

# DA VINCI ARTS MIDDLE SCHOOL

## STUDENT BEHAVIOR PROCEDURES & PRACTICES PLAN

### Restorative and Positive Behavior Support Perspective:

- da Vinci Middle School staff members will be guided by the tenets of restorative and positive behavior intervention & support practices and philosophy when managing student behaviors.
- The three school rules are: “Be Safe, Be Fair, Be Friendly”
- We will teach students appropriate school behaviors in the first weeks of each year in our classrooms and through the Expectation Rotation for common spaces and will continue to reteach agreements and expectations throughout the year as needed.
- We will look for opportunities to provide compliments - none of us receive enough of them! (Research has shown that a four-to-one ratio of positive to corrective feedback is optimal for students feeling supported and being open to listening.)
- The use of influence is preferred over the use of power in order to build and maintain relationships. Constructing, maintaining, and valuing relationships is central to restorative philosophy and positive behavior intervention & support practices.
- The use of humor is a great way to build relationships and remind students of expectations. However, the use of sarcasm can misfire and should be used with caution to prevent misunderstandings. Mutually respectful communication is expected at all times.
- Modeling is important. Students often pay more attention to what adults do than what they say. When adults make a mistake, it is a great opportunity to model how to repair the harm and then move forward with the student.

### Parent/Guardian Contact from School:

Our teachers are encouraged to establish two-way communication with families in support of student growth as early each year as possible. Ideally initial communication between teachers and home are a positive exchange welcoming families and informing them of school practices and teacher processes such as at Back to School Night. We do also ask that if a student is expressing problems in class, teachers contact parent/guardians as soon as possible to describe what is happening and try to develop a support plan together. At the middle grades-level, parent/guardians are often unaware of their child’s specific school behaviors and practices. We are nurturing students at this critically formative age toward independence, and we know that this is a process – one that often benefits from active partnering between school and home that also respects and honors individual student self-identification. Involving parent/guardians in school-based student concerns is typically the most effective way of resolving issues, and particularly helpful when seeking to support modifications to student behaviors. Such contacts are intended to build rapport, relationship, and school-home partnering. Teachers may at times (and at their discretion) include administration and or the counselor in such school-home communications in order to support intervention efforts as needed. Incidents may also be entered into and viewed through ParentVue in the Synergy Student Information system.

### Parent/Guardian Contact to School:

If an issue occurs outside the classroom, students and parent/guardians may direct their inquiries

to a teacher, counselor, or building administrator such as the principal or assistant principal. If the concern relates to a classroom, the student or parent/guardian is strongly encouraged to communicate with the teacher first. If the concern is not resolved with the teacher, families may request a problem-solving conference with the principal/assistant principal, and if this conference does not resolve the issue, they can recommend additional steps. Throughout such discussions we ask that students and families appreciate the need for school staff to honor and respect the privacy and confidentiality of other students and their families.

#### Minor Behaviors for Redirection (Tier 1):

Middle school student may engage in a variety of behaviors that need to be changed as they learn and grow. Our staff strives to consistently react to students with patience and kindness in a manner that invites young adolescents to change and develop positive habits. The following are examples of minor misbehaviors and the commonly resulting staff redirections. If multiple instances of Tier 1 behaviors occur for a student, they may be referred for Tier 2 intervention support:

1. Gum: Teachers may elect to let students chew gum in their classes. However, the auditorium, library, computer labs, and gym, need to all be gum-free zones. Students are expected to honor this and if they forget, they will be expected to throw away their gum in a plastic-lined trash bin when requested to do so.
2. Inside Safety: For safety reasons, students are actively discouraged from running in common spaces (halls, cafeteria, etc.) and using sporting equipment (balls and sticks) and outdoor transportation devices (scooters, bikes and roller skates) when inside. Students may be asked to Re-Do an action in a manner that is more Safe, Fair, and/or Friendly.
3. Dress Code: Shoes always in halls. No Socks, Taps, or Barefeet. We follow the district's Dress Code Policy (viewable at [this](#) link) which reminds families to support students in choosing appropriate wear for school. We encourage students to be thoughtful about professionalism and mutual respect among all community members. If a dress code issue does arise, staff will address the matter with students in a manner that is intended to preserve mutual respect and supports resolution of the issue. The counselor and administration are available to support in such circumstances.
4. Profanity not directed at staff: If staff hear or witness students using profanity that is not directed at staff, they will verbally correct students and remind them about appropriate language in the school setting.
5. Personal Electronic Devices: From 8:30-3:00, students may not use any personal electronic devices, including cell phones, unless during class-time with a teacher's explicit permission, and with appropriate use being carefully considered to preserve the student learning environment. The language we are using is, "Off and Away, or On and Academic With Permission." Teachers are strongly encouraged to devise and communicate clear electronic device classroom procedures and practices (i.e., pocket check-in system, cell pass, etc) with their students and families to minimize confusion about expectations. If a student's device is placed with the office for safe-keeping, they may pick it up after school. Repeat occurrences may result in the family being asked to come to the school to retrieve the device and partner in developing a support plan.

## Intervention and Prevention Practices & Procedures:

### Hall Passes:

- To ensure the safety of all students, whenever a student is out of a classroom during class time, they must have a hall pass (or staff-member note) and be prepared to politely show it to any adult who asks to see it.
- Students who are outside of class without a hall pass may be sent back to class to get a pass and an inquiry may be made as to why the student is out of class without a pass.
- As part of individual classroom management plans, teachers may use their own hall passes, student planners or a classroom log sheet for students to complete when leaving the classroom or arriving late.

### Bathroom Passes:

- Many teachers have their own classroom-to-bathroom pass systems that work well for them. We ask that teachers limit bathroom passes to one-student-out at a time to support schoolwide supervision and safety. Students must have a pass from a teacher to be travelling in the hall during class-time. If a student does not return to class within a 'reasonable' amount of time, staff inform the office, and often there is then a walkie-call to search for the student so we can ensure all students are safe. In order to avoid this, we expect that students will return to their classrooms as soon as is possible

### Confiscation of Items:

- Confiscation of prohibited items is allowed as a form of student management.
- Items confiscated for beyond a single class-period should be turned over to the main office as soon as is possible to be secured in the office. Students receive a written receipt for objects confiscated and held for retrieval in the office.
- Staff use various strategies to avoid power struggles with students regarding their personal items and have the discretion to determine when there is a need to confiscate an item. If such an issue arises in a classroom, and after two requests to the student have been made to resolve the matter, teachers may call the office to request a 'walkie-classroom-support' call go out so that building administration can coordinate support.
- If a student's items are supplied to the main office multiple times, the students' family may be contacted to come in and meet with a building administrator to establish protocols and practices that will support the student.

### Time Out for Students:

When students are expressing a problem, they are experiencing a problem. As adult change agents, staff members think about the function of that particular behavior and pursue an inquiry into how they can support the student in re-engaging.

- Students should be given verbal and non-verbal warnings for disruptive behavior.
- Teachers may use Classroom Problem Solver forms (example below) or other restorative tools to support students in thinking through the issue.
- If the behavior continues, teachers should document a second warning on a Behavior Navigator (pre-referral form), along with parent contact via telephone or email.
- Students are not sent to sit or stand in the hallway as a disciplinary consequence. If a teacher believes a student needs a minute to collect themselves, the student may be asked to wait outside the door briefly until the teacher can join them at the doorway to conference, review a reflection tool with them, and/or develop a problem-solving plan.

- When the student returns to participating in the class from a timeout activity, teachers welcome them back, focus on normal routine, and praise continued appropriate behavior.
- Teachers respect one another's time with students, so we actively try not to retain students between classes to problem-solve. However, sometimes timing is everything, and the learning opportunity is maximized by an immediate conversation. In such circumstances, teachers write a note to the receiving teacher so that the student's lateness may be excused.
- Teachers may also request that a student return to their room outside of class time, for example after school, to problem-solve together.

Student Removal (serious behavior concerns and emergent situations)

- If a teacher believes that a student's behavior is creating an unsafe learning environment or is so disruptive that it is significantly impeding the learning of the students, a request for immediate removal of the student from the space is warranted.
- To request an immediate removal, teachers call the main office and state that 'Classroom Support is needed in Rm #' and supply the name of the student to the office staff (if relevant) and any other critical information. The office will make a Classroom-Support-Call on the walkie for administration to coordinate support and an escort. Students should never be sent to the office without calling the office for an escort. Ideally, the teacher supplies the escort with a Problem-Solver sheet (or other classroom reflection tool,) Navigator form, or informative note to support follow-up.

Behavior Navigator Form (copy below):

- Behavior Navigators are pre-referrals and are not recorded as incidents in Synergy.
- These are used as written warnings so students clearly understand that a specific behavior is not safe, fair, and/or friendly.
- A copy should be submitted to administration and to the counselor as appropriate.

Tier 2 Interventions:

Some student behaviors may continue after multiple intervention efforts have been made, and/or some situations may arise that necessitate involvement and support by administration.

- A small percentage of our students may have significant behavioral and academic challenges.
- Developing a cohesive system to manage Tier 2 intervention needs is a priority for da Vinci, and our SIT PLC Team will be actively investigating effective intervention strategies for re-engaging referred students in their learning while in our school.
- As a staff, we take seriously the responsibility and commitment to pre-teach expectations in and out of classrooms (see our annual [Expectation Rotation](#) and [Student Agreements](#) materials on our website), build relationships, provide frequent feedback, and make necessary modifications to ensure student success.
- Tier 2 Interventions include:
  1. Referral to Student Intervention Team
  2. Behavior Contracts (tracking sheets/behavior contracts)
  3. Behavior Screening Committee meeting
  4. 504 Plan
  5. Functional Assessment/Behavior Intervention Plan
  6. Parent/Teacher/Administration/Student Conference
  7. Referral to external or in-house support resources

### Tier 2 Behavioral Referrals:

- Synergy incident referrals may be used to document serious or repetitive behaviors as defined in the updated [PPS Student Rights and Responsibilities Handbook](#).
- Incident referrals may be initiated by any teacher for any student in Synergy TeacherVue, but must be completed by an administrator. Teachers may also complete paper referral forms or use a da Vinci apps4pps online tool to supply the necessary information for a referral to be submitted in Synergy on their behalf.
- TeacherVue Synergy referrals for 6<sup>th</sup> grade students should be directed to the assistant principal and those for 7<sup>th</sup> and 8<sup>th</sup> graders should be directed to the principal. Administrators will work together to develop appropriate support with families and the counselor as needs are determined.
- A minimum of two teacher interventions and documentation of parent contact must be documented for classroom behaviors with date and type unless the incident is isolated and extreme (fight, obscenity directed at the teacher, etc.)
- Teachers will receive a copy of the referral with administrative notes as appropriate detailing interventions and next steps. Conferences with students, teachers, parents, counselor and administration will be held as needed.

### Consequences for Misbehavior:

Appropriately managed misbehavior provides an opportunity for the student to learn, begin new habits or coping mechanisms, and repair harm. ‘Punishment’ for student misbehaviors is rarely effective and often worsens student behaviors. Rather, young adolescents need interventions to replace these behaviors and develop new habits. Punishment consists of forced activities that are meant to produce discomfort. These include writing something repeatedly, sitting and doing nothing, assigning tasks that are disconnected from the learning that is sought, etc, and at da Vinci, we avoid it, favoring restorative practices instead. Conversely, viewing issues as learning opportunities and working with students to problem-solve around them encourages students to develop coping mechanisms, restorative strategies, and a deeper understanding of the impact that harmful choices can have on themselves and those around them.

- Intervention consists of providing students with the opportunity to read, respond, work, talk, problem solve, learn, grow, etc.
- Lunch community service may happen in teachers’ classrooms IF they choose to do this and will be assigned and monitored by the teacher. Appropriate activities must be provided. Students must be given at least 10 minutes to go out and run around. Lunch may be consumed in teachers’ classrooms.
- Other restorative community service activities may be devised on a case-by-case basis as appropriate. Seek administrative support as needed in developing appropriate learning activities.

### Student Intervention Team:

- [Referrals](#) made to the Student Intervention Team result in an examination of student performance information and development of intervention strategies to support them.
- The SIT Team is working as a PLC and investigating enhanced structures and processes for staff communication around identification of students-in-need, effective intervention strategies, and monitoring for progress.

### Building Screening Committee

- The Building Screening Committee will look at interventions that have been attempted for struggling students previously engaged in SIT Team work (info above) and attempt to generate alternative plans. A BSC meeting is necessary in most instances where a request for Special Education evaluation is being considered. The team asked to attend a BSC meeting will be composed of school professionals including the student's current teachers.
- If teachers feel that a student requires further support once interventions have been implemented and monitored for progress, they should notify administration and counselor and request that a meeting with the family, teachers, and any support team members be held as a Building Screening Committee (BSC) meeting.
- Before setting up a BSC meeting, teachers will have consulted colleagues that worked with the student in the past (as possible), met with parents, and attempted multiple classroom-based interventions.
- Meetings will begin by reviewing student strengths, considering places that the student has experienced academic success and looking at interventions attempted before creating a new plan.
- Those plans may include a variety of additional intervention measures, implementing a student tracking-sheet system and/or contract, pursuit of a behavior assessment and specific behavior intervention plan, further analysis of medical information provided by the family, and possibly setting a date for a special education evaluation planning meeting.
- BSC meetings have been facilitated by both our school counselor and administrators, and are often attended by our school psychologist, classroom teacher, and sometimes a Special Education teacher. Parents/Guardians may be invited, but it is not necessary that they be present for the meeting to take place.
- A BSC meeting is a standard pre-requisite for Special Education evaluation (unless evaluation is at the request of the parent/guardian) and follow up meetings will be scheduled as necessary.

### Behavior Contracts:

- Behavioral contracts are developed and used for students who need more frequent feedback.
- Positive incentives are ideal for students using tracking sheets and should be discussed among families for clarity of implementation.
- Ideally students are to give teachers their tracking sheets at the start of the class and retrieve them at the end of class to support teachers in making notes whenever possible during the class period. However, each teacher has the discretion to devise a tracking-sheet structure that works within their classroom practice.
- Teachers are to provide feedback on tracking sheets in support of student growth.
- Extra copies of tracking sheets are kept in the counselor's office (students who lose or forget tracking sheets need to pick up a new one during passing time).

### Suspension:

- Out-of-school suspension will be assigned sparingly by the administration for major infractions as per PPS policies.
- Teachers will be notified when students have been assigned in-house or out-of-school suspension.
- Teachers will be asked to provide assignments for suspended students upon request and will give credit for completed assignments.

### Major Suspension Program:

- Students who have had at least one major suspension and continue to have behavioral challenges may be referred to the Student Success Center by counselor or administrator.
- Teachers are often invited to participate, along with family members, the counselor, and building administration.
- The purpose of the Student Success Center is to put additional supports in place to avoid expulsion.

### Discipline Data:

- Discipline data will be reviewed among staff and relevant school-based teams at quarterly intervals during the school-year in an effort to examine issues and problem-solve to improve student performance and enhance our community climate and culture.
- Student-specific discipline matters are confidential and should not be shared with anyone except administration, the students' parent/guardians, and only other adults with a legitimate reason to know.

**da Vinci Behavior Navigator Form – use with 2<sup>nd</sup> warning on Tier 1 Issue**  
 (Pre-referral not entered into Synergy – keep a copy for your records. )

Student Name:				Grade:	
Teacher:				Date:	
<b>Location (Place “X” in box) or write Other Location Here:</b>					
<input type="checkbox"/>	Classroom	<input type="checkbox"/>	Auditorium	<input type="checkbox"/>	Cafeteria
<input type="checkbox"/>	Hallway	<input type="checkbox"/>	Office	<input type="checkbox"/>	Library
<input type="checkbox"/>	Gym	<input type="checkbox"/>	Playground	<input type="checkbox"/>	Special Event
<input type="checkbox"/>	Common Areas	<input type="checkbox"/>	Bathroom	<input type="checkbox"/>	Bus
<b>What happened?</b>					
<input type="checkbox"/>	Class Disruption	<input type="checkbox"/>	Disrespectful Language	<input type="checkbox"/>	Non Compliance/ Defiance
<input type="checkbox"/>	Property Misuse	<input type="checkbox"/>	Excessive Noise	<input type="checkbox"/>	Technology Violation
<input type="checkbox"/>	Tardy (after 3, refer to Admin)	<input type="checkbox"/>	Off Limits Area	<input type="checkbox"/>	Dress Code Violation
<input type="checkbox"/>	Other (please explain)				
<b>SUMMARY of INCIDENT:</b>					
<b>SUMMARY of INTERVENTION STRATEGIES:</b>					
<b>What do you think the student’s motivation is?</b>					
<input type="checkbox"/>	Obtain Items/Activities/Attention				
<input type="checkbox"/>	Avoid Tasks/Activities/Peers				
<input type="checkbox"/>	Other:				
<b>Others Involved</b>		Peers:		Staff:	
<b>Who was notified?</b>					
<b>Parent/Guardian:</b>					
<b>Administrator:</b>					
<b>Counselor:</b>					



**da Vinci Arts Middle School**  
**Restorative Classroom Problem Solver**

Student Name (First & Last): \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_ Period: \_\_\_\_\_

Teacher/Staff/Location  
completed: \_\_\_\_\_

State the problem: Describe what happened using I statements:

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Take responsibility What rule/s were broken (circle): Be Safe Be Fair Be Friendly

Why is this not safe, fair, or friendly?

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Make A Plan What will you do to prevent this from happening again?

\_\_\_ Review Expectation Rotation/Student Agreements \_\_\_\_\_

\_\_\_ Have a talk with: \_\_\_\_\_

\_\_\_ Other \_\_\_\_\_

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Notify Who needs to know about this to help prevent it from happening again?

\_\_\_ Parent/Guardian Who \_\_\_\_\_ Date/Time \_\_\_\_\_

\_\_\_ Teachers \_\_\_\_\_

\_\_\_ Other \_\_\_\_\_

Giving It Back How will you make things right again?

\_\_\_ Verbal Apology \_\_\_ Apology Letter/s to \_\_\_\_\_

\_\_\_ Other \_\_\_\_\_

\_\_\_ Community Service, time: \_\_\_\_\_ Due by \_\_\_\_\_

**\*Student Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**\*Staff Completed by** \_\_\_\_\_ **Date** \_\_\_\_\_

**da Vinci Arts Middle School  
Tardy Restorative Problem Solver**

Student \_\_\_\_\_ Date \_\_\_\_\_ Grade \_\_\_\_ Period \_\_\_\_\_

Teacher/Class \_\_\_\_\_ Location \_\_\_\_\_

State the challenge and problem solve...

Why were you tardy to class? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Do you have this problem a lot? \_\_\_\_\_

If this is a problem a lot, why? \_\_\_\_\_

Take responsibility What rule/s did you break (circle): Be Safe Be Fair Be Friendly

Why is this not safe, fair, or friendly? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Make A Plan What will you do to get to class on time in the future?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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Notify Who needs to know about this to help prevent it from happening again?

\_\_\_ **Parent/Guardian** Who \_\_\_\_\_ Date/Time \_\_\_\_\_

\_\_\_ **Teachers** \_\_\_\_\_

\_\_\_ **Other** \_\_\_\_\_

Giving It Back How will you make things right again?

\_\_\_ **Community Service, time** \_\_\_\_\_ **Date(s):** \_\_\_\_\_

\_\_\_ **Other** \_\_\_\_\_

**\*Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**\*Staff Completed By:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## da Vinci Behavior Contract Tracking Form (TForm A)

**Student Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*This contract is a tool to improve student success in class by providing daily feedback and follow-up for student actions. The contract will be reevaluated for effectiveness. Family incentives for positive reports have shown to have a positive influence on sustained improvements.*

**Criteria:**

- 1. Prepared:** Seated on time, used planner, had materials for class, brought attempted assignments.
- 2. Positive Behavior:** On task/focused, raised hand to speak, asked permission to leave seat and room, avoided put downs, participated appropriately.

**Scale:** 0= No Rating 1= Expectations not met 2= Expectations met 3= Expectations exceeded

**English Language Arts**

Comments/assignments:	Prepared: 0 1 2 3
	Positive: 0 1 2 3
	Initials:

**Social Studies**

Comments/assignments:	Prepared: 0 1 2 3
	Positive: 0 1 2 3
	Initials:

**Science**

Comments/assignments:	Prepared: 0 1 2 3
	Positive: 0 1 2 3
	Initials:

**Math**

Comments/assignments:	Prepared: 0 1 2 3
	Positive: 0 1 2 3
	Initials:

**Arts Class #1:**

Comments/assignments:	Prepared: 0 1 2 3
	Positive: 0 1 2 3
	Initials:

**Arts Class #2 / Study Skills Teacher:**

Comments/assignments:	Prepared: 0 1 2 3
	Positive: 0 1 2 3
	Initials:

