

VERIFICATION FOR PROGRESSIVE DISCIPLINE PLAN

Name of School: Hunsberger Elementary School

Date Submitted Electronically to PPA&A: 9/23/2010

This plan has been reviewed by the following:

Name of Principal: Sally Scott

Names of Educational Staff: _____
Renee Major, Cindi Campos, Christy Donahue, Leona Cameron, and Colleen Winter

Names of Parents: _____
Karen Mack and Amy Angella (PTA Officers)

NOTE: A copy of this plan must be submitted to Public Policy, Accountability, & Assessment on or before October 1, 2010.

Hunsberger Elementary School

Progressive Discipline Plan

NRS 392.4644

Dear Parents,

Several years ago the Nevada State Legislature passed into law Nevada Statute NRS 392.4644, also referred to as AB 521. This statute granted teachers the authority to have chronically disruptive students temporarily removed from their classrooms. Upon removal, a meeting with the parents is scheduled within 24 hours and that meeting must take place within three school days. To exercise their authority under NRS 392.4644, the teachers are required to follow a school wide plan of progressive discipline.

Attached, you'll find the plan of progressive discipline that was developed for Hunsberger Elementary School. This plan was developed and reviewed as required by law. The purpose of this letter is to advise you of the plan and to let you know that I am always available to answer your questions and listen to your concerns.

In closing, I would like to add that NRS 392.4644 has been great for schools and the learning environment. All of us want classrooms that are free of violence and disruptive behavior. To give you a sense of perspective on this issue, since the enactment of the law in 1999, I have never had a staff member remove a child from their classroom under the authority of the statute. The majority of disciplinary challenges are resolved as a result of the combined efforts of staff and parents. I am optimistic that our success will continue and the learning environment in all classrooms will be rigorous and without disruptions.

Please call if you have any questions, concerns or would simply like additional information.

Sincerely,

Sally Scott

Principal

HUNSBERGER ELEMENTARY SCHOOL

PROGRESSIVE DISCIPLINE PLAN

Revised 2010-2011

INTRODUCTION: Educating students in the safest possible environment is the ultimate goal of Hunsberger Elementary School. In our efforts to reach this goal, the following positive behavioral guidelines have been established. In addition, to ensure that all students have the right to learn in a safe environment, the teachers and staff at Hunsberger Elementary School are committed to uphold and enforce the following behavioral expectations at all times: BE RESPECTFUL, BE RESPONSIBLE, AND BE SAFE (3 B's). Our school policy will incorporate and note the use of all available school resources, including the district school police and the Reno Police Department, as intervention in the event that any child or adult creates an unsafe atmosphere here at our school.

BEHAVIORAL EXPECTATIONS: At Hunsberger Elementary School, we believe that our school climate must be a positive, safe, caring and consistent one. It is our goal to create an environment where all students and staff are safe, respectful, and responsible. Everyone deserves the right to be treated with dignity and respect, and must be accountable for individual actions and behaviors.

If a student engages in a behavior that is unsafe, disrespectful, irresponsible, interferes with a *TEACHER'S RIGHT TO TEACH*, or interferes with another *STUDENT'S RIGHT TO LEARN*, it will be considered an infraction of school policy and will, therefore, result in disciplinary action.

The following is the progressive discipline plan we have created here at

Hunsberger Elementary School:

- 1) School wide expectations are prominently posted in all locations and are positive, specific and taught by classroom teachers on a monthly basis.
- 2) Students are reinforced by staff for displaying safe, respectful, and responsible behavior through various positive recognition systems (verbal praise, Leader of the Pack, PAWS tracks and monthly awards).
- 3) Minor violations of the 3 B's will result in a minor office discipline referral (ODR) as revised by WCSO (2010). (See Attachment 1 information) The involved adult will immediately reteach (remind the child) of the expected behavior. Student will either show or explain their understanding of expected behavior and inappropriate choice. Teacher will dispense an appropriate consequence which may

include but is not limited to: verbal warning, loss of recess time, removal from group or surroundings, etc. 4 minor ODRs will equate to 1 major ODR as revised by WCSD (2010)

4) Major violations will result in a major office discipline referral (ODR). Administration will dispense an appropriate consequence which may include but is not limited to: removal from the classroom into another classroom, student is sent to the office escorted by an adult, in school suspension, out of school office escorted by an adult, in school suspension, out of school suspension, parent-teacher-principal conference, referral to IAT team, referral to Educational Opportunity School, etc. **Parents will always be contacted if a student receives a major (ODR).**

5) Student is escorted by an adult to another location for extreme behaviors.

Attachments to follow:

Attachment 1: WCSD Minor/Major ODR form

Attachment 2: Letter to Parents: Hunsberger Commitment

Attachment 3: Positive Behavior Tracking Form Definitions

POSITIVE BEHAVIOR SUPPORT TRACKING FORM

Student Name: _____
 Grade Level: _____ Behavior Event #: _____
 Staff Member: _____
 Date: _____ Time: _____
 School: _____

LOCATION OF EVENT

<input type="checkbox"/> Restroom	<input type="checkbox"/> Locker Room
<input type="checkbox"/> Bus	<input type="checkbox"/> Off-Campus
<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Office
<input type="checkbox"/> Classroom	<input type="checkbox"/> Parking Lot
<input type="checkbox"/> Common Area	<input type="checkbox"/> Playground
<input type="checkbox"/> Gym	<input type="checkbox"/> Special Event
<input type="checkbox"/> Hallway	<input type="checkbox"/> Unknown
<input type="checkbox"/> Library	<input type="checkbox"/> Other

POSITIVE RECOGNITION Academic Recognition: _____ Positive Behavior Recognition: _____ Award / Other: _____

MINOR BEHAVIOR EVENT	INTERVENTION (STAFF)	POSSIBLE MOTIVATION
<input type="checkbox"/> Academic Integrity <input type="checkbox"/> Damage to School Property <input type="checkbox"/> Defiance/Disrespect/Insubordination <input type="checkbox"/> Dress Code Violation <input type="checkbox"/> Invasion of Personal Space <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Physical Aggression <input type="checkbox"/> Property Misuse <input type="checkbox"/> Tardy <input type="checkbox"/> Technology Violation <input type="checkbox"/> Other: _____ <input type="checkbox"/> Unknown	<input type="checkbox"/> Intervention: _____ <input type="checkbox"/> Peer Mediation <input type="checkbox"/> Modify Work <input type="checkbox"/> Verbal Cue <input type="checkbox"/> Positive Reinforcement: _____ <input type="checkbox"/> Re-Teach Expectation <input type="checkbox"/> Student Conference <input type="checkbox"/> Student Contract <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Reflection Activity <input type="checkbox"/> Extra Time Spent on Task <input type="checkbox"/> Referral to Intervention Asst. Team (IAT) <input type="checkbox"/> Loss of Item/Class privilege <input type="checkbox"/> Focused Detention <input type="checkbox"/> Reflection Activity <input type="checkbox"/> Instructional Recovery <input type="checkbox"/> Other: _____ <input type="checkbox"/> Conference/Contact <input type="checkbox"/> Parent <input type="checkbox"/> Student Date: _____ <input type="checkbox"/> Recovery in Room <input type="checkbox"/> Seating Change	<input type="checkbox"/> Avoid Adult(s) <input type="checkbox"/> Avoid Peer(s) <input type="checkbox"/> Avoid Task/Activity <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Obtain Item/Activity <input type="checkbox"/> Other: _____ <input type="checkbox"/> Unknown
		OTHERS INVOLVED
		<input type="checkbox"/> Peers <input type="checkbox"/> Staff Member <input type="checkbox"/> Substitute <input type="checkbox"/> Unknown <input type="checkbox"/> Other: _____

MAJOR BEHAVIOR EVENT	BEHAVIOR RESOLUTION (ADMINISTRATION)
<input type="checkbox"/> Academic Integrity <input type="checkbox"/> Attendance/ Truancy <input type="checkbox"/> Damage to School Property <input type="checkbox"/> Defiance/Disrespect/Insubordination <input type="checkbox"/> Disturbance of School Activities <input type="checkbox"/> Dress Code Violation <input type="checkbox"/> Fighting/ Physical Aggression <input type="checkbox"/> Gang Related Behavior <input type="checkbox"/> Harassment/Bullying/Intimidation <input type="checkbox"/> Possession of Alcohol <input type="checkbox"/> Possession of Controlled Substance <input type="checkbox"/> Possession of Weapon: _____ <input type="checkbox"/> Sales/ Distribution of CS <input type="checkbox"/> Tardy <input type="checkbox"/> Technology Violation <input type="checkbox"/> Theft <input type="checkbox"/> Threat to Staff <input type="checkbox"/> Threat to Student <input type="checkbox"/> Tobacco <input type="checkbox"/> Violence/Harmful <input type="checkbox"/> Violence/Staff <input type="checkbox"/> Other: _____	<input type="checkbox"/> Referral to Intervention Asst. Team (IAT) <input type="checkbox"/> Intervention <input type="checkbox"/> Tier 2 Intervention: _____ <input type="checkbox"/> Check In / Check Out (CICO) <input type="checkbox"/> Tier 3 Intervention: _____ <input type="checkbox"/> Conference/Contact <input type="checkbox"/> Parent <input type="checkbox"/> Student <input type="checkbox"/> School Beautification <input type="checkbox"/> Restitution <input type="checkbox"/> Focused Detention <input type="checkbox"/> Reflection Activity <input type="checkbox"/> Instructional Recovery <input type="checkbox"/> Other: _____ <input type="checkbox"/> ISS <input type="checkbox"/> BUS Start Date: _____ End Date: _____ <input type="checkbox"/> Saturday School Date: _____ <input type="checkbox"/> After School Intervention <input type="checkbox"/> GRIP/SIP/NIP: _____ <input type="checkbox"/> Other Admin Decision _____

ADDITIONAL COMMENTS:

ADDITIONAL INFORMATION (SEE ATTACHED)

SIGNATURES: _____ / _____ / _____ / _____

Student Signature Administrator Signature Parent Signature Date
**Parent Notification/Signature Required After Each Major Event*

Dear Parents:

Hunsberger Elementary School is committed to ensuring a safe and secure learning environment for all school members. To that end, we have developed the following statement for you to read and review with your child.

Hunsberger Positive Behavior Support Mission Statement

Our mission is to promote a safe, respectful and responsible environment by having consistent staff expectations, thereby creating a positive and productive community.

1. We believe we need to proactively teach appropriate behavior when possible. We teach those social skills through modeling, using positive reinforcement (Positive Tracks and Leader of the Pack tickets), class meetings, classroom guidance sessions, and direct instruction, when needed.
2. We believe that inappropriate behavior is an opportunity for students to learn appropriate ways to act. It is a teaching opportunity for the teacher and a learning opportunity for the student.
3. We believe in the right of teachers to teach in a classroom environment that is free from disruptions caused by chronic student misbehavior.
4. We believe in the right of students to learn in a classroom environment that is free from disruptions caused by chronic student misbehavior.
5. We believe that staff, parents, and students should work together to create the safest possible environment that emphasizes academic excellence and appropriate social behavior.
6. We believe that the environment at Hunsberger Elementary School must be free from violence.
7. We believe that the environment at Hunsberger Elementary School must be free of all harassment and intimidation.

PROGRESSIVE DISCIPLINE STEPS:

In Class:

Every teacher has established his or her own classroom management plan that establishes a positive environment in the classroom. All staff members are using Positive Track and Leader of the Pack tickets to reinforce appropriate behavior. The staff identified appropriate behavior for “common” areas in our building and outside on the playground. Staff agreed on lesson plans for these “common” areas. Every student at Hunsberger was taught the same expectations. Our plan is based upon a learning model. If a student has inappropriate behavior, the teacher takes time to teach the skills needed to be successful. The plan has progressive consequences for dealing with inappropriate behaviors. One of the progressive steps must include calling and conferencing with parents. This is seen as an integral part of good communication and cooperation for extinguishing inappropriate behavior and increasing appropriate behavior.

Outside of Class:

The school-wide expectations are listed in the Hunsberger School Calendar, posted in the hallway and included in our Hunsberger Behavioral Manual which is included with this material. Every staff has read and taught those expectations to their classroom. Every family received a copy of the school calendar and was asked to review the expectations with their child (ren).

On the playground, when a student does not follow an expectation, the duty teachers talk to the student to determine the level of misunderstanding. If a student is choosing to not following the rule, he/she is asked to go

and stand by the S.T.O.P (Stop, Think, Options, and Plan) sign to consider options. The student then comes and talks to the duty teacher about what he/she did that was inappropriate, what he/she needed to do instead and what was learned from the "reflection time". An Incident Report is written up and given to the child's teacher. This insures documentation of each and every behavioral discussion.

If deemed appropriate, the classroom teacher files the Incident Report and completes a Minor Referral. One copy of the referral goes to the classroom teacher, another to the parent and the third goes to the office. The classroom teacher is responsible for sending home the referral and makes sure it is signed and returned to school. If the citation is not return, it is the teacher's responsibility to notify the administration and they will follow up with the parents.

Opportunities to Learn Social Skills:

Every inappropriate behavior is an opportunity for students to learn appropriate behavior. Different strategies are used to assist students in becoming problem solvers. Students write reflections, practice scenarios, and/or have direct social skill instruction, to help them identify the negative behavior and its consequences. If the inappropriate behavior involves more than one student, the children are encouraged to problem solve to help settle the dispute and develop a plan of action should the problem arise again. These opportunities allow children to identify alternative methods for solving problems and choose one that produces positive results.

Referrals:

The Office Referral has a description of the Minor and Major Infractions. Minor infractions are handled in the classroom and Major Infractions are referred to the administration. The teacher may mark any of the appropriate consequences listed. If the students' behavior is dangerous or chronic, the teacher contacts the administration. The administrators are the only ones that can make a decision regarding in-house suspension, expulsion or guidance suspension. This determination will be made after reviewing the severity and frequency of the misbehaviors. **Parents will be immediately contacted for any major infraction.**

Behavioral Gradient:

The following is a general list of steps that must be taken prior to the removal of a child for behavioral reasons in accordance with the authority vested in the teacher per NRS 392.4644. The classroom teacher will document in writing the completion of each step. The order and frequency will be determined by the severity of the behavior, as well as the teacher's judgment. Also, depending on the severity of the behavior and the judgment of the teacher, the principal may become involved in the process sooner than Level 3:

Level 1 Interventions:

- *Verbal prompts, reminders, and warnings
- *Conference with the students: Purpose is to understand the purpose behind behavior.
- * Appropriate skills are taught by adult and practiced by student
- * Time out ... reflection essay
- * Possible loss of recess
- * Discussion with the student on what would be an appropriate consequence that would make the situation "right"?

Level 2 Interventions:

- *Conference with the student
- * Formal parent notification (phone or letter) Documentation of notification
- *Possible removal from classroom and temporary supervised alternative setting (a different classroom... two grade level above or below current classroom assignment)
- * Consult with the counselor or other resource (Sp. Ed. teacher, previous teachers)
- * Referral to our PBS Team (Positive Behavioral Support)

Level 3 Interventions:

- *Principal referral- Principal will also make a parent call.
- * Parent conference with an administrator, teacher, counselor, student and parent(s).
- * Moved to a Tier 2 with Check in/Check Out System or home/school communication note.

When deemed appropriate:

- * Saturday School (Hunsberger)
- * School Police
- * Suspension
- * VIP School (Violence Intervention Program)

Level 4 Intervention:

- *PBS Team This step must occur prior to the implementation of NRS 392.4644. It can be made sooner in the Level System if preferred.
- * Functional Behavioral Analysis (FBA) observation
- * Parent/Teacher/Psychologist meeting with Behavioral Plan created

Implementation of NRS 392.4644

The teacher asks the Principal to remove the child from the classroom. The Principal immediately calls the parent(s) to pick up the child from school, and to schedule a conference with the teacher, child, principal and whoever else is deemed appropriate. The conference must take place within three school days. During the conference, the principal will determine if the child should be returned to the classroom or a temporary alternative placement within the school site. If the decision is made to return the child to the classroom, and the teacher disagrees with that decision, the following procedures will be followed.

A Discipline Review Committee (DRC) will be formed. The DRC will consist of three teachers and an alternate, selected by a vote of the staff (Administrator, school psychologist, etc.). The DRC will review the case and make a decision to:

1. Assign the student to a permanent alternative placement, if one is available in the district.
2. Suspend the student.
3. Re-assign the student to another classroom.
4. Return the student to the original classroom.
5. Recommend other District level disciplinary action.

If the Principal places a child in a temporary alternative setting, the DRC will meet and take one of the above mentioned actions.

If the decision is made to return the student to the original classroom, or to re-assign the student to a different classroom, and the student's disruptive behavior continues, the Principal will pursue District level resources to assure appropriate and adequate measures are taken and enforced.

NRS 392.4644

Hunsberger Elementary School believes that our school climate is positive, safe, caring and consistent. Our goal is to create an environment that fosters educational excellence while increasing self-esteem and promoting respect for others. Everyone deserves the right to be treated with dignity and respect, and is expected to be accountable for individual actions and behaviors.

(Please return bottom portion only)

Return with Your Child(ren)

Please acknowledge your receipt of our commitment to academic excellence concerning school safety, discipline, and disruptive student behavior by signing the bottom of this page and returning it to your child's classroom teacher. We encourage you to notify the administration with any questions and/or concerns.

Parent Signature _____ Student's Name _____

Teacher _____

NRS 392.4644

ATTACHMENT 2

WCSD

Positive Behavior Support Tracking Form

Definitions

Top heading:

- Behavior event

If a school or teacher is tracking minor behaviors this section is provided to keep track of the number of like behaviors that have occurred. PBS recommends that when a third behavior of a similar type occurs, it turns into a major. It is also recommend that the student gets a fresh start every two weeks.

Positive recognition:

If a school decides it wants to track positive recognitions and provide documentation to parents regarding their child's positive decision-making, this section has been provided for this purpose. This can be done school-wide or by an individual teacher or classified employee.

Minor behavior event:

- Academic Integrity - Student engages in non-serious but inappropriate (as defined by school) cheating on an assignment, project or test.
- Damage to school property - Student engages in low-intensity damage to school property (as defined by school)
- Defiance/Disrespect/Insubordination - Student engages in brief or low-intensity failure to respond to adult requests.
- Dress code violation - Student wears clothing that is near, but not within, the dress code guidelines defined by the school/WCSD.
- Invasion of personal space- Student engages in non-serious, but inappropriate invasion of space, including verbal statements and/or personal contact that violates another person.
- Inappropriate language- Student engages in low-intensity instance of inappropriate language.
- Physical aggression- Student engages in non serious, but inappropriate physical contact.
- Property misuse - Student engages in low-intensity misuse of property (as defined by school).
- Tardy - Student is late (as defined by school) to class or the start of the school day but timeframe and circumstances are not significant enough to warrant a major referral (as defined by school).
- Technology violation - Student engages in non-serious but inappropriate (as defined by school) use of cell phone, music/video players, camera, and/or computer.
- Other - Student engages in other minor problem behaviors that do not fall within the above categories.
- Unknown - Student engages in problem behavior that is unknown.

Intervention (Staff):

Because research is clear that using punishment alone in dealing with problem behaviors actually increases the problem, WCSD is committed to using proactive interventions before moving to a major referral. Teachers and staff are expected to check off interventions tried before sending a student to the office.

- Intervention - Student was provided a proactive intervention by a teacher or staff which was targeted to student concern.
- Peer mediation - Mediation between student in question and one of his/her peers.
- Modify work - Student is asked to re-do an assignment that was unacceptable.
- Verbal cue - Student is given verbal prompt(s) for re-direction.
- Positive reinforcement - Student is re-directed by use of a verbal or tangible reinforcement
- Re-teach expectations - Student is re-taught school-wide or classroom expectations.
- Student conference and/or contract - A conference with student focused on behavior in question. The development of a contract that includes positive incentives to extinguish behavior(s) identified.
- Differentiated instruction - Adjusting instructional methods that include more than one modality (visual, verbal, kinesthetic, auditory, physical).
- Reflection activity - Student is provided a prompt to reflect on the behavior in question and possible positive alternatives than the inappropriate one chosen.
- Extra time spent on task - Student may be experiencing academic frustration due to difficulty so more time is given on assignment to complete.
- Referral to intervention assistance team (IAT) - Before a behavior escalates to a major referral it is recommended teachers and staff refer to IAT after some interventions have been attempted.
- Loss of item/class privilege - While not an intervention, sometimes this strategy will help re-direct the student.
- Focused detention (reflection activity, instructional recovery, etc.) - The purpose of detention is to help the student understand the impact of his/her behavior. Therefore, having them sit quietly in a room is not recommended on most occasions. Instead having them reflect on what they did and possible alternatives and/or instructional recovery is recommended.
- Conference/Contact (Parent/Student) - This section is primarily used to record parent contacts. If student was present during this meeting or phone conference please indicate by checking student as well.
- Recovery in room - Designed for student to recover lost instructional time as a result of acting out behavior.
- Seating change (no definition necessary)

Possible motivation:

Students act out for a purpose and it is important to make a hypothesis (educated guess) on why they did. While you may not be 100% sure please check the possible motivation whether it is a minor or major behavior event.

Others involved:

Please check if someone other than the student was involved in the behavior in question.

Major Behavior Event:

- Academic Integrity - Student is caught deliberately cheating on an assignment, test, or project and/or plagiarizing the work of another person.
- Attendance/Truancy - A student is considered truant when he/she receives an unexcused absence for a Y2 day or more (unless otherwise stipulated by the school).
- Damage to school property - Student participates in an activity that results in destruction or disfigurement of property.
- Defiance/Disrespect/Insubordination - Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions.
- Disturbance of school activities - Student engages in serious disturbance (as defined by school) of class, activity, sporting event, fieldtrip, or other events or places deemed as school-wide activities.
- Dress code violation - Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.
- Fighting/physical aggression - Student engages in actions involving serious physical contact where injury may occur (e.g. hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).
- Gang related behavior - Student uses gesture, dress, and/or speech to display affiliation with a gang.
- Harassment/Bullying/Intimidation - Student delivers disrespectful messages* (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes.

Disrespectful messages include negative comments based on race, religion, gender, age, sexual orientation and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.
- Possession of alcohol - Student is in possession of or using alcohol.
- Possession of a controlled substance - Student is in possession of or is using illegal drugs/substances or imitations.
- Possession of a weapon - Student is in possession of knives or guns (real or look alike, or other objects readily capable of causing bodily harm).
- Sales/distribution of a controlled substance - Student is in possession of with intent to sell or distribute illegal drugs/substances or imitations.
- Tardy - Student is late (as defined by the school) to class or the start up of the school day (and tardy is not considered a minor problem behavior in the school).
- Technology violation - Student engages in inappropriate (as defined by the school) use of cell phone, music video players, camera, and/or computer.
- Theft - Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission.
- Threat to staff - Student delivers a threat (verbal or non-verbal) to staff threatening bodily harm or another type of injury.
- Threat to student - Student delivers a threat (verbal or non-verbal) to student threatening bodily harm or another type of injury.

- Tobacco - Student is possession of or using tobacco.
- Violence/Harmful - Student engages in a violent act which inflicts bodily harm on another student.
- Violence/Staff - Student engages in a serious violent act which inflicts bodily harm on a staff member.
- Other - Student engages in other major problem behaviors that do not fall within the above categories.

Behavior Resolution (Administration):

- Referral to Intervention Assistance Team (IAT) - Student is referred to IAT for proactive interventions.
- Intervention - A universal (all students) type of intervention is chosen which targets behavior in question.
- Tier 2 Intervention - A researched validated intervention of 5-7 students is chosen that targets the behavior in question.
- Check-In/Check Out (CICO) - The student is placed on a CICO plan in which he/she checks-in with a safe adult in the morning and at the end of the day. A point sheet is signed by each teacher/staff member that he/she is responsible to indicating if he/she is meeting expectations. A positive day, week, or month can result in tangible reinforcements.
- Tier 3 Interventions - Tier 3 interventions are individualized and should not include more than 3-5 students at one time in an intervention group. Prior to placement in a tier 3 intervention, schools should follow the PTR strategy for conducting a functional behavior assessment and behavior intervention plan.
- Conference - When major referrals occur, it is recommended both the student and parent(s) attend to address problem behavior.
- School beautification - Student participates in cleaning up grounds, cafeteria, etc. During activity it is recommended students be asked to reflect on poor choices and what they will do differently. Following beautification it is also recommended they write down what they plan to change for next time.
- Restitution - Students are asked to make tangible or non-tangible restitution for damaged property, bodily harm, items stolen and/or damaged emotions.
- Focused Detention - Focused detention is intended to be detention with a purpose. The goal is for student to have an opportunity to reflect on poor decisions made and what they will do differently next time. It is recommended students conclude this time with writing down these reflections.
- ISS/BUS - These are resolution types. ISS stands for In School Suspension and BUS is just that Suspension from use of the bus.
- Saturday School - Students attend school on Saturday.

- After school intervention - A targeted intervention is chosen after-school to address problem behavior.

- GRIP/SIP/VIP:

GRIP: Gang Reduction Intervention Program

SIP: Substance Intervention Program

VIP: Violence Intervention Program

- Other administrative decision - To be used when none of the above apply

ATTACHMENT 3