GDOE SCHOOL SAFETY CONFERENCE

Student Conduct Procedural Manual

SOP 1200-018

June 28-30, 2022

Christopher Anderson
Dr. Carmen Garrido

Behavioral Expectations

1. Sign-in
2. Class SET of elementary and secondary ODRs should be left on the desk

Thank you

Behavioral Expectations

Be Safe

- Watch your surroundings for sleepers
- Maintain situational awareness

Be Respectful

- Listen during presentation
- Agree to disagree

Be Responsible

- Participate fully
- Share ideas, thoughts as time permits
- Listen to learn

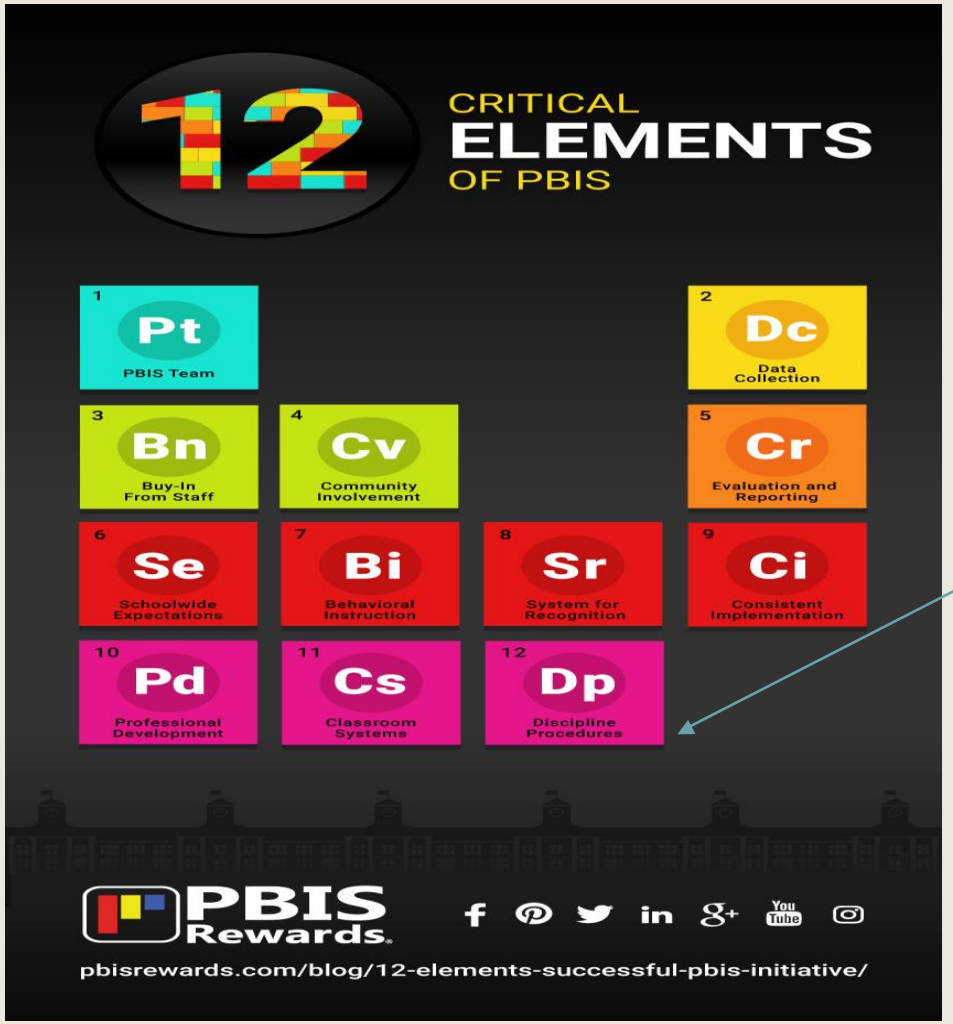
Training Objective

After the session, 90% or more will understand the standardized Office Discipline Referral protocols in order to establish consistency and uniformity among personnel across the district when addressing student conduct.

Agenda

1. Positive Behavioral Intervention Supports (PBIS)- framework for addressing student conduct & Systematic Supervision (Reference Only)
2. Discipline Structure - Use of the Office Discipline Referral (ODR) in elementary and secondary schools and how the forms are used.
3. Discipline with different modes of learning (online vs. FTF)
4. Complete vignettes as a group and share responses
5. Closure/Open discussion-if time permits

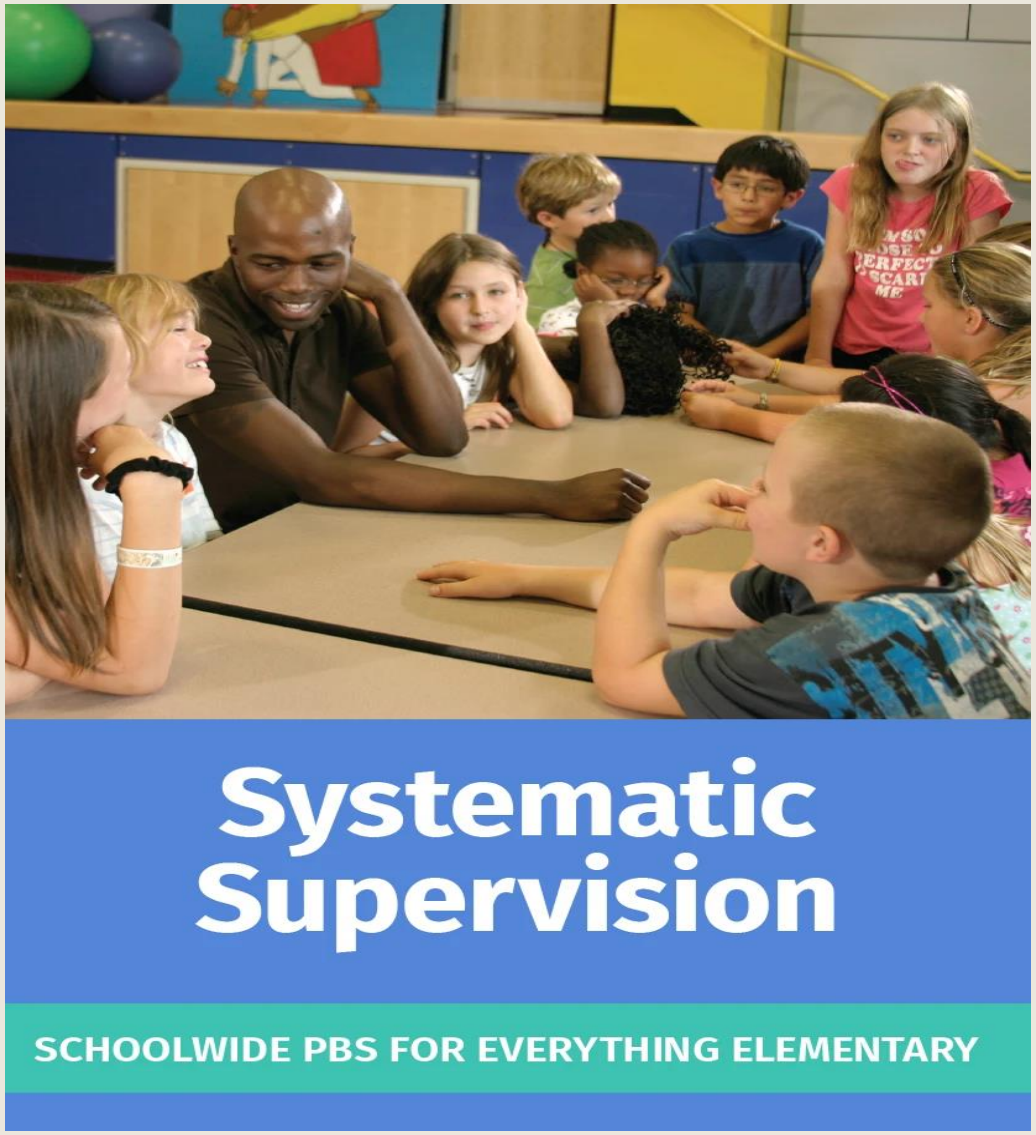
Postive Behavioral Intervention Supports (PBIS) Foundational-All 41 Schools



The main focus of this training will target *Discipline Procedures- Using the ODR*

Discussed in greater detail in Chapter 1 of the Student Conduct Procedural Manual (SOP 1200-018- June 16, 2021 version)

Systematic Supervision



How many of you want to:

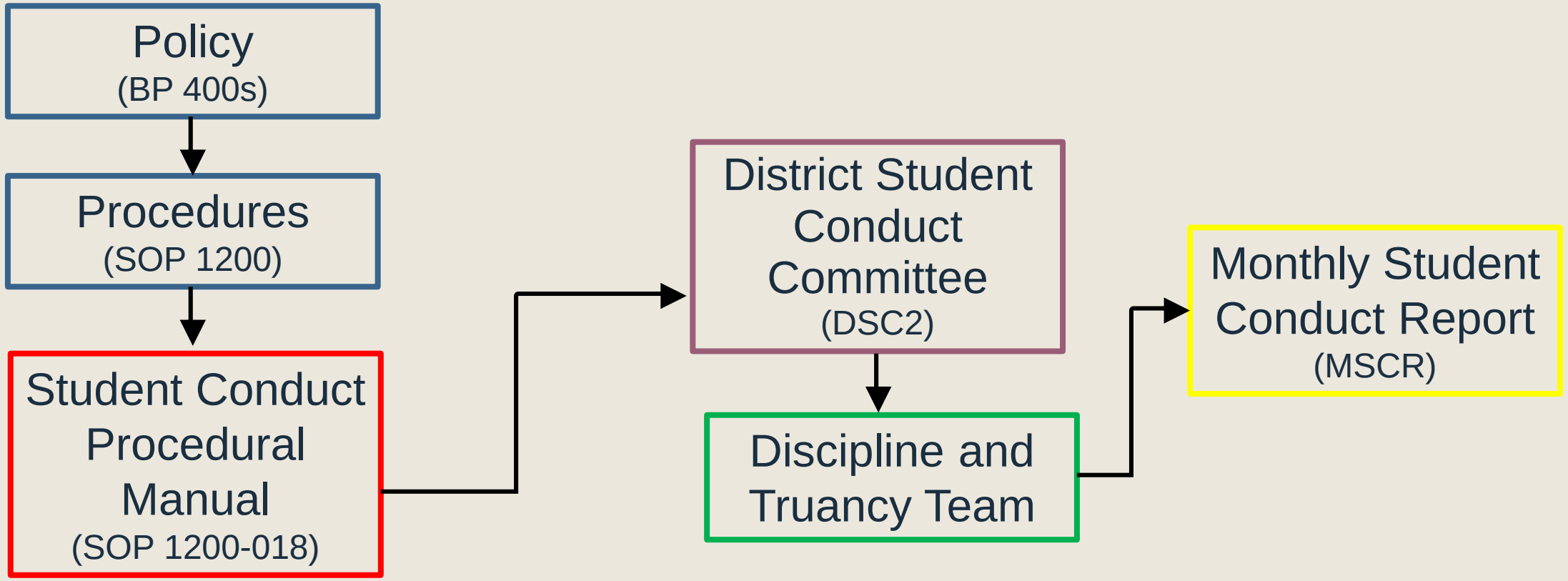
- ✓ Decrease problem behavior
- ✓ Increase student cooperation
- ✓ Make your job less stressful and fun

Understanding the Discipline Structure

- Protocols are not perfect, but serves as basis for making decisions at the administrative level.
- It is not intended to cover every possible scenario. For guidance or clarification, schools should contact the Deputy Superintendent, ESCL or SSSD.
- The SCPM (SOP 1200-018) is signed and sanctioned by the Superintendent; and therefore, schools are required to follow. Protocols are reviewed annually by DSC2 and adjustments made as needed by school-level stakeholders. ***Ensure you have the June 16, 2021 version***
- Process is **progressive**….each behavioral offense a student commits, the weight of actions taken increases in severity
- Please reference cover memo from DSESCL for detailed amendments to the SCPM…students assigned to online instruction can be disciplined for behavioral infractions online (Source: Page 60)

Note: The Office Disciple Referral (ODR-July 11, 2019) - Student Conduct Procedural Manual (SCPM-SOP 1200-018, June 16, 2021 version) is designed to instruct and minimize arbitrary /capricious decisions by administrators. We are all advocates and need to ensure that operating procedures are followed by everyone.

Discipline Structure Outline



Source: SCPM Page 7

District Student Conduct Committee (DSC2)

- **Primary Function:** Steering body to the Superintendent and Deputy Superintendent, ESCL regarding procedures and other support efforts regarding student conduct for the school district.
- **Membership:** Led by the Deputy Superintendent, ESCL, and members include:
  - *Elementary and Secondary Administrators*
  - *District Administrators (SSSD, FSAIS, and RP&E)*
  - *SSSD Program Coordinator, SPCE Program*

District Student Conduct Committee

Deputy SuperIntendent, Education Support and Community Learning

Kelly R. Sukola, Ed.D

District Administrators

Christopher Anderson

Zenaida N. Natividad, Ph.D

Vince Dela Cruz (Consult)

SSSD

Terry Naputl

FSAIS

Louticia Sahagon (Consult)

School Administrators

Iolene Cabrera, Ed.D.

Christopher Castro

Natasha Jo Dela Cruz

Melvin Finona

Dennis Malilay

Geraldine J. Pablo

Asherdee Duenas Rosete, Ed.D.

SPCE

Doris Bukikosa

PBIS Coaches

Technical Support

John Quinata

Michelle Quinata

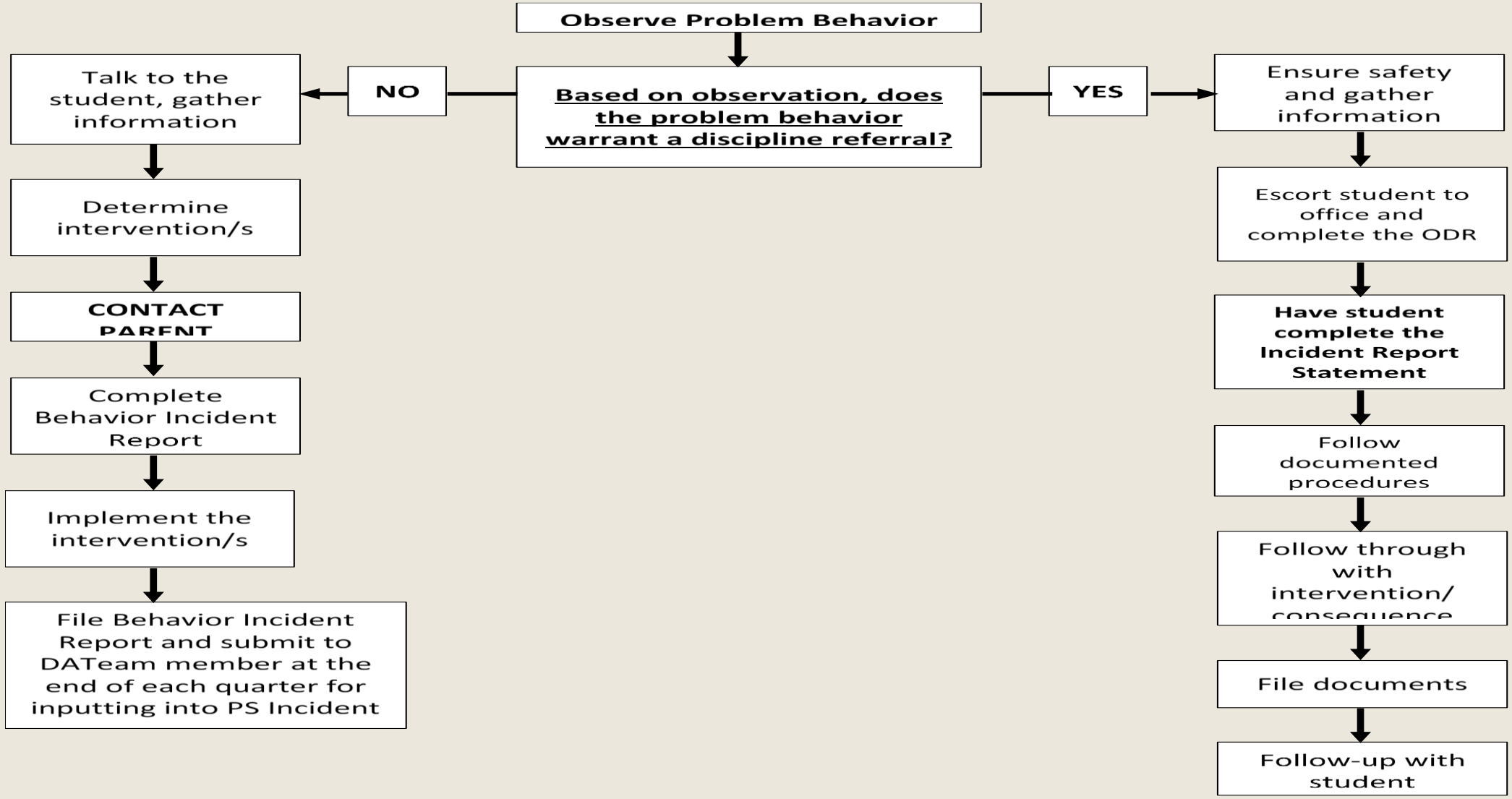
School Discipline During a Pandemic

- Schools should focus on prevention by establishing clear behavioral expectations and a continuum of instructional responses to behavioral violations. *(SCPM, 6/16/21; Pg. 25-27)*
- It is imperative that schools work to keep students online/in school at their very best.
- The behavioral expectations and responses to behavioral violations have been adapted or modified for mode of learning offered to students.
- The adapted/modified discipline procedures align with existing school-wide behavioral expectations, district policies, and build on discipline standards. *(SCPM, 6/16/21; Pg. 69)*
- Schools should continue to reference all discipline policies and SOP 1200-018 - Student Conduct Procedural Manual (SCPM).

Use of the Office Discipline Referral (ODR) – *Elementary*

- The ODR is a standardized form used for student behavioral offenses in grades pre-kindergarten through fifth grade.
- The elementary ODR does not classify infractions into levels of severity like secondary.
- The elementary ODR is two (2) pages front/back. The Behavior Incident Report is the back or 2nd page. The elementary ODR does not have “minor” offenses as defined in secondary.
- All suspensions for students in grades pre-kindergarten through third (K-3) must be approved by the Deputy Superintendent, ESCL before issuing action.

The *Elementary ODR Flow Chart*



Anatomy of the Elementary ODR

BEHAVIOR INCIDENT REPORT

This report is to help document the items that involves a specific incident where inappropriate behavior has been shown. It is very important that parent contact is made when an incident occurs in the school setting. This report does not warrant any person to make an automatic Office Discipline Referral.

STUDENT NAME: **GRADE:**

FIRST BEHAVIOR INCIDENT	Date of Incident:	Time of Incident:	Location of Incident:

OFFENSES

[ ] Disrespect [ ] Tardy [ ] Defiance [ ] Inapp Language [ ] Disruption [ ] Phy Cont/Aggression [ ] Dress Code Violation [ ] Tech Violation

PARENT COMMUNICATION: [ ] Parent Contact by Teacher [ ] Parent Note by Teacher [ ] Parent Conference with Teacher

TEACHER/STAFF INTERVENTIONS PROVIDED:

[ ] Student Wa
[ ] Use of Time
[ ] Removal fr
[ ] Time with T
[ ] Re-teach/p
[ ] Individual B
[ ] Referral to
[ ] Previous Referral to Office
[ ] Other _____

PROVIDE SPECIFIC INFORMATION REGARDING INTERVENTION/S:

Behavior Incident Report (Back)

Teacher/Staff Name & Signature | Date

SECOND BEHAVIOR INCIDENT	Date of Incident:	Time of Incident:	Location of Incident:

OFFENSES

[ ] Disrespect [ ] Tardy [ ] Defiance [ ] Inapp Language [ ] Disruption [ ] Phy Cont/Aggression [ ] Dress Code Violation [ ] Tech Violation

PARENT COMMUNICATION: [ ] Parent Contact by Teacher [ ] Parent Note by Teacher [ ] Parent Conference with Teacher

TEACHER/STAFF INTERVENTIONS PROVIDED:

[ ] Student Warning
[ ] Use of Time-Out
[ ] Removal from activity/area
[ ] Time with Teacher
[ ] Re-teach/practice expected behavior
[ ] Individual Behavior Plan
[ ] Referral to School Counselor

PROVIDE SPECIFIC INFORMATION REGARDING INTERVENTION/S:

STUDENT INFORMATION			Communication Log (For Office Staff Only)		
Student Name: Grade:			Parent Name: Contact Number:		
Referred By:			◯ Student Hand Carried ◯ Delivered By: _____		
Teacher Name:			Communication: (Indicate Date, Time, Person Contacted)		
Incident Location:	Incident Date:	Incident Time:	1st Attempt:	2nd Attempt:	3rd Attempt:

√	PROBLEM BEHAVIOR (CHECK ONE)	PwSch	SWIS	DEFINITIONS/EXAMPLES
	Inappropriate Language	02	InappLang	Using words or phrases that are offensive or rude; not always directed at person
	Bullying			ds a peer or adult
	Harassment			eer or adults
	Disrespect/De			
	Disruption			
	Physical Aggre			
	Theft			
	Vandalism/Property Damage	10	Vandalism	Substantial destruction of property
	Use/Poss./Distribution Weapons	19	Weapons	Possession of knives, guns, or objects capable of causing bodily harm
	Other _____	____	____	Refer to Data Dictionary for any other offenses not listed

Office Discipline Referral (Front)

Specific Information Regarding Incident:

ADMINISTRATIVE INTERVENTION (√ Check as many interventions as determined.)			POSSIBLE MOTIVATION
	Conference with Student (03)	Parent Shadow (48)	[ ] FOB_AA: Avoid Adult(s)
	Parent Contact (04)	Staff Shadow (49)	[ ] FOB_AT/A: Avoid Tasks/Activities
	Loss of Privilege/Time in Office (02)	Detention (80)	[ ] FOB_AP: Avoid Peer(s)
	School Counselor Referral (13)	In-School Suspension (38-46) ____ Date DESCL Approval (PreK-3rd)	[ ] FOB_COM: Communication [ ] FOB_OAA: Obtain Adult Attention [ ] FOB_OI/A: Obtain Items/Activities
	Mandatory Parent Conference (17)	Out-of-School Suspension (30-36) ____ Date DESCL Approval (PreK-3rd)	[ ] FOB_OPA: Obtain Peer Attention [ ] Other_____
	Remove from activity/area (81)	Referral to Other Agency (22) Specify:	
	Other: ___ Code: ____ (Refer to DDD)	Service Call #: ___ Case #: ___ Police Officer Name:	

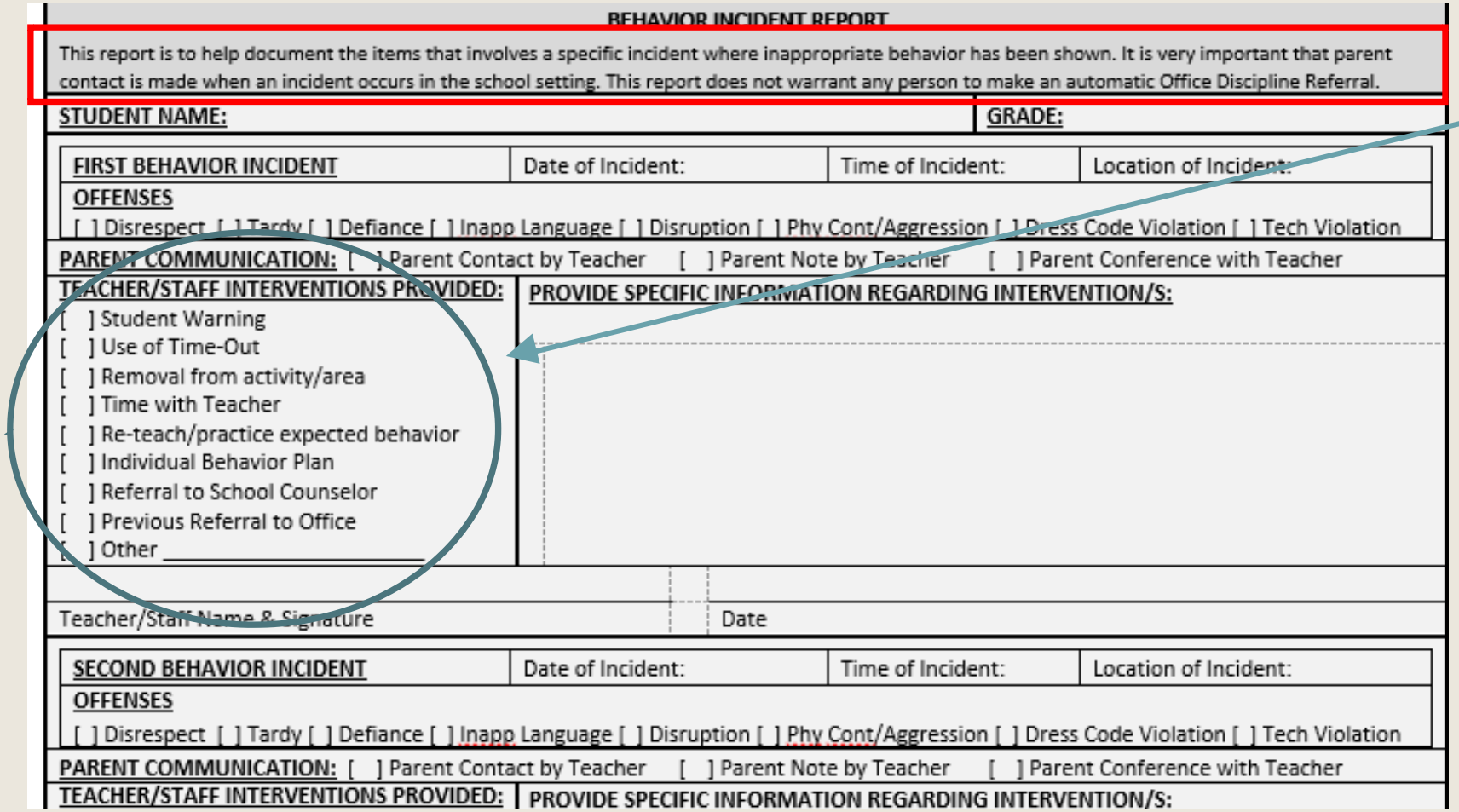
Verify date as 7/11/2019

Behavior Incident Report

- There are eight behavioral offenses and eight interventions listed on the report.
- Report provides school administrators information on how teachers or personnel provided interventions or support to the student prior to submitting the referral.
- **The report does not warrant any person to make an automatic discipline referral to the administrator.**
- Behavior Incident Report should be logged on the Incident Reporting on PowerSchool.

(Source: SCPM, June 16, 2021; Page 54)

Anatomy of the Behavior Incident Report



BEHAVIOR INCIDENT REPORT

This report is to help document the items that involves a specific incident where inappropriate behavior has been shown. It is very important that parent contact is made when an incident occurs in the school setting. This report does not warrant any person to make an automatic Office Discipline Referral.

STUDENT NAME: | **GRADE:**

FIRST BEHAVIOR INCIDENT	Date of Incident:	Time of Incident:	Location of Incident:

OFFENSES

[ ] Disrespect [ ] Tardy [ ] Defiance [ ] Inapp Language [ ] Disruption [ ] Phy Cont/Aggression [ ] Dress Code Violation [ ] Tech Violation

PARENT COMMUNICATION: [ ] Parent Contact by Teacher [ ] Parent Note by Teacher [ ] Parent Conference with Teacher

TEACHER/STAFF INTERVENTIONS PROVIDED:

[ ] Student Warning
[ ] Use of Time-Out
[ ] Removal from activity/area
[ ] Time with Teacher
[ ] Re-teach/practice expected behavior
[ ] Individual Behavior Plan
[ ] Referral to School Counselor
[ ] Previous Referral to Office
[ ] Other _____

PROVIDE SPECIFIC INFORMATION REGARDING INTERVENTION/S:

Teacher/Staff Name & Signature | Date

SECOND BEHAVIOR INCIDENT	Date of Incident:	Time of Incident:	Location of Incident:

OFFENSES

[ ] Disrespect [ ] Tardy [ ] Defiance [ ] Inapp Language [ ] Disruption [ ] Phy Cont/Aggression [ ] Dress Code Violation [ ] Tech Violation

PARENT COMMUNICATION: [ ] Parent Contact by Teacher [ ] Parent Note by Teacher [ ] Parent Conference with Teacher

TEACHER/STAFF INTERVENTIONS PROVIDED: | **PROVIDE SPECIFIC INFORMATION REGARDING INTERVENTION/S:**

The list of interventions is greater than the secondary ODR but same concept- addressing minor behaviors not warranting a referral

Anatomy of the Elementary School ODR

The **top nine behaviors** that occur in elementary are listed with definitions. These are not limited.

School administrators have the ability to select as many **interventions** as appropriate.

STUDENT INFORMATION				Communication Log (For Office Staff Only)		
Student Name: Grade:				Parent Name: Contact Number:		
Referred By:				◯ Student Hand Carried ◯ Delivered By: _____		
Teacher Name:				Communication: (Indicate Date, Time, Person Contacted)		
Incident Location:	Incident Date:	Incident Time:		1st Attempt:	2nd Attempt:	3rd Attempt:

√	PROBLEM BEHAVIOR (CHECK ONE)	PwSch	SWIS	DEFINITIONS/EXAMPLES
	Inappropriate Language	02	InappLang	Using words or phrases that are offensive or rude; not always directed at person
	Bullying	06	Harass/Bully	Repeated threats, offensive or intimidating words directed towards a peer or adult
	Harassment	06B	Harass/Bully	Threatening, offensive or intimidating words directed towards a peer or adults
	Disrespect/Defiance	04	Def/Disrsp	Refusal to follow directions and/or socially rude interactions
	Disruption	07	Disrupt	Engaging in repetitive actions, verbal or physical
	Physical Aggression	05	PhyAgg	Inappropriate touch with an adult or peer where injury will occur
	Theft	11	Theft	Removing someone's property deliberately
	Vandalism/Property Damage	10	Vandalism	Substantial destruction of property
	Use/Poss./Distribution Weapons	19	Weapons	Possession of knives, guns, or objects
	Other _____	_____	_____	Refer to Data Dictionary for any othe

Specific Information Regarding Incident:

Function of Behavior is the Possible Motivation: Designed to understand the root cause of the behavior

ADMINISTRATIVE INTERVENTION (√ Check as many interventions as determined.)				POSSIBLE MOTIVATION
	Conference with Student (03)		Parent Shadow (48)	[ ] FOB_AA: Avoid Adult(s)
	Parent Contact (04)		Staff Shadow (49)	[ ] FOB_AT/A: Avoid Tasks/Activities
	Loss of Privilege/Time in Office (02)		Detention (80)	[ ] FOB_AP: Avoid Peer(s)
	School Counselor Referral (13)		In-School Suspension (38-46) _____ Date DESCL Approval (PreK-3rd)	[ ] FOB_COM: Communication [ ] FOB_OAA: Obtain Adult Attention [ ] FOB_OI/A: Obtain Items/Activities [ ] FOB_OPA: Obtain Peer Attention
	Mandatory Parent Conference (17)		Out-of-School Suspension (30-36) _____ Date DESCL Approval (PreK-3rd)	[ ] Other_____
	Remove from activity/area (81)		Referral to Other Agency (22) Specify:	
	Other: ____ Code: _____ (Refer to DDD)		Service Call #: ___ Case #: ___ Police Officer Name:	

Elementary School ODR

- There are nine offenses listed on the form. These offenses are the top disciplinary infractions that occur in the elementary schools.
- Should a problem behavior not be listed on the form, schools have the option to choose “other” and must reference the District Data Dictionary, and assign appropriately.
- Multiple administrative interventions can be assigned for the student. Should an intervention not be listed on the form, schools have the option to choose “other” and must reference the District Data Dictionary, and assign appropriately.

Vignette One – 1 minute

A 3rd grade student is referred for fighting. The school administrator conducts an investigation and finds the student guilty. She has decided that given the severity of the physical combat, a suspension is the appropriate action. She suspends the student for 10 days.

Was this action consistent with the SCPM?

What is required for suspension actions involving student Pre-K to 3rd grade?

Does this apply to 4th and 5th graders?

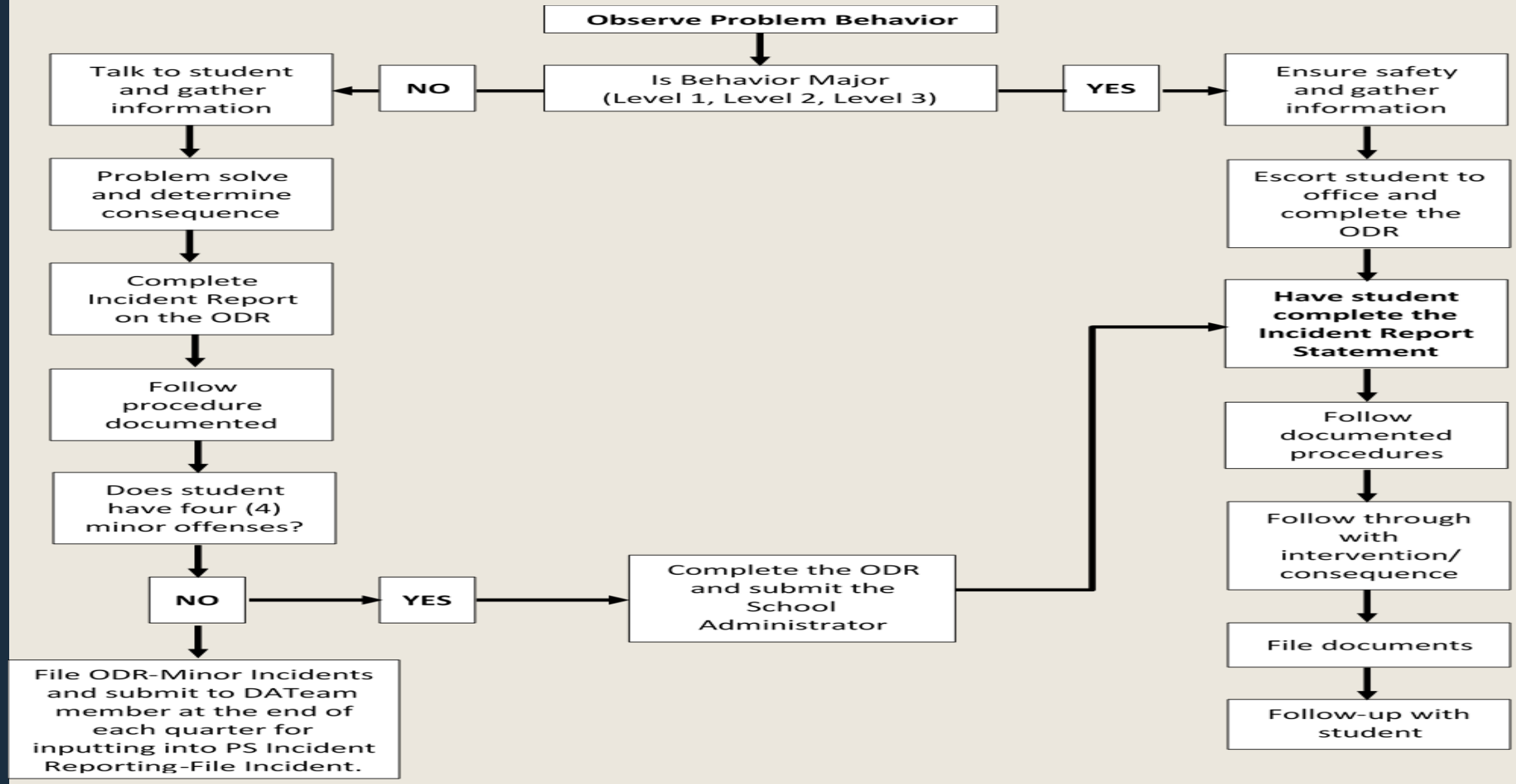
Let's Discuss.

1. *No*
2. *Approval from DSESCL to assign suspension for students, Pre-K to 3rd grade is required prior the action to take place.*
3. *No, approval from the DSESCL is not required.*

Use of the Office Discipline Referral (ODR) - *Secondary*

- The ODR is a standardized form that specifies behavioral infractions that warrant interventions and consequences. (Source: SCPM Page 57)
- Two-part: Minor and Major Offenses
- If a student is engaged in more than one offense (both minor and major) during one incident, the student shall be adjudicated for the most severe offense. All lesser offenses must be documented as an Incident Reporting.
- All referrals for both minor or major must be logged on PowerSchool.
- School Administrators maintain discretion to decide consequence that is consistent with the guidance provided in the SCPM.
- Consult and use District Data Dictionary *(Source: SCPM; Appendix A)*

The *Secondary ODR Flow Chart*



Anatomy of the Secondary ODR

Department of Education
Office Discipline Referral Form
MINOR / INCIDENT REPORTING

SCHOOL: _____

Student Name: _____ Grade: _____ Room: _____

Teacher/Staff Name: _____ Subject: _____

1st INCIDENT - Teacher/Staff/School Personnel Intervention:

Date: _____ Time: _____ Location: _____ Infraction: _____

Minor Incidents:

☐ Disrespect ☐ Defiance ☐ Disruption ☐ Physical Contact/Physical Aggression

☐ Tardy ☐ Inappropriate Language ☐ Property Misuse ☐ Dress Code Violation ☐ Technology Violation

Student warning/counseling Date: _____

Parent called: Date: _____ Time _____ Phone: _____ Other: _____

Comments (Log Entry Text Field) Please Include Function of Behavior:

Student Signature *Date* | *Teacher/Staff Signature* *Date*

2nd INCIDENT - Teacher/Staff/School Personnel Intervention:

Date: _____

Minor Incidents:

☐ Disrespect ☐ Defiance ☐ Disruption ☐ Physical Contact/Physical Aggression

☐ Tardy ☐ Inappropriate Language ☐ Property Misuse ☐ Dress Code Violation ☐ Technology Violation

Student warning/counseling Date: _____

Parent called: Date: _____ Time _____ Phone: _____ Other: _____

Comments (Log Entry Text Field) Please Include Function of Behavior:

Student Signature *Date* | *Teacher/Staff Signature* *Date*

4th INCIDENT - Teacher/Staff/School Personnel Intervention:

Date: _____ Time: _____ Location: _____ Infraction: _____

Minor Incidents:

☐ Disrespect ☐ Defiance ☐ Disruption ☐ Physical Contact/Physical Aggression

☐ Tardy ☐ Inappropriate Language ☐ Property Misuse ☐ Dress Code Violation ☐ Technology Violation

Student warning/counseling Date: _____

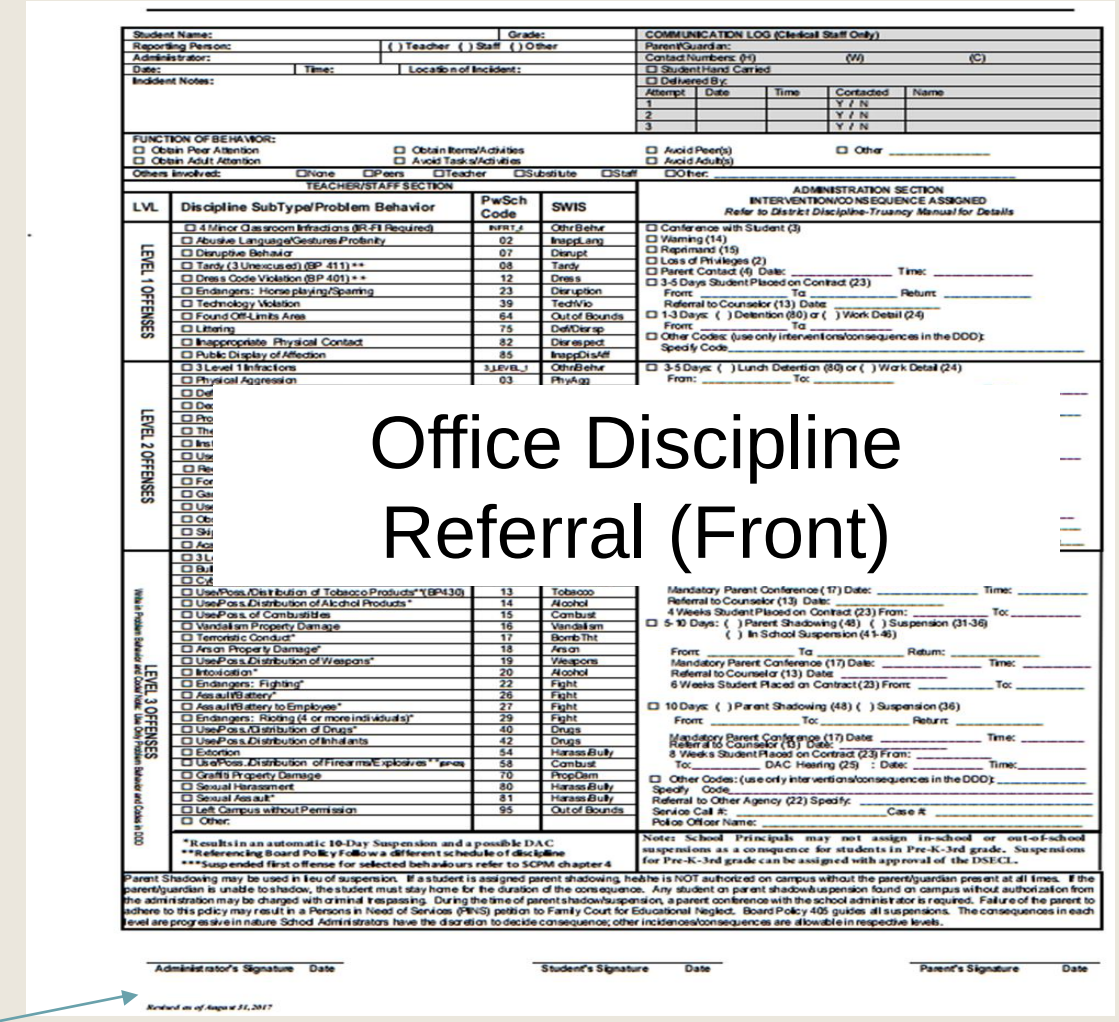
Parent called: Date: _____ Time _____ Phone: _____ Other: _____

Comments (Log Entry Text Field) Please Include Function of Behavior:

Student Signature *Date* | *Teacher/Staff Signature* *Date*

ADDITIONAL INFORMATION/COMMENTS/OBSERVATIONS (Log Entry Text Field)

Minor Offenses/Incident Reporting (Back)



Student Name: _____ Grade: _____

Reporting Person: ( ) Teacher ( ) Staff ( ) Other

Administrator: _____

Date: _____ Time: _____ Location of Incident: _____

Incident Notes: _____

COMMUNICATION LOG (Clerical Staff Only)

Parent/Guardian: _____

Contact Numbers: (H) _____ (W) _____ (C) _____

☐ Student Hand Carried

☐ Delivered By: _____

Attempt	Date	Time	Contacted	Name
1			Y / N	
2			Y / N	
3			Y / N	

FUNCTION OF BEHAVIOR:

☐ Obtain Peer Attention ☐ Obtain Items/Activities ☐ Avoid Peer(s) ☐ Other _____

☐ Obtain Adult Attention ☐ Avoid Tasks/Activities ☐ Avoid Adult(s)

Others Involved: ☐None ☐Peers ☐Teacher ☐Substitute ☐Staff ☐Other: _____

TEACHER/STAFF SECTION

LVL	Discipline SubType/Problem Behavior	PwSch Code	SWIS
LEVEL 1 OFFENSES	☐ 4 Minor Classroom Infractions (IR-FI Required)	INFRT_4	OthrBehv
	☐ Abusive Language/Gestures-Profanity	02	InappLang
	☐ Disruptive Behavior	07	Disrupt
	☐ Tardy (3 Unexcused) (BP 411)**	08	Tardy
	☐ Dress Code Violation (BP 401)**	12	Dress
	☐ Endangers: Horseplaying/Sparring	23	Disruption
	☐ Technology Violation	39	TechVio
	☐ Found Off-Limits Area	64	Out of Bounds
	☐ Littering	75	Defi/Disrup
	☐ Inappropriate Physical Contact	82	Disrespect
	☐ Public Display of Affection	85	InappDisAff
LEVEL 2 OFFENSES	☐ 3 Level 1 Infractions	3_LEVEL_1	OthrBehv
	☐ Physical Aggression	03	PhyAgg
	☐ Def		
	☐ Dis		
	☐ Pro		
	☐ Th		
	☐ Ins		
	☐ Us		
	☐ Re		
	☐ Fo		
	☐ Ga		
	☐ Us		
	☐ Ob		
	☐ Sh		
	☐ Ac		
LEVEL 3 OFFENSES (Refer to Police Behavior and Code Red, Lock Down Incident Behavior and Codes in ODD)	☐ 3 L		
	☐ Ba		
	☐ Cy		
	☐ Use/Poss./Distribution of Tobacco Products"(BP430)	13	Tobacco
	☐ Use/Poss./Distribution of Alcohol Products"	14	Alcohol
	☐ Use/Poss. of Combustibles	15	Combust
	☐ Vandalism Property Damage	16	Vandalism
	☐ Terroristic Conduct"	17	Bomb Tht
	☐ Arson Property Damage"	18	Arson
	☐ Use/Poss./Distribution of Weapons"	19	Weapons
	☐ Intoxication"	20	Alcohol
	☐ Endangers: Fighting"	22	Fight
	☐ Assault/Battery"	26	Fight
	☐ Assault/Battery to Employee"	27	Fight
	☐ Endangers: Rioting (4 or more individuals)"	29	Fight
	☐ Use/Poss./Distribution of Drugs"	40	Drugs
	☐ Use/Poss./Distribution of Inhalants	42	Drugs
	☐ Extortion	54	Harass/Bully
	☐ Use/Poss./Distribution of Firearms/Explosives" *gives	58	Combust
	☐ Graffiti Property Damage	70	PropDam
	☐ Sexual Harassment	80	Harass/Bully
	☐ Sexual Assault"	81	Harass/Bully
	☐ Left Campus without Permission	95	Out of Bounds
	☐ Other:		

ADMINISTRATION SECTION
INTERVENTION/CONSEQUENCE ASSIGNED
Refer to District Discipline-Truancy Manual for Details

☐ Conference with Student (3)
☐ Warning (14)
☐ Reprimand (15)
☐ Loss of Privileges (2)
☐ Parent Contact (4) Date: _____ Time: _____
☐ 3-5 Days Student Placed on Contract (23)
From: _____ To: _____ Return: _____
Referral to Counselor (13) Date: _____
☐ 1-3 Days: ( ) Detention (80) or ( ) Work Detail (24)
From: _____ To: _____
☐ Other Codes: (use only interventions/consequences in the DDD):
Specify Code: _____
☐ 3-5 Days: ( ) Lunch Detention (80) or ( ) Work Detail (24)
From: _____ To: _____

Mandatory Parent Conference (17) Date: _____ Time: _____
Referral to Counselor (13) Date: _____
4 Weeks Student Placed on Contract (23) From: _____ To: _____
☐ 5-10 Days: ( ) Parent Shadowing (48) ( ) Suspension (31-36)
( ) In School Suspension (41-46)
From: _____ To: _____ Return: _____
Mandatory Parent Conference (17) Date: _____ Time: _____
Referral to Counselor (13) Date: _____
6 Weeks Student Placed on Contract (23) From: _____ To: _____
☐ 10 Days: ( ) Parent Shadowing (48) ( ) Suspension (36)
From: _____ To: _____ Return: _____
Mandatory Parent Conference (17) Date: _____ Time: _____
Referral to Counselor (13) Date: _____
8 Weeks Student Placed on Contract (23) From: _____
To: _____ DAC Hearing (25) : Date: _____ Time: _____
☐ Other Codes: (use only interventions/consequences in the DDD): _____
Specify Code: _____
Referral to Other Agency (22) Specify: _____
Service Call #: _____ Case #: _____
Police Officer Name: _____

*Results in an automatic 10-Day Suspension and a possible DAC
**Referencing Board Policy Follow a different schedule of discipline
***Suspended first offense for selected behaviours refer to SCPM chapter 4

Note: School Principals may not assign in-school or out-of-school suspensions as a consequence for students in Pre-K-3rd grade. Suspensions for Pre-K-3rd grade can be assigned with approval of the DSECL.

Parent Shadowing may be used in lieu of suspension. If a student is assigned parent shadowing, he/she is NOT authorized on campus without the parent/guardian present at all times. If the parent/guardian is unable to shadow, the student must stay home for the duration of the consequence. Any student on parent shadow/suspension found on campus without authorization from the administration may be charged with criminal trespassing. During the time of parent shadow/suspension, a parent conference with the school administrator is required. Failure of the parent to adhere to this policy may result in a Persons in Need of Services (PINS) petition to Family Court for Educational Neglect. Board Policy 405 guides all suspensions. The consequences in each level are progressive in nature School Administrators have the discretion to decide consequence; other incidences/consequences are allowable in respective levels.

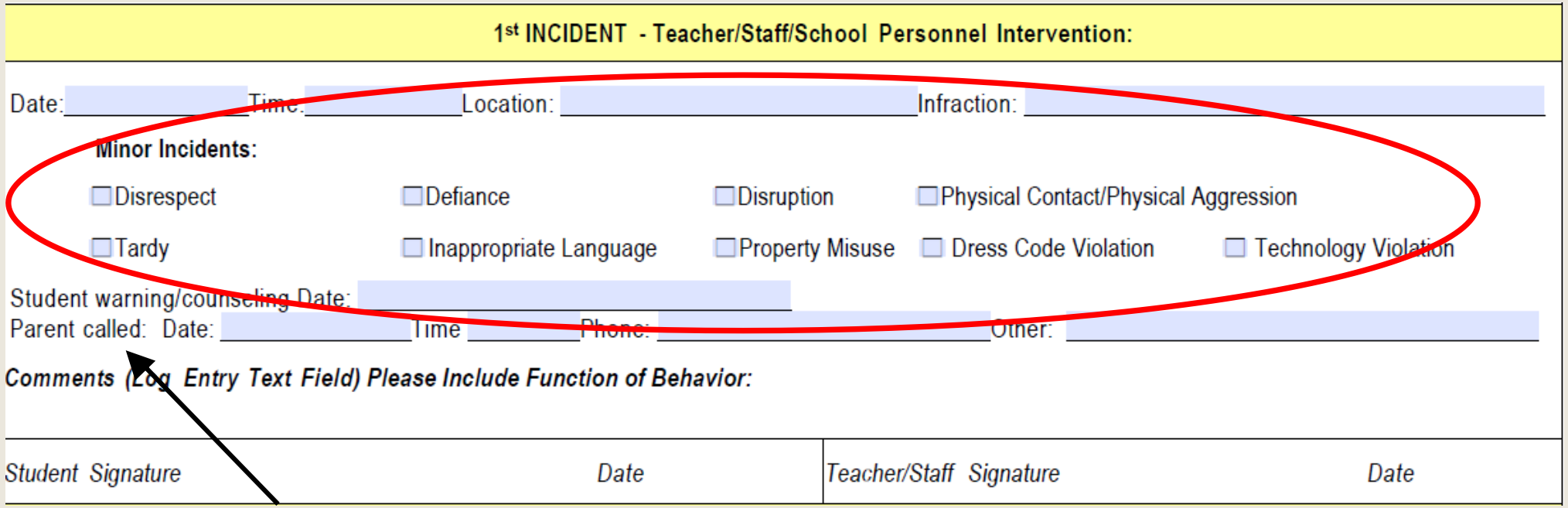
Administrator's Signature Date | Student's Signature Date | Parent's Signature Date

Revised as of August 31, 2017

Office Discipline Referral (Front)

Verify date as 7/11/2019

Anatomy of the Minor Incidents/Incident Reporting



1st INCIDENT - Teacher/Staff/School Personnel Intervention:

Date: _____ Time: _____ Location: _____ Infraction: _____

Minor Incidents:

☐ Disrespect ☐ Defiance ☐ Disruption ☐ Physical Contact/Physical Aggression

☐ Tardy ☐ Inappropriate Language ☐ Property Misuse ☐ Dress Code Violation ☐ Technology Violation

Student warning/counseling Date: _____

Parent called: Date: _____ Time _____ Phone: _____ Other: _____

Comments (Log Entry Text Field) Please Include Function of Behavior:

Student Signature	*Date*	*Teacher/Staff Signature*	*Date*

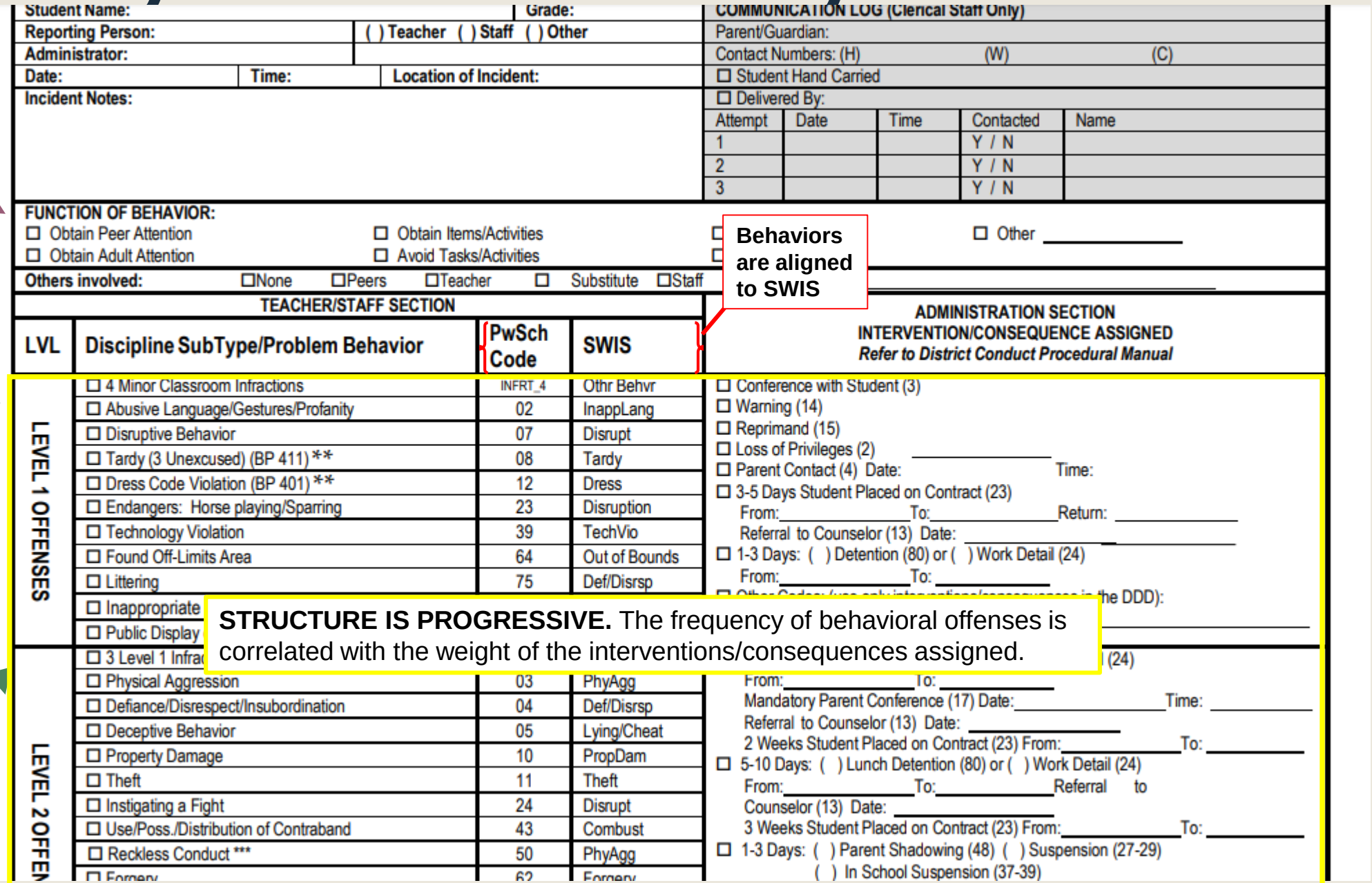
- ✓ Incident titles are the same as those listed as major offenses…differences is in degree of intensity
- ✓ Interventions must include: student warning and counseling, and parent contact.

Anatomy of the Secondary ODR

Function of Behavior: Designed to understand the root cause of the behavior (Page 53-54)

Behaviors are segregated based on Severity: Level 1, 2, and 3

(*Level 3 is not shown.)*



Student Name: | Grade:

Reporting Person: | ( ) Teacher ( ) Staff ( ) Other

Administrator:

Date: | Time: | Location of Incident:

Incident Notes:

COMMUNICATION LOG (Clerical Staff Only)

Parent/Guardian:

Contact Numbers: (H) (W) (C)

☐ Student Hand Carried

☐ Delivered By:

Attempt	Date	Time	Contacted	Name
1			Y / N	
2			Y / N	
3			Y / N	

FUNCTION OF BEHAVIOR:

☐ Obtain Peer Attention ☐ Obtain Items/Activities ☐ Other _____

☐ Obtain Adult Attention ☐ Avoid Tasks/Activities

Others involved: ☐None ☐Peers ☐Teacher ☐ Substitute ☐Staff

Behaviors are aligned to SWIS

TEACHER/STAFF SECTION

LVL	Discipline SubType/Problem Behavior	PwSch Code	SWIS
LEVEL 1 OFFENSES	☐ 4 Minor Classroom Infractions	INFRT_4	Othr Behvr
	☐ Abusive Language/Gestures/Profanity	02	InappLang
	☐ Disruptive Behavior	07	Disrupt
	☐ Tardy (3 Unexcused) (BP 411) **	08	Tardy
	☐ Dress Code Violation (BP 401) **	12	Dress
	☐ Endangers: Horse playing/Sparring	23	Disruption
	☐ Technology Violation	39	TechVio
	☐ Found Off-Limits Area	64	Out of Bounds
	☐ Littering	75	Def/Disrsp
	☐ Inappropriate		
	☐ Public Display		
LEVEL 2 OFFEN	☐ 3 Level 1 Infra		
	☐ Physical Aggression	03	PhyAgg
	☐ Defiance/Disrespect/Insubordination	04	Def/Disrsp
	☐ Deceptive Behavior	05	Lying/Cheat
	☐ Property Damage	10	PropDam
	☐ Theft	11	Theft
	☐ Instigating a Fight	24	Disrupt
	☐ Use/Poss./Distribution of Contraband	43	Combust
	☐ Reckless Conduct ***	50	PhyAgg
	☐ Forgery	62	Forgery

ADMINISTRATION SECTION
INTERVENTION/CONSEQUENCE ASSIGNED
Refer to District Conduct Procedural Manual

☐ Conference with Student (3)
☐ Warning (14)
☐ Reprimand (15)
☐ Loss of Privileges (2) _____
☐ Parent Contact (4) Date: Time:
☐ 3-5 Days Student Placed on Contract (23)
From:_____ To:_____ Return: _____
Referral to Counselor (13) Date: _____
☐ 1-3 Days: ( ) Detention (80) or ( ) Work Detail (24)
From:_____ To: _____
the DDD):
(24)
From:_____ To: _____
Mandatory Parent Conference (17) Date:_____ Time: _____
Referral to Counselor (13) Date: _____
2 Weeks Student Placed on Contract (23) From:_____ To: _____
☐ 5-10 Days: ( ) Lunch Detention (80) or ( ) Work Detail (24)
From:_____ To:_____ Referral to
Counselor (13) Date: _____
3 Weeks Student Placed on Contract (23) From:_____ To: _____
☐ 1-3 Days: ( ) Parent Shadowing (48) ( ) Suspension (27-29)
( ) In School Suspension (37-39)

STRUCTURE IS PROGRESSIVE. The frequency of behavioral offenses is correlated with the weight of the interventions/consequences assigned.

Minor Incidents (Secondary)

- **Minor Infraction = Incident Reporting**
- There are nine (9) minor infractions listed on the ODR.
- Minor offenses have the same title as major offenses.
- Provides four opportunities for teachers and/or school personnel to address and document the minor infractions.
- A student's behavioral infraction can be elevated to a Level 1 Major Offense and adjudicated by a school administrator if there are four (4) minor behaviors documented on separate days. (Four (4) Minor Infractions may advance to a Level 1.)

(Source: SCPM, June 16, 2021; Page 56)

Minor Incidents (Secondary)

- **Incident Reporting Log on PowerSchool – The district does not vet this log. The primary use is at the school level to support PBIS.**
- If student does not commit four (4) minor offenses in a quarter, the teacher and/or staff must submit ODR to DAT member to input information in PowerSchool under Incident Reporting.
- After each quarter, Incident Reporting (information and forms) for each student must start over at the first incident.

Major Offenses (Secondary)

- There are 49 major offenses listed on the ODR.
- There are three categories: Level One, Two, and Three.
- **STRUCTURE IS PROGRESSIVE.** The frequency of behavioral offenses is correlated with the weight of the interventions and/or consequences assigned.
- When consequences are issued, the school administrator must ensure that interventions are implemented upon the student's return from suspension and/or expulsion.
- Behavioral offenses with asterisks:
  1. (*) Results in an automatic 10-day suspension and a possible DAC Hearing
  2. (^) Follows a different schedule.
  3. (Ʊ) Report to GPD.

(Source: SCPM Page (57)

Practice Pointer

Action Taken by Administrator for Major Offenses

- School administrators should select the consequence identified on the ODR that is consistent with the weight of the offense and previous offenses.
- Consequence should be progressive and become more severe based on the following criteria:
  - *Review of the discipline history of the student,*
  - *Review PowerSchool and hard file of the student for the current school year, and*
  - *Consult ODR and DDD.*

(Source: SCPM Page 61)

Major Offense: Level 1 Offenses and Interventions/Consequences

- The offenses under this level are classified as **“least severe.”**
- There are 11 behavior infractions, and none warrant suspensions.
- Three behavior infractions: tardy**, dress code violation**, and bag policy**, follow a different schedule of discipline.
- There are 38 interventions and/or consequences.
- 3 Level 1 Offenses may advance to a Level 2 Category

Major Offense: Level 2 Offenses and Interventions/Consequences

- This major offenses that fall under this category are considered **“serious.”**
- There are 16 behavior infractions.
- There are 38 interventions and/or consequences.
- Suspension is generally warranted after the third offense. Suspension days can only be for 1–3 days.
- Reckless Conduct*** that take place on the bus or individuals filming a fight, follows a different schedule of discipline.
- 3 Level 2 Offenses may advance to a Level 3 Category

Practice Pointer

Action Taken by Administrator for Level 2 Interventions/Consequences

- Consequences that can be assigned: Work Detail **OR** Lunch Detention **OR** Parent Shadowing **OR** Out-of-School Suspension/In-School Suspension;

AND

- ALL INTERVENTIONS THAT FOLLOW THE ODR OFFENSE MUST BE ASSIGNED. The interventions include: Mandatory Parent Conference, Referral to Counselor, and Student Placed in Contract.

This is considered a “package” when adjudicating the case.

Note: This package is consistent with PowerSchool log. User cannot submit the record without selecting these interventions.

Vignette Two – 1 minute

An 8th grade student is referred by his Social Studies teacher for forgery. The student has one prior Level 2 Offense.

Based on progressive discipline, what consequence and intervention should be assigned?

Let's Discuss.

Because this is the student's second offense, work detail or detention up to 5 – 10 days should be assigned. Student must be referred to the counselor and placed on 3 week contract.

Vignette Three -2 minutes

An 11th grade student is referred by her Calculus teacher for sexting. Upon investigating the case, the administrator determines that the behavior was not sexting, but obscenity. This is the student's first Level 2 Offense.

1. *Should the administrator continue to charge the student for sexting or change the behavioral infraction accordingly?*
2. *What consequence and intervention should be assigned?*

Let's Discuss.

1. *School administrator should change the behavior infraction accordingly.*
2. *Because this is the student's first offense, either lunch detention or work detail for 3-5 days must be assigned. A mandatory parent conference, referral to counselor, and two-week student placed on contract must also be assigned.*

Major Offense: Level 3 Offenses and Interventions/Consequences

- This major offenses that fall under this category are considered **“severe.”**
- There are 26 behavioral infractions.
- There are 36 interventions and consequences.
- Suspension is warranted accordingly – 3-10 days at the 1st offense, 5-10 days at the 2nd offense, and 10 days at the 3rd offense.
- DAC Hearings maybe held for behavioral infractions without an asterisk at the 3rd offense.

Major Offense: Level 3 Offenses and Interventions/Consequences

- The following results to an automatic 10-day suspension with a possible DAC Hearing:
  - *Use/Possession/Distribution of Alcohol**
  - *Arson Property Damage**
  - *Use/Possession/Distribution of Weapons**
  - *Fighting**
  - *Assault/Battery Student and Employee **
  - *Rioting **
  - *Use/Possession/Distribution of Drugs **
- Use/Possession/Distribution of Tobacco Products** and Use/Possession/Distribution of Firearms/Explosives** follow a different schedule of discipline.

Practice Pointer

Action Taken by Administrator for Level 3 Interventions/Consequences

- Suspensions are assigned as consequences.

AND

- ALL INTERVENTIONS THAT FOLLOW THE ODR OFFENSE MUST BE ASSIGNED. The interventions include: Mandatory Parent Conference, Referral to Counselor, and Student Placed in Contract. This is considered a “package” when adjudicating the case.

Note: For Level 3, 2nd and 3rd Offenses, a CST must be conducted for the student.

Vignette Four – 2 minutes

Three 10th grade students were engaged in serious physical contact. School support personnel were able to disengage the three students and walked them to the school administrator's office. To ensure there were no major injuries, the nurse screened the students as the physical contact included punching and kicking. This was the first behavioral infraction for all three students.

1. *Should the students be charged with fighting or rioting?*
2. *What would the consequence and intervention be for the students?*

Let's Discuss.

1. *Fighting, not rioting. SCPM defines fighting with 2 or 3 people.*
2. *Automatic 10-day suspension with a possible DAC Hearing, mandatory parent conference, referral to counselor, and student 4 week contract*

Vignette Five – 3 minutes

An 8th grade student is referred by a school aide for possible possession of marijuana. Upon investigation, the student admits to possession of marijuana and surrenders it to the administrator. This is his first Level 3 violation.

1. *What consequence and intervention should be assigned?*
2. *Is it appropriate to leverage suspension days for participation in an upcoming Substance Abuse Intervention cycle?*

Let's Discuss.

1. *Regardless of this being the student's first offense for a Level 3 violation, an automatic 10 day suspension must be assigned with a possible DAC hearing, MPC, referral to counselor, and 4 week student contract.*
2. *Yes. Should parent and student agree to participate in the SAI Program, his participation can be in lieu of suspension.*

Vignette Six – 3 minutes

A 9th grade student was caught breaking into one of the schools during non-school hours. Upon investigation, the student's intent was to steal the portable speakers from one of his teacher's classrooms. The student broke the classroom window at a cost of $80 for repair. The student has no history of disciplinary infraction.

Should the student be charged with property damage or vandalism?

Let's Discuss.

The student should be charged with vandalism because the damage of the classroom window has a value of more than $25.

Vignette Seven – 3 minutes

Through investigation, a student is found guilty of possession and use of an electronic cigarette. This is the student's 2nd violation. The school administrator calls the student's parents in to meet and discuss the Brief Tobacco Intervention (BTI) program. The parent refuses to participate and the administrator suspends the student.

Let's Discuss …

Based on the SCPM, how many days should the student be suspended?

Six day suspension.

Based on the parent's refusal for the son to participate in BTI, what new form is the parent supposed to sign?

BTI Declination of BTI Services Form

Where is this document filed?

Student's Discipline Folder

Vignette Seven – 3 minutes

Through investigation, a student is found guilty of possession and use of an electronic cigarette. This is the student's 2nd violation. The school administrator calls the student's parents in to meet and discuss the Brief Tobacco Intervention (BTI) program. The parent refuses to participate and the administrator suspends the student.

Let's Discuss …

If the parent refuses BTI, what is the name of the educational material issued to the student/parent?

BTI Tool Kit

Is the school authorized to return the electronic cigarette to the parent? If no, what does the school do with it?

No, the school should use the Google Survey found on the SSSD website (under Search & Seizure) and log the item and information. Also, schools are guided to remove the battery before storing the device. All seized items are stored at SSSD. Schools are now guided to bring all seized nicotine devices along with a manifest log of all items being turned in to SSSD.

SSSD CONTACT INFORMATION

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QUESTIONS?

THANK YOU FOR YOUR TIME…STAY POSITIVE…TEST NEGATIVE