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

**Get READY**

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Hallway</th>
<th>Cafeteria</th>
<th>Bathroom</th>
<th>Library &amp; Computer Lab</th>
<th>Assemblies /Sporting Events</th>
<th>Field Trip</th>
<th>Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Have your assignments completed on time</td>
<td>2. Focus on what you need for your next class</td>
<td>2. Pay attention in line</td>
<td>2. Have your pass or agenda</td>
<td>2. Voices off</td>
<td>2. Focus on presentation</td>
<td>2. Have everything you need</td>
<td>2. Know the bus rules</td>
</tr>
<tr>
<td>3. Enter your class with a positive attitude</td>
<td>3. Have money or number ready</td>
<td>3. One at a time from class</td>
<td>3. Whisper only when allowed</td>
<td>3. Whisper</td>
<td>3. Find your seat quickly and quietly</td>
<td>3. Dress appropriate</td>
<td>3. Know your bus rules</td>
</tr>
</tbody>
</table>

**Model RESPONSIBILITY**

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Hallway</th>
<th>Cafeteria</th>
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<th>Library &amp; Computer Lab</th>
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<th>Field Trip</th>
<th>Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Follow instructions the first time given.</td>
<td>1. Keep trips to lockers brief</td>
<td>1. Sit in assigned area</td>
<td>1. 2 or 3 at a time</td>
<td>1. Ask before you print anything</td>
<td>1. Gain insight and knowledge</td>
<td>1. Be where you are supposed to be</td>
<td>1. Face the front</td>
</tr>
<tr>
<td>2. Dress your best</td>
<td>2. Lock your locker</td>
<td>2. Leave Bathroom clean</td>
<td>2. Leave the computers the way you found them</td>
<td>2. Be attentive and participate in a learning opportunity</td>
<td>2. Follow all instructions</td>
<td>2. Follow the rules</td>
<td>2. Keep voices down</td>
</tr>
</tbody>
</table>

**Show RESPECT**

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Hallway</th>
<th>Cafeteria</th>
<th>Bathroom</th>
<th>Library &amp; Computer Lab</th>
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<th>Field Trip</th>
<th>Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Treat others the way you want to be treated</td>
<td>1. Walk</td>
<td>1. Use good manners (please &amp; thank you)</td>
<td>1. Flush and wash your hands</td>
<td>1. Keep shelves and books organized</td>
<td>1. Listen to presentation</td>
<td>1. Be courteous to adults. Determine and use appropriate voice level</td>
<td>1. Follow the rules</td>
</tr>
</tbody>
</table>

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*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 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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Sixth</th>
<th>Seventh</th>
<th>Eighth</th>
</tr>
</thead>
<tbody>
<tr>
<td>0809 RiRs</td>
<td>7</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>0910 RiRs</td>
<td>4</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>1011 RiRs</td>
<td>2</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Sixth</th>
<th>Seventh</th>
<th>Eighth</th>
</tr>
</thead>
<tbody>
<tr>
<td>0809 Totals</td>
<td>23</td>
<td>21</td>
<td>17</td>
</tr>
<tr>
<td>0910 Totals</td>
<td>7</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>1011 Totals</td>
<td>11</td>
<td>30</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Month</th>
<th>0809 RiRs</th>
<th>0910 RiRs</th>
<th>1011 RiRs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>October</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>November</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>December</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>January</td>
<td>0</td>
<td>3</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>February</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td>14</td>
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<tr>
<td>March</td>
<td>4</td>
<td>3</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>April</td>
<td>0</td>
<td>2</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>May</td>
<td>3</td>
<td>0</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>June</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>History of Current 8th Grade</th>
<th>History of Current 7th Grade</th>
<th>History of Current 6th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>234</td>
<td>163</td>
<td>120 As of: 3/18/11 (includes Bus Referrals)</td>
<td></td>
</tr>
</tbody>
</table>
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 use 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

### Behavior Intervention Form

<table>
<thead>
<tr>
<th>Location</th>
<th>Referring Staff</th>
<th>Grade Level</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>Cafeteria</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Athletic Fields</td>
<td>Bathroom/restroom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>Gym</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bus loading zone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Field trip</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **MINOR (only)**

### Problem Behaviors
- Inappropriate language
- Disruption
- Lying/cheating
- Property misuse
- Late to Class
- Other: ____________

### Possible Motivation(s)
- Obtain peer attention
- Avoid tasks/activities
- Obtain adult attention
- Obtain items/activities
- Avoid peer(s)
- Avoid adult(s)
- Other: ____________

What happened?: __________________________________________

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**Prior Intervention (Include Interventions by teacher, i.e. - no stamps, loss of privilege, etc.)**

- 1st Offense: Conference with Student
- Time Out in Behavior Mod. Room: Loss of Privilege
- Verbal Reminder: Detention (lunch after school)
- Parent Contact: Individualized/Private Instruction

### Comments / Plan of Action:

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### Student Reflection: (Use the back of this form if necessary)

1. What rule(s) did you break?
   __________________________________________

2. What did you want?
   - I wanted attention from others
   - I wanted to be in control of the situation
   - I wanted to challenge adult(s)
   - I wanted to avoid doing my work
   - I wanted revenge
   - I wanted to cause problems because I feel miserable inside
   - I wanted to cause others problems because they don’t like me
   - I wanted: ____________

3. Did you get what you wanted?  
   - Yes  
   - No

4. What will you do differently next time?

5. Student signature: ______________________

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**Parent/Guardian signature(s):** ______________________

- Parent contacted and made aware. (In place of signature)

Date and Time of Contact: ______________________

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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.
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 call home, Behavior Intervention Form (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.
...positive incentives based on teacher management plan and School Wide PBS plan...

Consequences for incorrect choices...

- 1<sup>st</sup> – Verbal Warning
- 2<sup>nd</sup> – Behavioral Intervention Form & documented parent contact
- 3<sup>rd</sup> – Behavioral Intervention Form, time out in buddy room & parent contact
- 4<sup>th</sup> – Behavioral Intervention Form & team or teacher conference with student and parent
- 5<sup>th</sup> – IRSD office referral & parent contact

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