

## Potential Alternatives to Out of School Suspension for Elementary Schools

- **Detention** – May be held before/after school or during lunch. May include completion of school assignments, written reflection, time out, etc.
- **Extended School Day** – Student remains after school with administrator to complete assignments.
- **Work Detail** – Student assists with clean up in classroom, office or school grounds under the supervision of administrator or plant operations staff. Requires parent permission.
- **Saturday School**- May include completion of school assignments or reflection. Will be held at a central location(s) staffed by assistant principals currently in or applying for Level 2.
- **Parent Shadowing** – With an appointment and administrative approval, parent observes student in the classroom setting for all or a portion of a school day.
- **Parent conference** – Administrator, teacher, and student services staff, etc. meet with parents to discuss behavioral concerns and explore interventions.
- **Home visit by administrator** – Administrator and member of student services team visit the home to meet with parent(s)/guardian(s) regarding student behavior.
- **Student services team assigned to work with student** – School counselor, social worker, behavior specialist, etc. assigned to meet with student to discuss behavior, develop a behavior contract, talk about consequences, initiate strategies, assist with reflective worksheet, etc.
- Principals will be required to contact their Area Superintendent prior to assigning an out of school suspension to a primary (K-2) student.
- **In School Suspension** – Student serves all or a portion of a school day in an alternate teacher’s classroom or with other qualified staff in the office.

# Guidelines for Alternative Placement/In School Suspension for Elementary Schools

## Student Guidelines

- Report to the designated classroom, office, or staff member as directed.
- Follow all classroom or office rules.
- Be prepared to work and advance your knowledge.
- Stay positive. Focus on making a positive change.
- Turn in assignments completed in the alternative classroom to the teacher upon returning to class.
- It is the responsibility of the student to ensure that all missed assignments are completed and turned in to his/her teacher(s).
- **All electronic devices are to be turned off and put away during this time.**
- Each student assigned will complete an Alternative Placement Reflective Worksheet.
- Lunches may be provided during an alternate lunch period/location/setting.

## Classroom Teacher Guidelines

- Submit meaningful work for all students assigned to an alternative placement via hardcopies to the office. Teacher should note if internet and computer resources such as iReady, iStation, FCAT Explorer, ST Math, etc. are necessary.
- Classroom teacher will need to supply textbook/workbook resources.
- Review the reflective worksheet with student.

## Alternative Teacher Guidelines

- Be respectful and welcoming of the student.
- Consistently enforce the classroom or office rules.
- Provide appropriate supervision to the alternately placed student throughout the designated time of his/her stay in the classroom or office.

## Administrative Guidelines

- Notify alternative teacher via email regarding assignment of student to his/her class.
- Ensure that student receives assignments from his/her teacher.
- Collect reflective worksheet and review it with student.
- Send copy of reflective worksheet home to parent(s) for information and/or signature.
- Be available to help assist staff with difficult students.
- Process referrals that may be generated for alternately placed students

Name \_\_\_\_\_ Date \_\_\_\_\_

## Elementary Alternative Placement/In School Suspension Reflective Worksheet

**Directions:** Please think about the following questions and answer each thoughtfully and completely.

**1. What happened?**

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**2. What were you thinking of at the time?**

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**3. What have you thought about since?**

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**4. Who has been hurt or upset by what you've done?**

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**5. How have they been hurt or upset?**

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**6. What do you think you need to do to make things right?**

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**Student signature**

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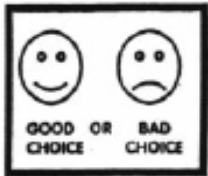
**Parent Signature**

# Thinking Sheet

*Be respectful, Be responsible, Be safe, Be your best.*

Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

Date: \_\_\_\_\_ Grade: \_\_\_\_\_



1 What did I do?

2. The choice that I should have made:

Parent signature \_\_\_\_\_



# Thinking Sheet

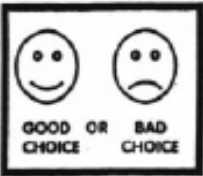
*Be respectful, Be responsible, Be safe, Be your best.*

Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

Date: \_\_\_\_\_ Grade: \_\_\_\_\_



1. What did I do?

2. What did I want to happen?

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3. Was I being respectful? \_\_\_\_\_

4. Was I being responsible? \_\_\_\_\_

5. Was I being safe? \_\_\_\_\_

6. Was I being my best? \_\_\_\_\_

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7. How can I become more respectful, responsible, or safe, so next time I can do my best?




8. How did my behavior affect others?


Student signature \_\_\_\_\_

Parent signature \_\_\_\_\_

# Northwest Elementary Thinking Sheet



**Character Words:**

*Respect, Responsibility, Cooperation, Citizenship, Kindness, Self-Motivation, Tolerance, Honesty, Self-Control, Caring, Courage.*

**Guidelines for Success:**

Show a positive attitude, Try your best, Act responsibly, Reach for your goals, Self-Motivation

Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

Date: \_\_\_\_\_ Grade: \_\_\_\_\_

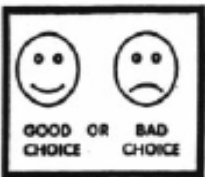
Prompt: **Why I need to show \_\_\_\_\_ at school.**

Responses need to be in complete sentences and grammatically correct.



Beginning

One reason



Tell more

Another reason



Tell more



My last reason

Tell more



Ending

# Guidelines for Alternative Placement/In School Suspension for Secondary Schools

Intervention (IC)  
In-School Suspension (ISS)  
Alternative Behavior Class (ABC)  
Alternative Bell Schedule (ABS)  
Alternative Placement Program (APP)

## Student Guidelines

- Report to the designated alternative placement location on time for your specified period(s) or days.
- Follow all alternative placement rules.
- Be prepared to work and advance your knowledge.
- Stay positive. Focus on making a positive change.
- Turn in assignments completed in alternative placement to the appropriate teacher upon returning to class.
- It is the responsibility of the student to ensure that all missed assignments are completed and turned in to their teacher(s).
- **All electronic devices are to be turned off and put away during this time.**
- Each student assigned will complete an Alternative Placement Reflective Worksheet. Those assigned for more than one period will also complete a Goal Setting Worksheet. (when appropriate)
- All restroom breaks are scheduled and will occur as a supervised group. Individual passes will be given at the discretion of the alternative placement staff.
- Lunches may be provided during an alternate lunch period.

## Teacher Guidelines

- Check the Alternative Placement master list each day; teachers will not permit any student on the list to class for that assigned day.
- Submit meaningful work for all students assigned to alternative placement via hardcopies to the alternative placement staff or electronically to the assistant principal and alternative placement teacher or paraprofessional. Teacher should note if internet and computer resources such as GradPoint, Kahn Academy, Algebra Nation, iStation, etc. are necessary.
- Departments will need to supply textbook/workbook resources.



### Alternative Placement Staff Guidelines

- Take attendance using the master list of students assigned to alternative placement each period. Email the attendance to the assistant principal or designee at the end of each period.
- Collect the Alternative Placement Reflective Worksheet or SMART Goals Worksheet (if applicable) as it is turned in throughout the day. Return documents to the assistant principal at the end of each day.
- Consistently enforce school and classroom rules.
- Work in conjunction with the campus monitor or other designated staff for coverage during lunch and break times.
- Ensure that students sign in upon arrival to alternative placement.
- Assist students with reflective worksheet and/or goals setting worksheet, as needed.
- Adhere to designated schedule provided by the assistant principal.

### Administrative Guidelines

- Create a master list of students assigned to alternative placement; this list will need to be emailed daily to the alternative placement staff.
- Supply alternative placement staff with a daily schedule to include group restroom breaks and lunch times.
- Notify parents, teachers, support staff, and alternative placement staff of students assigned to alternative placement. This needs to occur in a timely manner.
- Be available to help assist alternative placement staff with difficult students.

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# Sample Schedule

## Daily Timeline:

### Insert time

\_\_\_\_\_

Sign In, Announcements, and Attendance

\_\_\_\_\_

Review alternative placement guidelines and processes

\_\_\_\_\_

Students complete reflective worksheets, goal setting worksheets, and/or classwork

\_\_\_\_\_

**Restroom Break 1 (Entire Group walk to restroom and back)**

\_\_\_\_\_

Students return and continue to work on assignments

\_\_\_\_\_

**Lunch/Restroom Break 2 (Entire Group walk to restroom and back)**

\_\_\_\_\_

Students return and continue to work on assignments

\_\_\_\_\_

Tidy room, Prepare to go home, afternoon announcements

Dismissal

This schedule may be modified by each school's administration to best meet the needs of their program.

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Name \_\_\_\_\_

Date \_\_\_\_\_

### **Establishing SMART Goals for Improvement**

A SMART Goals explains a behavior using the following components

**Specific** – A SMART goal identifies a specific action or event that will take place

**Measurable** – A SMART goal’s outcome can be quantifiable.

**Achievable** – A SMART goal must be attainable given available resources

**Realistic** – A SMART goal should require you to stretch beyond your normal routine and abilities but allow for likely success.

**Timely** – A SMART goal should have a specified time period in which it will be accomplished.

#### ***The Four A’s – Attendance, Attitude, Academics and Accountability***

#### **Attendance**

How many days have you been absent since school started?

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Are there more absences in some classes than others? If so, why?

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Write a **SMART** goal to improve your attendance in all of your classes.

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#### **Attitude / Accountability**

What behavior led to this consequence?

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What alternative(s) could you choose next time to avoid a consequence?

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Write a **SMART** goal to improve your Attitude / Accountability while in the school setting.

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## **Achievement**

What is your current GPA?

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What promotion/graduation requirements do you still need to meet? (i.e. – pass EOCs, pass FSA Reading, etc.)

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What campus resources will you utilize this semester to achieve your academic goal?

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Write a **SMART** Academic goal for this semester.

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Name two people who you trust to keep you on track and help you attain your goals.

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\_\_\_\_\_ and \_\_\_\_\_

# Tarpon Springs High School

## Intervention Center Schedule

7:05 – 8:00	Send for students missing in IC – use a TA Organize work and set agenda for the day – discuss rules and expectations Contact AP by radio of missing students Students complete an index card with general info Name, contact phone number, date and reason for IC assignment Mr Hill files and keeps track of students and reviews repeat offenders as to identify areas of additional support and intervention
8:00 – 10:00	Academic Focus Teacher assigned work if not: SAT/ACT prep – online or books FSA Prep – online or books
10:00 – 10:45	Socio Affective/Leadership Lesson Taught by Mr. Hill
10:45 – 11:15	Lunch
11:15 – 12:15	Academic Focus Teacher assigned work if not: SAT/ACT prep – online or books FSA Prep – online or books
12:15 – 1:15	Socio Affective/Leadership Lesson Taught by Austin/Hoffman/Morris (1 day each) Taught by Hill (2 days)
1:15 – 1:35	Exit slip – what I need to do in order not to return to IC in the future
1:35	Dismissal

Name \_\_\_\_\_ Date \_\_\_\_\_

## Secondary Alternative Placement/In School Suspension Reflective Worksheet

**Directions:** Please think about the following questions and answer each thoughtfully and completely.

**1. What happened?**

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**2. What were you thinking of at the time?**

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**3. What have you thought about since?**

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**4. Who has been affected by what you've done?**

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**5. How have they been affected?**

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**6. What do you think you need to do to make things right?**

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