



APPENDIX M
School Operations
2016-2017

SCHOOL-BASED ALTERNATIVES TO SUSPENSION PLAN

Directions: Develop schoolwide intervention strategies to reduce disruptive behavior and suspensions, embrace the diverse needs of the school’s students and community, and support a positive school culture. The guide below addresses the elements recommended to be included in the narrative portion of the *School-Based Alternatives to Suspension Plan*.

Please complete each section of the *School-Based Alternatives to Suspension Plan*. The template will expand in order to accommodate needed space. **The School-Based Alternative es to Suspension Plan needs to be submitted to your regional office by September 2, 2016.**

Schoolwide Alternatives to Suspension:

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| Describe schoolwide incentive programs encouraging model student behavior. |
| Describe in-school counseling intervention strategies for students committing Code of Student Conduct offenses. |
| Describe in-school counseling/mediation alternatives for suspension strategies for students committing Code of Student Conduct offenses. |
| Describe effective disciplinary actions indicating removal of privileges or denial of participation in school/extracurricular activities as alternatives for suspension. |

Faculty and Staff:

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| Identify professional development activities on corrective strategies for disruptive behaviors to be provided to the faculty. |
| Identify professional development activities on reducing and eliminating undesirable behaviors to be provided to the faculty. |
| Identify professional development activities on rewarding desirable or effective behaviors to be provided to the faculty. |
| Describe professional development activities on intervention strategies and discussion of alternatives for reducing suspensions to be provided to the faculty. |
| Describe strategies school-site staff is to utilize in order to promote model behavior. |

Students:

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| Describe strategies to encourage students to model behaviors that create a safe learning environment and reduce disruption of the educational process. |
| Describe student-centered alternative to suspension activities. |



APPENDIX M
School Operations
2016-2017

SCHOOL-BASED ALTERNATIVES TO SUSPENSION PLAN

SCHOOL INFORMATION

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| SCHOOL NAME | EUGENIA B. THOMAS K-8 CENTER | SCHOOL CODE | 0071 |
| SCHOOL TYPE | <input type="checkbox"/> ELEMENTARY <input type="checkbox"/> K-8 CENTER <input type="checkbox"/> MIDDLE <input type="checkbox"/> SENIOR HIGH <input type="checkbox"/> ALTERNATIVE <input type="checkbox"/> SPECIALIZED CENTER <input type="checkbox"/> ADULT/VOCATIONAL | | |
| PRINCIPAL | DEBBIE F. SAUMELL | REGION CENTER | CENTRAL |

SCHOOL-WIDE INTERVENTIONS TO SUSPENSION

In an effort to eliminate suspensions at Eugenia B. Thomas K-8 Center, we will implement an Alternative to Suspension Plan (ASP) which includes, but is not limited to the Schoolwide Ten-Step Discipline Plan, Detention and Student Counseling Services.

The ASP provides counseling support in an effort to eliminate student suspensions and increase instructional time. The counseling component of the ASP addresses the cycle of disruptive behavior(s) by helping both students and parents recognize the problem and to understand the need for intervention and assistance.

Teachers play a major role in the effort to improve student behavior. The first line of prevention is in the well managed classroom. Skilled classroom managers create conditions that reduce the potential for misbehavior through structure, differentiated instruction and the fair and consistent application of classroom level consequences for rule infractions. Teachers will follow the Schoolwide Ten-Step Discipline Plan delineated below.

The Schoolwide Ten-Step Discipline Plan is used by teachers to ensure high expectations and maintain a safe learning environment.

1. Warning – A warning is given to a student when an infraction is observed.
2. Teacher Conference with Student – The teacher conferences with the student regarding the inappropriate behavior. The teacher will discuss the infraction and how it could have been avoided.
3. Teacher Notifies Parent – The teacher contacts parent by phone or in writing advising parents of student’s inappropriate behavior. When parents are involved, the student’s behavior usually improves.
4. Student Referred to Student Services – The teacher must refer the student to the respective counselor for individual and/or group counseling by submitting a Student Services Form directly to the counselor. The counselor will meet with the student within two days.
5. Assign a Detention – The teacher will issue a detention after steps 1-4 have been implemented and the student’s behavior has not improved.



APPENDIX M
School Operations
2016-2017

SCHOOL-BASED ALTERNATIVES TO SUSPENSION PLAN

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6. Teacher/Parent/Administrator Conference – The teacher will schedule a conference with the parent and administrator to discuss the inappropriate student behavior.

7. Submit a Student Case Management (SCM) Referral form identifying the repeated inappropriate behavior of the student to your respective Assistant Principal. The SCM is to be submitted only after steps 1-6 have been completed in order to demonstrate repeated misbehavior.

8. Administrator/Teachers/Parent/Student Conference/Team meeting – The respective Assistant Principal or counselor will schedule a conference with an administrator, teacher(s), parent(s) and student to discuss the behavior and consequence(s) for repeated misbehavior.

9. Alternative to Suspension – The Principal or Assistant Principal will notify the parent of consequences for repeated misbehavior.

10. School Support Team - The teacher will request a Functional Assessment of Behavior (FAB)/Behavioral Intervention Plan (BIP) Screening Worksheet to refer the student, as needed. Once completed, it must be submitted to your respective counselor. The student will be scheduled for a Student Support Team (SST) meeting where a FAB/BIP Intervention Plan will be created by the counselor, teacher and parent.

Steps 1-6 are completed by the teacher except for extreme cases that may require immediate administrative action.

In the event a student's behavior is repeatedly defiant and he/she severely violates the Code of Student Conduct, the student is referred to the administration. The following steps are implemented by an administrator prior to resorting to a suspension:

1. Conference with student
2. Reflection (written reflection that supports positive/improved outcomes)
3. Telephone call to parents by an administrator
4. Parent/Administrator conference
5. After School or Lunch Detention
6. Co-Curricular activity suspension (sports or club)
7. Community Service around the school

Students are recommended to participate in the Alternative to Suspension Program (ASP) by administration when defiant behavior occurs on a consistent basis. The program consists of one-hour individual counseling, provided once a week over the course of two weeks to the student. Counselors provide lessons in Character Education address problematic behaviors and offer alternative actions to the student that dissuades defiant behavior. Students who are recommended to participate in the program may do so only once during each nine-week period.



APPENDIX M
School Operations
2016-2017

SCHOOL-BASED ALTERNATIVES TO SUSPENSION PLAN

SCHOOL-WIDE INTERVENTIONS TO SUSPENSION

The use of indoor suspension is employed for all serious offenses. Administrators will consider “part time” placement in in-school suspension in lieu of all day indoor suspension for minor offenses. For more serious violations of the Student Code of Conduct or for students for whom the above consequences proved insufficient, an in-school suspension program is implemented with the following guidelines:

- The student must remain in a supervised setting thus eliminating the possibility of misbehavior or personal injury
- Academic involvement must be maintained at all times
- Counseling for skills development to avoid future transgressions

Administrators monitor the procedures associated with student discipline each day to ensure that consequences are delivered in a fair and equitable manner. Teacher or administrator response to any student infraction must be immediate and exact. Students who are removed from class because of infractions are adjudicated in a manner that results in the least disruption to their education while reinforcing the value of appropriate behavior. Indoor suspensions, when deemed appropriate, are issued immediately following defiant behavior.

All indoor suspensions are reviewed by the Principal prior to the indoor suspension being recorded and executed. Infractions are adjudicated using the following deliberations:

- The seriousness of the offense vs. the discipline being administered
- The history of progressive discipline of the individual student
- With multiple students involved in the same incident, the degree of involvement in the incident that each student played
- The guidelines stated in the Code of Student Conduct for specific offenses

In those cases, where an indoor suspension is warranted and approved by the Principal, a Student Case Management (SCM) referral along with the Notice of Indoor Suspension, signed by an administrator, student and parent is executed and documented.

Administrators meet with parents the day the indoor suspension is assigned to discuss the infraction, the consequences and to elicit their assistance in promoting appropriate behavior. Counselors meet with all students who are assigned an indoor suspension to provide both academic and social counseling in an effort to reduce or eliminate the precipitating behavior(s) that resulted in the indoor suspension.

The goal of reducing indoor suspensions is not to compromise a safe and orderly learning environment but to promote appropriate behavior in school and the community. By utilizing an Alternative to Suspension Program, we pursue every remedy to ensure that students who break the



APPENDIX M
School Operations
2016-2017

SCHOOL-BASED ALTERNATIVES TO SUSPENSION PLAN

SCHOOL-WIDE INTERVENTIONS TO SUSPENSION

rules are given the opportunity to remain at school in an effort to maximize each student's learning potential.

FACULTY AND STAFF

Counselors meet with students returning from indoor suspensions. Counseling addresses the cycle of disruptive behaviors that often result in indoor suspension by helping both students and parents recognize the underlying problem and to understand the need for change through several school and community resources that are available. In addition to the ASP, we have implemented a number of different programs that promote and encourage model student behavior, such as Youth Crime Watch, Safety Patrols, Future Educators of America, Do the Right Thing, Drug Abuse Resistance Education (DARE), and the Gang Resistance Education and Training (GREAT) program with the Doral Police Department.

We also offer a Spill-Out Incentive each nine-week period for middle school students who demonstrate good behavior. The activity includes an extended lunch period outside with peers and a sports component where students play basketball, volleyball and football. The program is offered as an incentive for all students who do not receive a detention or an indoor suspension throughout each nine week grading period.

The faculty and staff play a significant role in the overall effort to reduce indoor suspensions. The first line of prevention is the well-managed classroom. Skilled teachers create conditions that reduce the potential for misbehavior through restructure, differentiated instruction and fair, consistent application of classroom level consequences for role infractions. Professional Development in classroom management and team building will be presented throughout the year to teachers to promote greater understanding of classroom management and the effective use of the Code of Student Conduct. In addition, the Schoolwide Ten-Step Discipline Plan was presented to all staff members at the opening of schools meeting and it is used by the faculty to ensure high expectations and to maintain a safe learning environment for all students.

Lastly, Values Matter promotes core ethical and performance values. Teachers and staff expose students to understand, care about and act upon these core values through direct instruction and model behavior. Counselors promote Values Matter during morning announcements and lessons are provided to students through social studies. They also invite outside agencies such as the US Attorneys' Office to provide anti-bullying and anti-cyber bullying presentations to students and staff. Values Matter posters are displayed throughout the school in an effort to reinforce the behaviors taught and demonstrated. Student and staff accomplishments are also highlighted during morning announcements and via closed circuit television presentations.



APPENDIX M
School Operations
2016-2017

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FACULTY AND STAFF

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STUDENTS

All students are exposed to the Values Matter curriculum through social studies classes. Students are encouraged to model the behavior learned through the lessons while they are at school and within the community. Student-centered alternatives to suspension include detention, removal of Spill-out and other extracurricular activities such as dances and recognition assemblies.

Students are recognized for displaying model behavior at the end of each marking period at Honor Roll Ceremonies. Students are also recognized monthly for being the Student of the Month on the morning announcement. These students were selected by their teachers for doing the right thing and exhibiting positive values as promoted through the Values Matter program.

PARENTAL INVOLVEMENT

Parent workshops are scheduled throughout the school year provided by The Parent Academy on topics such as anti-bullying and other issues that touch upon model behavior for students to display at home and in the community. Parents are encouraged to participate in night events that occur at school such as Florida State Standards/SAT informational meetings, Parent Academy chats and volunteer orientations. Staying involved in a child's school life helps to promote a safe learning environment and encourages positive, responsible behavior. Parents are also invited to celebrate with the recipients of Honor Roll awards and Citizenship certificates during quarterly Honor Roll Ceremonies that take place in classrooms.



APPENDIX M
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2016-2017

SCHOOL-BASED ALTERNATIVES TO SUSPENSION PLAN

PARENTAL INVOLVEMENT

COMMUNITY INVOLVEMENT

The City of Doral Police department collaborates with Eugenia B. Thomas K-8 Center to offer an incentive fieldtrip to the students who have shown good character and have modeled positive behaviors during the school year. The fieldtrip is an incentive for positive behaviors but also centers around healthy bodies and healthy minds.

The Kiwanis of Biscayne, soon to be the Kiwanis of Doral, has partnered with EBT to work with students to promote positive behaviors in school that will translate to positive behaviors in the work place. Members of the Kiwanis visit the school to mentor students.

Additionally, many of our Dade Partners offer incentives to students and staff members who demonstrate perfect school attendance each month. Attending school daily and on-time exhibits discipline and ensures that students do not miss any learning opportunities. Additional outside providers and businesses, such as Publix, that support positive student behavior are involved throughout the year.