

CMMS Discipline Policy 2018-2019

COUGAR
PRIDE!
CMMS
STUDENTS
ARE...

SAFE

RESPECTFUL

RESPONSIBLE

and always

WORK HARD

Cougar Mountain Middle School Discipline Policy & Procedures 2018-2019

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DISCIPLINE OVERVIEW

A. Discipline Philosophy

1. We expect all students, staff and visitors to exhibit Cougar Pride.

Cougar pride! Cougars will...

- **Work hard**
- **Be Safe**
- **Be Respectful**
- **Be responsible**

2. Cougar Mountain is a school focused on strong academics and student achievement. Students will actively participate in their own learning and will not interfere in the learning or safety of others.

3. Cougar Mountain follows the Positive Behavior Instructional Support (PBIS) framework. Staff will proactively teach what the Cougar Pride behavior expectations look like and sound like in the educational setting. In the event that an infraction of school rules occurs, then discipline will be assigned to reinforce appropriate behaviors in the school setting in order to support student achievement. Students who are not successful in classes during the regular school day will be provided with opportunities to learn in a different environment.

4. When students do not follow clearly stated expectations, we will use alternative and restorative discipline approaches to correcting behavior.

ALTERNATIVE DISCIPLINE IS NOT...

- Stopping the suspension of students in order to meet a school or district behavior data quota
- Ignoring the stakeholders who have been affected by the student's behavior
- Assigning the same discipline for every student without knowing the reason for the misbehavior
- Assigned without consistent implementation and follow-through
- Easy to do

ALTERNATIVE DISCIPLINE IS...

- Using other means of discipline to help students learn from their behaviors
- Working with the stakeholders to help restore what has been damaged and work together to help the student change his/her behavior
- Taking time to learn about what triggered the behavior in the first place
- A method of delivery that requires the administrator and stakeholders to work together and ensure components of the alternative discipline are put into place and implemented with fidelity

B. Discipline Roles

1. It is every adult's responsibility to reinforce school behavioral expectations, enforce school rules and create an environment where students feel supported and optimal learning can occur. All adults will implement alternative discipline approaches including the following:

- Use means of discipline to help students learn from their behaviors

- Working with the stakeholders to help restore what has been damaged and work together to help the student change his/her behavior
 - Taking time to learn about what triggered the behavior in the first place
 - A method of delivery that requires the administrator and stakeholders to work together and ensure components of the alternative discipline are put into place and implemented with fidelity
- **Teacher Responsibility**
 - Create and sustain a positive learning environment for all students by providing and sustaining a proactive classroom management plan that supports the CMMS school wide behavioral expectations.
 - Teachers are expected to implement and enforce a proactive classroom management plan that teaches students classroom routines and behavioral expectations using the Positive Behavior Support lesson plan framework.
 - Teachers are expected to reinforce and monitor school behavior expectations both inside and outside of the classroom.
 - **Classroom Support Staff (paraeducators, volunteers)**
 - Support the classroom teacher's classroom management plan and reinforce school expectations inside and outside of the classroom.
 - Report classroom concerns to classroom teacher. Report all other behavior concerns to classroom teacher, campus safety or administration as appropriate.
 - **School Support Staff (office staff, custodians, campus safety, cafeteria, etc.)**
 - Support classroom teacher's classroom management plan and reinforce school expectations outside of classroom.
 - Report concerns to classroom teacher, campus safety or administration as appropriate.
 - **Administrator**
 - Support the teacher's classroom management plan.
 - Proactively support established behavior expectations inside and outside of the classroom.
 - Enforce discipline procedures, school rules and district policies.

C. CLASSROOM MANAGEMENT STRATEGIES

How classroom management is taught, practiced and monitored determines whether a positive learning environment is created for ALL students.

What is a classroom management plan?

A classroom management plan contains your rules and expectations for behavior and academics.

What are the components of a classroom management plan?

A classroom management plan has clear components:

1. A Foundation of Strong, Positive, Trusting Relationships
 - Get to know your students and their families.
 - Check in frequently.

- Be a consistent presence, a person they can come to for anything they need.
 - Hold them accountable, and expect them to hold you accountable in return.
2. Expectations and classroom procedures-
 - Students need consistency and must know what to expect on a daily basis.
 - You should develop expectations for group work, raising your hand and speaking in class, participating, a seating chart, how to turn in their papers, when to use the bathroom, etc.
 - When expectations are clear, students will meet the expectations.
 3. Rules for your classroom-
 - There should be 3 – 6 rules overall that students know. These rules should fit under our Cougar Pride expectations. Examples: Respect others, respect self, respect others' belongings, keep hands, feet and objects to self.
 4. Classroom consequences that occur in a progressive fashion before referring to the office-
 - Classroom consequences are your way of trying to deter problem behavior before a student must be addressed in the office. Use this opportunity to reteach and practice the expectation. You should actively pursue the root cause of the behavior and respond in a way that addresses the root cause and teaches the student expected behavior and strategies.
 - Adult responses to misbehavior may include:
 - Restate the expectations
 - Seat/Grouping Adjustment
 - Reteach the expectation
 - Reflective conversation in the hallway
 - Buddy room
 - Instructional-based Lunch Detention
 - Office Referral

D. iPad EXPECTATIONS AND CONSEQUENCES

All students are expected to have their iPads with them and usable for the entirety of every school day. When students do not meet expectations, we will support the following steps:

- Minor violations (first time abandoned iPad, uncharged/no device, off-task, downloading unmanaged material, logging into personal accounts):
 - Brief Discussion
 - Alternative/Restorative consequence, conference with classroom teacher
 - Conference with library staff, offense logged into Destiny
 - Alternative/Restorative, conference with library staff, instructional-based lunch detention, family contact
- Major violations (repeat of minor offenses, inappropriate material accessed or found on iPad, intentional damage):
 - Alternative/Restorative, instructional-based after school detention, family contact
 - Technology limits established with periodic review from all stakeholders (student, staff, counselor, administration, family), family contact

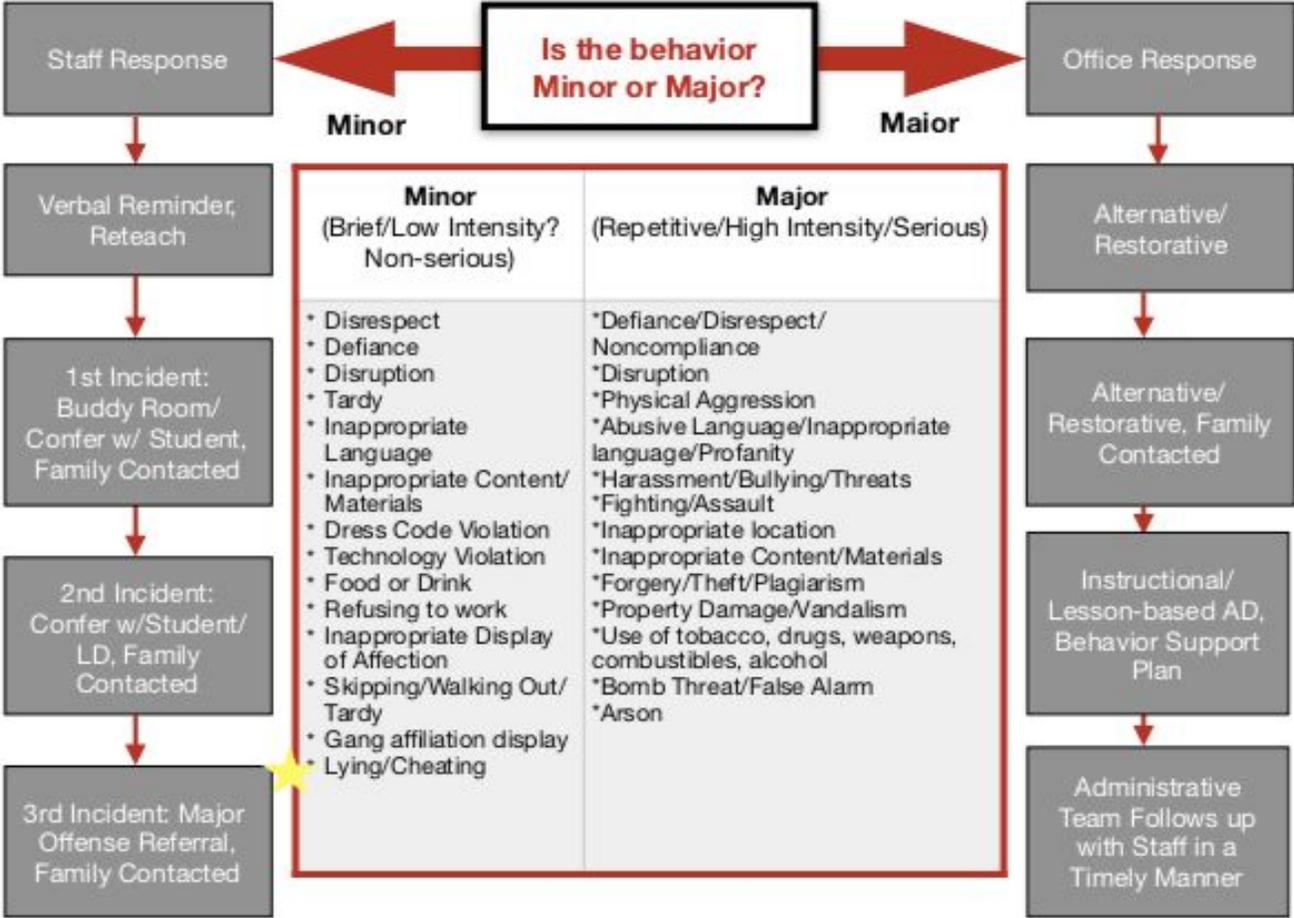
E. DISCIPLINE FLOWCHART

Cougar Mountain Middle School Student Behavior Management Process

Define Behavior Expectations, Provide Rationale, Expectations

Model Appropriate Behavior: Positive Acknowledgment and Feedback;
Monitor Progress; Reteach

Observe Behavior, Verbal and Visual Reminder of our Expectations,
Encourage to Make a Positive Choice



Tracking of minor incidents only need to occur if it becomes a behavioral pattern. A **major referral** occurs after three same/similar offenses occur. Please utilize options such as family contact, buddy room reflection time, re-teaching and modeling, and conferring with student first to determine the source and resolve the issue. Resolutions may vary depending on the student or incident.

F. DISCIPLINE CONSEQUENCES

Progressive Steps

01

Classroom-Based Response (Behavior Bridges Approaches)

- Restate/Reteach Expectations
- Reflective/Restorative Conversation
- Teacher-Led Alternative Discipline Activity

02

Buddy Room

- 10 Minute Max
- Student Presents Form to the Teacher (appropriate time)
- Discussion is Restorative - Reflective - Instructional

03

Lunch Detention

- Must Include a Lesson/Scenario Activity
- Restorative - Reflective - Instructional

04

Office Referral

- Alternative/Restorative Discipline Options Responsive to the Offense
- Afterschool Detention Will Include Lessons/Scenario Activities
- Students Must Complete ALL Requirements to Keep or Earn Back Privileges

05

Formal Behavior Plan

- Team Developed and Implemented

G. BUDDY ROOMS:

Teachers pick another teacher's classroom that will be used for the Buddy Room, these must be chosen and communicated to the Assistant Principal prior to the first day of school. Please pick an alternative room as well if the teacher is not in the room or a sub is present. Buddy Rooms must be in the same hall as your classroom.

If a student is sent to a Buddy Room, please do the following:

1. Write the name of the teacher the student will be going to on the top of the form.
2. Write the time you want the student to return.
3. Students must complete the Buddy Room form and return within 10 minutes.
4. The teacher sends the Buddy Room form with the student, and the teacher must watch the student walk to the Buddy Room.

5. Buddy Rooms must have a consistent location for students to complete the form without disruption to the class.
6. When it is time for the student to go back to class, the Buddy Room teacher must watch the student go back to their original class.
7. Teacher meets with student before the end of the period to go over Buddy Room form.
8. Teacher gives white copy of Buddy Room form to the Assistant Principal by the end of the week .
9. If the student is disruptive in the Buddy Room, please call the office at 1800 so campus safety can remove student.
10. If a student has more than 2 Buddy Room forms from the same period in 1 week, the teacher needs to schedule an appointment with the student and have a planned discussion to discuss concerns and create an plan to help the student be more successful. Please communicate the plan with the parent/guardian.

Things to remember about the Buddy Room & Processing:

- The purpose is for students to get a short amount to time think about their actions and to create a plan as to how their behavior will change when they return to class.
- This is a low level intervention for students who choose mildly disruptive behavior in class.
- Students who do not proceed directly to partner teacher's classroom, or who disrupt the partner teacher's classroom will be assigned the next level of progressive discipline.
- Buddy Room forms are found in the staff room cabinets, if you can't locate them please ask the Secretary.

H. LUNCH DETENTION FORMS

When completing the lunch detention form please make sure you complete each section accurately, please be sure to spell student names correctly. The description of the incident must be factual, not opinions. Please state exactly what the student said or did. You must inform the student and contact the parent/guardian. If you email a parent/guardian you must be sure that they've received the email. If you don't receive a response email, you must then make a phone call.

During lunch detention, students will engage in lessons that are instructional and responsive to the type of offense.

I. OFFICE REFERRALS

When writing a referral, stick to the facts and explain the events in narrative form. Make sure to spell the student's name correctly. Do not interpret behavior or intent, or make opinionated comments about the student on paper. If you feel more information needs to be given to campus safety or administration, please contact us and explain verbally or in a separate email. As always you must call or email the parent/guardian when submitting a referral. Office staff should not be the first point of contact, families should expect a follow up phone call from campus safety or administration.

Correct Example: Jim pulled out Susan's chair and she fell to the floor. Jim laughed when she fell and Susan rubbed her tailbone as she got up from the ground.

Non-example: Jim was on a roll today and pulled out Susan's chair. Jim laughed and I think Susan was hurt. Jim is a disrespectful child all the time and I'm tired of it.

PLEASE DO NOT SEND STUDENTS TO THE OFFICE! IF THE STUDENT IS UNSAFE OR YOU NEED THEM REMOVED YOU MUST CALL CAMPUS SAFETY OR THE OFFICE FOR SOMEONE TO COME AND REMOVE THE STUDENT.

Administration will make a decision as to the outcome of the referral. We will maintain an alternative approach to discipline that will include a restorative, reflective and instructional activities for the students to truly change their behavior. Lessons, scenarios, contracts and restorative meetings will be responsive to the offense and meet the student's behavioral needs.

Things to remember about Office Referrals:

- Only include a narrative of the events, keep it factual and use initials when referring to other students
- Write clearly and professionally. Parents have a right to see discipline referrals of their student. If a student is consistently disrupting, please notify the parents. Do not allow recurring problems to escalate to the point that all past issues are written on one referral form without proper parent notification.
- Students need to stay in class. Only call security if the student behavior is dangerous, out of control or continuously stops teaching and learning.
- If student behavior is dangerous, out of control or continuously stops teaching and learning call campus safety to remove the student. Once the student is removed, continue teaching. If you believe there is an immediate threat, remove yourself and all other students from the classroom.
- Write the referral when it is convenient for you that day. If we need the information immediately, we will contact you. However, we do not want the behavior of one student to continue to disrupt the learning of other students even after they have been removed because you are following up with documentation instead of teaching.

J. CALLING FOR CAMPUS SAFETY

Please call the following numbers in the event you need to contact campus safety or need a student escorted to the office. If student behavior is dangerous, out of control or continuously interferes with teaching and learning, call campus safety to remove the student. Note that our campus safety officers are often out and about in the building. If they do not answer their phones, please contact the front office so they can radio for campus safety. If a student is removed from your room you must complete a referral within 24 hours.

x8074	Danny Charfauros
x8174	Carol Brocato, Campus Safety

REMINDERS

1. Confirmed parent contact is required for:
 - Classroom Exclusion Exceeding 10 Minutes (**Buddy Rooms must be under 10 minutes**)
 - Lunch Detentions
 - Office Referrals
2. When contacting parents about behavior offenses you must do so within 24 hours of the offense. If you email, and do not receive a response you must call the parent. Document on the referral if you were able to make contact with the parent/guardian.
3. If it is serious enough for the student to leave class immediately, call campus safety or the office to remove the student.
4. If a student is removed from your class, fill out an office referral form as soon as possible.