

## SITE ADMINISTRATOR OFFICE REFERRAL GUIDELINES

- 1. Debrief about what happened from both staff and student perspective**
  - Find out exactly what happened from the student's perspective, and from review of the office referral slip which states the staff's perspective on the event.
  - See both the model office discipline referral form (teacher referral) and a Debriefing and Analysis form: Thinking About My Inappropriate Behavior (student processing form), which articulate the necessary steps.
  - Be sure to use a supportive stance, sit near the student on the corner of the table or at a round table. Read the text or paraphrase the text at the top of the form. Ask the student if you can be the "secretary" to help fill out the analysis form. The purpose at this phase is fact finding.
  - By offering to perform this function, the student is likely to be more forthcoming and you are likely to get more buy-in for solutions.
- 2. Gain a verbal acknowledgement and future plan** concerning the social error and a written alternative the student agrees to attempt under future circumstances similar to the situation that resulted in the problem. The Debriefing form has the necessary questions. Ask the student to supply answers and help the student acknowledge the error.
- 3. Get a written apology, or written agreement to perform another restitution act.**
  - Provide key words the student may wish to use in a written apology. This builds "behavioral momentum" in that the harder part, finding the words has been completed and a written word bank provided, and now the student must only combine them for the apology.
  - If a restitution should occur, such as cleaning up the spilled items from a temper tantrum, have the student write out when, how, and what s/he will do.
- 4. Attempt to achieve a rapid return of the student to the classroom.** But, do not send an agitated student back. This process is not usually time consuming.
- 5. Consequences:** The debriefing process was a consequence as was the written agreement. Additional consequences, such as a detention or suspension should only occur if in the professional judgment of the administrator, lesser interventions will not suffice to address the problem, or if district policy dictates it must occur.
  - **Suspension and/or Detention as a consequence is not likely to be effective for repeat offenders** and should only be employed with careful consideration as to whether this is likely to be effective to prevent further occurrences. You may wish to consider restitution acts, such as apologies, contribution plans and other alternatives to suspension such as the program outlined at <http://rippleeffects.com/education/support/implementation/issnew.html>.
- 6. Notifying parents:** It is wise to notify the parent of the actions taken, even if suspension did not occur. Maintain the "Thinking About My Inappropriate Behavior" form, and the Teacher Referral form as disciplinary records for future reference and for communicating information to parents.