

# NORTH MIDDLE ACTION PLAN DEVELOPMENT TOOL

## Universals

### What are the Universals on your campus?

#### o The What, Where When and How of our behavior.

- o **PBIS**-This committee meets weekly to create and share lessons that teaches students what is expected, review data, and plan activities for students who have met the behavioral expectations. The Universal Matrix below will be covered in all classes the first week of school. Our PBIS committee also develops lessons on a weekly basis to reiterate and continue to stress the importance of these expectations. These lessons are conducted during AE classes.
- o **Restorative Practices**-Daily strategies used to bring resolution to different parties after confrontation in the school community. Provides opportunities for stakeholders to reflect on their decisions on how they impact themselves and others.
- o **Trauma Informed Practices**-Proactively identify factors daily or variables that impact student behavior.
- o **Grade Level Meetings**-Weekly discuss procedures that impact grade-levels. Share ideas on how to meet individual student needs.
- o **Administrator Meetings**-Weekly review strategies to increase consistency among all grade-levels.
- o **Counselor Meeting**-Weekly discuss shared experiences on addressing student needs in and out of the building. Identify resources that could help students and families meet their needs.
- o **Grade Level Meetings with Students**-Trimester meetings to review Behavior Guide and set expectations with consequences. Discuss resources and strategies to help them make better choices.

- o **SSD IEP Meetings**-As scheduled meetings to discuss behaviors impacting student success and strategies that help meet their individual needs. Follow up meetings to ensure full implementation of the IEP.

# NORTH WAY IS THE BEST WAY!

|                                      |                     |  |   |  |   |
|--------------------------------------|---------------------|--|---|--|---|
| P<br>O<br>S<br>I<br>T<br>I<br>V<br>E | <b>Panther Ways</b> | <b>RESPECTFUL</b>  | <b>SAFE</b>   | <b>RESPONSIBLE</b>   | <b>COOPERATIVE</b>  |
|                                      | <b>CAFETERIA</b>    | <ul style="list-style-type: none"> <li>• Only touch your food</li> <li>• Thank Café Workers</li> <li>• Level 3 voice or lower</li> </ul>   | <ul style="list-style-type: none"> <li>• KHFAA00TY</li> <li>• Sit in designated seat and ask permission to get up</li> </ul>  | <ul style="list-style-type: none"> <li>• Clean up after yourself</li> <li>• Wear your ID</li> <li>• Keep all food and drink in the Café</li> </ul>                             | <ul style="list-style-type: none"> <li>• Follow directions</li> <li>• Solve conflicts with appropriate strategies</li> </ul>  |
|                                      | <b>BUS</b>          | <ul style="list-style-type: none"> <li>• Level 3 voice or lower</li> <li>• Value school property</li> <li>• Be polite to drivers</li> </ul>  | <ul style="list-style-type: none"> <li>• KHFAA00TY</li> <li>• Remain in your seat</li> <li>• Food/Drinks are not allowed</li> <li>• Properly display ID</li> </ul>              | <ul style="list-style-type: none"> <li>• Be alert for your bus stop</li> <li>• Keep track of your belongings</li> </ul>  | <ul style="list-style-type: none"> <li>• Report Bullying</li> <li>• Stand up for others getting bullied</li> <li>• Report problems you cannot peacefully solve</li> </ul> |
|                                      | <b>ASSEMBLIES</b>   | <ul style="list-style-type: none"> <li>• Focus on speaker</li> <li>• Refrain from side talk</li> <li>• Follow all directions</li> <li>• Recognize and respond to quiet signal</li> </ul> | <ul style="list-style-type: none"> <li>• KHAAFOOTY</li> <li>• Stay in your area</li> <li>• Walk in line with your teachers</li> </ul>   | <ul style="list-style-type: none"> <li>• Be smart when given reasonable requests</li> <li>• Use appropriate body language and gestures</li> </ul>                              | <ul style="list-style-type: none"> <li>• Follow the presenter's directions</li> </ul>   |
|                                      | <b>CLASSROOM</b>    | <ul style="list-style-type: none"> <li>• Listen when teacher or classmate is talking</li> <li>• Complete tasks and follow classroom expectations</li> </ul>                              | <ul style="list-style-type: none"> <li>• KHAAFOOTY</li> <li>• Use school tools appropriately</li> <li>• Be respectful to the teacher</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Bring all supplies needed for class</li> <li>• Study and know expectations</li> </ul>   | <ul style="list-style-type: none"> <li>• Participate when needed</li> <li>• Follow directions</li> <li>• Remind others to follow classroom expectations</li> </ul>        |
|                                      | <b>HALLWAYS</b>     | <ul style="list-style-type: none"> <li>• Follow adult requests</li> <li>• Level 3 voice or lower</li> </ul>  | <ul style="list-style-type: none"> <li>• KHAAFOOTY</li> <li>• Be respectful of personal space</li> <li>• Be in your own space</li> </ul>  | <ul style="list-style-type: none"> <li>• Lock locker</li> <li>• Walk and talk</li> <li>• Be responsible for your trash and items</li> <li>• Arrive to class on time</li> </ul> | <ul style="list-style-type: none"> <li>• Stay on the right side of the hallway</li> <li>• Help others</li> <li>• Use "put ups" instead of "put downs"</li> </ul>          |
|                                      | <b>RESTROOM</b>     | <ul style="list-style-type: none"> <li>• Put trash in trash can</li> <li>• Gain permission first</li> </ul>  | <ul style="list-style-type: none"> <li>• Report problems to an adult</li> <li>• Return to class quickly when finished</li> <li>• Use the restroom at scheduled times</li> </ul> | <ul style="list-style-type: none"> <li>• Clean up after yourself</li> <li>• Wash your hands</li> </ul>   | <ul style="list-style-type: none"> <li>• Be respectful of other people</li> </ul>   |

# Discipline

## **Flow Chart w/Responsibilities**

### **o Admin-**

- o Handle all major infractions, including but not limited to fighting, sexual misconduct, illegal substances, posturing to fight, assault, bus safety, bullying, harassment, weapons, and conflict between staff and students.
  - Review staff report/referrals.
  - Talk to the staff member to get additional information and/or witnesses.

### **o Conduct investigations**

- Provide due process
- Call accused to office and inform them of the infraction.
- Give opportunity to explain their perception of the incident.
- Question accused on differences between their account and the staff report.
- Give the accused an opportunity to write a detailed statement and provide witnesses.
- Call witnesses to office and inform them of the incident.
- Give witnesses an opportunity to explain what happened.
- Question witnesses on any differences between statements.
- Give all witnesses an opportunity to write a detailed statement.
- Review all statements.
- Review behavior guide and assign consequences if necessary.
- Communicate outcomes of the investigation to the parents of the accused immediately.
- Discuss re-entry plan and restorative opportunities.
- Communicate outcomes of the investigation to all other pertinent stakeholders in a timely manner.
- Accept and/or modify referral in sis.

- o **Top 10 Areas of Focus (in addition to the steps taken in any investigation, below are additional steps taken; in addition, most of the areas are to be reported to Asst. Superintendent, Eric Arbetter)**
  - Touching – Sexual Assault
    - Remove the victim and the accused from the student population to investigate
    - Involve the social worker, counselor, law enforcement (if applicable)
    - Make parents/guardian aware immediately of the ongoing investigation
    - Make the nurse aware and have her check the victim
    - encourage the parent to seek medical and emotional assistance
  - Bullying – Cyber and in-person
    - Remove the victim and the accused from the student population to investigate
    - Involve the social worker and the counselor
    - Identify any negative information on the web and have it removed
    - Complete a bullying packet
  - Fighting – Group, Assault, “Gang” as defined in HSD
    - Remove the students involved from the student population to investigate
    - Involve the social worker and counselor
    - Look for bystanders who were recording the incident, have them delete the video, and consider appropriate consequences
  - Drugs
    - Make parents/guardian aware immediately of the ongoing investigation
    - Remove the accused from the student population to investigate
    - Involve the social worker and counselor
    - Involve security officer and SRO to witness a search of the accused pockets, shoes, headgear, and belongings such as book bags and locker
  - Truancy/Skipping Class
    - Identify the whereabouts of the student during the missing classes
    - Involve the social worker and counselor.
    - Involve teachers whose classes are being skipped

- Theft
  - Remove the victim from the student population to investigate
  - Involve the social worker and counselor
  - Search the student's belongings for stolen items in the presence of the SRO and security officer
- Weapons (i.e. guns, knives, stun guns, scissors/sharp objects)
  - Identify the accused and remove him immediately from the student population
  - Involve the social worker and the counselor
  - In the presence of a security officer and an SRO, search the accused without violating the student or his/person
  - Search all areas where the weapon could possibly be hidden if the student isn't forthcoming with information
  - Make parents/guardian aware immediately of the ongoing investigation
- Bus misconducts
  - Review the referral and speak to the bus driver
  - Involve the social worker and the counselor
  - Discuss bus expectations with the accused and solutions to the issues
  - Make the bus driver aware of the meeting and outcome
  - Provide a copy of the referral to the bus driver
- Cell Phones (violations, in class, parents on phone, how to communicate, temperament matters esp. w/more challenging students!)
  - After giving multiple warnings, Ask for the phone and place it in the office for parent retrieval. Do not physically take the phone from a kid.
  - Involve the social worker and the counselor
  - Retirate the importance of meeting expectations
- Physical contact with staff
  - Remove the victim and the accused
  - Have the victim see the nurse before deciding if additional medical attention is needed outside of school
  - Make the parent/guardian immediately aware of the allegation and the ongoing investigation

- Involve the social worker and the counselor

### **Attendance and School Work**

- Contact Grade-level secretary to update attendance so that absences for any office time is not counted, print suspension letters if needed, print short-term suspension program information if needed, and keep track of long-term suspension details on a spreadsheet.
- Contact Building secretary to develop discipline hearing packets if needed.

### **o Re-entry and Restorative Opportunities**

- Contact grade-level counselor to schedule re-entry meeting if needed.
- Restorative Conference with student, parents, and any other stakeholder.

### **o Teacher/Staff-**

- o Responsible for managing their classroom and supervising all areas that are assigned to them.
- o Implement proactive, community building partnerships with all stakeholders.
- o Communicate expectations with students and parents.
- o Implement PBIS to create a positive learning environment.
- o Review and implement interventions documented in a student's IEP or 504 plan.
- o Inform parents of minor infractions that occur under with supervision in a timely manner.
- o Address all classroom level infractions in effort to minimize the time students spend outside of the classroom(loss of instruction).
- o Document infractions in sis, CALL parents to inform them of what happened and what was the outcome, and document consequences.
- o Inform administration of major offenses that result in office referrals.
- o Seek assistance from instructional coach, colleagues, and leadership team to help meet the needs of all students.
- o Reflect on practices that contribute to disciplinary actions.

### **o Parent-**

- o Serve as partners with the school to educate and reinforce school expectations.
- o Attend parent meetings and or read communication provided by the school regarding the Student Code of Conduct Book
- o Communicate with teachers and administrators about possible school disruptions

### **o Student-**

- o Be a willing participant to engage in dialogue that contributes to school wide
- o Review Student Code of Conduct Book
- o Actively participate in class activities in a positive manner
- o Be proactive in finding ways to avoid confrontations with other students and adults
- o Communicate with teachers and administrators about possible school disruptions
- o Display behavioral expectations taught in PBIS
- o Participate in Restorative Conferences

## **Communication Loop**

### **What and to who is the communication when an intervention/consequence if warranted?**

#### **o Admin**

- o Review teacher referrals that are entered into SIS
- o Meet with teacher to get additional information and or clarification
- o Administrator conferences with student(s) and reads provided written statement and or provide opportunity to write a statement
- o Administrator contacts parent and informs both student and parent the intervention/consequence
- o Provide family with a copy of the Suspension Letter
- o Provide Asst. Superintendent with a copy of the Suspension Letter.

#### **o Teacher/Staff**

- o Contacts administrator and enters a referral in SIS
- o Contacts parent and inform the parent of the incident and referral to the administrator

- o **Parent**

- o Speak/Meet with teacher and or administrator regarding details of the incident and assigned consequences
- o Refers to the Student Behavior Guide to review expectations with student

- o **Student**

- o Meet/Speak with Teacher and or Administrator regarding behavior infraction and behavioral expectations

- o **Asst. Sup for OSS/ISS**

- o Receive a copy of the Suspension Letter from the school
- o Text/Phone Call received student is assigned a DH (copy of the DH packet)

## **Follow up with referring authority**

- o **Positives on incident**

- Administration will discuss the actions of the referring adult and how they responded.
- Administration will highlight responses that prevented harm, de-escalated conflict, prevented further disruptions, and generally allowed learning to continue.

- o **Review of incident and recalibrate actions**

- Administration reviews written referral, code of conduct, statements, and/or videos with the referring adult.
- Administration, referring adult, offender, and victim will discuss possible ways to restore the relationships between all parties affected.
- Administration and all parties mentioned above will process and plan for how to make a different decision next time this may happen so that the expectations are explicit and the outcomes are not a surprise. This may include a de-escalation plan.
- Administration and/or Counselor will be available to conduct restorative circles if needed.

# Communication Plan

- o **Timeline for communicating**
  - o **Groups to communicate**
    - **Faculty/Staff** -August 8, 2018
      - Build staff including SSD and DHH will receive information on:
        - o Differentiating between classroom and office management behaviors
        - o Creating and identifying strategies to address student behaviors including students with an IEP before submitting office referrals
        - o How and when to report office referrals
        - o Restorative practices and restorative conferences
        - o Cultural Competence
    - **Students**-August 16, 2018
      - o Grade Level Meetings
        - An administrator and grade level counselor will present behavior expectations, safety procedures, manners matter, restorative conference procedures and reporting process for student concerns regarding infractions from other students to each grade level
        - Each grade level meeting will be one hour and held during the grade level scheduled related arts time
    - **Parents**- August 27, 2018
      - o Parent Meeting
        - PTSA president and school administrative team will share the school's code of conduct action plan with parents
        - School administrative team will share student and parent responsibility in the discipline process

- School Counseling Team will provide informational session Restorative Practice and Conferences
  - School Administrative Team will present School Improvement Plan with a focus on Manners Matter, Academics, and Cultural Competency
  - School administrative team will listen to questions and or concerns
  - Student discipline profile sheets, behavior intervention plans, behavior contracts, copies of code of conduct and other documents will be available for parents during meetings if requested
- **Asst. Superintendent**
  - Code of Conduct Action Plan draft submitted for feedback July 27, 2018
  - Submission of corrected Code of Conduct Action Plan for review and approval August 7, 2018
  - Invited to attend all parent, student and school staff meetings
- **Methods to communicate**
  - **Faculty/Staff**
    - In person/Faculty Meetings/Grade Level Meetings
    - Email
    - Phone call
  - **Students**
    - Grade Level Meetings (interpreter available for DHH students and staff)
    - Phone Blast
    - Student Conferences (interpreter available for DHH students and staff)
    - School website
  - **Parents**
    - Email
    - Letters
    - Phone Blast
    - Parent Meetings (interpreter available for DHH student, parents, and staff)
    - PTSA Meetings (interpreter available for DHH student, parents, and staff)
    - School Website

- Reminders of meeting dates via School Marquee
- **Asst. Superintendent**
  - Email
  - Text
  - Phone Call

## Training Plan

### o Timeline

#### o Develop Documents to support process

- All discipline documents are completed by the end of the school day with the except of DH packets (24 hours)
- Restorative Conferences will be held by school counselor, administrator, or other appropriate school staff
- Submit a copy of the Code of Conduct plan for review before presenting to the staff

#### o Training Schedule

##### ▪ Teacher Meeting

- August 8, 2018
- Additional meetings held once each trimester

##### ▪ Parent Meeting

- August 27, 2018
- Additional meetings held monthly during PTSA
- Focus points and reminders will be sent home throughout the year through phone blast and principal emails

# **BEHAVIOR**

## **ENCOURAGING APPROPRIATE BEHAVIORS AND CHOICES (INCENTIVES)**

1. PBIS Panther Paws Tickets
2. PBIS Prize Closet
3. Grade Level Student of the Month Recognition and Breakfast
4. STAR Students(?)
5. Student of the Month-Publicize on Marquee

## **INTERVENTIONS FOR POOR BEHAVIOR CHOICES (CONSEQUENCES)**

1. Warning and re-teaching of behavior expectations
2. Reflection Activity and Parent Contact
3. Loss of Privileges/Buddy Room
4. Loss of Bus Riding Privileges/Assigned Seating
5. Behavior Referral in SIS and Parent Contact
6. Detention (Lunch/After School) and Parent Contact
7. Retribution
8. Restorative conferences and practices between those who were harmed and those who harmed.
9. Check-in-Check Out/Parent Meeting
10. In-School Suspension and Parent Contact
11. Behavior Contract/Parent Meeting
12. Counselor/Social Worker Intervention

13. Out of School Suspension and Parent Contact
14. CARE TEAM

### **PLANS FOR ADDRESSING CONSISTENT BEHAVIOR CONCERNS**

1. Check In/Check Out - Identify appropriate staff and has a positive relationship with student to meet with the student at the beginning and end of the day to provide support to the student.
2. Behavior Contract/Plan - Team (teacher, student, parent, counselor/admin) works together to develop a plan that address the behavior and assist with student receiving support to make better decisions.
3. Counselor/Social Worker Intervention - Counselor/Social Worker identifies appropriate social and emotional support to ensure student success.
4. CARE TEAM - Meeting with parent, teachers, social worker, counselor, admin and any other necessary staff to review the social, emotional, behavioral, and academic standing of student to develop a plan where the student is receiving consistent support from all stakeholders.
5. Functional Behavior Assessment - Conduct an assessment to determine why, where, and the frequency of the behavior.

### **Restorative Practices for Top Ten Areas of Focus**

- Touching – Sexual Assault
  - Involve a social worker, a counselor, and any other relevant stakeholders
  - Create a forum to allow for the victim and the aggressor to meet
  - Encourage the aggressor to take ownership of their actions in front of the victim and apologize (at their own will)
  - Have ongoing follow ups with the victim
  - Meet with the parents/guardians to discuss the need for ongoing communication between home and school
- Bullying – Cyber and in-person
  - Involve a social worker, a counselor, and any other relevant stakeholders
  - Create a forum to allow for the victim and the aggressor to meet

- Encourage the aggressor to take ownership of their actions in front of the victim and apologize (at their own will)
- Have ongoing follow ups with the victim
- Meet with the parents/guardians to discuss the need for ongoing communication between home and school
- Fighting – Group, Assault, “Gang” as defined in HSD
  - Involve a social worker, a counselor, and any other relevant stakeholders
  - Create a forum to allow parties involved to discuss conflict resolution skills
  - Encourage the aggressor to take ownership of their actions in front of the victim and apologize (at their own will)
  - Have ongoing follow ups with the all students involved
  - Meet with the parents/guardians to discuss the need for ongoing communication between home and school
- Drugs
  - Seek drug counseling support within the school day
  - Involve a social worker, a counselor, and any other relevant stakeholders
  - Create a forum to allow for the student to learn coping skills of dealing with peer pressure associated with drug use and/or drug selling
  - Encourage the aggressor to take ownership of their actions in front of the victim and apologize (at their own will)
  - Have ongoing follow ups with the student
  - Meet with the parents/guardians to discuss the need for ongoing communication between home and school
- Truancy/Skipping Class
  - Involve a mentor to help monitor the student’s whereabouts throughout the day with a check-in check-out form
  - Have the student consistently meet with the social worker to get to the reasons for their absenteeism
  - Meet with the parents should the issue escalate to the student’s 90/90 being in jeopardy
- Theft

- Have the student try and return the stolen objects if possible
- Create a forum for the student to speak to their rationale for wanting to steal
- Encourage the thief to take ownership of their actions and show remorse
- Get parents involved, especially if the value of the stolen items is at a felonious dollar amount
- Weapons (i.e. guns, knives, stun guns, scissors/sharp objects)
  - Involve a social worker, a counselor, and any other relevant stakeholder
  - Create a forum to allow for the victim and the aggressor to meet (if applicable)
  - Encourage the aggressor to take ownership of their actions in front of the victim and apologize (at their own will) (if applicable)
  - Have ongoing follow ups with the student
  - Meet with the parents/guardians to discuss the need for ongoing communication between home and school
- Bus misconducts
  - The administration will continue to reiterate the importance of making good decisions on the bus
  - The administration will remain visible while the buses are present for student and bus driver access
  - The administration will follow up with bus drivers to ensure they feel supported
- Cell Phones (violations, in class, parents on phone, how to communicate, temperament matters esp. w/more challenging students!)
  - PBIS lessons will be taught every trimester regarding the use of electronics in the school
  - Announcements will be made daily about the phone policy
  - Students who have phones taken will need a parent/guardian to retrieve the phone and meet with an administrator
- Physical contact with staff
  - Involve a social worker, a counselor, and any other relevant stakeholder
  - Create a forum to allow for the staff member and the aggressor to meet
  - Encourage the aggressor to take ownership of their actions in front of the victim and apologize (at their own will)
  - Have ongoing follow ups with the staff member
  - Meet with the parents/guardians to discuss the need for ongoing communication between home and school

