

SCHOOL WIDE BEHAVIOR PLAN

Due in Area Superintendent's Office by Wednesday, August 14, 2013

School Name AZALEA MIDDLE

School Year: 2013-2014

Each school will have a behavior plan that aligns with a positive and proactive approach to behavior, utilizes data and the problem-solving method, and meets the key components listed in the Bradley MOU. The school-wide behavior plan is designed to meet the needs of most students across all subgroups. Data will be reviewed at the school-wide, classroom, grade, ethnicity, disabilities, and other subgroup levels.

1. Benchmarks of Quality Score: 65 /107 = 61 %
2. Engagement Data (attendance/suspension/etc):
 - a. https://pbsis.fmhi.usf.edu/users/pbsis_login.aspx
 - b. Use the End of Year data
 - i. Attendance
 - ii. Timeliness
 - iii. Referrals
 - iv. Suspensions (both In- and Out-of-School)
 - v. Other areas as determined by your school-based leadership team (SBLT).
3. Using the data from EDS School-wide Behavior Plan, Portal, and your Benchmarks of Quality results, identify the top 3 goals and strategies you will use to reduce the occurrence of misbehavior at the school. Attach or insert your Action Steps for each.

Be sure to include strategies to decrease the discipline GAP between black/non-black students, disproportionality, and to increase engagement for all students. *

 - a. Reduce the percentage of students receiving a discipline referral school wide by 10% (61% to 51%).
 - b. Reduce the percentage of African American students receiving a referral by 20% (82% to 62%).
 - c. Reduce the percentage of African American students suspended out of school by 20% (54% to 34%).
4. Attach or insert your School-wide Guidelines for Success/Expectations:

See attachment: Azalea Middle School Tier 1 Expectations and Rules and BKC Classroom Rules.
5. Attach or insert your Common Area Expectations/Rules:

See attachment: Azalea Middle School Tier 1 Expectations and Rules and Attention Signal Expectations.
6. Attach or insert your plan/schedule for teaching the Guidelines and Rules. You may include sample lesson plans.

See attachments: Pyramid Step Behavior System, Behavior Pyramid and Homeroom Behavior Activity. The rules for common areas will be taught regularly in all classes including homeroom periods. In addition, each grade level will have one teacher of an orientation class lasting 3 weeks before assigning students to homeroom.

7. Attach or insert the planned and/or established Reward/Recognition System:

Azalea Middle School utilizes PBS as a means of rewarding and recognizing positive student behavior. We will also be implementing a Student PBS Committee this school year in order to provide input, operate the reward system incentives, and create a newsletter for students. See attachments: BKC Cheat Sheet, Positive Referral, and Success Report.

8. Attach or insert the plan to align classroom management systems with the school-wide behavior plan.

Cross-content teams will discuss and complete consistent classroom management plans together. See attachment: Classroom Management and Discipline Plan.

9. Attach or insert a copy of your plan addressing the process for responding to problem behavior. This may include the referral process flowchart, minor/major behavioral definitions, and responses to misbehaviors (consequence hierarchy).

This year at Azalea Middle, we will be implementing a new teacher led infraction process for all students. In addition, we will implement a Student Restorative Justice Committee based on the Restorative Justice philosophy in order to serve as an intervention for incidents deemed appropriate by the grade level administrators. See attachments: Minor/Major Infraction Form, AMS Office Discipline Referral, Pyramid Step Behavior System (attached previously), and Restorative Justice Flyer.

10. Attach or insert your data analysis plan that includes how often data are entered, reviewed, the types of data examined regularly, how the SBLT communicates the data patterns to faculty, staff and students.

Data is entered on a daily basis for each of the types of data we review regularly during SBLT meetings. Types of data that are examined regularly are: tardiness, absences, discipline referrals and positive behavior referrals. This data is reviewed during SBLT meeting and Child Study Team weekly meetings. Data patterns are communicated to faculty through emails, PLC meetings, and regularly scheduled staff professional development.

List of Projected Staff Training and follow-up coaching to promote an understanding and implementation of positive & proactive multi-tiered systems of support for 2013-2014. Include specific professional development aligned to improving social behavior at the school-wide, classroom, and subgroup levels.

1. Teachers will engage in cross-content teaming with weekly meetings to discuss student academic and behavior concerns while also utilizing interventions in order to better meet the needs of struggling students.

2. Teachers will engage in training to implement a digital infraction log and create a shared classroom management plan for each team.

3. Teachers will engage in cultural proficiency training in order to build cultural awareness and will monitor teacher discipline trends and intervene as needed.

Evaluation/PDSA

Please provide a statement describing the status of the school's goals at the following intervals, and forward a copy to your Area Superintendent.

Mid-year: February 21, 2014

End of Year: June 20, 2014

Principal Signature Connie Kolwey

Date 8/15/13

Azalea Middle School

Tier 1 Expectations/Rules

Guidelines for Success (GFS)	Black Knights are...
	• Responsible
	• Respectful
	• Safe

Voice Volume	Levels:
	• 0 = Silence
	• 1 = Whisper
	• 2 = Conversation
	• 3 = Presentation

Top 5 CHAMPS Strategies	Interventions:
	1. Proximity Control
	2. Student Practice
	3. Private/Semi Private Conference
	4. "Hit and Run"
	5. Time Owed

Targeted Student Behaviors and School-Wide Interventions *See Behavior Management Plan for more info	Behaviors:
	<u>Electronic Devices</u> – Confiscate and store in secured area. If student refuses: continue with instruction then record in the infraction database
	<u>Tardies</u> – Mark all tardies in the infraction database and have student sign infraction log
	<u>Dress Code</u> – Mark all dress code violations in the infraction database and sign infraction log
	<u>Horseplay</u> – Everyone must be at duty stations. Reward appropriate behavior and redirect inappropriate. Noncompliance: for known student conference with them/call home; for unknown student point them out on camera and notify Mr. Delaney
	<u>Restroom Passes</u> – Student signs out on clipboard posted in all classes, takes a color coded lanyard, and must return in 5 minutes. Abuse of system will result in placement on "Grounds Notice List"

Attention Signal	<u>Common Areas</u> – Must use "may I have your attention please" and raise right arm.
	<u>Classroom</u> – Can use above signal or develop your own, but you must have one

Guidelines for Success Classroom Rules (GFS)	
Responsible	<ul style="list-style-type: none"> • Arrive on time with all materials • Work during all work times • Follow directions immediately
Respectful	<ul style="list-style-type: none"> • Always use appropriate voice, words, and actions
Safe	<ul style="list-style-type: none"> • Keep hands, feet, and objects to yourself

Guidelines for Success Office Rules (GFS)	
Responsible	<ul style="list-style-type: none"> • Present hall pass from your teacher when entering the office • All students must sign in to see the appropriate staff member
Respectful	<ul style="list-style-type: none"> • Use level 1 voice • Comply with all requests made by an adult
Safe	<ul style="list-style-type: none"> • Stay in assigned seat

Guidelines for Success Hallway Rules (GFS)	
Responsible	<ul style="list-style-type: none"> • Visit locker quickly if needed and time permits
Respectful	<ul style="list-style-type: none"> • Use level 2 voice
Safe	<ul style="list-style-type: none"> • Keep hands, feet, and objects to yourself • Walk and keep moving

Guidelines for Success Café Rules (GFS)	
Responsible	<ul style="list-style-type: none"> • Be seated within one minute and remain seated • Keep your area clean
Respectful	<ul style="list-style-type: none"> • Use level 2 voice • Follow attention signals • Remain seated and raise hand if you need assistance
Safe	<ul style="list-style-type: none"> • Follow lunch line procedures

Black Knight Chivalry Classroom Rules

Responsible

- Arrive on time with all materials
- Work during all work times
- Follow directions immediately

Respectful

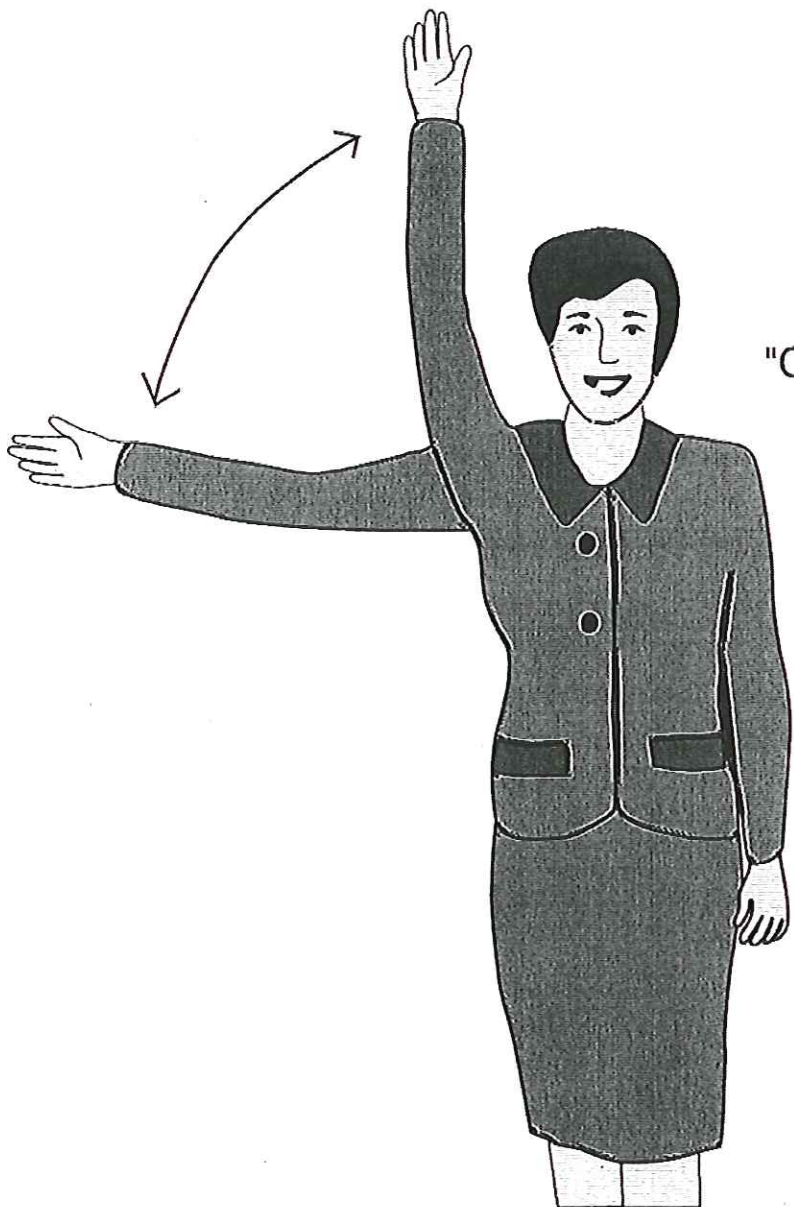
- Use appropriate voice, words, and actions

Safe

- Keep hands, feet, and objects to yourself


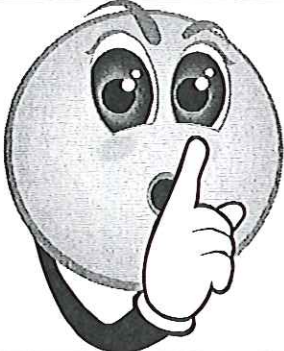


Attention Signal

Teacher says: "May I have your attention please."



"Class, your attention please."

Students:

1. STOP what you are doing	
2. Level 0: No Talking	
3. Raise your hand	
4. Look at the teacher	

Pyramid Step Behavior System

The Pyramid System can best be described as a comprehensive system that has three results to it. One, students who do all the "right things" such as turning in homework, getting to class on time, and making appropriate choices in school get extra rewards or privileges. Second, it motivates the students who are on the border of being successful but failing to make good choices. Third, this system identifies students who need interventions in order to be successful in school.

HOW DOES IT WORK?

At the beginning of a two-week period, each student starts at Pyramid Step Blue which is the top level. During two weeks, the students are accumulating a number of occurrences in all their classes from the following, but not limited to, behaviors:

- Missing homework or materials
- Missing class time due to skipping or tardies
- Defiance/insubordination
- Not following directions and other off task behavior
- Classroom/campus disruptions
- Failure to follow dress code
- Inappropriate language
- Horseplay
- Misuse of school property
- Using electronics without permission
- Office referrals

The teachers will record all data into a computer software program during a two-week period. At the end of the two weeks, a color level is assigned to each student based on the number of items recorded for them in the time period. A student can be a level Blue, Yellow, Teal, Orange. The students will stay on this step for the next week while they begin accumulating data for the next two weeks.

WHAT ARE THE VALUES?

Each of the items is worth a specific numerical value and each of the different levels also represents a numerical value.

- Missing homework (1 pt)
- Forgot materials (1 pt)
- Not following directions (2 pts)
- Out of seat without permission (2 pts)
- Dress code: Homeroom only (2 pts)
- Tardy/Out of class <10mins (2 pts)
- Break a posted classroom rule (2 pts)
- Passive classroom disruption (2 pts)

- Profanity/Obscene language (2 pts)
- Disrespectful behavior (3 pts)
- Horseplay (3 pts)
- Misuse of school property (3 pts)
- Electronics: using without permission (3 pts)
- Passive defiance/insubordination (3 pts)
- Campus disruption (6 pts)
- Out of class >10mins (6 pts)
- Aggressive defiance/insubordination (6 pts)
- Aggressive classroom disruption (6 pts)
- Referral (11 pts)

Pyramid Level Color	Range of Values
Blue	0-5 points
Yellow	6-15 points
Teal	16-25 points
Orange	26 or more points

At the end of the two week period, a student will receive their corresponding pyramid color card from their Homeroom teacher. Each card is color coded and will be labeled with the student's Homeroom teacher's name and the number the Homeroom teacher assigns them. The student is required to wear the card on a lanyard. Students are responsible for keeping track of their pyramid level cards and presenting them for verification of current level. Students who fail to bring their cards to school will be treated as level Orange.

WHAT ARE THE REWARDS/RESTRICTIONS FOR EACH PYRAMID LEVEL?

Pyramid Level Blue (0-5 points)

- Students may participate in all extracurricular activities.
- Free seating at lunch as well as eating first
- A la carte at lunch
- BKC committee prizes and treats
- Attend special convocations or field trips
- Participate in lunch free time in the gym after finishing their lunch

Pyramid Level Yellow (6-15 points)

- Students may participate in all extracurricular activities.
- Free seating at lunch as well as eating first
- A la carte at lunch

- No participating in lunch free time in the gym
- Attend special convocations or field trips
- Some of the BKC committee prizes and treats

Pyramid Level Teal (16-25 points)

- May not participate in any extracurricular school activities
- Can practice with athletic team but may not participate in meets or games
- Assigned table at lunch
- No a la carte
- Assigned one after school Community Enrichment Session
- No BKC committee prizes and treats
- No attending special convocations or field trips
- No participating in lunch free time in the gym

Pyramid Level Orange (26 points or more)

- May not participate in any extracurricular school activities
- No athletic practices, meets, or games
- Assigned seat in Pyramid Level Orange Lunch Area
- Silent lunch
- Eating last
- No a la carte
- Assigned two after school Community Enrichment Sessions
- Grounds notice
- No BKC committee prizes and treats
- No attending special convocations or field trips
- No participating in lunch free time in the gym

INTERVENTIONS FOR LEVELS TEAL AND ORANGE

The Pyramid Level System is built to reinforce positive choices and behavior along with motivating students who are at risk of failing school.

What we will do when students are consistently at level one or two? How do we help them back on track for success? We believe this success can only be attained through the partnership between the student, the families, and school staff.

Below are the interventions that will be taken once a student is repeatedly on levels Green or Red these steps are based on a semester time frame.

Two times on Pyramid Levels Teal and Orange

- There is a teacher meeting with the parents and student.

- An action plan is put together by the people participating in the meeting. The team leader or designee will check on the progress of the plan and keep contact with the parent/guardian.
 - The action plan may consist of one or more of the following:
 - Behavior contract
 - Mandatory after school tutoring
 - Parent shadowing
 - Other agree upon interventions

Four times on Pyramid Levels Teal and Orange

- This is a meeting with parents, student, and administration.
- There will be a review of action plan already in place by the group in the first meeting.
- New interventions may come into place for the action plan during this meeting.

Six times on Pyramid Levels Teal and Orange

- The student participates in a Restorative Justice meeting with the Restorative Justice committee (parents, staff, community members, and administration).

Eight times on Pyramid Levels Teal and Orange

- Individual Student Problem Solving, which could include a behavior plan such as a PBIP or an FBA.
- Behavior plans entail:
 - Bi-weekly parent conferences
 - Bi-weekly data reviews
 - Classroom observations
 - Individualized goals and rewards
 - Students not showing a positive response to these interventions could be recommended for reassignment to a different educational setting.

STUDENT CONDUCT AND SCHOOL DISCIPLINE

Azalea Middle School students are expected to behave in a manner that neither disrupts the school's educational process nor endangers the well being of other students and faculty. The following guiding principles will serve as a way for student monitor their own behavior: be respectful, responsible, and safe.

SEVERITY CLAUSE

Any behavior that seriously impedes the ability of an instructor/supervisor the opportunity to promote knowledge, maintain laws, and keep order shall be sent directly to the principal's office. The principal shall administer appropriate discipline according to the nature of the violation.

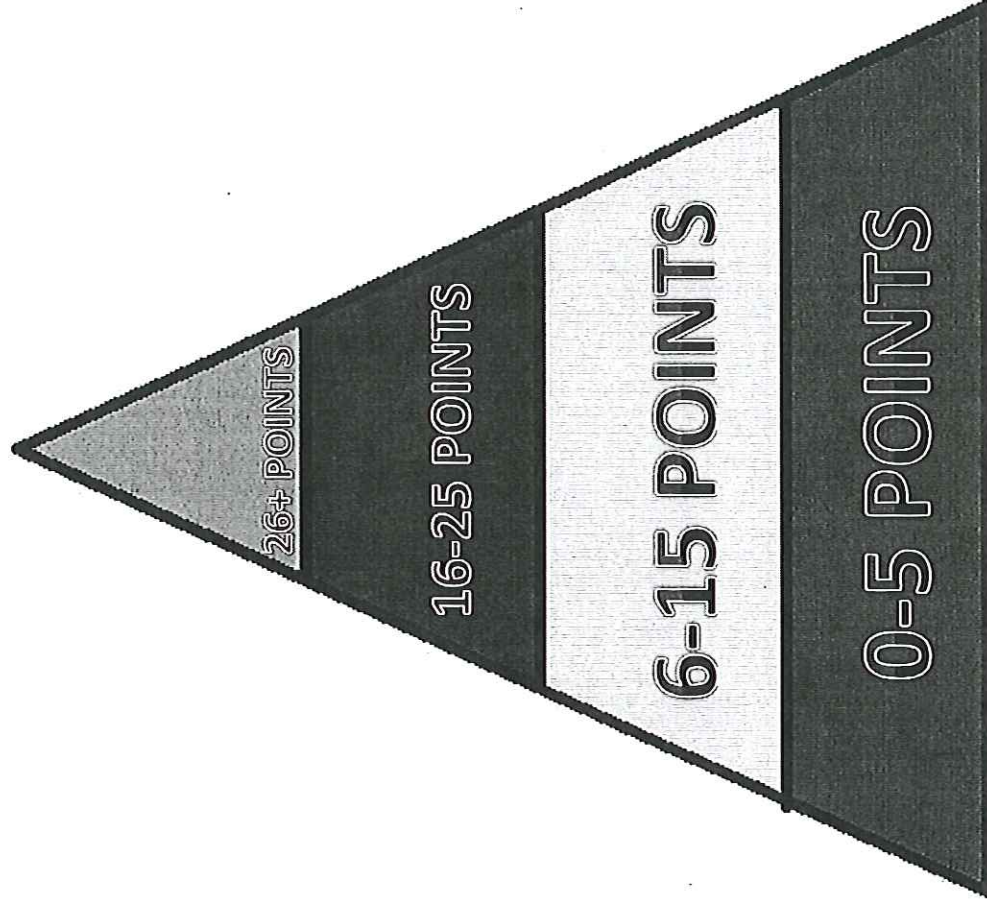
ASSIGNED CONSEQUENCES

The following consequences may be assigned when deemed appropriate by a school administrator:

1. Lunch detention
2. After school detention
3. Parent conference
4. Behavior contracts
5. ISS
6. OSS
7. Recommendation for a behavior plan

AZALEA MIDDLE SCHOOL

Behavior Pyramid Levels



Homeroom Behavior Activity

MONDAY WEEK 1: Tom likes to socialize. He constantly talks in Ms. Jones' math class while she is teaching. He didn't turn in his homework this week in her class but has completed all his classwork. He was caught texting his cousin but put it away respectfully after Ms. Jones asked him to put it away. Using the information from this description, how many points did Tom accumulate in math? _____

THURSDAY WEEK 1: Tom hates Languages Art. One reason why he dislikes the class is because he is constantly forgetting his materials. Yesterday he got his agenda and today he forgot his reading log. Fortunately, his dislike for Language Arts does not interfere with him completely his classwork and homework this week. Using the information from this scenario, how many points did Tom accumulate? _____

TUESDAY WEEK 2: Tom loves Culinary Arts. His teacher, Ms. Stevens is one of his favorites. He does all of his assignments and enjoys hanging out with his friends. One day, although he has good behavior in her class, he was caught horse playing with two of his friends while making brownies. Using the information from this scenario, how many points did Tom accumulate? _____

FRIDAY WEEK2: Mr. Martinez is standing outside his door during the class exchange. Before Tom enters his classroom, he drops an "F" bomb when realizing he left his Science Project in his last class. He turns around without asking Mr. Martinez, retrieves his project and comes to class late. He is on task for the rest of the class time. Using the information from this scenario, how many points did Tom accumulate? _____

How many points did Tom accumulate for this two week cycle? _____

What color would be assigned to Tom for this two week behavioral cycle? _____

What privileges will he receive?

What could he have done to stay in green?

BKC CHEAT SHEET

WHAT IS THE PURPOSE OF GIVING BKC BUCKS?

- TO CATCH SOMEONE MODELING **GUIDELINES FOR SUCCESS** OR A **CHARACTER TRAIT**.
- TO GIVE RECOGNITION FOR QUALITY PERSONAL AND SOCIAL BEHAVIOR AT SCHOOL.
- TO SHOW STUDENTS THAT TEACHERS HAVE BUY IN TO **GFS** AND **COMMITMENT TO CHARACTER**.
- TO HAVE FUN SHARING SUCCESSFUL CHANGES IN BEHAVIOR.
- TO FOCUS ON POSITIVE BEHAVIOR INSTEAD OF NEGATIVE BEHAVIORS.
- TO PROMOTE POSITIVE BEHAVIOR MANAGEMENT, THIS WILL RESULT IN ACADEMIC SUCCESS.

HOW MANY BKC BUCKS SHOULD I GIVE OUT IN ONE WEEK?

THE BEST APPROACH IS NOT TO BE TOO GENEROUS OR TOO STINGY. THESE GUIDELINES WILL HELP BALANCE YOUR OWN STYLE AND APPROACH:

TRY TO GIVE OUT AT LEAST 100 A WEEK

TRY NOT TO GIVE MORE THAN 200 WEEK

*** You may have special circumstances where you might use more than 200 per week. For example, to correct a class problems. (A high number of tardies you may decide to give the entire class a BKC buck for being on time everyday for the week.)

WHAT IF I RUN OUT OF BKC BUCKS?

Stop by the nearest grade level office for additional bucks.

MAY STUDENTS WRITE THEIR NAMES ON THE BKC BUCKS?

STUDENTS SHOULD IMMEDIATELY PUT THEIR NAMES ON THEM WHEN THEY RECEIVE THEM. ALSO, THE TEACHER SHOULD SIGN THEM BEFORE GIVING THEM TO STUDENTS AND CIRCLE WHICH OF THE GFS THE STUDENT IS BEING RECOGNIZED.

HOW DO I EXPLAIN IT TO MY STUDENTS?

IT IS BEST TO TELL YOUR STUDENTS THAT YOU WILL REWARD THEM WITH A BKC BUCK WHEN YOU SEE THEM MODELING **GFS** AND **COMMITMENT TO CHARACTER**. (THE STORE IS LOCATED IN THE CAFETERIA AND MAY BE USED THE LAST FIFTEEN MINUTES OF LUNCH. THERE IS A WIDE RANGE OF ITEMS IN THE STORE. (SOME ITEMS ARE SCHOOL SUPPLIES, SNACKS, BOOKS, PERSONAL HYGIENE, ETC.) WE WILL ALSO HAVE OTHER VARIOUS INCENTIVES/CELEBRATIONS THROUGHOUT THE SCHOOL YEAR THAT STUDENTS WILL BE ABLE TO BUY THEIR WAY INTO. YOUR OWN APPROACH IS THE BEST WAY TO IMPLEMENT PBS REWARD SYSTEM TO HELP YOU CORRECT YOUR OWN CLASSROOM BEHAVIORS.

WHEN DO I NOT GIVE BKC BUCKS?

- USING BRIBERY TO GET STUDENTS TO DO WHAT YOU WANT.
- JUST BECAUSE YOU LIKE THE STUDENT'S OUTFIT.
- THE STUDENT KEEPS ASKING FOR ONE.
- THE STUDENT HAS NEVER RECEIVED ONE.

WHEN DO I GIVE BKC BUCKS?

- REWARD A POSITIVE BEHAVIOR. (A STUDENT FINALLY RAISES THEIR HAND INSTEAD OF YELLING OUT YOU MIGHT GIVE THEM A BKC BUCK AND THANK THEM FOR SHOWING RESPECT BY RAISING YOUR HAND).
- WHEN A STUDENT MODELS **GFS** AND **COMMITMENT TO CHARACTER**
- WHEN IT HELPS REINFORCE YOUR CLASSROOM DISCIPLINE PLAN (RESPONSIBLE)
- DEMONSTRATING POLITE MANNERS. (RESPECTFUL)
- RAISE HAND TO GET TEACHER'S ATTENTION AND WAITING YOUR TURN TO SPEAK. (RESPECTFUL)
- COMING TO CLASS PREPARED TO LEARN (RESPONSIBLE)
- MAKING POSITIVE CONTRIBUTIONS IN CLASS DISCUSSIONS (RESPONSIBLE)
- ARRIVING ON TIME TO CLASS (RESPONSIBLE)
- WALKING IN THE HALL OR CLASSROOM WHILE OTHERS MAY BE RUNNING (SAFE)
- FIRST FIVE STUDENTS TO BEGIN WORKING ON BELL WORK OR OTHER ASSIGNMENT (RESPONSIBLE)

HOW DO I REWARD STUDENTS WHO ARE ALWAYS MODEL GFS AND STUDENTS WHO NEVER MODEL GFS?
STUDENTS WHO ARE CONSISTENTLY COMMITTED TO CHARACTER SHOULD BE RECOGNIZED AND COULD BE USED AS AN EXAMPLE FOR THE OTHER STUDENTS. THE STUDENTS WHO NEED TO CHANGE THE MOST ARE MORE LIKELY TO BE THE STUDENTS WHO ARE TARDY, RUDE, ARGUMENTATIVE, UNPREPARED, ETC. THEREFORE, IT IS IN YOUR BEST INTEREST TO REWARD THESE STUDENTS WHEN THEY ARE MODELING GFS AND COMMITMENT TO CHARACTER.

WHEN DO STUDENTS CASH IN THEIR BUCKS?

THE STORE WILL BE OPEN TUESDAYS AND THURSDAYS DURING ALL 3 LUNCH PERIODS.

HOW CAN I USE BKC BUCKS IN MY CLASS?

PLEASE ONLY USE BKC BUCKS IN YOUR CLASS! PLEASE DO NOT CREATE YOUR OWN TOKEN, SIMPLY USE BKC BUCKS IN YOUR CLASSROOM SYSTEM.

BKC BUCKS CAN BE USED IN CLASS FOR:

- Preferred seating/seat change
- Free tardy without lunch detention
- Free homework pass
- General "oops" pass for a one time mistake
- Buy your way off "no go" list for restroom pass
- Teacher assistant for the day
- Computer activity time
- Please feel free to add additional rewards



Azalea Middle School



POSITIVE REFERRAL

Date: _____

Dear Parent or Guardian of _____:

The purpose of this communication is to inform you that your child has recently distinguished themselves at school. I greatly appreciate your hard work as a parent for instilling such a valued work ethic in your child.

The areas of achievement listed below are essential elements to maintaining classroom stability. Furthermore, your child displays behaviors which contribute greatly to the positive learning culture I work diligently as a teacher to create.

Please notice the items below which represent the areas where your child is experiencing much success.

AREAS OF ACHIEVEMENT

___ High test scores

___ A or higher at this time

___ Great attitude

___ Helps others

___ Perfect attendance

___ No missing assignments

___ Dramatic academic improvement

___ Classroom participation

___ Outstanding effort

___ Respectful to others

___ Incredibly punctual

___ Always prepared for class

___ Exceptional quality on assignments

___ Displays safe behaviors at all times

Explanation: _____

Teacher Name: _____ Date: _____

Administrator Signature: _____ Date: _____



Azalea Middle School



SUCCESS REPORT

Date: _____

Dear Parent or Guardian of _____:

The purpose of this communication is to inform you that your child has recently shown success improving in the following:

1. _____
2. _____
3. _____

Your child and I have identified one area which we will continue working to improve on:

1. _____

Issued by: _____ Signature: _____

Please sign below and send with your child to earn 3 BKC Bucks! Thank you for being a partner in your child's education!

Parent Signature: _____ Date: _____



Azalea Middle School



SUCCESS REPORT

Date: _____

Dear Parent or Guardian of _____:

The purpose of this communication is to inform you that your child has recently shown success improving in the following:

1. _____
2. _____
3. _____

Your child and I have identified one area which we will continue working to improve on:

1. _____

Issued by: _____ Signature: _____

Please sign below and send with your child to earn 3 BKC Bucks! Thank you for being a partner in your child's education!

Parent Signature: _____ Date: _____



CLASSROOM MANAGEMENT AND DISCIPLINE PLAN (1 of 3)

Teacher Rachel Autrey **School Year** 2011 **Room No.** 3-106 **Grade Level** 6th

The level of structure I anticipate establishing is (check one): ☒ High ☐ Medium ☐ Low

Guidelines for Success

Black Knights are...

- Responsible
- Respectful
- Safe

Posted Rules**Classroom Rules:**

- Arrive on time with all materials (Responsible)
- Work during all work times (Responsible)
- Follow directions immediately (Responsible)
- Use appropriate voice, words, and actions (Respectful)
- Keep hands, feet, and objects to yourself (Safe)

Attention Signal

"May I have your attention please."

The adult will say, *"May I have your attention please,"* while at the same time swinging their right arm in an arching motion (from 9:00 to 12:00 on a clock face). Then, the adult will hold their hand in the 12:00 position. This prompts each student to stop talking, look at you, and raise his/her own hand-until all students are quiet and looking at the adult with their hands raised.

CHAMPS Expectations for Classroom Activities and Transitions

Students are expected to work efficiently on all class activities while using only the posted voice level. When students come to class they are to get all of the necessary materials and be ready to work when the bell rings. Students can talk at a voice level of 2 until the bell rings, but as soon as the bell rings the students are at a 0 voice level and ready to complete the bell work. If students are transitioning to small groups, they are expected to be at a voice level 1 and take no more than one minute to be in their group and ready to go. Students are to move only to their designated groups, any other movement around the classroom is not allowed.

Encouragement Procedures (See Chapter 7, Motivation, and Chapter 8, Classwide Motivation.)

In order to motivate students, I will be using a classroom chain. Each day the class will be given four opportunities to earn a link in their class chain, 100% attendance (responsible), saying "May I have your attention please" no more than twice during class (respectful and safe), all but two or fewer students submit classwork/homework (responsible), and 100% of students have all necessary supplies and are prepared for bell work by the time the bell rings (responsible and respectful). For each qualification met during each class meeting, they would earn a link (possible 4 links per class period). When the chain touches the floor, the students earn a prize.



CLASSROOM MANAGEMENT AND DISCIPLINE PLAN (2 of 3)

Correction Procedures for Misbehavior (both early-stage corrections and rule violation consequences)

In addition to the Black Knight Chivalry (BKC) School-wide Behavior Management Plan, I will do the following...

1. Reteach/model the proper behavior.
2. Have the students complete a "Thinking Sheet" where they reflect on their behavior.
3. Keep open communication with parents (write in the agenda, e-mail, or call home).

Beginning and Ending Routines

1. Routine for how students will enter the room:

Students are to enter the room and get their folder, spiral notebook, and composition notebook from the shelf and return to their seat ready to work and at a 0 voice level by the first two minutes after the bell.

2. Routine for how students will be instructionally engaged while attendance is taken and for how opening business is conducted:

During attendance, students will be engaged in their bell work. They will have 6 minutes of silence (0 voice level) to complete their bell work.

3. Routine for dealing with tardy students:

Students who are tardy will have to complete the bell work and any other assignments they missed. The student will also be marked as tardy in the attendance.

4. Routine for dealing with students who come to class without necessary materials:

If a student does not have the necessary materials for class, they can borrow materials that I have. However, if a student is not prepared it will count against their participation grade for the day.

5. Routine for dealing with students returning after an absence:

Students who have been absent will find their work bundled together in the basket on their class shelf. Attached to the students work will be a "While You Were Out" slip that will be filled out with the daily agenda, homework assignments, and important information. Students are to grab their work from the basket when they return.

6. Routine for wrapping up at end of day/class:

During the last ten minutes of class, students will work at a 0 voice level to complete their reflection log. The reflection log will be a place where the students will reflect on what they learned that day, whether it may be answer the essential question or even writing a summary of what they learned. They can also pose questions they still have.

7. Routine for dismissal:

Students will return their materials to their proper places in the classroom and clean up the area around their desk. The bell does not dismiss the students, I do. Students must be at their seats with everything put away before I dismiss them.



CLASSROOM MANAGEMENT AND DISCIPLINE PLAN (3 of 3)

Procedures for Managing Student Work

1. Procedures for assigning classwork and homework:

All homework assignments will be posted on the configuration board in red for the students to copy in their agenda. I will instruct and model for the student what they are to do before I have them complete their classwork independently.

2. Procedures for collecting completed work:

When the students enter the class, they are to turn in their work to their class drawer. Students keep folders in their class bins where all of their daily class assignments go.

3. Procedures for keeping records and providing feedback to students:

In each student's class folder there will be a table of contents listing all of their assignments that are kept in the folder. On the table of contents I will post the grade next to each assignment so the student can see a constant update of their grade.

4. Procedures and policies for dealing with late and missing assignments:

Missed work as a result of an unexcused absence or failure to submit class work on the assigned date can be submitted the next class meeting with a grade letter deduction. After that it will not be accepted. Students with an excused absence will receive on grace day before grade deductions will be taken.

Procedures for Managing Independent Work Periods

During independent work periods, students are expected to stay at a voice level of 0. If a student needs assistance they are to raise their hand, and not call out or get out of their seat, until I acknowledge them.

Minor/Major Infraction Form

Student _____ Homeroom Teacher: _____

Date of Incident _____ Teacher recording incident: _____ Period of Incident: _____

Check all that apply to the incident**Minor**

- ☐ Missing homework (1 pt)
☐ Forgot materials (1 pt)
☐ Not following directions (2 pts)
☐ Out of seat without permission (2 pts)
☐ Dress code: Homeroom only (2 pts)
☐ Tardy/Out of class <10mins (2 pts)
☐ Break a posted classroom rule (2 pts)
☐ Passive classroom disruption (2 pts)
☐ Profanity/Obscene language (2 pts)
☐ Disrespectful behavior (3 pts)
☐ Horseplay (3 pts)
☐ Misuse of school property (3 pts)
☐ Electronics: using without permission (3 pts)
☐ Passive defiance/insubordination (3 pts)

Major

- ☐ Out of class >10mins (6 pts)
☐ Aggressive defiance/insubordination (6 pts)
☐ Campus disruption (6 pts)
☐ Aggressive classroom disruption (6 pts)

**For MAJOR INFRACTIONS, submit to AP.
Clerks will enter the infraction.**

Student Signature _____

Administration only: 11 points for discipline referrals, ABC, and OSS**Minor/Major Infraction Form**

Student _____ Homeroom Teacher: _____

Date of Incident _____ Teacher recording incident: _____ Period of Incident: _____

Check all that apply to the incident**Minor**

- ☐ Missing homework (1 pt)
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Major

- ☐ Out of class >10mins (6 pts)
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☐ Campus disruption (6 pts)
☐ Aggressive classroom disruption (6 pts)

**For MAJOR INFRACTIONS, submit to AP.
Clerks will enter the infraction.**

Student Signature _____

Administration only: 11 points for discipline referrals, ABC, and OSS

Azalea Middle School
OFFICE DISCIPLINE REFERRAL

Student Name	Period	Grade	Reported By	Incident Date	Time
Description of Incident					
Incident Location (check one)					
<input type="checkbox"/> Bus Circle <input type="checkbox"/> Cafeteria <input type="checkbox"/> Classroom <input type="checkbox"/> Courtyard	<input type="checkbox"/> Gym/PE Field <input type="checkbox"/> Library <input type="checkbox"/> Office <input type="checkbox"/> Hallway/Breezeway	<input type="checkbox"/> Parking Lot <input type="checkbox"/> Restroom <input type="checkbox"/> Assembly/Field Trip <input type="checkbox"/> Other _____			
Incident Type (check one)			*SESIR Violations		
<input type="checkbox"/> Accumulation of 11 or more infraction points with two week period starting: _____ to _____ (see infraction data base) <input type="checkbox"/> Forgery <input type="checkbox"/> Stealing/Larceny/Theft	<input type="checkbox"/> Tobacco <input type="checkbox"/> Unauthorized location (out of area) <input type="checkbox"/> Fighting <input type="checkbox"/> Striking Student <input type="checkbox"/> Bullying/Harassment <input type="checkbox"/> Property Damage/Vandal <\$1,000 <input type="checkbox"/> Other: _____	<input type="checkbox"/> Battery* <input type="checkbox"/> Vandalism(>\$1,000)* <input type="checkbox"/> Use/Possession of Alcohol/Drugs* <input type="checkbox"/> Sale/Distribution of Drugs* <input type="checkbox"/> Use/Possession of Weapons* Weapon type: _____ <input type="checkbox"/> Other Major* Incident Description: _____			
FOR OFFICE USE ONLY: Action Code (check one)					
<input type="checkbox"/> Time in Office <input type="checkbox"/> Loss of Privileges <input type="checkbox"/> Conference with Student <input type="checkbox"/> Conference with Parents scheduled for: _____ <input type="checkbox"/> Mediation <input type="checkbox"/> Other: _____	<input type="checkbox"/> Reflection Assignment <input type="checkbox"/> Lunch Detention <input type="checkbox"/> After School Community Service <input type="checkbox"/> In-School Suspension* <input type="checkbox"/> Out-of-School Suspension* For _____ days beginning _____ through _____ (last day of suspension)	<input type="checkbox"/> Parent Contact on _____ @ _____ am/pm @ _____ - _____ Spoke with: _____			
Discipline Code: _____		Action Code: _____		Action Length: _____	
Action Date: _____					
Administrator Comments:					

Administrator Signature & Date _____

Student Signature & Date _____ Parent Signature & Date: _____

Student/Parent – White

Office – Yellow

Staff - Pink

"Like a boomerang, what goes out must come back."

(Holtham 2009, p. 27)

What is Restorative Justice?

This year at Azalea Middle School, we will be implementing a school wide Restorative Justice initiative based on the book, *Taking Restorative Justice to Schools: A Doorway to Discipline* by J. Holtham, (2009).

The focus of the initiative is to repair the harm that one causes on others and/or the community due to the following errors in thinking:

- **Entitlement/Privilege** – I'm special, my parents will pay for it, I've already paid my dues, the law doesn't apply to me, it's okay to be irresponsible sometimes
- **Justification** – Everyone else is doing it, they had it coming, I didn't physically harm anyone so that's okay, if I hadn't done it, someone else would have
- **False Power** – I don't want anyone telling me what to do, if someone disrespects me, I have to straighten them out, I have to pay back people who mess with me, there's only one way for me to protect myself—fight
- **Criminal Rationalization** – anything can be fixed if you have enough money, people do worse things, bankers, lawyers, and politicians get away with breaking the law, so why shouldn't I?
- **Personal Irresponsibility** – I only got caught because of bad luck, I'm not to blame for what I've done, my upbringing and environment made me this way...I had no choice.

"The Boomerang Effect"

The Restorative Justice Initiative will be based on the concept that, "Like a boomerang, what goes out must come back," which Holtham refers to as "the Boomerang Effect".

Typically, "Anger comes back as anger. Respect comes back as respect" (p. 27). This concept puts both the offender and victim in the mindset that we are all accountable for our own actions which often times dictates others' response.

How will it look?

Through the Principal's Multi-cultural Advisory Committee, 6 teams of student facilitators will be trained to lead 12 conferences every Tuesday and Thursday here at AMS during 5th period. Cases will be referred by grade level administrators by scheduling Restorative Justice Conferences on the designated dates and times.

The Restorative Justice Committees will each consist of 4 to 5 PMAC student facilitators, an adult advisor, and volunteers from the outside community if called upon. The student-led committee will review each case and will work to suggest Restorative Solutions by means of Written Agreements created during each conference. In addition, the initiative will be discussed and reflected upon by students during homeroom classes throughout the school year.

