Volume

1

ACHIEVEMENT FIRST

Removal and Re-Entry 2015-2016

School Leader Handbook

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1

Preface

"If there is no struggle, there is no progress." -Frederick Douglass

Welcome to the 1st edition of the removal and re-entry guidelines for the 2015-2016 Achievement First School year! Within these pages you will find an overview of our strategy for the upcoming year that will serve to reduce and routinize removals across our network, paired with specific resources to operationalize our strategy within your school.
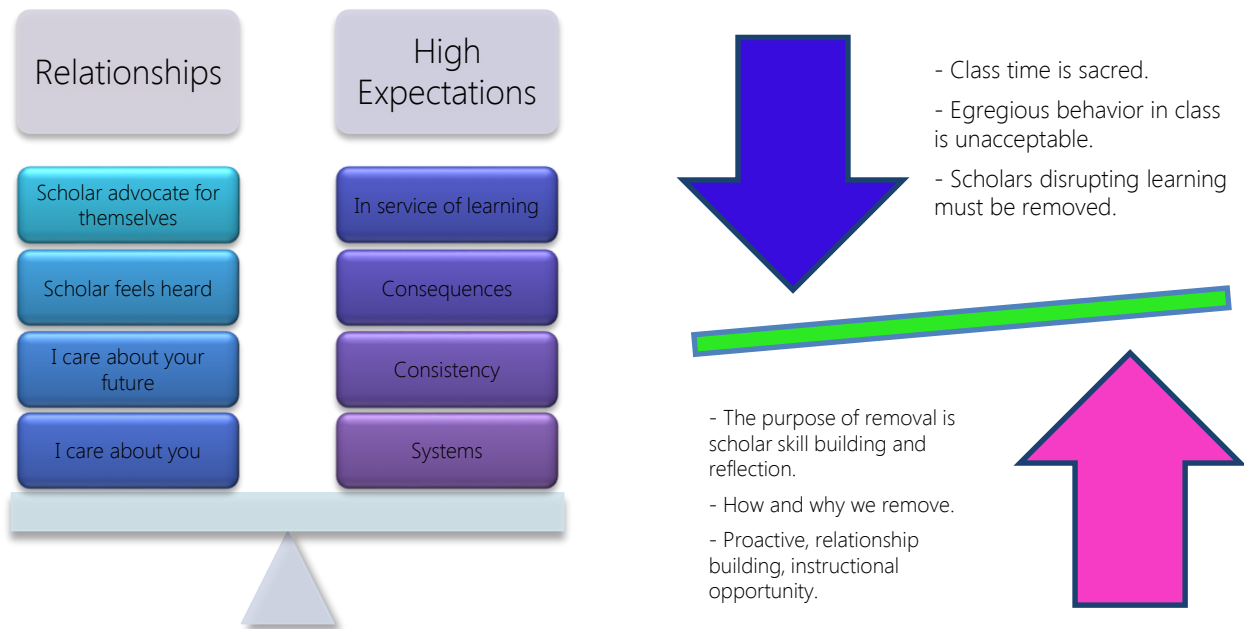
The goal of this handbook is to provide Deans of Students, Deans of School Culture, and Behavior Specialists with the guidance, resources, and best practices to set their schools up to serve all children. Why focus on removal and re-entry when there are so many competing priorities? The reason is simple; by and large our systems are inconsistently working for the vast majority of our most high-risk scholars. This is mainly due to mindsets that have been built and engrained around the purpose of our systems: We have become over-reliant on the "system" to manage our classrooms and need to move towards teacher interaction and the use of logical consequences as a means to support scholars in making different choices.

Further, it is imperative that we stop the cycle of silencing our scholars and recycling the feelings of oppression, failure, negativity, and hopelessness. Instead, we must empower our scholars to use their voice to advocate for themselves, to think critically about their actions, and practice using their power to make different and productive choices. We also need to build and bolster teacher mindsets around the premise that scholars do not misbehave, simply to misbehave. Every individual working with our children must believe with absolute certainty and confidence that our scholars are incredible, reflective, capable, and intelligent people that can and will meet the highest of bar that we set for them both academically and behaviorally. While also recognizing, it is our job to meet scholars where they are and support them through this process. In order to become the network that delivers on excellence with equity, we must address the enormous oversight of removal being the norm and integrate high expectations with critical relationship building.

Before getting specific about the changes, I'd like to further frame two tensions that exist surrounding this work:

- The first is balancing high expectations while also having strong relationships is difficult and can be ambiguous.
- The second is that class time is sacred and we believe in 100%.

Relationships	High Expectations
Scholar advocate for themselves	In service of learning
Scholar feels heard	Consequences
I care about your future	Consistency
I care about you	Systems

- Class time is sacred.
- Egregious behavior in class is unacceptable.
- Scholars disrupting learning must be removed.

- The purpose of removal is scholar skill building and reflection.
- How and why we remove.
- Proactive, relationship building, instructional opportunity.

Throughout AF's history, the pendulum has swung in both directions across our network where schools rely solely on relationships without holding high expectations or high expectations are paramount to building strong relationships. The danger in over-relying on either tenet is that suffering results in both scenarios. Trust and scholar relationships suffer when you lean only on the "transaction" and the systems of accountability, whereas when you lean solely on relationships and individualizing your support, it creates an unfair and inconsistent environment for scholars. We can and will achieve balance by being mindful of where we fall on the spectrum and supporting our teams to hold both tensions with equal importance and provide the skills to execute high expectations with robust relationships.

Second, the recommendations to the removal system do not negate the concept that learning time is sacred and that we believe in the premise of 100%. We will never endorse sacrificing the learning time of 25 scholars for one scholar, nor will we admonish teachers for removing scholars from class. Currently our systems are out of balance and we need to course correct and refocus on the "why" behind our systems. The goal of the recommendations is to build teacher skill when there is a breakdown in the relationship between them and a scholar. We have not leveraged a send-out as a learning opportunity to think critically about how we can rebuild trust and be preventative the next time a scholar exhibits misaligned behavior. The recommendations below seek to fill this untapped pocket of opportunity.
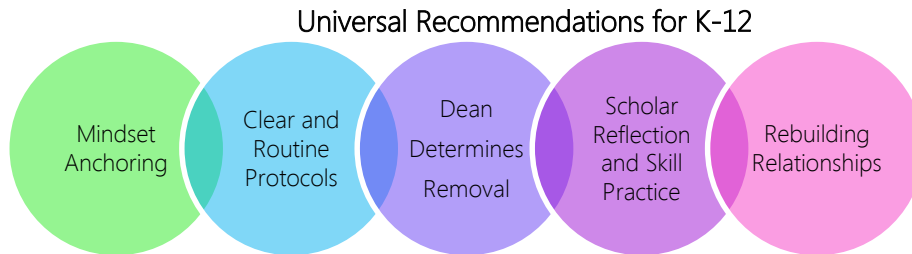
I would like to give MANY thanks to our illustrious Deans of Students and Deans of School Culture for openly sharing their individual school's resources and strategies in order to greater benefit the entire network. Any work that is borrowed from a specific school will be sited accordingly, in order to give credit while also increasing communication across our network. If you have a question about a resource or a specific school's strategy, reach out or plan a visit to see it in action at their school site.

I hope you find this manual to be useful in your planning to ensure all aspects of school culture truly align to our mission of delivering on the promises to all children, even in moments they aren't shining their brightest.

Crystal P. Ward
Brooklyn, New York

Overview of Universal Recommendations for K- 12

After extensive research and collaboration with regional superintendents, deans, and network support stakeholders, five recommendations emerged as necessary to focus on in respect to the removal and re-entry process across K-12.

Universal Recommendations for K-12

Mindset Anchoring

Clear and Routine Protocols

Dean Determines Removal

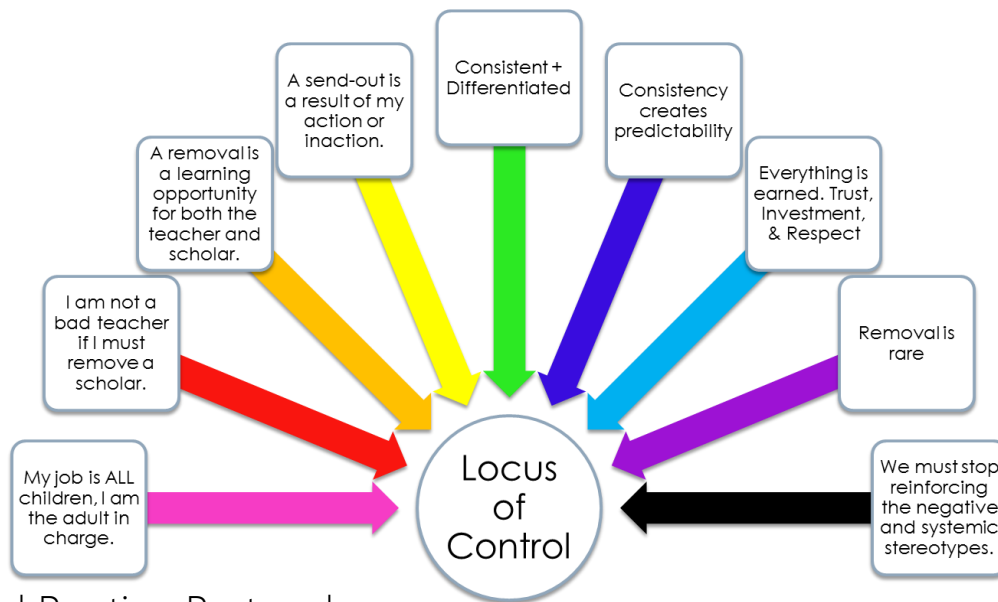Scholar Reflection and Skill Practice

Rebuilding Relationships

When these five elements are present in a school, removal numbers decrease, teacher ownership surrounding scholar misbehavior is elevated, and the relationship between adult and scholar remains intact and positive because of the predictability of the system and the grounded nature of reflection and focus on relationships being etched into the DNA of the system.

Mindset Anchoring

In our most successful schools, the pervasive mindset around removals is that they are **rare**. All adults and scholars understand that any egregious behavior that jeopardizes the learning environment will not be tolerated, while also understanding that in the event of a removal there must be reflection on the part of the scholar and teacher to understand the reason the removal occurred and come together to action plan how to prevent a similar situation in the future.
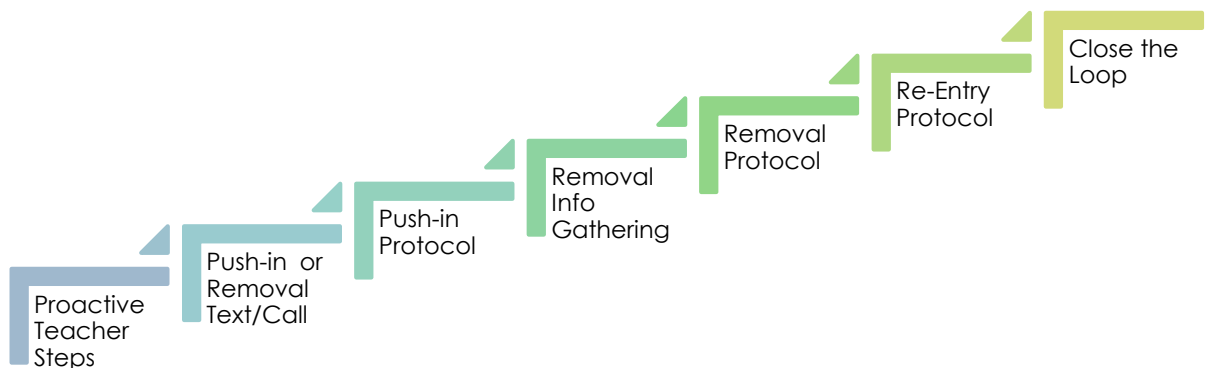
The mindsets that follow should be pervasive, clear, and given the platform that allows leaders to breathe life into each. Bending, breaking or building oppositional pervasive mindsets that currently exist at school sites requires leaders to intentionally plan mindset building exercises and activities into their spring and summer professional development. Most importantly, all leaders must unequivocally be the steward and example of these mindsets themselves to their staff members.

A removal is a learning opportunity for both the teacher and scholar.

A send-out is a result of my action or inaction.

Consistent + Differentiated

Consistency creates predictability

Everything is earned. Trust, Investment, & Respect

I am not a bad teacher if I must remove a scholar.

Removal is rare

My job is ALL children, I am the adult in charge.

We must stop reinforcing the negative and systemic stereotypes.

Locus of Control

Clear and Routine Protocols

In order to successfully reduce removals, there must be a clearly outlined process for what to do from the moment a leader is notified of a potential scholar's need for removal to when that scholar returns to class. You will find clear guidelines for the each step within the removal and re-entry process:

Proactive Teacher Steps

Push-in or Removal Text/Call

Push-in Protocol

Removal Info Gathering

Removal Protocol

Re-Entry Protocol

Close the Loop

Dean Determines Removal

The urgency of our mission must charge us with the duty of safekeeping scholar learning time and ensure that any time a scholar is missing out on their learning, it is warranted. Our schools with the lowest removal numbers have Deans that make the call to determine whether a removal is necessary. This is a safe guard from teachers having the power to "over refer" scholars that should remain in class. This change is entrusted to the Dean because the decision for removal oftentimes impacts our most high-risk scholars and navigating the tension of high expectations and differentiation is usually both complicated and complex.

Scholar Reflection and Skill Building

A major issue that has been created with our current removal system is that scholars never get an opportunity to voice their side of the story. This is creating frustration and resentment and also prolongs the amount of time scholars are out of class. A tenet of the removal protocol is to engage every scholar in a written and verbal reflection that includes skill building how to fix their choice and practicing that in real time. We must stop the cycle of silencing our scholars and recycling the feelings of oppression, failure, negativity, and hopelessness. Instead, we need to empower our scholars to use their voice to advocate for themselves and to think critically about their actions and how they have the power to make different choices. We also need to build teacher mindset that scholars do not misbehave simply to misbehave and our kids are incredible, reflective, capable, and intelligent people that can fix their choices and make better ones the next time.

Rebuilding Relationships

Whenever a removal occurs, it should be seen as an opportunity on the part of the teacher and scholar to work to rebuild a break in their relationship or a break in trust. The cycle of removal will never stop if the scholar does not feel that the teacher genuinely cares for them and has their best interest in mind. Equally so, the teacher must continue to hold a high bar for all scholars and make the connection of their desire to see the scholar succeed and connect it directly to the academic outcomes that are the current reality for the scholar. This will be accomplished during the **reparative conversation** that will occur between teacher and scholar after every removal.

Overview of Secondary Recommendations for 5th-12th

After extensive research and collaboration with regional superintendents, deans, and network support stakeholders, five recommendations emerged as necessary to focus on in respect to the removal and re-entry process across our secondary schools that serve our 5th-12th graders.

Secondary Specific Recommendations for 5th-12th

Reflection or Removal Room

Scholar Letter of Apology

Closing The Loop Faster
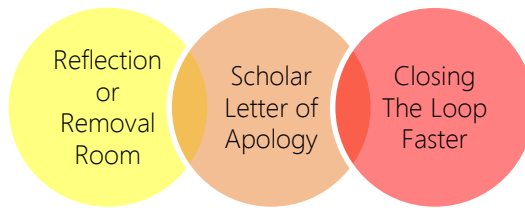
Our middle cohort accounts for the majority of removals and our high school cohort accounts for very long removal lengths averaging over 100 minutes per removal in two out of three of our high schools. 72% of the minutes accounted for as missed class time due to removals comes from our secondary scholars. Given this reality, there are three secondary specific recommendations that focus on reducing this epidemic.

Reflection or Removal Room

Across our network there is a dire need to create more structure and predictability within the reflection or removal room. The recommendations below will outline precisely what a scholar's time in the reflection room should look like and what the job of the monitoring adult should be. There is also the danger of derailing the reflection room with an escalated scholar, strategies for what to do if and when this occurs can be found below.
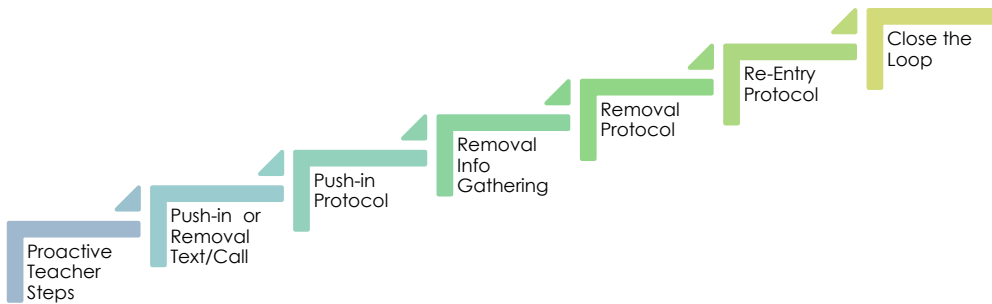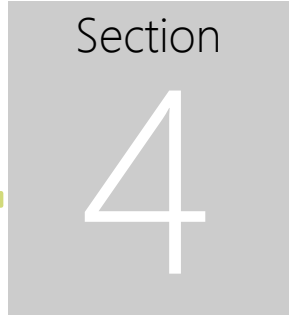
Scholar Reflection and/or Apology

Part of the removal process should be a scholar reflection on choices and a plan to fix it moving forward. One of the main issues with long removal lengths is that teachers would expect that scholars not return to class after a send-out, but return to the next period once reflection has been completed. This completely erodes teacher power and is causing unnecessary time missed from class. The scholar apology either public or written is the strategy that will be used to allow a scholar to re-enter class and return to work successfully.

In order to speed up closing the loop between teacher and scholar, teachers will be trained on the reparative conversation and the rule of a scholar not returning to class until a teacher finds the time to individually follow-up will be eliminated. Scholars will be escorted back to class and wait in the doorway until the teacher can either have the conversation immediately or give clear directions for how to be successful and notify the scholar when they will follow-up.
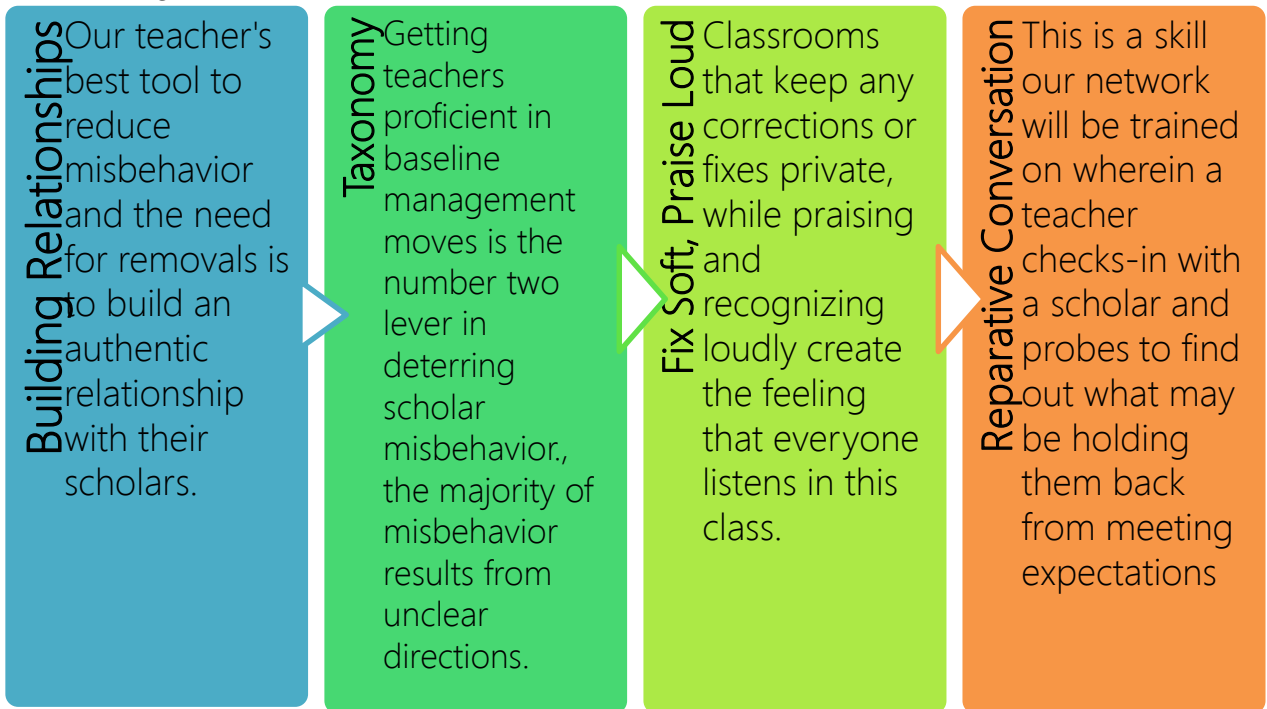
Push-In, Removal, and Re-Entry Protocols

Proactive Teacher Steps → Push-in or Removal Text/Call → Push-in Protocol → Removal Info Gathering → Removal Protocol → Re-Entry Protocol → Close the Loop

Building Proactive Teacher Skill

The best way to prevent and reduce removals is to build teacher skill of what to do proactively when a scholar is not meeting expectations.
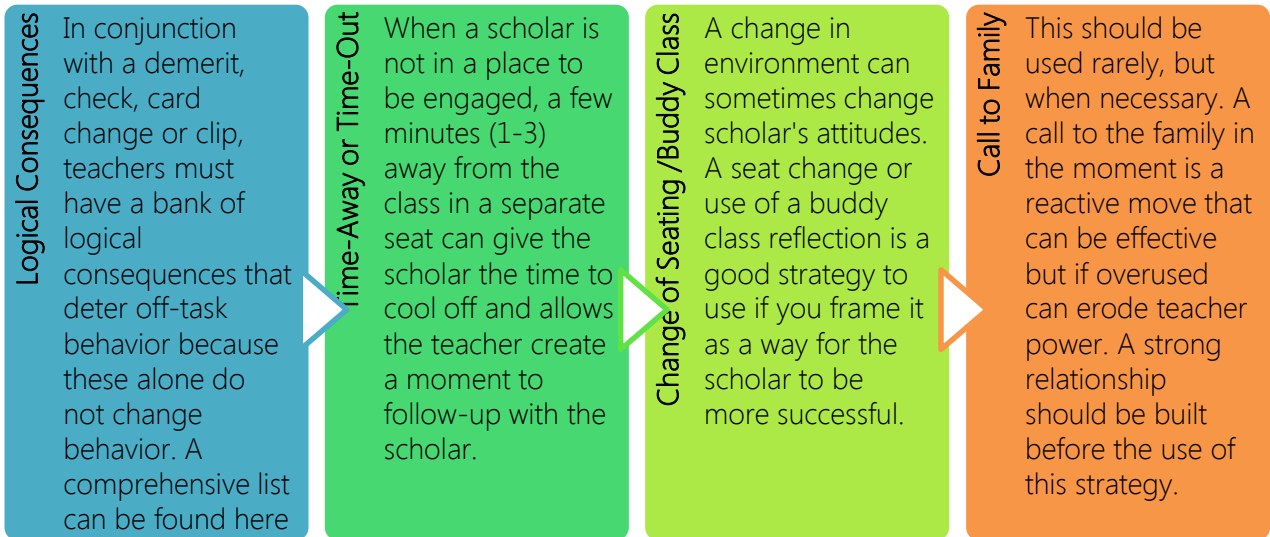
These strategies can include:

Building Relationships — Our teacher's best tool to reduce misbehavior and the need for removals is to build an authentic relationship with their scholars.

Taxonomy — Getting teachers proficient in baseline management moves is the number two lever in deterring scholar misbehavior., the majority of misbehavior results from unclear directions.

Fix Soft, Praise Loud — Classrooms that keep any corrections or fixes private, while praising and recognizing loudly create the feeling that everyone listens in this class.

Reparative Conversation — This is a skill our network will be trained on wherein a teacher checks-in with a scholar and probes to find out what may be holding them back from meeting expectations

There is also the need to build teacher skill when a scholar continues to disregard expectations. These reactive teacher moves should be taught and practiced with adults before being used within the classroom so that they do not further escalate a scholar within the classroom.

These strategies include:

Logical Consequences	Time-Away or Time-Out	Change of Seating /Buddy Class	Call to Family
In conjunction with a demerit, check, card change or clip, teachers must have a bank of logical consequences that deter off-task behavior because these alone do not change behavior. A comprehensive list can be found here	When a scholar is not in a place to be engaged, a few minutes (1-3) away from the class in a separate seat can give the scholar the time to cool off and allows the teacher create a moment to follow-up with the scholar.	A change in environment can sometimes change scholar's attitudes. A seat change or use of a buddy class reflection is a good strategy to use if you frame it as a way for the scholar to be more successful.	This should be used rarely, but when necessary. A call to the family in the moment is a reactive move that can be effective but if overused can erode teacher power. A strong relationship should be built before the use of this strategy.

The term "logical consequence" in this context describes the teacher input that serves to deter or increase scholar behavior. The goal is to move away from thinking that saying "clip" "L1" "card change" or "demerit" alone will change scholar behavior or invest scholars meeting expectations. Deans have worked collaboratively to come up with a bank of logical consequences for common misbehaviors, but please keep in mind that positive logical consequences reinforce desired behaviors. Shared Resource: Logical Consequences Bank for common misbehaviors.

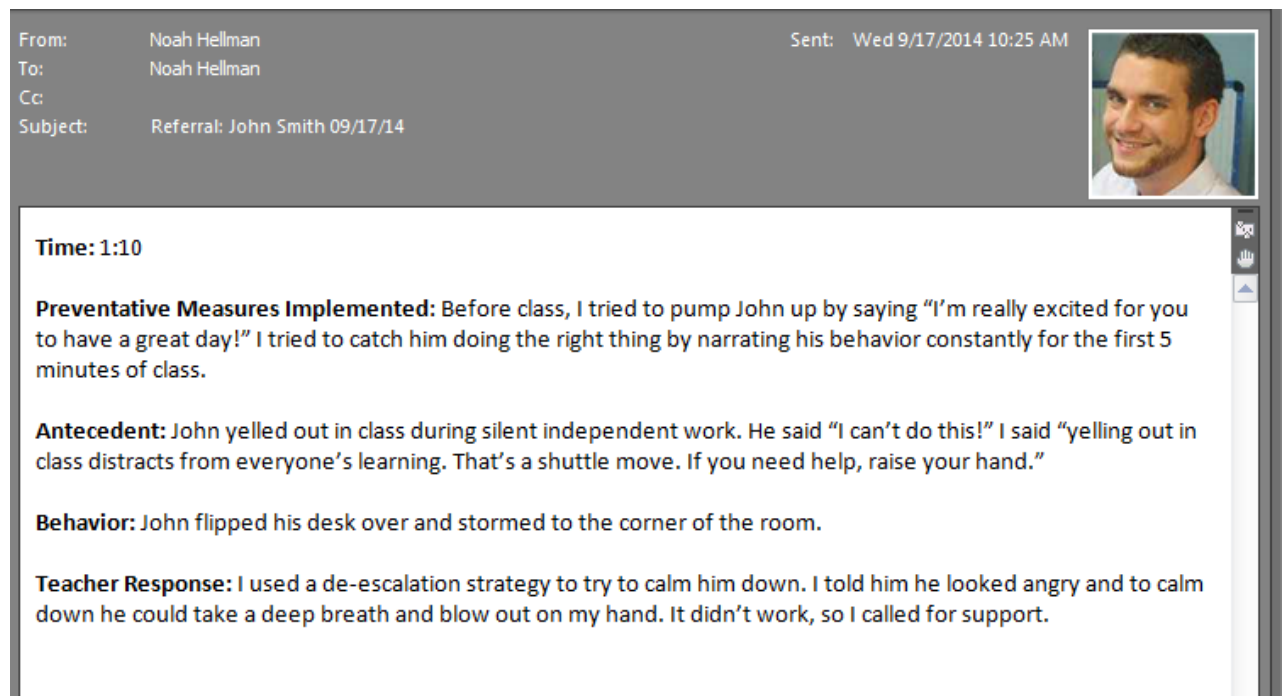| Behavior	Logical #1	Logical #2	Logical #3	Logical #4
Thoughts on the intervention, move, or logical consequence	Usually, a teacher move without a clip or demerit.	Clip or demerit given, this should also be an inquiry step to ensure any additional consequences are warranted.	Clip or demerit given, this is the warning step where you give a choice and have to be ready to follow-through as an adult! Make it feasible.	This is where the consequence is issued. the consequence must directly link to the scholar meeting your expectation and should be LOGICAL in motivating them to not show the behavior again.
Scholar refusal to do work	Proximity, non-verbal touching paper with motion to start writing.	Proximity, ask if they need help, if no give, precise direction. If yes, provide help.	Eye level, intense eye contact with slowed down precise direction, notify that class work that is incomplete will be completed at (fun time for scholar) OR Time-Away, Reflection if they need time to process/cool-off	Inform scholar that work will be completed during lunch, recess, after school, PE, specials or sent home.

Deans and behavior specialist should have a universal system that all teachers to utilize in the event that they need support. Some best practices around this include:

1. Utilize one phone/walkie for all push-in and removal calls and whoever is on behavior duty should have this phone. This gives teachers one number to remember and reduces mixed up communication if reaching out to multiple phones.

2. Setting Communication Expectations: The goal here is the minimize dean disruption to class and streamline information gathering. Deans can choose one of the following methods.

    a. Email: A pre-drafted email can be sent to dean that is the electronic referral.

Achievement First Apollo ES Email Referral

From:	Noah Hellman		Sent: Wed 9/17/2014 10:25 AM
To:	Noah Hellman		
Cc:			
Subject:	Referral: John Smith 09/17/14		

Time: 1:10

Preventative Measures Implemented: Before class, I tried to pump John up by saying "I'm really excited for you to have a great day!" I tried to catch him doing the right thing by narrating his behavior constantly for the first 5 minutes of class.

Antecedent: John yelled out in class during silent independent work. He said "I can't do this!" I said "yelling out in class distracts from everyone's learning. That's a shuttle move. If you need help, raise your hand."

Behavior: John flipped his desk over and stormed to the corner of the room.

Teacher Response: I used a de-escalation strategy to try to calm him down. I told him he looked angry and to calm down he could take a deep breath and blow out on my hand. It didn't work, so I called for support.

    b. Texting: Full disclosure of what is occurring with scholar should be sent via text. *(ie: Please send assistance to VCU. Max has been refusing to follow directions for 15 minutes. He is upset about a previous consequence in Lit but is refusing to talk about it. I tried changing seats, using time-away, and approached with empathy. If possible, I'll get all scholars to IP so that you and I can have the reparative conversation jointly. Thank you.")*

c. Referral: A written referral must be filled out before dean arrives.

Achievement First Endeavor Elementary Discipline Referral

Teacher:_____   Scholar Name:_____

Date:_____   Time:_____   Grade: _____

Antecedent: Describe what happened prior to the incident. What was the trigger?

Behavior: What specific behavior(s) did the scholar exhibit?

Consequence: What consequence(s) took place in or out of the classroom?

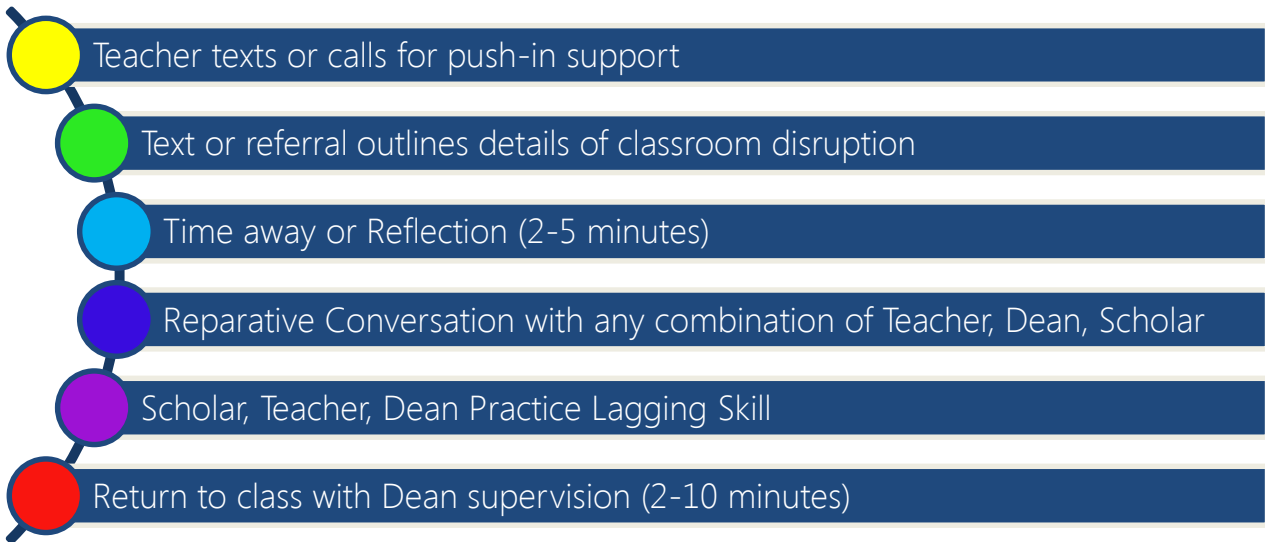| Type of Incident	Location of incident	For office use only:
❑ Extreme tantrum ❑ Physical aggression ❑ Profanity ❑ Making threats, yelling at teacher ❑ Significant damage to property ❑ Fighting/ physically hurting another (peer/ staff member) ❑ Biting ❑ Hiding ❑ Fleeing the classroom/ school ❑ Inappropriate touching ❑ Major bathroom shenanigans ❑ Touching safety equipment (fire extinguisher/ fire alarm)	❑ Hallway ❑ Stairwell ❑ Gym ❑ Classroom ❑ Restroom ❑ Parking lot ❑ On the school bus ❑ Playground ❑ Office ❑ Cafeteria ❑ Other location	❑ Class assistance ❑ Removal from classroom ❑ ISS ❑ OSS ❑ Counselor referral ❑ Bus suspension ❑ Call to parent/ guardian ❑ Parent/ teacher/ student conference ❑ CST ❑ BiP ❑ Logged in IC

Strategies Used in Class	
❑ Loss of recess ❑ **Giving the scholar a break** (change to go to bathroom, get water, etc.) ❑ **Divert the scholar's attention** (by giving a job, giving them independent work) ❑ **Allow choice** ("You may stay on the carpet or read a book at your desk ❑ **Distraction** (give the scholar a job/task to do) ❑ **Use of nonverbal reminders** ❑ **Give independent work** for the scholar to do (even if during a mini-lesson) ❑ **Whole Class Reminder** ❑ **Changing the scholar's seat/place in line** ❑ **Gentle touch** ❑ **Ignoring the behavior**	❑ **Creating an incentive** to work toward(math champion, earn a sticker, etc.) ❑ **Give high fives** to scholars that are on task/doing the right thing ❑ **Quick correct and look away** ❑ **Loss of other incentive/classroom event** ❑ **Individual private conference** (once other scholars are working) ❑ **Use of positive narration**(at least 2 attempts) ❑ **Distraction** (change subject with a cheer/song) ❑ **Anonymous student correction** ("I still need one scholar) ❑ Other:

The steps of the push-in protocol are outlined below. The goal of the push-in is to attempt to fix the issue without needing to remove a scholar from class, further increasing time lost from learning.

📼 Video: An example of the push-in protocol

- Teacher texts or calls for push-in support
- Text or referral outlines details of classroom disruption
- Time away or Reflection (2-5 minutes)
- Reparative Conversation with any combination of Teacher, Dean, Scholar
- Scholar, Teacher, Dean Practice Lagging Skill
- Return to class with Dean supervision (2-10 minutes)

Schools should determine their threshold for behaviors considered push-in versus removal. Some examples to make the distinction are as follows:

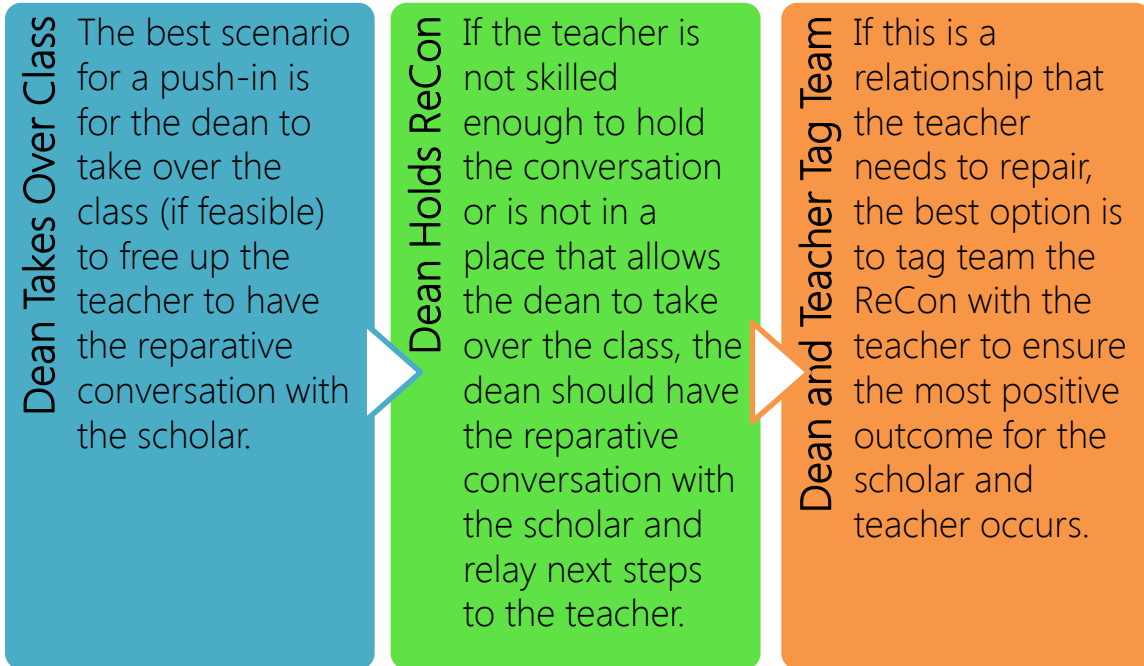| Pull-Out Behaviors	Push-In Behaviors
Anything that is disruptive to student learning for a prolonged period of time.	Any behavior that we do not want other scholars to see, but can be stopped with push-in support.
★ Screaming/Tantruming ★ Wandering (if they do not stop when asked to take a seat in the classroom and talk) ★ Throwing any furniture/object ★ Fleeing ★ Rolling on carpet ★ Crawling around the floor ★ Any hitting, kicking of people.	★ Silently defiant ★ Self-contained, not overt defiance ★ Refusal to do work ★ Refusal to follow directions ★ Hyper-ness and Focus/Attention issues ★ Internal negative reaction (pouting, sulking, walking slow, head down) ★ Refusal to transition within the classroom

Elements of an Effective Reparative Conversation
- **R**elationship Building
- **O**wnership
- **L**earning Opportunity
- **E**mpathy
- **Ex**plain & Be Heard
- **S**olution to fix

Structure of the Reparative Conversation (ReCon):
- o Give clear direction for tracking, posture at eye level to scholar, neutral tone.
- o Teacher uses empathy or relationship building line
    - ▪ *Good morning/afternoon. How are you today?*
    - ▪ *I noticed...*
    - ▪ *It looks like you're really bummed out right now; I want to help you get back on track. Let's talk so that we can fix it together.*
- o Brings light to the specific behavior to probe
    - ▪ *While the entire class was completing their work, I asked you to pick up your pencil and begin work. What choice did you make at that moment in class?*
- o Connect the choice to the scholar's academics, to them personally, to their family, to their peers, or their community. Pick the connection that is most impactful to the scholar.
    - ▪ *How is that choice detrimental to you?*
    - ▪ *Is this choice helping or hindering you from making strong grades?*
    - ▪ *Was this a positive or negative choice? Why?*
    - ▪ *Why is that important?*
- o Identify how to fix it now and next time.
    - ▪ *What can you do differently next time you...?*
    - ▪ *What do you need to do right now when you return to your seat?*
    - ▪ *Why should you do this differently?*
    - ▪ *How do you think you should make this up to your peers that you disrupted?*
- o Teacher affirms scholar's cooperation and ends with warm-demanding expectation of scholar.
    - ▪ *The entire conversation you were reflective, honest, and respectful despite feeling upset. I appreciate you showing this level of maturity and trusting me to hear you out so that we can fix it together. It is not acceptable to opt out of work or meeting expectations because it means (academic/career/personal connection) but I know you are ready to bounce back and are more than capable of meeting expectations, working hard, and gaining the knowledge you need for (insert academic/career/personal connection). Let's get back to work, I know you can do it.*

This conversation can happen in three different contexts depending on teacher skill and the point in the class assistance arrives.

Dean Takes Over Class
The best scenario for a push-in is for the dean to take over the class (if feasible) to free up the teacher to have the reparative conversation with the scholar.

Dean Holds ReCon
If the teacher is not skilled enough to hold the conversation or is not in a place that allows the dean to take over the class, the dean should have the reparative conversation with the scholar and relay next steps to the teacher.

Dean and Teacher Tag Team
If this is a relationship that the teacher needs to repair, the best option is to tag team the ReCon with the teacher to ensure the most positive outcome for the scholar and teacher occurs.

Achievement First Mayoral Academy Push-in From
Achievement First Providence Mayoral Academy
Culture Push-In Intervention Form

Scholar Name: _____
Date/Time: _____
Teacher and Classroom: _____

Level 4 Behavior Choice Description	Examples of Level 4 Behaviors
General disrespect; intentional disruption of class, damage or classroom property, or violating the sanctity of learning for self or community – more extreme than Level 3.	- Speaking rudely or using inappropriate language (not profanity) - Damaging materials or objects (i.e. writing on tables) - Not following stated expectations during an in-class Time Away - Overt bad reaction (stomping, loud huff, slamming, teeth sucking, hiding hands in face at Time Away)

Brief description of behavior:
_____
_____
_____
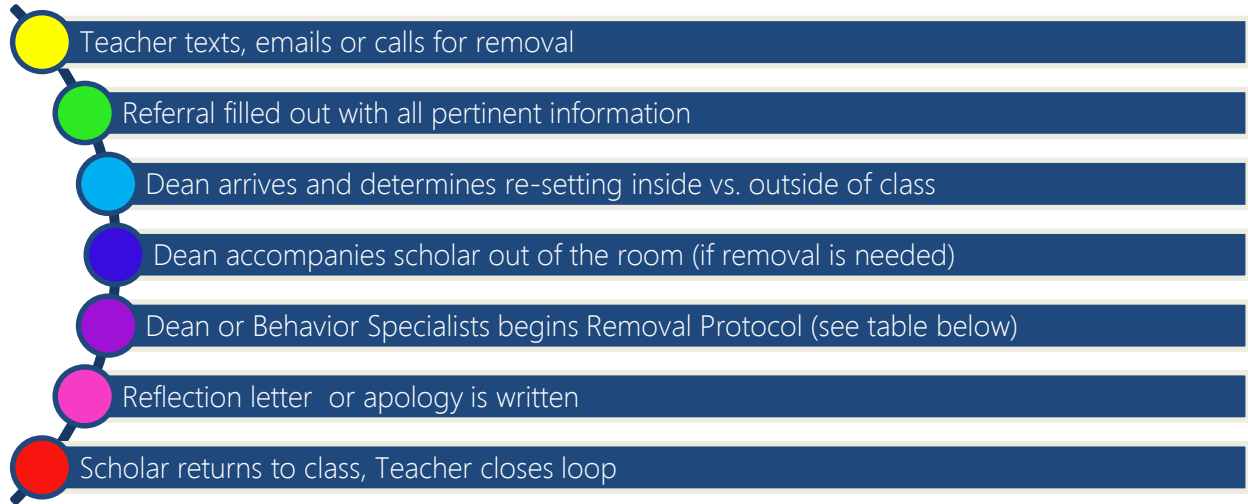
Next Steps/Plan (Filled out by Push-In Owner)
_____
_____
_____
_____

Removal Protocol

Video: An example of the elementary removal protocol. Providence Mayoral – Francis Giesler – Removal Protocol - 2014

Video: An example of the elementary removal protocol. Endeavor Elementary – Tommy Micah – Removal Protocol – 2014

Video: an example of the secondary removal protocol.

- Teacher texts, emails or calls for removal
- Referral filled out with all pertinent information
- Dean arrives and determines re-setting inside vs. outside of class
- Dean accompanies scholar out of the room (if removal is needed)
- Dean or Behavior Specialists begins Removal Protocol (see table below)
- Reflection letter or apology is written
- Scholar returns to class, Teacher closes loop

When a scholar is removed, the expectations should be consistent and predictable. Once out of the classroom, the dean or behavior specialist should follow this structure to get a scholar back on track. One caveat is that if a scholar is simply refusing to follow directions, use your judgment and do not send a scholar back simply because they have gone through each step. Scholars must be calm and ready to return to class respectfully as a prerequisite to this structure.

Time	Task
VARIES	Reflection, Cool-Off
1 minute	Check-in w/ neutrality and empathy, establish 100%
2-10 minutes	Reparative Conversation (see structure above): Scholar reflects on choice, makes a plan to fix, and practices lagging skill.
VARIES	Scholar makes a plan to fix
2-5 minutes	Scholar practices skill with DOS or BS
2-5 minutes	(optional) Writes an apology note if necessary
1 minute	Get back in the game (re-state consequence, that they are ready to fix, what they need to do right now to turn it around)
3 minutes	Call or text to parent, scholar explains why they are out of the class
2 minutes	Return to Class, Stop in Doorway
2-5 minutes	Scholar practices skill with teacher and has reparative conversation

Re-Entry Protocol

Once a scholar has completed the removal protocol and engaged in the reparative conversation with the dean or behavior specialist, they must follow the steps of the re-entry protocol below. **The goal of the re-entry protocol is to repair the relationship between teacher and scholar and ensure proper reflection has occurred outside of the classroom.** This is the opportunity for the teacher to take ownership over their part in the removal and for the scholar to bounce back after their removal.

📷Video: An example of the elementary re-entry protocol. [Endeavor ES - Tommy Micah – Cait Farrell – Re-Entry Protocol- 2014](#)

📷Video: An example of the scholar skill building practice. [Amistad ES – Lacey Reynolds – Scholar Skill Building During Re-Entry – 2014](#)

📷Video: An example of a secondary re-entry protocol.

- Scholar returns to class with letter/reflection, waits at door.
- Teacher greets scholar with bright face, welcomes them back.
- Teacher decides to speak now or postpone conversation.
- If debriefing immediately, follow reparative conversation questioning sequence
- If debriefing later, give clear directions to successfully re-enter.
- Teacher finds moment during IP to debrief with scholar.
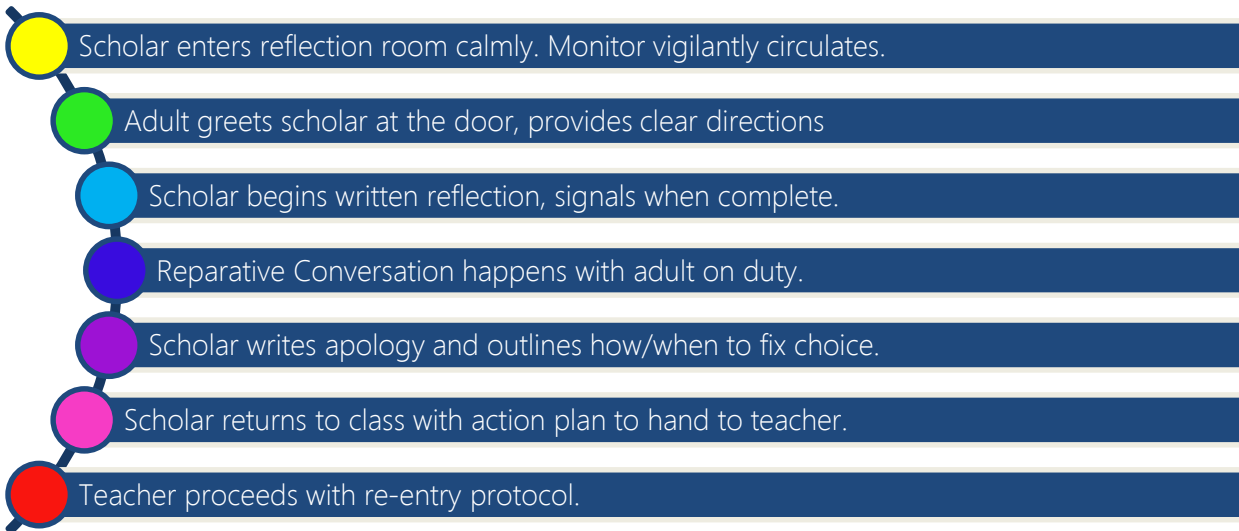- End with hug, hand shake, high five, or pound.

Closing the Loop Faster

Part of closing the loop means a scholar will return to class after they have reflected in the dean's office or reflection room. In order to close the loop faster, the teacher must make time to reflect on their part and the scholar's part in the removal. There should be an abbreviated reparative conversation that occurs and reiterates what they reflected on outside of the classroom. This is also the time wherein the teacher issues their own logical consequence or incentive to communicate that they care about the scholar and their success and will not allow further non-compliance. This consequence is NOT a detention or demerit, clip move, card change, or check. It is a teacher action that will prevent or deter further exhibition of undesired behavior.

Behavior Resulting in Send-out	Teacher Logical Consequence
Refusal to complete work	1:1 support to complete work during lunch
Talking back, showing disrespect	1:1 conversation to remediate relationship
Rolling around on the floor/carpet	Cleaning up the classroom during play time, apology to class

Reflection Room Set-up and Guidelines

The setup of the removal room is as important as the steps taken to get a scholar back on track. The following guidelines should be taken within the reflection room to ensure consistency and the maintenance of high expectations. **Vigilant monitoring and sweating the small stuff while in the removal room sets the tone for the room and the expectation to fix.**

Scholar enters reflection room calmly. Monitor vigilantly circulates.

Adult greets scholar at the door, provides clear directions

Scholar begins written reflection, signals when complete.

Reparative Conversation happens with adult on duty.

Scholar writes apology and outlines how/when to fix choice.

Scholar returns to class with action plan to hand to teacher.

Teacher proceeds with re-entry protocol.

Room Space Expectations

- Have desks separated, facing the wall with numbers posted above the desk.
- There should be nothing on the walls and nothing on desks for scholars to touch.
- Adults should be silent during this time of reflection because it can be seen as an incentive to overhear adult conversation.
- If scholar needs to speak with family member and there is another child in the room, you should speak with the family member first, then send child right outside the door to have the conversation.
- Dean should position desk to be able to multitask hallway conversation and supervision of scholar in the room.
- Reflection sheets + Dean letters organized by infraction
- Create letters for suspensions being generated from Infinite Campus.

Note: The goal of the below expectations is to prevent any inadvertent reinforcement that incentivizes a scholar from being out of class.

Scholar Expectations

- Students should be seated in SLANT until addressed to do otherwise.
- Dean corrects the smallest behaviors non-verbally during time-out(wiggling fingers, not sitting correctly on chair, legs under desk, body moving, slouching)
- If a scholar is in need of many reminders, timer stops and starts over.
- Eyes fixed on wall, no looking right or left
- No questions should be asked by scholar, as minimal interaction as possible until it is time to engage in reparative conversation.
- Work, drawing, toys, books or anything that could be interpreted as interesting should not occur in the removal room until proper reflection has been completed.
- After timer sounds, dean should determine if scholar is ready to engage in reparative conversation.

Contingency Plans

- **What do you do if a scholar refuses to take their time-out?**
  - Use logic. Tell the scholar they will not get X until they accept their consequence. Your time in the office is to fix problems, not exacerbate them.
  - If scholar is still non-compliant, start the timer counting up and add the time it takes for them to comply to their time-out. Let them know this will bleed into a time they enjoy (specials, lunch, dismissal).
  - Talk about how you know the scholar can be successful. They have calmed down before and been able to get right back to class.
  - Do not engage. Let the scholar work it out on their own, but have a consequence in mind. (Removal from lunch, call to family to remove any play time at home, apology note, increased time-out etc.)
  - Call the scholar's family

- **What do you do if you need to remove an escalated scholar that refuses to leave?**
  - **Direct Strong Voice:** Removal from classroom first without getting physical. Use a firm yet loving "take my hand" and walk quickly out of the room.
  - **Change your tone**: Change to a soft, super calm, sweet voice and ask scholar to come with you. Gently lead the scholar towards the door.
  - **Cool Down Time, In Class:** Sometimes scholars need time (up to 10 minutes) to deescalate and then they'll be ready to move. As long as the scholar is stationary

and silent in the room, remain with the scholar without engaging. Say, "I'm going to give you 10 minutes to calm down, and then we're going to walk out together."

o <u>Choices:</u> If scholar is continuing to escalate behavior and is not calm, give them their choices. "You have two choices, you can be removed from class with me assisting you, or you can walk out on your own. I would love to be able to tell your family that you made a good choice even when you were upset. I'm going to silently countdown from 10 and allow you to make the choice to walk out the right way."

o <u>Distraction:</u> If scholar does not respond to getting up, but is no longer being violent—use distracting them with a task to get them to move out of the classroom. Tell them you need help in the office or something of that nature.*not used as a reward.

o <u>Removal:</u> If scholar still refuses to exit the room, text for backup and carry from the room.

- What to do if you are getting into a power struggle with a scholar and need to intervene differently?

Attention-Seeking Interventions:

General Strategy	Techniques
Minimize the attention	- Use Do Not Engage from the Taxonomy; Give "the eye" - Stand close by - Use name dropping - Send a general signal (i.e. hand in air/traffic light) - Send a secret signal - Given written notice - Use an I-message: (Julie, when you talk to your neighbor, I get annoyed because I lose my train of thought. Please stop) - When you give the clip moves / card changes appropriate under your school's school wide behavior system, give them quickly with minimal attention and verbiage
Clarify Desired Behavior	- State "Grandma's Law" (When you…then you may…) - Use "target-stop-do" (Jorge, stop…and do…)
Legitimize the Behavior	Use a diminishing quota (you can do x for y times in a class period) and then reduce it.
Do the unexpected	- Lower your voice - Cease teaching temporarily
Distract the student	- Ask a direct question - Ask a favor - Give choices
Notice appropriate behavior	Use proximity praise (highlight kids around that student)
Move the student	Use a "thinking chair"

Power & Revenge Interventions:

General Strategy	Techniques
Make a graceful exit	▪ Acknowledge students power ▪ Remove the audience ▪ Table the matter ▪ Schedule a conference ▪ Use a fogging technique: (1) agree with the student; (2) change the subject ▪ State both viewpoints ▪ Refuse responsibility ▪ Dodge irrelevant issues ▪ Deliver a closing statement ▪ Call the student's bluff ▪ Take teacher time-out
Use time-out	▪ Use the language of choice ▪ Call the who squad ▪ Require a reentry plan
Set consequences: Loss or delay of Privileges.	▪ Loss or delay of activity. ▪ Loss or delay of using objects ▪ Loss or delay of access to school areas.
Set consequences Loss of freedom of interaction:	▪ Denied interactions with other students ▪ Required interactions with school personnel ▪ Required interactions with parents
Restitution	▪ Return, repaid, or replacement of objects ▪ Repayment of time. ▪ School service
Reteach appropriate behavior	▪ Extended practice ▪ Written reports

Avoidance of Failure Interventions:

General Strategy	Techniques
Modify instructional methods	▪ Use explicit instruction (I do, we do, you do) to support ▪ Differentiate process (how), product (outcome) or content (what) when appropriate ▪ Start with tasks you know the student is capable of doing and build up slowly ▪
Encourage positive self-talk	▪ Remember the A's of being connected! These students need them more than anyone else ☺ ▪ Post positive classroom signs, pictures that are motivating, meaningful and positive for students (i.e. core values, publishing party pictures, etc.) ▪ Require 2 "put ups" for every put-down. ▪ Encourage positive self-talk before tasks.
Reframe the "I can't" refrain	▪ State your belief in students' abilities ▪ Stage an "I can't" funeral.
Teach procedures for becoming "unstuck"	▪ Brainstorm ask-for-help gambits ▪ Use sequence charts.

Reflection Templates

📄Sample Reflection Tools

The reflection tool will be 'scaffolded' for use per grade in the Dean's Office as a way to make fixing their choices an independent process. Kindergarteners will draw and Dean will discuss the questions. First graders will draw and write. Second graders will just write and discuss. The reflection will be used for first-time offenders to put their choices in perspective. Apology letters will be used if any repeat visits take place, or if a teacher is hurt in the process.

Achievement First Bushwick Elementary Reflection
<u>While in The Dean's Office...</u>

I talked about:_____
_____
_____
_____

I Practiced:_____
_____
_____
_____

My Goal for the rest of the day is to: _____
_____
_____
_____

Achievement First Endeavor Elementary Reflection

Reflection – Learning about good choices.

Draw and label your choice that did not help you learn. **Today I chose to...**	Draw and label the better choice you will make next time to help you learn. **Next time I will make a good** **choice to..**
This was not a good choice **because...**	**because I want...**

Achievement First Crown Heights Elementary Buddy Classroom Reflection

Name _____   Date _____

Buddy Classroom Reflection

Why aren't you in class? Explain what happened.

_____
_____
_____

What is the rule or expectation for this behavior? What SHOULD you have done?

_____
_____
_____

What did the teacher do to try and help you change your behavior?

_____
_____
_____

Circle the word(s) that describe how you are feeling at this moment.

frustrated   angry   nervous   anxious   tired   annoyed
        sad   scared   guilty   other _____

Why do you feel this way?

_____
_____
_____

What will you do to fix this situation? Be specific.

_____
_____
_____

Is there anything else that you want to say?

_____
_____

Achievement First Crown Heights Elementary Apology Template

Dear _____ ,

I am sorry for _____

_____

_____

_____

Next time _____

_____

_____

_____

_____

_____ Love,

_____

_____

Achievement First Endeavor Elementary Apology Template

Name:_____   <u>Apology Letter</u>   Date:_____

<u>NEAT HANDWRITING!!!!!!!</u>

College Level Response
 <u>Dear Mr. Lohela,</u> <u>I'm sorry for my actions earlier. They did not show respect. First, I rolled</u> <u>my eyes when you asked me a question. In addition, I sucked my teeth.</u> <u>I know that neither of these actions show respect. Next time, I need to</u> <u>make eye contact and follow your direction. I'm sorry.</u> <u>Sincerely,</u> <u>Christopher</u>

Task
Stand Alone Answer/Apology
Connection to REACH Value
Specific Detail About My Behavior
Specific Detail About My Behavior
What I Will Do Differently
Capital letters when needed
Correct end marks
Neat handwriting
No silly spelling mistakes

_____

_____

_____

_____

_____

_____

                _____

RE-DO ANSWER IF NOT COLLEGE LEVEL

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Task	Check
Stand Alone Answer/Apology	
Connection to REACH Value	
Specific Detail About My Behavior	
Specific Detail About My Behavior	
What I Will Do Differently	
Capital letters when needed	
Correct end marks	
Neat handwriting	
No silly spelling mistakes	

NAME:_____ DATE:_____
DIRECTIONS: WRITE AN APOLOGY TO THE PERSON YOU HURT BY YOUR ACTIONS_____

Each letter will have three paragraphs and AT LEAST 100 words (5th and 6th grade) and AT LEAST 200 Words (7th and 8th grade) that explain the following:

- 1st paragraph - What mistake did I make? Why did I make this mistake?
- 2nd paragraph – Why was this wrong? Explain at least 2 reasons why it was wrong.
- 3rd paragraph – Whom did you hurt by your choices and how? How will you change your behavior moving forward? What did you learn from this experience?

At the bottom of the essay, write down the total number of words it has. Your response will only be accepted when it has perfect spelling and grammar, and it must be completed before return to class.

CRITERIA FOR SUCCESS:
- ☐ My handwriting is legible, neat, and is best work.
- ☐ My responses are thoughtful and show that I want to improve my behavior.
- ☐ I have answered every question and used complete sentences for every answer.
- ☐ I have used at least ¾ (75% of e very linE)

Achievement First Brooklyn High Apology Template

7 Steps to Apologizing

1. Admit (Own your participation)
2. Account (Explain why you wanted to make that choice)
3. Acknowledge (Show that you understand the hurt or harm you caused to yourself and others)
4. Apology (I'm sorry for...)
5. Affirm the relationship (Let whoever you wronged know that your relationship with them is important and explain why)
6. Amends (Explain what actions you plan to take to make things better)
7. Adjust for next time (Explain what will happen if you are ever in this situation again)

Bridgeport Middle Apology Template

Please see the apology letter below:

Dear Ms. Johnson -

This morning, I woke up 10 minutes late because I forgot to set my alarm clock. After my bus ride, I ended up arriving at school about 10 minutes late. This was my 8th tardy of the school year. My mistake from this morning was being late to school.

When I am late, I let everyone else in the world get a head start on me. In the race of life, being late means I start behind everyone else. It means I am always trying to catch up instead of being ahead. If I am repeatedly late, I may miss turning in homework assignments or learning key concepts, which may prevent my goal of graduating from college. Later on, if I am late to my job as an architect, my employer will hire someone who can do the job and can get it done on time. I know that lateness is the number one reason why people are fired from their jobs.

Being late hurts several groups of people. First, it hurts my classmates because it makes everyone else wait for me. When I am late, I am saying with my actions that whatever I was doing this morning was more important than what everyone else is doing. Second, it hurts my teachers because I must walk in late and disrupt their teaching. I've learned that being on time is my responsibility. Sometimes I cannot find my shoes or my belt, or traffic is sometimes slow. From now on, I commit to planning for these situations so that when they happen, I can still get to school on time. I need to plan to arrive 15 minutes early so that even if I am delayed, I will still be on time. (281 words)

Name: _____

You're in The Reflection Center:

1. This is a _silent_ space.

2. You have _10 minutes_ to collect your thoughts before you must begin your reflection.

3. Questions should be written in your removal form. _Only questions related to the removal form_ will be answered.

4. <u>When your form is complete, raise your hand silently and wait patiently</u>. While you're waiting, you may: 1) read a book; 2) do creative writing; or 3) complete an alternative assignment.

5. <u>Bathroom times are scheduled</u>. Emergency bathroom breaks will be permitted at the discretion of the supervisor.

6. You will earn a <u>TRC credit of $D5 </u>if you are able to turn it around and get up to classes <u>before 60 minutes</u>.
   Turn it around means:
   A) You have perfect behavior
   B) You have submitted a top quality reflection
   C) You have completed an apology letter
   D) You have waited patiently to return to class

This is your space to write any questions you have.

Write **neatly** on the lines and raise your hand when your question is written down.

Write small so that you have room if you have a lot of questions.

1) _____

_____

_____

2) _____

_____

_____

3) _____

_____

_____

4) _____

_____

_____

5) _____

_____

Keep in mind that if you CHOOSE not to follow directions, complete the packet or show professional behavior, you are not showing you are ready to go back to class. MAKE THE RIGHT CHOICE!

Name: _____

The Reflection Center

Name of teacher who sent you:
_____

TRC Reflection

Directions: Fill this out in a neat, complete, professional, and top-quality way. Use complete sentences. You have **40 minutes** to complete this reflection **AND** your apology.

1. You were just removed from class. How are you feeling right now? (Circle one)
   a. happy
   b. sad
   c. angry/frustrated/upset
   d. disappointed
   e. other _____

   I'm feeling _____ because _____

_____

_____

2. What do you think caused you to be removed from class? (Circle one)

    a. I refused to follow directions/do work

    b. I disrespected a teacher and/or classmate

    c. I was being disruptive (i.e., calling out, making noise, etc.)

    d. I left the classroom without permission

    e. Other_____

3. Do you feel that removal from class was a <u>fair punishment</u> for your actions? (Choose one and explain)

Yes, because

_____

_____

_____

No, because

_____

_____

_____

4. How will your behavior keep you from earning the things you want at AFBA?

_____

_____

....after AFBA?

_____

_____

5. What did you do to end up in the TRC Room?

_____

_____

_____

6. How did it affect you?

_____

_____

_____

7. How did it affect your community?

_____

_____

_____

8. Identify **two ways** you can change this behavior to avoid being removed so you may earn the things you want in your future?

    I can

    _____

    _____

    I can

9. _____

    _____

    What can you do differently next time?

    _____

    _____

    _____

10. To whom do you owe an apology?

    _____

    _____

11. Is there anything your teacher could have done to help you be more successful? ("Don't give me deductions/remove me from class" is not an answer)

    _____

    _____

12. Please initial next to each line to show that you've completed this reflection:

    a.   _____ I wrote my name/date on **all** pages of the reflection in the right spot.

    b.   _____ I answered all of the questions in complete sentences. My full reflection is complete.

    c.   _____ I wrote in neat handwriting, even if I was angry/upset.

    d.   _____ I wrote a respectful apology, even if I was frustrated with teacher

    e.   _____ I made any necessary changes or edits to my reflection and apology as directed by the supervisor in The Reflection Center.

Date: _____   Signature: _____

ACHIEVEMENT FIRST
BRIDGEPORT ACADEMY

Name: _____

FIX IT!
Apology Letter DRAFT

There are (2) main things you can do to FIX IT:

1) Apologize for the choice.
2) Commit to making a change in the choices you make.

Use the reflection template below to help FIX IT. Write your **first draft on this sheet** and make it perfect first by having the supervisor review it. Then write your **final draft** on a blank sheet of lined paper. Your final draft should be setup like this on the paper.

Date: _____

Dear _____,
I am writing this apology letter because _____.

I chose to _____ because_____.
I understand that my poor choice went against our school's core REACH values which I must follow as a member of the AFBA Pride. My choice went against the REACH value of (choose one):

RESPECT because _____.

ENTHUSIASM because _____.

ACHIEVEMENT because_____.

CITIZENSHIP because_____

HARDWORK because _____

I also understand that my poor choice caused you to feel _____

A smarter choice would have been to _____
Making this smarter choice will be helpful in school, college, and life.
 It will be helpful in school because _____.
It will be helpful in college because_____.
It will be helpful in life because _____.
I hope you will forgive me for my actions. You are my _____and our relationship is important because _____.
To show you I am sorry I will try hard not to repeat what I did. The next time a difficult situation happens, I will _____.

Sincerely,

ACHIEVEMENT FIRST
BRIDGEPORT ACADEMY

Name: _____

FIX IT!
Apology Letter DRAFT

There are (2) main things you can do to FIX IT:
1) Apologize for the choice.
2) Commit to making a change in the choices you make.

Use the space below to help FIX IT. Write your **first draft** **on this sheet** and make it perfect first by having Ms. Landivar/Ms. Jackson review it. Then write your **final draft** **on a blank sheet of lined paper**.

Date: _____

Dear _____,

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
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_____
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_____
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_____

The Bigger Picture, Shared Best Practices

Section

6

The recommendations above are only 20% of the battle when it comes to reducing removals and routinizing when a removal does occur. Our schools that have the best success in keeping scholars in class have done a lot of work to address the "whole picture" in order to reap strong outcomes. The common thread amongst our top performing schools and leaders are that they are very intentional about:

1. The relationship between teacher and scholar is a sacred one; when a scholar trusts you as the adult and leader, you possess an incredible amount of influence over their choices.
2. The unapologetic and clear belief that everything we ask scholars to do should have rationale and be in service of their learning. Every request is tied back to the pursuit of academic excellence.
3. Creating, challenging, and pushing the mindsets for every single adult in the building is commonplace.
4. Incentives drive culture in the building, not compliance or the feedback systems (ie: demerits, clips, checks, card changes).
5. Feedback systems are not the manager of the classroom, teachers are.
6. Removal is rare, but when it does occur, we must have an airtight and consistent plan must be in place from start to finish that includes scholar reflection, ownership of choice, and a clear plan to fix it moving forward.

In order to give a snapshot around the bigger picture, I've compiled rationale, mindsets, and take-aways that are listed in the culture and school manuals that speak to how schools are differentiating themselves when it comes to the way they teach, practice, and reinforce adult mindsets, incentives, feedback systems, removal and re-entry.

"Life is a game of inches...the inches we need are everywhere around us. They are in every break of the game, every minute, every second. On this team we fight for that inch, on this team we tear ourselves and everyone else around us for that inch. We claw with our fingernails for that inch. Because we know that when we add up all of those inches; that is going to make the difference between winning and losing."

-Robert DeNiro, Any Given Sunday

The table below captures a snapshot of what is driving pockets of excellence across Achievement First.

	Adult Mindset	Incentives	Feedback System	Removal and Re-Entry
Providence Mayoral	"Our Students' Behavior is a Reflection of Our Actions."	Scholars have an assessment of character built into their classrooms where scholars get grades on a character rubric around their progress with the REACH values.	The feedback system at PMA has 5 levels to differentiate the choices that teachers should make when addressing off-task behavior. This system ensures that the different levels of misbehavior are met with the correct amount of redirection power. Level 0/Level 1: Quick Redirection - Posture Level 2: Quick Time-Away - Level 2 not fixed - Calling out Level 3: Problem solving - Subtle negative reaction Level 4: Push-In - Not meeting expectations at time-away Level 5: Removal	The purpose of "Own It and Fix It Conversation" is for students to own their choices. Students will leave these conversations knowing they made a mistake, why the mistake was wrong and how it affected their self and community, and having done the heavy lifting to come up with a plan to fix their mistake, thus increasing ownership of their behavior choices. Our students will understand why it is important that they do not make the poor choice they made at a deeper level beyond not wanting to get in trouble
Endeavor ES	"Scholar action is a reflection of my action or inaction." "It is my responsibility to teach and reach 100% of scholars" "Relationships matter, if a scholar is misbehaving I need to reflect on my role and relationship."	Scholar dollars are directly linked to the REACH values and aim to have a 3:1 ratio to clip moves. The scholar dollars earned can be spent making purchases at the school store in varying frequency depending on grades. (ie: Kindergarteners need shorter feedback loops in connection to their choices so they get the store weekly, whereas 4th graders are working on delayed gratification and get it 1-2 per month)	<u>Logical Consequences:</u> Are paired with any clip move to prevent or deter further off-task behavior. The clip in and of itself is not a consequence, it is just a visual marker for scholars. <u>High expectations are the foundation.</u> Schools sometimes err by focusing on character development without basic expectations for academics and behavior in place. We've seen that high-performing schools are able to focus on character only when their students listen and pay close attention. There must first be a foundation of basic expectations (i.e. 100 percent immediate compliance to directions). On the other hand, struggling schools find themselves constantly reacting to disciplinary challenges and cannot build on the strong school culture to get students to where we want to them to be.	We firmly believe that a teacher has two responsibilities when serious student misbehavior occurs: 1) Hold a scholar accountable for his/her choices. 2) Reflect on the antecedents to the incident, including an examination of our actions that affected the scholar's choices. Removal is rare and you have the power and tools to be the "Dean" of your classroom.

Crown Heights ES	There are consequences (positive and negative) associated with scholar behaviors that result in clip moves; the clip change itself is not the consequence. In our system, when scholars are not meeting the expectations or rules, we give a correction; this should occur after precise directions, Preventative Moves/Least invasive techniques, countdowns and school and classroom wide permanent expectations. As teachers, however, we know we must constantly be proactive in preventing scholar misbehavior by creating rigorous and engaging lessons	"By implementing an incentive system we are taking a step toward helping our students climb the ladder of Kohlberg's Six Levels of Moral Development. Our school-wide behavior system is balanced with our incentive system. The two systems working in concert allow us to correct scholars when necessary as well as acknowledge and reward scholars who go and above and beyond and exceed our expectations. "	Kohlberg Level 1 Behavior System *The AFCHES REACH bar with consequences* One of the key concepts this system is built on is **the clip move itself is not the consequence for repeated scholar misbehavior**. We will apply Logical Consequences in conjunction with clip moves. Rather, the levels are a visual tracker of scholar choices throughout a given period of time. To help scholar's understand how well they are meeting our REACH expectations, we provide them with the immediate feedback and visual reminder of their choices. Additionally, we must help scholars connect their choices to outcomes (desirable and undesirable).	The role of the Dean is to support teachers in supporting their scholars in the classroom. We want all of our scholars to be successful and have the opportunity to learn. Lost instructional time results in lower achievement for our scholars. Therefore, it is not ideal for scholars to miss out on instructional time due to poor behavior. Sending scholars out of the classroom will result in undermining a teacher's authority or ability to control the classroom. A removal will only be used as a last resort after the teacher has exhausted his/her skills and tools

Brownsville ES	Merits: Getting on Green
	<u>Guidelines</u>
	Scholars can earn green if their name is in white or first blue by going above and beyond basic expectations.
	
	When a scholar is moved to green, he/she is able to explain, "I was on green because _____."
	Scholars on red cannot earn green
		Consistency is the essential ingredient to a well-managed classroom and school in which we are maximizing every minute for instruction. This level of consistency requires diligence and persistence up front, but over time will result in fewer corrections which will lead to happier teachers and happier scholars. This system is logical and ensures fairness for all scholars	Decision Making Tree:
			What a strong teacher considers when faced with misbehavior:
			
			1. Did I give a clear *What to Do* (*recall key elements*)?
			2. If the student is acting out of defiance, teacher should ask him/herself
			  a. To what extent does the behavior physically or emotionally harm others?
			  b. To what extent does the behavior impede learning for self or others?
			  c. To what extent do I need help?
			  d. Might this behavior warrant a suspension?
				Whenever student is referred to the DOS or Behavioral Specialist for severe behavior
				  1) dean provides appropriate consequence, and
				  2) dean, teacher and parent conference on strategies to help student, and
				  3) teacher works to improve the relationship with the student and helps with appropriate behavior.

Bushwick ES			
At AFBES, we believe that scholars must have a high level of discipline in order to succeed in life and college. We understand that some scholars do not know how to "be" just yet. So, it is our collective responsibility to teach them. We are all disciplinarians. We do not "hand-off" behavior concerns on others. Instead, we work to solve challenging scholar behavior issues ourselves with the help of deans or the other members of the team. We give consistent feedback to scholars so that scholars develop a strong awareness of their actions and how those actions directly impact their learning and others. Strong classroom management develops through strong use of taxonomies, coupled with a high level of engagement and joyful rigor. Teachers understand that it is their job to make sure that a classroom culture is set up in a way that scholars have a clear understanding of what is expected of them in every moment of the day.	Our incentive system is all about delayed gratification. As a school, we set a REACH Points goal for scholars and they work relentlessly to achieve it by the end of the month in order to take be recognized at REACH Circle and receive other awards and recognition (e.g., REACH Award, gift cards, Bushwick Bobcat pins, school supplies, etc). Scholars also set their own daily goals and work toward their goals in order to achieve them. Teachers recognize scholar goal achievement with classroom-specific accolades (e.g., wearing the classroom jersey, earning the grade-wide wrist for grit, perseverance, or zest, moving their goal card to the next level). Our feedback system connects to a point system which informs our incentive system. Scholars earn points based on their attendance, uniform, homework, and behavior. This point system works towards scholars earning REACH Awards each month. We also recognize scholars who struggled with their behavior but are making a concerted effort to turn their behavior around. These are called "On A Roll" Awards.	As a school, we work hard to create a space where high expectations exist in conjunction with love and rationale. In order to maintain a consistent and fair school, teachers must all respond in a predictable way. We use a clear, consistent school-wide behavior system called the REACH Feedback and Behavior System to communicate to scholars and parents that every minute of instruction matters. The System also works as a tool to track both positive and negative scholar behaviors. Our feedback system consists of stars (merits) and strikes (demerits). Scholars receive stars to acknowledge positive and exceptional scholar choices and encourage scholars to continue on the path of doing the right thing, ensuring their success in the classroom and beyond. Scholars receive strikes to provide information to the scholar that a poor choice was made and detour further scholar misbehavior. Strikes are the teachers' way of reminding scholars of the expectations within the classroom. Strikes (demerits) are reminders and provide direct feedback to the scholar and are not used as a mode to manage the classroom or as a method of consequences. The consequence is the practice or loss of privileges (e.g., sitting out, writing a reflection, practicing the appropriate behavior during cooperative play time) that occur after earning strikes.	The purpose of Dean support is to provide support to teachers when a scholar is either unresponsive to a teacher's re-direction or having a bad reaction to a consequence, or to remove a scholar who is exhibiting egregious behavior in class that impacts the safety of self and others or the overall classroom learning environment. The expectation is that teachers use the taxonomy and REACH Feedback and Behavior System before calling for Dean Support. Scholars exhibiting egregious behaviors are in need of a separate location to reflect on behavior and practice appropriate scholar behaviors. When teachers requests Dean Support, the dean's primary goal is to keep scholars in the classroom so that they can maintain learning. Therefore, the dean will have a restorative, Get in the Game conversation with the scholar. Sometimes, the teacher will be part of these conversations. The teacher also should call the parent in the moment while the dean takes over the class. If a scholar needs to be removed from class for egregious behavior, the focus while in the Dean's office is: 1. To have an opportunity for scholar reflection (written and verbal) 2. To practice the desired, appropriate, or preferable behavior 3. To re-invest scholars in their learning 4. To prepare an apology for the teacher/class following their egregious behavior 5. To call his or her parent and communicate his or actions 6. To be notified of consequences that will ensue for demonstrating the egregious behavior *Dean Removal is the last resort in managing scholar misbehavior. Teachers should consistently use the Behavior Management Cycle to manage behavior in the classroom, keeping scholars in the classroom.

	Adult Mindset	Incentives	Feedback System	Removal and Re-Entry
Bushwick MS	Scholars who consistently meet our high expectations will earn increased privileges and independence through a tiered system. This system will create tiers that will reset periodically and offer increasing rewards to scholars based on their scholar dollar averages. The system will feature four tiers: "Gold" (100+) "Silver" (85 – 100) "Bronze" (60 – 85) "Not Yet" (Below 60)	All of our expectations and their corresponding consequences align to one of our major core values: **Care, Discipline, Zest, and Integrity.** Accolades: 10 scholar dollars Care: Consistently treating others with courtesy and empathy, going out of one's way to treat others well Teamwork, Integrity, Zest, Discipline, Grit, Achievement, **Eloquence**, Gratitude	Deduction are tied to core values: *-3 SD*	By sending students who are disrespectful out of the classroom we are sending a message to students that the classroom is a sacred space. At AF Bushwick Middle School the only thing that occurs in the classroom is learning—any students not ready to learn have not earned their place in one of our classrooms. **That said, ultimately a send-out reflects a failure on the part of teacher to proactively address misbehavior before it escalated to the point of egregious disruption or disrespect.** Thus, teachers must conference with scholars that are sent-out to repair their relationship and reset the scholar before the next day.

Below the four-tier list (Adult Mindset):

	Gold	Silver	Bronze
Free Seating at Lunch	X		
Agenda not required for bathroom usage	X		
Sneakers on Friday	X		
Jeans on Friday	X	X	
College or AF T-Shirt on Friday	X	X	X
Eligible for Random Reward Days	X	X	X
Invited to school-wide events	X	X	X

Incentives (continued):

While we hope that each of the tiers of privileges motivate scholars to work harder in order to attain increased independence, we recognize that the system will not be motivating for 100% of scholars. In fact, it will likely not serve the bottom 10% well at all. Unfortunately, this is a trade-off we are willing to make. We believe that system will work best for the majority of scholars at our school, i.e. the majority that strives to meet our high expectations

Feedback System, *-3 SD*:

D1	*Talking out of turn (in class)*
D2	*Talking out of turn (out of class)*
D3	*Talking during transition*
D4	*Calling out*
D5	*Disruptive/inappropriate noises*
D6	*Drawing on self*
D7	*Unprepared for class (materials)*

-10 SD, automatic detention

Care	*Disrespect to Adult*
Care	*Disrespect to Peer(s)*
Care	*Vandalism*
Discipline	*Inappropriate Reaction*
Discipline	*Horseplay*
Discipline	*Gum/Candy/Soda*
Integrity	*Seeking Different Answer*
Integrity	*Misleading During HW Check*

Removal and Re-Entry (continued):

Relationship building: When a scholar is sent out of class, he or she has suffered a large blow in terms of their perception of the class, their standing with their peers, and their relationship with the teacher. Teachers must work to follow up with scholars effectively after send-outs to repair this relationship.

Crown Heights MS	Adult Alignment: All teachers at AFCHMS fully agree with the following statements: • I believe that my kids WANT to behave and work hard. • I believe that whether or not my kids behave or work hard is in my control. • 5th graders can follow directions, even when _____.		Scholar Engagement: AFCHMS will create classrooms that draw students in, so that they do not want to leave. Teachers build a class culture where the joy comes directly from rigorous learning. Students embrace the challenge of pushing themselves and do not shy away from moments where they are taking risks. In addition, all students are clear on exactly what behaviors lead to time away from the classroom (at least 4-L1s, 2-L2s).	If a student is referred to the Dean, as teachers, we "look into the mirror" as the first step to problem solving. We ask: • Are my directions incredibly precise and clear to students? • Am I narrating 3 students by re-stating the direction and non-verballing before deducting? • Do my deductions restate the direction?

University Prep

The three main ways we will establish a strong school culture are to establish, teach, and maintain:

3. Impeccable expectations, routines, and procedures that reflect our high expectations.

4. Consistent positive and corrective consequences that are just and logical, and teach the mindsets, skills, and habits necessary for college success.

5. Effective approaches for teaching character throughout the day in our language, academic curriculum, and by example.

Merit System: Without consistency, discipline is unfair. With our merit system, we strive to give scholars immediate feedback on their behavior, teaching them to make productive choices and deter negative choices, and tracking the choices they make over time. In life, when you make productive choices, your level of freedom typically increases, thus increasing your level of privileges. Our merit system mimics "life"; scholars earn one of three different tiers, or status levels, based on the choices they make.

Application Process for College Ready Status:

For freshmen, 2 weeks before the end of the 3rd quarter, scholars with ≥ 120 merit point average for the last 3 consecutive weeks may apply. The application consists of:

- The application form that can be obtained from, and should be submitted to, the Dean of School Culture.

- Recommendation from 2 teachers.

- Personal statement:

The ultimate goal of the consequence system is to teach our scholars to make positive, productive choices all the time because they are intrinsically motivated to do so, rather than to acquire an explicit reward or to avoid a corrective consequence. We believe that to do so, we must:

1. Build productive scholar habits by consistently enforcing our expectations through positive incentives and corrective consequences

2. Discuss specific choices and why some choices are more productive and positive than others

3. Encourage and support scholars in setting clear goals, tracking progress towards those goals, and celebrating success

4. Tutor scholars to change ingrained unproductive habits if they need extra support

Adult mindsets continued:

We are BOTH consistent, AND differentiated. To reach our goals, our entire team must own our strengths and weakness, and learn to leverage our strengths and aggressively stretch important developing skills. We must teach scholars to do the same by ensuring extremely consistent positive and corrective consequences, but also proactively teaching scholars how to build up skills and habits. We will analyze merits and demerits as data, and use this information to inform our instruction.

The "why" must make sense. We aspire for understanding, responsibility, and excellence. Ignorance, intolerance, and inconsistency are cracks that can destroy our school culture. We use all teachable moments with humility and optimism.

Everything is earned. We earn skills, understandings, habits, privileges, responsibilities, relationships, currency, and status. We believe that outcomes are ultimately the result of experience and expertise gained through intense and sustained effort. We teach scholars this life lesson by staying extremely consistent with rewards and consequences.

Section

7

Video and Resource Bank

[Shared Resource: Logical Consequences Bank for common misbehaviors.](#)

Video: An example of the elementary removal protocol. [Providence Mayoral – Francis Giesler – Removal Protocol - 2014](#)

Video: An example of the elementary removal protocol. [Endeavor – Tommy Micah – Removal Protocol – 2014](#)

Video: an example of the secondary removal protocol.

Video: An example of the elementary re-entry protocol. [Endeavor ES - Tommy Micah – Cait Farrell – Re-Entry Protocol- 2014](#)

Video: An example of scholar skill building practice. [Amistad ES – Lacey Reynolds – Scholar Skill Building During Re-Entry – 2014](#)

Video: An example of a secondary re-entry protocol