

PHILOSOPHY

Students have the right to learn and teachers have the right to teach in safety. No one has the right to disrupt, to prevent other students from learning, or to violate the rights of others.

PROCESS

The intent of this discipline process is to teach students who are creating a disturbance within the school environment, how to think of ways of reaching their goals without violating the rights of others. This is accomplished by asking students to reflect and develop an improvement plan that will assist them in respecting the rights of others. A discipline process, to be effective, must treat students the same way as those having difficulty in an academic subject, in a non-punitive atmosphere with understanding, respect and patience. Through this process we work together to create an educational environment that fosters mutual respect between staff and students. If a student decides to detract from the integrity of the classroom, they will be walked through the Responsible Thinking Process™. The student will decide if they would like to remain in the classroom or move to the Student Responsibility Center to work on a plan of improvement. Please review the responsible thinking process outlined below.

HOW THE PROCESS WORKS

- Teachers use the responsible thinking questions with students who disrupt. Students who cooperate and answer appropriately will remain in the classroom.

RTP™ QUESTIONS

- What are you doing?
- What are the rules?
- What happens when you break the rules?
- Will you work with me?

If not,

- I see you have chosen to report to the SRC.
- If students refuse to answer the questions or disrupt again after they have agreed to work with the teacher, teachers will say, "I see you have chosen to go to the Student Responsibility Center (SRC)."
- Students that have chosen to leave will report directly to the SRC and check in with the monitor.
- The monitor will assist students in completing their written improvement plans to re-enter the classroom.
- Once students complete their plans, they will meet with their teacher to negotiate their plans for returning to class.
- The monitor will use the responsible thinking questions with students who disrupt in the SRC.
- Students who refuse to work with the monitor (or continue to disrupt) will have chosen to be suspended and leave the building.
- In order to re-enter school, the student must pass back through the Student Responsibility Center and finish their plan of improvement.

Student Responsibility Center (SRC) Roles and Responsibilities

SRC Monitor

- Provide referred students with SRC rules to be signed.
- Notify the parent of the referred student by phone.
- Engage in reflective conversation with the student, if needed.
- Provide the student with a blank "plan" form.
- Help referred students arrange a meeting time with the referring teacher.

- Contact referring teacher for work in the event of an extended stay in the SRC.

Teachers

- Address students by using the Responsible Thinking Process (RTP™).
- Provide material for the students to work on while in the SRC in the event of an extended stay by the student.
- Meet with referred students to discuss their plan.
- Provide access to missed work for students in the SRC.

Students

- Answer RTP questions.
- Report directly to the SRC when referred.
- Read, sign, abide by the SRC rules and participate in parental call.
- Complete “plan” form.
- Participate in a meeting with the referring teacher.
- Make better choices.

Parents

- Attend meetings and/or interventions as requested.
- Work cooperatively with their child and the school with regard to the SRC.

Academic Support Interventionist /Achieve

- Assist with reflective conversation between monitors and referred students as needed.
- Sit in on meetings between referred students and teachers as needed.
- Schedule intervention meetings.
- Schedule and participate in the parent conferences.

Assistant Principal (AP)

- Assist with reflective conversation between monitors and referred students as needed.
- Sit in on meetings between referred students and teachers.
- Schedule intervention meetings.
- Schedule and participate in the parent conferences.

Principal

- Assist the AP as needed in the following:
 - Assist with reflective conversation between monitors and referred students as needed.
 - Sit in on meetings between referred students and teachers.
 - Schedule intervention meetings.
 - Schedule and participate in the parent conferences.

RTP™ Student Support Strategies

Support strategies are intended to assist students in becoming successful both socially and academically at school. Strategy usage will vary depending on student needs and the situation. The various support strategies provided at Annapolis are listed below:

Asking Questions:

Many times students are not aware of their actions and the disturbances they cause by their behavior throughout the school. The questions will help them reflect on their present actions to see if they are appropriate for the situation. Instead of being told what to do, the teacher by asking these specific questions is helping students to think on their own. Eventually, students develop the ability to create a way, wherever they are, to exhibit self-control.

Listening:

Teachers listen to students' responses to the questions respectfully (without criticism or demeaning remarks) to discover what students want to achieve by disrupting.

SRC:

The SRC (Student Responsibility Center) is where students are given time to reflect on their choices and the consequences. Through:

Reflective conversation:

Monitors in the SRC engage the students in conversation to assist the student in recognizing where they made the wrong choices.

Planning:

When students are ready, they are taught how to develop a plan by looking within themselves and defining what is important to them. They are then asked to reflect on the standards that they would use to achieve their goals. Once established, they work out a plan to achieve their goals in a way that does not violate the rights of others in the school environment.

Student/SRC Monitor Role-plays:

The purpose is to assist the students who have completed their plan to practice using the plan. The monitor role-plays the situations similar to those in which the students had been involved. Through this role-play, the students get to experience and check the effectiveness of the plan before meeting with the referring person in charge.

Calling Parents:

The purpose is to inform the parents about their child and to ask for their support and ideas that would assist the school in working with their child.

Successful Parent/Guardian Conference (SPC):

There are times when the administrator needs to meet with both the students and the parents. These meetings could involve the students return from an administrator's suspension or a student's choice suspension from SRC. The student's commitment to resolving the problem is critical before they are readmitted to school. This commitment is achieved by the student reporting to the SRC and completing a plan, which is then presented in a meeting with the administrator and parents.

Negotiating:

Students approach a teacher or parent and administrator to negotiate their way back into the school environment. They are given time to explain how they are going to exhibit self-control if the problem arises again. If part of their plan is unacceptable, then alternatives are offered. If needed, students may redo/adjust their plan. Negotiating is critical to building student/authority relationships.

Mediation:

Students meet with a school staff person/peer mediator who guides them through a way to resolve their conflicts or difficulties with another student. Through this process they learn how to deal with the same or similar future problems on their own.

Monitor Sheets:

The purpose is to help students who continue to have problems controlling themselves without disturbing others. A sheet will be provided for students to carry to each class

where teachers will mark how the student did that period. The student will learn of their successes, not just their failures.

Modification of the School Environment:

The purpose is to change the area where the students are having difficulty. An example would be the moving of students to a certain area of the classroom where there is less chance of them disturbing others or others disturbing them. As the students experience success, they may be moved back to where they would normally interact.

Student Intervention Team:

The team's purpose is to offer the kind of support which would enable the students to manage their own lives in a way that does not violate the rights of others. The team, made up of parents, counselor, teachers and administrators attempts to discover why the students disrupt repeatedly.

STUDENT RESPONSIBILITY CENTER
EXPECTATIONS

You are in control of your behavior. We do not control *you*. We feel that it is important for *you* to be given an opportunity to control what will happen to *you*.

You will be allowed to remain in the SRC to work on your plan to regain admission to the classes or activities that you were involved in if you can find the self-control to obey the following rules:

1. Find enough self-control to remain quiet. This center is a plan completion area. Please do not talk to other students and refrain from sleeping or laying your head down.
2. Find enough self-control to remain seated in your planning area. Please do not walk around the responsibility area. This is distracting to students who are attempting to work on their plans.
3. Find enough self-control to raise your hand if you need to ask a question of the SRC staff.
4. Find enough self-control to respect the rights of all staff and students involved in the SRC.
5. You will be allowed back into your class or activity when you successfully negotiate your plan with the staff or administration.
6. If you are assigned to the SRC in the *Earn All Program*, you cannot participate in any school activity until given permission by the administration.

IF YOU CANNOT FIND THE SELF-CONTROL TO FOLLOW THE RULES IN THE SRC, YOU WILL HAVE CHOSEN TO BE SUSPENDED AND LEAVE THE BUILDING.

ADDITIONALLY, IN ORDER TO BE READMITTED TO SCHOOL YOU MUST PASS BACK THROUGH THE SRC, FINISH YOUR PLAN OF IMPROVEMENT AND ATTEND A CONFERENCE WITH YOUR PARENT/GUARDIAN.

TODAY'S DATE: ___/___/___

STUDENT SIGNATURE

MONITOR

SIGNATURE

STUDENT RESPONSIBILITY CENTER PLAN OF IMPROVEMENT
"I am responsible for my actions and behavior."

1. WHAT DID I DO?

2. BECAUSE OF MY ACTIONS, THIS IS WHAT HAPPENED...

3. WHAT DID I PREVENT STUDENTS FROM DOING?

4. WHAT DID I PREVENT STAFF FROM DOING?

5. WHAT I REALLY WANT FROM SCHOOL IS...

6. HOW DID MY ACTIONS HELP ME GET WHAT I WANTED?

7. TO GET BACK INTO CLASS...

A. STOP...

B. START...

8. MY PERSONAL RESPONSIBILITY IN CLASS IS...

9. MY IMPROVEMENT PLAN: (WHAT AM I GOING TO DO TO AVOID THIS SITUATION AGAIN?)

STUDENT SIGNATURE DATE SRC STAFF SIGNATURE DATE STAFF SIGNATURE
DATE

AHS –Student Responsibility Center Referral Form

STUDENT PROFILE

Student's Name: _____ Date: _____

Reporting Teacher: _____

Period: (please check) 1st 2nd 3rd 4th 5th 6th

Location: (please check) Classroom Restroom Hallway Arrival/Departure Cafeteria Other _____

PROBLEM BEHAVIOR

SRC:

- | | | |
|--|---|---|
| <input type="checkbox"/> ACADEMIC MISCONDUCT | <input type="checkbox"/> DISORDERLY CONDUCT | <input type="checkbox"/> FAILURE TO FOLLOW DIRECTIVES |
|--|---|---|

OFFICE:

- | | | |
|---|---|--|
| <input type="checkbox"/> ALCOHOL USE/POSSESSION* | <input type="checkbox"/> GAMBLING | <input type="checkbox"/> TRESPASS |
| <input type="checkbox"/> DRUG USE/POSSESSION/SELLING* | <input type="checkbox"/> GANG & SECRET ORGANIZATION AFFILIATION | <input type="checkbox"/> TRUANCY* |
| <input type="checkbox"/> FAILURE TO COMPLETE PENALTY | <input type="checkbox"/> INTIMIDATION/HARASSMENT | <input type="checkbox"/> UNAPPROVED COMPUTER USAGE/UNAPPROVED LITERATURE |
| <input type="checkbox"/> FALSE FIRE ALARM OR BOMB REPORT* | <input type="checkbox"/> SEXUAL HARASSMENT | <input type="checkbox"/> VANDALISM |
| <input type="checkbox"/> FIRECRACKERS* | <input type="checkbox"/> SMOKING USE/POSSESSION* | <input type="checkbox"/> VERBAL ABUSE & PROFANITY |
| <input type="checkbox"/> FORGERY | <input type="checkbox"/> TARDIES | <input type="checkbox"/> WEAPONS* |
| | <input type="checkbox"/> THEFT | |

OFFICE—COMMUNITY SERVICE:

- | | | |
|---|---|-------------------------------------|
| <input type="checkbox"/> AUTOMOBILE (PARKING) | <input type="checkbox"/> DRESS CODE | <input type="checkbox"/> STUDENT ID |
| <input type="checkbox"/> BEVERAGES | <input type="checkbox"/> OVERT DISPLAY OF AFFECTION | <input type="checkbox"/> VANDALISM |
| <input type="checkbox"/> CAFETERIA MISCONDUCT | <input type="checkbox"/> STAIRS | |

ACTIONS:

COMMUNITY SERVICE:

HOURS: _____ DUE: _____

SUSPENSION:

BEGINNING: _____ ENDING: _____

Students may not attend any school activities while suspended.

COMMENTS:

 ADMINISTRATOR SIGNATURE

 DATE

DISCIPLINARY CONSEQUENCES

Community Service - this is assigned to students on an hourly basis. Students are given a sheet with the time period they must serve indicated. They may go to any teacher or custodian before or after school (never during the school day) and ask if they have any work for them to do. The supervising staff member will sign the sheet with the amount of time served. Students usually have one week to complete the community service and they may serve it in whatever increments of time they choose as long as it adds up to the number of hours assigned by the due date. If a student loses their sheet, they may obtain a new one, but must begin their hours from the beginning again.

Suspension - when a student is suspended out-of-school for behavior that violated the Student Code of Conduct.

Tardy Detention - students are assigned a one hour detention after school when they receive their 4th or greater tardy for each time they are tardy to the same class. Students are given a slip by their teacher that indicates the hour and number of tardies as well as the date that the student has to serve the detention (students have five school days to serve the detention). Upon receipt of the slip the student must sign and date the slip. A call is made through Tele-Parent when a student is given a tardy detention to notify the parents of the detention.

Long-Term Suspension - this is a suspension that is longer than 10 days and must be approved by the Board of Education.

Expulsion - this is removal from the school district for serious inappropriate behavior and must be approved by the Board of Education.