

## MCWS Behavior Policy: Grades 1–8

All behavior is an attempt to communicate. If we understand what a behavior is trying to communicate, we can often help meet the needs of the developing child within what society agrees is a socially-appropriate manner. Unfortunately, what is age-normative can differ greatly from what is socially-appropriate. Yet, any environment with lots of people (particularly younger people with developing habits) needs the ability to be responsive to behavior so that we can teach cultural and social norms in a loving, efficient, and effective manner.

Inherent in the approach at Maine Coast Waldorf School is the understanding that we need to connect with a child before we correct the behavior; that relationships are primary in any understanding of behavior. We strive for the adult to hold unconditional positive regard for the child, and to address the behavior without reactivity. In this way, a behavior plan serves as a tool to teach appropriate social norms and presents opportunities to understand cause-and-effect relationships.

Throughout the schooling process the human brain is not yet fully developed. One can look at the role of education as being multifaceted, including the development of social skills which will help children as they mature into young adulthood. These include executive function skills and abilities to delay gratification, to use words to communicate one's needs, and to negotiate complex social dynamics and norms.

The MCWS behavior plan classifies behaviors into one of three different levels, from least severe (this is where we are more likely to see age-normative behaviors) to most severe. The examples below are not intended to be exhaustive, but rather to provide a framework from which to understand the relative severity of a behavior.

Level 1 behaviors are age-normative behaviors which, while not necessarily socially desirable or appropriate, are within the range of behaviors a school is likely to encounter for typically-developing students.

- These behaviors, when occurring during specific times of the day or during specific activities, can impede the ability of the teacher to deliver the curriculum or for the student (or their classmates) to receive the curriculum.
- When these behaviors occur, faculty are trained to address them through structured teaching (e.g., ADADD see below), reinforcement of an alternative behavior, and small/large group conversations. The branch counselor may be involved to help address issues around social dynamic, either directly or indirectly. Parents are informed of these behaviors when they occur with regularity and the school-wide approaches are not sufficient to help the behaviors cease.

Examples of Level 1 behaviors may include: not following instructions, age normative teasing, age normative minor aggressive behavior (e.g., pushing, put downs), age normative mild defiance (e.g., oppositional behavior), age normative mild disruptions (e.g., excessive silliness, impulsiveness that is not mean-spirited).

Level 2 behaviors are more intense in nature than Level 1 behaviors, and present a level of danger to the student, a fellow student, or the overall school culture. These behaviors, even in small doses, present a significant challenge to the school to effectively carry out its mission. It is through this lens that the school needs to evaluate the context in which these behaviors occur. Sometimes the context may include 'mean spirited' while other times it may not.

- When they occur, parents are notified. Depending on factors surrounding the behavior, the school may initiate a Personalized Education Plan (PEP) as a behavioral support for the student. Examples of Level 2 behaviors may include: physical/verbal intimidation; physical aggression (hitting, punching, kicking, spitting, choking, throwing objects at someone); intentional property damage; racial/ethnic/sexual comments/jokes/images; refusing to go where requested.

Level 3 behaviors are at a level of intensity which Maine Coast Waldorf School is not staffed to effectively address and/or remediate.

- When behaviors meet this level, parents are notified and the school and family will have a conversation to identify if MCWS is an appropriate educational placement for the student. If not already in place, a PEP will be initiated to help evaluate if MCWS can meet the student's needs through the existing supports at MCWS.

Examples of Level 3 behaviors may include: repeated aggression; threats or statements of self-harm or harm to others; inappropriate sexual touching; leaving school grounds without permission of the teacher; or, in certain circumstances, chronic level 2 behaviors.

In 7th and 8th grade a student may be required to take a Day of Reflection to reflect on their behavior. With the assistance of their parents, the student should identify possible changes to both address restitution (socially, culturally, financially, as applicable) as well as what shifts need to occur to minimize the possibility of a similar incident in the future.

The school's Conduct Policy which governs the Bullying and Harassment protocols can be used in grades 5 and up. If bullying or harassment are suspected, they will be investigated simultaneous to the leveled system, below.

The following standards of employee conduct are aimed at protecting the health and safety of all students, employees, and parents, while maintaining a culture of compassion and respect. Employees will:

1. Be respectful and courteous in speech and manner.
2. Act with patience and compassion for others.
3. Abstain from using corporal punishment, shaming, yelling, or other aversive behaviors.

A formal Personalized Educational Plan (PEP) is used to identify how the school can deviate from this behavior policy.

### Use and Documentation of the Reset Room

The reset room is available and staffed or monitored during the school day to provide a place for students who need a temporary break from class. It can be used as part of a student's behavior plan or for any student who is tired, upset, dysregulated, or otherwise unable to fully participate in the classroom. The goal is always to help the student shift to a more "ready to learn and participate" state and is never used for punishment. In minor behavioral incidents (level one), the reset room may be offered as an opportunity for a student to reset and return to class. When a teacher sends the student for a reset it is counted as an incident of a level 1 behavior.

All classrooms and teachers will be provided with passes that can be offered or given to students in need of a break. These are best offered with little verbal explanation, and students should be able to ask for them as well. Our goal would be to help students become aware of when a break is needed and to self-advocate for use of the room. Students may ask for a reset without it being considered a disciplinary incident.

Most students will spend 5-10 minutes in the reset room before returning to class. For students who are extremely exhausted, agitated, emotional, or angry, more time may be needed and the branch counselor may become involved.

**All** visits to the reset room will be documented as to the date and time, the class or teacher being missed, and any information about why the break was needed. If possible, the room monitor will note what strategies were used to help make the shift and return to class.

For students without a formal PEP, parents would be notified of a 4<sup>th</sup> visit to the reset room in a day, the 5<sup>th</sup> in a week, or if a student is unable to reset and return to class after 30 minutes. The room log will be checked and recorded by office staff at the end of each day and parents contacted as necessary, copying the class teacher, the branch chair, the branch counselor, and the pedagogical director.

Students whose needs require regular, more intensive use for the reset room than this may require a review of the reasons and additional evaluations or supports that may be needed. A PEP may be created to build regular resets into the student's day without triggering excessive parent contact. Visits to the reset room will still be recorded.

Grades 1–6	1 <sup>st</sup> Incident	2 <sup>nd</sup> Incident	3 <sup>rd</sup> Incident
<p><u>Level 1 Behaviors</u></p> <p>(Resets every class/day)</p>	<p><i>(These reset every class)</i></p> <p>Speak to student:</p> <ul style="list-style-type: none"> <li>• State the expectation in the positive (“At school we ...”);</li> <li>• State behavior that needs to change;</li> <li>• State alternative behavior to occur;</li> <li>• Offering a reset, if appropriate, applicable, or desired.</li> <li>• Clearly state what will happen if the behavior continues (see 2<sup>nd</sup> incident)</li> </ul>	<p><i>(These reset every class)</i></p> <p>Speak to student:</p> <ul style="list-style-type: none"> <li>• State the expectation in the positive (“At school we ...”);</li> <li>• State behavior that needs to change;</li> <li>• State alternative behavior to occur;</li> <li>• Offering a reset, if appropriate, applicable, or desired;</li> <li>• Clearly state what will happen if the behavior continues (see 3<sup>rd</sup> incident);</li> <li>• Ask to talk with student during or after period or during recess. During talk, use ADADD: <ul style="list-style-type: none"> <li>• <b>Affirm</b> (empathy)</li> <li>• <b>Disapprove</b> (“This is hurtful...”)</li> <li>• <b>Affirm</b> (“You are usually helpful...”)</li> <li>• <b>Discover</b> (“What’s up? Do you want to make a request?”)</li> <li>• <b>Do-over</b> (“Let’s work out a way to say this without being hurtful.”)</li> </ul> </li> </ul>	<p><i>(These reset every day)</i></p> <p>Speak to student:</p> <ul style="list-style-type: none"> <li>• Tell them this is the third time the behavior happened in class today;</li> <li>• Give the student an office card and instruct them to go to the office;</li> <li>• Tell them they may return to class once the process form is completed, if ready.</li> <li>• Office staff will send an email home letting parents know student was sent to the office, identify referring teacher, and state a more detailed email from the teacher will be forthcoming later in the day, with an invitation to talk if desired.</li> <li>• Before leaving for the day, the teacher will send an email to parent(s) identifying why student was sent to the office.</li> <li>• If a student is sent to the office for a second time that day, notify parents and student that a third time being sent to the office will result in the student being sent home for the rest of the day.</li> </ul>

Grades 1-6	1 <sup>st</sup> Incident	2 <sup>nd</sup> Incident	3 <sup>rd</sup> Incident
<p><u>Level 2 Behaviors</u></p> <p>(Resets every school year)</p> <p><i>Possible actions by the school may include being sent home, requesting a mental health or safety evaluation by a qualified licensed professional, suspension, or expulsion.</i></p>	<p>Speak to student:</p> <ul style="list-style-type: none"> <li>• State the expectation in the positive (“At school we ...”);</li> <li>• State behavior that needs to change;</li> <li>• State alternative behavior to occur;</li> <li>• Clearly state what will happen if the behavior continues (see next incident);</li> <li>• Send to the office to complete a process form;</li> <li>• Notify parent(s) via phone call by office staff (parent(s) may be requested to pick-up student for rest of day; school leadership will determine if student can return to class);</li> <li>• Referring teacher will call parent(s) before leaving at the end of the day;</li> <li>• Consideration for PEP with parents, in consultation with branch leadership/ed support.</li> </ul>	<p>Speak to student:</p> <ul style="list-style-type: none"> <li>• State the expectation in the positive (“At school we ...”);</li> <li>• State behavior that needs to change;</li> <li>• State alternative behavior to occur;</li> <li>• Clearly state what will happen if the behavior continues (see next incident);</li> <li>• Send to the office to complete a process form;</li> <li>• Office staff will notify parent(s) via phone that student must be picked up for the day and that a more detailed phone call from teacher will be forthcoming later in the day;</li> <li>• Referring teacher call parent(s) before leaving at the end of the day;</li> <li>• Meeting will be set up between student (if grade 4-6). parent(s), referring teacher, class teacher, and Pedagogical Director (or a more appropriate team, if deemed necessary by PD) before student may return to MCWS. During meeting additional supports will be considered;</li> <li>• In not in place, a PEP will be initiated.</li> </ul>	<p>Speak to student:</p> <ul style="list-style-type: none"> <li>• State the expectation in the positive (“At school we ...”);</li> <li>• State behavior that needs to change;</li> <li>• State alternative behavior to occur;</li> <li>• Clearly state what will happen if the behavior continues;</li> <li>• Send to the office to complete a process form;</li> <li>• Office staff will notify parent(s) via phone that student must be picked up for the day and that a more detailed phone call from teacher will be forthcoming later in the day;</li> <li>• Referring teacher will call parent(s) before leaving at the end of the day;</li> <li>• Meeting will be set up between student (if grade 4–6). parent(s), referring teacher, class teacher, and Pedagogical Director (or a more appropriate team, if deemed necessary by PD) before student can return to MCWS. At meeting, discussion must include if MCWS is an appropriate educational option;</li> <li>• Evaluate PEP and other supports.</li> </ul>

Grades 1–6	1 <sup>st</sup> Incident	2 <sup>nd</sup> Incident	3 <sup>rd</sup> Incident
<p><u>Level 3 Behaviors</u></p> <p>(Resets every school year)</p> <p><i>Actions by the school will include being sent home, and possibly requesting or requiring a mental health or safety evaluation by a qualified licensed professional, suspension, or expulsion.</i></p>	<p>Speak to student:</p> <ul style="list-style-type: none"> <li>• State the expectation in the positive (“At school we ...”);</li> <li>• Clearly state what will happen if the behavior continues (see next incident)</li> <li>• Escort to the office to complete a process form;</li> <li>• Office staff will notify parent(s) via phone that student must be picked up for the day and that a more detailed phone call from teacher will be forthcoming later in the day;</li> <li>• Referring teacher will call parent(s) before leaving at the end of the day;</li> <li>• Meeting will be set up between student (if grade 4–6), parent(s), referring teacher, class teacher, and Pedagogical Director (or a more appropriate team, if deemed necessary by PD) <u>before student</u> can return to MCWS. During meeting additional supports will be considered as well as if MCWS is an appropriate educational option;</li> <li>• In not in place, a PEP will be initiated.</li> </ul>	<p>Speak to student:</p> <ul style="list-style-type: none"> <li>• State the expectation in the positive (“At school we ...”);</li> <li>• Clearly state what will happen if the behavior continues (see next incident)</li> <li>• Escort to the office to complete a process form;</li> <li>• Office staff will notify parent(s) via phone that student must be picked up for the day and that a more detailed phone call from teacher will be forthcoming later in the day;</li> <li>• Referring teacher will call parent(s) before leaving at the end of the day;</li> <li>• Meeting will be set up between student (if grade 4–6), parent(s), referring teacher, class teacher, and Pedagogical Director (or a more appropriate team, if deemed necessary by PD) <u>before student</u> can return to MCWS. During meeting additional supports will be considered as well as if MCWS is an appropriate educational option;</li> <li>• Evaluate PEP and outside supports.</li> </ul>	<p>Speak to student:</p> <ul style="list-style-type: none"> <li>• State the expectation in the positive (“At school we ...”);</li> <li>• Escort to the office to complete a process form;</li> <li>• Office staff will notify parent(s) via phone that student must be picked up for the day and that a more detailed phone call from teacher will be forthcoming later in the day;</li> <li>• Referring teacher will call parent(s) before leaving at the end of the day;</li> <li>• Meeting will be set up between student (if grade 4–6), parent(s), referring teacher, class teacher, and Pedagogical Director (or a more appropriate team, if deemed necessary by PD) <u>before student</u> can return to MCWS. During meeting additional supports will be considered as well as if MCWS is an appropriate educational option;</li> <li>• Evaluate PEP and outside supports.</li> </ul>

Grades 7–8	1 <sup>st</sup> Incident	2 <sup>nd</sup> Incident	3 <sup>rd</sup> Incident
<p><u>Level 1 Behaviors</u></p> <p>(Resets every class/day)</p>	<p><i>(These reset every class)</i></p> <p>Speak to student:</p> <ul style="list-style-type: none"> <li>• State the expectation (“At school we ...”);</li> <li>• State behavior that needs to change;</li> <li>• State alternative behavior to occur;</li> <li>• Offering a reset, if appropriate, applicable, or desired.</li> <li>• Clearly state what will happen if the behavior continues (see next incident)</li> </ul>	<p><i>(These reset every class)</i></p> <p>Speak to student:</p> <ul style="list-style-type: none"> <li>• State the expectation (“At school we ...”);</li> <li>• State behavior that needs to change;</li> <li>• State alternative behavior to occur;</li> <li>• Offering a reset, if appropriate, applicable, or desired;</li> <li>• Clearly state what will happen if the behavior continues (see next incident);</li> <li>• Ask to talk with student after period or during recess. During talk, use ADADD: <ul style="list-style-type: none"> <li>• <b>Affirm</b> (empathy)</li> <li>• <b>Disapprove</b> (“This is hurtful...”)</li> <li>• <b>Affirm</b> (“You are usually helpful...”)</li> <li>• <b>Discover</b> (“What’s up? Do you want to make a request?”)</li> <li>• <b>Do-over</b> (“Let’s work out a way to say this without being hurtful.”)</li> </ul> </li> </ul>	<p><i>(These reset every day)</i></p> <p>Speak to student:</p> <ul style="list-style-type: none"> <li>• Tell them this is the third time the behavior happened in class today;</li> <li>• Give them an office card and instruct them to go to office;</li> <li>• Tell them they can return to class once the process form is completed.</li> <li>• Office staff will send an email home letting parents know student was sent to office, identify referring teacher, and state a more detailed email from teacher will be forthcoming later in the day.</li> <li>• Before leaving for the day, the teacher will send an email to parent(s) identifying why student was sent to office.</li> <li>• If a student is sent to the office for a second time that day, notify parents and student that a third time being sent to the office will result in the student being sent home for the rest of the day.</li> </ul>

Grades 7–8	1 <sup>st</sup> Incident	2 <sup>nd</sup> Incident	3 <sup>rd</sup> Incident
<p><u>Level 2 Behaviors</u></p> <p>(Resets every school year)</p> <p><i>Possible action by the school may include being sent home, requesting a mental health or safety evaluation by a qualified licensed professional, suspension, or expulsion.</i></p>	<ul style="list-style-type: none"> <li>Teacher speaks to the student about the problematic behavior <ul style="list-style-type: none"> <li>State the expectation (“At school we ...”);</li> <li>State behavior that needs to change;</li> <li>State alternative behavior to occur;</li> <li>Clearly state what will happen if the behavior continues;</li> </ul> </li> <li>Student is sent to the office to complete process form and to receive a Reflection Sheet;</li> <li>Notify parent(s) via phone by office;</li> <li>Parent(s) may be asked to pick up student to be sent home for the rest of the day, determined by branch chair in consultation with Pedagogical Director or teacher and ed support.</li> <li>Teacher will call parent(s)—by the end of the day—to share details of the incident and answer questions.</li> <li>Reflection Sheet must be completed with parents (student will review reflection sheet with teacher and branch chair no later than the following school day before rejoining class);</li> <li>Teacher, educational support and branch chair will determine if a Day of Reflection is needed</li> <li>Consideration of PEP in discussion with parent(s).</li> </ul>	<ul style="list-style-type: none"> <li>Teacher speaks to the student about the problematic behavior <ul style="list-style-type: none"> <li>State the expectation (“At school we ...”);</li> <li>State behavior that needs to change;</li> <li>State alternative behavior to occur;</li> <li>Clearly state what will happen if the behavior continues;</li> </ul> </li> <li>Student is sent to the office to complete process form and to receive a Reflection Sheet;</li> <li>Office staff will notify parent(s) via phone that student must be picked up for the day and that a more detailed phone call from teacher will be forthcoming later in the day;</li> <li>Teacher will call parent(s)—by the end of the day—to share details of the incident and answer questions.</li> <li><b>A Day of Reflection must be implemented for the next school day;</b></li> <li>Reflection Sheet must be completed with parents (student will review reflection sheet with teacher and branch chair no later than the following school day before rejoining class);</li> <li><b>Meeting will be set up between student, parent(s), referring teacher, class teacher, and Pedagogical Director (or a more appropriate team, if deemed necessary by PD) before student can return to MCWS. At meeting, discussion must include if MCWS is an appropriate educational option;</b></li> <li><b>PEP must be in place and evaluated for efficacy.</b></li> </ul>	<ul style="list-style-type: none"> <li>Teacher speaks to the student about the problematic behavior <ul style="list-style-type: none"> <li>State the expectation (“At school we ...”);</li> <li>State behavior that needs to change;</li> <li>State alternative behavior to occur;</li> <li>Clearly state what will happen if the behavior continues;</li> </ul> </li> <li>Student is sent to the office to complete process form and to receive a Reflection Sheet;</li> <li>Office staff will notify parent(s) via phone that student must be picked up for the day and that a more detailed phone call from teacher will be forthcoming later in the day;</li> <li>Teacher will call parent(s)—by the end of the day—to share details of the incident and answer questions.</li> <li>A Day of Reflection must be implemented for the next school day;</li> <li>Reflection Sheet must be completed with parents (student will review reflection sheet with teacher and branch chair no later than the following school day before rejoining class);</li> <li>Meeting will be set up between student, parent(s), referring teacher, class teacher, and Pedagogical Director (or a more appropriate team, if deemed necessary by PD) before student can return to MCWS. At meeting, discussion must include if MCWS is an appropriate educational option;</li> <li><b>Evaluate PEP and other supports.</b></li> </ul>



Grades 7–8	1 <sup>st</sup> Incident	2 <sup>nd</sup> Incident	3 <sup>rd</sup> Incident
<p data-bbox="201 183 415 207"><u>Level 3 Behaviors</u></p> <p data-bbox="201 253 422 386">(Does not reset; is cumulative for remainder of time at MCWS)</p> <p data-bbox="201 431 432 751"><i>Action by the school will include being sent home, and possibly requesting a mental health or safety evaluation by a qualified licensed professional, suspension, or expulsion.</i></p>	<p data-bbox="464 183 674 207">Speak to student:</p> <ul data-bbox="464 215 930 1239" style="list-style-type: none"> <li data-bbox="510 215 873 280">• State the expectation (“At school we ...”);</li> <li data-bbox="510 289 915 386">• Clearly state what will happen if the behavior continues (see next incident);</li> <li data-bbox="464 394 930 459">• Student is escorted to the office to complete process form;</li> <li data-bbox="464 467 930 670">• Office staff will notify parent(s) via phone that student must be picked up for the day and that a more detailed phone call from teacher will be forthcoming later in the day;</li> <li data-bbox="464 678 930 776">• Referring teacher will call parent(s) before leaving at the end of the day;</li> <li data-bbox="464 784 930 1174">• Meeting will be set up between student (if grade 4–6), parent(s), referring teacher, class teacher, and Pedagogical Director (or a more appropriate team, if deemed necessary by Pedagogical Director) <u>before student</u> can return to MCWS. During meeting additional supports will be considered as well as if MCWS is an appropriate educational option;</li> <li data-bbox="464 1182 842 1239">• If not in place, a PEP will be initiated.</li> </ul>	<p data-bbox="951 183 1161 207">Speak to student:</p> <ul data-bbox="951 215 1430 1174" style="list-style-type: none"> <li data-bbox="997 215 1360 280">• State the expectation (“At school we ...”);</li> <li data-bbox="997 289 1402 386">• Clearly state what will happen if the behavior continues (see next incident);</li> <li data-bbox="951 394 1417 459">• Student is escorted to the office to complete process form;</li> <li data-bbox="951 467 1417 638">• Office staff will notify parent(s) via phone that student must be picked up for the day and that a more detailed phone call from teacher will be forthcoming later in the day;</li> <li data-bbox="951 646 1417 743">• Referring teacher will call parent(s) before leaving at the end of the day;</li> <li data-bbox="951 751 1417 1141">• Meeting will be set up between student (if grade 4–6), parent(s), referring teacher, class teacher, and Pedagogical Director (or a more appropriate team, if deemed necessary by Pedagogical Director) <u>before student</u> can return to MCWS. During meeting additional supports will be considered as well as if MCWS is an appropriate educational option;</li> <li data-bbox="951 1149 1417 1174">• Evaluate PEP and outside supports.</li> </ul>	<p data-bbox="1453 183 1663 207">Speak to student:</p> <ul data-bbox="1453 215 1932 1060" style="list-style-type: none"> <li data-bbox="1499 215 1862 280">• State the expectation (“At school we ...”);</li> <li data-bbox="1453 289 1919 354">• Student is escorted to the office to complete process form;</li> <li data-bbox="1453 362 1919 532">• Office staff will notify parent(s) via phone that student must be picked up for the day and that a more detailed phone call from teacher will be forthcoming later in the day;</li> <li data-bbox="1453 540 1919 638">• Referring teacher will call parent(s) before leaving at the end of the day;</li> <li data-bbox="1453 646 1919 1036">• Meeting will be set up between student, parent(s), referring teacher, class teacher, and Pedagogical Director (or a more appropriate team, if deemed necessary by Pedagogical Director) <u>before student</u> can return to MCWS. During meeting additional supports will be considered as well as if MCWS is an appropriate educational option;</li> <li data-bbox="1453 1044 1919 1060">• Evaluate PEP and outside supports.</li> </ul>

- Level 1 Behavior       Student unable to return to referring teacher's class (send form to Ped Dir)
- Level 2 Behavior (send copy of completed form to Pedagogical Director)
- Level 3 Behavior (send copy of completed form to Pedagogical Director)
- Completed copy emailed to parents on: \_\_\_\_\_
- Completed copy given to referring teacher

Maine Coast Waldorf School

Process Form—Grades 1–8

(to be given orally to students in grades 1–4; grades 5–8 can request to do this orally)

Student Name: \_\_\_\_\_

Referring Teacher: \_\_\_\_\_

Date/Time: \_\_\_\_\_

Why were you sent to the office? \_\_\_\_\_

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What do we need to know about this situation to help make this better? \_\_\_\_\_

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Who did your actions affect, and how? \_\_\_\_\_

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The next time this kind of situation happens, what can you do differently? \_\_\_\_\_

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Do you feel ready to go back and rejoin your class or do you need more time or want to talk with an adult? \_\_\_\_\_

*(use the back of this paper if more space is necessary)*

- Level 1 Behavior
- Level 2 Behavior (send copy of completed answers to Pedagogical Director)

Maine Coast Waldorf School  
Reflection Sheet — Grades 7–8  
(Must complete this form with their parent(s))

A Day of Reflection is an opportunity for you to reflect on your behavior in a quiet space at home and to determine how it has impacted you, your classmates, your teachers, and your school community. It is also an opportunity for you to strategize healthier and more positive behaviors you can use in similar situations in the future. You may be asked to stay home from school for one day to do this or to complete this exercise as homework for the next school day depending on the severity of the behavior. **If you are asked to stay home for a Day of Reflection, this is not recorded on your permanent record.**

This reflection sheet is the primary tool for your Day of Reflection. It should include several written or typed paragraphs for each section and should take an hour or more to complete on your own. Your responses must be reviewed with a parent or parents prior to returning to school. Upon returning to school, middle school students will review your responses with \_\_\_\_\_ and \_\_\_\_\_. As restorative practices are an important part of community health and well-being, additional meetings between you and impacted students and teachers are critical and will be determined by the faculty on a case-by-case basis. You may request that the School Counselor or another trusted adult join you for these meetings as needed for communication support.

Please write your answers on separate paper.

1. Please describe the problematic behavior. (When and where did it occur? What happened? Who was involved?)
2. List each person who was impacted by the behavior, including yourself. Describe in detail how each person was impacted.
3. How was your class culture affected by your behavior? (In other words, how were the relationships among the students in your class as a whole affected?)
4. Similarly, how was your school culture affected by your behavior? (In other words, how were the relationships among the students in your school as a whole affected?)
5. How do you think others felt about your behavior? Did you think it impacted their feelings about themselves? (For example, did it bring them down? Cause them to feel less safe or secure?)
6. Have you ever been on the receiving end of this type of behavior? What feelings came up for you when this happened?
7. Please describe 2 to 3 alternative behaviors you will use in similar situations in the future.
8. What restitution or reparations are necessary or appropriate on your end to help address any possible harm done to those listed in Q#2 and the greater class and school culture?