IIRP World Conference
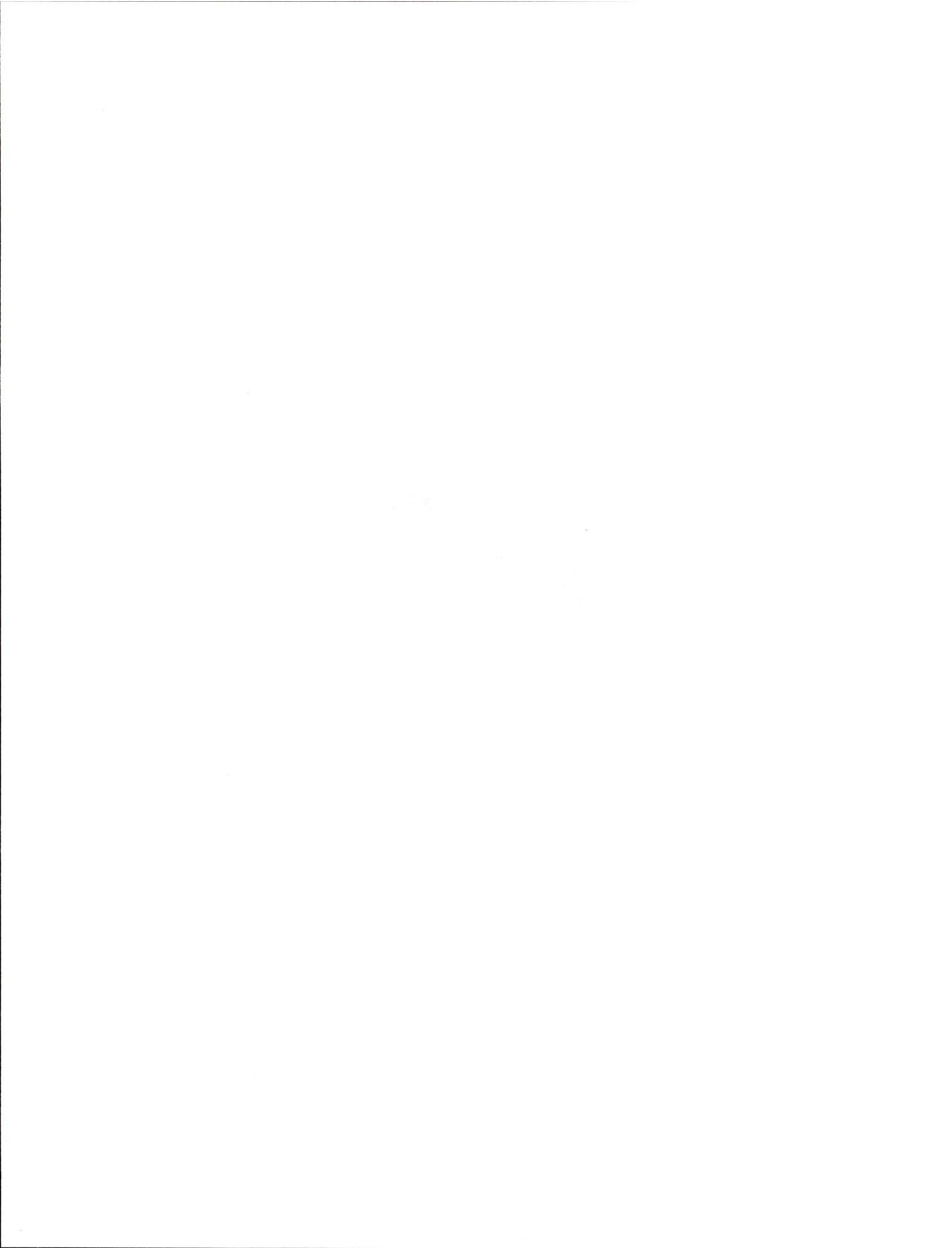
October 26, 2018

Mike Croy

Principal

Neil Reid High School

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ZERO TOLERANCE QUICK REFERENCE GUIDE

A series of revisions to Michigan's Zero Tolerance Laws take effect on August 1, 2017. The new laws require consideration of seven factors in EVERY case of suspension/expulsion except for FIREARMS

THE 7 FACTORS:

1. Age
2. Disciplinary History (Is there a pattern of removal?)
3. Disability (EI/CI/SXI, etc)
4. Seriousness of behaviors (What did the student do?)
5. Whether behavior posed safety risk
   - Was the student a danger to self?
   - Was the student a danger to others?
6. Use of Restorative practices MCL 380.1310c – *"practices that emphasize repairing the harm to the victim and the school caused by a pupil's misconduct"*
   - They may include:
     - Victim/offender conferences
     - Opportunity for the offender to accept responsibility and "repair the harm"
   - They may require the offender to...
     - Apologize
     - Participate in community service, restoration or counseling
     - Pay Restitution
7. Whether lesser interventions would address behavior
   - (Example: Positive Behavior Support/Strategy Plan, etc)

RESTORATIVE PRACTICES should be the first consideration when dealing with:

- Bullying
- Verbal and physical conflicts
- Theft
- Property damage
- Class disruption
- Harassment and Cyberbullying
- Interpersonal Conflicts

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<Office Only>

Neil Reid High School

Restorative Practices Processing Form

REFERRAL

DATE:_____REFERRED BY:_____

NAME:_____HOMEROOM:_____

CRITERIA FOR RESTORATIVE PRACTICES REFERRAL: YES   NO

1. HAS THE INCIDENT ADVERSELY AFFECTED ANYONE?   ☐   ☐
2. HAS THE OFFENDING STUDENT ADMITTED TO THE OFFENSE?   ☐   ☐
3. IS THERE A NEED TO REPAIR HARM?   ☐   ☐

☐ ACCEPTED   ☐ REJECTED

INITIALS: _____DATE:_____

PLEASE ATTACH A COPY OF THE DISCIPLINE REFERRAL TO THIS FORM.

Restorative Practices Considered For:
Check all that apply

☐ Bullying
☐ Verbal Conflict
☐ Physical Conflict
☐ Theft
☐ Property Damage
☐ Class Disruption
☐ Harassment/Cyberbullying
☐ Interpersonal Conflict

Intervention Type:
Check all that apply

☐ Restorative Circle
☐ Restorative Conference
☐ Family Group Decision Making

In lieu of an ☐ ISS or ☐ OSS the following outcome occurred:

_____

_____

_____

_____

Student/s Signature:_____

Student/s Signature:_____

Staff Signature:_____

Facilitator Signature:_____

Parent Contacted: ☐ Yes   ☐ No
Staff:_____ Date:_____

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Adverse Childhood Experience (ACE) Questionnaire
Finding your ACE Score ra hbr 10 24 06

While you were growing up, during your first 18 years of life:

1. Did a parent or other adult in the household **often** ...
   Swear at you, insult you, put you down, or humiliate you?
   > **or**
   Act in a way that made you afraid that you might be physically hurt?
   >> Yes No   If yes enter 1   _____

2. Did a parent or other adult in the household **often** ...
   Push, grab, slap, or throw something at you?
   > **or**
   Ever hit you so hard that you had marks or were injured?
   >> Yes No   If yes enter 1   _____

3. Did an adult or person at least 5 years older than you **ever**...
   Touch or fondle you or have you touch their body in a sexual way?
   > **or**
   Try to or actually have oral, anal, or vaginal sex with you?
   >> Yes No   If yes enter 1   _____

4. Did you **often** feel that ...
   No one in your family loved you or thought you were important or special?
   > **or**
   Your family didn't look out for each other, feel close to each other, or support each other?
   >> Yes No   If yes enter 1   _____

5. Did you **often** feel that ...
   You didn't have enough to eat, had to wear dirty clothes, and had no one to protect you?
   > **or**
   Your parents were too drunk or high to take care of you or take you to the doctor if you needed it?
   >> Yes No   If yes enter 1   _____

6. Were your parents **ever** separated or divorced?
   > Yes No   If yes enter 1   _____

7. Was your mother or stepmother:
   Often pushed, grabbed, slapped, or had something thrown at her?
   > **or**
   Sometimes or often kicked, bitten, hit with a fist, or hit with something hard?
   > **or**
   Ever repeatedly hit over at least a few minutes or threatened with a gun or knife?
   >> Yes No   If yes enter 1   _____

8. Did you live with anyone who was a problem drinker or alcoholic or who used street drugs?
   > Yes No   If yes enter 1   _____

9. Was a household member depressed or mentally ill or did a household member attempt suicide?
   > Yes No   If yes enter 1   _____

10. Did a household member go to prison?
   > Yes No   If yes enter 1   _____

Now add up your "Yes" answers: _____ **This is your ACE Score**

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STUDENT SEL SURVEY

Self-Awareness

Demonstrate an awareness of their emotions.		**/25**
1	I recognize uncomfortable emotions as indicators of situations in need of attention.	5
2	I identify emotional states that contribute to or detract from their ability to problem solve.	5
3	I explain the possible outcomes associated with the different forms of communicating my emotions.	5
4	I distinguish real feeling from how others expect me to feel.	5
5	I describe the external event or thought that triggered the emotion.	5
Demonstrates awareness of their personal traits including strength and interests		**/15**
6	I analyze how personal traits and temperaments influence choices, successes and areas of growth.	5
7	I apply self-reflection techniques to recognize my potential strengths, and growth areas.	5
8	I identify and embrace characteristics about myself that I can or cannot be change.	5
Students demonstrate awareness of their external supports		**/25**
9	I identify positive peer/adult support I can access when in need.	5
10	I evaluate the benefits of additional external supports when I participate in extra-curricular actives.	5
11	I recognize outside influences on development of my personal traits and understand whether those influences are supportive or non-supportive.	5
12	I identify school support personnel in my school and adult role models in my life and know when and how to use them.	5
13	I identify organizations in my community that provide opportunities to develop my interests or talents.	5
Students have a sense of personal responsibilities.		**/35**
14	I identify the areas of school and life that are within my control.	5
15	I consider the short and long term outcomes of risky and harmful behaviors on my health and wellbeing.	5
16	I identify behaviors I can choose to support my health and wellbeing.	5
17	I explain the connection between choice and responsibility for the consequences involved if I engage in risky and harmful behaviors.	5
18	I recognize, establish and adhere to my own personal boundaries.	5
19	I consider the effect taking responsibility or not can have on myself and others.	5
20	I describe how taking personal responsibility is linked to being accountable for my behavior and may have positive or negative consequences.	5

Self-Management

Students identify and manage their emotions and behavior constructively		**/30**
21	I apply strategies that help myself to manage stressful situations and persevere toward successful performance.	5
22	I reflect on possible consequences, both positive and negative, before expressing an emotion or engaging in a particular behavior.	5
23	I evaluate the role attitude plays in success (i.e. pessimism vs. optimism).	5
24	I consider how thoughts and emotions affect decision making and responsible behavior.	5
25	I practice strategies for coping with and overcoming feelings of rejection, social isolation, and other forms of stress.	5
26	I understand the effect of self-monitoring strategies (i.e. self-talk) on emotions and actions/behaviors.	5
Students demonstrate honesty and integrity.		**/20**
27	I understand the benefits of honesty to building and sustaining healthy relationships.	5
28	I understand the benefits of having personal integrity for life success.	5
29	I analyze my behavior to determine whether or not I am being authentic/true self.	5
30	I investigate whether I am behaving with integrity and adjust accordingly.	5
Students set, monitor, adapt and evaluate goals to achieve success in school and life.		**/45**
31	I analyze factors that lead to goal achievement and success (i.e. managing time, adequate resources, confidence).	5
32	I describe the effect personal habits (both positive and negative) have on school and personal goals and generate ideas about how to shift negative habits to more supportive habits.	5
33	I describe common and creative strategies for overcoming and mitigating obstacles.	5
34	external supports.	5
35	I can implement and evaluate a plan to build on strengths, meet a need or address a challenge.	5
36	I identify academic goals and self-monitoring strategies.	5
37	I identify outside resources that can help in achieving a goal.	5
38	I demonstrate an understanding that goal setting promotes life-long success.	5
39	I determine the role of practice in gaining skills and goal achievement.	5

Social Awareness

Success Criteria: 1 Almost Never (0-20%) 2 Seldom (20-40%) 3 Sometimes (40-60%) 4 Often (60-80%) 5 Almost Always (80-100%)

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STUDENT SEL SURVEY

Students demonstrate awareness of other people's emotions and perspectives	/35	
40	I consider ways my behavior may affect the feelings of others and adjusts accordingly.	5
41	I provided support and encouragement to others in need.	5
42	I accept and show respect for other peoples opinions.	5
43	I identify verbal, physical, and situational cues that indicate how others may feel.	5
44	I use conversational skills to understand the perspective of others.	5
45	I understand that others hold different options.	5
46	I demonstrate ways to express empathy for others.	5

Students demonstrate consideration of others and a desire to positively contribute to the school and community.	/25	
47	I explain how my decisions and behaviors affect the well-being of my school and community.	5
48	I explore a community or global need and generate possible solutions.	5
49	I engage in social critique and make decisions that will lead to social change.	5
50	I work cooperatively with others to implement a strategy to address a need in the broader community.	5
51	I evaluate the impact of an activity I was involved with that improved my school or community.	5

Students demonstrate an awareness of different cultures and a respect for human dignity.	/20	
52	I analyze how people of different groups can help one another and enjoy each other's company.	5
53	I explain how individual, social, and cultural differences may increase vulnerability to stereotyping and identify ways to address this.	5
54	I demonstrate respect for individuals from different social and cultural groups.	5
55	I participate in cross-cultural activities and reflect on my reaction/process I experience to the setting I am were in.	5

Students can read social cues and respond constructively.	/25	
56	I observe social situations and respectfully respond in a culturally sensitive way (i.e. school dance, peer pressure situations, cliques, public speaking.)	5
57	I recognize and maintain personal boundaries of others (friends, family members, and teachers).	5
58	I demonstrate how personal boundaries affect interactions of others.	5
59	I evaluate how societal and cultural norms have an effect on personal interactions.	5
60	I am able to read social cues and evaluate my own reaction to them.	5

Relationship Skills

Students use positive communication and social skills to interact effectively with others.	/30	
61	I practice reflective listening.	5
62	I demonstrate an ability to take necessary role (i.e. leader or team player) to achieve group goals.	5
63	I use understanding of how and why others respond in given situations (assertive, passive, or aggressive) in order to respond respectfully and effectively to others.	5
64	I demonstrate strategies for collaborating with others to move group efforts forward.	5
65	I offer constructive feedback in order to help others improve.	5
66	I work to maintain an objective, non-judgmental tone during disagreements.	5

Students develop and maintain positive relationships.	/35	
67	I distinguish between helpful and harmful peer pressure and demonstrate strategies for resisting harmful peer pressure.	5
68	I involve myself in positive activities with my peer group.	5
69	I develop friendships based on personal values.	5
70	I identify the impact of social media in developing and sustaining positive relationships.	5
71	I practice strategies for maintaining positive relationships (i.e. pursue shared interests and activities, spend time together, give and receive help, practice forgiveness.)	5
72	I identify the qualities and benefits of a positive mentor.	5
73	I define social media and social networking and describe its impact on my life, reputation, and relationships.	5

Students demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in helpful ways.	/35	
74	I identify the roles of individuals in conflict and understand their responsibility in reaching resolution.	5
75	I apply conflict resolution skills to deescalate, defuse, and resolve differences.	5
76	I generate ideas about how all parities in conflict might get their needs met.	5
77	I access positive supports when needed in a conflict situation/crisis.	5
78	I apply listening and speaking skills that help in preventing and resolving conflicts.	5
79	I apply skills and strategies needed to manage intimidation, avoid and escape violence, and maintain personal safety.	5
80	I access conflict resolution and problem-solving resources (i.e. security, trusted adults, peer mediators, counselors) when available to facilitate resolution of conflict situations.	5

Responsible Decision Making

Students consider personal, ethical, safety, and cultural factors in making decisions.	/25	

Success Criteria: 1 Almost Never (0-20%) 2 Seldom (20-40%) 3 Sometimes (40-60%) 4 Often (60-80%) 5 Almost Always (80-100%)

5

STUDENT SEL SURVEY

81	I *evaluate* how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.		5
82	I apply bystander strategies (i.e. intervene, advocate, and get adult support based on context) during a situation of peer aggression, intimidation or harassment.		5
83	I analyze the reasons for school and societal rules, and how they impact decisions.		5
84	I demonstrates ability to consider personal factors during decision-making process.		5
85	I evaluate how external influences (i.e. media, peers, social and cultural norms, and expectations of authority) affect my decision-making.		5
Students develop, implement, and model effective decision making skills to deal responsibly with daily academic and social situations.			**/40**
86	I identify and apply the steps of systematic decision-making.		5
87	I develop decision-making strategies for avoiding risky behavior.		5
88	I explore how external influences (i.e. media, peer, cultural norms) affect my decision making.		5
89	I consider ethical, safety, and societal factors and consequences when making decisions.		5
90	I regularly use the steps of systematic decision-making.		5
91	I understand how decisions made now can impact my future and have long term effects.		5
92	I explain and model my decision making to others.		5
93	I demonstrate an ability to take responsibility for my choices.		5
Students play a developmentally appropriate role in classroom management and positive school climate.			**/30**
94	I compare and contrast behaviors that do or do not support classroom management recommendations to administration.		5
95	I demonstrate behaviors that support classroom management and positive school culture.		5
96	I advocate for myself in a respectful and deliberate manner if believed to be treated unfairly.		5
97	I analyze the purpose and impact of classroom and school-wide activates, policies, and routines to provide recommendations to administration.		5
98	I interpret and evaluate the importance of personal roles and responsibilities in.		5
99	I advocate for the needs of others, including their community, in a way that promotes positive change.		5

Success Criteria: 1 Almost Never (0-20%)   2 Seldom (20-40%)   3 Sometimes (40-60%)   4 Often (60-80%)   5 Almost Always (80-100%)

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Annual Goals

Area Of Need:
Socio-Emotional/Behavioral

The transition domain related to the above stated goal is: Adult/daily living skills

Standard On Which This Goal Will Be Based::
Social Emotional Learning (SEL) Survey

Baseline Data:
Fall 2017 Social Emotional Learning (SEL) survey was done to help identify ▮ emotional needs and what to focus on.
Self-Awareness 25%
Self-Management 32%
Social Awareness 37%
Relationship Skills 42%
Responsible Decision Making 39%

Fall 2016 Skill streaming checklist. ▮ needs to increase (from 2-3) with his advanced social skills (36%). He needs to improve in the areas of following instructions and convincing others in an appropriate manner.

Annual Goal:
By September 18, 2018, ▮ will improve his self-awareness from seldom (20-40%) to sometimes (40-60%) when demonstrating awareness of his personal traits including strengths and interests from Almost Never (0-20%) to Seldom (20-40%)

☐ Yes ☑ No Graph Annual Goal Progress

Short-Term Objective	Performance Criteria	Evaluation Procedures or Methods	Schedule of Evaluation
1. By September 18, 2018 ▮ will increase his self-awareness when he analyses how his personal traits and temperaments influence choices, successes and areas of growth from Almost Never (0-20%) to Seldom (20-40%)	Increase from seldom (20-40%) to sometimes (40-60%)	SEL Survey Teacher Logs	3x per year Card Marking
2. By September 18, 2018, ▮ will improve self-awareness by identifying and embracing characteristics about himself that can or cannot be changed from Almost Never (0-20%) to Seldom (20-40%)	Increase from seldom (20-40%) to sometimes (40-60%)	SEL Survey Teacher Logs	3x per year Card Marking

Staff Responsible for Implementing the Goal Activities: Special Education Teacher, School Social Work

Schedule for Reporting Progress: ▮ will receive progress reports every 5 weeks, report cards every 10 weeks, and semester grades twice a year

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References:

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