

7th Grade Discipline Plan

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PBIS Briefing

- As the 7th Grade Administrator, I have compiled information collected from a recent PBIS Briefing to provide an overview of disciplinary trends within our grade level.
- Firstly, prevalent behavioral issues such as cellphone usage in class, disrespectful behavior towards teachers, inappropriate/profane language, and unauthorized area access have been identified as key concerns. These behaviors are likely impeding the learning environment and necessitate targeted interventions.
- Secondly, the repeated referral of certain students, including Jay Smith, Brandon Green, Art Jones, Audrey Perry, and Fred Jenkins, underscores the urgency of individualized support strategies to address their behavioral challenges.

PBIS Briefing

- Furthermore, the higher frequency of disciplinary referrals associated with specific teachers, notably M. Christian, J. Fogle, M. Weathers, J. Reese, and L. Brown, suggests a potential need for enhanced training or support in classroom management techniques.
- Lastly, problematic locations within the school, such as classrooms C14, C20, C21, and Hallway D, highlight areas requiring heightened supervision and potential environmental modifications to mitigate behavioral issues.

conclusion, several measures will be implemented at the beginning of the school year to address the identified concerns, provide targeted support for at-risk students, enhance staff effectiveness, and cultivate a positive and safe learning environment conducive to the academic success of all students.

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- 1. PBIS (Positive Behavior Interventions and Supports) Implementation: Implement a school-wide PBIS framework that emphasizes proactive strategies for promoting positive behavior. This will include establishing clear behavioral expectations, teaching and reinforcing desired behaviors, and providing consistent positive reinforcement for students.
- 2. Behavioral Expectations and Rules: Develop and communicate clear behavioral expectations and rules for all students at the beginning of the school year. Ensure that these expectations are posted visibly throughout the school and reviewed regularly with students to reinforce consistency. (7th Grade Discipline Meeting. Review Student Handbook. Meeting held in person at the beginning of school year. Meeting held via Teams beginning of 2nd Semester)

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- 3. Behavioral Contracts: Implement behavioral contracts with students who have a history of behavioral issues or frequent referrals. These contracts outline specific behavioral goals, consequences for non-compliance, and rewards for meeting expectations. Regular monitoring and review of these contracts can help track progress and provide additional support as needed. Schedule Parent conference to review behavior contracts and obtain parent and student signatures.
- 4. Teacher Training and Support: Provide professional development and training opportunities for teachers to enhance their classroom management skills and strategies for addressing challenging behaviors. Offer ongoing support and resources, such as coaching, mentoring, RTI Coordinator, and access to behavior management specialists.

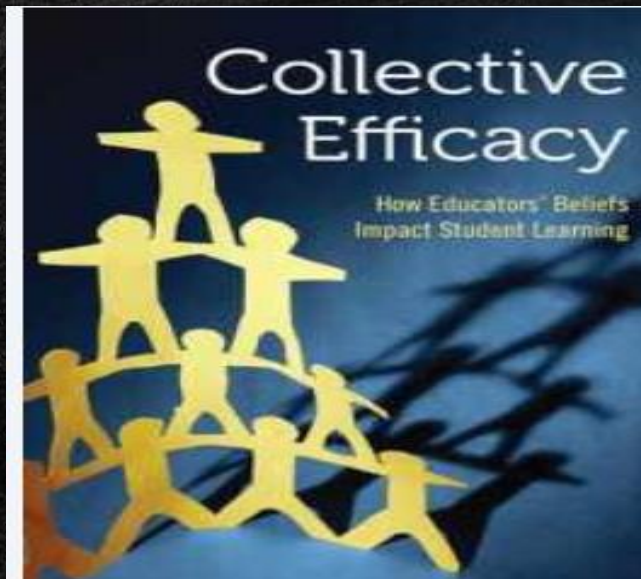
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- 5. Student Support Services: Ensure that students have access to appropriate support services, such as counseling, social-emotional learning programs, and interventions for behavioral issues. Collaborate with school counselors, social workers, RTI coordinator, and other support staff to provide targeted interventions and support for students in need.
- 6. Parent and Community Involvement: Engage parents and the broader community in supporting positive behavior at school. Communicate regularly with parents about behavioral expectations, provide opportunities for parent education and involvement in school activities, and collaborate with community organizations to offer additional support and resources for students.

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- 7. Environmental Modifications: Make environmental modifications, such as rearranging classroom seating arrangements, implementing visual cues and reminders for behavioral expectations, and increasing supervision in high-traffic areas, to support positive behavior and reduce opportunities for problematic behaviors.
- By implementing these proactive measures at the beginning of the school year, you can create a positive and supportive school climate that fosters respectful behavior, enhances student engagement, and minimizes disruptive incidents. Regular monitoring and evaluation of these strategies will allow for adjustments and refinements as needed to address emerging behavioral issues effectively.

Alone we can do so little; together we
can do so much



- By actively involving teachers and teams in the implementation of proactive measures, CMS will foster a culture of collaboration, shared responsibility, and continuous improvement in addressing behavioral issues and promoting positive behavior among our students.

1. Consistency in Expectations: Teachers and teams should uphold and reinforce school-wide behavioral expectations and rules within their classrooms and across their respective teams. Consistency in expectations helps create a cohesive and supportive environment for students.
2. Modeling Positive Behavior: Teachers serve as role models for students, demonstrating positive behavior and respectful interactions in their daily interactions. By modeling positive behavior, teachers set a standard for students to follow and contribute to a positive school climate.

Teachers & Team Roles

3. Classroom Management: Teachers are responsible for implementing effective classroom management strategies to address behavioral issues as they arise. This includes establishing clear routines, providing structure and consistency, and using proactive approaches to prevent and address disruptive behavior.

4. Data Collection and Monitoring: Teachers and teams can collect and monitor data related to student behavior within their classrooms and teams. This data can include incidents of misbehavior, interventions implemented, and progress toward behavioral goals. Regular monitoring allows for early identification of trends and the implementation of targeted interventions.

Teachers & Team Roles

5. Collaborative Problem-Solving: Teachers and teams should collaborate to problem-solve and address behavioral issues collectively. This can involve sharing strategies and resources, discussing student-specific needs, and brainstorming interventions to support positive behavior.


6. Intervention Planning and Implementation: Teachers and teams are responsible for planning and implementing interventions to support students with behavioral challenges. This may involve developing individualized behavior plans, conducting functional behavior assessments, and providing targeted support and accommodations.

Teachers & Team Roles



7. Parent Communication and Collaboration: Teachers communicate regularly with parents about student behavior and collaborate with them to support positive behavior at home and at school. This may include sharing information about behavioral expectations, progress updates, and strategies for reinforcement.

8. Professional Development and Growth: Teachers and teams engage in professional development opportunities to enhance their knowledge and skills related to behavior management and positive behavior support. This may involve attending training sessions, workshops, and peer collaboration to learn and share best practices.

Teachers & Team Roles



WHAT WE **LEARN**
BECOMES PART OF
WHO WE ARE

A stack of several books with various colored spines (red, blue, green, brown) is visible on the right side of the image. The books are stacked horizontally, with their spines facing the viewer. The background is a solid teal color.