



RIVER ROUGE SCHOOL DISTRICT

Welcome to Opportunity!

Student Code of Conduct & Behavior Manual 2014-15

Derrick R. Coleman, Superintendent of Schools
River Rouge School District
1460 W. Coolidge Hwy.
River Rouge, Michigan 48218

TABLE OF CONTENTS

I.	Definition of Infractions	3
	A. Electronic Devices/Cell Phone Policy	7
	B. Sexual Harassment Policy	8
II.	Code of Conduct	10
III.	Referral Process	17
IV.	Level 1 Infractions	18
	A. Interventions	19
	B. Documentation	21
V.	Level 2 Infractions	22
	A. Interventions	23
	B. Documentation	26
VI.	Level 3 Infractions	27
	A. Interventions	27
	B. Documentation	27
VII.	Documentation for Administrators	28
VIII.	Discipline Referrals	31
IX.	Student Intervention Planning	32
X.	Restorative Justice Referral Process	33
XI.	Crisis Management Referral Process	34
XII.	Appendix	
	<i>Discipline Referral Process</i>	
	<i>Discipline Referral Form</i>	
	<i>Student Intervention Planning Form</i>	
	<i>Restorative Justice Referral Form</i>	

I. Definition of Infractions

1. Academic Dishonesty/Cheating

Academic Dishonesty/Cheating is defined as the act of appropriating the ideas, language, or work of another, and passing them off as one's own product. As used here, it includes the act of "cheating", when a student obtains or assists others in obtaining credit for work that is not his/her own. Some examples of academic dishonesty/cheating are (but not limited to):

- a. Submitting another's work as your own
- b. Presenting/including materials taken from sources, such as books, periodicals, newspapers, or the Internet without appropriate documentation
- c. Downloading an essay, or part of an essay, from an Internet source and submitting it as one's own
- d. Copying from another student's test or helping another student during a test/providing or accepting information regarding specific test content
- e. Copying another student's homework, test, quiz, book report, assignment, or take-home test
- f. Allowing another student to copy a test, homework, quiz, project, book report, assignment, or take-home test
- g. Using programmatic calculations in a manner not specified by the teacher
- h. Intentionally copying another student's work (class work, homework, etc.) and trying to receive credit for it
- i. Forgery – signing a document with a signature other than your own
- j. Using notes or other materials not specified by the teacher on a test or assignment

2. Arson

Arson is defined as willfully setting a fire.

3. Bomb Threat

Bomb Threat is defined as any type of bomb threat made to the River Rouge School District

4. Bullying/Harassment/Threats

Bullying/Harassment/Threats is defined as one who is cruel, domineering, or forces others into compliance by use of threats or force. A student shall not intimidate others by threatening infliction or physical, verbal, written, electronically transmitted, or psychological abuse, or through attacks on the property of another. Bullying/Harassment may include verbal taunts, name-calling and put-downs, ethnically-based, gender-based, or sexual orientation-based verbal put-downs, extortion of money or possessions, and threatened or intentional exclusion from peer groups within school. Threats, instigating, and antagonizing are also considered types of harassment.

5. Contraband Violations

Contraband Violations is defined as bringing to school or class **any materials** deemed inappropriate by the administration. In order to maintain and promote a professional atmosphere, and protect the equipment and facilities, there is to be **NO** food and/or drink in hallways, the main office, or classrooms. Food and drink may be consumed during celebrations or as part of a class lesson at the discretion of the teacher. (i.e. laser pointers, balloons, stuffed animals, FOOD/DRINK, etc.)

6. Criminal Sexual Conduct

Violation as described under the Michigan Penal Code 750.520b. See also *Sexual Harassment Policy*.

7. Demonstrations/Unauthorized Assemblies

Demonstrations/Unauthorized Assemblies is defined as participating in any type of protest or demonstration that disrupts the educational process, endangers others or diminishes the safety of students, staff or facilities.

8. **Disrespect/Verbal Abuse**

Disrespect/Verbal Abuse is defined as rudeness, lack of courtesy, or verbal abuse including profanity toward another person.

9. **Distribution and/or Sale of Unauthorized Materials or Substances**

Distribution and/or Sale of Unauthorized Materials or Substances is defined as selling or distributing unauthorized materials, products or substances inside the school or on school property. (i.e. Candy, chips, juice boxes, etc.)

10. **Dress Code Violation**

Dress Code Violation is defined as wearing items deemed inappropriate by the school administration. See Dress Code Policy on page 12 for details. Some examples of **inappropriate/banned** clothing are tight and form-fitting clothes, tattered or overly frayed clothing, tank tops and vests without shirts, see-through clothing or bare midriff blouses and shirts, sunglasses, shorts (skirts or dresses) shorter than six inches above the knee in length, stretch pants, sleepwear, Spandex clothing, outside coats, hair rollers, house shoes/slippers, head wear, do-rags and heavy neck chains, rings, beads, or belts which could be harmful. Also banned are clothes or accessories that promote drugs, alcohol, tobacco, gangs, and use of vulgar or profane language. Any and all saggy pants are banned. No money may be attached to clothing for any reason. Flip flops or sandals must have a strap around the heel. No leggings may be worn without shorts or a skirt over them.

11A. **Possession of Drugs, Alcohol, Illegal Substances, including Tobacco Products and Prescription Drugs, or their Look-a-Likes** Possession of Drugs, Alcohol, Illegal Substances, including Tobacco Products and Prescription Drugs, or their Look-a-Likes is defined as using, possessing, or selling the above.

11B. **Under the Influence of Drugs, Alcohol, Illegal Substances, including Tobacco Products and Prescription Drugs, or their Look-a-Likes**

Under the Influence of Drugs, Alcohol, Illegal Substances, including Tobacco Products and Prescription Drugs, or their Look-a-Likes is defined as being under the influence of the above.

12. **Electronic Devices/Cell Phones**

Use of cell phones and other electronic devices are considered a disruption and interfere with the educational process. Students who need to contact a parent/guardian should do so in the school office.

- a. Cell phones are not to be visible
- b. Cell phones must be turned off or on silent mode inside the school building
- c. Cell phones with image recording capabilities may not be used on campus for any purpose without permission from an administrator
- d. Cell phones may not be used to make calls during the school day without permission from a staff member

Recognizing that some cell phones can be used for educational purposes, teachers may allow the use of such devices when appropriate for the lesson plan. Students must respect the rules of the teacher for using devices under these circumstances. The teacher is responsible for the enforcement of this policy and the discipline process will be followed. **Please see Electronic Devices/Cell Phone Policy for further instructions.**

13. **Failure or Refusal to Identify Self to School Personnel/No Identification**

Failure or Refusal to Identify Self to School Personnel/No Identification is defined as refusing to wear/show/present a valid school identification card and/or give correct name when requested to do so by school personnel.

14. **Failure to Serve School Discipline**

Failure to Serve School Discipline is defined as failing or refusing to serve school discipline, failing to report to school discipline, walking out of discipline personnel office when receiving or discussing discipline, misbehaving during discipline. Student may be required to serve the original consequence in addition to further consequences.

15. **False Fire or Emergency Alarm**

False Fire or Emergency Alarm is defined as the acts of initiating an emergency alarm or initiating a “911” call without just cause.

16. **Firecrackers, smoke bombs, stink bombs, incendiary devices, mace, pepper spray, etc.**
Firecrackers, smoke bombs, stink bombs, incendiary devices, mace, pepper spray, etc. is defined as possession, use, or, or sale of with the purpose of creating a large scale disruption.
17. **Gambling**
Gambling is defined as the act of betting money or other consideration on the outcome of a game, contest, or other event.
18. **Habitual or Persistent Misconduct**
Habitual or Persistent Misconduct is defined as repeatedly and/or blatantly refusing to comply with school rules and the code of conduct.
19. **Inappropriate Sexual Behavior/Sexual Harassment**
Inappropriate Sexual Behavior/Sexual Harassment consists of unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal or physical conduct of a sexual nature when made by any student to another student or staff member. Moreover, sexual harassment will include, but not limited to, touching, feeling, fondling, and exposing parts of the anatomy, which are suggestive or sensitive to sexual stimulation. See Sexual Harassment Policy.
20. **Insubordination**
Insubordination is defined as defiance or refusal to comply with the reasonable request by school employees.
21. **Littering**
Littering is defined as carelessly or purposely discarding trash in any area other than a trash receptacle.
22. **Loitering**
Loitering is defined as a deliberate delay, hanging around, lagging behind, or aimless idling in getting to an assigned destination or being in an unauthorized area including the lunchroom without a pass.
- 23A. **Lunchroom Disturbance (Low Level)**
Lunchroom Disturbance (Low level) includes, but not limited to, running, standing around tables, shouting in the cafeteria.
- 23B. **Lunchroom Disturbance (High Level)**
Lunchroom Disturbance (High Level) includes, but not limited to, throwing food/beverages or excessive disruptive behavior in the cafeteria.
- 24A. **Physical Contact/Disturbance (Low Level)**
Physical Contact/Disturbance (Low Level) is defined as grabbing, pushing, bumping, horseplay, throwing objects.
- 24B. **Physical Contact (High Level)/Fighting**
Physical Contact (High Level)/Fighting is defined as physical contact of a vicious or malicious nature including but not limited to punching, hitting, scratching, biting, kicking, choking, using objects or gestures to inflict or suggest violence, spitting. Fights in which a participant continually ignores a staff member's efforts to break it up will result in additional consequences possible including police notification. When an aggressor has been determined, stronger consequences will be assigned.
25. **Physical Contact/Threat Toward School Employee**
Physical Contact/Threat Toward School Employee is defined as aggressive behavior that results in physical contact, verbal or non-verbal behavior, which expresses vicious or malicious intentions to make physical contact to do bodily harm to a school employee.
26. **Profane or Vulgar Language**
Profane or Vulgar Language is defined as the use of vulgar words or phrases, which are offensive and socially unacceptable in the school environment.
27. **School Bus Conduct Violation**
School Bus Conduct Violation is defined as violation of prescribed rules and regulations for student conduct on buses including by not limited to profanity, horseplay, and gambling.

28. Skipping School/Not Being Where Assigned

Skipping School/Not Being Where Assigned is defined as leaving without permission or not being in attendance where assigned.

29A. Theft/Petty Theft

Theft/ Petty Theft is defined as taking or having in one's possession articles, which belong to others without their permission amounting in under \$100.

29B. Theft/Larceny

Theft/ Larceny is defined as taking or having in one's possession articles, which belong to others without their permission amounting in over \$100.

30. Tardiness

Tardiness is defined as arriving to class after the official time **without written or verbal authorization**.

31. Truancy

Truancy is defined as excessive tardiness or absence from school and classes.

32. Unauthorized Use and/or Misuse of School Materials and Equipment

Unauthorized Use and/or Misuse of School Materials and Equipment is defined as use or misuse of school materials and/or equipment without the official approval of an administrator or authorized school personnel.

33. Vandalism/Defacement

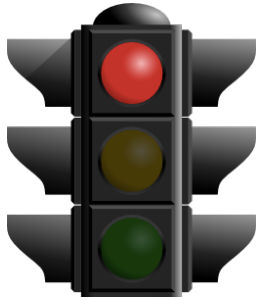
Vandalism/Defacement is defined as the defacing or destroying of school property. In addition to school penalties for the student, parents will be responsible for damages.

34. Weapons or their look-a-likes

Weapons or their look-a-likes is defined as any instrument used for bodily harm. Students possessing, transmitting or concealing weapons/instruments capable of bodily harm will be reported to the River Rouge Police Department and the River Rouge Board of Education.

A. Electronic Devices/Cell Phone Policy

Cell phones/electronic devices may serve as an outstanding instructional tool and learning resource if used appropriately. We encourage our staff members and students to use electronics and other 21st century devices to supplement instruction and learning. In order to preserve the teaching and learning environment, the district will use “The Traffic Signal Approach” to break down electronic devices/cell phone usage. The teacher is responsible for the enforcement of this policy and the discipline process will be followed.



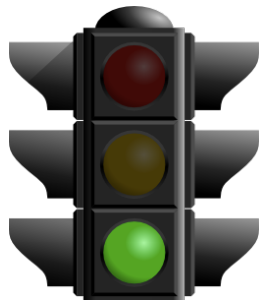
RED LIGHT

Students must have their cell phones and other electronic devices **completely put away**. Any visibility of these devices will result in consequences as outlined in the Code of Conduct.



YELLOW LIGHT

Students need to have permission from staff member to use their cell phones and other electronic devices. Any misuse or inappropriate behavior will result in consequences as outlined in the Code of Conduct.



GREEN LIGHT

Students may have their cell phones and other electronic devices out and in use. Any misuse or inappropriate behavior will result in consequences as outlined in the Code of Conduct.

B. Sexual Harassment Policy

I. Policy

- A. It is the policy of the School District of the City of River Rouge to maintain a learning and working environment that is free from sexual harassment.
- B. It shall be a violation of this policy for any member of the School District of the City of River Rouge staff to harass another staff member or student through conduct or communications of a sexual nature as defined in Section II.
- C. It shall also be a violation of this policy for students to harass other students through conduct or communications of a sexual nature as defined in Section II.

II. Definition

- A. Sexual harassment shall consist of unwelcome sexual advance, requests for sexual favors, and other inappropriate verbal or physical conduct of a sexual nature when made by a member of the school staff to another staff member or student or made by any student to another student when:
 1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education, or when:
 2. Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual, or when:
 3. Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile or offensive employment or education environment.
- B. Sexual harassment, as set forth in Section II-A, may include, but is not limited to the following:
 - verbal harassment or abuse
 - written harassment or abuse
 - pressure for sexual activity
 - repeated remarks to a person with sexual or demeaning implications
 - unwelcome touching
 - suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's grades, job, etc.

III. Procedures

- A. Any staff person who alleges sexual harassment by another staff member may complain directly to her or his immediate supervisor or building principal.
- B. Any student who alleges sexual harassment by a staff member or another student may complain directly to her or his building principal.
- C. Any allegations brought to the school district's attention shall be reported to the superintendent or her/his designee. The School District shall investigate all allegations reported to it and shall take appropriate remedial action where necessary.
- D. The Board of Education for the School District of the City of River Rouge directs the Superintendent to develop procedures consistent with this policy and to establish and publicize processes by which allegations of sexual harassment may be filed, investigated and adjudicated.
- E. Filing of a grievance or otherwise reporting sexual harassment will not reflect upon the individual's status nor will it affect future employment, grades, or work assignments.
- F. The right to confidentiality, both of the complainant and of the accused, will be respected consistent with the school district's legal obligations and with the necessity to investigate allegations of misconduct and to take corrective action when this conduct has occurred.
- G. Complaining to the school district is not an exercise of any other civil or criminal remedies that may be available to a complainant.

IV. Sanctions

- A. A substantial charge against a staff member in the school district shall subject such staff member to disciplinary action which may include discharge consistent with collective bargaining agreements or work rules or procedures established by the district.
- B. A substantiated charge against a student in the school district shall subject that student to disciplinary action, which may include suspension or expulsion, consistent with the student code of conduct.
- C. Sexual harassment is illegal under both state and federal law. It may also result in criminal and/or civil charges being brought against the alleged harasser.

V. Notifications

It is the intent of the Board of Education for the School District of the City of River Rouge that this policy receive wide distribution and shall be:

- A. Circulated to all schools and departments and to all counselors of the School District on an annual basis and shall be incorporated in staff and student handbooks.
- B. Publicized in district and building newsletters.
- C. Distributed to all organizations in the community having cooperative agreements with the School District. Failure to comply with this policy may result in termination of the cooperative agreement.

The Board also directs that affirmative programs be initiated so that employment practices and work conditions/educational practices and the educational environment will be free from sexual harassment.

III. Code of Conduct

Infraction	1st Occurrence	2nd Occurrence	3rd Occurrence	Further Occurrence(s)	Out-of-School Suspension	Expulsion	Person(s) Responsible
(1) Academic Dishonesty/Cheating	Redo Assignment/Parent Contact	Redo Assignment/Parent Contact/Meet with Intervention Coordinator	Parent Conference/Meet with Intervention Coordinator/Saturday School	No Credit/Referral to Behavior Committee/Behavior Contract	N	N	Teacher/ Intervention Coordinator
(5) Contraband Violations	Item Confiscated/Warning <i>Refer to (20) insubordination if student refuses to comply after several attempts</i>	Item Confiscated/Parent Contact	Item Confiscated/Parent Conference	Item Confiscated/Parent Contact /Referral to Behavior Committee/Behavior Contract	N	N	Teacher/ Intervention Coordinator
(8) Disrespect/Verbal Abuse to a School Employee	Referral to Conflict Mediation, Counselor, or SSW	Referral to Conflict Mediation, Counselor, or SSW/Parent Contact	Parent Conference	Referral to Behavior Committee/ Formal Building Conference/ Behavior Contract	N	N	Teacher/ Intervention Coordinator
(9) Distribution and/or Sale of Unauthorized Materials or Substances	Item Confiscated/Warning	Item Confiscated/Parent Contact	Item Confiscated/Parent Conference	Item Confiscated/Referral to Behavior Committee/Behavior Contract	N	N	Teacher/ Intervention Coordinator
(10) Dress Code Violation	Immediate Removal/Change of Clothes or Referral to Resource Room <i>Refer to (20) insubordination if student refuses to comply after several attempts</i>	Removal and/or Change of Clothes or Referral to Resource Room/Parent Contact	Removal and/or Change of Clothes or Referral to Resource Room/Parent Contact/Detention (Lunch)	Referral to Behavior Committee/ Formal Building Conference/ Behavior Contract	N	N	Teacher/ Intervention Coordinator

Infraction	1st Occurrence	2nd Occurrence	3rd Occurrence	Further Occurrence(s)	Out-of-School Suspension	Expulsion	Person(s) Responsible
(12) Electronic Devices/Cell Phones	Device confiscated and sent to security to be returned to student at the end of the day <i>Refer to (20) insubordination if student refuses to comply after several attempts</i>	Device confiscated and sent to security to be returned to parent	Device confiscated and sent to security to be returned to parent/Parent Conference	Device Confiscated and returned to parent/Referral to Behavior Committee/ Behavior Contract	N	N	Teacher/ Intervention Coordinator/ Security
(13) Failure or Refusal to Identify Self to School Personnel/No Identification	Warning <i>Refer to (20) insubordination if student refuses to comply after several attempts</i>	Parent Contact/Detention (Lunch)	Parent Conference	Referral to Behavior Committee/ Formal Building Conference/ Behavior Contract	N	N	Teacher/ Intervention Coordinator
(21) Littering	Warning/Clean Up <i>Refer to (20) insubordination if student refuses to comply after several attempts</i>	Clean Up/Parent Contact/Detention (Lunch)	Parent Conference	Referral to Behavior Committee/ Formal Building Conference/ Behavior Contract	N	N	Teacher/ Intervention Coordinator
(22) Loitering	Warning/Walked to Assigned Destination	Walked to Assigned Destination/Parent Contact/Detention (Lunch)	Walked to Assigned Destination/Parent Conference	Walked to Assigned Destination/ Referral to Behavior Committee/ Formal Building Conference/ Behavior Contract	N	N	Security
(23A) Lunchroom Disturbance (low level)	Warning	Parent Contact/ Detention (Lunch)	Parent Conference	Referral to Behavior Committee/ Formal Building Conference/ Behavior Contract	N	N	Security/ Intervention Coordinator

Infraction	1st Occurrence	2nd Occurrence	3rd Occurrence	Further Occurrence(s)	Out-of-School Suspension	Expulsion	Person(s) Responsible
(24A) Physical Contact/Disturbance (low level)	Warning/Parent Contact/ Referral to Conflict Mediation, Counselor, or SSW	Parent Contact/Referral to Conflict Mediation, Counselor, or SSW/Detention (Lunch)	Parent Conference	Referral to Behavior Committee/ Formal Building Conference/ Behavior Contract	N	N	Teacher/ Intervention Coordinator
(26) Profane or Vulgar Language	Warning	Parent Contact/Detention (Lunch)	Parent Conference	Referral to Behavior Committee/ Formal Building Conference/ Behavior Contract	N	N	Teacher/ Intervention Coordinator
(27) School Bus Violations	Warning/Parent Contact	Parent Conference/Removal from Bus for One Week	Formal Building Conference/Removal from Bus 30+ days	-	N	N	Bus Aid/ Transportation Liaison
(28) Skipping School/Not Where Assigned	Please see Attendance/Truancy Policy						Truancy Officer
(30) Tardiness	Please see Attendance/Truancy Policy						Truancy Officer
(32) Unauthorized Use and/or Misuse of School Materials and Equipment	Warning	Warning/Parent Contact	Parent Conference	Referral to Behavior Committee/ Formal Building Conference/ Behavior Contract	N	N	Teacher/Security
(14) Failure to Serve School Discipline	Discipline advance to next consequence under initial infraction/must service initial discipline						Intervention Coordinator/ Dean of Discipline
(16) Firecrackers, Smoke Bombs, Stink Bombs, Incendiary Devices, Mace, Pepper Spray, etc.	Items Confiscated/Detention (Lunch)	Item Confiscated/Parent Contact/Detention (Lunch)	Item Confiscated/ One Day Out-of-School Suspension /Parent Conference	Referral to Behavior Committee/ Formal Building Conference/ Behavior Contract	Y	N	Intervention Coordinator/ Dean of Discipline

Infraction	1st Occurrence	2nd Occurrence	3rd Occurrence	Further Occurrence(s)	Out-of-School Suspension	Expulsion	Person(s) Responsible
(17) Gambling	Material/Money Confiscated/Detention (Lunch)	Materials/Money Confiscated/Detention (Lunch)/Parent Contact	Materials/Money Confiscated/ One Day Out-of-School Suspension	Formal Building Conference/ Behavior Contract/ Referral to Outside Counseling Services	Y	N	Intervention Coordinator/ Dean of Discipline
(18) Habitual or Persistent Misconduct	Increased severity of consequences per occurrence, referral to Behavior Committee, board hearing, criminal charges if applicable						Intervention Coordinator/ Dean of Discipline
(19) Inappropriate Sexual Behavior/Sexual Harassment	Referral to Conflict Mediation, Counselor, or SSW/Parent Conference	One Day Out-of-School Suspension /Referral to Conflict Mediation, Counselor, or SSW	Three Day Out-of-School Suspension / Referral to Behavior Committee/ Formal Building Conference/ Behavior Contract	Ten Day Out-of-School Suspension / Board Hearing if applicable	Y	N	Intervention Coordinator/ Dean of Discipline
(20) Insubordination	Detention (Lunch)/Parent Contact	Detention (Lunch)/Parent Conference	One Day Out-of-School Suspension , Referral to Behavior Committee/ Formal Building Conference/ Behavior Contract	<i>Refer to (18) Habitual or Persistent Misconduct</i>	Y	N	Intervention Coordinator/ Dean of Discipline
(23B) Lunchroom Disturbance (high level)	Clean up if applicable/Detention (Lunch)/Parent Contact	Clean Up if applicable/Detention (Lunch)/Parent Conference	One Day Out-of-School Suspension , Referral to Behavior Committee/Formal Building Conference/Behavior Contract	<i>Refer to (18) Habitual or Persistent Misconduct</i>	Y	N	Intervention Coordinator/ Dean of Discipline
(24B) Physical Contact (high level) / Fighting	Three Day Out-of-School Suspension /Formal Building Conference	Five Day Out-of-School Suspension /Formal Building Conference	Ten Day Out-of-School Suspension /Formal Building Conference	Long-Term Suspension /Board Hearing	Y	N	Intervention Coordinator/ Dean of Discipline
(29A) Theft / Petty Theft	One Day Out-of-School Suspension /Parent Contact/Restitution	Two Day Out-of-School Suspension /Parent Conference/Referral to Counselor or	Three Day Out-of-School Suspension /Restitution/ Referral to Behavior Committee/Formal	<i>Refer to (18) Habitual or Persistent Misconduct</i>	Y	N	Intervention Coordinator/ Dean of Discipline

Infraction	1st Occurrence	2nd Occurrence	3rd Occurrence	Further Occurrence(s)	Out-of-School Suspension	Expulsion	Person(s) Responsible
		SSW/Restitution	Building Conference/Behavior Contract				
(33) Vandalism/Defacement	Parent Contact/Community Service Project/Student or Parent Responsible for Damages <i>Report to Local Police if Damages Exceed \$100</i>	Detention (Lunch)/Community Service Project, Student/Parent Responsible for Damages	One Day Out-of-School Suspension /Formal Building Conference/Behavior Contract/Parent/Student Responsible for Damages	<i>Refer to (18) Habitual or Persistent Misconduct</i>	Y	N	Intervention Coordinator/ Dean of Discipline
(2) Arson	Any occurrence will result in discretionary administrative action up to and including expulsion and police involvement					Y	Dean of Students/Head of Security/ Assistant Principal
(3) Bomb Threat	Any occurrence will result in discretionary administrative action up to and including expulsion and police involvement					Y	Dean of Students/Head of Security/ Assistant Principal
(4) Bullying/Harassment/Threats	Any occurrence will result in discretionary administrative action up to and including expulsion and police involvement						Dean of Students/Head of Security/ Assistant Principal
(6) Criminal Sexual Conduct	Any occurrence will result in discretionary administrative action up to and including expulsion and police involvement						Dean of Students/Head of Security/ Assistant Principal
(7) Demonstration/Unauthorized Assemblies	Ten Day Out-of-School Suspension /Formal Building Conference			Any further occurrence will result in discretionary administrative action up to and including expulsion			Dean of Students/Head of Security/ Assistant Principal

Infraction	1st Occurrence	2nd Occurrence	3rd Occurrence	Further Occurrence(s)	Out-of-School Suspension	Expulsion	Person(s) Responsible
(11A) Possession of Drugs, Alcohol, Illegal Substances, including tobacco products and prescription drugs, or their look-a-likes	Materials Confiscated/Referral to Counselor/Social Worker/ One Day Out-of-School Suspension /Student Released to Parent/Report to Local Police/Readmissions Conference upon Returning	Materials Confiscated/ Three Day Out-of-School Suspension /Referral to Counselor/Social Worker/Student Released to Parent/Formal Building Conference/Behavior Contract/Report to Local Police/Readmissions Conference upon Returning	Materials Confiscated/ Five Days Out-of-School Suspension /Board Hearing with possible Expulsion /Report to Local Police	-	Y	Y	Dean of Students/Head of Security/ Assistant Principal
(11B) Under the Influence of Drugs, Alcohol, Illegal Substances, including tobacco products and prescription drugs, or their look-a-likes	Examination/ Suspension for the remainder of the school day /Student Released to Parent/Referral to Counselor or Social Worker/Outside Counseling Recommendations/Readmissions Conference upon Returning	Examination/Student Released to Parent/ Three Day Out-of-School Suspension /Referral to Behavior Committee, Counselor, or Social Worker/Outside Counseling Recommendations/ Behavior Contract/Readmissions Conference upon Returning	Examination/Student Release to Parent/ Five Days Out-of-School Suspension /Outside Counseling Recommendations/ Referral to Behavior Committee/Behavior Contract/Readmissions Conference upon Returning	Any further occurrence will result in discretionary administrative action up to and including expulsion	Y	Y	Dean of Students/Head of Security/ Assistant Principal
(15) False Fire of Emergency Alarm	Any occurrence will result in discretionary administrative action up to and including expulsion and police involvement					Y	Dean of Students/Head of Security/Assistant Principal
(25) Physical Contact/Threat Toward School Employee	Ten Day Out-of-School Suspension /Formal Building Conference	-	-	Any further occurrence will result in discretionary administrative action up to and including expulsion	Y	Y	Dean of Students/Head of Security/ Assistant Principal
(30B) Theft / Larceny	Any occurrence will result in discretionary administrative action up to and including expulsion and police involvement					Y	Dean of Students/Head of

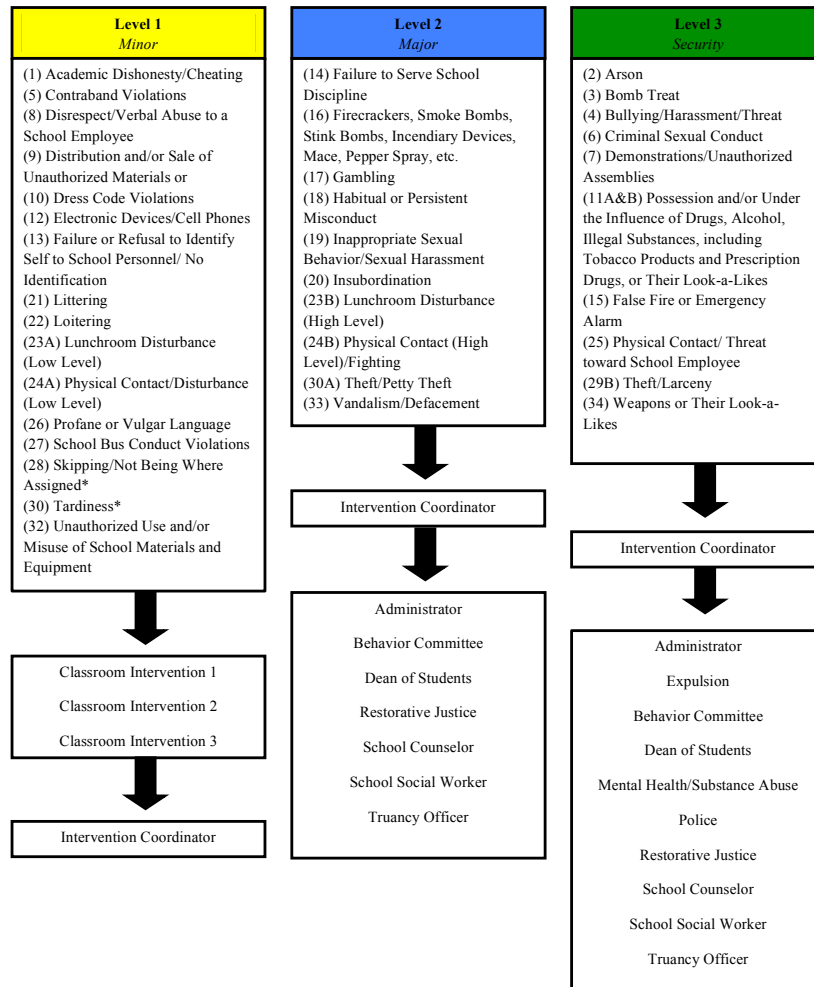
Infraction	1st Occurrence	2nd Occurrence	3rd Occurrence	Further Occurrence(s)	Out-of-School Suspension	Expulsion	Person(s) Responsible	
							Security/ Assistant Principal	
(35) Weapons or Their Look-a-Likes	Any occurrence will result in discretionary administrative action up to and including expulsion and police involvement						Y	Dean of Students/Head of Security/ Assistant Principal

III. Referral Process

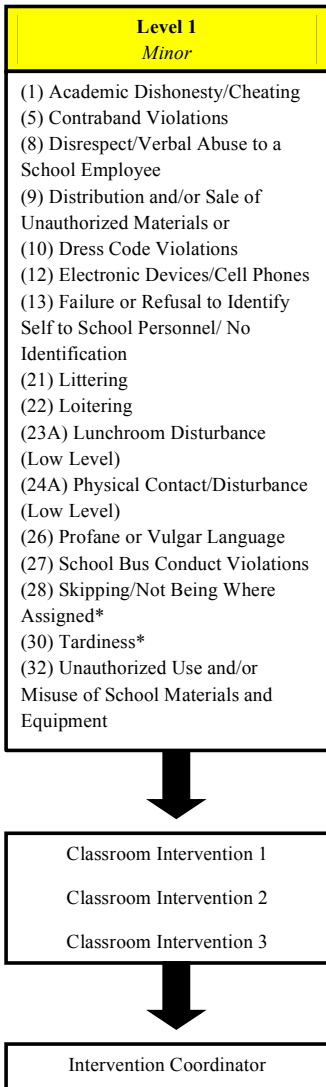
Discipline Referrals are broken down into 3 difference levels. *Level 1 Infractions* are minor infractions, *Level 2 Infractions* are major infractions, and *Level 3 Infractions* are security infractions. All discipline referrals are channeled through the Intervention Coordinator. The Intervention Coordinator determines who handles the referral based on the incident, referral type, number of occurrences, etc.



River Rouge School District
Referral Process



IV. Level 1 Infractions



Level 1 Infractions typically occur in the classroom and are managed by classroom teachers. These infractions **do not** result in a suspension or expulsion, but could become a Level 2 Infraction if they are habitual and persistent. Classroom rules and expectations should be outlined in the beginning of the school year and reviewed periodically. It is beneficial to have weekly student check-ins, where classroom behavior is addressed. This allows staff to set expectations for the classroom and authority over rules.

Teachers **must** document all interventions in MiSTAR before sending referral to Intervention Coordinator. Intervention Coordinator is typically responsible for administering intervention after referral is received, but can refer out if appropriate.

A. Level 1 Interventions

Level 1 Interventions are used to handle behavior that has occurred in the classroom. It is important to explain the classroom rules any time a student is in violation of the code of conduct and that everyone in the district is using the same language. Classroom based interventions can be used by all staff members as a way to manage behavior without removing the student. Whoever administers the classroom intervention is responsible for follow up and recording the intervention (See Documentation). It is up to all staff members to not only report code of conduct violations, but to investigate reasons for behavior and implement classroom interventions to deter behavior and encourage positive relationships. Below are several strategies to help deter behavior.

Verbal Warning – a verbal warning is a direct statement made about the infraction and consequences if the behavior continues. Example “It appears that you are in violation of the school code of conduct for [insert violation]. If this occurs again, the consequence will be [insert consequence]. It will be documented that a verbal warning was given. Do you have any questions?”

Written Warning – a written warning is a direct statement written about the infraction and consequences if the behavior continues. Student must sign and a date written warning to verify it was received. Example: “[Student name] was found to be in violation of [insert violation] on [date]. If this occurs again, the consequence will be [insert consequence]. It will be documented that a written warning was given. [Student name] was given the opportunity to ask questions prior to written warning.”

Assignment/Essay – assignments or essays can be given as an intervention to deter a specific behavior in the classroom. Example: A student violates the code of conduct by using vulgar language. Staff can assign the student an essay on vulgar language and how it affects the classroom environment.

Item(s) Confiscated – items confiscated can be used when a student is in violation of any contraband that disrupts the professional learning environment. This includes items such as: food, beverages, and headphones. Staff can hold items until the end of class, school day, or as needed. If staff is uncomfortable being in possession of student’s personal belongings, they can drop off items to security office. Example: A student has food in the classroom. The staff member explains the rules and confiscates the item. The student is then responsible to retrieve the item when the staff member deems it appropriate. Staff is to remind students that they are not to interrupt instruction to retrieve items.

Loss of Privileges – loss of privileges is removing a student’s privilege to partake in an activity or event due to misconduct. This is typically a classroom privilege revoked, but could include activities outside of the classroom (i.e. field trip), with administrator approval. Example: A Student is in violation of having food in the classroom. Staff does not allow student to participate in upcoming class celebration due to infraction.

Detained – detaining a student involves removing the student from the classroom or having the student sit away from other students. Detainment is only to be used if the student’s behavior is uncontrollable and he/she is a disruption to the learning environment. If a student is detained, prior permission has to be granted and the student always has to be supervised by a district employee. Detainment should be brief and typically is used in conjunction with another intervention. Example: A student is showing signs of possibly becoming aggressive. Staff can remove the student from the classroom and send him/her to a designated support staff member in the building to calm down after receiving permission.

Parent/Guardian Contact – parent contact is any efforts to involve parents in student behavior. This can include, phone contact, email, or in person. Parent contact is encouraged and can be used for both negative and positive behavior in the classroom. Example: A student violates the code of conduct in the classroom and a parent is called. “Hello, how are you doing today? Your child has shown signs of improvement in behavior. However, he/she violated our classroom rule, [insert infraction]. Because of this, I wanted to contact you and let you know he/she will be receiving [insert consequence]. I think if we both support [insert student name] in his/her effort to improve behavior, I am hopeful this will not happen again. Thank you for your support and if you need anything from us, please do not hesitate to contact me at [insert contact information].

Service Project – service projects are projects assigned to students to help them reflect on what they did. Service projects are a great way to involve student in positive activities and build relationships without administering a punishment. Service projects typically occur in the classroom, but can be assigned around the school with prior approval. Example: A student litters in the classroom. Staff has student stay after school and clean up the classroom together. Staff who assigns the service project is responsible for monitoring and following through on intervention.

Referral – referrals are any recommendation to another staff member or program. Referrals can include, but are not limited to; School Counselor, School Social Worker, Restorative Justice, Principal, Truancy Officer, Behavior Committee, etc. Each referral source may have a different way of receiving referrals and it is staff’s responsibility to follow up with referrals. Example: A student is consistently tardy to class and often asks to leave the room. Staff can refer student to truancy if attempts to engage student in learning are not successful.

Parent Conference – parent conference is a more formal approach to parent contact. Parent Conferences are typically offered after several interventions have been utilized to promote positive behavior. Parent Conferences are most successful when student and other positive supports are involved. Any staff member can initiate a parent conference or can request a parent conference form School Counselor, School Social Worker, Dean of Students, or principal. Example: A student continuously disobeys code of conduct and staff has made several attempts to engage student through classroom interventions. Staff has parent and student meet after school to discuss behavior and expectations. At this time, staff can draft a classroom contract or agreement that documents expectations and consequences. (Please see sample Classroom Agreement under Forms).

Other – other opportunities are available as ways to engage students and deter negative behavior. Each student is different and may need alternative interventions to the ones listed above. Example: A student is very fidgety and easy distracted in class. Staff allows student to remove self from classroom to get a drink of water with the expectation he/she will be ready to learn when returning. These interventions can be beneficial when identifying differentiated learning styles. However, they work best when contracts have been discussed prior and student is aware of intervention.

Remember: All interventions must be documented in MiSTAR under *Student Visits*

B. Level 1 Documentation

Level 1 Infractions are to be documented in MiStar: Student Visits

Level 1 Minor
(1) Academic Dishonesty/Cheating
(5) Contraband Violations
(8) Disrespect/Verbal Abuse to a School Employee
(9) Distribution and/or Sale of Unauthorized Materials or
(10) Dress Code Violations
(12) Electronic Devices/Cell Phones
(13) Failure or Refusal to Identify Self to School Personnel/ No Identification
(21) Littering
(22) Loitering
(23A) Lunchroom Disturbance (Low Level)
(24A) Physical Contact/Disturbance (Low Level)
(26) Profane or Vulgar Language
(27) School Bus Conduct Violations
(28) Skipping/Not Being Where Assigned*
(30) Tardiness*
(32) Unauthorized Use and/or Misuse of School Materials and Equipment

STEP 1: Click "Add"

STEP 2: Put Infraction in "Visit Type"

STEP 3: You MUST click "Is Shared"

STEP 4: Put Intervention in Note Box

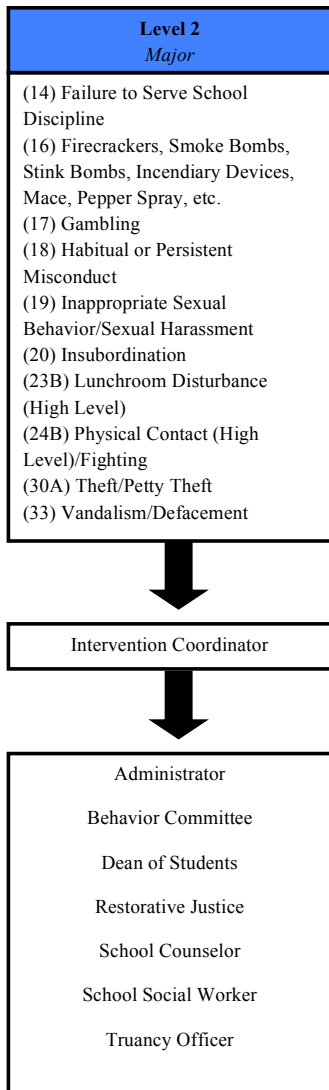
Final Screen Shot

The following are **Mandatory** to Enter in MiSTAR:

1. Visit Date
2. Visit Type
3. Begin Time
4. Is Shared
5. Notes



V. Level 2 Infractions



Level 2 Infractions can occur inside or outside of the classroom and typically managed by a support staff member. These infractions can result in suspension, but not expulsion. Suspensions are used sparingly and support staff should try different methods to intervene before resorting to any exclusionary practices. It is important for classroom teachers along with support staff to monitor behavior after interventions have been put in place. *Level 2 Infractions* are also funneled through by the Intervention Coordinator. The Intervention Coordinator is responsible to determine what support staff is appropriate to handle the referral.

A. Level 2 & 3 Interventions

Level 2 & 3 Interventions typically occur outside of the classroom and are used by Intervention Coordinator, Dean of Students, and Administration. It is important to explain the school rules any time a student is in violation of the code of conduct and that everyone in the district is using the same language. Out of class interventions can be administered as a way to manage behavior after the student has been removed from the classroom or when an incident occurs outside of class. All Level 2 & 3 behavior referrals should be filtered by the Intervention Coordinator and distributed appropriately, unless the referral is in immediate need of assistance. If the referral is an emergency, please refer to the Crisis Management Team Manual and/or the Emergency Response Manual. Whoever handles the behavior referral is responsible for follow up and recording the intervention. It is up to all staff members to not only report code of conduct violations, but to investigate reasons for behavior and implement appropriate interventions to deter behavior and encourage positive relationships. Below are several interventions to intervene for level 2 and 3 infractions.

Assignment/Service Project – assignment or service project can be administrated to students in lieu of typical consequence or suspension that help to restore harm done. Example: A group of students engage in a food fight during lunch. Dean of Students can assign students to clean the lunchroom for a week.

Detained/Detention – detained or detention can be used when the student has violated the code of conduct and is a disruption to the learning environment. Any interventions that remove students from instruction are highly discouraged and only to be used when absolutely necessary. Detainment and detention should be brief and typically are used in conjunction with another intervention. Example: A student becomes confrontational with staff and body language appears aggressive. Dean of Students can detain student for class period until student calms down. Dean of Student than can implement another intervention, such as referral to Restorative Justice.

Parent/Guardian Contact – parent contact is any efforts to involve parents in student behavior. This can include, phone contact, email, or in person. Parent contact is expected when handling any out of classroom behavior. Example: A student violates the code of conduct and a parent is called. “Hello, how are you doing today? Your child has shown signs of improvement in behavior. However, he/she violated our school rule, [insert infraction]. Because of this, I wanted to contact you and let you know he/she will be receiving [insert consequence]. I think if we both support [insert student name] in his/her effort to improve behavior, I am hopeful this will not happen again. Thank you for your support and if you need anything from us, please do not hesitate to contact me at [insert contact information].

Restorative Justice Circle – restorative justice circle is when a student violates the code of conduct and a restorative justice student member along with the Intervention Coordinator facilitates a peer-peer meeting or peer-staff meeting to restore the harm done. Student typically faces additional consequences outlined in the restorative justice agreement. Example: Student is in violation of disrespect towards a school employee. Student participates in a restorative justice circle with school employee to

Restorative Justice Conference– restorative justice conference is when a student violates the code of conduct and a conference is held after assigned suspension days are completed. Suspension days can be reduced if a student is willing to participate in a restorative justice conference. Student has to be willing to admit responsibility and serve additional consequences outlined in restorative justice agreement. Intervention Coordinator facilitates a peer-peer meeting or peer-staff meeting to restore the harm done. Example: Student is in violation of petty theft for the second occurrence. Student’s out of school suspension days are reduced to one and student participates in restorative justice conference with victim upon returning to school.

Saturday School – Saturday School is when a student is assigned to attend school on a Saturday. Saturday School program is facilitated by the 180 program. Student is responsible to continue to go Saturday School until 180 program staff releases student of discipline obligation.

Parent Conference – parent conference is a more formal approach to parent contact. Parent Conferences are typically offered after several interventions have been utilized to promote positive behavior. Parent Conferences are most successful when student and other positive supports are involved. Any staff member can initiate a parent conference or can request a parent conference form School Counselor, School Social Worker, Dean of Students, or principal. Example: A student continuously disobeys code of conduct and staff has made several attempts to engage student through classroom interventions. Staff has parent and student meet after school to discuss behavior and expectations. At this time, staff can draft a classroom contract or agreement that documents expectations and consequences.

In-Class Only – in-class only is when a student is not suspended; however, he/she is only allowed to participate in class. Student is unable to attend any activity or event before, during, or after school. Example: Student is in violation of physical contact towards another student. Student is allowed to attend classes, but is monitored very closely and not able to participate in sports, school activities, and eats lunch with teacher.

Bus Privileges Removed – bus privileges removed is when a student is banned from taking the bus for an extended amount of time. Student can be banned for a period of time or for the remainder of the school year. This intervention is handled by the transportation liaison. Example: Student has repeatedly failed to follow the school bus rules. Student was referred to the transportation liaison and bus privileges were removed for the remainder of the school year.

Restitution/Fined – restitution/fined is when a student is responsible to pay or fix damaged or stolen property. Example: Student breaks a school computer due to rowdy behavior. Student is fined the cost of the damages. This intervention is normally administered in conjunction with another.

In-School Suspension – in-school suspension is used when a student needs to be removed from a classroom or classrooms for an extended period of time. Example: Student is continuously disruptive in class. Dean of Students gives student 3 days of in-school suspension for behavior.

Out-of-School Suspension – out-of-school suspension is when a student is suspended from coming to school for an extended period of time because the student has been deemed unsafe or a danger to self or others. Out-of-school suspension should be used sparingly and in conjunction with other interventions to address behavior. Example: Student displays aggressive behavior towards school employee. Student is suspended for 10 days and required to have a psychological evaluation and formal building conference prior to being readmitted back into school.

Home Visit – home visits are typically used when attempts to contact parent/guardian have been unsuccessful or when student has been truant from school. Home visits are usually facilitated by the Truancy Officer and School Social Worker. Example: Student has been truant from school for 5 consecutive days. Truancy Officer and School Social Worker conduct home visit to investigate student's attendance.

Police Contact – police contact is made when a situation is outside of the school's jurisdiction and legal involvement is necessary. Example: Student is in possession of an illegal substance. Police contact is made to investigate the situation.

Alternative Classroom – Alternative Classroom referral is used when a student displays difficulty functioning in the normal classroom setting. Students can be referred to the Alternative Classroom by the Dean of Students, Discipline Committee, and Administrators. Example: Student continuously is referred to discipline for disruptive behavior. Behavior Committee has exhausted all classroom interventions and outside supports to intervene in student conduct. Student is referred to the Alternative Classroom for more intensive services.

Behavior Contract – behavior contract is typically used when a student has ongoing behavioral issues. A behavior contract is the initial step before referring a student to the Behavior Committee for more intensive interventions. Example: Student has habitual and persistent misconduct in the classroom. Dean of Students drafts a behavior contract with student and support staff. Behavior contract is monitored by Dean of Students.

Expulsion – expulsion is typically used as a Level 3 intervention when a student a student is no longer deemed appropriate for River Rouge School District. Severity of offenses or frequency of occurrences typically determine whether or not expulsion is appropriate. All parties **must** document all interventions leading up to expulsion. Example: Student brings a weapon to school and threatens a school employee. Expulsion is recommended by Administrator.

Remember: All interventions must be documents in MiSTAR under *Student Visits*

B. Level 2 Documentation

Level 2 Infractions are Discipline Referrals. Discipline Referrals are to be documented in MiSTAR: Student Visits: Discipline Referral

- Level 2**
Major

 - (14) Failure to Serve School Discipline
 - (16) Firecrackers, Smoke Bombs, Stink Bombs, Incendiary Devices, Mace, Pepper Spray, etc.
 - (17) Gambling
 - (18) Habitual or Persistent Misconduct
 - (19) Inappropriate Sexual Behavior/Sexual Harassment
 - (20) Insubordination
 - (23B) Lunchroom Disturbance (High Level)
 - (24B) Physical Contact (High Level)/Fighting
 - (30A) Theft/Petty Theft
 - (33) Vandalism/Defacement



STEPS:
Follow the same steps as Level 1, except under "Visit Type" you will enter "Discipline Referral"

Visit Date	↑ Visit Type	Faculty	Return Date	Shared	Discipline Referral
03/14/2014	Discipline Referral	Wood, Nicole		Yes	Visit Date: 03/14/2014 Faculty: Wood, Nicole Begin Time: 09:00 AM End Time: 09:30 AM Return Date: Shared: Yes Notes: 4x confiscating phone. Behavior Code: Electronic Device / Cell Phone
03/12/2014	Electronic Device/Cell Phone	Wood, Nicole		Yes	
03/11/2014	Electronic Device/Cell Phone	Wood, Nicole		Yes	
03/10/2014	Electronic Device/Cell Phone	Wood, Nicole		Yes	

Intervention Coordinator

- Administrator
 - Behavior Committee
 - Dean of Students
 - Restorative Justice
 - School Counselor
 - School Social Worker
 - Truancy Officer

Date 03/14/2014 Locate Help Log Out

River Rouge High School - 13/14 RRHS Welcome Nicole Wood

Student Name	Local ID	State ID	Gender	Birth Date	Grade	Track	Status	Advisor	Entry	Exit	
[Redacted Student Information]											

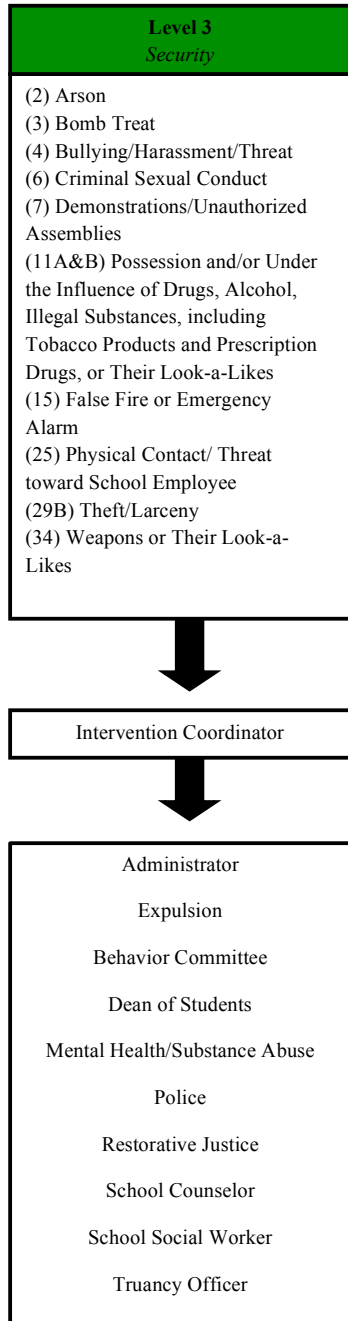
- + Demographics
- + Contacts
- + Enrollment
- + Programs
- + SpecialEd
- + Schedule
- + Attendance
- + Marks
- + Transcript
- + GradReq
- + Requests
- + GPA
- + Assignments
- + Standards
- + Tests
- Behavior**
- + Health
- + Activities
- Print Profile
- Configure Menu

Current Year Behavior				
Date	↑ Incident	Involvement	Action	Penalty
03/14/2014	Electronic Device / Cell Phone	Perpetrator	Parent Conference	

ALL
Administration
Actions will be
documented under
Behavior Incident

← This can be found in MiStar: Student Profile: Behavior

VI. Level 3 Infractions



Level 3 Infractions can occur inside or outside of the classroom and are typically managed by security, administration, and support staff. These infractions typically result in expulsion or intense interventions generally involving outside support.

Level 3 Interventions are also funneled through by the Intervention Coordinator, unless an emergency. Usually a team of support staff are responsible for determining appropriate interventions and actions needed.

Level 3 Interventions

See Level 2 Interventions

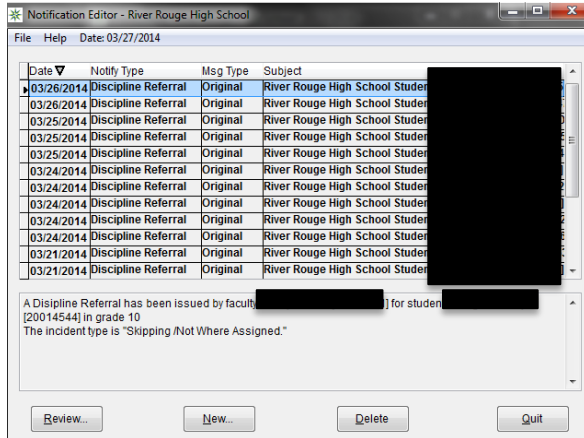
Level 3 Documentation

Level 3 infractions are to be documented in:

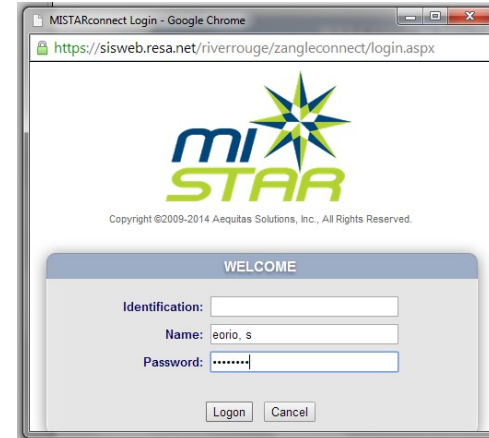
- a. **MiStar: Student Visits: Discipline Referral**
- b. This will send a notification to the Dean of Students.
- c. If an emergency, please call security and have a security guard escort student to Dean of Student's office

VII. Documentation for Administrators

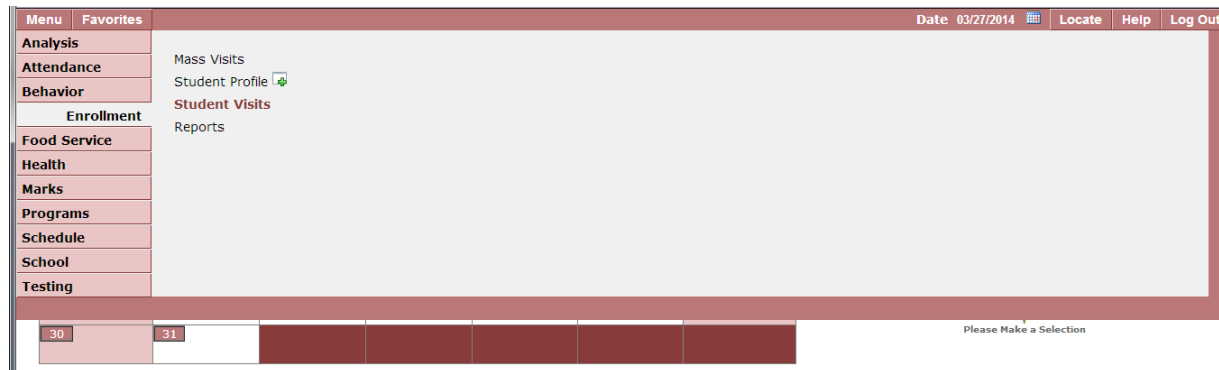
1. After staff enters a **Discipline Referral**, a notification will be sent to Front Office
 - a. Take down the student's name



2. Log into MiSTAR



3. After logging into MiSTAR, go to **Menu: Enrollment: Student Visits**



Student Visits - Google Chrome
 https://sisweb.resa.net/QRiverRouge/StudentVisits

Menu Favorites MassEntry Student Home Date: 03/27/2014 Locate Help Log Out

Student Visits River Rouge High School - 13/14 RRHS Welcome Sonya Eorio

Student Name Local ID State ID Gender Birth Date Grade Track Status Advisor Entry Exit Picture Not Available

Student 295 of 536 Include Inactive

Add Edit Delete

Visit Date	Visit Type	Faculty	Return Date	Shared
03/24/2014	Discipline Referral			Yes
03/24/2014	Discipline Referral			Yes
03/24/2014	Parent Contact			Yes
03/24/2014	Parent Contact			Yes
03/19/2014	Discipline Referral		03/19/2014	Yes
01/16/2014	Intervention B - 2nd Occurrence			Yes
01/10/2014	Intervention A - 1st Occurrence			Yes
12/11/2013	Parent Contact			Yes

Discipline Referral

Visit Date: 03/24/2014
 Faculty: [Redacted]
 Begin Time: 11:00 AM
 End Time:
 Return Date:
 Shared: Yes
 Notes: [Redacted] was on a snapchat website and was showing pornography to other students. It is an adult personal website. He should have been working on his biome and was almost done but decided to show off. He does not usually complete work in class but is capable but choose not to. He begins sometimes but never completes his work. Mr Jackson said to give him 2 day suspension and parent meeting upon return. Mom wants dad involved as she is frustrated.
 Behavior Code: Disruptive Behavior

4. Under **Student Visits**, you will be able to see all classroom infractions, interventions, parent contact, and/or referrals made prior to write-up

5. If staff has not entered in prior interventions for Level 1 Infractions, referral can be sent back with an explanation

Student Profile - Google Chrome
 https://sisweb.resa.net/QRiverRouge/StudentProfile

Menu Favorites MassEntry Student Home Date: 03/27/2014 Locate Help Log Out

Student Profile River Rouge High School - 13/14 RRHS Welcome Sonya Eorio

Student 203 of 536 Include Inactive

Schedule	Attendance	Assignments	Behavior	Marks	Demographics	Contacts	Programs	SpecialEd	Transcript	GradReq	Requests	GPA	Standards	Tests	Health	Activities	Enrollment	
3/14/2014	3/14/2014	3/14/2014	3/14/2014	3/14/2014	3/14/2014	3/14/2014	3/13/2014	3/13/2014	3/13/2014	3/13/2014	3/13/2014	3/13/2014	3/13/2014	3/13/2014				
1	2	3	4	5	6	7	1	2	3	4	5	6	7	8				
Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Absent	Absent	Absent					
00714-21 History	00131-54 English	08201-4 Math	08202-4 Math Lab	02201-3 Tv Prod 1	00077-4 AIMS-BLL Writing	08302-27 Science	00018-5 Seminar 2	00714-21 History	00131-54 English	08201-4 Math	08202-4 Math Lab	02201-3 Tv Prod 1	00077-4 AIMS-BLL Writing	08302-27 Science	00018-5 Seminar 2			
Shinn, B	Mathis, A	Hernandez, R	Hernandez, R	Smith, L	Henderson, D	McDiarmid, M	Hernandez, R	Shinn, B	Mathis, A	Hernandez, R	Hernandez, R	Smith, L	Henderson, D	McDiarmid, M	Hernandez, R			

Behavior Show All

Date	Incident	Current Year Behavior Involvement	Action	Penalty
03/21/2014	Inappropriate Sexual Beh/Harrass	Perpetrator	Out of School Suspension	Out of School Suspension

SpecialEd

Program	Entry Date	Exit Date	Instructional Setting
Special Education	02/10/2014		11-Inside GenEd > 79%
Special Education	02/13/2013	02/06/2014	11-Inside GenEd > 79%
Special Education	01/31/2013	02/12/2013	11-Inside GenEd > 79%
Special Education	05/08/2008	09/03/2008	12-Inside GenEd 40%-79%
Special Education	04/10/2008	05/07/2008	11-Inside GenEd > 79%

6. After reviewing classroom interventions, check student records under **Menu: Student Profile** to see attendance, grades, behavior, and special education.

(14) Failure to Serve School Discipline	Discipline advance to next consequence under initial infraction/must serve initial discipline							Dean of Discipline
(16) Firecrackers, Smoke Bombs, Stink Bombs, Secondary Devices, Mace, Pepper Spray, etc.	Item Confiscated/Detention (Lunch)/Parent Contact	Item Confiscated/Parent Conference/Detention (Lunch)	Item Confiscated/One Day Out-of-School Suspension/Parent Conference	Two Day Out-of-School Suspension/Formal Building Conference/Behavior Contract/Referral to Outside Counseling Services	Y	N		Dean of Discipline
(17) Gambling	Material/Money Confiscated, Detention (Lunch)/Parent Contact	Material/Money Confiscated/Detention (Lunch)/Parent Conference	Material/Money Confiscated/One Day Out-of-School Suspension/Parent Conference	Two Day Out-of-School Suspension/Formal Building Conference/Behavior Contract/Referral to Outside Counseling Services	Y	N		Dean of Discipline
(18) Habitual or Persistent Misconduct	Increased severity of consequences per occurrence, referral to Behavior Committee, board hearing, criminal charges if applicable						NA	Dean of Discipline
(19) Inappropriate Sexual Behavior/Sexual Harassment	Referral to Conflict Mediation, Counselor, or School Social Worker/Parent Conference	One Day Out-of-School Suspension/Referral to Counselor or School Social Worker	Three Day Out-of-School Suspension/Referral to Behavior Committee/Formal Building Conference/Behavior Contract	Ten Day Out-of-School Suspension/Board Hearing if applicable	Y	N		Dean of Discipline
(20) Insubordination	Detention (Lunch)/Parent Contact	Detention (Lunch)/Parent Conference	One Day Out-of-School Suspension, Referral to Behavior Committee/Formal Building Conference/Behavior Contract	Refer to (18) Habitual or Persistent Misconduct	Y	N		Dean of Discipline
(23B) Lunchroom Disturbance (high level)	Clean up if applicable/Detention (Lunch)/Parent Contact	Clean up if applicable/Detention (Lunch)/Parent Conference	One Day Out-of-School Suspension, Referral to Behavior Committee/Formal Building Conference/Behavior Contract	Refer to (18) Habitual or Persistent Misconduct	Y	N		Dean of Discipline
(24) Physical Contact (high level) / Fighting	Three Day Out-of-School Suspension/Formal Building Conference	Five Day Out-of-School Suspension/Formal Building Conference	Ten Day Out-of-School Suspension/Formal Building Conference	Long-Term Suspension/Board Hearing	Y	N		Dean of Discipline
(26A) Theft / Petty Theft	One Day Out-of-School Suspension/Parent Contact/Restorative Justice, Counselor, or SSW/Restoration	Two Day Out-of-School Suspension/Parent Conference/Referral to Restorative Justice, Counselor, or SSW/Restoration	Restitution/Referral to Behavior Committee/Formal Building Conference/Behavior Contract	Refer to (18) Habitual or Persistent Misconduct	Y	N		Dean of Discipline
(24) Vandalism/Damage	Parent Contact/Community Service Project/Student or Parent Responsible for Damages/Exceed \$100	Detention (Lunch)/Community Service Project/Student or Parent Responsible for Damages	One Day Out-of-School Suspension/Formal Building Conference/Behavior Contract/Community Service Project/Student or Parent Responsible for Damages	Refer to (18) Habitual or Persistent Misconduct	Y	N		Dean of Discipline
(2) Arson	Any occurrence will result in discretionary administrative action up to and including expulsion and police involvement						Y	Head of Security
(3) Bomb Threat	Any occurrence will result in discretionary administrative action up to and including expulsion and police involvement						Y	Head of Security

7. After reviewing student profile and interviewing the student, refer to **Code of Conduct** to make decision on Administrative action

Edit Incident - 03/24/2014 Dis [redacted]

Incident / Involvement | MSDS Involvement | Penalty / Policy | MSDS Penalty

Incident Type: Disruptive Behavior | Date: 03/24/2014 | Select Existing Incident | Modify Incident

Reported By: [redacted] | No Other Participants | All Participants

Location: [redacted] | Notes: [redacted] a snapchat website and was showing pornography to other students. It is an adult personal website. He should [redacted]

Reference: [redacted] | Last Changed By: * [redacted] At 03/24/2014 12:35:00 PM

Involvement: Perpetrator [redacted] | Alert: [] | Notification: Who: [redacted] | When: [] | How: []

Action: [redacted] | Referred To: Assignment/Service Project, Detained/Detention, Parent/Guardian Contact, Restorative Justice Circle, Restorative Justice Conference, Saturday School, Parent Conference, In-Class Only, Bus Privileges Revoked, Restitution/Fine, In School Suspension, Out of School Suspension, Home Visit, Police Contact, Alternative Classroom

Penalties: [redacted] | Associated Policy: [redacted]

Cancel

8. Go back to Front Office and enter **Behavior Infraction**

VIII. Discipline Referral Form

The Discipline Referral Form should **only** be used in emergencies or by substitute teachers. You must use MiSTAR to document all interventions and referrals.

In the event that a teacher uses the Discipline Referral Form, they still **must** document the interventions and/or referral in MiSTAR.



River Rouge School District
Discipline Referral Form

Student Name: _____
Staff: _____

Date of Referral: _____
Time of Incident: _____

Reason for Referral (please circle)

Level 1	Level 2	Level 3
(1) Academic Dishonesty/Cheating (5) Contraband Violations (8) Disrespect/Verbal Abuse to a School Employee (9) Distribution and/or Sale of Unauthorized Materials or Substances (10) Dress Code Violations (12) Electronic Devices/Cell Phones (13) Failure or Refusal to Identify Self to School Personnel/ No Identification (21) Littering (22) Loitering (23A) Lunchroom Disturbance (Low Level) (24A) Physical Contact/Disturbance (Low Level) (26) Profane or Vulgar Language (27) School Bus Conduct Violations (28) Skipping School/ Not Being Where Assigned* (30) Tardiness* (32) Unauthorized Use and/or Misuse of School Materials and Equipment	(14) Failure to Serve School Discipline (16) Firecrackers, Smoke Bombs, Stink Bombs, Incendiary Devices, Mace, Pepper Spray, etc. (17) Gambling (18) Habitual or Persistent Misconduct (19) Inappropriate Sexual Behavior/ Sexual Harassment (20) Insubordination (23B) Lunchroom Disturbance (High Level) (24B) Physical Conduct (High Level)/ Fighting (29A) Theft/Petty (33) Vandalism/Defacement	(2) Arson (3) Bomb Treat (4) Bullying/Harassment/Treats (6) Criminal Sexual Conduct (7) Demonstrations/Unauthorized Assemblies (11A) Possession of Drugs, Alcohol, Illegal Substances, including Tobacco Products and Prescription Drugs, or Their Look-a-Likes (11B) Under the Influence of Drugs, Alcohol, Illegal Substances, including Tobacco Products and Prescription Drugs, or Their Look-a-Likes (15) False Fire or Emergency Alarm (25) Physical Contact/ Threat toward School Employee (29B) Theft/Larceny (34) Weapons or Their Look-a-Likes

Brief description of incident

Class-Based Intervention(s)

- Verbal Warning
- Written Warning
- Assignment/Essay
- Item(s) Confiscated
- Loss of Privileges
- Detained
- Parent Contact
- Service Project
- Referral: _____
- School Social Worker
- School Counselor
- Parent Conference
- Other: _____

** Referrals are to be dropped off to the Truancy Office. All other discipline referrals are to be dropped off to the Intervention Coordinator.*

If a student is sent to the office without the proper documentation, he/she will be sent back to class.

Office Use Only			
Intervention(s)			
<input type="checkbox"/> Assignment / Service Project	<input type="checkbox"/> Saturday School	<input type="checkbox"/> In-School Suspension _____	<input type="checkbox"/> Behavior Contract
<input type="checkbox"/> Detained/Detention	<input type="checkbox"/> Parent Conference	<input type="checkbox"/> Out-of-School Suspension _____	<input type="checkbox"/> Expulsion
<input type="checkbox"/> Parent/Guardian Contact	<input type="checkbox"/> In-Class Only	<input type="checkbox"/> Home Visit	<input type="checkbox"/> Referral (Check Below)
<input type="checkbox"/> Restorative Justice Circle	<input type="checkbox"/> Bus Privileges Removed	<input type="checkbox"/> Police Contact	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Restorative Justice Conference	<input type="checkbox"/> Restitution/Fined \$ _____	<input type="checkbox"/> Alternative Classroom	
Referral(s)			
<input type="checkbox"/> 180 Program	<input type="checkbox"/> Child Study Team	<input type="checkbox"/> Mental Health Services	<input type="checkbox"/> School Counselor
<input type="checkbox"/> Administrator	<input type="checkbox"/> Dean of Discipline	<input type="checkbox"/> Restorative Justice	<input type="checkbox"/> School Social Worker
<input type="checkbox"/> After School Program	<input type="checkbox"/> Discipline Committee	<input type="checkbox"/> Head of Security	<input type="checkbox"/> Truancy/Attendance Officer*
Date Entered in MiStar: _____		Staff Initials: _____	

IV. Student Intervention Planning

Student intervention planning is used when a student is identified as being at-risk for the following reasons: academic, social/emotional, behavioral, and/or truancy. Student intervention planning is lead by the Behavior Committee and students can be referred by teachers, support staff, parents, administrators, etc. However, most referrals will come from Intervention Coordinator and Dean of Students from behavior referrals. Once a referral is accepted by the Behavior Committee, a person on the team is appointed as the Case Manager. This person is responsible for monitoring student's process, following up with interventions/services recommended, and contacting parent(s)/guardian(s). Along with this form, the Behavior Committee will generate student files with attendance reports, grades, transcripts, Student Visit logs, discipline referrals, and behavior reports. This is the initial phase in case conferencing to determine student need. If student intervention planning is unsuccessful, the Behavior Committee may need to address other intervention services such as Child Study Team or alternative education placement.



River Rouge School District
Student Intervention Planning Form

Student Name: _____
Staff/Case Manager: _____

Date of Referral: _____

AREA(S) OF CONCERN	
Academic Concerns <input type="checkbox"/> Decline in Quality of Work <input type="checkbox"/> Failing/Risk of Drop Out <input type="checkbox"/> Lack of Participation <input type="checkbox"/> Struggles with Work Social/Emotional Concerns <input type="checkbox"/> Displays of Outburst/Unstable Mood <input type="checkbox"/> Obscene Language/Gestures <input type="checkbox"/> Poor Peer/Staff Relations <input type="checkbox"/> Social Skills Concern	Behavioral Concerns <input type="checkbox"/> Defiant towards Authority <input type="checkbox"/> Disruptive Behavior <input type="checkbox"/> Frequent Behavior Infractions <input type="checkbox"/> Verbal/Physical Aggression <input type="checkbox"/> Withdrawn Behaviors Truancy Concerns <input type="checkbox"/> Excessive Tardiness <input type="checkbox"/> Skipping Class <input type="checkbox"/> Inconsistent Attendance

- PREVIOUS INTERVENTION(S)**
- | | | | |
|--|---|---|---|
| <input type="checkbox"/> 180 Program | <input type="checkbox"/> Functional Behavioral Assessment | <input type="checkbox"/> Parent Escort in School | <input type="checkbox"/> Referral to Truancy Officer |
| <input type="checkbox"/> 504 Plan | <input type="checkbox"/> Individual Counseling | <input type="checkbox"/> Parent Contact | <input type="checkbox"/> Referral to School Social Worker |
| <input type="checkbox"/> Alternative Classroom | <input type="checkbox"/> In-School Suspension | <input type="checkbox"/> Police Involvement | <input type="checkbox"/> Restorative Justice |
| <input type="checkbox"/> Behavior Contracts | <input type="checkbox"/> Medical Evaluation | <input type="checkbox"/> Positive Reinforcement | <input type="checkbox"/> Saturday School |
| <input type="checkbox"/> Behavior Referral(s) | <input type="checkbox"/> Mental Health Services | <input type="checkbox"/> Tutoring | <input type="checkbox"/> Special Education Services |
| <input type="checkbox"/> Child-Study Team | <input type="checkbox"/> Out-of-School Suspension | <input type="checkbox"/> Referral to Counselor | <input type="checkbox"/> Substance Abuse Assessment |
| <input type="checkbox"/> Detention/Detained | <input type="checkbox"/> Parent Conference(s) | <input type="checkbox"/> Referral to Psychologist | <input type="checkbox"/> Other: _____ |

Other area(s) to consider: _____

INDIVIDUALIZED STUDENT PLANNING

TYPE/INTERVENTION	PROVIDER CONTACT	MONITORING SCHEDULE	BEGIN DATE	END DATE

Student, Parent/Guardian, & Staff: Your signature below indicates that you understand your responsibilities and commit to fulfilling your role in the interventions that have been outlined in this document to address academic, social/emotional, and behavioral needs.

_____ Student Signature	_____ Parent/Guardian Signature	_____ Staff Signature
_____ Date	_____ Date	_____ Date

X. Restorative Justice Referral Process

Students can be referred to Restorative Justice for peer-to-peer conflict, peer-to-staff conflict, behavioral concerns, and behavior referrals. Restorative Justice can be a preventive or post-disciplinary action. There are 3 different levels of Restorative Justice practices.

Tier 1/Restorative Justice Interventions are typically used when a student or staff member refers a student to restorative justice for preventive reasons. Intervention Coordinator can use Tier 1 Interventions along with restorative justice practices to address behavior. For example, a teacher notices that a student is skipping his/her class and thinks it is because of a negative relationship the student has with another student in the classroom. The Intervention Coordinator can pull the student out to discuss concerns and put in place interventions to help support the student. The Intervention Coordinator would also work with the student on conflict resolution, which may or may not include the other student.

Tier 2/Restorative Justice Interventions are typically used when a staff member has submitted a behavior referral. The Intervention Coordinator can facilitate Restorative Justice Tier 2 Interventions when a student has a behavior referral and restorative justice is used in lieu of suspension. This is typically when a student participates in a restorative justice circle, but could include additional consequences outlined in the circle agreement. For example, student participates in restorative justice circle after being disrespectful to teacher. Per agreement, student has to stay after school and help teacher clean room until teacher believes student has restored harm done.

Tier 3/Restorative Justice Interventions are typically used when a staff member has submitted a behavioral referral. Intervention Coordinator can facilitate Restorative Justice Tier 3 Interventions after the student has been suspended and suspension days can be reduced if student has admitted responsibility and willing to participate. This is typically when a student participates in a restorative justice conference, but could also include additional consequences outlined in the conference agreement. Parents can also be included in conference. For example, student participates in restorative justice conference after being suspended for lunchroom disturbance (high level). Per agreement, student has to clean lunchroom until lunchroom aid believes student has restored the harm done. Staff and students can refer to Restorative Justice by sending the student to the Restorative Justice office, communicating with the Intervention Coordinator through email and/or phone contact, or submitting an online Discipline Referral (see Record Keeping). Intervention Coordinator will document interventions in MiSTAR under Student Visits and/or under Student Behavior.



River Rouge School District Restorative Justice Referral Form

Referred by: _____ Date: _____

Student: _____

Other Person(s) Involved: _____

REFERRAL TYPE			
<input type="checkbox"/> Behavior Referral	<input type="checkbox"/> Student Referral	<input type="checkbox"/> Staff Referral	<input type="checkbox"/> Other: _____

Brief Description of Incident:

Contact Log:

Have the other parties/parents been informed of referral? ___ No ___ Yes Date: _____

Result of initial contact with other parties:
 ___ Participation confirmed
 ___ Denies Participation – Reason: _____

ACCEPTANCE STATUS			
<input type="checkbox"/> Circle Date: _____	<input type="checkbox"/> Conference Date: _____	<input type="checkbox"/> Referral/Other _____ Referred to: _____	<input type="checkbox"/> Referral Rejected _____ Referred to: _____

The agreement made between all parties involved is as follows:

_____ Participant Signature	_____ Participant Signature	_____ Participant Signature
_____ Date	_____ Date	_____ Date

Office Use Only
Date Entered in MiSTAR: _____ Staff Initials: _____

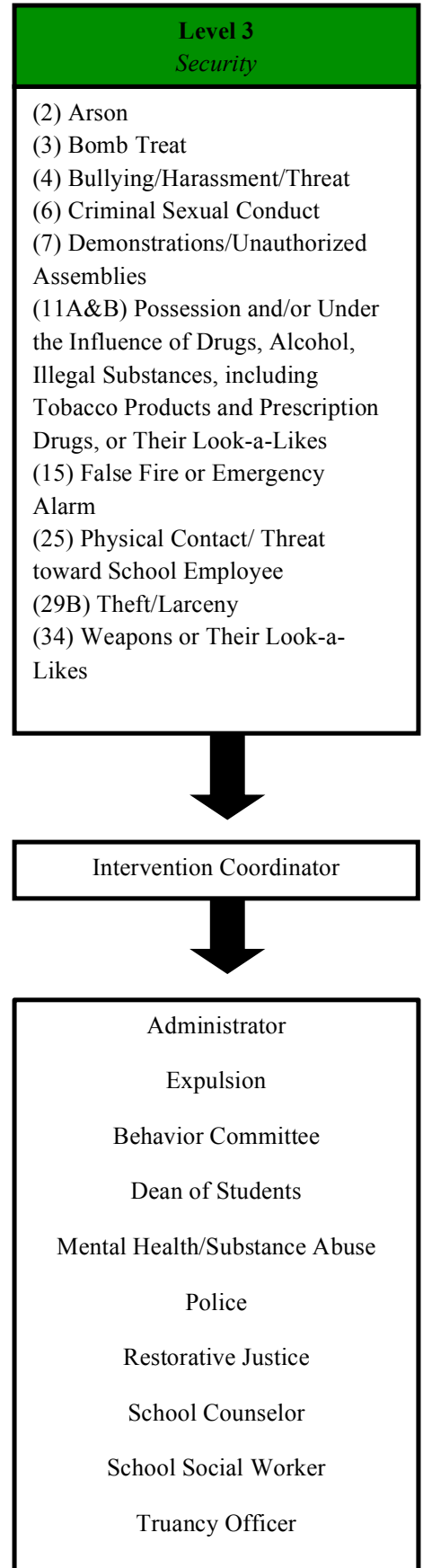
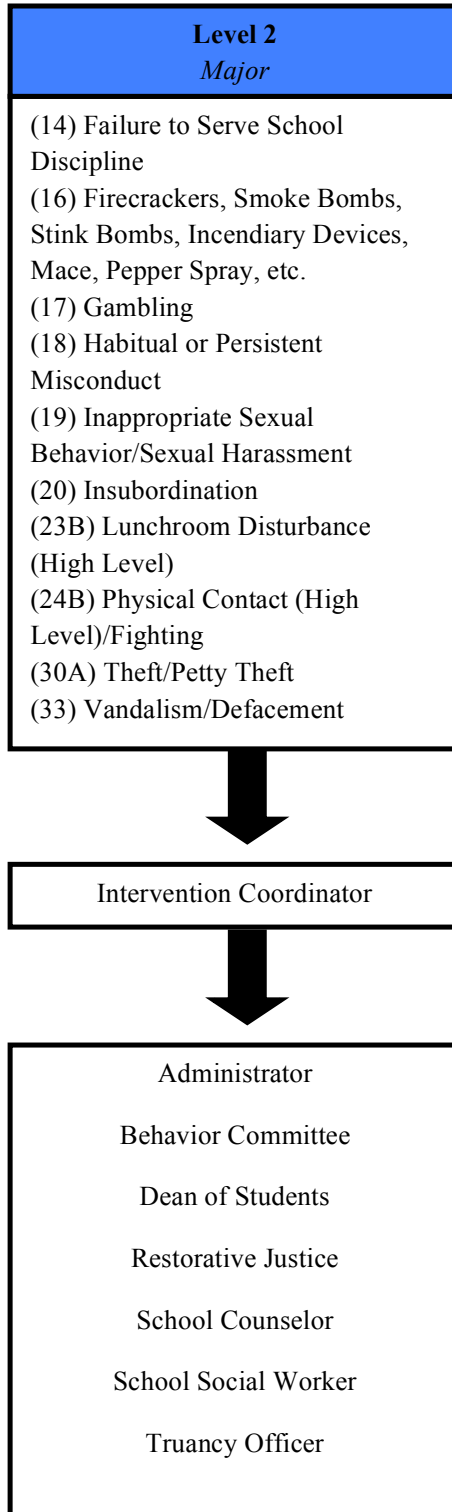
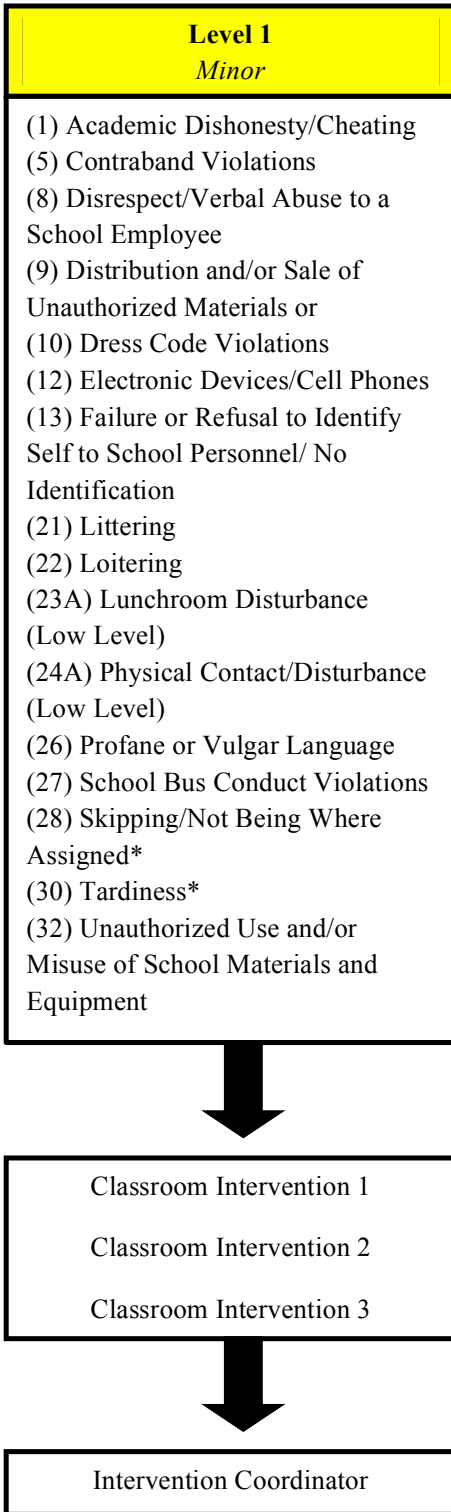
XI. Crisis Management Referral Process

TYPE	DEFINITION	STEP 1	STEP 2	STEP 3	Person(s) Responsible
Reported Abuse or Neglect	Harm or threatened harm to a child's health or welfare by a parent, legal guardian, or any other person responsible for the child's health or welfare, or by a teacher or teacher's aide, which occurs through non-accidental physical or mental injury; sexual abuse; a sexual exploitation; or maltreatment.	Notify School Social Worker and Administrator <i>If School Social Worker is not available, contact any crisis management team member in the building</i>	Report to Child Protect Services and/or Police at 855-444-3911.	Refer to Appropriate Intervention/Services if applicable	ALL STAFF Point Person: School Social Worker
Reported Suicidal Thoughts and/or Behavior	Suicidal thoughts or suicidal ideation is defined as thinking about, considering, and/or planning for suicide. Suicidal behavior is defined as a non-fatal, self-directed, and potentially injurious behavior with any intent to die as a result of the behavior. A suicide attempt may or may not result in injury.	Notify School Social Worker and Administrator <i>If School Social Worker is not available, contact any crisis management team member in the building</i>	Notify Parent/Legal Gaurdain	Refer to Appropriate Intervention/Services	ALL STAFF Point Person: School Social Worker
Reported Physical or Verbal Threats	Physical threats or aggression is defined as any behavior that is meant to intimidate others or when an individual is unable to de-escalate after an altercation. Signs of physical threats include, but are not limited to; tightening fist, pacing back and forth, and refusing to redirect. Verbal threats are defined as any verbal threats where physical harm is threatened to another person or persons. Physical threats and verbal threats can exist dependently from each other.	Notify Security Immediately	Notify School Social Worker <i>If School Social Worker is not available, contact any crisis management team member in the building</i>	Student Escalates - contact parent and refer to appropriate intervention/police Student De-escalates - student is sent back to class after cleared by School Social Worker and Support Staff. Parent contacted if necessary.	ALL STAFF Point Person: Security and School Social Worker
Medical Emergency	A medical emergency is defined as an injury or illness that is acute and poses an immediate risk to a person's life or long-term health. These emergencies typically require assistance from certified personnel.	Clear the area and do not administer medical care (unless certified and directed per administrator)	Notify Security Immediately <i>If School Social Worker is not available, contact any crisis management team member in the building</i>	Refer to Appropriate Intervention/Services <i>If necessary, notify 2nd floor office to clear hallways</i>	ALL STAFF Point Person: Security

See Crisis Management Team Manual for more information



River Rouge School District
Referral Process





River Rouge School District
Discipline Referral Form

Student Name: _____
Staff: _____

Date of Referral: _____
Time of Incident: _____

Reason for Referral (please circle)

Level 1	Level 2	Level 3
(1) Academic Dishonesty/Cheating (5) Contraband Violations (8) Disrespect/Verbal Abuse to a School Employee (9) Distribution and/or Sale of Unauthorized Materials or Substances (10) Dress Code Violations (12) Electronic Devices/Cell Phones (13) Failure or Refusal to Identify Self to School Personnel/ No Identification (21) Littering (22) Loitering (23A) Lunchroom Disturbance (Low Level) (24A) Physical Contact/Disturbance (Low Level) (26) Profane or Vulgar Language (27) School Bus Conduct Violations (28) Skipping School/ Not Being Where Assigned* (30) Tardiness* (32) Unauthorized Use and/or Misuse of School Materials and Equipment	(14) Failure to Serve School Discipline (16) Firecrackers, Smoke Bombs, Stink Bombs, Incendiary Devices, Mace, Pepper Spray, etc. (17) Gambling (18) Habitual or Persistent Misconduct (19) Inappropriate Sexual Behavior/ Sexual Harassment (20) Insubordination (23B) Lunchroom Disturbance (High Level) (24B) Physical Conduct (High Level)/ Fighting (29A) Theft/Petty (33) Vandalism/Defacement	(2) Arson (3) Bomb Treat (4) Bullying/Harassment/Treats (6) Criminal Sexual Conduct (7) Demonstrations/Unauthorized Assemblies (11A) Possession of Drugs, Alcohol, Illegal Substances, including Tobacco Products and Prescription Drugs, or Their Look-a-Likes (11B) Under the Influence of Drugs, Alcohol, Illegal Substances, including Tobacco Products and Prescription Drugs, or Their Look-a-Likes (15) False Fire or Emergency Alarm (25) Physical Contact/ Threat toward School Employee (29B) Theft/Larceny (34) Weapons or Their Look-a-Likes

Brief description of incident

Class-Based Intervention(s)

- | | | | | |
|---|--|--|---|---------------------------------------|
| <input type="checkbox"/> Verbal Warning | <input type="checkbox"/> Item(s) Confiscated | <input type="checkbox"/> Parent Contact | <input type="checkbox"/> School Social Worker | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Written Warning | <input type="checkbox"/> Loss of Privileges | <input type="checkbox"/> Service Project | <input type="checkbox"/> School Counselor | |
| <input type="checkbox"/> Assignment/Essay | <input type="checkbox"/> Detained | <input type="checkbox"/> Referral: _____ | <input type="checkbox"/> Parent Conference | |

** Referrals are to be dropped off to the Truancy Office. All other discipline referrals are to be dropped off to the Intervention Coordinator.*

If a student is sent to the office without the proper documentation, he/she will be sent back to class.

Office Use Only

Intervention(s)

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Assignment / Service Project | <input type="checkbox"/> Saturday School | <input type="checkbox"/> In-School Suspension _____ | <input type="checkbox"/> Behavior Contract |
| <input type="checkbox"/> Detained/Detention | <input type="checkbox"/> Parent Conference | <input type="checkbox"/> Out-of-School Suspension _____ | <input type="checkbox"/> Expulsion |
| <input type="checkbox"/> Parent/Guardian Contact | <input type="checkbox"/> In-Class Only | <input type="checkbox"/> Home Visit | <input type="checkbox"/> Referral (Check Below) |
| <input type="checkbox"/> Restorative Justice Circle | <input type="checkbox"/> Bus Privileges Removed | <input type="checkbox"/> Police Contact | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Restorative Justice Conference | <input type="checkbox"/> Restitution/Fined \$ _____ | <input type="checkbox"/> Alternative Classroom | |

Referral(s)

- | | | | |
|---|---|---|--|
| <input type="checkbox"/> 180 Program | <input type="checkbox"/> Child Study Team | <input type="checkbox"/> Mental Health Services | <input type="checkbox"/> School Counselor |
| <input type="checkbox"/> Administrator | <input type="checkbox"/> Dean of Discipline | <input type="checkbox"/> Restorative Justice | <input type="checkbox"/> School Social Worker |
| <input type="checkbox"/> After School Program | <input type="checkbox"/> Discipline Committee | <input type="checkbox"/> Head of Security | <input type="checkbox"/> Truancy/Attendance Officer* |

Date Entered in MiStar: _____

Staff Initials: _____



River Rouge School District
Student Intervention Planning Form

Student Name: _____
 Staff/Case Manager: _____

Date of Referral: _____

AREA(S) OF CONCERN	
<p>Academic Concerns</p> <input type="checkbox"/> Decline in Quality of Work <input type="checkbox"/> Failing/Risk of Drop Out <input type="checkbox"/> Lack of Participation <input type="checkbox"/> Struggles with Work	<p>Behavioral Concerns</p> <input type="checkbox"/> Defiant towards Authority <input type="checkbox"/> Disruptive Behavior <input type="checkbox"/> Frequent Behavior Infractions <input type="checkbox"/> Verbal/Physical Aggression <input type="checkbox"/> Withdrawn Behaviors
<p>Social/Emotional Concerns</p> <input type="checkbox"/> Displays of Outburst/Unstable Mood <input type="checkbox"/> Obscene Language/Gestures <input type="checkbox"/> Poor Peer/Staff Relations <input type="checkbox"/> Social Skills Concern	<p>Truancy Concerns</p> <input type="checkbox"/> Excessive Tardiness <input type="checkbox"/> Skipping Class <input type="checkbox"/> Inconsistent Attendance

PREVIOUS INTERVENTION(S)

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> 180 Program | <input type="checkbox"/> Functional Behavioral Assessment | <input type="checkbox"/> Parent Escort in School | <input type="checkbox"/> Referral to Truancy Officer |
| <input type="checkbox"/> 504 Plan | <input type="checkbox"/> Individual Counseling | <input type="checkbox"/> Parent Contact | <input type="checkbox"/> Referral to School Social Worker |
| <input type="checkbox"/> Alternative Classroom | <input type="checkbox"/> In-School Suspension | <input type="checkbox"/> Police Involvement | <input type="checkbox"/> Restorative Justice |
| <input type="checkbox"/> Behavior Contracts | <input type="checkbox"/> Medical Evaluation | <input type="checkbox"/> Positive Reinforcement | <input type="checkbox"/> Saturday School |
| <input type="checkbox"/> Behavior Referral(s) | <input type="checkbox"/> Mental Health Services | <input type="checkbox"/> Tutoring | <input type="checkbox"/> Special Education Services |
| <input type="checkbox"/> Child-Study Team | <input type="checkbox"/> Out-of-School Suspension | <input type="checkbox"/> Referral to Counselor | <input type="checkbox"/> Substance Abuse Assessment |
| <input type="checkbox"/> Detention/Detained | <input type="checkbox"/> Parent Conference(s) | <input type="checkbox"/> Referral to Psychologist | <input type="checkbox"/> Other: _____ |

Other area(s) to consider: _____

INDIVIDUALIZED STUDENT PLANNING

TYPE/INTERVENTION	PROVIDER CONTACT	MONITORING SCHEDULE	BEGIN DATE	END DATE

Student, Parent/Guardian, & Staff: Your signature below indicates that you understand your responsibilities and commit to fulfilling your role in the interventions that have been outlined in this document to address academic, social/emotional, and behavioral needs.

Student Signature

Parent/Guardian Signature

Staff Signature

Date

Date

Date



River Rouge School District
Restorative Justice Referral Form

Referred by: _____

Date: _____

Student: _____

Other Person(s) Involved: _____

REFERRAL TYPE			
<input type="checkbox"/> Behavior Referral	<input type="checkbox"/> Student Referral	<input type="checkbox"/> Staff Referral	<input type="checkbox"/> Other: _____

Brief Description of Incident:

Contact Log:

Have the other parties/parents been informed of referral? ___ No ___ Yes

Date: _____

Result of initial contact with other parties:

___ Participation confirmed

___ Denies Participation – Reason: _____

ACCEPTANCE STATUS			
<input type="checkbox"/> Circle Date: _____	<input type="checkbox"/> Conference Date: _____	<input type="checkbox"/> Referral/Other _____ _____ Referred to: _____	<input type="checkbox"/> Referral Rejected _____ _____ Referred to: _____

The agreement made between all parties involved is as follows:

Participant Signature

Participant Signature

Participant Signature

Date

Date

Date

Office Use Only
Date Entered in MiSTAR: _____
Staff Initials: _____