse with humor – give them a moment to get it out of their system and then move on</li> <li>• Allow student a seat where standing doesn't interfere.</li> <li>• Do not leave a lot of unstructured time for the student</li> <li>• Remove student from activity or group until he/she can demonstrate appropriate behavior.</li> <li>• Provide the student with a quiet place to work</li> </ul> <p><b>Restorative Response:</b></p> <ul style="list-style-type: none"> <li>• Classroom community meeting</li> <li>• Offer the student the opportunity to write a letter, make a list, or journal as a means of expressing thoughts and concerns.</li> <li>• Offer student leadership roles in the classroom</li> <li>• Referral to Social Worker/Counselor for intervention</li> <li>• Participation in peace or healing circle with staff and peers impacted by behavior</li> <li>• Referral to school peer jury, peer mediation or peer conferencing (if available and approved by principal)</li> <li>• Anger management support group (if available and approved by principal)</li> <li>• Social skills support group with lessons provided during lunch or after-school (if available and approved by principal)</li> </ul>				
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Behavior	Reflective, Instructive, Corrective, Restorative Response	Level			
Level II		1	2	3	SRO
<b>H. Theft/Forgery:</b> 1. Having in one's possession property obtained without permission of the owner or procession (physical control over, including clothing, lockers, or bags) of stolen property. 2. Alteration of documents including possession or signing	<p><b>*Restitution can be defined as acts of service done with the intent of "paying off" or equivalent of the item(s) taken. (Possible police referral for monetary value over \$500)</b></p> <p><b>Reflective Questions:</b></p> <ul style="list-style-type: none"> <li>Identify the purpose of behavior:               <ul style="list-style-type: none"> <li>When, where and with whom does the behavior occur? Be specific.</li> <li>How often does the behavior occur, and how long does it last?</li> <li>What things seem to trigger the behavior?</li> <li>What usually happens when this behavior occurs; reactions of peers/adults, consequences of the behavior?</li> </ul> </li> <li>Is this behavior chronic? Habitual?</li> <li>Is this a pattern in all environments (e.g., does this happen at home)?</li> <li>Is this behavior a result of real or perceived need?</li> <li>Is there some procedural change that will make everyone's personal property more secure?</li> </ul> <p><b>Instructive Response:</b></p> <ul style="list-style-type: none"> <li>Teach the student the concept of borrowing by requiring the return of things the student has taken from others. Explain that what the student is doing is wrong and specify what the student should be doing (e.g., asking to use things, borrowing, sharing, returning things, etc.)</li> <li>Make sure the student understands the natural consequences of inappropriate behavior (e.g., the student must make restitution for taking things which belongs to others).</li> <li>Communicate with the student's family to establish procedures whereby the student may earn those things she would otherwise take.</li> <li>Identify those things student is taking from others and offer those items as reinforcers for appropriate behavior</li> <li>Encourage all students to monitor their own belongings.</li> <li>Teach student to respect other's belongings by respecting the student's</li> <li>Make certain the student is aware of local and federal laws regarding stealing.</li> <li>Help the student build or create a prized possession to satisfy his/her need for ownership (e.g., this can be done in art, home economics, industrial arts, etc.)</li> <li>Do not criticize when correcting the student; treat the student with respect. Talk in an objective manner at all times.</li> <li>Deal with the taking of belongings privately rather than publically.</li> </ul> <p><b>Corrective Response:</b></p> <ul style="list-style-type: none"> <li>Reduce opportunity to steal by restrictive students from bringing unnecessary items to school.</li> <li>Maintain visibility to and from the student making eye contact visible at all times.</li> <li>Use permanent marker to label all property brought to school by students and teachers.</li> <li>Secure all school items of value.</li> <li>Ask students to keep important items in their lockers and take home any valuables.</li> </ul> <p><b>Restorative Response:</b></p> <ul style="list-style-type: none"> <li>Have the student make right what they have done wrong and be</li> </ul>		  Forgery/ Theft under \$150  <b>Primary</b>  1 day ASD  <b>Intermediate</b>  1-2 days ISS max Restitution  <b>High School</b>  1-2 days max ISS Restitution	  Theft over \$150  <b>Primary</b>  1-2 days OSS max  Intermediate  1-3 days OSS max Restitution  High School  1-3 days OSS max Restitution	

	<p>required to do something for the person to show / make up for their misdeed.</p> <ul style="list-style-type: none"><li>• DO NOT rely on or encourage student in the classroom to be informants.</li><li>• DO NOT use peer pressure in the classroom to solve incidents of stealing.</li></ul>				
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Behavior	Reflective, Instructive, Corrective, Restorative Response	Level			
Level II		1	2	3	SRO
<b>I. Failure to Serve:</b> Failure to report for the prescribed consequence such as detention or In-School Suspension	<b>Reflective Questions:</b> <ul style="list-style-type: none"> <li>Have I communicated the expectation with the parents to enlist their support in getting the student to serve the consequence?</li> <li>Did I give the student an opportunity to share their concerns about their ability to serve the consequence?</li> <li>Was there an unavoidable reason (transportation, schedule conflict, etc.) that prevented student from serving the consequence?</li> <li>Is the consequence within the students' control (e.g., detention after school when the student is responsible for staying with younger siblings.)</li> <li>Am I delivering consequences consistently for behavior of all students</li> </ul>				
	<b>Instructive Responses:</b> <ul style="list-style-type: none"> <li>Provide a learning experiences which emphasizes the cause-and-effect relationship between behavior and the inevitability of some form of consequence (e.g., both negative and positive behaviors and consequences)</li> <li>Clarify for the student that it is his/her behavior which determines consequences (e.g., positive or negative).</li> <li>Provide the student with a clearly identified list of consequences for inappropriate behavior</li> <li>Make certain that consequences are delivered consistently for behavior demonstrated (e.g., appropriate behavior results in positive consequences and inappropriate behavior results in negative consequences.)</li> <li>Make the consequences of a behavior obvious by identifying the consequence as it occurs and discussing alternative behavior which would have prevented the particular consequence.</li> </ul> <b>Corrective Responses:</b> <ul style="list-style-type: none"> <li>Conference with student to devise and alternative consequence that is mutually agreeable.</li> <li>Contact parents to determine an alternative consequence</li> </ul>		<b>Primary</b>  1 additional day ASD  <b>Intermediate</b>  1 additional day ASD/ISS  <b>High School</b>  1 additional day ASD/ISS		

Behavior	Reflective, Instructive, Corrective, Restorative Response	Level			
		1	2	3	SRO
<b>Level II</b>					
<b>J. Vandalism:</b> Deliberate destruction or damage of property	<p><b>*Restitution can be defined as acts of service done with the intent of “paying off” or equivalent of the item(s) taken.</b> (Possible police referral for monetary value over \$500)</p> <p><b>Reflective Questions:</b> the purpose of the behavior</p> <ul style="list-style-type: none"> <li>When, where and with whom does the behavior occur? Be specific.</li> <li>How often does the behavior occur, and how long does it last?</li> <li>What things seem to trigger the behavior?</li> <li>What usually happens when this behavior occurs; reactions of peers/adults, consequences of the behavior?</li> </ul> <p><b>Instructive Responses:</b></p> <ul style="list-style-type: none"> <li>Teach the student appropriate care and handling of other’s property (e.g. sharpening borrowed pencils, keeping books free of marks and tears, etc.)</li> <li>Teach student how to conserve rather than wasted materials (glue, tape, use lids, containers for pens/markers)</li> <li>Point out to the student that borrowing personal property does not reduce his/her responsibility for the property</li> <li>Teacher the student that the failure to care for others’ property will result in the loss of freedom to use others’ property</li> <li>Make sure the student is not inadvertently reinforced for losing or damaging property by providing him/her with new materials. Provide the students with used or damaged materials, copies of the materials rather than new materials.</li> </ul> <p><b>Corrective Response:</b></p> <ul style="list-style-type: none"> <li>Provide student with appropriate place to store/secure others’ property and require the student to store all property when not in use.</li> <li>Structure the environment to reduce free or unplanned time which is likely to contribute to the student’s inappropriate behavior</li> <li>Maintain visibility to and from the students making eye contact possible at all times.</li> <li>Make the necessary adjustments in the environment to prevent the student from experiencing stress, frustration, anger, etc. as much as possible.</li> <li>Interact frequently with student in order to prompt organizational skills and appropriate use of materials.</li> <li>Provide student only those materials necessary at any given time.</li> <li>Talk to the student about ways of handling situations successfully without conflict (e.g., walk away from situation, change to another activity, ask for help, etc.)</li> <li>Evaluate appropriateness of task to determine if the task is too difficult or if the length of time scheduled to complete the task is appropriate.</li> <li>Require that the lost or damages property be replaces by the student. If the student cannot replace the</li> </ul>		<p>Destruction under \$150</p> <p><b>Primary</b></p> <p>1 day ASD</p> <p><b>Intermediate</b></p> <p>1-2 days ISS max Restitution</p> <p><b>High School</b></p> <p>1-2 days max ISS Restitution</p>	<p>Destruction over \$150</p> <p><b>Primary</b></p> <p>1-2 days OSS max</p> <p><b>Intermediate</b></p> <p>1-3 days OSS max Restitution</p> <p><b>High School</b></p> <p>1-3 days OSS max Restitution</p>	

	property, restitution can be made.				
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Behavior	Reflective, Instructive, Corrective, Restorative Response	Level			
Level II		1	2	3	SRO
<b>K. Tardiness:</b> 1. Nine or more instances of being late to class without an approved excuse 2. Twelve or more instances of being late to class without an approved excuse	<b>Reflective Questions:</b> <ul style="list-style-type: none"> <li>Is this a chronic systems issue? That is, are there a number of students building wide with 9+ tardies/absences? Is there some process the school can change to increase the likelihood of students getting to class on time?</li> <li>What personal problems might prevent the student from getting to school on time?</li> <li>Are there challenges at home that might prevent the student from getting to school on time?</li> <li>Is my curriculum relevant to the student's identity and lived experiences?</li> <li>Why is the student tardy or frequently absent?               <ul style="list-style-type: none"> <li>Consider location of locker, peer interactions, mobility issues</li> <li>Is the lack of structure and opportunity to socialize during passing period too distracting for the student?</li> <li>Is there a pattern in the times the student is tardy or absent? (Class is after lunch or first thing in the morning, visitation weekends)</li> </ul> </li> <li>How am I reinforcing/rewarding the student for the incidents when the student is on time?</li> <li>How am I engaging the student in the classroom community after he/she does come in late?</li> </ul> <b>Instructive Response:</b> <ul style="list-style-type: none"> <li>Documented Teacher and Student Conference focused on expectation and practicing expected behavior. Ask the student; for example: "I noticed that you are usually absent first hour. What's up?" Listen respectfully and work with the student to problem-solve.</li> <li>Review expectation and natural consequences of missing class (missed instruction, fails to help student meet personal goals, disrupts class, loss of passing privileges, and, if chronic, referral to outside agency).</li> <li>Explicitly teach "late/on time". Does it mean being in the room? In the seat? In the assigned seat with materials out and ready? Teach dismissal procedures. Do students stay in their assigned seat? Are they dismissed when the bell rings or upon teacher approval?</li> <li>Begin class with a highly motivating, engaging activity daily.</li> <li>Make the student leader of an activity he/she enjoys that happens at the beginning of the class period?</li> <li>Greet students at the door.</li> <li>Reinforce students who come to class at the specified time</li> <li>Create opportunities for movement and collaboration with peers within the class period.</li> <li>Have student complete a reinforcement survey and offer behavior contract</li> <li>Have the student document personal attendance for a period of time and self-evaluate</li> <li>Contact home for a Teacher, Student, and Parent/Guardian Conference to discuss issues and offer support</li> <li>Referral to social worker</li> </ul>		  <b>9+ Tardies</b>  <b>Primary</b>  Parent contact  <b>Intermediate</b>  Required Parent conference 1 day max ISS/ASD  <b>High School</b>  2-3 days ISS/ASD  <b>12+ Tardies</b>  <b>Primary</b>  Parent contact  <b>Intermediate</b>  Parent conference 1 day max ISS/ASD  <b>High School</b>  Parent conference 2-3 days ISS/ASD		




	<p>Corrective Response:</p> <ul style="list-style-type: none"> <li>● Make certain the student has adequate time to get to class on time.</li> <li>● Early or delayed passing for 1 week</li> <li>● Loss of classroom privileges</li> <li>● Make student responsible for time missed (i.e., if the student misses five minutes of an activity, the time must be made up during recess, lunch, or other desired activities)</li> <li>● Grades K-6 possible referral to CASIE Center</li> <li>● Grades 7-8 possible referral to JJC</li> </ul>				
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Behavior	Reflective, Instructive, Corrective, Restorative Response	Level			
		1	2	3	SRO
<b>Level II</b> <b>L. Bullying/ Harassment:</b> Under IC 20-33-8-0.2, “bullying” means overt, unwanted, repeated acts or gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically), physical acts committed, aggression, or any other behaviors, that are committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student and create for the targeted student an objectively hostile school environment. Examples include harassment based on real or perceived race, ethnicity, gender/gender identity, sexual orientation, disability, or religion.	<p><b>*Bullying Investigation Report Form and Bullying Compliant Form must be completed. This must be completed within 1-2 work days of when staff member has observed or become aware of such conduct. Use of intimidation credible threats of violence, coercion, or persistent severe bullying can lead to a Level III response.</b></p> <p><b>Reflective Questions:</b></p> <ul style="list-style-type: none"> <li>What is the social climate in the school? What recent events might have influenced the occurrence of the behavior?</li> <li>How can I create a climate of safety and respect in the classroom setting?</li> <li>Is there an adult in the building who has a relationship with the referred student that can help me get a better understanding of the problem?</li> <li>Where/ when is the incident occurring? What is the level of supervision at the time of the incident?</li> <li>How frequent is the behavior?</li> <li>Is this a pattern in all environments (e.g., does this happen at home)?</li> </ul> <p><b>Instructive Response:</b></p> <ul style="list-style-type: none"> <li>In calm tone of voice and few words as possible, redirect student to appropriate behavior</li> <li>Refer student to Take Ten Strategies</li> <li>Documented Teacher and Student Conference focused on expectation and practicing expected behavior</li> <li>Provide instruction on bullying and its consequences</li> <li>One on one intervention sessions (teacher, mentor, counselor, social worker)</li> <li>Provide the student with social interactions to practice expectations</li> <li>Model appropriate strategies for handling bullying</li> </ul> <p><b>Corrective Response:</b></p> <ul style="list-style-type: none"> <li>Removal of privileges/free time/recess for 1 – 3 days or longer (depending on severity of the offense)</li> <li>Complete required bullying forms</li> <li>Teacher, Student, and Parent/Guardian Conference focused on expectation and practicing expected behavior</li> <li>Complete reinforcement survey and offer behavior contract</li> <li>Teacher, Student, Administrator and Parent/Guardian Conference focused on expectation and practicing expected behavior</li> <li>Provide the student with verbal recognition and reinforcement for social and academic success</li> <li>Maintain visibility to and from the student- student should see teacher and teacher should see student. Make eye contact possible at all times.</li> <li>Be mobile to be frequently near the student</li> <li>Supervise the student closely to prevent bullying related behaviors from reoccurring.</li> <li>Structure the environment to allow no time for student to engage in inappropriate behavior</li> </ul> <p><b>Restorative Response:</b></p> <ul style="list-style-type: none"> <li>Have the student make right what they have done wrong and be required to do something for the person to show / make up</li> </ul>		 <b>Primary</b> 1 <sup>st</sup> Offense 1-2 days max ASD Repeated 1-2 days max OSS Required parent conference Physical- 1-2 days max OSS On Staff- 2 days max OSS		
			<b>Intermediate</b> 1 <sup>st</sup> Offense 1-3 days ISS Repeated 1-3 days max OSS Parent conference Physical- 1-3 days max OSS On Staff- 3 days max OSS		
			<b>High School</b> 1 <sup>st</sup> Offense 1-3 days ISS Repeated 1-3 days max OSS Required parent conference Physical- 1-3 days max OSS On Staff- 3 days OSS		




	<p>for their misdeed (if deemed appropriate).</p> <ul style="list-style-type: none"><li>• DO NOT rely on or encourage student in the classroom to be informants.</li><li>• DO NOT use peer pressure in the classroom to solve incidents of stealing.</li></ul>				
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Behavior	Reflective, Instructive, Corrective, Restorative Response	Level			
Level II		1	2	3	SRO
<b>M.</b> <b>Provocation/Injury to Others:</b> To incite a fight; physical contact by pushing, shoving, biting, spitting, kicking or hitting or other conduct that may cause injury; more than horseplay	<b>Reflective Questions:</b> <ul style="list-style-type: none"> <li>What is the social climate in the school? What recent events might have influenced the occurrence of the behavior?</li> <li>How can I create a climate of safety and respect in the classroom setting?</li> <li>How can I help the student deal with his feelings about the incident and help him see school in a positive light?</li> <li>Who can best help the student through things I've never experienced?</li> <li>How can I use our curriculum to increase the student's ability to resolve conflict nonviolently?</li> </ul> <b>Instructive Response:</b> <ul style="list-style-type: none"> <li>In calm tone of voice and few words as possible, redirect student to appropriate behavior</li> <li>Refer student to Take Ten Strategies</li> <li>Documented Teacher and Student Conference focused on expectation and practicing expected behavior</li> <li>Provide instruction on bullying and its consequences</li> <li>One on one intervention sessions (teacher, mentor, counselor, social worker)</li> </ul> <b>Corrective Response:</b> <ul style="list-style-type: none"> <li>Timeout in classroom with a student reflection sheet</li> <li>Time out in buddy classroom with a student reflection sheet</li> <li>Removal of privileges/free time/recess for 1 – 3 days or longer (depending on severity of the offense; leave consequences that affect involvement on athletic teams to discretion of the coach)</li> <li>Teacher, Student, and Parent/Guardian Conference focused on expectation and practicing expected behavior</li> <li>Complete reinforcement survey and offer behavior contract</li> <li>Teacher, Student, Administrator and Parent/Guardian Conference focused on expectation and practicing expected behavior</li> <li>Anger Management classes if available</li> <li>Ticket/legal action</li> </ul> <b>Restorative Response:</b> <ul style="list-style-type: none"> <li>Community Classroom meeting</li> <li>Peer mediation</li> <li>Circle Process or similar restorative justice process</li> <li>1-3 days cleaning school grounds (with permission of the parent)</li> </ul>		 <b>Primary</b> 1-2 days max ASD  <b>Intermediate</b> 1-3 days ASD or 1-3 days OSS  <b>High School</b> 1-3 days ASD or 1-3 days OSS  Severe fights 3-5 days OSS Possible police referral Possible due process expulsion	 <b>Primary</b> Severe fights 1-3 days max OSS  <b>Intermediate</b> Severe fights 3-5 days OSS Possible police referral Possible due process expulsion  <b>High School</b> Severe fights 3-5 days OSS Possible police referral Possible due process expulsion	

Behavior	Reflective, Instructive, Corrective, Restorative Response	Level			
Level II		1	2	3	SRO
<b>N. Sexual Conduct:</b> Inappropriate sexual conduct, sexual gestures, inappropriate touching, indecent exposure, transmitting sexually suggestive images through information technology devices, or other sexual activities which do not involve the use of force. 1. Sending, sharing, viewing, and possessing pictures, text messages emails or other material of a sexual nature in electronic or any other form, including the contents of a cell phone or other electronic device. 2. Falsely accusing any person of sexual harassment.	<b>*Sexual Conduct at the primary level should be a mandatory referral to the school social worker with possible CPS referral.</b> <b>*If behavior continues mandatory parent/guardian conference with the creation, implementation, and periodic monitoring of a safety plan.</b>  <b>Reflective Questions:</b> <ul style="list-style-type: none"><li>What is the social climate in the school? What recent events might have influenced the occurrence of the behavior?</li><li>How can I create a climate of safety and respect in the classroom setting?</li><li>Identify the purpose of the behavior</li></ul> -When, where and with whom does the behavior occur? Be specific. -How often does the behavior occur, and how long does it last? -What things seem to trigger the behavior? -What usually happens when this behavior occurs; reactions of peers/adults, consequences of the behavior? <ul style="list-style-type: none"><li>Does the student understand the inappropriateness of the sexual conduct?</li><li>How can I create a climate of safety and respect in the classroom setting?</li><li>Is there an adult in the building who has a relationship with the referred student that can help me get a better understanding of the problem?</li><li>Has the student had prior incidents with this behavior?</li></ul> <b>Instructive Response:</b> <ul style="list-style-type: none"><li>In calm tone of voice and few words as possible, redirect student to appropriate behavior</li><li>Instruct the student that public displays of sexually related behavior are inappropriate.</li><li>Teach the student to “think” before acting.</li><li>Make sure the student knows exactly which sexually related behaviors are unacceptable at school (e.g. words, gestures, comments, touching, exposing, etc.).</li><li>Model socially acceptable behavior for the student (e.g. pat on back, handshake, appropriate verbal communication, etc.).</li></ul> <b>Corrective Response:</b> <ul style="list-style-type: none"><li>Have student complete a reflection sheet to consider “What am I doing wrong?” (e.g. making sexual references, touching others, making gestures, etc.) and “What should I be doing?” (e.g. following the rules, working on task, attending to responsibilities)</li><li>Supervise the student closely to prevent inappropriate sexually related behaviors from reoccurring.</li><li>Structure the environment to allow no time for student to engage in inappropriate behavior</li><li>Maintain visibility to and from the student- student should see teacher and teacher should see student. Make eye contact possible at all times.</li><li>Be mobile to be frequently near the student</li><li>Separate the student from the peer(s) who stimulates the inappropriate sexually related behavior</li></ul>	  <b>Primary</b>  1 day max OSS Referral to social worker  <b>Intermediate</b>  2 days max ISS with pending investigation by administration Referral to social worker  <b>High School</b>  2 days ISS with pending investigation by administration Referral to social worker	  <b>Primary</b>  2 days max OSS Mandatory parent conference Possible police referral Possible due process  <b>Intermediate</b> 2 days max OSS Mandatory parent conference Possible police referral Possible due process  <b>High School</b> 2 days max OSS Mandatory parent conference Possible police referral Possible due process		

	<ul style="list-style-type: none"><li>• Do not inadvertently reinforce the student for demonstrating sexually related behavior by attending to student only when he/she demonstrates that behavior.</li><li>• Communicate with parents, agencies, or the appropriate parties to inform them of the problem, determine the cause of the problem, and consider possible solutions to the problem.</li><li>• Write a contract with the student specifying what behavior is expected and what reinforcement will be made available when the terms of the contract have been met.</li><li>• Reinforce the student for engaging in socially appropriate individual or group behavior: a give the student a tangible or intangible reward.</li></ul>				
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Behavior	Reflective, Instructive, Corrective, Restorative Response	Level			
Level II		1	2	3	SRO
<b>O. Fireworks:</b> Possession, use, sale, or distribution of fireworks and/or any other incendiary devices.	<p><b>Reflective Questions:</b></p> <ul style="list-style-type: none"> <li>• Did the student know that the device was in his possession? Does someone else have access to the location where the device was found?</li> <li>• Who found the device? Who witnessed?</li> <li>• How was the device found?*</li> <li>• What was the purpose for having the device (distribution, use, sale, etc...)?</li> <li>• Did anyone have prior knowledge of the student have possession of the device?</li> <li>• Was the device used in an incident? Where did the incident occur?</li> <li>• How did the student access the device?</li> <li>• Were parent(s) aware the student possessed the device?</li> <li>• Has the student previously been disciplined for use of a device?</li> <li>• Were emergency services notified?</li> <li>• What changes/services need to be provided to this student when they return to school?</li> </ul> <p><b>*Document all information, including a specific, credible reason for completing a search of a student or student's property if deemed necessary.</b></p> <p><b>Instructive Response:</b></p> <ul style="list-style-type: none"> <li>• Student Conference focused on expectation and practicing expected behavior</li> <li>• Teach the student the natural consequences and legal consequences that can occur with continued possession of fireworks or other incendiary devices</li> <li>• Remove the student immediately from the activity/location</li> <li>• Maintain supervision at all times and in all parts of the school environment</li> </ul> <p><b>Corrective Response:</b></p> <ul style="list-style-type: none"> <li>• Complete reinforcement survey and offer behavior contract/safety plan</li> <li>• Communicate with parents to share information concerning student's progress.</li> <li>• Teacher, Student, Administrator and Parent/Guardian Conference focused on expectation and practicing expected behavior</li> <li>• Daily Check-In/Check-out with identified staff member</li> <li>• Assign the student activities which would require interactions with a respected role model (e.g. older student, college student, community leader, etc.)</li> </ul> <p><b>Restorative Response:</b></p> <ul style="list-style-type: none"> <li>• Community Classroom meeting</li> <li>• Peer mediation</li> <li>• Circle Process or similar restorative justice process</li> <li>• 1-3 days cleaning school grounds (with permission of the parent)</li> </ul>		  <b>Primary</b>  1-2 days ASD  <b>Intermediate</b>  1-2 days ISS  <b>High School</b>  1-2 days ISS		



Behavior	Reflective, Instructive, Corrective, Restorative Response	Level		Level	
Level III	<b>Major Infractions:</b> Behaviors in which the instructional response will be administered either by an Administrator or by law enforcement. In all instances, take into consideration the possible motivations of the student. In determining the instructional response, administer the lowest level of intensity necessary in order to elicit a change in behavior.	1	2	3	SRO
<b>P. Firearms/Weapons/ Arson:</b> Possession of ammunition; possession of a knife, explosive, chemical agent dispenser, destructive device, or other object that can reasonably be considered a weapon; possession of a loaded or unloaded firearm, taser gun, electronic stun gun or any weapon or device that expels a projectile by the action of an explosive, or having knowledge of another person's intent to violate or violation of this rule and failing to report the information to a school administrator or teacher.	<p>Possession of a knife on school grounds is a criminal offense only if the knife is intended to be used as a weapon (butter knives would rarely fit this classification). Carrying a firearm (loaded or unloaded) on school grounds is considered a Class D felony.</p> <p><b>Reflective Questions:</b></p> <ul style="list-style-type: none"> <li>• Did the student know that the weapon was in his possession? Does someone else have access to the location where the weapon was found?</li> <li>• Who found the weapon? Who witnessed?</li> <li>• How was the weapon found?*</li> <li>• What was the purpose for having the weapon (protection, threat, display, etc...)?</li> <li>• Was there a prior incident that provoked bringing a weapon?</li> <li>• Did anyone have prior knowledge of the student have possession of the weapon?</li> <li>• Were any threats made (verbal or written)?</li> <li>• Was the weapon used in an incident? Where did the incident occur?</li> <li>• How did the student access the weapon?</li> <li>• Were parent(s) aware the student possessed a weapon?</li> <li>• Has the student previously been disciplined for use of a weapon?</li> <li>• Were emergency services notified?</li> <li>• What changes/services need to be provided to this student when they return to school?</li> </ul> <p><b>*Document all information, including a specific, credible reason for completing a search of a student or student's property if deemed necessary.</b></p> <p><b>Instructive Response:</b></p> <ul style="list-style-type: none"> <li>• Documented Student Conference focused on expectation and practicing expected behavior</li> <li>• One on one intervention sessions (teacher, mentor, counselor, social worker)</li> </ul> <p><b>Corrective Response:</b></p> <ul style="list-style-type: none"> <li>• Complete reinforcement survey and offer behavior contract/safety plan</li> <li>• Teacher, Student, Administrator and Parent/Guardian Conference focused on expectation and practicing expected behavior</li> <li>• Referral to therapeutic group</li> <li>• Ticket/legal action</li> <li>• Daily Check-In/Check-out with identified staff member</li> </ul>			<div data-bbox="1312 317 1344 348" style="background-color: #000080; width: 20px; height: 15px; margin-bottom: 10px;"></div> <p><b>Primary</b></p> <p>1-5 days OSS Mandatory referral to school social worker and mandatory police referral Possible due process</p> <p><b>Intermediate</b></p> <p>1-5 days OSS Mandatory referral to school social worker and mandatory police referral Possible due process</p> <p><b>High School</b></p> <p>1-5 days OSS Mandatory referral to school social worker and mandatory police referral Possible due process</p>	<div data-bbox="1442 317 1474 348" style="background-color: #000080; width: 20px; height: 15px; margin-bottom: 10px;"></div>



Behavior	Reflective, Instructive, Corrective, Restorative Response	Level		Level	
Level III		1	2	3	SRO
<p><b>Q. Drugs/Alcohol:</b> Possession and/or use of narcotics/drugs/tobacco/alcohol and/or paraphernalia</p>	<p>*Referral to a 3<sup>rd</sup> party agency through social worker</p> <p>*It is a felony to possess any controlled substances, including prescription drugs without a prescription. Possession of marijuana is a misdemeanor or felony depending on the amount. It is a status offense for a minor to possess alcohol. Possession of tobacco by a minor is an infraction. Dealing carries stricter penalties.</p> <p><b>Reflective Questions:</b></p> <ul style="list-style-type: none"> <li>• Did the student know he/she was in possession of an illegal substance? Does someone else have access to the location where the drugs/alcohol was found?</li> <li>• Who found the drugs? Who witnessed?</li> <li>• How were the drugs found? *</li> <li>• What indications of credibility are there for the person who gave the tip?</li> <li>• What was the purpose of the illegal substance (self, holding for another, dealing, etc...)</li> <li>• How did the student access the illegal substance?</li> <li>• What prior discipline issues has this student faced?</li> <li>• What changes/services need to be provided to this student when they return to school?</li> </ul> <p><b>*Document all information, including a specific, credible reason for completing a search of a student or student's property if deemed necessary.</b></p> <p><b>Instructive Response:</b></p> <ul style="list-style-type: none"> <li>• In calm tone of voice and few words as possible, redirect student to appropriate behavior</li> <li>• One on one intervention sessions (teacher, mentor, counselor, social worker)</li> <li>• Provide the student with intelligent, accurate information concerning drugs and alcohol rather than sensationalized scare tactics.</li> <li>• Teach the student alternative ways to deal with demands, challenges, and pressures of the school-age experience.</li> <li>• Take time to listen, share, and talk with the student.</li> <li>• Provide the student with a respected role model (older student, college student, community leader, etc.) that may help guide the student and encourage the student to stay on track.</li> <li>• Identify individuals the student may contact with his/her concerns.</li> </ul> <p><b>Corrective Response:</b></p> <ul style="list-style-type: none"> <li>• Removal of privileges/free time/recess for 1 – 3 days or longer (depending on severity of the offense; leave consequences that affect involvement on athletic teams to discretion of the coach)</li> <li>• Complete reinforcement survey and offer behavior contract/safety plan</li> <li>• Referral to a therapeutic group</li> <li>• Maintain adequate supervision at all times and in all areas of the school. Maintain anecdotal records of the student's behavior to check for patterns or changes in behaviors.</li> <li>• Teacher, Student, Administrator and Parent/Guardian Conference focused on expectation and practicing expected behavior</li> <li>• Ticket/legal action</li> <li>• Daily Check-In/Check-out with identified staff member</li> </ul> <p><b>Restorative Response:</b></p> <ul style="list-style-type: none"> <li>• Circle Process or similar restorative justice process</li> </ul>			<p></p> <p><b>Primary</b></p> <p>1-5 days OSS Mandatory police referral and referral to school social worker Possible due process</p> <p><b>Intermediate</b></p> <p>1-5 days OSS Mandatory police referral and referral to school social worker Possible due process</p> <p><b>High School</b></p> <p>1-5 days OSS Mandatory police referral and referral to school social worker Possible due process</p>	<p></p>

	<ul style="list-style-type: none"><li>Seek referral to an agency for investigation of alcohol and drug abuse.</li></ul>				
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Behavior	Reflective, Instructive, Corrective, Restorative Response	Level		Level	
Level III		1	2	3	SRO
<p><b>R. Assault/Battery:</b> More than fighting, assault/battery involves causing or attempting to cause serious bodily injury to students, staff or others. It includes continuing to engage in a fight after being asked to stop, or criminal recklessness.</p>	<p><b>*A school fight is disorderly conduct, a Class B misdemeanor. Disorderly conduct generally involves mutual combat. Battery is more serious if it causes injury, is committed against a school employee or law enforcement agent, is committed with a deadly weapon, or causes serious injury.</b></p> <p><b>Reflective Questions:</b></p> <ul style="list-style-type: none"> <li>• What was the student's intent in the assault/battery?</li> <li>• Was a weapon used?</li> <li>• Did the student demonstrate signs of self-defense?</li> <li>• Who witnessed the assault/battery?</li> <li>• What prior discipline issues has this student faced?</li> <li>• Is this the first incident of assault/battery?</li> <li>• Was there a serious bodily injury?</li> <li>• Was emergency services notified?</li> <li>• Was this offense committed against a staff member?</li> <li>• What changes/services need to be provided to this student when they return to school?</li> </ul> <p><b>Instructive Response:</b></p> <ul style="list-style-type: none"> <li>• In calm tone of voice and few words as possible, redirect student</li> <li>• Documented Teacher and Student Conference focused on expectation and practicing expected behavior</li> <li>• One on one intervention sessions (teacher, mentor, counselor, social worker)</li> </ul> <p><b>Corrective Response:</b></p> <ul style="list-style-type: none"> <li>• Removal of privileges/free time/recess for 1 – 3 days or longer (depending on severity of the offense; leave consequences that affect involvement on athletic teams to discretion of the coach)</li> <li>• Complete reinforcement survey and offer behavior contract/safety plan</li> <li>• Teacher, Student, Administrator and Parent/Guardian Conference focused on expectation and practicing expected behavior</li> <li>• Referral to anger management classes</li> <li>• Ticket/legal action</li> </ul> <p><b>Restorative Response:</b></p> <ul style="list-style-type: none"> <li>• Circle Process or similar restorative justice process</li> </ul>			<div data-bbox="1258 210 1393 241" data-kind="parent" data-rs="3">  </div> <p><b>Primary</b></p> <p>1-5 days OSS Mandatory police referral and referral to school social worker Possible due process</p> <p><b>Intermediate</b></p> <p>1-5 days OSS Mandatory police referral and referral to school social worker Possible due process</p> <p><b>High School</b></p> <p>1-5 days OSS Mandatory police referral and referral to school social worker Possible due process</p>	<div data-bbox="1425 210 1469 241" data-kind="parent" data-rs="3">  </div>

Behavior	Reflective, Instructive, Corrective, Restorative Response	Level			
Level III		1	2	3	SRO
<b>S. Bomb/False Alarm:</b> The making of threats or providing false information about the presence of explosive materials, devices, or a fire on school property without cause in writing, in person or by phone, including text messaging	<p>*A bomb threat is a Class D felony. Generally, false fire alarms are misdemeanors.</p> <p><b>Reflective Questions:</b></p> <ul style="list-style-type: none"> <li>Does the evidence clearly indicate a particular student?</li> <li>How was the threat/false alarm delivered?</li> <li>Was more than one student involved?</li> <li>What was the intent of the threat/false alarm?</li> <li>Were emergency services notified?</li> <li>Who witnessed the threat/false alarm?</li> <li>What changes/services need to be provided to this student when they return to school?</li> </ul> <p><b>Instructive Response:</b></p> <ul style="list-style-type: none"> <li>Record and document all imperative information about the incident</li> <li>Documented Teacher and Student Conference focused on expectations</li> <li>One on one intervention sessions (teacher, mentor, counselor, social worker)</li> </ul> <p><b>Corrective Response:</b></p> <ul style="list-style-type: none"> <li>Removal of privileges/free time/recess for 1 – 3 days or longer (depending on severity of the offense; leave consequences that affect involvement on athletic teams to discretion of the coach)</li> <li>Complete reinforcement survey and offer behavior contract/safety plan</li> <li>Teacher, Student, Administrator and Parent/Guardian Conference focused on expectation and practicing expected behavior</li> <li>Referral to anger management classes</li> <li>Ticket/legal action</li> </ul> <p><b>Restorative Response:</b></p> <ul style="list-style-type: none"> <li>Circle Process or similar restorative justice process</li> </ul>			  <b>Primary</b>  1-5 days OSS Possible police referral Possible referral to school social worker Possible due process	
				<b>Intermediate</b>  2-5 days OSS Possible referral to school social worker Possible police referral Possible due process	
				<b>High School</b>  3-5 days OSS Possible referral to school social worker Possible police referral Possible due process	

Behavior	Reflective, Instructive, Corrective, Restorative Response	Level		Level	
Level III		1	2	3	SRO
<p><b>T. Persistent, severe, or unwanted sexual conduct:</b> Inappropriate sexual conduct, sexual gestures, inappropriate touching, indecent exposure, transmitting sexually suggestive images through information technology devices, or other sexual activities which involves the use of force such as rape and molestation.</p>	<p><b>*This offense can range from a felony to a direct file crime. This means that students who are older than 16 and are charged with rape are charged as adults.</b></p> <p><b>Reflective Questions:</b></p> <ul style="list-style-type: none"> <li>• What changes/services need to be provided to this student when they return to school?</li> <li>• What is the social climate in the school? What recent events might have influenced the occurrence of the behavior?</li> <li>• How can I create a climate of safety and respect in the classroom setting?</li> <li>• Identify the purpose of the behavior</li> </ul> <p>-When, where and with whom does the behavior occur? Be specific.</p> <p>-How often does the behavior occur, and how long does it last?</p> <p>-What things seem to trigger the behavior?</p> <p>-What usually happens when this behavior occurs; reactions of peers/adults, consequences of the behavior?</p> <ul style="list-style-type: none"> <li>• Does the student understand the inappropriateness of the sexual conduct?</li> <li>• How can I create a climate of safety and respect in the classroom setting?</li> <li>• Is there an adult in the building who has a relationship with the referred student that can help me get a better understanding of the problem?</li> <li>• Has the student had prior incidents with this behavior?</li> </ul> <p><b>Instructive Response:</b></p> <ul style="list-style-type: none"> <li>• In calm tone of voice and few words as possible, redirect student to appropriate behavior</li> <li>• Instruct the student that public displays of sexually related behavior are inappropriate.</li> <li>• Teach the student to “think” before acting.</li> <li>• Make sure the student knows exactly which sexually related behaviors are unacceptable at school (e.g. words, gestures, comments, touching, exposing, etc.).</li> <li>• Model socially acceptable behavior for the student (e.g. pat on back, handshake, appropriate verbal communication, etc.).</li> </ul> <p><b>Corrective Response:</b></p> <ul style="list-style-type: none"> <li>• Have student complete a reflection sheet to consider “What am I doing wrong?” (e.g. making sexual references, touching others, making gestures, etc.) and “What should I be doing? (e.g. following the rules, working on task, attending to responsibilities)</li> <li>• Supervise the student closely to prevent inappropriate sexually related behaviors from reoccurring.</li> <li>• Structure the environment to allow no time for student to engage in inappropriate behavior</li> <li>• Maintain visibility to and from the student- student should see teacher and teacher should see student. Make eye contact possible at all times.</li> <li>• Be mobile to be frequently near the student</li> <li>• Separate the student from the peer(s) who stimulates the inappropriate sexually related behavior</li> <li>• Do not inadvertently reinforce the student for demonstrating sexually related behavior by attending to student only when he/she demonstrates that behavior.</li> <li>• Communicate with parents, agencies, or the appropriate parties to</li> </ul>			<p></p> <p><b>Primary</b></p> <p>1-5 days OSS Mandatory police referral and referral to school social worker Possible due process</p> <p><b>Intermediate</b></p> <p>1-5 days OSS Mandatory police referral and referral to school social worker Possible due process</p> <p><b>High School</b></p> <p>1-5 days OSS Mandatory police referral and referral to school social worker Possible due process</p>	<p></p>

	<p>inform them of the problem, determine the cause of the problem, and consider possible solutions to the problem.</p> <ul style="list-style-type: none"><li>• Write a contract with the student specifying what behavior is expected and what reinforcement will be made available when the terms of the contract have been met.</li><li>• Reinforce the student for engaging in socially appropriate individual or group behavior: a give the student a tangible or intangible reward.</li></ul>				
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## **BEST PRACTICES FOR PROACTIVELY SUPPORTING POSITIVE STUDENT BEHAVIOR<sup>4</sup>**

In order to proactively support positive student behavior, all schools should:

### **Establish a safe, supportive environment for learning.**

- Research shows that schools with a safe and supportive environment for learning achieve better academic, behavioral and social outcomes for all students.
- All staff contribute to a safe and supportive learning climate, especially security, office staff, lunchroom staff, and those who interact with students at the beginning and end of each day.
- Students are more likely to engage in instruction and attempt challenging academic activities when they feel safe and supported by adults and peers.

### **Develop expectations for positive student behavior.**

- Before the first day of school, develop a short, clearly written set of 3-5 general expectations that apply to all students and staff (e.g. Be respectful; Be responsible; Be prepared; Be safe). Positively worded statements work best, rather than descriptions of what not to do.
- Customize general expectations to all settings and explain how to act in hallways, bathrooms, lunchroom, outdoors, entering/leaving school, etc. Allow teacher teams to customize the expectations for each grade level (where departmentalized) and/or classroom.
- Involve students when developing, refining, and communicating expectations.

### **Use expectations to proactively support positive student behavior.**

- Post the general and customized expectations throughout the school. Teach the expectations to all students on the first day of school, throughout the first week of school, and continue this instruction until students demonstrate mastery. When teaching, staff should explain the rationale behind the expectation (e.g., “We are quiet in the hallways so other classes have the opportunity to learn.”), model the expected behavior, and ask students to physically practice the expected behavior.
- Reteach expectations after long breaks from school or after a major disruptive event to reset the tone of the learning environment.
- Teach the expectations to students who transfer in after the first week of school.
- Require all adults in the school to model the expectations for all students in all settings, including all staff, parent/guardian volunteers, after school providers and community partners. Adults who do not model expected behaviors communicate to students that it is acceptable to deviate from expectations.

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<sup>4</sup> The practices outlined herein are supported by the following references:

Epstein, M., Atkins, M., Cullinan, D., Kutash, K., & Weaver, R. (2008). *Reducing Behavior Problems in the Elementary School Classroom: A Practice Guide (NCEE #2008-012)*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides> on July 18, 2011.

Sprick, R.S., Garrison, M. & Howard, L. (2002). *Foundations: Establishing positive discipline policies, Module I: The Process, Module II: Behavior in the Common Areas, Module III: Safety, Discipline and Behavior Support*. Eugene, OR: Pacific Northwest Publishing.

<http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=242>

Wong, H.K., & Wong, R.T. (1991). *The first days of school: How to start school successfully*. Sunnyvale, CA: Harry K. Wong Publications.

- Provide encouragement and praise when students meet expectations. Research shows positive behavior must be recognized three times as often as negative behavior to be reinforced.

### **Guide daily interactions.**

- Make most adult-student interactions positive and encouraging.
  - Provide positive interactions as soon as students enter school to welcome students into the learning environment and to counteract any negative experience the student may have had since last leaving school.
  - Greet students when entering each classroom to engage them and communicate they are wanted in school.
  - Open lessons with excitement and communicate high expectations for student success.
  - Interact with students during work periods by inviting questions and offering encouragement and support.
  - Provide students frequent positive feedback on behavioral and academic effort. Feedback should be specific and descriptive so students know how they are meeting expectations.
- Encourage most student-to-student interactions to be positive and encouraging.
  - Encourage students to be inclusive (not cliquish or exclusionary),
  - Encourage students to be supportive (not hostile or sarcastic), and
  - Be gently intolerant of bullying behaviors. For example, “We don’t treat people that way in this school.”
- Ensure active supervision of students in all settings to reduce student misbehavior and provide opportunities to reinforce expected behaviors.
  - Engage positively with the students being supervised (chatting, waving, smiling, etc.),
  - Make eye contact with students,
  - Circulate among students continuously; never stand in one place or to one side of the area of supervision,
  - Provide a high concentration of adults in settings that have high potential for conflict (stairs, busy intersections, bathrooms), and
  - Cover all areas when many students are present.
- Develop, teach and reinforce routines, procedures and transitions that support positive behavior and minimize opportunity for conflict.
  - In the classroom, develop procedures for entering, leaving, submitting work and changing between different instructional tasks.
  - In other school settings, develop procedures for traveling in stairwells, lunch periods, the beginning and end of the day, and any other time when many students are in common areas together.

### **When expectations are not met, use instructive and corrective responses early and often.**

- Correct behavior calmly and in a manner that demonstrates that the student is safe and supported at school.
- View inappropriate behavior as an instructional opportunity; reteach expectations and allow the student to practice expected behavior.
- Use consequences that promote student self-reflection: What harm was caused? What can be done to correct the harm? Why did the student make that choice? What could they have done differently? What help does the student need and from whom to make a different choice next time?

- Communicate the importance of instructional time; correct student behavior and return them to the instructional setting as quickly as possible.
- Document the use of corrective consequences to track success.

### **Identifying Improvements to Learning Climate to Prevent Behavior Problems**

- Actively supervise students
- Provide positive feedback to all students when they meet expectations
- Staff members use early correction and redirection at all times to help students meet expectations
- Ensure gentle intolerance for even minor misbehavior so patterns do not develop
- Continuously review infraction data to determine location/time of day where infractions are prevalent, and address any pattern through changes in supervision or increased posting and review of expectations of positive behavior
- Ensure classroom management structures and procedures maximize student engagement and provide regular positive reinforcement of desired behaviors and early and frequent correction of inappropriate behaviors.
- Ensure students experience strong positive regard from and strong positive relationships with staff members.
- Ensure student interactions with peers are positive, and intervene if exclusionary, hostile or demeaning interactions occur.
- Ensure staff members know how to identify bullying and harassing behaviors
- Ensure staff know and have practiced safe and effective methods for intervening when there are threats to student safety.
- Monitor and limit contemporary determinants for inappropriate behavior such as having to wait, task length, task difficulty, peer involvement, etc.
- Base classroom structure such as seating and group participation on behavior.
- Maintain a classroom environment which allows for teacher mobility and teacher/student contact (visual, verbal, and physical)
- Use criteria for expectations based on observed behavior and performance.
- Use rules, point cards, and schedules of daily events as discriminative stimuli.
- Use contracting to individualize, specify expected behavior, and identify reinforcers.
- Arrange seating to allow all students to be able to observe the teacher and the teacher can scan the entire class.
- Use language that is positive and firm, not demeaning, insulting or harassing.

- Intervene early when any form of conflict occurs.
- Do not ignore behavior as an excuse for not intervening.
- Use time out or removal to help student resolve problem behavior and to prevent contagion, destruction of property, and danger to others.
- Communicate and coordinate with other teachers
- Communicate with home to prevent students playing one adult against another.

### **INSTRUCTIVE AND CORRECTIVE RESPONSES – EFFECTIVE RESPONSES AND INTERVENTIONS FOR CHALLENGING STUDENT BEHAVIOR**

A student is a member of his or her school community. If a member of the community does not meet the expectations needed for a safe, supportive and productive learning environment, school staff members' first and most frequent response should be to use misbehavior as a teachable moment to help the student correct future behaviors. Using the opportunity to instruct and correct behaviors is the most reliable and effective method to change the behavior of students. In addition, it takes minimal time away from instruction and promotes behavior change in students. One of the simplest ways to make this change is through **Instructive and Corrective Responses**, some of which are so simple we use them all the time.

**Instructive responses** should be used when the student's inappropriate behavior is caused by a lack of knowledge, in general or in the moment. If a student does not know the behavioral expectations, he or she cannot follow them. Instructive consequences are designed to teach students general behavioral expectations and new skills needed to allow them to meet those expectations. Instructional responses include reteaching expectations, allowing students to practice expectations, modeling expectations, and helping students reflect on the impact of their behavior on themselves and others.

**Corrective responses** should be used when a student knows but momentarily disregards the expectations. In order to not repeat inappropriate behaviors, students must be afforded the opportunity to correct their behavior, preferably in the moment. Corrective consequences require students to demonstrate and practice the expected behavior as a replacement for the inappropriate behavior. Corrective responses include reminding, redirecting, setting up intentional cues, and teaching different behavioral responses.

Most staff members in schools use instructive and corrective responses regularly, so many of these may be familiar to you. Using instructive and corrective responses when given the opportunity will create a safe, supportive and productive school climate. The examples below are organized from least intensive to most intensive responses. ***These are intended to serve as examples only*** – additional instructive or corrective consequences may be appropriate to your setting.

- Correct fluently – use supervisory opportunities to engage students in positive conversations and build ongoing relationships; create a menu of behavioral consequences as part of a school and classroom management plan; ignore misbehavior that is designed to get attention; refrain from excusing the student from assigned work



as a result of the misbehavior; and develop a natural consequences for off-task behavior.

- Verbally redirect – remind students of behavioral expectations.
- Reteach expectations – remind students of behavioral expectations and practice the appropriate behavior at the time.
- Check-in and Check-out – set up a regular interaction between the student and a staff member with whom the student has a positive relationship. Use the interaction to *reinforce* specific behavioral expectations and *correct* any inappropriate behavior.
- Assign student to short courses or modules on topics related to behavior as a consequence for inappropriate behavior.
- Balanced and Restorative Justice Strategies (see next section for more information).
- Anger management group services – referral to social worker, counselor, or community partner for students who qualify to participate in group services to build coping skills and improve communication skills.

### **BALANCED AND RESTORATIVE JUSTICE STRATEGIES**

Balanced and restorative justice strategies are ways of thinking about and responding to conflicts and problems by involving all participants to identify what happened, describe how it affected everyone, and find solutions to make things right. These strategies are also called “Restorative Justice” and “Restorative Practices.” The following is a listing of generally accepted restorative strategies. These strategies may be used at the discretion of the principal in lieu of, or in addition to, certain other interventions set forth in the SCC, when all parties voluntarily agree to participate and the appropriate resources are available to support a meaningful effort. This list is not exhaustive of all balanced and restorative justice strategies. These opportunities are ongoing and not available at all school locations. **Circles** (Also called **Peacemaking Circles, Peace Circles, Healing Circles, Circles of Understanding**) *Circles use traditional circle ritual and structure to allow all participants to speak from the heart, share in a search for understanding, and together identify the steps necessary to heal all affected parties and prevent future offenses. Circles should always be facilitated by a trained “Circle Keeper.”*

Circles typically involve a multi-step procedure that includes: (1) agreement by the referred student to participate in the circle process; (2) a healing circle for the injured party; (3) a healing circle for the referred student; (4) a circle to develop consensus on the elements of a healing plan; and (5) follow-up circles to monitor the progress of the referred student. The healing plan may incorporate commitments by the school, community, and family members, as well as by the referred student. Procedures vary from community to community and are designed locally to fit community needs and culture. Circles also may be used in schools to improve school culture and build relationships.

Circles are not appropriate for all offenses. To determine whether a circle is appropriate, consider the connection of the referred student to the community, the sincerity and nature of the referred student's efforts to be healed, the input of injured parties, and the dedication of the referred student's support group.

### **Community Service**

Community service is work performed by a referred student for the benefit of the school community. Because neighborhoods and school communities are harmed by criminal and delinquent activities, they can be at least partially restored by meaningful service that

contributes to their improvement. Community service offers one way a referred student can be held accountable to repair some of the harm caused by his or her criminal or delinquent actions.

Examples of community service include: programs that beautify a community's environment such as cleanup efforts or graffiti removal. Truly restorative community service offers the injured party the opportunity to provide input into the types of community service they would like to see the referred student perform, including activities that directly benefit the injured party or a charity or project of the injured party's choice.

**Peer Juries** *(Also called Youth, Teen and Student Courts)*

Peer Juries are programs in which youthful referred students, injured parties, and community members work to repair harm, build competencies and help to create safer schools and/or communities. Youth courts typically resemble courts, while peer juries often resemble peacemaking circles or community panels. Agencies utilizing youth court programs include juvenile courts, juvenile probation departments, law enforcement, private nonprofit organizations, and schools.

School peer juries involve hearings at the referred student's school or within the Network of the referred student's school. In order to appear before a school peer jury, the referred student must admit to committing the misconduct, and the student and parent/guardian must agree to abide by the agreements made between the referred student and the school peer jury and complete the disciplinary actions recommended. To participate in school peer juries, a student must be referred by the principal or designee. Any individual school's program must be approved by the Chief Executive Officer or designee, and school peer jury members must receive specialized training.

**Restorative Group Conferencing** *(Also called Family Group Conferencing or Accountability Conferencing)*

Restorative group conferencing involves the community of people most affected by the offense - the injured party and the referred student; and the family, friends and key supporters of both. A trained facilitator leads a discussion about the harm caused and how that harm might be repaired. To participate, the referred student must admit to the offense. Participation by all involved is voluntary. The conference typically begins with the referred student describing the incident, followed by each participant describing the impact of the incident on his or her life. It is preferable to allow the injured party to start the discussion, if they wish. Through these narrations, the referred student is faced with the human impact of the behavior on the injured party, on those close to the injured party, and on the referred student's own family and friends. The injured party has the opportunity to express feelings and ask questions about the incident. After a thorough discussion of the impact of the behavior on those present, the injured party is asked to identify desired outcomes from the conference, and thus help to shape the obligations that will be placed on the referred student. All participants may contribute to the problem-solving process of determining how the referred student might best repair the harm he or she has caused. The session ends with participants signing an agreement outlining their expectations and commitments. The facilitator should conduct in person, pre-conferencing sessions with both parties and make follow-up contacts, including the monitoring of any agreement reached. Conferencing is not appropriate when there are power differentials, such as between gangs or in a bully-injured party situation.

### **Injured Party Impact Panels** *(also called Victim Impact Panels)*

Injured party impact panels provide a forum for injured parties to tell a group of referred students about the impact of the offense on their lives and on the lives of their families, friends, and neighbors. Panels typically involve three or four injured party speakers, each of whom spends about 15 minutes telling their story in a nonjudgmental, non-blaming manner. The referred students of the injured party presenters are not present. While some time is usually dedicated to questions and answers, the purpose of the panel is for the injured parties to speak, rather than for the injured parties and referred students to engage in a dialogue. Injured parties should be sufficiently healed from their experience before participating in a panel to avoid exacerbation of their trauma. Injured party impact panels are almost never appropriate for bullying situations, because of the probability the panel may further empower the bully.

### **Injured Party-Referred Student Conferencing** *(Also called Victim-Offender Conferencing, Mediation, or Dialogue)*

Injured party-referred student mediation is a process that provides the injured party an opportunity to meet the offending student, in a safe and structured setting, and engage in a mediated discussion of the offense. With the assistance of a trained mediator, the injured party is able to tell the referred student about the offense's physical, emotional and financial impact; to receive answers to lingering questions about the offense and the referred student; and to be directly involved in developing a restitution plan for the referred student to pay back his or her financial debt. The process is not primarily focused on reaching a settlement, but most sessions do result in a restitution agreement. The mediator should conduct in person, pre-mediation sessions with both parties and make follow-up contacts, including the monitoring of any agreement reached. This conference is almost never appropriate for bullying situations, because the injured student is vulnerable to more emotional harm and the conference may inadvertently empower the bully even more.

## **Mental Health Resources**

There are a variety of mental health supports available to families. South Bend Community Schools is grateful to [CASA](#) for their support in providing the list of providers and is grateful to [Oaklawn](#) for their continued partnership, programming, and support.

### **General Supports**

<http://www.thefamilygateway.net> An online mental health resource for families, educators, and child-serving professionals in the Elkhart and St. Joseph Counties in Northern Indiana. It includes downloadable materials and a searchable database of local mental health professionals.

<http://www.Oaklawn.org> Elkhart and St. Joseph County's Community Mental Health Center's website, which includes a referral feature for Schools. The Center's access number is 574-283-1234.

Agency Name	Services Provided	Telephone & Fax Numbers
A Beautiful Mind <a href="http://www.Abeautifulmindinfo.com">www.Abeautifulmindinfo.com</a>	Counseling therapy for all ages; individuals, couples, and family; psychological testing, emotional/behavioral; LD/ADHD testing; vocational interests and aptitude testing	574-243-9370 Fax: 574-243-9375
Adult Protective Services	The Adult Protective Services (APS) Program was established to investigate reports and provide intervention and protection to vulnerable adults who are victims of abuse, neglect, or exploitation.	574-235-5092 800-626-8320 Fax: 574-235-9734
Advanced Medical Computing (Family Counseling Services)	Family Counseling, accepts Medicaid	574-232-5065
Alcohol Addictions Resource Center <a href="http://www.aarcinfo.org">www.aarcinfo.org</a>	Alcohol and other drug prevention, education, information, referral and intervention services	574-234-6024 fax: 574-234-6025
Bashor Children's Home <a href="http://www.bashor.org">www.bashor.org</a>	Day treatment, Alternative school, Emergency shelter care, residential continuum,, secure residential program	574-875-5117 fax: 574-875-5284
Battell Community Center <a href="http://mishawaka.in.gov/battellcenter">http://mishawaka.in.gov/battellcenter</a>	People of all ages & interests: <b>affordable</b> classes, recreation and club activities, and to enjoy the entertainment of theater, music, and much more.	Located at 904 N. Main St, Mishawaka Phone (574) 258-1667 Fax (574) 258-1736
Benchmark Family Services <a href="http://www.benchmarkfamilyservices.org">www.benchmarkfamilyservices.org</a>	Benchmark Family Services is a network of professional, therapeutic foster homes and committed staff across four states with the goal of providing stable out-of-home placements for children in need.	Located at 1818 Went Street, Mishawaka 574.252.5204 Fax: 574.252.5207
Big Brothers Big Sisters <a href="http://www.bbbs-sjc.org/enrolling.html">http://www.bbbs-sjc.org/enrolling.html</a>	Helps children to develop positive growth by enabling them to interact with adult volunteers on a one-to-one basis under professional supervision.	Phone:574.232.9958 Fax:574.232.9391 E-mail: <a href="mailto:info@bbbs-sjc.org">info@bbbs-sjc.org</a>
Bonhomie Counseling	Family & individual counseling of	574-293-5991

	all ages, also offer marriage & substance abuse counseling	fax: 574-293-5429
Bowen Center	Mental health treatment, residential placement, out-patient services	800-342-5653 fax: 574-269-3995
Boys' and Girls' Club	Positive place for kids. Provides programs to enhance physical, social, educational, vocational, and character development of boys and girls from age 5 through 18 years.	574-232-2048
CAPS <a href="http://www.capselkhart.org">www.capselkhart.org</a>	Child And Parent Services is a non-profit organization dedicated to the cause of ensuring that every child in Elkhart County has the benefit of safe, stable, nurturing relationships in their childhood. Through education, advocacy, and intervention, CAPS works with others in the community to build strong families, safe environments, and a life free from abuse and neglect for every child. Services at CAPS: Building Blocks, CASA, CFAC, Healthy Families, Parent Aide, Positive Parenting and Supervised Visits.	574.295.2277 Fax-574.295.7642 <a href="mailto:caps@capselkhart.org">caps@capselkhart.org</a>
CASA Office <a href="http://www.sjccasa.org">www.sjccasa.org</a>	Child advocates for abuse/neglected children in the juvenile court system, volunteer organization	574-233-CASA (2272) <a href="mailto:casa@jjconline.org">casa@jjconline.org</a> fax: 574-235-5553
CASIE Center	Conduct forensic interviews of children, handle truancy of younger children, special victims unit	574-282-1414 fax: 574-232-4415
Catholic Charities <a href="http://www.ccfwsb.org/">http://www.ccfwsb.org/</a>	Multi-service agency providing social services to families. It provides services to people of all religious faiths and beliefs to include: counseling services, pregnancy services, adoption services, refugee resettlement, food pantry	574-234-3111 Fax: 574-289-1034
Catholic Workers' House	Feed & shelter homeless	574-235-0623 (Men's house) 574-287-7734 (Women's house)
Center for the Homeless	Emergency shelter, education	574-282-8700

	services, employment & homeownership assistance, mental health & addiction services	fax: 574-287-5023
Center for Positive Change <a href="http://www.centerforpositivechange.org">www.centerforpositivechange.org</a>	Batterer's Intervention Program, Mental Health Services, Substance Abuse and Addiction Services	574-360-4066
The Children's Dispensary and Hospital Association, Inc <a href="http://www.childrensdispensary.org/">http://www.childrensdispensary.org/</a>	Offers programming for children and teens with learning disabilities, attention deficit disorder, and attention deficit hyperactivity disorder. A parent advocacy group meets monthly while students are in session.	(574) 234-1169 Fax (574) 234-1160
Child Support for St. Joseph County	Enforce & case manage child support payments	574-235-5371 fax: 574-235-5501
Christ Child Society	Family must have referral from an area agency, church, school, or neighborhood center. Provides layettes for babies and new winter clothing for children through age 12	(574) 288-6028
Christian Haven	Day Treatment program, family preservation and reunification services, group home, males	219-956-3125 fax: 219-956-4128
Community Coordinated Child Care <a href="http://www.4csindiana.org/">http://www.4csindiana.org/</a>	Information about different types of child care available, including for special needs	289-7815 Fax: 289-1922
Court Ordered Substance Abuse Treatment, (COSAT)	Court ordered treatment for children/adolescents with alcohol/drug problems	574-235-5404 fax: 574-235-5458
Court Substance Abuse Program, (C-SAP)	Court ordered addiction classes for adults	574-235-9594 fax: 574-235-5019
Damar Services, Inc. <a href="http://www.damar.org">www.damar.org</a>	Behavior management and mental health counseling,, group home, community living program, open campus program, secure program, mental retardation programs (IQ's 75 & below), transitional/independent living	317-856-5201 fax: 317-856-2333
Department of Child Services (DCS)	Investigate and case manage abused and neglected children	574-232-3042 800-800-5556 report child abuse

		fax: 574-236-5400
Detention Center, St. Joseph County, juveniles	Secure, court ordered placement for juvenile offenders	574-235-5385 fax: 574-235-5342
Division of Family and Children (DFC) <a href="http://www.in.gov/fssa/dfr">www.in.gov/fssa/dfr</a>	Public assistance, TANF, food stamps, Medicaid (privatized)	800-403-0864 fax: 574-236-5400
Dockside Services	Therapeutic foster care, substance abuse treatment, individual & family counseling, outpatient services	574-299-8595 fax: 574-299-8598
Domestic Relations Counseling Bureau (DRCB)	Court ordered domestic relations assistance, investigates situations related to child custody, visitation, etc.	574-235-9662 fax: 574-235-5029
Families First Center <a href="http://www.familiesfirstcenter.org">www.familiesfirstcenter.org</a>	Supervised and unsupervised visitation, parenting classes (young children & adolescents)	574-287-4375 fax: 574-288-0691
Family Focus	Home-based services, parenting classes, home-based therapy, case management services, homemaker/parent aid, visitation services	1-800-582-4198 fax: 219-873-9526
Family Violence & Special Victims Unit	Interviewing of victims and perpetrators victim advocates, policing agency at CASIE center	574-235-7818 fax: 574-235-7817
First Steps <a href="http://www.in.gov/fssa/4655.htm">www.in.gov/fssa/4655.htm</a>	Provides early intervention services to infants/young children with disabilities experiencing developmental delays	574-293-2813 fax: 574-293-2300
Family Justice Center	Battered men & women seeking services	574-234-6900 fax: 574-234-6906
Family Learning Center	Psychological testing, individual and family counseling	574-232-1405 fax: 574-232-0124 24 hour Crisis Line: 289-HELP
Family Life Center	Extension of Hope Rescue Mission provides shelter, food, & education services (parenting, life skills, employment readiness, etc.) to the homeless (women & children only)	574-235-4150 fax: 574-289-7801
Four County Counseling Center <a href="http://www.fourcounty.org">www.fourcounty.org</a>	Behavioral health facility, emergency services, acute care, residential, day treatment, addictions, home-based services,	574-722-5151 (Logansport) fax: 574-722-9523 800-552-3106



	etc.	
Friendship Home, Inc.	Group home (females only), independent living	765-883-5507 fax: 765-883-8248
Gibault, Inc. <a href="http://www.gibault.org">www.gibault.org</a>	Day Treatment, respite care, emergency shelter care, Intensive Sexual Intervention Systems (ISIS), psychiatric residential treatment, asperser's program, independent living	812-299-1156 fax: 812-299-0118
Hannah's House <a href="http://www.maternityhomewithaheart.org">www.maternityhomewithaheart.org</a>	Maternity home, shelter and support for all ages of women, children cannot stay	574-254-5309 fax: 574-254-5310
Healthy Families <a href="http://www.hmresources.org">www.hmresources.org</a>	Staff work with young families (must be enrolled during pregnancy or 0-3mos.) at risk for child abuse, parenting skills & child development	574-287-0541 fax: 574-287-0547
Home Management Resources	Parenting & life management classes	574-233-3486 fax 574-234-7220
Hope Rescue Mission	Provides shelter, food, & education services (parenting, life skills, employment readiness, etc.) to the homeless (men only)	574-288-4842 fax: 574-235-7970
Indiana Department of Corrections, juveniles	Secured correctional facility for juveniles	317-244-3387 (Indianapolis) fax: 317-244-4670
Indiana Developmental Training Center (IDTC)	Intensive locked unit, dually diagnosed with unpredictable/uncontrollable behavior	317-815-0505 fax: 574-815-8446
Indiana Legal Services	A nonprofit law firm that provides free civil legal assistance to eligible <a href="http://www.indianajustice.org/Home/PublicWeb/Eligibility">http://www.indianajustice.org/Home/PublicWeb/Eligibility</a> low-income people throughout the state of Indiana. ILS helps clients who are faced with legal problems that harm their ability to have such basics as food, shelter, income, medical care or personal safety	574-234-8121 800-288-8121 toll free fax: 574-239-2185
Indiana Resource Center for	Parents, professionals, and	234-7101



Families with Special Needs (IN*SOURCE) <a href="http://www.insource.org">www.insource.org</a>	persons with disabilities who provide training, technical assistance, information and support to individuals with disabilities, parents and surrogate parents in their roles as advocates for themselves and/or for their infants, toddlers, children, youth and young adults with disabilities.	800-332-4433 Fax: 574-232-7279
Intrigue Counseling <a href="http://www.Intriguecounseling.com">www.Intriguecounseling.com</a>	Small counseling center, private practitioners, individual, family & marital counseling	574-234-3515 fax: 574-234-3565
J & J Community Resources <a href="http://www.michianaresources.com">www.michianaresources.com</a>	Website that lists extensive community resources for a variety of services	
Juvenile Justice Center (JJC)	Building includes juvenile probation, juvenile detention, child support, clerk's office, CASA, Department of Child Services (DCS), Madison Center Residential, Central Academy, day reporting, juvenile courtrooms, & judge's chambers	574-235-5347
KidsPeace National Centers <a href="http://www.Kidspeace.org">www.Kidspeace.org</a>	Foster care licensing and provider	574-237-1046 fax: 574-237-1048
Kokomo Academy	Males only, intensive placement for those at-risk, mental health needs, failed placement, drug/alcohol issues	765-452-9989 fax: 765-452-2244
Kroc Family Resource Center <a href="http://mykroc.org/family/">http://mykroc.org/family/</a>	Food pantry, financial assistance, community garden, Christmas assistance	574-233-9471
La Casa De Amistad <a href="http://www.lacasadeamistad.org/">http://www.lacasadeamistad.org/</a>	Youth and adult center on the west side of South Bend. Addresses the needs of area Hispanics through organized activities and support.	574-233-2120
Ladoga Academy	Females only, intensive placement for those at-risk, mental health needs, failed placement, drug/alcohol issues	765-942-2333 fax: 765-942-2344
LaSalle Academy	Public Middle School in the South	574-283-7500 574-283-7513



Legal Services Indiana	Free legal representation in civil matters (custody, divorces, most family law, no CHINS cases)	574-234-8121 fax: 574-239-2185
Life Treatment Centers	Addiction treatment for indigent adults	574-233-5433 fax: 574-239-6407
Lifeline Youth & Family Services, Inc. (Black Lake Lodge) <a href="http://www.lifelineyouth.org">www.lifelineyouth.org</a>	intensive home-based services, home-based therapy, home-based independent living services, sex offender residential programs, short-term intensive care program	1-800-509-6884 fax: 260-745-0234
Lincoln Therapeutic Partnership	Individual & family counseling, specializes in sexual abuse, both victims & perpetrators	574-255-4976 fax: 574-255-1882 lincolncounseling@sbcglobal.net
Literacy Council of St. Joseph County	Volunteer organization that provides tutors to teach adults to read and write. ESL instruction for adults.	574-235-6229
Logan Center	Helps people with developmental disabilities discover their potential	574-289-3945 fax: 574-234-2075
Memorial Epworth	Psychiatric treatment for 13-17 year old adolescents and adults, inpatient services, 24 hour care and assessments	647-8400
Meridian Health Services <a href="http://www.meridianhs.org">www.meridianhs.org</a>	Mental Health Services/counseling; accepts Medicaid	574-254-0229 (Mishawaka) Fax: 574-254-0188
Michiana's Behavioral Health Center (BHC)	Psychiatric hospital, in & out-patient, drug dependency, acute services, partial hospitalization, etc.	1-800-795-6252 fax: 574-936-2887
Mindsight Consultant	Conduct polygraph examinations	219-873-9134 fax: 219-874-0122
Minority Specialized Care	Specialized foster care (i.e. children with behavioral problems, mental retardation, etc.)	812-941-9258 fax: 812-941-0892
Morningstar Girls' Home	Group home for mild to moderately mentally challenged, pregnant teens, or teens with young children	574-753-4022 fax: 574-737-7076
Notre Dame Legal Aid Clinic	Free legal representation, must be referred, civil only, no divorce, support, or custody, will take CHINS cases	574-631-7795 fax: 574-631-6725
Oaklawn	Therapeutic foster care,	574-533-1234 Goshen

<a href="http://www.oaklawn.org">www.oaklawn.org</a>	child/adolescent residential, sex offender treatment, drug/alcohol treatment, secure residential, acute services	fax: 574-537-2790 574-283-1234 South Bend fax: 574-280-4605
Paternity, St. Joseph County	Establish biological parents	574-235-5709 fax: 574-235-7889
Peaceful Resolutions Counseling	Counseling Services for all ages, accepts Medicaid	765-914-7063
Pendleton Correctional Facility	<a href="http://www.in.gov/idoc/2411.htm">www.in.gov/idoc/2411.htm</a>	765-778-3778 fax: 765-778-5211
Penn-Harris-Madison School Corporation <a href="http://www.phm.k12.in.us">www.phm.k12.in.us</a>	School system	574-259-7941 fax: 574-258-9547
Pierceton Woods Academy	Secured residential component, group homes, an alternative school, and recreational facilities	574-594-9200 fax: 574-594-2248
Portage Manor	Full residential program for physically & mentally impaired	574-272-9100 fax: 574-277-3486
Prenatal Care Coordination Program	Helps reduce barriers to early prenatal care, initiates enrollment in Hoosier Healthwise or medical referrals to WIC, food pantries, counseling, breastfeeding support education, parenting skills, support groups, pregnancy, and childbirth and nutrition information.	574-647-2170
Probation Department, St. Joseph County, juveniles	Supervise & case manage juvenile delinquents	574-235-5400 fax: 574-235-5342
Prosecuting Attorney's Office	Prosecutes for St. Joseph County	574-235-9544 fax: 235-9761
Resolute Treatment Facility <a href="http://www.resolutetreatmentcenter.com">www.resolutetreatmentcenter.com</a>	Males, intensive residential for sex offenders	317-630-5215 fax: 317-630-5221
Ryan's Place	Grief support for children, teens, and adults	574-535-1000
Safe Station	Temporary/emergency shelter for 12-18 years (homeless, runaways, etc.)	574-235-9396 fax: 574-235-5576
SAFY (Specialized Alternative for Families and Youth) <a href="http://www.safy.org">www.safy.org</a>	Train & license foster parents	888-261-1760 288-3447 fax: 260-422-4147
Samaritan Counseling Center	Counseling Services	574-277-0274

<a href="http://www.sccsb.org">www.sccsb.org</a>		
School City of Mishawaka	School system	574-254-4500 fax: 574-254-4585
Sister Maura Brannick Health Center	Health Care Services for those ineligible for Medicaid and Medicare and unable to pay	574-335-8222
South Bend Community School Corporation <a href="https://www.edline.net/pages/southbendcsc/">https://www.edline.net/pages/southbendcsc/</a>	School system	574-283-8000 fax: 574-283-8143
South Bend Mental Health Associates, Alan Wax Ph.D.	Psychological, parenting, and psychosexual assessments	574-255-1162 fax: 574-255-1882
SPA Ministries Elkhart <a href="http://www.spaministryhomes.org/">http://www.spaministryhomes.org/</a>	Educational and faith-based residential home that offers women a safe environment to make positive and permanent life changes.	574-522-8338
St. Margaret's House <a href="http://www.Stmargarethouse.org">www.Stmargarethouse.org</a>	Day center for women & children, employment assistance, educational services, physical & mental health assistance, etc.	574-234-7795 fax: 574-234-7783
St. Vincent De Paul Society of St. Joseph County	Offer assistance to needy families through food, clothing and furniture assistance, emergency financial assistance, and our Christmas Basket Outreach Program.	574-234-6000 Fax: 574-968-0204
Victory Clinic Services	Substance abuse, Detox, Methadone, and maintenance	234-1524
The Villages of Indiana <a href="http://www.villages.org">www.villages.org</a>	Intensive therapeutic wraparound services, family services, foster care, special needs adoption program, independent living	1-800-765-5075 fax 574-294-2821
White's Residential & Family Services <a href="http://www.Whiteskids.org">www.Whiteskids.org</a>	Home-based services, therapeutic foster care, independent living, emergency shelter, residential, sex offenders, alcohol/drug abuse	574-291-9300 (South Bend office) fax: 574-291-9301
Whittington Homes & Services for Children & Families <a href="http://www.whittington.org">www.whittington.org</a>	Specialized/therapeutic foster care, St. Joseph County uses primarily for young mothers, independent/transitional living services	260-745-9431 fax: 260-745-0734
Women, Infants, and Children Program (WIC)	Support low-income women and children up to age 5 who are at nutritional risk by providing foods to supplement diets, information on healthy ...	647-2100 647-2175

<p>Women's Care Center B.A.B.E. Program <a href="http://www.womenscarecenter.org/SouthBend.html">http://www.womenscarecenter.org/SouthBend.html</a></p>	<p>Pregnancy Testing, Verification, Ultrasounds, Counseling, Parenting Classes &amp; BABE: Provides diapers, cribs, clothing, and other baby items under an incentive system</p>	<p>234-0363 273-8986 234-0403 252-3680 24 hour hotline: 877-908-2341</p>
<p>WorkOne Northern Indiana <a href="http://www.in.gov/dwd/WorkOne">http://www.in.gov/dwd/WorkOne</a></p>	<p>Provides programs that prepare people to enter or re-enter the workforce. Programs include the JobWorks program and IMPACT- for families receiving TANF</p>	<p>574-237-9675 574-239-2672 fax</p>
<p>YWCA <a href="http://www.ywcainc.org">http://www.ywcainc.org</a></p>	<p>domestic violence, parenting classes, addiction treatment, inpatient &amp; outpatient counseling, (women &amp; children only)</p>	<p>574-232-9558 fax: 574-233-9113</p>

## **South Bend Community School Corporation Office Discipline Referral (ODR) Instructions**

Culturally Responsive Positive Behavior Interventions and Supports ([CR PBIS](#)) research states that the majority of misbehavior is the result of a cultural mismatch\* or a skill deficit. Therefore, the natural response to misbehavior is instruction.

This document is intended to:

- Define behaviors in terms that are observable and measurable, while avoiding language that is emotionally laden or that conveys value judgments.
- Improve student outcomes through accurately defining behavior in order to provide targeted instruction to meet those needs.
- Used in conjunction with the Instructional Responses to Misbehavior found in the Student Code of Conduct (SCC)
- Grow and improve throughout the school year as a result of educator input. Please email additional instructional responses to Kirby Whitacre, HEA 1419 – CR-PBIS Coordinator, at [kwhitacre@sbcsc.k12.in.us](mailto:kwhitacre@sbcsc.k12.in.us).

The Office Discipline Referral form is not:

- A “rap sheet”.
- Collecting evidence to use against a student.
- An intervention.

The ODR is:

- A tool used for data collection.
- A method for identifying patterns so that targeted instructional interventions may be designed.
- Data-driven instruction.

Per [Indiana Code 20-33-8-9](#), “An individual may remove a student for a period that does not exceed five (5) school days from an educational function supervised by the individual or another individual who is a teacher or other school staff member.” Instructional interventions and strategies may be found in the document, *Alternatives to Suspensions and Expulsions: A Teacher and Administrator Guide*.

\* Cultural Mismatch occurs when a child's home culture and the school culture hold conflicting expectations for the child's behavior.

### **Instructional Responses to Misbehavior**

#### **Because we know that**

- All children are capable of learning,
- All children want to learn,
- The vast majority of misbehavior is the result of a skill deficit or a cultural mismatch, and
- It is developmentally appropriate for children to test boundaries,

**The natural response to misbehavior is instruction.**

The Instructional Responses to Misbehavior included in the Student Code of Conduct (SCC) is an instructional tool to be used to teach appropriate academic behavior. The ODR and SCC are used in conjunction in order to identify patterns of behavior, possible causes or functions of the behavior, an instructional path in order to remediate the skill deficit or cultural mismatch, and possible ways of defining and determining success. Therefore, many of these strategies will be familiar, and the list is by no means exhaustive.

Please use this document as part of the 8-Step Instructional Process of Plan, Do, Act, Check (repeat). At every level, authentically engage the student in the problem-solving process, in addition to collaborating with other staff, parents/guardians, and other family members who are a positive force in the child's life.

**Two research-based strategies shown to reduce the incidence of misbehavior by 85% within two weeks with the most difficult students are 4x1 and 2x10.**

**4x1:** Provide the student with four positive comments addressing his/her behavior or skills for every negative comment. The positives should be genuine and focused on behavior and skills rather than on superficial items such as appearance. For example, "I appreciate how you have your book open and you're ready to learn!" as opposed to, "Your hair looks so pretty today!" Address the behavior you would like to see repeated.

**2x10:** Engage the student in positive conversation for two minutes a day for 10 days in a row. If this is new behavior to the student, expect some initial misgivings, but do not give up. Again, the conversation should be genuine and focused on areas of interest for the student.

These strategies cost nothing, are easily implemented, are easy to teach to other staff, and have an 85% efficacy rate.

**Additional Resources:**

[The Research to Practice Collaborative](#); [www.consciousteaching.com](http://www.consciousteaching.com); [Teaching Tolerance](#); [PBIS Indiana](#); [The Equity Project](#); [\*Alternatives to Suspensions and Expulsions: A Teacher and Administrator Guide to School Discipline\*](#)



## Instructions for Completing an Office Discipline Referral (ODR)

### Level I, Inappropriate Behaviors (A-C)

A Level I infraction refers to a behavior in which the instructional response will take place within the setting where the behavior is taking place, i.e. the classroom, bus, cafeteria, library, etc.

Staff is to complete Section 1 for the first classroom disciplinary incident deemed disruptive enough to learning to warrant documentation. If a child has a Behavioral Intervention Plan (BIP), check the redirection/de-escalation strategies used. Communicate with the student's parent/legal guardian so he/she may be informed of the incident. Document the conversation in the space provided. Utilize the tools in the Student Code of Conduct to address the behavior with the student.

Upon the second incident of disrupting learning, repeat the procedure above and complete Level I, section 2 of the same ODR.

Upon the third incident of disrupting learning, repeat the procedure above and complete Level I, section 3 of the same ODR.

If there is a fourth incident causing a disruption to learning, the teacher/staff member may find it necessary to complete *Level II, Seriously Disruptive Behaviors*, and select *4<sup>th</sup> Violation of Level 1 Behavior*. List the letters of the behavior violations in the blanks provided. If a student has a BIP, indicate the redirection/de-escalation strategies used, and again document the communication with the student's parent/guardian regarding this fourth incident.

Level I (1-3): Level I behaviors for each quarter/trimester will not carry over into the next grading period. Students will receive a fresh start at the start of each grading period.

### Level II, Seriously Disruptive Behaviors

Staff is to complete *Level II, Seriously Disruptive Behaviors* by checking the most intrusive behavioral infraction. If a child has a BIP, check the redirection/de-escalation strategies used. If a student has a BIP, indicate the redirection/de-escalation strategies used, and again document the communication with the student's parent/guardian regarding this incident.

**NOTE: Staff is not required to complete *Level I (1-3)* if sending a student out on a Level II or Level III behavior.**

### Level III, Most Seriously Disruptive Behaviors

In the occurrence of a behavior that is *Level III, Most Seriously Disruptive*, staff is to notify an administrator or SRO immediately, then complete the ODR immediately following notification. It is the responsibility of an administrator to notify the proper authorities and parent/guardian of the incident. Administrators will issue the appropriate consequence guided by the Student Code of Conduct.

Staff is to retain the **gold copy**. The remaining copies are to be sent to the Main Office with the student, or by a separate messenger when appropriate. The administrator shall complete the section, ACTION TAKEN, and return the **pink copy** to the staff member who completed the

form. The **white original** is to be placed in the student's file and the **canary copy** is to be forwarded to the Guidance Department. **The white and canary copies** are to be kept as a record of the student's behavior until the child is no longer in the grade level range of that particular school.

Note: At no time is a single ODR to be completed by two or more staff members.

### **Redirection/De-escalation Techniques & Strategies:**

When redirecting a student: use a calm tone of voice, use as few words as possible, remind the student of his/her goals, remind the student that **there is always a choice**, remind the student to make a choice he/she believes will get him/her closer towards his/her personal choice, and allow the student reasonable time to decide. Use supportive body language, and remain respectful to students through tone of voice, cadence, volume and body language.

Please use the ODR as a data-collection tool, coupling it with the strategies in the Student Code of Conduct, so together we may achieve ***Quality Learning for Every Student Every Day***.

## Definitions of Behaviors

### Level I: Inappropriate Behavior

- A. Improper Use of Technology:** Using a personal communication device during school hours or on the bus
- B. Disrespectful Behavior:**
  - a. Walking Away: Leaving while a staff member or adult in authority is talking to the student.
  - b. Talking Back: Using verbal insults or put downs or responding orally in a rude manner to a staff member or adult in authority.
  - c. False information: Providing false or misleading information either written or oral
- C. Dress Code:** Dress does not comply with building expectations
- D. Attendance:**
  - a. Tardy: Late to class without an approved excuse
  - b. Unexcused Absence: Failure to report to class/school and without an approved excuse. Students are to follow their schedule unless permission is granted by the Administration. Indiana Law states that once a student 10 days of unexcused absences is defined as habitual truancy. [IC 20-33-2 \(Compulsory School Attendance\)](#)
  - c. Truancy: Leaving the classroom or assigned area without obtaining approval; hiding
- E. Inappropriate Language/Gestures/Disruptive/Disorderly Conduct:**
  - a. Conduct which is likely to result in serious bodily injury or substantial property damage, and/or making unreasonable noise that interferes with educational activities and refusing to cease the disruption when requested; horse playing
  - b. Causing a large disruption to the atmosphere of order and discipline in the school that is necessary for effective learning and may place others at risk of injury
  - c. Saying words that are offensive, sexual, or considered obscene in an academic, professional setting.
- F. Academic Dishonesty:** Using the work of others or published work; violating rules of honesty such as copying another student's test, assignment, etc.

### Level II: Seriously Disruptive Behaviors

- G. Prolonged Interruption of Instruction:** Conduct that causes a large disruption to the learning environment for either 20% or 15 consecutive minutes of the education process after having received direct instruction and multiple interventions regarding compliance.
- H. Theft/Forgery:**
  - a. Having in one's possession property obtained without permission of the owner or procession (physical control over, including clothing, lockers, or bags) of stolen property.
  - b. Alteration of documents including possession or signing
- I. Failure to Serve:** Failure to report for the prescribed consequence such as detention or In-School Suspension
- J. Vandalism:** Deliberate destruction or damage of property

**K. Tardiness:**

- a. Nine or more instances of being late to class without an approved excuse
- b. Twelve or more instances of being late to class without an approved excuse

**L. Bullying/Harassment:** Under IC 20-33-8-0.2, “bullying” means overt, unwanted, repeated acts or gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically), physical acts committed, aggression, or any other behaviors, that are committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student and create for the targeted student an objectively hostile school environment. Examples include harassment based on real or perceived race, ethnicity, gender/gender identity, sexual orientation, disability, or religion.

**M. Provocation/Injury to Others:** To incite a fight; physical contact by pushing, shoving, biting, spitting, kicking or hitting or other conduct that may cause injury; more than horseplay

**N. Sexual Conduct:** Inappropriate sexual conduct, sexual gestures, inappropriate touching, indecent exposure, transmitting sexually suggestive images through information technology devices, or other sexual activities which do not involve the use of force.

1. Sending, sharing, viewing, and possessing pictures, text messages, emails or other material of a sexual nature in electronic or any other form, including the contents of a cell phone or other electronic device.
2. Falsely accusing any person of sexual harassment.

**O. Fireworks:** Possession, use, sale, or distribution of fireworks and/or any other incendiary devices.

**Level III: Most Seriously Disruptive Behaviors**

**P. Firearms/Weapons:** Possession of ammunition; possession of a knife, explosive, chemical agent dispenser, destructive device, or other object that can reasonably be considered a weapon; possession of a loaded or unloaded firearm, taser gun, electronic stun gun or any weapon or device that expels a projectile by the action of an explosive, or having knowledge of another person’s intent to violate or violation of this rule and failing to report the information to a school administrator or teacher.

**Q. Drugs/alcohol:** Possession and/or use of narcotics/drugs/tobacco/alcohol and/or paraphernalia

**R. Assault/battery:** More than fighting, assault/battery involves causing or attempting to cause serious bodily injury to students, staff or others. It includes continuing to engage in a fight after being asked to stop, rape, molestation or criminal recklessness.

**S. Bomb/False Alarm:** The making of threats or providing false information about the presence of explosive materials, devices, or a fire on school property without cause in writing, in person or by phone, including text messaging

**T. Persistent, severe, or unwanted sexual conduct:** Inappropriate sexual conduct, sexual gestures, inappropriate touching, indecent exposure, transmitting sexually suggestive images through information technology devices, or other sexual activities which involves the use of force such as rape and molestation.



# South Bend Community School Corporation Office Discipline Referral

Student \_\_\_\_\_ ID \_\_\_\_\_ Grade \_\_\_\_\_ Gender: \_\_\_\_\_ Ethnicity 1 2 3 4  
5 6

Staff Member \_\_\_\_\_ Room \_\_\_\_\_ Parent Phone # \_\_\_\_\_ IEP BIP ILP 504

**LEVEL I (A-C) Inappropriate Behaviors: Classroom Teacher/Staff Member**

**LEVEL II Seriously Disruptive Behaviors, LEVEL III Most Seriously Disruptive Behaviors: Main Office Administrator**

# Student Code of Conduct Q & A

This document represents questions and thoughts that have arisen in the process of creating a revised Student Code of Conduct and Office Discipline Referral Form, or SCC and ODR respectively. The word “answer” is used to indicate the response to the question, not the action.

Question/Concern	Answer/Response
This document is huge! Will everyone get a copy?	The SCC and print policy, a teacher might print the Instructional Responses, and a social worker might print the mental health resources. Printing the entire document will be a site-based decision.
People aren't going to read all this.	Each building's leadership team may decide what parts of the SCC will be included in student handbooks and parent communication. Items in the SCC that might become a part of a building's student handbook could include the introduction, parent/student rights and responsibilities, blank ODR, and acknowledgment of receipt of the SCC.
This is all rainbows and butterflies. This isn't real life.	The Student Code of Conduct increases the availability of interventions that are both practical and <a href="#">evidence-based</a> . It just so happens that what works best, for both adults and children, is rooted in respectful relationships. ☺
Students are no longer going to be suspended or expelled.	The SCC follows progressive disciplinary practices. Exclusion from learning, i.e. suspension and expulsion, remains an option in the most extreme instances.
Every person who has the authority to remove a student from instruction needs to be trained on the SCC. How are you going to do that?	Professional development (PD) will occur within existing constructs for each role and may be delivered by the person who oversees each role. Support is provided for professional development through a DVD of the SCC presentation and through supervisors who have already been trained in the SCC, thus following a Train-the-Trainers model.
Specifically, how will people be trained?	<p>The Administration has committed time and resources to full implementation of the SCC. The SCC Committee envisions PD occurring via multiple pathways.</p> <ol style="list-style-type: none"> <li><b>Quarterly modules:</b> The SCC Committee proposes that PD will be offered after school in four modules. This training will be ongoing throughout the school year, with one module offered each quarter. <ol style="list-style-type: none"> <li>Each module will be both stand-alone and will build on previous segments.</li> <li>Each module will be divided into two areas of focus: the culturally responsive practice that improves the quantity and quality of learning for every student (the why), and the “nuts and bolts” of how to use the SCC/ODR (the how)</li> <li>Participants will be compensated through Professional Growth Points.</li> <li>Research and practice modules will be conducted from 3:30-5:30 and will be held in a central location <ol style="list-style-type: none"> <li><b>Module 1, 9/3/14 and 9/4/14:</b> Conflict Styles (CR-PBIS), <a href="#">Myths vs. Facts</a>/ODR Instructions (A more in-depth continuation from PD conducted</li> </ol> </li> </ol> </li> </ol>

	<p>during the first teacher day/staff meeting)</p> <ol style="list-style-type: none"> <li>2. <b>Module 2, 11/4/14 and 11/5/14:</b> District Discipline Data/Instructional Interventions</li> <li>3. <b>Module 3, 1/28/15 and 1/29/15:</b> Movie, <a href="#">White Like Me</a>/4x1, 2x10</li> <li>4. <b>Module 4, 3/31/15 and 4/1/15:</b> <a href="#">Research to Practice Collaborative</a>/Obtaining feedback and next steps for 2015-2016</li> </ol> <ol style="list-style-type: none"> <li>2. <b>Staff meetings:</b> Principals and teacher leaders will use sections of the SCC to provide PD in mandatory staff meetings. Specific sections of the SCC that may be most appropriate for staff meetings include: Parts I-VI; Best Practices for Proactively Supporting Positive Behavior; Reflective, Instructive, Corrective, Restorative Responses; SBCSC Behavior Intervention Report; ODR Instructions</li> <li>3. <b>Integrate in existing content-area PD:</b> As academic rigor and relevance increase, incidents of misbehavior decrease. Therefore, it makes sense to integrate culturally-responsive practice, represented by the SCC, into best-practice instruction for English/Language Arts, Math, Science, Social Studies, etc.</li> <li>4. <b>Back to School University:</b> August 5, 8:30 and 10:15 (stand-alone sessions); offered through Special Education's <a href="#">Back to School University</a>. BTSU is available to all SBCSC employees.</li> <li>5. <b>Other opportunities???</b></li> </ol>
What supports are available when working with the "chronic offender"?	<p>Actually, we are going to begin with replacing the prison-language that has no place in institutions of learning. Instead, we will be using the term, "frequent flyers," or, "students with the greatest needs," to indicate students who repeatedly disrupt learning despite best-practice interventions.</p> <p>The research repeatedly points to two proven interventions: Instructional Consultation Teams and Restorative Justice.</p> <ol style="list-style-type: none"> <li>1. <a href="#">Instructional Consultation Teams:</a> Teachers supporting teachers to make the instructional match for all students <ol style="list-style-type: none"> <li>a. In 2013, the District Leadership Team brought in <a href="#">Dr. Jim Ansaldo</a> from Indiana University, in collaboration with our own Dr. John Frame. For more information on IC Teams in SBCSC, please contact <a href="#">Kirby Whitacre</a>.</li> </ol> </li> <li>2. <a href="#">Restorative Justice:</a> Restorative justice (RJ) is not a program or a process. It is not a set of alternative sanctions: it is not assigning an essay, requiring an apology, or assigning community service hours. Rather, it is responding to harmful behavior in ways that help victims recover, help offenders understand the real consequences of their behavior and take responsibility for it, and help classrooms and school communities understand their mutual responsibility for maintaining just environments where everyone can learn and thrive. <ol style="list-style-type: none"> <li>a. <a href="#">Dr. Susan Sharpe</a> is a member of the District Leadership Team and a collaborator on the SCC. Susan is also a leader in the field of Restorative Justice. For more information on Restorative Justice, please contact <a href="#">Kirby Whitacre</a> or <a href="#">Susan Sharpe</a>.</li> </ol> </li> </ol>
That's helpful, but what can we do today to support our students	<p><b>Two research-based strategies shown to reduce the incidence of misbehavior by 85% within two weeks with the most difficult students are <u>4x1</u> and <u>2x10</u>.</b> These strategies cost nothing, are easily implemented, are easy to</p>

with the greatest need?	<p>teach to other staff, and have an 85% efficacy rate.</p> <p><b>4x1:</b> Provide the student with four positive comments addressing his/her behavior or skills for every negative comment. The positives should be genuine and focused on behavior and skills rather than on superficial items such as appearance. For example, “I appreciate how you have your book open and you’re ready to learn!” as opposed to, “Your hair looks so pretty today!” Address the behavior you would like to see repeated.</p> <p><b>2x10:</b> Engage the student in positive conversation for two minutes a day for 10 days in a row. If this is new behavior to the student, expect some initial misgivings, but do not give up. Again, the conversation should be genuine and focused on areas of interest for the student.</p> <p><b>Additional Resources:</b>  <a href="#">The Research to Practice Collaborative</a>; <a href="http://www.consciousteaching.com">www.consciousteaching.com</a>; <a href="#">Teaching Tolerance</a>; <a href="#">PBIS Indiana</a>;  <a href="#">The Equity Project</a>; <a href="#">Alternatives to Suspensions and Expulsions: A Teacher and Administrator Guide to School Discipline</a></p>
The Student Code of Conduct is the product of a LOT of work! Who contributed?	<p>So glad you asked! The SCC is a true team effort. The SCC Committee extends our gratitude to Kirby Whitacre, who directs these efforts, as well as Dr. Schmidt, Ericka Harris, Karla Lee, and all of the SBCSC Directors.</p> <p>Gratitude and appreciation is also sincerely extended to Stacie Alvarado, Melanie Bitner, Kasi Bolden, Krystin Carlson, Christi Carr, Sue Coney, Stuart Greene, Kenn Hardy, Jennie Joyce, Ellen Keyes, Jeff Kroger, James Love, Linda Ort, Donna Pandori, Linda Ponterio, Susan Sharpe, Christa Slaven, Cullen Walton, David Williams, Regina Williams-Preston, the SBCSC District Leadership Team and the <a href="#">National Education Association-South Bend</a>. We also are grateful to <a href="#">CASA</a> and <a href="#">Chicago Public Schools</a> for granting us their resources and support.</p> <p>We also extend our gratitude to the students who have challenged us the most, as you have made us better teachers. We are grateful to you all!</p>
We have great ideas and would like to help! What can we do?	<p>Wonderful! Our students are lucky to have such outstanding professionals dedicated to their excellence! To get involved, please contact Kirby Whitacre at <a href="mailto:kwhitacre@sbcsc.k12.in.us">kwhitacre@sbcsc.k12.in.us</a> or at 574-283-8056.</p>

## South Bend Community Schools

*Quality Learning for Every Student Every Day!*



## Feedback

### Draft Student Code of Conduct (SCC) and Draft Office Discipline Referral (ODR) Form

Please return your completed form via email to [Kirby Whitacre](#). Thank you for your commitment to *Quality Learning for Every Student Every Day!*

~The Student Code of Conduct Committee

#### **Reviewer Information**

**Name:**

**Building:**

**Role:**

Item/page number:

Concern:

Suggested edit:

Item/page number:

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Today I learned...  
confused about...

I am still

I am most excited about...

A question I have is...