

School-wide Culture Plan
PRINCETON COMMUNITY MIDDLE SCHOOL

Norms for School Meetings

- **Honor time:** Be on time. Start on time. End on time.
- **Participate fully:** Be prepared, pleasant and professional as a learner. (Resist emailing, texting and grading.)
- **Be good to each other:** Ensure that all voices are heard and welcome diverse perspectives. Assume positive intent.
- **Be proactive:** Coordinate efforts and follow through on action plans/deliverables.

BELIEF

We, the Educators at **Princeton Community Middle School**, recognize that we are responsible as No-Nonsense Nurturers to create a school environment that provides students the behavioral and academic skills necessary for every student to proficiently perform at a standard of excellence and become responsible life-long learners. In order to ensure the students' success, we will:

- Acknowledge that we have the power to change.
- Norm adult beliefs, mindsets and actions so that they reflect our deepest commitment that every student achieves academic growth, personal growth and opportunities.
- Hold each other accountable for the commonly established standards of professional performance and behaviors in order to best serve the needs of our students.

GOALS

The **Princeton Community Middle School** community will ensure that:

1. Every adult will work to hold consistent expectations for rules, student conduct, adult responsibilities and communication among all Princeton Community Stakeholders.
2. Every adult will meet professional obligations and deadlines 100% of the time.
3. Every adult will work to build deep, authentic relationships with students, fellow educators and families, especially those they find the most challenging.
4. 100% of students and educators are present and on time to each instructional class period each school day.
5. When in their instructional class period, 100% of students are 100% academically engaged 100% of the time.

OBJECTIVES

- Increase classroom On-Task Student Behaviors (OTB) as measured by school leadership using a Real Time Teacher Coaching Protocol (Baseline Data)[†]; Targets:
 - During Q1, at least 80% of students On-Task (per period each day)
 - During Q2-Q4, at least 85% On-Task Behavior (per period each day)

[†] RTTC Baseline Observation Form to gather On-Task Behavior Data, See Appendix B

- Reduce office referrals, as measured by the Referral Form[†]; Targets:
 - During Q1, implement No Nonsense Nurturer Training with fidelity and collect baseline data for referrals.
 - During Q2, with the application of No Nonsense Nurturer components, reduce referrals by 10% as compared to Q1 (baseline data).
 - During Q3-Q4, reduce referrals by an additional 25% as compared to the previous quarter.
 - We will look at this data school-wide and by individual teacher for clarification and to offer additional support with NNN.
 - See Appendix H for Referral Checklist

- Reduce student tardies to each class period; Targets (as compared to the previous quarter):
 - Consequence for tardiness = individual classroom teacher hierarchy of discipline
 - Rewards:
 - Perfect Attendance (homeroom)
 - 1st Quarter of Perfect Attendance: 24/7 Certificate
 - 2nd quarter of Perfect Attendance: 24/7 Lanyard Pin
 - 3rd quarter of Perfect Attendance: Free Tickets to Event
 - All 4 quarters=Free Dance Tickets

0-1 Tardies: Individual classroom teacher/student reward system

 - During Q2-Q4,
 - Reduce class-period tardies by **50% each quarter as compared to the previous quarter**
 - Reduce tardies each quarter by 50%
 - Reduce Q2 tardies by 50% as compared to Q1
 - Reduce Q3 tardies by an addition 50% as compared to Q2
 - Reduce Q4 tardies by an additional 50% as compared to Q3
 - Monitor and track all tardies during first quarter
 - Teachers will report attendance every day for every period (within first 5 minutes of the bell)
 - Reduce truancy to below 3% school-wide
 - Consequence for missing 1 class = Monday detention
 - Rewards: **Individual classroom teacher/student reward system**
 - No Tardies – discounts; Viking headphones, etc.

- Reduce number of out of school suspension by 50% in Q1-4 as compared to the previous quarter
 - Fighting
 - Reduce number of fights by 50% in Q1 as compared to Q4 (last school year)
 - Reduce number of fights by 50% in Q2-4 as compared to the previous quarter

- Near fights
 - Reduce number of “near fights” by 50% in Q1 as compared to Q4 (last school year)
 - Reduce number of “near fights” by 50% in Q2-4 as compared to previous quarter
 - Consequences for fighting and “near fighting” may result in Focus Room or OSS as determined by administrator
 - School-wide reward for achieving goal:
 - 1st time achieved=Grade Level social
 - 2nd time achieved=Electronic use from 7:55-8:14 am
 - 3rd time achieved=Electronic use at lunch
 - 4th time achieved=Student assembly by grade level
- Teachers will increase the number of positive referrals they write (as recorded in Public School Works)
 - By the end of each quarter, Q1-Q4, every educator will have made 20 positive contacts with students and their families. Contacts may be emails, text messages, phone calls, or written, printed, and presented positive behavior reports. If contacts are not in the form of the printed positive behavior reports, they are still to be documented in Public School Works for data collection purposes.

EDUCATORS EXPECTATIONS

- 1) Recognize that all students are capable of meeting behavioral and academic expectations and accept the responsibility to take all steps to ensure they learn to do so.
 - All students are alert, in SLANT, and no one is sleeping
 - Sit up straight
 - Lean forward
 - Answer Questions
 - Note key information; Nod in agreement or disagreement
 - Track the speaker
 - Provide an academic-centered learning environment
 - Provide an environment where all students feel safe and supported emotionally, physically and academically
- 2) Consistently implement the 4-step NNN Classroom Culture Protocols that include rules, disciplinary consequences, restorative conversations and relationship building activities
- 3) Establish and implement an effective positive incentive system.
- 4) Precise Directions:
 - (a) Teach students the rationale for expected behaviors and procedures (investment) in both the classroom and common areas of the school.
 - (b) Consistently plan and communicate Precise Directions (Movement, Voice, Participation) when interacting with students during instructional and transitional activities.

- 5) Positive Narration: Monitor student behavior and provide consistent positive feedback or “noticing out loud” (~3:1 ratio positive to negative) for students who choose to follow teacher expectations.
- 6) Provide Consequences: Monitor student behavior and quickly provide appropriate consequences that are in alignment the Princeton Student Handbook and with the school policy in a calm, respectful manner when the students do not meet the behavioral expectations.
- 7) Incentives: Implement and consistently follow a class reward system. Reward system begins by building on positive actions and choice that follow class expectations and then changes to more academically focused rewards as the year continues.
- 8) Relationship Building:
 - (a) Take steps necessary to build trusting relationships with colleagues, including supportive and critical feedback concerning implementation of the Culture Plan and consistent school expectations.
 - (b) Assume best intentions when engaging in critical conversation with colleagues concerning implementation of the Culture Plan.
 - (c) Know and use every student’s name in classes by the end of the 2nd week of school.
 - (d) Take steps necessary to build trusting relationships with and among all students, including having restorative conversations with students that educators find most challenging.
 - (e) Take steps necessary to build trusting relationships and pro-active communication with the students’ families.
 - (f) Work to understand and respect cultural similarities and differences of students and their families.
- 9) Professional Behavior:
 - (a) Educators will speak to families, students and one another with “professional speak”. Educators will dress in a manner that represents the community they serve and the degrees that they have earned.
 - (b) Teachers will plan for all classes, enforce the school-wide homework policy, assess students regularly and provide progress of achievement to students and families at least 3 times each quarter.

SCHOOLWIDE EXPECTATIONS FOR STUDENT SUCCESS

Princeton Community Middle School and families have high expectations for all students as they prepare for their futures, and discover and protect their PLANS. From 8:00 am - 3:00 pm, all students are expected to be Vikings and hold themselves to the same high standards.

All students are expected to:

- Be dressed appropriately and respectfully according to Princeton Code of Conduct
- Be prepared and in every class on time
- Wear their school ID badge visibly around their neck at all times;
- Move quietly and purposefully through hallways
- Have backpacks and hats left in their lockers, including non-approved bandanas and head

coverings

- Have cell phones turned off and nonvisible during the school day, or class time
- Have ear-buds and headphones put away during the school day
- Only have water with them outside of the cafeteria
- Respond appropriately and respectfully to adults
- Follow directions of all educators
- Keep hands, feet and objects to self
- Students are permitted to have one bag throughout the day. This bag may be a PCMS approved sling bag, or a purse no larger than the PCMS approved sling bag.

We expect students to be here every day unless they are ill or have an excused absence. We expect students to be in classes on time and ready to learn, ask questions and stay after school with teachers to continue to receive any additional academic support. Finally, students are expected to be respectful and conduct themselves in a manner that makes us proud to call them VIKINGS. Students should not use profanity and are expected to follow all rules as outlined in the agenda.

Please review all parts of this student handbook for further details.

Teachers need to explicitly teach and hold students accountable for the school-wide expectations as found in Appendix C. Anytime any adult is in the presence of students, they are expected to actively provide MVP directions, Positively Narrate, and Provide Consequences as necessary. Adults are expected to adhere to the same public expectations as the students.

TARDY POLICY

Upon arriving to class, every student will silently engage in teacher directed instructional activities. Within no more than 30 seconds from the Tardy Bell, all students must be silently seated and actively working on his or her “Do Now^s.”

A student will be considered tardy to class if they have not safely and physically entered their assigned classroom when the Tardy Bell begins to ring. All educators are to shut their classroom doors when the tardy bell rings, ensure that all students are silently and actively engaged in their “Do Now,” narrate on-task behaviors, and take attendance in Progress Book.

Tardy Process/Protocol	Security/Admin	Teacher
Tardy Bell rings	• Bathroom Sweep	• Close Classroom Door

§ “Do Now” is defined a 5-7 minute student activity, building upon prior knowledge, which all students complete silently and independently (without teacher instruction) allowing the adult to engage in administrative tasks. Each day’s Do Now must be collected and marked daily and should be connected to the previous day of study.

		<ul style="list-style-type: none"> • Provide MVP “Do Now” Directions • Students may not leave class for the first 10 minutes; last 10 minutes of class
Immediately After Tardy Bell Rings	<ul style="list-style-type: none"> • Sweep Assigned Hallway • Record Tardies • Escort Students 	<ul style="list-style-type: none"> • Ensure all students are silently working on Do Now • Narrate On-Task Behaviors • Take Attendance • Provide Incentives/Class Point
When Students are Escorted Back to Class	<ul style="list-style-type: none"> • Remain in Assigned Position • Engage with any student in Hallway 	<ul style="list-style-type: none"> • Provide Directions to Incoming Students • Provide appropriate consequences

Number of Tardies within a Quarter	Consequence
3	<ul style="list-style-type: none"> • Teacher contacts Family
4-5	<ul style="list-style-type: none"> • Teacher contacts Family • Teacher assigns Tues/Thurs. DT through PSW
6-8	<ul style="list-style-type: none"> • Teacher contacts Family • Teacher submits referral through PSW • Family meeting with Grade Level Principal
9-11	<ul style="list-style-type: none"> • Teacher contacts Family • Teacher submits referral through PSW • Grade level principal will involve Guidance Counselor • 1 day Focus Room • Admin-Teacher-Family-Student Meeting
12	<ul style="list-style-type: none"> • Teacher contacts Family • Teacher submits referral through PSW • Grade level principal will involve Guidance Counselor • 2 days Focus Room • Admin-Teacher-Family-Student Meeting

**CLASSROOM RULES:
PRINCETON VIKING CLASSROOM RULES AND EXPECTATIONS**

Students will:

- Respect educators, students, property and personal space
- Follow all directions of educators the first time given
- Be on time, prepared and engaged
- SLANT to model engaged learning behavior
- Will communicate positively and constructively (Educators and students)

CLASSROOM INCENTIVES

Each teacher is responsible for creating and implementing a Classroom Incentive System. Teacher should have incentive systems approved by Princeton Administration. Teachers need to publish their incentive systems in the same manner as their NNN Classroom Culture items (Rules, Classroom Hierarchies and Incentives). Culture team members will monitor implementation of the NNN Classroom Culture System.

Classroom Point System

A classroom point system is a simple, cost effective way to build a cohesive, sustainable classroom culture.

It is suggested that point systems are set up in the following way:

- Interview or survey students to what they would like to earn – this can be done during a “do now” or a student survey (it is necessary to create student buy-in)
- Identify a place in the room that as the teacher, you have easy access to so you can tally points as they are earned by the class
- Any point system must be represented visually so that students are able to view.
- Give class points after you narrate and 100% of students are engaged in the assigned learning activity
- Once points are earned, they can not be removed/taken away
- Middle School students should have the opportunity to earn 5-10 points per day and earn the reward about every 2 weeks.
- After a reward is earned, follow up with the reward the same day or the next day

Among other teacher and student identified Incentives, it is recommended that the Classroom Incentive System includes the following types of incentives:

- Academic shout outs and recognitions (whole class achievement and individuals)
- Pictures of students earning high grades/attendance/engagement and efforts in class.
- Homework-free pass
- Extra credit opportunity
- Make “Do Now” a fun activity (e.g., puzzle, word game, etc.) for one day
- Offer school supplies (utilize Crayons2Computers)
- Pass to go to locker
- “Lunch with a friend” to have lunch with teacher

- Offer LaRosa’s/Frisch’s coupons
- Offer free tickets to some school events (e.g., football games, dances, etc.)
- Offer to pay for school pictures (work with Lifetouch)

INCENTIVE	FREQUENCY	EVIDENCE
Positive Contacts (phone calls, email, text messages, etc.)	Weekly	No less than 20 per quarter; recorded in Public School Works (PSW)
Outstanding Conduct/Honor Roll Certificates	Quarterly	Grade level leaders/Content leaders (role description) to be received during a quarterly, grade level assembly (during homeroom time)

SCHOOLWIDE INCENTIVES FOR STUDENTS

LEVEL	METRIC	INCENTIVE
Merit Awards(based on resiliency, effort, achievement, random act of kindness)	Semesterly	<ul style="list-style-type: none"> • Principal’s Breakfast • Certificates • Parent invites
Administrative Honor Roll Letters and All-Calls	Quarterly	<ul style="list-style-type: none"> • Certificates sent home
Administrative Academic Awards Assembly by Grade Level	Semesterly	<ul style="list-style-type: none"> • Parent invites • Certificate of Achievement
Perfect Attendance Award	Quarterly	<ul style="list-style-type: none"> • Free Dance Ticket • Free Tickets for school events (athletics, play, etc.)
Reaching Quarterly Objective	Quarterly	<ul style="list-style-type: none"> • Educators v. student’s dodge ball, basketball, etc. • OSS—Movie Streamed to classrooms
Student of the Month	Monthly	1 boy 1 girl per grade announced on announcements, posted on website, pictures on bulletin board, teacher nominated chosen by administration

SCHOOLWIDE INCENTIVES FOR EDUCATORS

LEVEL	METRIC	INCENTIVE
Educators sunshine committee	Monthly	Educators breakfasts provided by educators for educators, recognizes celebrations and losses experienced by educators
Educators shout outs/kudos	Monthly	Given by admin and peers team during educators meetings
Viking Award	Monthly	Viking head is passed between educators members for showing strong dedication to students and the teaching profession
Educators of the Month	Monthly	Nominated by department—person who is exemplifying culture plan. Announcements, pictures on bulletin board/website
Positive Contact (note, email, call, text, etc.)	Weekly	No less than 10 positive educator contacts quarterly.

**CLASSROOM DISCIPLINARY HIERARCHY
PRINCETON COMMUNITY CLASSROOM DISCIPLINARY HIERARCHY SYSTEM**

1st infraction: Warning

2nd infraction: Last one out

3rd infraction: Tuesday/Thursday Detention (picked up by wing monitor); Problem Solving Conversation with Student and Home Contact (same day)*

4th Infraction: Office referral

- Student will be escorted to the office by a student monitor
- Restorative conversation before returning to class

*Any student that moves to step four infraction during the same class period, will still serve the DT assigned for step 3 infraction.

Elements of a Restorative Conversation

1. Restate the on- and off-task behavior
2. Redirect for desired behavior
3. Listen to student’s perspective or needs
4. Inquire or extend support for student
5. Provide encouragement and reintroduce student; Narrate immediately
6. Time: 3-5 minutes

**ADMINISTRATIVE GUIDELINES FOR STUDENT REFERRALS
DUE TO DISRUPTIVE BEHAVIOR**

Guidelines for Referral to Office For Disruptive Behavior

1. Student must exhaust hierarchy OR have a Tier 2 or 3 infraction (call for security)
2. Teacher must either let the monitor know what the behavior was or send an email to administration explaining the disruptive behavior during the class period; referral in Public School Works needs to be completed by the end of the day
3. Administrator will email referral and note how behavior was dealt with back to the teacher

**PRINCETON COMMUNITY MIDDLE SCHOOL
DISCIPLINARY PROCEDURES**

(SOLVING/DEALING WITH BEHAVIORS IN TIER 1 – TIER 2 AND 3 BEHAVIORS SHOULD GO IMMEDIATELY TO SECURITY)

Referral	Admin Actions	Teacher Actions	Disposition
1 st	<ul style="list-style-type: none"> • Admin/Student Conference AND/OR Monday Detention 	<ul style="list-style-type: none"> • Family Contact • AND Restorative Conversation 	<ul style="list-style-type: none"> • AND Return to Class
2 nd	<ul style="list-style-type: none"> • Admin/Student Conference • Monday Detention 	<ul style="list-style-type: none"> • Family Contact • AND Restorative Conversation 	<ul style="list-style-type: none"> • AND Return to Class
3 rd	<ul style="list-style-type: none"> • Admin/Student Conference • Focus Room 	<ul style="list-style-type: none"> • Family Contact • AND Restorative Conversation 	<ul style="list-style-type: none"> • AND Focus Room for Period, minimum.
4 th	<ul style="list-style-type: none"> • Admin/Student Conference • Focus Room 	<ul style="list-style-type: none"> • Family Contact • AND Restorative Conversation • Teacher to provide work for Focus Room 	<ul style="list-style-type: none"> • CHRONIC STUDENT? • AND Focus Room for remainder of day; minimum
5 th	<ul style="list-style-type: none"> • Admin/Student Conference • AND Family Contact • OR Home Visit Family Conference with Contract (teacher invited) 	<ul style="list-style-type: none"> • Family Contact • AND Restorative Conversation • Teacher to provide work for Focus Room 	<ul style="list-style-type: none"> • CHRONIC STUDENT • Focus Room for remainder of day; teacher to provide work • AND Focus Room for an additional Day
6 th	<ul style="list-style-type: none"> • Admin/Student Conference • AND Family Contact • Focus Room OR OSS 	<ul style="list-style-type: none"> • Family Contact • AND Restorative Conversation • Teacher to provide work for Focus Room or OSS 	<ul style="list-style-type: none"> • CHRONIC STUDENT • Focus Room for remainder of day • AND Focus Room for additional day OR OSS for 1 day

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7 th	<ul style="list-style-type: none"> • Admin/Student Conference • AND Family Contact • Focus Room OR OSS 	<ul style="list-style-type: none"> • Family Contact • AND Restorative Conversation • Teacher to provide work for Focus Room or OSS 	<ul style="list-style-type: none"> • CHRONIC STUDENT • Focus Room for remainder of day • AND Focus Room for additional day OR OSS for 1 day
8 th	<ul style="list-style-type: none"> • Admin/Student Conference • AND Family Contact • Referral • Family Conference (teacher attendance required) • Focus Room OR OSS 	<ul style="list-style-type: none"> • Family Contact • AND Restorative Conversation • Teacher to provide work for Focus Room or OSS 	<ul style="list-style-type: none"> • CHRONIC STUDENT • Focus Room for remainder of day • AND Focus Room for additional day OR OSS for 1 day
9 th	<ul style="list-style-type: none"> • Admin/Student Conference • Family Contact • Focus Room OR OSS 	<ul style="list-style-type: none"> • Family Contact • Restorative Conversation • Teacher to provide work for Focus Room or OSS 	<ul style="list-style-type: none"> • CHRONIC STUDENT • Focus Room for remainder of day • OSS 1 day

POSSIBLE REASONS FOR OUT OF SCHOOL SUSPENSION

At Princeton Community Middle School, Out of School Suspension is considered grave and will be used only after all other classroom and school-wide interventions have been attempted. However, on occasion, there are student behaviors, which, for the integrity of the instructional culture and safety of both students and adults, warrant immediate suspension from school. These behaviors may include:

- Possession of a weapon
- Possession, distribution, and/or use of illegal drugs or controlled substance (including prescription drugs, alcohol, or tobacco)
- Violence or threat of violence
- Sexual harassment
- Severe, persistent, or pervasive bullying—either verbal, written, electronic or physical behavior that results in another student’s physical or emotional distress
- Willful destruction of property
- Bomb threats
- Theft
- Consistent and willful disrespect and/or insubordination
- Fighting

Focus Room Guidelines

Students will report to the focus room at the beginning of the school day or as assigned by administrators mid-day. They will come prepared with a full day's work that was gathered from each teacher the prior day or be provided a grade level packet of work to complete (mid-day entrance to focus room). They will arrive on time, sit in their assigned seats, sign in on the attendance sheet and work silently and independently the full school day. They will not pass during passing period. During lunchtime they will silently line up, be led to the cafeteria to gather their lunch and silently walk back to the Focus Room where they will sit silently and eat their lunch. They will be allowed to use the restroom twice: once in the morning, and once in the afternoon; Restroom breaks will never occur during passing period or lunch. Students will be excused at the end of the school day by the Focus Room monitor.

The Focus Room monitor is Tanya Terrell. In the case Tanya Terrell is absent the administrator will assign a replacement for the day. The focus room monitor's duties include:

- Arrive to school early to get a print out of the Focus Room roll
- Set up the focus room in separated rows
- Prepare for students that enter with no work
- Monitor students work and compliance with silent behavior
- Walk students to the lunch line
- Escort students to the restroom in the morning and at the end of lunch
- Release students at the end of the day
- Support students with academic questions, as appropriate
- Email teacher for student work and appropriate updates/questions

INTERVENTIONS FOR CHRONIC BEHAVIOR CHALLENGES

Students that repeatedly are referred to the administration office for repeated disruptive behaviors are considered "chronic" and should be supported differently to support increased effective instructional experiences. After ensuring that the teacher(s) are consistently implementing the NNN Classroom Culture Protocols, Administration may identify additional interventions for the chronic student.

- Home Visit (Admin with Teacher and others)
- Referrals to:
 - Special Education
 - Counselor
 - Outside agency for Mental Health
 - Law Enforcement
 - Child Protective Services
 - School-based Health Center
 - Camelot Referral

HALL PASSES

Hall passes are to be used for emergency restroom breaks and for students who require special assistance from administration or counselors. While there may be other reasons for hall passes, it is up to the teacher's professional decision making as to whether a student request is worthy of a hall pass. Neither adults nor students should use Hall passes in excess as the instruction time between teachers and students should be considered sacred. Hall passes will be filled out in the students' planners. If students misplace their planner, they will be sent to the office for a new one. They can either pay for it on the spot or it will be charged to their account.

Hall Pass Guidelines:

- Hall passes will not be issued during the first ten (10) minutes or the last ten (10) minutes of any class
- Teachers may grant students in their classes no more than two (2) hall passes per quarter except in cases involving emergencies or in extenuating circumstances.
- Administration may remove the privilege of hall passes from any student.
- An administrator or school nurse will communicate medical or health-related circumstances warranting the creating of an automatic exception to the classroom teachers.

6-8 HOMEWORK POLICY

Research shows that learners who spend time on homework, on average, do better in school.

Homework:

- Promotes student achievement, independence, responsibility, and lifelong learning habits.
- Serves as an important connection between school and home.
- Supports classroom learning and develops a sense of competence for the learner.

It is the intention of Princeton Community Middle School to assign appropriate, challenging, and engaging homework that reinforces the classroom learning objectives and standards.

Homework may be assigned for a variety of reasons including, but not limited to the following:

- Independent practice and reinforcement of skills and concepts to facilitate mastery
- Preparation by introducing material that will be presented in future lessons
- Extension and application of learning to new situations
- Opportunities to integrate many skills and incorporate technology and creativity to a larger task (i.e. book reports and other projects)

Appropriate feedback will be given to students regarding homework to facilitate the learning process. Due to possible factors and varying degrees of access to academic support with homework outside of school, homework should not penalize a student so severely that it prevents the student from passing a class, nor should it inflate the grade. Therefore, homework will not be worth more than 20% of a student's quarter grade.

All teachers of core subjects will:

1. Establish HW as no more than 20% of the quarter grade.
2. Assign HW 2-4 days per week.
3. Assign HW that reinforces what's taught in class.
4. Assign HW the average student can complete in less than 30 minutes.

HONORS programs have different requirements per program

Communication Plan

School-to-Family Communication

Forms of Communication:

1. Monthly newsletter (emailed and mailed)
2. Phone App (Sprankles)
3. 1-Page Deliverables
4. Agenda Book
5. Weekly Sunday evening phone call (Durham)
6. PTA Meeting; on-going agenda item.
7. Open House, Conferences (Parent Workshops: SLANT, restorative conversations)

Topics of Communication:

1. Policies, procedures
2. Culture Plan
3. Restorative Conversations
4. SLANT

Teacher-to-Family Communication

1. Teacher will keep their progress book updated every week.
2. Initial Positive Communication with Parent within the first 2 weeks of school
 - Email is most efficient: Week 1: Gather Parent/Student Emails
 - Use whatever form of communication you prefer
3. All educators will return family inquiries within 24 hours – via email, text or phone
4. All educators will communicate appropriately with family members regarding the discipline hierarchy.
5. General communication with students' families once a quarter.
6. Teacher gives 20 student positive communications each quarter.
7. Teacher attends 1 activity outside of school: PTA meeting, athletic activity, music concert.

Communication to Educators



- Educators will receive bi-weekly meeting notes from the Building Leadership Team meetings.
- Educators will receive weekly bulletins for the following week by Sunday evening from administration (submissions for bulletin updates are due Thursday by noon – all educators are welcome to submit notes) including weekly data based on objectives in the bulletin. (discipline, attendance educators/student)
- Educators will receive daily emails with any updates that are necessary from Admin by 10 am each day. (please try to check your email at lunch for updates)
- Educators will engage in a monthly staff meeting.
- Educators are welcome to engage in 15 minute optional meeting to be held weekly as needed.
- Meeting agendas will be distributed for every staff meeting to honor time.
- Calendar of events will be distributed to educators via email monthly to encourage participation in school-based activities.
- Educators will complete weekly survey question for data collection around objectives/effective school survey.

Appendix A

Voice Level Expectations (To be taught and posted in every classroom)

Level 0: Silent

Level 1: Inside/Restaurant/Library Voice

Level 2: Presentation Voice (to be used when asking or answering a question or giving a class presentation.)

SLANT (To be taught and posted in every classroom)

Sit up straight

Lean forward

Answer Questions

Note key information; Nod in agreement or disagreement

Track the speaker



Appendix B

TEACHER: _____ OBSERVER: _____ DATE: _____
 START TIME: _____ END TIME: _____ CLASSROOM CONTEXT: _____



REAL TIME TEACHER COACHING® BASELINE OBSERVATION - PAGE 1

Complete Worksheet in 5-10 Minutes

1. CLASSWIDE DISRUPTION TALLY

Tally Each Time a Student Does Any of the Following:

INAPPROPRIATE TALKING	INAPPROPRIATE MOVEMENT (Out of Seat, Touching, etc.)	NON-COMPLIANCE/DEFIANCE
NOTES:		

Alternative: Use a Seating Chart Tool for 5 minutes to Gather More Specific Data on Individual Students.
 (Suggested Codes: T= Talking; M=Movement; N=Non-Compliance/Defiance)

2. TIME ON TASK TALLY

Every Minute, Scan the Room. Note Students Who Do Not Appear to Be on Task.

Scan the Room a Second Time. If the Student Still Appears to Be Off Task, Tally Him or Her as Being Off Task.

Not Engaged and/or Off-Task

Total Number of Students in Class: _____

Minute 1		Minute 6	
Minute 2		Minute 7	
Minute 3		Minute 8	
Minute 4		Minute 9	
Minute 5		Minute 10	

Alternative: Use a Seating Chart Tool (Codes: + for On-Task, Engaged; - for Off-Task/Not Engaged)

SUMMARY OF TIME ON TASK

Total Number of Students Off Task Over 5 Minutes / (Total Number of Students in Class × 5) =

OR

Total Number of Students Off Task Over 10 Minutes / (Total Number of Students in Class × 10) =

_____ % of Student Off Task

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TEACHER: _____ OBSERVER: _____ DATE: _____
 START TIME: _____ END TIME: _____ CLASSROOM CONTEXT: _____



**REAL TIME TEACHER COACHING®
 BASELINE OBSERVATION - PAGE 2**

3. TEACHER USE OF NO-NONSENSE NURTURER® FOUR-STEP MODEL TALLY (FIRST 3 STEPS)

ELEMENT	TALLY	NOTES
ATTENTION SIGNAL E = Effective I = Ineffective		
PRECISE DIRECTIONS P = Precise (include verbal, movement, and participation) V = Vague (do not include all three) S = Teacher Uses Strong Voice Also Note: C = Checks for Understanding Q = Cue to Begin		
POSITIVE NARRATION N = Narration P = Praise (includes a judgment) R = Recognition, Non-Verbal (thumbs up, smile, etc) S = Teacher Uses Strong Voice		
PROVIDE CONSEQUENCES E = Effective Response (restates, choice, consequence) I = Ineffective Response (verbal/non-verbal response is angry, nagging, threatening) O = Ignore (no response) S = Teacher Uses Strong Voice R = Teacher Records Student Disruption on a Clipboard, etc.		

4. DISCIPLINE HIERARCHY AND REWARD SYSTEM

DISCIPLINE HIERARCHY ___ Posted ___ Not Posted	POINT SYSTEM? REWARDS?
1st Disruption	Describe:
2nd Disruption	
3rd Disruption	
4th Disruption	
5th Disruption	

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Appendix C – School-wide Expectations

EXPECTATIONS FOR COMMON AREAS

Students will:

- Respect educators, students, property and personal space
- Follow all directions of educators the first time given
- Be on time, prepared and engaged
- SLANT to model engaged learning behavior
- All communication (educators and students) is positive and constructive

HALLWAYS

- Follow directions of all educators the first time given
- Move swiftly and with purpose using an inside voice; avoid loitering (walk with purpose)
- No food or drink
- Keep hands off of the walls
- Respect self, others and property

CAFETERIA

- Follow directions of all educators the first time given
- Use restaurant voices and remain seated in assigned location unless directed otherwise by an educator
- Keep tables, floors, seats and walls clean
- Clean up your area and help others by picking up extra trash and placing in receptacles
- Walk
- No food or drink is to leave the cafeteria
- Respect self, others and property

RESTROOMS

- Silently and expeditiously use the facilities
- Keep bathroom clean—water in sink, flush toilet, paper towels in trash bin
- No vandalism or graffiti
- Respect self, others and property

ELECTRONICS (Cell Phones, Audio Players, etc.)

At all times when on campus (regardless of the time of the school day), electronics and their peripherals need to be:

- Turned off and stowed (should not be visible)
- Never in use unless instructed by an adult
- Peripherals should not be visible



Appendix D - Technology Guidelines

Electronics/Cell Phones

It is understood by the Princeton Community Middle School that cell phones and electronic devices can be important communication and educationally productive tools. The information below describes when cell phones and electronic devices may and may not be used.

Proper use:

Cell phones, electronic devices and ear buds are not to be used during the school day unless instructed by an educator for an instructional purpose. Cell phones, electronic devices and ear buds may be on a student's person but must be turned off or muted and should be put away (i.e. not in sight).

Consequences for inappropriate use of electronic devices

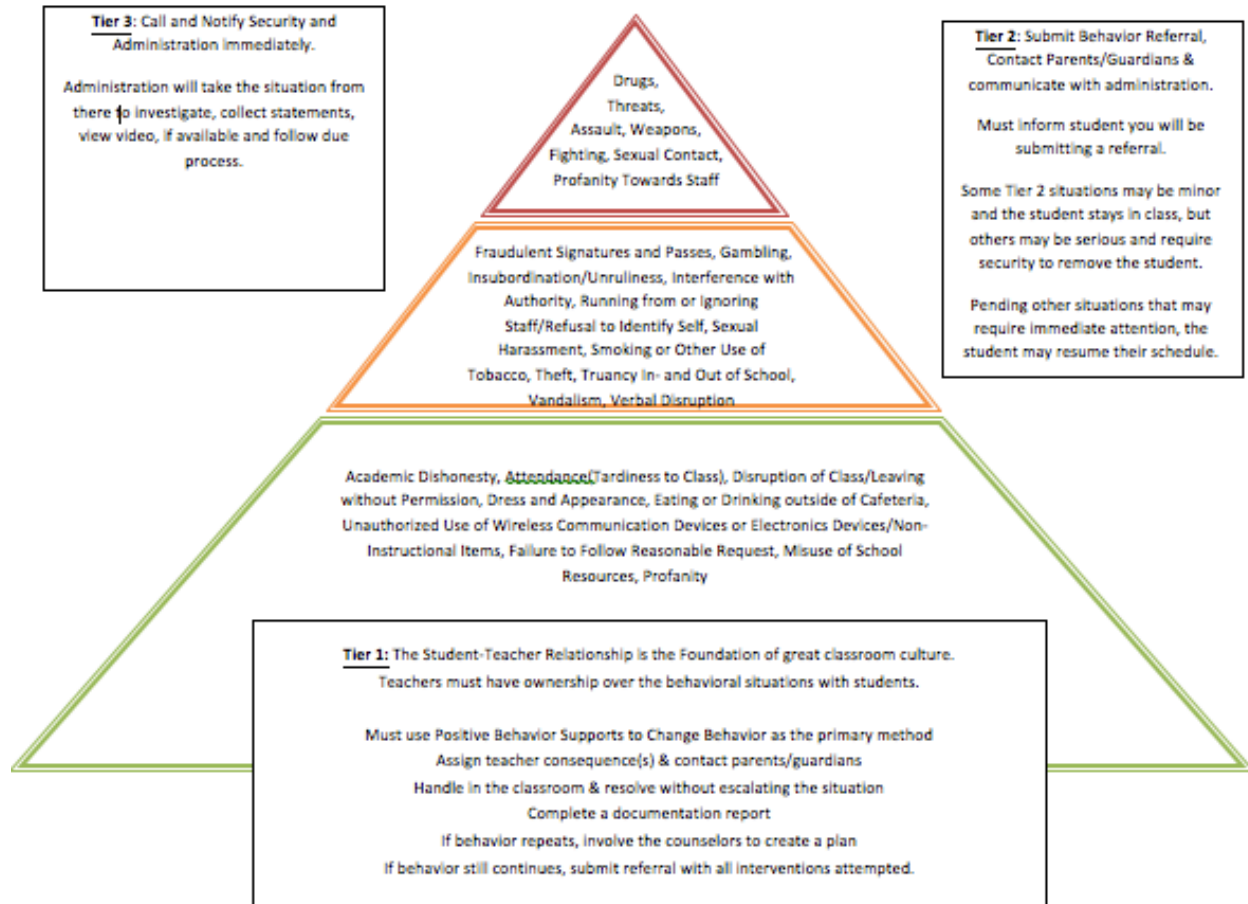
If cell phone phone/electronic device policy is violated in the classroom the student should move through the classroom hierarchy.

If the cell phone/electronic device policy is violated in the hallway, the educator should respectfully tell the student to put away, if student refuses, the educator is to take the student to the nearest monitor, and the monitor will take them to the office for an administration referral.

Lost or Damaged Device

Princeton Community Middle School assumes no responsibility for theft, loss or damage of an electronic device brought to school. Students bring these devices to Princeton Community Middle School at their own risk.

Appendix E: Behavior Pyramid



Appendix F - Agenda for Coaches and Principal Check-ins

Agenda for ½ hour check-ins to take place every other week

10 minutes on how teachers are progressing

10 minutes around culture plan and coaches observations of culture

10 minutes how coach support principal



Appendix G – Culture Committee for Princeton Community Middle School

Name	Position
William Sprankles	6-12 Principal
Marni Durham	Principal
Nicole Fisher	Assistant Principal
Jamie Sowders	Assistant Principal
Jayne Venagas	Behavioral Specialist
Bob Stark	Special Education Coordinator
Celine Quinn	Teacher
Dave Martin	Teacher
Anne Marie Hermes	Teacher
Denise Montgomery	Teacher
Angela Santangelo	Teacher
Robin Nguyen	Instructional Coach

Appendix H: Referral Procedure Checklist

Prior to writing a Referral you should have completed the following:

School-wide Hierarchy (to be posted in every classroom)

- 1st infraction: Warning
- 2nd infraction: Last one out
- 3rd infraction: Tuesday/Thursday Detention (picked up by wing monitor); Problem Solving Conversation with Student and Home Contact (same day)
- 4th Infraction: Office referral – Restorative Conversation before Re-Introduction to Class

To submit a Referral: All boxes must be completed

1. Go to Virtual Desktop
2. Click on “Submit Student Behavior Report”
3. Click on “Submit Referral”
4. Select School
5. Select Student’s School: Princeton Community Middle School
6. Select Student
7. Intervention prior to this report
 - a. You must click on “Parental Notification”
 - i. If you do not click on Parental Notification, administration cannot act on this referral and no consequence will be given.
 - b. Call home and speak with a family member. If unavailable, leave a message with the incident and include return phone call information.
 - c. Note the person contacted, date, time, comments.
8. Incident
 - a. Date
 - b. Time
 - c. Offenses
 - d. Location of incident
 - e. Description (facts and details)
 - i. This description is shared with families.
 - ii. Be objective.
 - iii. Use professional language.
 - iv. Do not use other student’s names.
9. Additional Info
 - a. This information is not shared with families.
 - b. Use this area to include suggested consequences.
 - c. Use this area to include other student’s names.
 - d. Use this area to provide any information you feel it is important for an administrator to know.



ADMINISTRATIVE SUPPORT FOR SCHOOLWIDE IMPLEMENTATION OF NO-NONSENSE NURTURER PROTOCOLS

No-Nonsense Nurturer (NNN) Training

The No-Nonsense Nurturer (NNN) Program is a dynamic, research-validated approach to classroom management and classroom culture. It enables Princeton educators to promote the academic success of their students. Educators are expected to implement the Four-Step NNN Model in their classrooms.

Princeton Community Middle School makes ongoing professional development to support all adults in their effective implementation of the NNN Classroom Culture Protocols by offering in-person trainings and access to the NNN Online Course. After completing the NNN course, participants have the tools to significantly advance student motivation, participation, engagement, and achievement.

TARGET: All educators are required to complete the course (in-person or online) and use the strategies in order to provide safe, successful classrooms for the youth of Princeton.

Real Time Teacher Coaching

Princeton City School District supports all adult educators to effectively implement No-Nonsense Nurturer Classroom protocols and this Culture Plan by using Real Time Teacher Coaching. Real Time Teacher Coaching (RTTC) is a cutting-edge coaching model where teachers receive immediate, non-disruptive feedback and tips from coaches via headsets during actual instruction. This feedback supports a teacher's effective implementation of the No-Nonsense Nurturer Classroom Culture Protocols. Princeton City School District offers RTTC in direct support educators, as well as training for coaches in how to use the RTTC model to support educators using the NNN program.

TARGET: All teachers will receive RTTC support to ensure the effective implementation of the NNN classroom culture protocols. Priority will be given to:

- Teachers that are noted as “top performers”
- Those teachers who request coaching
- Teachers who need support around classroom management as noted by classroom walkthroughs and observations
- All other teachers to meet 100% goal of all teachers having been coached