

THE B.R.A.V.E.S. PLAN

HANDBOOK

2017-18



B.R.A.V.E.S. Plan.....Page 2

B.R.A.V.E.S. Card.....Page 3

B.R.A.V.E.S. Gold Card.....Page 5

B.R.A.V.E.S. Discipline Steps.....Page 6

B.R.A.V.E.S. Parent Up-Date Sample Letter.....Page 7
Student Response-Ability Sample Form

B.R.A.V.E.S. Parent/Student Agreement.....Page 8

THE B.R.A.V.E.S. PLAN

The *B.R.A.V.E.S Plan* is an incentive program that focuses on the students' academic, social, and behavioral efforts in our school environment. This environment consists of students, staff, and parents all working toward the same goal: achieving educational excellence.

As an acronym, the *B.R.A.V.E.S. Plan* represents:

Building
Responsibility
Attitude and
Values for
Educational
Success

The ABC's of the *B.R.A.V.E.S. Plan*:

A= Academic Achievement
B= Behavior on School Grounds/During School Hours
C= Citizenship

Commitment in these three areas will result in a positive and rewarding experience for every student in the Gladstone Junior High.

The teachers, administrators and support staff of the Gladstone Junior High feel that children are our most valuable resource. We know that our students' education is of primary importance. We also realize that students learn best in an environment that promotes positive and safe interactions. In addition, we feel that students require a logical and understandable set of rewards and consequences for their behavior.

GOALS:

1. To promote safety in our school, parking lot, school grounds.
2. To make students aware that we are each responsible for our own actions.
3. To ensure that all people are to be treated with courtesy and respect.
4. To provide a positive atmosphere that establishes an effective learning environment.

STUDENT EXPECTATIONS:

1. Respond to any school personnel requests, respectfully and cooperatively.
2. Respect other's rights and property.
3. Actions must be safe for yourself and others.

THE B.R.A.V.E.S. CARD

A sample card is shown here:

This card serves as a student's ticket to attend incentives that will be offered every 4 1/2 weeks. Every student is invited to attend incentives when they model good behavior during that time period. Incentives are theirs to lose, depending upon the choices they make. The B.R.A.V.E.S card provides our Gladstone Junior High staff with a systematic way to reward expected behavior while applying discipline with dignity for unwanted behaviors.

What is it?

The **B.R.A.V.E.S. Card** is a monitoring system used for **out of classroom behavior**.

****Exception: The B.R.A.V.E.S. Card is a tool that will be used by *substitute* teachers for classroom behavior in the absence of the regular education teacher.**

Where is it used?

The plan will be used to monitor student behaviors in the hallway, cafeteria, parking lot, assemblies, and other school-day activities. In the event of a teacher's absence, substitute teachers will use the card as a means to respond to classroom behavior.

It is the responsibility of each student to carry his/her **B.R.A.V.E.S. card** while on school grounds.

When will it be used?

A new **B.R.A.V.E.S. card** will be issued every 4½ weeks by the student's homeroom teacher and the previous card will be collected. Thus, a student has an opportunity to start fresh, with no infractions, every 4½ weeks.

How will it be used?

Any staff member who notices an inappropriate behavior will give the student an infraction on the student's card, citing the date, location (hallway, cafeteria, etc.) and the type of offense committed (i.e. incomplete homework, tardiness, running, pushing, inappropriate language, etc.). Staff will also initial the card.

How is attendance addressed with the B.R.A.V.E.S. card?

Tardiness: If a student is tardy to class, he/she will be issued an infraction for each tardy earned. A student is tardy if they are late 10 minutes or less and absent from that period if they are 11 minutes or later to class per DSISD Truancy Policy.

What happens if a student receives less than 10 infractions?

At the end of a 4½ week period, students with less than 10 infractions will remain eligible for the scheduled small incentive. At the end of a 9-week cycle/marking period, students with less than 15 infractions in either 4½ week period will be eligible to participate in the large incentive.

What happens if the student receives 5 infractions (in 4½ wks)?

If a student receives their 5th infraction in a 4½ week period, their homeroom teacher will notify the office, collect the card, and issue the student a new card. The office will schedule a 1 hr. after school detention/tutoring for that student.

When will a parent be notified of their son/daughter's infractions?

After a student is issued a fifth infraction, an after school detention/tutoring will be scheduled. At that time, parents will be notified. Parents will be notified at every interval when an accumulation of infractions results in disciplinary action as show on the table on page 5.

What happens if the student receives 10 or more infractions (in 4½ wks)?

At 10 infractions, in addition to receiving another 1 hr. after school detention/tutoring, the student will lose the ability to participate in the small incentive. The student has now become ineligible to participate in the small incentive (held at the end of the first 4½ week period of each marking period). At 15 infractions, the student will lose the large incentive and will be assigned Saturday School. At 20 infractions in a 4½ week period, the student will be assigned another Saturday School and a conference will be set up with parents, teachers, and School Social Worker to develop a Behavior Plan.

What happens if the student does not have his/her B.R.A.V.E.S. card?

If a student is stopped for inappropriate behavior and does NOT have his/her **B.R.A.V.E.S. card**, an infraction will be given in addition to the original misconduct infraction earned, unless student can produce their card to that teacher at that time or during the next break without leaving class or interrupting instructional time.

What happens if the student loses his/her B.R.A.V.E.S. card?

The student will earn 2 infractions for a lost card. However, if the student finds the card by homeroom the next day and returns it to the homeroom teacher, he/she may be given a rebate of one infraction. If the student does not find his/her old card by the **next day**, the homeroom teacher will issue a new card.

THE B.R.A.V.E.S. GOLD CARD

A sample card is shown here:

Recognition of exemplary student achievement in areas of attendance and behavior will be highlighted each 4½ week period. Academics will be recognized each quarter (marking period). We believe that students who work hard and perpetuate a winning attitude should be acknowledged.

- ▶ **Students with 0 absences during a 4½ week period will be issued a Gold Card.**
- ▶ **Students with 0 infractions during a 4½ week period will be issued a Gold Card.**
- ▶ **Students achieving honor role status at the end of a marking period will be issued a Gold Card.**
- ▶ **Students exhibiting exceptional behavior beyond the expected norm at any time may be issued a Gold Card.**

What are some examples of how students can earn a Gold Card?

Students who demonstrate exemplary behavior (i.e. perfect attendance for 4½ weeks, no infractions for 4½ weeks, academic excellence for the marking period, or an exceptional act beyond common courtesy) will be recognized with a **Gold Card**.

What can the Gold Card be used for?

Gold Cards can be used to buy items in the school store, treats/prizes in the *Gold Card store* (during incentives), or for admission to junior high dances and activities, each gold card having the value of \$1. If a student loses their **B.R.A.V.E.S. card**, a gold card may be used to get a free replacement, *one time per semester*.

Can students give an earned Gold Card to their friend?

Gold Cards may be used only by the student who earned them. They are NOT transferable to other students.

THE B.R.A.V.E.S. DISCIPLINE STEPS

Assertive discipline is a systematic approach based on rules, rewards and consequences. The role of the school is to maintain a caring and fair approach to discipline, whereby positive behavior can be taught and rewarded. Daily, the student's homeroom teacher will spend time with their students to monitor the **B.R.A.V.E.S. card** and provide assistance.

Logical and understandable consequences for inappropriate student behavior are designed in our step approach. Each step reflects behavior that has occurred within a **4½ week** time period. A student's accumulation of infractions will determine what type of disciplinary action is necessary.

Step 1: 5 infractions (in 4½ weeks)	<ul style="list-style-type: none"> • Notify office 	<ul style="list-style-type: none"> • 1 hr. after school detention/tutoring
Step 2: 10 infractions (in 4½ weeks)	<ul style="list-style-type: none"> • Notify office 	<ul style="list-style-type: none"> • Loss of small incentive • 1 hr. after school detention/tutoring
Step 3: 15 infractions (in 4½ weeks)	<ul style="list-style-type: none"> • Notify office • Letter sent home • Letter signed and returned the next day 	<ul style="list-style-type: none"> • Loss of large incentive • Saturday School
Step 4: 20 infractions (in 4½ weeks)	<ul style="list-style-type: none"> • Notify office • Conference with parents, teachers, and School Social Worker 	<ul style="list-style-type: none"> • Saturday School • Develop a Behavior Plan

Discipline Step

Teacher Action

Student Consequence

▶ **Any student receiving a suspension will be ineligible for any remaining incentives for that marking period.**

▶ **Any infractions over 20, consequences will be at principal's discretion.**

B.R.A.V.E.S. PARENT UP-DATE

Student's Name: _____

Date: _____

B.R.A.V.E.S. Teacher: _____

Dear Parent,

This letter is to inform you that your child is at:

Step 1 _____ Student has accumulated 5 infractions.
1 hr. after school detention/tutoring.

Step 2 _____ Student has accumulated 10 infractions.
Loss of small incentive and 1 hr. after school detention/tutoring.

Date of Detention: _____

Step 3 _____ Student has accumulated 15 infractions.
Loss of large incentive and Saturday School.

Date of Detention: _____

Step 4 _____ Student has accumulated 20 infractions.
Saturday school and conference with administrator, teachers, parents, and School Social Worker to develop an Individual Behavior Plan.

Improvement is needed in these areas:

Please sign and return this letter with your child tomorrow. If you have any questions, please contact Dave Ballard, Principal at 789-8405. Your support is greatly appreciated!

Sincerely,

Dave Ballard, Principal
Matt Houle, Director of Student Services

Parent Signature

Date

Please sign & return this page to your
child's home-room teacher

**THE GLADSTONE JUNIOR HIGH
HANDBOOK & B.R.A.V.E.S. PLAN**

Building
Responsibility
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Parents, teachers, and administrators work in partnership together to reflect a combined commitment to the **Student Handbook and B.R.A.V.E.S. Plan**.

We have reviewed the **Student Handbook and B.R.A.V.E.S. Plan** and will strive to uphold it.

Signature of Student

Date

Signature of Parent

Date