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Positive Behavior Interventions and Support (PBIS)

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Mission & Purpose

The mission of South Central Nebraska Unified School District is to educate, support and prepare citizens of the world. Lawrence/Nelson Public Schools are committed to this mission by providing a safe, respectful, responsible and resourceful learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Positive Behavior Interventions and Support System is designed to facilitate high standards of behavior so that the learning and teaching in our school can be effective and students can participate positively within our school community.

School-Wide Information System (SWIS)

Lawrence/Nelson Public Schools uses the School-Wide Information System (SWIS) to collect information about office discipline referrals and to evaluate the PBIS plan. SWIS is a web-based system that allows the school to collect accurate and timely information about discipline events. The system then summarizes the information in tables and graphs that are used to guide decision-making in order to prevent and reduce the number of problem behaviors occurring in the school. Information generated in the reports can include, but is not limited to, average referrals per month, types of problem behaviors occurring, locations of the referrals, time of day of the problem behaviors, and the administrative decision resulting from the referral.

A few staff members have been trained in data input for the SWIS system. These staff members can generate reports upon request and based on need. Student and staff confidentiality are protected through the use of randomly assigned numbers. The school staff regularly reviews individual student data to assist in developing appropriate Behavior Intervention Plans. The data is also disseminated to the staff monthly during PLCs.

PBIS Matrix

	Be Safe	Be Respectful	Be Responsible	Be Resourceful
Hallway	-walk in the hallways -Maintain personal space	-Put your things away in your locker	-use inside voices in the hallway -maintain appropriate conversations and language	-minimize loitering
Locker Room	-pick things up and keep locker room clean -Act in a mature manner	-keep hands off of other people's things	-Go to locker room only when necessary -Keep valuables locked up	-Be prompt (keep time in the locker room to a minimum)
Cafeteria	-Walk to the lunch line	-clean eating area -be respectful of others that still need to go through the lunch line	-keep food on your tray -pick up trash and put it in the kitchen trash cans	-Serve selves carefully to avoid cross-contamination
Bus/Van	-Sit on your bottom on your seat -Keep volume to a minimum -All body parts need to remain in the seat -Wear seatbelts when available	-Pick up your trash and put it in the trashcan -Follow all bus safety procedures -Listen to bus driver/coach/sponsor -Stay in designated area while waiting for buses to arrive	-Keep hands to yourself -Make sure you take your belongings off the bus	-Be prepared to board and exit
Office	-Keep the doorways clear	-Use patience -Try not to interrupt	-Take care of business before or after school	-Keep loitering to a minimum -Know your purpose for going to the office
Library	-Use the hallways instead of walking through the library	-Put books away if you take them off the shelf -Treat books and magazines with respect -Leave books alone unless you are checking them out	-Keep your area clean	-Keep loitering to a minimum
Bathroom	-Wash hands with soap (rinse them too!) -Keep bathroom clean	-Flush the toilet	-Use cell phone while in the bathroom at your own risk	-Use bathroom quickly -Use bathroom between classes -Keep loitering to a minimum
Events/Assemblies	-Sit in the bleachers -Keep stairways clear -Keep front walkway of bleachers clear	-Use appropriate language -Keep comments positive -Keep younger children with you so they aren't running around	-Keep loitering to a minimum -Pick up trash and put it in the trash cans	-Try to keep trips out of the gym to a minimum -Be aware of the rules of the specific event
Common Classroom Expectations	-Keep aisles between desks clear of clutter -Keep 4 feet of the chair on the floor	-Place cellphone into basket when you enter the classroom -Show respect to teacher and peers	-Be prepared for class -Have all materials needed with you -Have your computer charged at the beginning of the day	-Leave room only during the last 10 minutes of class -One person leaves room at a time

Dates of PBIS Lessons with Staff & Students

PBIS Staff Meetings:

Jr. - Sr. High School: Mon. mornings at 7:45 AM

Cover PBIS Topic of the Week with Students for 10 minutes on date below:

Jr. - Sr. High School: First 10 minutes of 8th period class

One day a month, do PBIS elementary “group” activities for PBIS (create the videos, etc.)

Date	Topic to Cover
September 22	Overview of PBIS & Recognition/Reinforcement
September 29	Common Classroom Expectations
October 6	Library Expectations
October 13	Bus/Van Expectations
October 21	Cafeteria Expectations
October 27	Restroom Expectations
November 3	Office Expectations
November 10	Events & Assemblies Expectations
November 17	Electronic Expectations
November 24	Hallway Expectations
December 1	Locker Room Expectations

Expectations Reteaching Schedule:

Area	Date to re-teach expectation	Link to Kahoot
Common Classroom	2/11/15 (due to snow day)	https://play.kahoot.it/#/lobby?quizId=052f7d05-d0dc-494e-92cb-c01048278112
Library	2/18/15	https://play.kahoot.it/#/k/d552e99d-4fe2-44eb-9722-62fe4b734640
Bus/Van	2/25/15	https://play.kahoot.it/#/k/a31396c5-9bd3-40ff-8da0-6d2a0cdc2603
Cafeteria	3/4/15	https://play.kahoot.it/#/k/8366536f-479c-4f53-a50b-955f00e448f4
Restroom	3/11/15	https://play.kahoot.it/#/k/7599ae15-3d06-4f39-972d-5262bfe9a0e8
Office	3/18/15	https://play.kahoot.it/#/k/a8a10d7c-a48e-46ec-a5bc-0f909c4067b8
Events & Assemblies	3/25/15	https://play.kahoot.it/#/k/f0921059-0007-40ba-ae30-4e8ea8389e15
Hallway	4/1/15	https://play.kahoot.it/#/k/c5dfd9ac-f8ab-491e-a1fd-a2bc2895d4b0
Locker Room	4/8/15	https://play.kahoot.it/#/k/e718172d-66b8-4791-a76f-7509438874a6

**Expectations will be taught throughout the school year. Subsequent schedules and booster activities will be arranged based on SWIS data to better focus on the needs of the students, staff, and school.*

Expected Behavior Lesson Plans

Focus Area: PBIS Overview/Recognition and Reinforcement Program

Step 1: Introduce Lesson

A. Outline focus of lesson. "Today we are going to learn about the Positive Behavior Interventions and Supports System otherwise known as PBIS."

B. Check for understanding. "What are we going to learn about today?"

Step 2: Read the students the Mission and Purpose of PBIS, follow up with a brief discussion. Ask the students, "What does this mean to you as a student?" Have the students put the mission and purpose into their own words and restate it in a way that is meaningful to them.

Step 3: Briefly discuss the SWIS program and how TR sheets are tied to the SWIS program. Using an actual TR Sheet, teach students the proper way to complete a TR Sheet. Discuss the differences between major and minor behaviors. Remind students about the required parent contact for each TR sheet given (either signed, called or emailed). Discuss what is expected of students when completing the back of the TR sheet.

Step 4: Read the Recognition and Reinforcement Program to the students, teach the difference between regular expected behavior and behavior that is above and beyond. On a whiteboard make two columns similar to below and discuss the questions. Remind students that behaviors are recognized randomly. Not every single behavior will be reinforced and recognized.

REGULAR EXPECTED BEHAVIOR	GOING ABOVE AND BEYOND EXPECTED BEHAVIOR
<p>What does regular expected behavior look like?</p> <ul style="list-style-type: none"> • Have students brainstorm and write examples. 	<p>What does behavior that goes above and beyond expected behavior look like?</p> <ul style="list-style-type: none"> • Have students brainstorm and write examples.

Step 4: Provide Monitoring and Feedback

- Encourage and support appropriate discussions and responses. Minimize attention for inappropriate responses.

Focus Area: Events and Assembly Expectations

Step 1: Introduce Expectations

- A. Outline focus of lesson. "Today we are going to learn about being safe, respectful, responsible, and resourceful at an assembly."
- B. Check for understanding. "What are we going to learn about today?"

Step 2: Listen to PSA:

<https://drive.google.com/a/southcentralusd.us/file/d/0Bwccg4DtwRSX0ZTTn1T1pSMjA/edit?usp=sharing>

Step 3: Briefly review all of the expectations listed below and why they are important at Events and Assemblies.

SAFE	RESPECTFUL	RESPONSIBLE	RESOURCEFUL
<ul style="list-style-type: none">• Sit in the bleachers• Keep stairways clear• Keep front walkway of bleachers clear	<ul style="list-style-type: none">• Use appropriate language• Keep comments positive• Keep younger children with you so they aren't running around.	<ul style="list-style-type: none">• Keep loitering to a minimum• Pick up trash and put it in the trashcans	<ul style="list-style-type: none">• Try to keep trips out of the gym to a minimum• Be aware of the rules of the specific activity/event

Step 4: Provide Monitoring and Feedback

- Ask students to indicate or show more examples of how they could be safe, respectful, responsible, and resourceful when attending an assembly.
- Encourage and support appropriate discussions and responses. Minimize attention for inappropriate responses.
- When you see a student(s) being safe, respectful, responsible, and resourceful when at an assembly, provide specific and immediate praise to students. Hand out Cougar Star Scratch-off tickets.
- When you see a student(s) who are not being safe, respectful, responsible, and resourceful at an assembly, stop them, state the rule and redirect, ask the student(s) to state the expected behavior, watch the student(s), and give feedback.

Focus Area: Bus/Van Expectations

Step 1: Introduce Expectations

- A. Outline focus of lesson. "Today we are going to learn about being safe, respectful, responsible, and resourceful on the bus."
- B. Check for understanding. "What are we going to learn about today?"

Step 2: Show the Prezi:

http://prezi.com/cdridfpwr_dl/?utm_campaign=share&utm_medium=copy&rc=ex0share

Step 3: Briefly review all of the expectations listed below and why they are important in the restroom.

SAFE	RESPECTFUL	RESPONSIBLE	RESOURCEFUL
<ul style="list-style-type: none">• Sit on your bottom on your seat• Keep volume to a minimum• All body parts need to remain in the seat• Wear seatbelts when available	<ul style="list-style-type: none">• Pick up your trash and put it in the trashcan• Follow all bus safety procedures• Listen to bus driver/coach/sponsor• Stay in designated area while waiting for buses to arrive	<ul style="list-style-type: none">• Keep hands to yourself• Make sure you take your belongings off the bus	<ul style="list-style-type: none">• Be prepared to board and exit

Step 4: Provide Monitoring and Feedback

- Ask students to indicate or show more examples of how they could be safe, respectful, responsible, and resourceful when attending an assembly.
- Encourage and support appropriate discussions and responses. Minimize attention for inappropriate responses.
- When you see a student(s) being safe, respectful, responsible, and resourceful when at an assembly, provide specific and immediate praise to students. Hand out Cougar Star Scratch-off tickets.
- When you see a student(s) who are not being safe, respectful, responsible, and resourceful at an assembly, stop them, state the rule and redirect, ask the student(s) to state the expected behavior, watch the student(s), and give feedback.

Focus Area: Classroom

Step 1: Introduce Expectations

- A. Outline focus of lesson. "Today we are going to learn about being safe, respectful, responsible, and resourceful in the classroom."
- B. Check for understanding. "What are we going to learn about today?"

Step 2: Play video:

<https://www.youtube.com/watch?v=TBkg8kKrrd0&list=UU5Kb0yNcG7zdMdoBFhaCoAg>

Step 3: Briefly review all classroom expectations listed below.

SAFE	RESPECTFUL	RESPONSIBLE	RESOURCEFUL
-Keep aisles between desks clear of clutter -Keep 4 feet of the chair on the floor	-Place cellphone into basket when you enter the classroom -Show respect to teacher and peers	-Be prepared for class -Have all materials needed with you -Have your computer charged at the beginning of the day	-Leave room only during the last 10 minutes of class -One person leaves room at a time

Step 4: Provide Monitoring and Feedback

- Ask students to indicate or show more examples of how they could be safe, respectful, responsible, and resourceful when attending an assembly.
- Encourage and support appropriate discussions and responses. Minimize attention for inappropriate responses.
- When you see a student(s) being safe, respectful, responsible, and resourceful when at an assembly, provide specific and immediate praise to students. Hand out Cougar Star Scratch-off tickets.
- When you see a student(s) who are not being safe, respectful, responsible, and resourceful at an assembly, stop them, state the rule and redirect, ask the student(s) to state the expected behavior, watch the student(s), and give feedback.

Focus Area: Electronics

Step 1: Introduce Expectations

- A. Outline focus of lesson. "Today we are going to learn about being safe, respectful, responsible, and resourceful when using electronic devices."
- B. Check for understanding. "What are we going to learn about today?"

Step 2: Ask students, "What does it mean to be a good digital citizen?" Brainstorm and discuss ideas for what that means.

Step 3: Example ways of not being safe, respectful, responsible, and resourceful while using electronics. Discuss specific examples of incidents where students were not following expectations.

SAFE	RESPECTFUL	RESPONSIBLE	RESOURCEFUL
<ul style="list-style-type: none">• Access appropriate material• Be a positive digital citizen	<ul style="list-style-type: none">• Be engaged in class activities• Follow directions promptly	<ul style="list-style-type: none">• Computers are charged and ready• Keep device safe	<ul style="list-style-type: none">• Use as educational tool

Step 4: Provide Monitoring and Feedback

- Ask students to indicate or show more examples of how they could be safe, respectful, responsible, and resourceful when attending an assembly.
- Encourage and support appropriate discussions and responses. Minimize attention for inappropriate responses.
- When you see a student(s) being safe, respectful, responsible, and resourceful when at an assembly, provide specific and immediate praise to students. Hand out Cougar Star Scratch-off tickets.
- When you see a student(s) who are not being safe, respectful, responsible, and resourceful at an assembly, stop them, state the rule and redirect, ask the student(s) to state the expected behavior, watch the student(s), and give feedback.

Focus Area: Hallway

Step 1: Introduce Expectations

- A. Outline focus of lesson. "Today we are going to learn about being safe, respectful, responsible, and resourceful in the hallway."
- B. Check for understanding. "What are we going to learn about today?"

Step 2: Show students the video that was produced by students found here:

<https://www.youtube.com/watch?v=G5M0oU2C2Y0&list=UU5Kb0yNcG7zdMdoBFhaCoAg>

Step 3: Briefly review all of the expectations listed below and why they are important in the hallway

SAFE	RESPECTFUL	RESPONSIBLE	RESOURCEFUL
-walk in the hallways -Maintain personal space	-Put your things away in your locker	-use inside voices in the hallway -maintain appropriate conversations and language	-minimize loitering

Step 4: Provide Monitoring and Feedback

- Ask students to indicate or show more examples of how they could be safe, respectful, responsible, and resourceful when attending an assembly.
- Encourage and support appropriate discussions and responses. Minimize attention for inappropriate responses.
- When you see a student(s) being safe, respectful, responsible, and resourceful when at an assembly, provide specific and immediate praise to students. Hand out Cougar Star Scratch-off tickets.
- When you see a student(s) who are not being safe, respectful, responsible, and resourceful at an assembly, stop them, state the rule and redirect, ask the student(s) to state the expected behavior, watch the student(s), and give feedback.

Focus Area: Library

Step 1: Introduce Expectations

- A. Outline focus of lesson. "Today we are going to learn about being safe, respectful, responsible, and resourceful in the library."
- B. Check for understanding. "What are we going to learn about today?"

Step 2: Show students the video that was produced by students found here:

<https://www.youtube.com/watch?v=5W5vKv7HseU&list=UU5Kb0yNcG7zdMdoBFhaCoAg>

Step 3: Briefly review all of the expectations listed below and why they are important in the hallway

SAFE	RESPECTFUL	RESPONSIBLE	RESOURCEFUL
-Use the hallways instead of walking through the library	-Put books away if you take them off the shelf -Treat books and magazines with respect -Leave books alone unless you are checking them out	-Keep your area clean	-Keep loitering to a minimum

Step 4: Provide Monitoring and Feedback

- Ask students to indicate or show more examples of how they could be safe, respectful, responsible, and resourceful when attending an assembly.
- Encourage and support appropriate discussions and responses. Minimize attention for inappropriate responses.
- When you see a student(s) being safe, respectful, responsible, and resourceful when at an assembly, provide specific and immediate praise to students. Hand out Cougar Star Scratch-off tickets.
- When you see a student(s) who are not being safe, respectful, responsible, and resourceful at an assembly, stop them, state the rule and redirect, ask the student(s) to state the expected behavior, watch the student(s), and give feedback.

Focus Area: Cafeteria

Step 1: Introduce Expectations

- A. Outline focus of lesson. "Today we are going to learn about being safe, respectful, responsible, and resourceful in the cafeteria."
B. Check for understanding. "What are we going to learn about today?"

Step 2: Show students the video that was produced by students found here:

https://www.youtube.com/watch?v=n2_rALfNkbE&list=UU5Kb0yNcG7zdMdoBFhaCoAg

Step 3: Briefly review all of the expectations listed below and why they are important in the lunchroom.

SAFE	RESPECTFUL	RESPONSIBLE	RESOURCEFUL
-Walk to the lunch line	-clean eating area -be respectful of others that still need to go through the lunch line	-keep food on your tray -pick up trash and put it in the kitchen trash cans	-Serve selves carefully to avoid cross-contamination

Step 4: Provide Monitoring and Feedback

- Ask students to indicate or show more examples of how they could be safe, respectful, responsible, and resourceful when attending an assembly.
- Encourage and support appropriate discussions and responses. Minimize attention for inappropriate responses.
- When you see a student(s) being safe, respectful, responsible, and resourceful when at an assembly, provide specific and immediate praise to students. Hand out Cougar Star Scratch-off tickets.
- When you see a student(s) who are not being safe, respectful, responsible, and resourceful at an assembly, stop them, state the rule and redirect, ask the student(s) to state the expected behavior, watch the student(s), and give feedback.

Focus Area: Bathroom

Step 1: Introduce Expectations

- A. Outline focus of lesson. "Today we are going to learn about being safe, respectful, responsible, and resourceful while using the bathroom."
- B. Check for understanding. "What are we going to learn about today?"

Step 2: Show students the posters.

Step 3: Briefly review all of the expectations listed below and why they are important in the restroom.

SAFE	RESPECTFUL	RESPONSIBLE	RESOURCEFUL
-Wash hands with soap (rinse them too!) -Keep bathroom clean	-Flush the toilet	-Use cellphone while in the bathroom at your own risk	-Use bathroom quickly -Use bathroom between classes -Keep loitering to a minimum

Step 4: Provide Monitoring and Feedback

- Ask students to indicate or show more examples of how they could be safe, respectful, responsible, and resourceful when attending an assembly.
- Encourage and support appropriate discussions and responses. Minimize attention for inappropriate responses.
- When you see a student(s) being safe, respectful, responsible, and resourceful when at an assembly, provide specific and immediate praise to students. Hand out Cougar Star Scratch-off tickets.
- When you see a student(s) who are not being safe, respectful, responsible, and resourceful at an assembly, stop them, state the rule and redirect, ask the student(s) to state the expected behavior, watch the student(s), and give feedback.

Focus Area: Office

Step 1: Introduce Expectations

- A. Outline focus of lesson. "Today we are going to learn about being safe, respectful, responsible, and resourceful in the office."
- B. Check for understanding. "What are we going to learn about today?"

Step 2: Show video:

<https://www.youtube.com/watch?v=9IsG42L15dI&list=UU5Kb0yNcG7zdMdoBFhaCoAg>

Step 3: Briefly review all of the expectations listed below and why they are important in the restroom.

SAFE	RESPECTFUL	RESPONSIBLE	RESOURCEFUL
<ul style="list-style-type: none">• Keep your hands on your own property	<ul style="list-style-type: none">• Use your manners• Obtain permission before using office equipment	<ul style="list-style-type: none">• Take care of your business in a timely manner	<ul style="list-style-type: none">• Use your time in office productively• Be patient until attended to

Step 4: Provide Monitoring and Feedback

- Ask students to indicate or show more examples of how they could be safe, respectful, responsible, and resourceful when attending an assembly.
- Encourage and support appropriate discussions and responses. Minimize attention for inappropriate responses.
- When you see a student(s) being safe, respectful, responsible, and resourceful when at an assembly, provide specific and immediate praise to students. Hand out Cougar Star Scratch-off tickets.
- When you see a student(s) who are not being safe, respectful, responsible, and resourceful at an assembly, stop them, state the rule and redirect, ask the student(s) to state the expected behavior, watch the student(s), and give feedback.

Focus Area: Locker Rooms

Step 1: Introduce Expectations

- A. Outline focus of lesson. "Today we are going to learn about being safe, respectful, responsible, and resourceful in the locker rooms."
- B. Check for understanding. "What are we going to learn about today?"

Step 2: Show the video: <https://www.youtube.com/watch?v=bb-O4aDVCC4&list=UU5Kb0yNcG7zdMdoBFhaCoAg>

Step 3: Briefly review all of the expectations listed below and why they are important in the restroom.

SAFE	RESPECTFUL	RESPONSIBLE	RESOURCEFUL
-pick things up and keep locker room clean -Act in a mature manner	-keep hands off of other people's things	-Go to locker room only when necessary -Keep valuables locked up	-Be prompt (keep time in the locker room to a minimum)

Step 4: Provide Monitoring and Feedback

- Ask students to indicate or show more examples of how they could be safe, respectful, responsible, and resourceful when attending an assembly.
- Encourage and support appropriate discussions and responses. Minimize attention for inappropriate responses.
- When you see a student(s) being safe, respectful, responsible, and resourceful when at an assembly, provide specific and immediate praise to students. Hand out Cougar Star Scratch-off tickets.
- When you see a student(s) who are not being safe, respectful, responsible, and resourceful at an assembly, stop them, state the rule and redirect, ask the student(s) to state the expected behavior, watch the student(s), and give feedback.

Incentive Process

Reinforcements to Recognize Students

Raiders Rock Scratch Off Tickets

- This is to recognize students for doing what is expected on a regular basis. Teachers will randomly recognize students for doing what is expected and hand them a scratch card that includes small incentive.
- Students must give scratch cards to Lesli with their name on them in Sharpie to receive the incentive ticket.

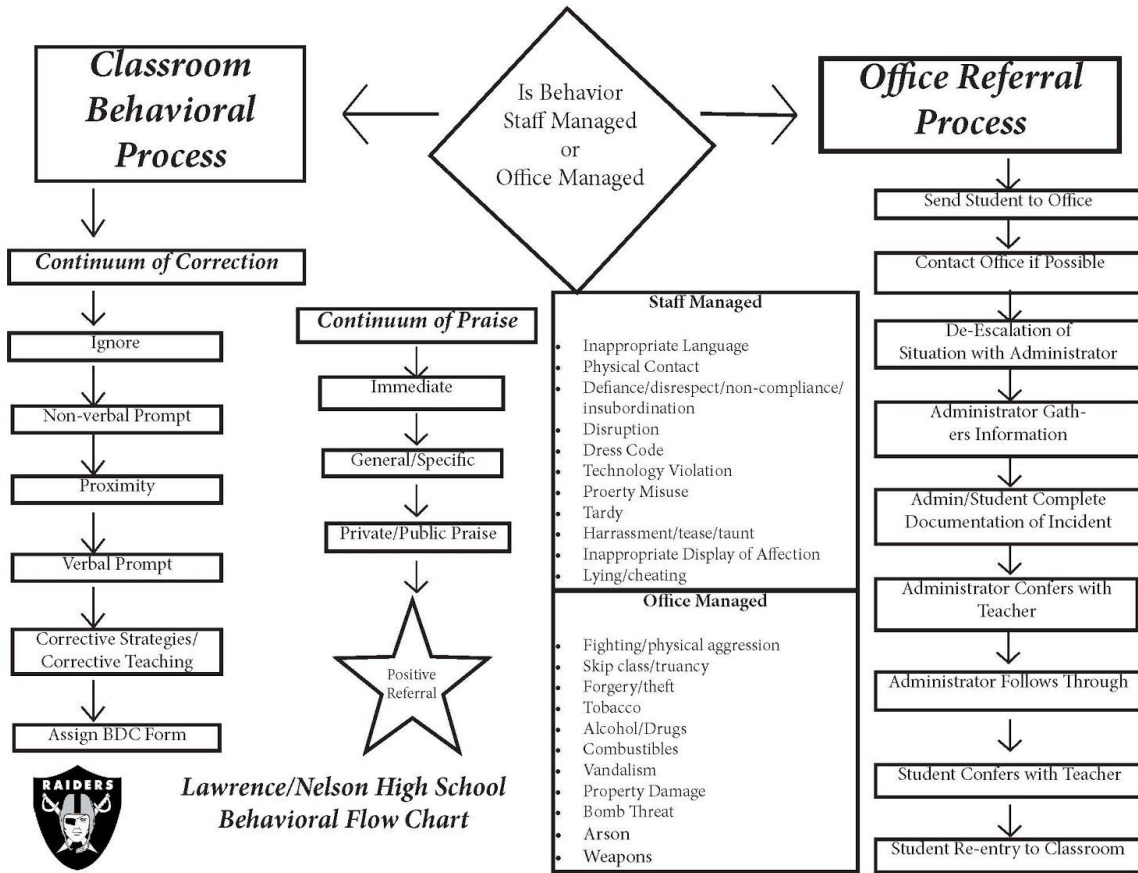
Weekly/Monthly Drawings:

- Each week a student will be drawn from the Raiders Rock cards weekly drawing box. This student will get to choose an item from the "Incentive Menu".
- Monthly Drawings: student selected will receive a \$15 gift card (movie theater, iTunes, Cherry Berry, C-Store, etc.) or movie package. The teacher that gave that scratch ticket will be able to choose a day to wear jeans, have Mrs. Epley cover their class, a 3:40 leave time, movie gift card, Applebee's gift card, Subway Card, or movie package.
- Students nominated by a teacher will be recognized each month in the Newsletter.

Raiders Rock Cards

- Scratch tickets will be tallied bi-weekly, the class with the most scratch tickets will earn a Raider Rock card (hung up in the cafeteria). This will serve as a class competition. The class with the most for that bi-weekly period will get to go first the next week. At the end of the year, the class with the most Raiders Rock Cards will receive a cookie from the lunchroom.

Student Behavior Management Flow Chart



Behavior Data Collection Form

Student(s): _____

Referring Staff: _____

Grade Level: _____

Date: _____

Time: _____

Location

- | | | | |
|--|--|---|---------------------------------------|
| <input type="checkbox"/> Classroom | <input type="checkbox"/> Cafeteria | <input type="checkbox"/> Bus loading zone | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Locker room | <input type="checkbox"/> Bathroom/restroom | <input type="checkbox"/> Parking lot | _____ |
| <input type="checkbox"/> Commons/common area | <input type="checkbox"/> Gym | <input type="checkbox"/> On Bus | |
| <input type="checkbox"/> Hallway/breezeway | <input type="checkbox"/> Library | <input type="checkbox"/> Special Event/assembly/field trip/Activity | |

Problem Behaviors (check the most intrusive)

Minor Behaviors:

- Defiance/non-compliance/insubordination
- Disrespect
- Disruption
- Dress Code
- Inappropriate Language
- Physical Contact/Physical Aggression
- Property Misuse
- Tardy
- Technology Violation
- Other: _____

Major Behaviors:

- | | |
|--|--|
| <input type="checkbox"/> Abusive Language/Inappropriate Language/Profanity | <input type="checkbox"/> Arson |
| <input type="checkbox"/> Inappropriate Display of Affection | <input type="checkbox"/> Bullying |
| <input type="checkbox"/> Bomb Threat/False Alarm | <input type="checkbox"/> Disrespect |
| <input type="checkbox"/> Lying/cheating | <input type="checkbox"/> Disruption |
| <input type="checkbox"/> Defiance/Insubordination/Non-Compliance | <input type="checkbox"/> Tobacco |
| <input type="checkbox"/> Property Damage/Vandalism | <input type="checkbox"/> Alcohol/Drugs |
| <input type="checkbox"/> Skip class/truancy | <input type="checkbox"/> Combustibles |
| <input type="checkbox"/> Fighting/Physical Aggression | <input type="checkbox"/> Weapons |
| <input type="checkbox"/> Forgery/Theft/Plagiarism | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Harassment/tease/taunt | _____ |

Possible Motivation

- | | | |
|--|---|---------------------------------------|
| <input type="checkbox"/> Obtain peer attention | <input type="checkbox"/> Avoid tasks/activities | <input type="checkbox"/> Don't know |
| <input type="checkbox"/> Obtain adult attention | <input type="checkbox"/> Avoid Peer(s) | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Obtain items/activities | <input type="checkbox"/> Avoid adult(s) | |

Others Involved

- None Peers Staff Teacher Substitute Unknown Other: _____

Decision

- Administration Staff

- | | | | |
|--|--|---|---|
| <input type="checkbox"/> Time in office | <input type="checkbox"/> Detention | <input type="checkbox"/> Saturday School | <input type="checkbox"/> In-school suspension |
| <input type="checkbox"/> Loss of privilege | <input type="checkbox"/> Parent contact* | <input type="checkbox"/> Individualized instruction | <input type="checkbox"/> Out-of-school suspension |
| <input type="checkbox"/> Conference with student | <input type="checkbox"/> Other: _____ | | <input type="checkbox"/> Expulsion |

Comments:

*Parent was contacted on: _____

Via:

- Phone
- E-mail
- Other: _____

Taking Responsibility Sheet – Student Follow-up

Be Safe. Be Respectful. Be Resourceful. Take Responsibility for your Actions.

Name: _____ Date: _____

1. What rule did you break?

___ Be Safe ___ Be Respectful ___ Be Responsible ___ Be Resourceful

2. What did you want?

- I wanted attention from others
 - I wanted to challenge adult(s)
 - I wanted to be sent home
 - I wanted to be in control of the situation
 - I wanted to avoid doing my work
 - I wanted revenge
 - I wanted to cause problems because I feel miserable inside
 - I wanted to cause others problems because they don't like me
 - I wanted _____
- _____

3. Did you get what you wanted?

- Yes
- No

4. What will you do differently next time?

Student Signature: _____

Adult Signature: _____

Parent Signature (if necessary): _____

Related Policies

- **Policy 5115.10: Student Discipline**
- **Policy 5115.17: Student Use of Electronic Devices**
- **Policy 5125.30: Photographing of Student Attending**
- **Policy 5131.70: Sexual Harassment of Students by Other Students**
- **Policy 5131.60: Student Bullying Prohibited**
- **Policy 5131.80: Dating Violence Prevention**
- **Policy 5115.12: Grounds for Suspension for Students Involved in Extra-Curricular Activities**
- **Policy 6161.70: Acceptable Use Policy for Computer Network**