

# Williamsburg Elementary

## Student Behavior Nomination Form

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Referring Person: \_\_\_\_\_

Previous Parent Contact Made:      Conference      Phone Call      Email

Reason for Contact(s) and Date of Contact(s): \_\_\_\_\_

### Existing School Data

Circle the area the student falls in for each measure.

<u>Measure</u>	<u>Proficient Score</u>	<u>At-Risk</u>	<u>High Risk</u>	<u>Time Frame</u>
1. ODR	0-1	2-3	4 or more	Mid-quarter
2. Classroom Minors	1-2	3-4	5 or more	Mid-quarter
3. Absences	0-1	2-4	5	Mid-quarter
4. Tardy	0-2	3-5	6 or more	Mid-quarter
5. ISS	0-1	2	4 or more	Semester
6. OSS	0	1	2	School Year
7. Course Grades	C- or higher	D or F in any 1 course	Ds or Fs in multiple courses	Mid-quarter
8. Discovery Benchmark Assessment	Advanced or Proficient	Basic	Below Basic	Semester

### Student Strengths

List strengths: \_\_\_\_\_

List incentives that student responds to in a positive way:

### Academic Profile

Is student working on grade level: Reading:  Yes  No

Math:  Yes  No

## Behavior Observations

Please rate the nominated student on each behavior listed below using the following scale:

0 – Not observed

1 – one to several times per week

2 – One to several times per day

3 – one to several times per hour

Behavior	Rating	Behavior	Rating
Stealing		Does not complete work	
Lies, cheat, sneak		Acts before thinking	
Rejected by peers		Complains about being sick or hurt	
Spends time alone		Aggressive behavior	
Seems unhappy or sad		Nervous or fearful	
Withdrawn		Is tired or falls asleep	

## Interventions Attempted

Refer to previous intervention plans that have been implemented for the student.

(Examples: sticker charts, signing of agenda, seating arrangement, academic accommodations, etc.)

Intervention(s)	Beginning Date	End Date	Description of Effectiveness

## Comments

Please include any objective information below about the student that will assist the Tier 2 Team in decision-making:

---

---

---