



Georgetown Middle School

“All Day...Every Day...”

Philosophy of Discipline

GMS PBS Moto

Georgetown Middle School

PBS

G. Get Ready

M. Model Responsibility

S. Show Respect

All Day...Every Day...!



Georgetown Middle School PBS Matrix

	Classroom	Hallway	Cafeteria	Bathroom	Library & Computer Lab	Assemblies /Sporting Events	Field Trip	Bus
Get READY	<ol style="list-style-type: none"> Have your books, papers, and pencils for class Have your assignments completed on time Enter your class with a positive attitude 	<ol style="list-style-type: none"> Your voice is OFF Focus on what you need for your next class 	<ol style="list-style-type: none"> Know what you want Pay attention in line Have money or number ready 	<ol style="list-style-type: none"> Take care of you business quickly Have your pass or agenda One at a time from class 	<ol style="list-style-type: none"> Have your books Voices off Whisper only when allowed 	<ol style="list-style-type: none"> Have a supportive attitude Focus on presentation Find your seat quickly and quietly 	<ol style="list-style-type: none"> Follow your teachers instructions Have everything you need Dress appropriate Turn in forms on time 	<ol style="list-style-type: none"> Know your seat Know the bus rules Know your bus schedule
Model RESPONSIBILITY	<ol style="list-style-type: none"> Follow instructions the first time given. Dress your best Follow the dress Code Do your best 	<ol style="list-style-type: none"> Keep trips to lockers brief Lock your locker Pick up trash 	<ol style="list-style-type: none"> Sit in assigned area Maintain appropriate inside voice Speak with respect to everyone 	<ol style="list-style-type: none"> 2 or 3 at a time Leave Bathroom clean Once in morning – once in afternoon Report spills and incidents 	<ol style="list-style-type: none"> Ask before you print anything Leave the computers the way you found them Use technology for learning 	<ol style="list-style-type: none"> Gain insight and knowledge Be attentive and participate in a learning opportunity Be courteous to adults 	<ol style="list-style-type: none"> Be where you are supposed to be Follow all instructions Represent GMS 	<ol style="list-style-type: none"> Face the front Stay seated No phone on bus
Show RESPECT	<ol style="list-style-type: none"> Treat others the way you want to be treated Listen Raise your hand Just Do It 	<ol style="list-style-type: none"> Walk Maintain hallway positions and good personal space Voices off 	<ol style="list-style-type: none"> Use good manners (please & thank you) Ask before you do... Clean up personal space Just do it 	<ol style="list-style-type: none"> Flush and wash your hands Trash in trash can Report spills and incidents 	<ol style="list-style-type: none"> Keep shelves and books organized Use computers appropriately 	<ol style="list-style-type: none"> Listen to presentation Applaud appropriately Demonstrate good audience etiquette 	<ol style="list-style-type: none"> Be courteous to adults. Determine and use appropriate voice level Use good manners 	<ol style="list-style-type: none"> Follow the rules Keep voices down Obey the bus driver no matter what!

All Day... Every Day...

GMS History

- 2008 -2009 SCMS Split
 - Georgetown Middle School
 - Millsboro Middle School
- SCMS Student Population
 - 1100 + Students
- SCMS Discipline Numbers
 - '07/'08 - 648 documented office referrals

GMS Discipline Goal

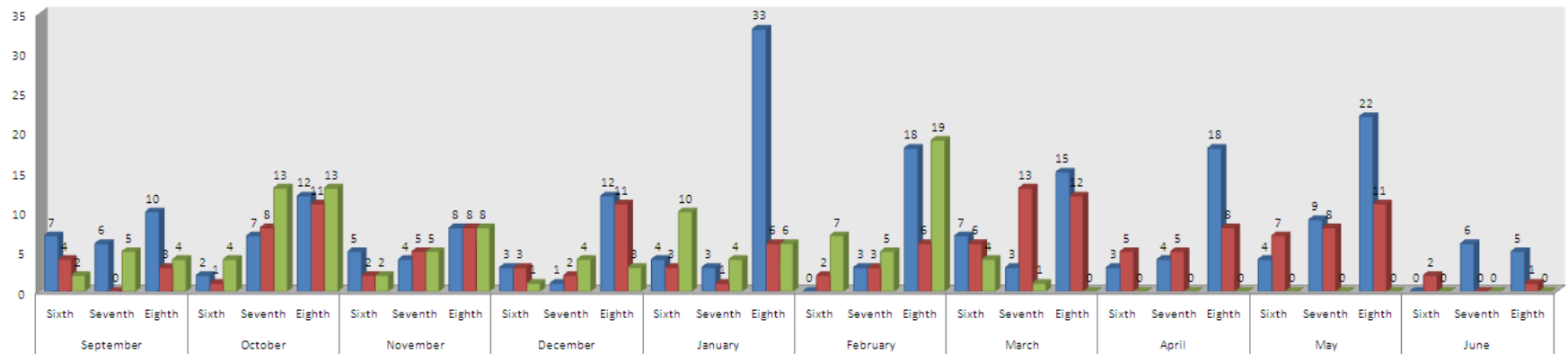
- **GMS Goals:**
 - '08/'09 - <300 ; actual 234
 - '09/'10 - <200 ; actual 163
 - '10/'11 - <150 ; current 120

Share/Post Data

Discipline Data 08-09 & 09-10 VS. 10-11

Months	September			October			November			December			January			February			March			April			May			June		
Grade	Sixth	Seventh	Eighth	Sixth	Seventh	Eighth	Sixth	Seventh	Eighth	Sixth	Seventh	Eighth	Sixth	Seventh	Eighth	Sixth	Seventh	Eighth	Sixth	Seventh	Eighth	Sixth	Seventh	Eighth	Sixth	Seventh	Eighth	Sixth	Seventh	Eighth
0809 Rfrls	7	6	10	2	7	12	5	4	8	3	1	12	4	3	33	0	3	18	7	3	15	3	4	18	4	9	22	0	6	5
0910 Rfrls	4	0	3	1	8	11	2	5	8	3	2	11	3	1	6	2	3	6	6	13	12	5	5	8	7	8	11	2	0	1
1011 Rfrls	2	5	4	4	13	13	2	5	8	1	4	3	10	4	6	7	5	19	4	1	0	0	0	0	0	0	0	0	0	0
0809 Totals	23			21			17			16			40			21			25			25			35			11		
0910 Totals	7			20			15			17			10			12			33			19			27			3		
1011 Totals	11			30			15			8			20			31			5			0			0			0		

Total	History of Current 8th Grade
234	History of Current 7th Grade
163	History of Current 6th Grade
120	As of : 3/18/11 (Includes Bus Referrals)



GMS Discipline Philosophy

- Communicate with parents
 - They can be the teachers' biggest support
 - They have a right to be informed about a child's behavior above everyone else
 - We are in the business of serving the public
- Be proactive; take care of the little things
- Get to the route of the persistent problem
- Document

GMS Discipline Philosophy

Do's and Do not's of Discipline

- We have zero tolerance for violating the school rules. The rules are there for the safety of our students and to ensure our students have positive environment in which to learn. We **will not** allow any student to interfere with the educational process at Georgetown Middle School or jeopardize the safety of our students. It is important to note that zero tolerance has nothing to do with the consequence, but that we simply will not tolerate certain behaviors.
- Remember, just as effective teachers differentiate instruction for students, it is important realize that special considerations sometimes need to be made in regards to individual students; especially for student involved in the IST/RTI process. **This does not mean ignore the behavior.** This does mean be flexible and creative with consequences until we can level the playing field for this student or make a determination for more appropriate educational setting for the child.
- We have two things to consider:
Are we keeping what is in the best interest of all our students first; including following procedures and documenting our interventions?
Secondly, we are ultimately accountable for the student's education. So until something changes in behavior or placement we need to make every effort to reach the child.

GMS Discipline Philosophy

With this in mind...

Do's

- Follow proper procedures.
- Make every effort to involve parents.
- Ask questions, share information, and be consistent with your team members.
- Ask for help... we are all in this together... it's our job to help one another.
- Ask yourself, "Am I making the situation worse or better?"
- Call the office if a student needs a referral and/or a time out. *(Since class has already been disrupted take a quick minute to complete the teacher portion of the form and send them to ISS room.)*
- Collect completed blue forms. *(They will be collected weekly by the PBS team.)*
- Accentuate the positive! *(If a student has 2 BIFs and has been great for 3 months; you may want to start over.)*
- Plan engaging lessons! ***(Well planned lessons result in engaged students and will stop almost all unwanted behavior.)***

GMS Discipline Philosophy – Cont.

With this in mind...

Do not's *(These should be handled at the classroom level and not by BIF or Administration)*

- Do not write up a student for rolling his or her eyes or sighing. *(While you may hate this and see it as disrespect, what difference does it make if the student continues to work after you ignore it? If you react to this behavior, the student has already won and now you are the one disrupting class.)*
- Do not write a student up for leaving pieces of paper, eraser, or paper shaving on the floor.
(Ask them to clean it up. If they say they didn't do it, ask them if they would wouldn't mind cleaning it up anyway.)
- Do not write a student up for chewing gum. *(Ask them to spit it out; call home if it continues.)*
- Do not send students out of class unsupervised. *(Use a buddy room or us the school climate staff)*
- Do not send a student to ISS for a time-out without a blue form **and** an escort.
- Don't let things go. ***Take care of the little things and the big things take care of themselves.***

GMS Behavior Intervention Form

Georgetown Middle School <i>Behavior Intervention Form</i> <i>Model Responsibility</i>		
<i>Get Ready</i>		<i>Show Respect</i>
Student _____ Referring Staff _____ Grade Level _____ Date _____ Time _____		
Location <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <input type="checkbox"/> Classroom <input type="checkbox"/> Athletic Fields <input type="checkbox"/> Library </div> <div style="width: 30%;"> <input type="checkbox"/> Cafeteria <input type="checkbox"/> Bathroom/restroom <input type="checkbox"/> Gym </div> <div style="width: 30%;"> <input type="checkbox"/> Bus loading zone <input type="checkbox"/> Bus <input type="checkbox"/> Field trip <input type="checkbox"/> Other _____ </div> </div>		
<div style="display: flex;"> <div style="width: 35%; border-right: 1px dashed black; padding-right: 5px;"> <input type="checkbox"/> MINOR (only) Problem Behaviors (check the most intrusive) <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Disruption <input type="checkbox"/> Lying/cheating <input type="checkbox"/> Property misuse <input type="checkbox"/> Late to Class <input type="checkbox"/> Other _____ </div> <div style="width: 35%; border-right: 1px dashed black; padding-right: 5px;"> <input type="checkbox"/> Harassment/Bullying <input type="checkbox"/> Physical contact (no injury) <input type="checkbox"/> Dress code violation <input type="checkbox"/> Forgery/ theft <input type="checkbox"/> Disrespect/Non-compliance <input type="checkbox"/> Failure to perform academically </div> <div style="width: 30%; padding-left: 5px;"> Possible Motivation(s) <input type="checkbox"/> Obtain peer attention <input type="checkbox"/> Avoid tasks/activities <input type="checkbox"/> Obtain adult attention <input type="checkbox"/> Obtain items/ activities <input type="checkbox"/> Avoid peer(s) <input type="checkbox"/> Avoid adult(s) <input type="checkbox"/> Other _____ </div> </div>		
What happened? _____ _____ _____		
Prior Intervention (Include interventions by teacher, i.e. - no stamps, loss of privilege, etc) <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <input type="checkbox"/> 1st Offense <input type="checkbox"/> Time Out in Behavior Mod. Room <input type="checkbox"/> Verbal Reminder <input type="checkbox"/> Parent Contact (1st / 2nd) </div> <div style="width: 30%;"> <input type="checkbox"/> Conference with Student <input type="checkbox"/> Loss of Privilege <input type="checkbox"/> Detention (lunch/after school) <input type="checkbox"/> Individualized/Private Instruction </div> <div style="width: 30%;"> <input type="checkbox"/> Restitution <input type="checkbox"/> Major Referral <input type="checkbox"/> Other _____ </div> </div>		
Comments / Plan of Action: _____ _____ _____		
Student Reflection: (Use the back of this form if necessary) 1. What rule(s) did you break? _____ _____ _____ 2. What did you want? <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> I wanted attention from others <input type="checkbox"/> I wanted to challenge adult(s) <input type="checkbox"/> I wanted to be sent home <input type="checkbox"/> I wanted to cause problems because I feel miserable inside <input type="checkbox"/> I wanted to cause others problems because they don't like me <input type="checkbox"/> I wanted _____ </div> <div style="width: 45%;"> <input type="checkbox"/> I wanted to be in control of the situation <input type="checkbox"/> I wanted to avoid doing my work <input type="checkbox"/> I wanted revenge </div> </div> 3. Did you get what you wanted? <input type="checkbox"/> yes <input type="checkbox"/> no 4. What will you do differently next time? 5. Student signature: _____		
Parent/Guardian signature(s): _____ <input type="checkbox"/> Parent contacted and made aware. (In place of signature) Date and Time of Contact: _____		
<i>All behavioral intervention forms will be shared with the school climate team, and filed with the assistant principal. A fourth minor or any subsequent violation of school conduct or classroom rules will result in an IRSD major referral form. All majors require administrative action and parent contact, and will become part of the student's permanent school record.</i>		

Discipline Ladder Reasoning

Level 4	IRSD Mandated Consequences	major offense
Level 3	Principal/Parents/Teacher	serious infraction, disciplinary action
Level 2	Parents/Teacher	repeated misbehavior
Level 1	Student/Teacher	student corrects, minor misbehaviors

The 5-Step Discipline Ladder listed at the end of this presentation is designed to be progressive from very low levels of intervention to moderate levels of intervention, and finally to very high levels of intervention. Discipline should be handled at the lowest level possible, but will depend upon the seriousness and frequency of the inappropriate behavior. There may be a time when the first intervention occurs at Level 4 due to the seriousness of the inappropriate behavior (i.e. – a fist fight between two students in the hallway). This ladder should be used together with individual plans developed by each team and each teacher, which may include, but are not limited to, rules and expectations for lunches, field trips, classrooms, and hallways.

Level I –The person in charge of the area (i.e., classroom, lunchroom, after school, hallway, bus, etc.) must attempt to resolve the problem. This may include an initial conference with the child, a phone calls home, Behavior Intervention From (BIF), or a referral to guidance.

The first step for the person in charge of an area is to conference with the student in an attempt to resolve the issue. This may take many different forms and would address the issue(s) of these specific behavior(s).

Examples of a Level I behavior may include, but are not limited to, talking in class, not being prepared in class, showing disrespect in minor forms to the teacher or other colleagues. If this does not resolve the issue, the problem moves to Level II.

Level I satisfies step 1 on the discipline ladder.

Level II – will initiate contact with the parent by the staff member responsible for that student. The nature of this contact is to include the parent/ guardian in the solution of the problem.

- Referring teacher must make direct contact with the parent/ guardian.
- Discipline support staff may act on behalf of the teacher, if he or she feels informed enough to make the parent contact.
- A Behavioral Intervention Form (BIF) should be completed immediately by staff member responsible for that student .
- Three one page/ minor referral forms will result in a move to Level III, an official IRSD office referral.

Level III – will result in an intervention by the principal and any other appropriate personnel in the school and may result in a suspension and/or expulsion. When Level III types of behaviors occur, the school administrator and/or other appropriate personnel become involved.

Examples of Level III behaviors may include, but are not limited to, smoking, abusive or vulgar language, indecent exposure, disruption of a school activity or an educational function, inappropriate physical behavior, vandalism.

If this does not resolve the issue, the problem moves to Level IV.

Level IV – will involve immediate action by the principal, such as, suspension, expulsion, or combinations of those tools available at a particular school (including outside resources).

Examples of Level IV behaviors may include, but are not limited to, extortion, theft, illegal use of a firearm, vandalism, arson, use, possession or sale of alcohol or drugs, weapon possession, assault, fighting.

Discipline

...positive incentives based on teacher management plan and School Wide PBS plan...

Consequences for incorrect choices...

- **1ST – Verbal Warning**
- **2ND– Behavioral Intervention Form & documented parent contact**
- **3RD– Behavioral Intervention Form, time out in buddy room & parent contact**
- **4TH –Behavioral Intervention Form & team or teacher conference with student and parent**
- **5TH – IRSD office referral & parent contact**

There are both positive and negative consequences for the decisions we make!