

The School District of Philadelphia
Office of Climate & Safety
Guidelines for SIS Resolutions

Name
<p>Out-of-School Suspension</p> <p>Best Practices:</p> <ul style="list-style-type: none">● Consider a different intervention if days overlap with holidays, spring break etc. as the impact of the consequence will be lessened during extended days off● Used <i>only</i> after other interventions have been exhausted, and only for Student Code of Conduct approved infractions● Physical documentation must be sent home with students● Parent/guardian contacted● Reference guidelines from Student Rights and Responsibilities for further info
<p>In-School Suspension</p> <p>Best Practices:</p> <ul style="list-style-type: none">● Pre-determine who will staff this room, ideally same people consistently● Use of a designated reflection space where the student suspended can work with an adult to plan how to repair whatever harm was caused by their actions.● While in this space, student may agree to participate in a restorative justice harm and conflict circle or a mediation in order to repair harm.● In addition, the student may meet with teachers or staff during this time in order to rectify whatever situation led to in-school suspension.● Parent/guardian contacted● Lastly, any missing assignments must be provided so that the student can complete classwork after finishing the reflection process.● Administrative processes must exist:<ul style="list-style-type: none">○ Referral process○ Log/sign in○ Clear guidelines/expectations/parameters for room○ Exit ticket
<p>Conference with Parent/Guardian</p> <p>Best Practices:</p> <ul style="list-style-type: none">● Offer a variety of time slots to accommodate guardian's schedule● Begin by discussing students strengths and your expectations/goals for student behavior● Ask for both student and parent input● Documentation must be maintained (ie: notes during meeting that parents sign/parent contact/conference log)
<p>Restorative Conference with Student</p> <p>Best Practices:</p> <ul style="list-style-type: none">● Evidence shows this practice is only recommended after training and a school-wide implementation of restorative practices (training can be requested through your MTSS

Specialist)

- Aligned to the three tiers of the MTSS triangle.
- Tier I refers to community-building circles used to prevent conflict and bullying by building strong relationships between students and staff.
- Tier II refers to harm and conflict circles that utilize the circle process in order to repair harm and resolve conflict. This process should not be used without first preparing all parties involved.
- Tier III refers to specific supports for individual students utilizing the circle process. Welcome circles as well as circles of support and accountability (COSA) are employed in order to hold all parties accountable for student success. This process should not be used without first preparing all parties involved.

Detention

Best Practices:

- Should be differentiated to meet student needs
- Must take place during non-instructional time (ie: lunch, before, or after school)
- Offer 2 options for time-slots for detention
- Communicate with parent/guardians beforehand
- First attempt teacher assigned detention (try twice)
- Admin detention as next step if student does not attend teacher assigned detention
- Detention may be used for community service, reflective essay (see below)

Community Service

Best Practices:

- Align service assignment logically with behavioral infraction
 - Ex: Student starts food fight in cafeteria. Student gets assigned a lunchroom shift to support staff in cafeteria
 - Ex: Student graffiti bathroom and cleans the wall
- School has pre-determined possibilities menu for community service based on school
- Aligned to school-wide expectations

Loss of Privilege

Best Practices:

- Cannot include loss of recess or gym
- Done privately if possible (not in front of other students)
- Align service assignment logically with behavioral infraction
- Aligned to school-wide expectations
- Has to be time-appropriate consequence (cannot lose privilege indefinitely/for an extended period of time)
- Have to be able to restore/earn privilege back
- Cannot lose a privilege you previously earned (ie: cannot take school bucks back)

Referral for Disciplinary Transfer

Best Practices:

- Reference guidelines from Student Rights and Responsibilities

Referral to Tier 2 team (RTii)

Best Practices:

- Refer to Prevention and Intervention guidelines
 - Contact Prevention and Intervention Liaison
 - Contact your PBIS coach if applicable

Referral to Youth Court

Best Practices:

- **Evidence shows this practice is only recommended after training and a school-wide implementation of youth court (training can be requested through your MTSS Specialist)**

Mediation

Best Practices:

- **Evidence shows this practice is only recommended after training (training can be requested through your MTSS Specialist)**

Reflection Essay

Best Practices:

- Have pre-existing worksheets/templates in a binder, differentiated by grade and infraction
- Use a guiding prompt or sentence stems
- Must be logically aligned to infraction
- Aligned to school-wide expectations

Peer Mediation

Best Practices:

- **Evidence shows this practice is only recommended after training (training can be requested through your MTSS Specialist)**
- Dedicated staff member willing to support the program
- Predetermined time set-up for peer mediations to occur
- Train students ahead of time on peer mediation best practices (Reach out to your MTSS for support)

Classroom Managed Behavior - Inappropriate ODR

Best Practices:

- Clearly define what infractions are handled by the teacher in the classroom and by the administration in the office
- Teacher should try at least two different interventions with a student as well as contact parent or guardian
 - A problem-solving team referral should occur if the infraction is repeated
- If an ODR is written, student is sent to the office or reflection room, where they are given a reflection sheet asking them to reflect on their behavior, who was affected by their behavior, and how they will repair the harm they are responsible for
- After completing the reflection, student meets with an administrator (AP, CM, dean) to review the plan for how to repair the harm. After approving the plan, the administrator documents the incident and schedules a time with the teacher to reintegrate the student back into the

classroom

- Student, admin, and teacher briefly meet to discuss the situation, repair the harm, and warmly welcome the student back to class.

Referral to Incident Control Unit

- Entered into SIS and then called into the Help desk using the ICU Control Number in the SIS System

Reflection Room

Best Practices:

- Pre-determine who will staff this room, ideally same people consistently (staff members can be assigned for shifts)
- Consider running the room during a small, predetermined and scheduled amount of time
- Pre-schedule students assigned to this room the day before
- Should be used for short amount of time, breaks etc. for emotional regulation
- Room could have centers (mindfulness, brain breaks, sensory table)
- Access to socio-emotional activities, character development activities, other forms of self-reflective activity
 - Keep activities aligned to school-wide expectations