



Ignite Entrepreneurship Academy
Comprehensive Student and Classroom
Management Plan

Plan Overview: Ignite Entrepreneurship Academy's Comprehensive Student and Classroom Management Plan was developed to help all students develop positive relationships with other students and adults, take responsibility for their actions and learning, and develop the self-discipline necessary to create an environment that promotes physical and emotional safety for all students. The school will foster a school and community-wide expectation of good citizenship for students and a sense of responsibility in the school community for rules and standards of behavior.

IEA Firebird Code (see exhibit A): We believe that all students should be held to high behavioral expectations at all times and in all areas of the school. As such, IEA has adopted a school-wide behavior code that is taught explicitly and frequently by all classroom teachers, support staff, and the administration. The comprehensive student and classroom management plan aligns to the expectations set forth in the Firebird Code.

Beliefs and Expectations

IEA's beliefs and expectations encourage a positive and inviting culture for dealing with student behavior issues.

Expectations:

- Students will show respect for other students
- Students will show respect for adults
- Adults will show respect for students
- Students will develop self-discipline

Procedural Philosophy

1. IEA recognizes that establishing a procedural philosophy consistent with the desired positive school environment is as important as following legal and due process procedures.

When students are involved in conflicts with other students they will:

- work together to resolve the conflict
- work to repair the relationship and build trust



Ignite Entrepreneurship Academy
Comprehensive Student and Classroom
Management Plan

- be subject to additional consequences if they exhibit unsafe behaviors during the conflict

When students are involved in a conflict with or feel they have been treated unfairly by a member of the staff of a volunteer, they will:

- Report their feelings to their parent(s) or to the administrator or counselor, who will work together to set up a conference with the student, the parent, the Director, and the adult involved in order to resolve the conflict and mend the relationship.

When students flagrantly disregard the safety of others, show blatant disrespect to others, or consistently behave in a disrespectful or unsafe way:

- The student will be subjected to consequences and behavior intervention supports to ensure that the student will make better choices in the future. Consequences might include:
 - Implementation and management of a behavioral plan
 - In-School Suspension
 - Out of School Suspension
 - Expulsion
 - Restitution
 - Repayment for damages
- The student may be provided an opportunity to work to earn back the trust of the school community by actions such as:
 - Genuine apology to injured or affected parties
 - Community service for the good of the whole
 - Demonstration of appropriate behaviors following the incident
 - Repair or replace damaged items

Due process to protect the rights of students will include:

- All students will be treated with dignity and respect as they go through correction procedures. Teachers and the administration will see to it that students' rights are protected through the process.
- Parents will be notified when students are involved in situations that are deemed to be serious.



Ignite Entrepreneurship Academy
Comprehensive Student and Classroom
Management Plan

- Parents and students will be notified of the expectations, possible consequences, and the procedures involved in the Comprehensive Student and Classroom Management Plan at the beginning of each school year through its publication in the Ignite Family Handbook and the completed Parent Signature Assurance Form that accompanies it and ensures receipt and review of said handbook.

Parental involvement and collaboration with appropriate school personnel to foster positive behavior and growth.

- Acquiring the knowledge, skills, and patience to raise healthy happy and well-adjusted children is an on-going process that requires a tremendous amount of effort, time and diligence. Several resources are available and parents are expected to take proactive responsibility in this area.
- The school has a small library of helpful books that can be checked out by the parents. IEA can provide a recommended resource list that covers resilience, growth mindset, positive behavior intervention, etc.
- Parent/Teacher discussions may be scheduled with the child's teacher to exchange ideas and strategies for specific behavioral issues that may be impacting the student or family. Administrators are also available to discuss educational and behavior issues.
- Parents are encouraged to visit the schools regularly and are expected to be actively involved in the behavior support processes designed to promote positive choices and behavior.

Safe School Environment

1. It is IEA's policy to promote a safe and orderly school environment for all students and employees. Accordingly, IEA holds all students, employees, and other adults to the highest standards of behavior in the classroom, on school grounds, and during school-sponsored activities.
2. Disruptive behavior or criminal acts will not be tolerated, and any individual who engages in such activity will be subject to disciplinary action, criminal prosecution, or both.

Discrimination Prohibited

1. It is IEA's policy to provide equal educational and employment opportunity for all individuals. Therefore, IEA prohibits all discrimination on the basis of race, color, religion, sex, age, national origin, disability, or veteran status.
2. Complaints of discrimination or unfair application of this policy should be submitted pursuant to IEA's Grievance Policy.



Ignite Entrepreneurship Academy
Comprehensive Student and Classroom
Management Plan

School-Wide Procedures for Addressing Disruptive Student Behavior

1. An administrator, teacher or counselor designated by the Director will work with students who engage in disruptive behaviors according to the procedures identified below, in an attempt to help the student's behavior to improve and to prevent problems from escalating.
2. Incidents of disruptive student behavior and attempts to resolve behavior issues will be documented.
3. Level 1- Verbal Warning. Level one behavioral problems encompass minor mis-behaviors which require only a verbal warning or discussion between the student and the teacher. Depending upon the severity of the misbehavior, the teacher may decide to contact the parent(s) and discuss the concern with them as well as with the child.
4. Level 2- Loss of Privileges. At the teacher's discretion, if the misbehavior continues after a verbal warning/informal conference, the teacher may enforce a loss of privileges. Common loss of privileges include, but are not limited to: loss of recess time, change of seat assignments, or exclusion from a portion of a class activity. The teacher shall discuss with the child and inform the parent of the concern and loss of privilege. The teacher will document on the loss of privileges and the report will be maintained in the student's citizenship record.
5. Level 3- Incident Report. If the misbehavior continues after a loss of privileges, the teacher will complete a Behavioral Referral form. The form will report the nature of the misbehavior as well as the corrective actions that were previously taken by the teacher. The teacher will submit the Behavior Referral Form to the administration for further action and notify the parent of the incident and the referral before the end of the school day, preferably as soon as the incident occurs. Incident Reports may be maintained in the student's citizenship record and/or permanent record.
 - a. Upon receipt of a behavior referral regarding a student, an administrator will investigate the incident to determine the level of infraction and the appropriate consequences for the child's actions.
 - b. The administrator will document the incident in the student's record and notify the parent of the incident and the resulting action taken.
6. If the student in question has repeatedly been referred to administration for behavior, the administrator will conference with the student, teacher, and parents to create, implement and monitor a student behavior plan.
 - a. Student behavior plans are created by a team consisting of the student, parents, classroom teacher, counselor, and an administrator.
 - b. During the development of the behavior plan, the team will discuss resources available to the student to promote positive behaviors, including but not limited to peer groups to develop friendships, "Stress-Busters" group to develop strategies for promoting positive stress management, identification of a "safe zone" for a student to de-escalate and redirect as needed, etc.



Ignite Entrepreneurship Academy
Comprehensive Student and Classroom
Management Plan

- c. The implementation of a behavior plan includes frequent monitoring of the student and data collection to determine effectiveness of strategies implemented. Observations of the student during class or during peer interaction will provide qualitative data. Clear and frequent communication with the parent(s) will also be necessary.
7. The exception to the above progression is the commission of a serious offense that may result in mandatory suspension, expulsion, and/or the involvement of law enforcement. The Director may exercise his/her personal judgment in the review of individual discipline incidents.

School-Wide Promotion of Positive Behavior Supports/Rewards

1. The School Culture and Climate Committee was developed for the express purpose of finding ways to promote and recognize positive behavior that exemplifies the characteristics contained within the Firebird Code.
2. The School Climate and Culture Committee works directly with student leadership groups to manage the Firebird School Store. Students are able to earn “Sky Bucks” from teachers, administrators, and other school staff by demonstrating the positive behavioral expectations promoted throughout the school.
3. Students who earn “Sky Bucks” are able to visit the school store monthly to spend their bucks on incentives.
4. The School Climate and Culture Committee is also charged with the responsibility of disseminating a monthly stakeholder survey to parents, teachers, and students with regards to categories including overall school satisfaction, safety, support, peer-to-peer interactions, communication from the school and support and encouragement from adults at Ignite.
5. Survey results are collected and analyzed by the committee and our action plan is modified accordingly to continue the promotion and sustainability of positive behavior and intervention supports.

Professional Development

1. IEA believes that teachers need continuous professional development that will prepare them to meet the social, emotional, and academic needs of their students.
2. The Director shall set aside professional development funds and provide opportunities for classroom teachers and support staff to be trained in research-based strategies and methodologies that promote strong classroom management. Topics for these opportunities may include, but are not limited to, emotion coaching, growth mindset, trauma-informed schools, etc.



Ignite Entrepreneurship Academy
Comprehensive Student and Classroom
Management Plan

3. Teachers may also propose participation in any other professional development opportunities they feel will support this effort by completing an educational leave request and submitting it to the Director for review and approval.

Parental Responsibility

1. We believe that parents are key stakeholders in the development and sustainability of positive behavior supports at Ignite. Parent representatives serve on the School Culture and Climate Committee.
2. Each term, a parent night is held that provides resources and additional support to parents in the promotion of encouraging positive behavior, developing healthy and uplifting peer-to-peer relationships, and strengthening the school community.

Alternatives to Suspension, Expulsion, or Change of Placement for Frequent or Flagrant Disruptive Behaviors

1. A continuum of intervention strategies shall be available to those students whose behavior in school repeatedly falls short of reasonable expectations. Prior to suspending a student for more than ten (10) days or expelling a student for repeated acts of willful disobedience, defiance of authority, or disruptive behavior which are not so extreme or violate that immediate removal is warranted, good faith efforts shall be made to implement a remedial discipline plan to allow the student to remain in school.
2. Before referring the student for long-term suspension, expulsion or change of placement, IEA staff should demonstrate that they have attempted some or all of the following interventions:
 - a. Conference with the student;
 - b. Class schedule adjustment;
 - c. Phone contact with the parent or guardian;
 - d. Informal parent/student conferences;
 - e. Behavioral contracts;
 - f. After school make-up time;
 - g. Short term in-school suspension (ISS);



Ignite Entrepreneurship Academy
Comprehensive Student and Classroom
Management Plan

- h. Short term at-home, out-of-school suspension (OSS)
 - i. Appropriate evaluation;
- 3. In the event that a child is required to serve detention as a consequence for negative or disruptive behavior, parents will be given reasonable notification of this prior to the detention. Efforts will be made to do this during the school day, during recess or lunch. If lunch detention is required, it will be in a quiet, isolated location, while the student is still provided with the opportunity to eat lunch.
- 4. Upon a student's return from an OSS, the student and parent will meet with an administrator to complete a re-entry conference to discuss positive strategies and an action plan to promote future behavioral success at Ignite.



EXHIBIT A

THE FIREBIRD CODE



Firebirds are **SOARING**

<u>Classroom</u>	<u>Hallways</u>	<u>Cafeteria</u>	<u>Recess</u>	<u>Specialties</u>	<u>Restroom</u>	<u>Special Events</u>
We show GRIT <ul style="list-style-type: none"> • Never give up • Stay on task • Learn from Mistakes 	We show SELF-CONTROL <ul style="list-style-type: none"> • Use quiet voices • Keep hands to self • Use walking feet 	We show SELF-CONTROL <ul style="list-style-type: none"> • Soft voices • Hands to self • Quiet feet • Walk, don't run • Stay seated until dismissed 	We show SELF-CONTROL <ul style="list-style-type: none"> • Use kind language • No aggressive play 	We show GRIT <ul style="list-style-type: none"> • Never give up • Stay on task • Learn from Mistakes/Beautiful oops! 	We show RESPECT <ul style="list-style-type: none"> • Use what we need • Clean up 	We show RESPECT <ul style="list-style-type: none"> • Clap when appropriate • Silent when appropriate • Ask questions when appropriate
We are ACCEPTING <ul style="list-style-type: none"> • Being supportive • Being Inclusive 	We are ON-TASK <ul style="list-style-type: none"> • Be purposeful • Be accountable 	We are RESPECTFUL <ul style="list-style-type: none"> • Clean up after yourself • Help others 	We are RESPECTFUL <ul style="list-style-type: none"> • Take turns • Care for Equipment and others 	We are ACCEPTING <ul style="list-style-type: none"> • Being supportive • Being Inclusive 	We show SELF-CONTROL <ul style="list-style-type: none"> • Respect privacy • Quiet voices 	We are ON-TASK <ul style="list-style-type: none"> • Keep our bodies to ourselves • Participate quietly



Ignite Entrepreneurship Academy
Comprehensive Student and Classroom
Management Plan

<ul style="list-style-type: none"> Showing Self-Control 		<ul style="list-style-type: none"> Use manners Be proactive 	<ul style="list-style-type: none"> Follow directions from recess aides 	<ul style="list-style-type: none"> Showing Self-Control 		
<p>We are RESPECTFUL</p> <ul style="list-style-type: none"> To Self To Others To Environment 	<p>We are RESPECTFUL</p> <ul style="list-style-type: none"> Be mindful of others Listen to all teachers Respect the learning of others 	<p>We show GRIT</p> <ul style="list-style-type: none"> If we have time to learn, we help clean! 	<p>We are ACCEPTING</p> <ul style="list-style-type: none"> Make new friends Include others Stand up for others 	<p>We are RESPECTFUL</p> <ul style="list-style-type: none"> To Self To Others To Environment 	<p>We TAKE NOTICE</p> <ul style="list-style-type: none"> Respect class time See something, say something 	<p>We are INNOVATIVE</p> <ul style="list-style-type: none"> Open to new experiences Try it Listen
<p>We are INNOVATIVE</p> <ul style="list-style-type: none"> 21st century learners Creative Collaborative Cooperative 	<p>We TAKE NOTICE</p> <ul style="list-style-type: none"> See something, say something 	<p>We TAKE NOTICE</p> <ul style="list-style-type: none"> Include others Accept others Lend a helping hand 		<p>We are INNOVATIVE</p> <ul style="list-style-type: none"> 21st century learners Creative Collaborative Cooperative 		