Rev 8/20/15

Springstead High School Classroom Infraction Report

Parent,

We respectfully request your support to resolve the problem behavior(s) mentioned below. This form is used to document recurring classroom behavior incidents. The student has received multiple interventions and has been re-taught the expectations and specific rule concerning the infraction(s). This is not a referral. However, continuation of this/these behavior(s) may result in an office discipline referral. Please sign the form, returning the yellow copy and keeping the pink for your records.

Stu	dent:	Stı	ıdent #:	Teacher:	Grade:		
INCIDENT TYPE (Level 1 Infraction of Student Code of Conduct)							
1. 2.	General Profanity No Show for Detention Possess Inapprop. Item Undue Familiarity	5. 6. 7. 8.	Disruption/Horseplay Minor Property Damage Harass/Tease/Taunt Dress Code	9. Cell phone/electronics 10. Insubordinate/Disrespect 11. Selling/Trading Items	12. Failure 13. Other	to Report	
Date:	Time:	(Comments:				
INTERVENTION #1 (check at least one) Incident Type #			st one)	HIGH STUDENT ENGAGEMENT(check one)		OTHERS INVOLVED (check one)	
	Verbal Cue/Warning		Student contract	□ Collaborative Structures	□ Noi	ne	
	Seating change		Phone parent-Time	☐ Accountable Student Discussions	□ Pee	rs	
	Student conference		Ph#	☐ Students peer editing	□ Staf	f	
	Re-teach expectation		Loss of item/class	\Box H.O.T.S. – Q & A session	□ Tea	cher	
	Peer mediation		privilege	☐ C.I.S. Reading Strats. (i.e.	□ Sub	stitute	
	Recovery in room		Admin. Detention	Anticipation Guides, Text coding	□ Unl	known	
	Time out or Detention		(complete & submit form)	during reading, writing response to	□ Oth	ier	
	Curricular modification		Other:	reading, etc.)			
	Extra time spent on task			□ Other	-		
Student Signature:							
Date: Time: Comments:							
TNIT	EDVENTION #2 (abaala	ot loc	est ona)	HIGH STUDENT	OTHED	S INVOLVED	
	INTERVENTION #2 (check at least one) Incident Type #			ENGAGEMENT(check one)	(check o		
	Verbal Cue/Warning		Student contract	Collaborative Structures	□ Nor	/	
	Seating change		Phone parent Time	Accountable Student Discussions	□ Peer		
	Student conference		Ph#	☐ Students peer editing	□ Staf		
	Re-teach expectation		Loss of item/class	☐ H.O.T.S. – Q & A session	□ Tea		
	Peer mediation		privilege	☐ C.I.S. Reading Strats. (i.e.		stitute	
	Recovery in room		Admin. Detention	Anticipation Guides, Text coding		anown	
	Time out or Detention		(complete & submit form)	during reading, writing response to	Oth	er	
	Curricular modification		Other:	reading, etc.)			
	Extra time spent on task			□ Other			
Student Signature							
Date: Time: Comments:							
INTERVENTION #3 (check at least one) Incident Type #			ist one)	HIGH STUDENT	OTHER	OTHERS INVOLVED (check one)	
Inci		atiea		ENGAGEMENT (check one)	(check o	one)	
	dent Type #		Student contract	ENGAGEMENT(check one) Collaborative Structures			
	dent Type # Verbal Cue/Warning		Student contract Phone parent Time	☐ Collaborative Structures	□ Nor	ne	
	dent Type #		Student contract Phone parent Time Ph#	Collaborative StructuresAccountable Student Discussions		ne rs	
	dent Type # Verbal Cue/Warning Seating change		Phone parent Time	 □ Collaborative Structures □ Accountable Student Discussions □ Students peer editing 	□ Nor	ne rs f	
	dent Type # Verbal Cue/Warning Seating change Student conference		Phone parent Time Ph#	 □ Collaborative Structures □ Accountable Student Discussions □ Students peer editing □ H.O.T.S. – Q & A session 	 □ Nor □ Peer □ Staf □ Tea 	ne rs f	
	dent Type # Verbal Cue/Warning Seating change Student conference Re-teach expectation		Phone parent Time Ph# Loss of item/class privilege Admin. Detention	 □ Collaborative Structures □ Accountable Student Discussions □ Students peer editing □ H.O.T.S. – Q & A session □ C.I.S. Reading Strats. (i.e. Anticipation Guides, Text coding 	□ Nor □ Peer □ Staf □ Tea □ Sub □ Unk	ne rs f cher	
	dent Type # Verbal Cue/Warning Seating change Student conference Re-teach expectation Peer mediation		Phone parent Time Ph# Loss of item/class privilege Admin. Detention (complete & submit form)	 □ Collaborative Structures □ Accountable Student Discussions □ Students peer editing □ H.O.T.S. – Q & A session □ C.I.S. Reading Strats. (i.e. Anticipation Guides, Text coding during reading, writing response to 	□ Nor □ Peer □ Staf □ Tea □ Sub □ Unk	ne rs f cher stitute known	
	dent Type # Verbal Cue/Warning Seating change Student conference Re-teach expectation Peer mediation Recovery in room		Phone parent Time Ph# Loss of item/class privilege Admin. Detention	 □ Collaborative Structures □ Accountable Student Discussions □ Students peer editing □ H.O.T.S. – Q & A session □ C.I.S. Reading Strats. (i.e. Anticipation Guides, Text coding during reading, writing response to reading, etc.) 	□ Nor □ Peer □ Staf □ Tea □ Sub □ Unk	ne rs f cher stitute known	
	dent Type #		Phone parent Time Ph# Loss of item/class privilege Admin. Detention (complete & submit form)	 □ Collaborative Structures □ Accountable Student Discussions □ Students peer editing □ H.O.T.S. – Q & A session □ C.I.S. Reading Strats. (i.e. Anticipation Guides, Text coding during reading, writing response to 	□ Nor □ Peer □ Staf □ Tea □ Sub □ Unk	ne rs f cher stitute known	

Parent Signature (Return Yellow, keep Pink Copy): _______ Date: _______ Date: _______ White: Retained by teacher and then filed in RtI folder at end of semester Yellow: Returned with Parent Signature. Pink: Parent Copy