Guiding Principles

• All students have the potential to learn and are given the opportunity to develop their strengths and talents to the highest potential.

• The cultural diversity of the student body enhances the school’s programs and increases the exposure and knowledge of different nationalities and cultures.
Guiding Principles

- Classroom management strategies promote a safe, respectful, and comfortable environment to encourage student ownership of learning.

- Character education is an integral and continual component of whole-child education.
Guiding Principles

• The community, parents, teacher, and students share in the responsibility of developing productive citizens in our community, state, and nation.

• Effective communication for policy implementation by all stakeholders is essential to reaching higher levels of student achievement, promoting a student-centered program and continual growth and development.

Revised 8/18
Guiding Principles Con’t

• Through state-of-the-art technology, students are given opportunities to enhance their learning experience
• Curricular and program decisions are student-centered and promote academic achievement.
• Instructional planning is collaborative and based on current student achievement data.
Guiding Principles Con’t

• Teaching strategies are varied to meet the needs of the young adolescent student.

• Instructional time is utilized to produce quality student work and promote student-centered learning.

• Assessment and evaluation techniques are based on sound research and are used to differentiate instruction.

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Vision

• White Station Middle School will be a place where all students will be challenged to reach higher levels of learning and develop the skills needed to become productive, respectful, contributing citizens and perpetual learners.
Mission

• White Station Middle School’s mission is to provide a mutually respectful atmosphere conducive to learning and to promote the healthy pursuit of each student’s intellectual, social, emotional, and physical development.
Philosophy Statement

• Knowledgeable educators committed to young adolescents
• A shared vision
• High expectations for all
• Positive partnerships and relationships between teachers and students
• Family and community involvement in the development of social and academic competencies
Goals or Objectives

• Reduce rules violation and disruptive behavior referrals to office by 15%
• Reduce tardiness through homeroom by 10%
• Increase attendance by 1% and decrease chronic absenteeism by 2%
• Reduce the number of fights to less than 2% for the 2016-17 school year
## 2015 – 2016 Office Referrals

### All Disciplinary Referrals by Twenty-Day Periods
**ILD Zone: 07 - School: White Station Middle**
As of 6/10/2016

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>29</td>
<td>50</td>
<td>13</td>
</tr>
<tr>
<td>2</td>
<td>28</td>
<td>43</td>
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<tr>
<td>4</td>
<td>58</td>
<td>89</td>
<td>20</td>
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<td>5</td>
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<td>54</td>
<td>51</td>
</tr>
<tr>
<td>9</td>
<td>46</td>
<td>43</td>
<td>27</td>
</tr>
</tbody>
</table>

### YTD Disciplinary Referrals

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>351</td>
<td>435</td>
<td>287</td>
</tr>
</tbody>
</table>

Revised 8/18
## 2015 – 2016 Referral Data

### Top 10 Disciplinary Referrals by Twenty-Day Periods

**ILD Zone: 07 - School: White Station Middle**  
**2015 - 2016**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Conduct Concern</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>24- Rules Violation</td>
<td>5</td>
<td>6</td>
<td>15</td>
<td>7</td>
<td>15</td>
<td>13</td>
<td>19</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>24-Disruptive Behavior</td>
<td>2</td>
<td>2</td>
<td>10</td>
<td>5</td>
<td>7</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>24- Hitting and/or Kicking</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>24- Pushing and/or Shoving</td>
<td>3</td>
<td>7</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>24-Class Cutting</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>30- Fighting</td>
<td></td>
<td>3</td>
<td></td>
<td>3</td>
<td></td>
<td>2</td>
<td>2</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>24-Insolent/Insubord-Refuse P</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td>4</td>
<td>4</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>31- Sexual Harassment</td>
<td>1</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td>2</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>24- Obsc/Imm/Ind/Off Mat/Beh/L</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>24-Uniform/Dress Code Violat</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
2015 – 2016 Data for Fights
1. Student accumulates 5 unexcused absences

2. Principal notification by e-mail

3. Parent notification of meeting

4. Counselor holds SART meeting, parent signs PSAP*

5. Meeting documented in SMS Discipline Module

6. Student name placed on SART Watch List

7. SART Watch List monitored by support team

8. Re-offenders reported to principal

9. Principal contacts parent of re-offender and Truancy Officer

Revised 8/18
## Attendance & SART Process Map and Role Assignments

<table>
<thead>
<tr>
<th>Role in Process Map</th>
<th>Owner of role by name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 SART Process Owner</td>
<td>Shawn page</td>
</tr>
<tr>
<td>2 Office of Attendance send list</td>
<td>Ron Pope</td>
</tr>
<tr>
<td>3 Notify Parent of SART Meeting</td>
<td>Lesa Holt</td>
</tr>
<tr>
<td>4 School Counselor convenes SART Meeting</td>
<td>Ms. Johnette Blanton/Ms. Latrice Johnson/Ms. Constance Werner</td>
</tr>
<tr>
<td>5 Meeting documented in SMS Discipline</td>
<td>Ms. Lesa Holt</td>
</tr>
<tr>
<td>6 Student name placed on SART Watch List</td>
<td>Ms. Lesa Holt</td>
</tr>
<tr>
<td>7 SART Watch List monitoring</td>
<td>Ms. Lesa Holt/ Johnette Blanton/Latrice Johnson/Ms. Constance Werner/Charlotte Danley/Leslie Sandifer/Angela Rupprecht</td>
</tr>
<tr>
<td>8 Re-offenders reported to Principal</td>
<td>Lesa Holt/ Johnette Blanton/Latrice Johnson/Ms. Constance Werner/Charlotte Danley/Leslie Sandifer/Angela Rupprecht</td>
</tr>
<tr>
<td>9 Principal contacts re-offender parent and Truancy Officer</td>
<td>Lesa Holt/ Johnette Blanton/Latrice Johnson/Ms. Constance Werner/Charlotte Danley/Leslie Sandifer/Angela Rupprecht</td>
</tr>
</tbody>
</table>

Revised 8/18
# Attendance Self-Assessment

**Date:** May 5, 2016

**School Name:** White Station Middle School

| Attendance Team Members: Indicate which staff serves on the school’s attendance data team. | □ Principal  
□ Assistant Principal(s)  
□ Guidance Counselor  
□ Attendance Secretary  
□ General Office Secretary  
□ Other:  
□ Other:  
□ Other: |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What is this team’s meeting schedule?</td>
<td>The Team meets every 20 days and as needed based on identified students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attendance Challenges: Describe your top 3 attendance challenges for your school. Be specific.</th>
</tr>
</thead>
</table>
| 1. Failure of District and Attorney General dealing with chronic absences.  
2. A few teachers not correctly indicating attendance in the system.  
3. Failure of parents to address attendance in home. |

Revised 8/18
## School Data Summary

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Chronic Absenteeism</th>
<th>Absences due to Suspensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal</td>
<td>Actual</td>
<td>Goal</td>
</tr>
<tr>
<td>97.6%</td>
<td>96.1%</td>
<td>5%</td>
</tr>
</tbody>
</table>

**Notes:**

## School Update

Describe your plans for prevention and intervention strategies to address chronic absenteeism.

<table>
<thead>
<tr>
<th>Prevention Strategies</th>
<th>Intervention Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attendance Team monitoring daily/monthly Data Session</td>
<td>1. SART SARB meeting</td>
</tr>
<tr>
<td>2. Jeans Day and other schoolwide incentive</td>
<td>2. Counselor/Admin following-up with tracking</td>
</tr>
<tr>
<td>3. Teacher and Counselor parent contact</td>
<td>3. Use of counselor to identify school and home issues in attempt to resolve problems.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
</tr>
</tbody>
</table>

**Additional Comments:**
# 2015-16 Attendance Data

## YTD Attendance Summary

<table>
<thead>
<tr>
<th>School (+/- Drilldown to Grade Level)</th>
<th>Grade Level</th>
<th>Attendance Rate</th>
<th>Average Daily Membership</th>
<th>% of Absent Days Excused</th>
<th>% of Absent Days Unexcused</th>
<th>% of Absent Days due to OSS &amp; Expulsion</th>
<th># of Students Suspended</th>
<th># of OSS &amp; Expulsions</th>
<th>Suspension Rate (per 100 students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>White Station Middle</td>
<td>06</td>
<td>96.5</td>
<td>399</td>
<td>88.8</td>
<td>10.0</td>
<td>1.2</td>
<td>18</td>
<td>19</td>
<td>4.8</td>
</tr>
<tr>
<td></td>
<td>07</td>
<td>96.1</td>
<td>443</td>
<td>86.5</td>
<td>10.4</td>
<td>3.1</td>
<td>43</td>
<td>51</td>
<td>11.5</td>
</tr>
<tr>
<td></td>
<td>08</td>
<td>95.7</td>
<td>436</td>
<td>87.3</td>
<td>8.9</td>
<td>3.8</td>
<td>33</td>
<td>36</td>
<td>8.2</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>96.1</td>
<td>1,276</td>
<td>87.4</td>
<td>9.7</td>
<td>2.9</td>
<td>94</td>
<td>106</td>
<td>8.3</td>
</tr>
</tbody>
</table>

## YTD Suspension Summary

Students enrolled in the wrong grade level will remain in Tableau until attendance data have been corrected in PowerSchool.

Revised 8/18
## 2015-16 Attendance Data

### White Station Middle
Percent of Students by Attendance and Truancy Policy
Data as of 06/01/2016

<table>
<thead>
<tr>
<th>Indicators / Year</th>
<th>Meeting Attendance Policy</th>
<th>Caution</th>
<th>Excessive Excused Absences</th>
<th>Truancy/Excessive Unexcused</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Total Membership</td>
<td>60%</td>
<td>0.1%</td>
<td>45.4%</td>
<td>4.2%</td>
</tr>
<tr>
<td>% of Total Membership</td>
<td>SY1516</td>
<td>SY1516</td>
<td>SY1516</td>
<td>SY1516</td>
</tr>
</tbody>
</table>

### White Station Middle
by Student-Level Attendance

#### SY1516

<table>
<thead>
<tr>
<th></th>
<th>Meeting Attendance Policy</th>
<th>Caution</th>
<th>Excessive Excused Absences</th>
<th>Truancy/Excessive Unexcused</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>645</td>
<td>1</td>
<td>583</td>
<td>54</td>
<td>1,283</td>
</tr>
<tr>
<td>Attendance Rate</td>
<td>99.0</td>
<td>93.2</td>
<td>93.9</td>
<td>85.9</td>
<td>96.1</td>
</tr>
<tr>
<td>TAC - Attendance</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Revised 8/18
2015-16 Attendance Data

Truancy Notification Records by Twenty-Day Periods
ILD Zone: 07 - School: White Station Middle
As of Fri, 10 Jun, 2016

<table>
<thead>
<tr>
<th>Twenty Day Period / School Year</th>
<th>2015 - 16</th>
<th>2016 - 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>9</td>
<td>7</td>
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<tr>
<td>3</td>
<td>3</td>
<td>4</td>
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<td>4</td>
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<td>5</td>
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<td>6</td>
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<td>7</td>
<td>16</td>
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<td>1</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

Revised 8/18
### SCS School-wide PBIS (Discipline) Team Worksheet  2016-17

#### Name of School:
**White Station Middle School**

<table>
<thead>
<tr>
<th>Role</th>
<th>Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal*</td>
<td>Shawn page</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Charlotte Danley, Leslie Sandifer, Angela Rupprecht</td>
</tr>
<tr>
<td>Professional School Counselor</td>
<td>Johnette Blanton, Constance Werner, Latrice Johnson</td>
</tr>
<tr>
<td>School Psychologist</td>
<td>Chakeba Turner</td>
</tr>
<tr>
<td>General Education Teacher(s) TBA</td>
<td></td>
</tr>
<tr>
<td>MEA Representative*</td>
<td>Rebecca Adams</td>
</tr>
<tr>
<td>Elected Teachers (2)*</td>
<td>Pam Rumage, Stephanie Carr</td>
</tr>
<tr>
<td>Special Education Teacher(s)*</td>
<td>Ashley Green</td>
</tr>
<tr>
<td>Related Arts Teacher(s)</td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td></td>
</tr>
<tr>
<td>Educational Assistant(s)/ Non-Certified Staff</td>
<td>Andrea Williams</td>
</tr>
<tr>
<td>Community Member</td>
<td></td>
</tr>
<tr>
<td>Parents (2)*</td>
<td>Angela Smith, Amy Thorton</td>
</tr>
<tr>
<td>ISS Assistant:</td>
<td>Ronald McClain</td>
</tr>
<tr>
<td>Campus Monitor:</td>
<td></td>
</tr>
<tr>
<td>Cafeteria/Custodial Staff</td>
<td></td>
</tr>
<tr>
<td>Bus Driver</td>
<td></td>
</tr>
<tr>
<td>External PBIS Coach</td>
<td>Gina True</td>
</tr>
</tbody>
</table>

Revised 8/18
### Meeting Schedule

See Next Slide for Further Instructions on Names of Team Members

<table>
<thead>
<tr>
<th>20 Day Reporting Period</th>
<th>Approximate Dates of Reporting Periods</th>
<th>All data for period entered into system (A)</th>
<th>SW PBIS Team meeting dates (B)</th>
<th>Faculty meeting dates to report interpretation of 20 day data (C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/10 – 9/4</td>
<td>TBA</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>2</td>
<td>9/8 – 10/6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>10/7 – 11/10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>11/12 – 12/14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>12/15 – 1/27</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>1/28 – 2/26</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>2/29 – 4/1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>4/4 – 4/29</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>5/2 – 5/27</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Data should be entered promptly to enable review of accurate data. Deadline for data entry is the Friday following the end of the reporting period. Principal should identify person responsible for entering behavior data. **Name and title of data entry designee: Shawn Page, Principal**

Committee should meet within one week of final data entry for reporting period. Enter projected meeting dates in this column. **Identify team member responsible** for data summary to report to SW PBIS Team. **Name and title: Tom Hamer, Teacher**

Determine how you wish to examine your data: by location, by student, by infraction, by time of day, number of referrals per day per reporting period. Also consider office referral procedures and data integrity.

Faculty meeting to discuss behavior should be held within a week of the SW PBIS Team’s Meeting. Enter projected dates in this column. **Identify persons responsible** for sharing data trends for previous reporting period with the faculty. **Name and title: Tom Hamer, Teacher**

Team may wish to lead faculty in brainstorming intervention strategies based on data. Share successes and areas of continued efforts.

Revised 8/18
Monitoring Process

Data is used by WSMS to determine progress toward goals by:

• Meeting and examining data
• Comparing data
• Assessing trends
• Adjusting plans according to data received
Celebration

• Continuum of procedures for encouraging and maintaining rule following behavior:
  - Jeans Day for perfect attendance each week on Friday/Dress Down Day for perfect attendance for two weeks on designated Friday
  - Sit Where You Want Day in cafeteria each Monday for grade level obtaining monthly attendance goal
  - Incentive Activity Period each quarter for students not earning D, F or U on Progress Report (movie, popcorn party, field day/gym activities)
  - Positive Phone Calls/Notifications to parents
  - Weekly Teacher Ease emails to all parents with student and/or school-wide recognitions with postings on school’s webpage
  - Homework Passes for excellent behavior or attendance
  - Recognition Board in main hallway/Student Recognition Posters each quarter for each team in grade level hallway
  - Honors Programs
  - Team recognition ceremony
  - Grade level celebration activities

Revised 8/18
WSMS
School Rules

• Respect yourself, others, and property at all times.

• Keep hands, feet, objects, and unkind words to yourself.

• Strive for personal excellence in everything you do.
<table>
<thead>
<tr>
<th>Rules</th>
<th>Classroom</th>
<th>Cafeteria</th>
<th>Hallway</th>
<th>Restroom</th>
<th>Bus</th>
</tr>
</thead>
</table>
| Show respect for yourself, others, and property. | • Show respect first and foremost toward your teachers.  
• Raise hand to speak.  
• Talk when called upon.  
• Maintain appropriate eye contact.  
• Respect classmates’ comments and opinions. | • Use indoor voice.  
• No checking.  
• Follow directions the first time they are given. | • Use indoor voice.  
• No checking.  
• Allow others to get to their lockers.  
• Walk at all times.  
• Show courtesy to others.  
• Walk on the right side of the hall | • Use facility for what it is intended.  
• Put objects in the proper containers.  
• Go before or after class.  
• No Loitering.  
• Must have a hall pass if used during a class period.  
• Follow school-wide 10-10 rule. | • Show respect for bus driver  
• No checking  
• Keep feet on floor  
• Follow bus procedures  
• Settle neighborhood problems appropriately before boarding the bus  
• Be at the bus stop on time before AND after school.  
• Remain seated while on bus. |
| Keep your hands, feet, and objects to yourself. | • Keep room, tables and desk clean.  
• Stay in your assigned seats.  
• Use only your own materials. | • No throwing of food.  
• Keep area clean  
• Stay at your table until you are dismissed by an administrator | • Keep hallways clean.  
• Walk slowly.  
• Stay in your area. | • Maintain clean area.  
• Put paper towels and other disposable items in trash can. | • No throwing  
• Keep feet on floor |
| Be where you are supposed to be, doing what you are supposed to do. | • High expectations for all students-100% implementation of school-wide rules in all settings. | • High expectations for all students-100% implementation of school-wide rules in all settings. | • High expectations for all students-100% implementation of school-wide rules in all settings. | • High expectations for all students-100% implementation of school-wide rules in all settings. |   |

Revised 8/18
## WSMS Pre-referral Behavior Classification

<table>
<thead>
<tr>
<th>Staff Managed</th>
<th>Office Managed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate language</td>
<td>Fighting</td>
</tr>
<tr>
<td>Talking in class</td>
<td>Drugs</td>
</tr>
<tr>
<td>Tardy to class</td>
<td>Gross Insubordination</td>
</tr>
<tr>
<td>Low level Defiant Behavior</td>
<td>Abusive Language Toward Personnel</td>
</tr>
<tr>
<td>Refusing the Follow class direction</td>
<td>Bullying</td>
</tr>
<tr>
<td>Lack of Material/supplies</td>
<td>Sexual Harassment</td>
</tr>
</tbody>
</table>

Revised 8/18
Pre-referral Flow Chart

Observe problem behavior

Is Behavior major?

YES

Ensure safety

Write referral send student to the office or call the office for assistance

Problem solve

Determine consequence based upon violations of level 3, 4, or 5

Follow documented procedure

Follow through with Consequences

File necessary documentation

NO

Remind the student(s) of rules and procedures

Redirect student(s) of Inappropriate behavior

Enforce classroom management Strategies

Conference with student(s) Student reflection log

Does student have a referral(s)?

YES

Send the referral to the office with the Parent, student, teacher conference form attached

Follow up with student within a week

NO

Phone call to parent(s) Document phone calls and conferences Conference with the guidance counselor and or behavior specialist Sign behavior contract

Revised 8/18
Teach the Rules, Expectations and Procedures

- The process for teaching the rules and school-wide procedures including:
  - Lesson Plans
  - Opportunities for practice: quizzes, modeling, tutoring, etc.
  - Active monitoring of rule following behavior
  - Posting rules prominently in building
  - Professional development
  - Student handbook
  - New student orientation program
  - Quarterly grade level discipline programs

Revised 8/18
Annual PBIS Kick-off

• Teach SCS Code of Conduct
• Send home & collect signed agreement form.
• Teach School-wide Rules and Behavior Expectations from matrix
• When district and school universal rules and expectations are understood, celebrate the beginning of a new, positive school year

Revised 8/18
School Entrance Procedures

- 6th grade students will enter through the east door at 7 am and be seated in homeroom by 7:15 am.
- 7th grade students will enter through the west stairwell at 7 am and be seated in homeroom by 7:15 am.
- 8th grade students will enter through the front doors at 7 am and be seated in homeroom by 7:15 am.
- Students may go to their lockers during this time. There will be no students in teacher’s rooms before 7:00.
- Students eating breakfast in the cafeteria will enter through the east doors between 6:45 am and 7:10 am. Students are to remain in the cafeteria until the main bell rings.
School Entrance Procedure

• Students entering the building after the tardy bell will have a tardy marked in attendance by the homeroom teacher.

• A parent should accompany students to the main office if a student arrives at school after 7:25 am. Students will be issued a ‘tardy notice’ and must show this to the classroom teacher and sign the classroom’s tardy notice. No teacher should allow a student into class after 7:25 am without this notice from the office.

• In case of inclement weather, students will be allowed to wait in the auditorium.

• A sign in sheet will be provided for those students working with teachers or studying in the Library.

• Band instruments will be taken to the band room at 6:45. Enter through the east door by the cafeteria.

Revised 8/18
Cafeteria Procedure

- Respect and obey the teachers, cafeteria workers, and administrators.
- Enter quietly and orderly.
- Sit at assigned tables or rows.
- Engage in quiet conversations.
- Remain seated unless special permission has been granted.
- Only one person per seat – 8 maximum at each table.
- Practice good table manners. (Do not play with or throw food)
- Keep eating area clean. Place all trash in garbage cans.
- Do your part when your class has cafeteria duty.
- Keep your hands, feet, and other objects to yourself.
- Dismissal will be made by class as announced by an administrator.

Revised 8/18
Hallway Procedures

- Students will refrain from playing or running in the hallway.
- Students may go to their lockers before and after school and during their teams assigned locker time.
- Students must have a hall pass and sign the log if they leave during a class period.

Revised 8/18
Assembly Procedures

- Students are expected to sit with their teams for gym assemblies (6th: upstairs, 7th: downstairs west side 8th: downstairs east side).
- Students are expected to sit with their homeroom teachers in the rows and seats designated for all auditorium functions.
- Refrain from booing at all times.
- Always use respectful applause and interaction with performers.
- Students will be dismissed by sections. Students are to remain seated until dismissed.
School Dismissal Procedures

- Bus riders will be dismissed at 2:10 pm and all other students at 2:15 pm.
- Students are expected to walk in an orderly manner.
- 7th grade will use the west stairwell to exit, 6th graders will use the east stairwell to exit and 8th graders are to exit through the front doors.
- Bus riders must immediately report to the cafeteria when called for dismissal.
- Students involved in extracurricular activities are to meet their coach/sponsor immediately after dismissal. Students must stay with sponsor or coach and be supervised until they picked up by parent.
- Once students leave the building, they may not re-enter without an adult.
- All students involved in after-school care will report immediately to the cafeteria.
- All students must be off the campus by 3:30 pm.

Revised 8/18
Classroom Procedures

• Students are to bring and use their Agenda Books daily.
• Students are to begin each day with a bell work activity.
• Late students are to sign the Tardy Sign in Sheet if they enter class after the late bell.
• Hall Passes are to be distributed if a student is to be in the hall during instructional time. Incentives will be used throughout the nine week period to promote and maintain appropriate behavior.
• Cooperative groups will remain on task and use indoor voices.
• Homework will be turned in according to the established teacher’s classroom procedure
Stairway/Stairwell Procedures

• Show patience when stairs are crowded.
• No shoving or pushing ahead.
• Be careful not to hit others with your backpack.
• Use the stairs designated for your grade.
• Walk to the right at all times.
• No students are allowed in the end stairwells except during entrance and exit times.

Revised 8/18
School Wide Incentives

• Continuum of procedures for encouraging and maintaining rule following behavior:
  - Weekly Jeans Day Pass for perfect attendance/Bi-weekly Dress Down Day for perfect attendance
  - Sit Where You Want Monday in cafeteria for grade level obtaining monthly attendance goal
  - Quarterly Incentive Period for students who have no D’s, F’s, or U’s on Progress Report
  - Homework Pass
  - Recognition Board
  - Honors Program
  - Team recognition ceremony
  - Recognition of exemplary students from each team (male and female) each quarter on posters in grade level hallway
Teacher Incentives

Procedures for recognizing and encouraging positive teacher interaction, for example:

- Gift cards
- Adopter appreciation activities
- Teacher Appreciation Week
- Snacks provided quarterly on Friday morning in each workroom by PTO
- Peer lead teacher recognition activities during faculty meeting
Resources for Incentives

- Fundraisers
- District Funds
- Parent organizations (P.I.E.)
- Community Donations
- Adopters
Communication with Parents & Community

• Document communications and activities with parents and community members about PBIS and your School-wide PBIS Plan.
  – Letter Home
  – Website
  – Parent Meetings
  – TeacherEase E-mail
Character Education

- Character education is supported through:
  - Morning announcements with daily character message
  - Student Recognition for Good Deed on intercom
  - Facing History and Ourselves
  - Peer mediation team
  - Quarterly grade level meetings
  - Dedicated Character Education Curriculum
    (Services provided by teachers, administrators, students, counselors.)
ATOD Prevention

• Health & P.E. classes address ATOD issues through curriculum and lesson activities throughout the school year.
Bullying Prevention

• Annual Harassment training is completed by faculty
• Training is provided through:
  - District training materials
  - No Bullying Initiative reviewed with all students during quarterly grade level meetings.
Violence Prevention Programs

• Programs used to address comprehensive violence prevention:
  - Peer mediation
  - WSMS No Bullying Initiative

• Implementation
  - No Bullying Initiative reviewed during grade level discipline meetings.
  - Teachers and Counselors review as needed.
Tier 2/Intervention Team

• School Counselor, administrator, appropriate instructional staff and behavior related personnel.
• Will monitor group and targeted interventions such as group counseling, Check In/Check Out, and skill building.
• Evaluate outcomes of interventions and make adjustments for student during 20 day administrative team review

Revised 8/18
Intervention Strategies

- Interventions for students who have been referred to the office a number of times are as follows: Team Planning, In-school Suspension, Peer Mediation, Functional Behavior Assessment, S-Team Plan with school psychologist and social worker, and Behavior Intervention Plan.
Additional Tier 2 Interventions

– WSMS Check In/Check Out Program with Counselors
– Peer mediation
– Increased academic/behavioral supports & practices
– Parent Training & collaboration
– Self management training and support
– Social skills instruction
– Behavioral Contract

Revised 8/18
In-School Suspension Plan

• Students are referred to ISS after the teams have completed a discipline referral or the violation results in such an assignment. Assignments are made by the administrators.
• Assignments will be made available, and the students will be given opportunities to complete all work.
• Character Education will be provided by the ISS monitor/grade level counselor according to the behavior that caused the suspension.
• After school detention will be from 2:30-3:15 on Thursday, and will be assigned for excessive tardies, uniform violations, classroom misconduct, etc…
Secondary Intervention (Tier 2) Evaluation

- Evaluations and indicators of progress for secondary interventions:
  Outcomes, ongoing monitoring progress data, variances according to S-team meetings
Tertiary Interventions (Tier 3)

- School Support Team will identify and plan for the students through S-Team meetings, number of disciplinary referrals, in-school suspensions and out of school suspensions.
- Data will be collected and monitored through the Disciplinary Committee with follow-up and comparisons to previous years during 20 day administrative team review.
- WSMS Check In/Check Out Program with Counselors.