

**Standard 8(c) Rationale: Contributes to efforts to achieve district & building goals.**

My artifact for this criterion is a rough draft of the office discipline referral form that my school district developed as a part of its implementation of a school-wide Positive Behavior Intervention and Support (PBIS) system. This rough draft form is symbolic of my involvement in this process. As a part of my participation on PBIS team, I piloted this early version of the form in my class for most of the first semester before we officially adopted it. It was a very valuable tool for me for communicating and maintaining standards of responsible behavior. I took time in class to show it to my students and I explained to them that I would be using it as a communication tool with them in order to talk about meeting classroom expectations. It has helped remove me one level from the heat of the moment. I use it as the basis for when I talk to students after class or after school about specific negative instances that resulted in the conference. Even though the students do not like the form, many have told me that it helps them understand the reason why I am administering a consequence. It helps separate the real reason from “I’m in trouble because the teacher hates me.” It separates problem behavior from struggling student. For this reason alone, I really like using these forms. They have given me a very systematic way of dealing with behavioral issues that my normal classroom routines and behavior management strategies do not succeed in redirecting. Often, after one of these student-teacher conferences, the student will make the correct choice and modify his or her behaviors so that they can rejoin the learning community in our classroom. It also models responsible student behavior because it is tied into our school-wide PBIS. As a result, I have done several simulations of the positive behaviors that PBIS is based upon. I have also lead several discussion activities with my students which discussion the expectations reflected in the office discipline referral form.

**Standard 8(c) Artifact**

V = Verbal Warning	2 = Intervention	3 = Intervention/Contact Parent	4 = Follow Referral Procedure	
<b>Name:</b> _____ <b>Date:</b> _____ <b>Teacher:</b> _____ <b>Period:</b> 1 2 3 ADV 4 5 6 7 8 SC	<input type="checkbox"/> Hallway <input type="checkbox"/> Classroom	<input type="checkbox"/> Library <input type="checkbox"/> Bathroom	<input type="checkbox"/> Locker Room <input type="checkbox"/> Cafeteria	<input type="checkbox"/> Other
<b>Problem Behavior</b> <i>**After a second minor a parent contact must be made.**</i> <i>**4 minors = 1 major</i>	<b>All majors require a student signature and a parent contact to be done by administration.</b>	<b>Parent Contact</b>	<b>Consequences</b>	<b>Re-Entry Info</b>

## EBF Office Referral Form

<p><b>Minors:</b> (Date the Box) <b>V</b>   <b>2</b>   <b>3</b>   <b>4</b></p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not following directions</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Excessive talking</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Bothering others</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Disruptive</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Disrespect</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Inappropriate language</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Necessary materials</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Technology</p>	<p><b>Major:</b></p> <p><input type="checkbox"/> Abusive Language</p> <p><input type="checkbox"/> Fighting/Physical Aggression</p> <p><input type="checkbox"/> Harassment, Bullying Teasing, Taunting</p> <p><input type="checkbox"/> Overt Disrespect to student or adult</p> <p><input type="checkbox"/> Theft</p> <p><input type="checkbox"/> Possession of firearm, tobacco, alcohol</p> <p><input type="checkbox"/> Truancy</p> <p><input type="checkbox"/> Other: _____</p>	<p><b>Major:</b></p> <p><input type="checkbox"/> Contact with parent (via email)</p> <p><input type="checkbox"/> Contact with parent (via phone)</p> <p><input type="checkbox"/> Left Message (via phone)</p> <p>Date: _____</p>	<p><i>What consequences did you already institute for the two previous minors:</i></p> <p>1. _____</p> <p>_____</p> <p>_____</p> <p>2. _____</p> <p>_____</p> <p>_____</p>	<p><input type="checkbox"/> I would like to schedule a meeting with the dean and student before the student is allowed back into the classroom.</p> <p><input type="checkbox"/> Please <b>KEEP</b> this student throughout the entire class time</p> <p><input type="checkbox"/> Please <b>SEND</b> the student back to the classroom as soon as possible.</p>
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**Student Signature:** \_\_\_\_\_