

NFMAA

Restorative / Discipline Handbook



2022-2023

At NFMAA we believe that every child deserves the opportunity to grow academically, socially, emotionally, and behaviorally. Through our positive programs we are able to reach every child's needs in an educational way. Below are the different programs we promote at NFMAA on a daily basis to ensure every child is growing and progressing every day. Each of the 3 components listed below all have a common theme; changing behaviors.

Growth Mindset: Students with a fixed mindset believe that their intelligence and talent are innate traits that don't change. For example, they might say "I just can't learn math." These students typically worry about not looking smart, get upset by mistakes, and give up sooner on tough tasks. Students with a growth mindset believe that ability can change as a result of effort, perseverance, and practice. You might hear them say, "Math is hard, but if I keep trying, I can get better at it." Students with a growth mindset see mistakes as ways to learn, embrace challenges, and persist in the face of setbacks. High-performing students and low-performing students may have either mindset. **Studies show students with a growth mindset:**

- Are more motivated and engaged, even when work is challenging
- Are more likely to review or revise their work
- Score better on math and verbal standardized tests
- Fail fewer classes and have higher GPAs
- Are more likely to persist in high school and college

PBS: Positive Behavior Support is a proactive approach that our school uses to improve school safety and promote positive behavior. The focus of this model is on prevention as opposed to punishment. Schools that use positive behavior supports don't ignore problem behavior, but punishing it is not the focus; instead, the focus is on teaching expectations, preventing problems, and using logical consequences. NFMAA teachers look for appropriate consequences that are effective in changing the student's behavior, not just in the moment, but in the future as well.

Restorative Practices: Restorative Practices, also known as alternative to discipline, are practices we put in place during every period of our school day. We believe we must teach our students how to behavior, how to be accountable for our actions, replacement behaviors, and to be productive citizens. In order for change to take place we need to establish relationships with our students, so they are accepting to our feedback. Madeline Hunter said it best, “Kids don’t care how much you know until they know how much you care.” In order for us to reach our students we need to focus on them as human beings first and build that relationship, so they trust us when working through restorative sessions.



Alternative Discipline

What Alternative Discipline is not

“A student struggling to read is not sent home and expected to return reading fluently, so why is it that a student struggling to behave is sent home and expected to return behaving decently?”

Alternative Discipline is not stopping the suspension of students in order to meet a school or district behavior data quota.

It is using other means of discipline to help students learn from their behaviors rather than sending them home as the first response.

Alternative Discipline is not ignoring the stakeholders who have been affected by the student's behavior.

It is working with the stakeholders to help restore what has been damaged and work together to help the student change his or her behavior.

Alternative Discipline is not assigning the same discipline for every situation without knowing the reason for the misbehavior.

It is taking the time to learn what triggered the behavior in the first place.

Alternative Discipline is not a school that does not have effective behavior systems (foundations) in place to support responding to discipline in this fashion.

It is how discipline is handled in a school that has systems of behavioral supports in place for school-wide, targeted/at-risk groups, and individualized students (special education and general education).

Alternative Discipline is not assigned without consistent implementation and follow through.

It is a method of delivery that requires the administrator and stakeholders to work together and ensure all components of the alternative discipline are put into place and implemented with fidelity.

Alternative Discipline is not easy to do.

It is time intensive and requires a belief system in the leader(s) of the school and/or district to create a culture that supports working with students in this fashion.

***"Don't Suspend Me! An Alternative Discipline Toolkit – written by Jessica Hannigan / John Hannigan*

Things To Think About

When it comes to behavior, do we believe that every student can and will behave? Do we exhaust every resource and provide every strategy to support a student in his/her behavior, or do we use suspension as our only means to “teach” a student how to behave?

Over 20 years of research on discipline approaches, researchers found that OSS and zero-tolerance approaches to discipline do not reduce or prevent misbehavior and correlates to lower achievement levels.

Do any of these messages sound familiar?

- “I had to make an example out of him.”
- “I don't have time to do it any other way.”
- “I want my teachers to feel supportive.”
- “We need to inconvenience the parents.”
- “We need a break from this student.”
- “Why not just suspend?”

Alternative discipline does not mean don't suspend...the message is this student is returning to our school regardless, so what are we doing to teach and ensure these behaviors are not repeating on our campus?

Alternative Discipline involves three components:

- Restorative: provide opportunities for the student to restore relationships between themselves and stakeholders they have affected due to their behavior (apology, student contracts, etc.)

- Reflective: provide opportunities for students to reflect about the decisions they made that led to the discipline (reflection sheet, role-playing, interviews, etc.)
- Instructional: provide teaching opportunities for students that target the function of the behavior and help them learn the skills needed to not engage in such behaviors again (behavior lessons, social skills, teaching opportunities, behavior exams, etc.)

Discipline is helping a child solve a problem. Punishment is making a child suffer for having a problem. To raise problem solvers, focus on solutions, not retribution.

RESTORATIVE PRACTICES

At NFMAA we will be incorporating many different types of restorative practices that will deal with students' negative behaviors, social and emotional struggles, and academics all in a positive manner. Below are different practices that students may participate in during the school year if staff feel it is necessary.

Restorative Center: The restorative center is a place that students may be assigned to attend for a timeout, break, or cool down period. The center is a place where students will be talking through their behaviors, better choices, and managing emotions. Depending on the reason for attending the center the student may participate in one of the following practices: reflective, restorative, instructional.

Morning Social Groups: Our morning groups will be a time where students that are struggling socially may participate in activities to better help them understand themselves and others around them. These groups will be permission slip based and agreed upon by parents.

The Zone: When a student has reached the level of an ISS (in school suspension) or an OSS (out of school suspension) they will be attending The Zone. Students will attend *The Zone* a 1/2 day to discuss behaviors, replacement behaviors, and all 3 areas of restorative (instructional, reflective, restorative). This will keep our kids in school learning about their behaviors and teaching them how to better themselves. We will also take time during the session to review grades and credits, so they can understand how their behaviors affect their educational progress. We will have *The Zone* one day a week 8:00 - 11:00, attendance notice to parents (sample in the appendix), and we will track behaviors going forward.

[Restorative Circles: Creating a Safe Environment for Students to Reflect](#) – link showing The Zone in action

Community Circle: Our students come to school with many issues on their minds, and in their hearts. As educators, we can help them process their thoughts and feelings so they can better handle their situations and be more present in class. Restorative Circles are a useful practice to do just that. While frequently used to replace punitive forms of discipline, restorative circles are equally important in proactively building the relationship and skills students need to support one another and collectively address the challenge(s) they face. Restorative circles are most effective when they're an integral part of school culture. After all, you can't "restore" a community that you haven't built or sustained.

<https://www.youtube.com/watch?v=1fuLSU3bE-w> (elementary example)

<https://www.youtube.com/watch?v=qTr4v0eYigM> (dialogue circle example)

<https://www.youtube.com/watch?v=RdKhcQrLD1w> (secondary example)

Attendance Contracts: We have found that many of our students are tardy to their classes, so we have created an attendance plan for those students that are having difficulty getting to class on time (plan is found in the appendix section of the handbook). When kids are held accountable, they are taking ownership and beginning to improve on their actions. We have seen positive behaviors come out of this plan.

Red Zone: At NFMAA we utilize the Zones of Regulation program that teaches our students to de-escalate their emotions/behaviors and how to recognize when they need time to “release” what is going on inside. Our Red Zone is a room they can go to in order to work through their emotions/behaviors in a proactive manner, talk with the adult, and then be able to re-enter the classroom. We introduce the Zones of Regulation with the movie “Inside Out” that also utilize the color system of blue, yellow, green, and red. (examples are located in the appendix section of the handbook)

GROWTH MINDSET

At NFMAA we strongly believe that developing the right mindset early on is crucial in the success in academics and behaviors. When students learn putting forth effort and using the right strategies and techniques can help them get better at things, they feel empowered, and in return try harder. When they know their brains are capable of growing, they are more confident, resilient, and not afraid of failing.

Students who demonstrate a growth mindset believe their abilities develop over time, tend to seek out opportunities to gain new knowledge and will not typically shy away from a challenge. Students who demonstrate a fixed mindset is the belief that intelligence and talents are static, leading students to believe that their potential for success is based on whether they currently possess the required abilities. They tend to give up when things get hard, shy away from challenges, see a mistake as a failure, or approach success differently to their classmates with a growth mindset.

DEVELOPING A **GROWTH MINDSET**



INSTEAD OF.....	TRY THINKING....
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them

At NFMAA we will use growth mindset clip charts in all K-5 classrooms; which is holding them accountable for their behaviors in a positive manner (sample is located in the appendix of the handbook). Teachers will be utilizing a monthly growth mindset calendar that will be sent home daily as our form of communication regarding their behavior. These calendars will align to the clip chart used within the classrooms.

NFMAA K-8 has monthly growth mindset themes that will be taught through lessons in the classroom. At the conclusion of each month teachers will nominate a student that has shown an understanding of the theme as well as exhibited that growth mindset in the classroom. Students will receive a certificate from administration for their accomplishment.

- September: "Everyone Can Learn"
- October: "My Brain Is A Muscle"
- November: "I Am Valued in My Community"
- December: "I Love A Challenge"
- January: "I Can Accept Feedback"
- February: "I Have A Plan and Goal"
- March: "OK to Make Mistakes"
- April: "The Power Of yet"
- May: "I Can Do Anything"

Positive Behavior Supports (PBS)

Positive behavior strategies are evidence-based, proactive approaches to changing challenging student behavior. Positive behavior strategies encourage you to see **behavior as a form of communication**. Every behavior sends a message about what a student needs. Some messages are easy to read. Some need more deciphering. We need to remember that every student has a “story” and that will lead to understanding their behavioral choices. Once we understand their behavioral message we can then begin to better support our students. Knowing the “why” helps us respond more effectively and to begin teaching them new behaviors.

When we begin to implement positive behavioral strategies, this will also enable us to build trusting relationships between teachers, students, and families. We will begin to shift our thinking from focusing on “fixing” students to better understanding students and their behavioral choices. When we build positive relationships with our students we can then work together to understand when and under what circumstances a behavior occurs.

Positive behavior strategies help to teach and reinforce new skills that are acceptable in the classroom, anywhere on campus, and at home.

As educators and parents, we know that challenging behaviors can happen for many reasons. Students may lack the language or communication skills to express what they need, or the behavior could be a way to avoid a difficult situation or task. Some students behave in negative ways to get attention or to get what they want. In other cases, some students may be reacting to an environment that isn't supporting their learning. It is our job to determine the reason for the behaviors, help teach replacement behaviors, and have all students be successful.

Below is a chart to help educators and families on where to start when implementing positive behavior supports:

Practices to support positive behavior	How to get started
Create a classroom layout that supports students.	<ul style="list-style-type: none"> • Provide flexible spaces like a reading corner to support different types of learning. • Position furniture to ensure smooth transitions. • Organize materials in safe and accessible ways. • Seat students near peers who model appropriate behavior and who can ignore inappropriate behavior. • Seat students near you so you can use strategies like active supervision and <u>pre-correction</u>.
Post and define positive behavior expectations.	<ul style="list-style-type: none"> • With your students, co-create classroom expectations that are observable, measurable, positive, and understandable. • Limit expectations to three to five statements.
<u>Explicitly teach</u> behavior expectations.	<ul style="list-style-type: none"> • Plan, teach, and practice expected behaviors. • Plan, teach, and practice routines and procedures. • Reinforce and re-teach routines, procedures, and expectations throughout the year. • Establish ways to monitor your classroom and frequently check in with students.

<p>Have systems to respond to behavior.</p>	<ul style="list-style-type: none"> • Acknowledge positive behavior when you see it. <u>Research</u> suggests making five positive comments for every correction. • Provide rewards (when appropriate) for demonstrating positive behavior. • Collect data to look at the causes of inappropriate behavior. • Collaborate with specialists to use data to create supports for individual students. • Explicitly teach and reinforce new skills aligned to appropriate behavior. • Set competence anchors for students.
<p>Partner with families.</p>	<ul style="list-style-type: none"> • Gather information about students from families and caregivers. • Engage the family when a student demonstrates challenging behavior. • Follow up with families to share when a student is demonstrating positive behavior.

Knowing that behavior expectations are different at home then they are in the classroom it is crucial to communicate with families what is expected in your classroom and on campus. Our NFMAA Restorative / Behavioral handbook is a way for our families to understand the language we use when teaching our behavior expectations on campus, so they can infuse that language at home. A great resource for teachers and families to utilize for intervention ideas for particular behaviors is www.PBISWORLD.com

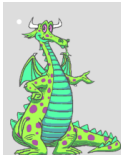
ARTS the Dragon is part of our positive behavior support program at NFMAA. When our students go above and beyond what *ARTS the Dragon* expects they can earn Dragon Diamonds that are placed in their FOCUS account. We have a Dragon Store where our students can shop on assigned days from 7:30 – 7:55 to trade in their diamonds for merchandise or privileges. The shopping schedule is:

- Monday: First Grade / Sixth Grade
- Tuesday: Second Grade / Kindergarten (second semester)
- Wednesday: Third Grade / Seventh Grade

Thursday: Fourth Grade

Friday: Fifth Grade / Eighth Grade

**Kindergarten has a cart that comes to their rooms for first semester



School Expectations

Act Responsibly

Respect Self and Others

Think Teamwork

Stay Safe

Our positive behavior expectations presentation is taught to all students during the first week of school. These expectations review all areas on our campus (a copy of the presentation is located in the appendix of the handbook). It is important that families understand our school-wide expectations, so they can have conversations with their child at home while using the same language we use at school.

FOCUS and DISCIPLINE

As educators we know that building relationships with our students is key to success. When we have those relationships, we are able to work with our students together to work on replacement behaviors and making better decisions while on campus. We also know that having a partnership with our families is key to creating that successful student. Having open lines of communication is one way we are able to work together with families. We encourage our families to also reach out to teachers when they have questions regarding their child's behavioral choices as a way of being proactive. Our teachers will document all calls and student conferences in the students FOCUS account to ensure parents are aware of steps we are taking to assist with the success of their child.

We will always follow the Lee County School District code of conduct when we have to deliver a consequence for a poor behavior choice. When a student

displays a behavior that does not warrant a referral, per the code of conduct, that will be logged in FOCUS as a "minor infraction." The NFMAA discipline team will monitor all minor infractions and determine if an intervention needs to be in place to help the student make better choices.

Teachers will adhere to the following guidelines pertaining to discipline: (these steps are the minimum to be completed)

1st minor infraction: warning

2nd minor infraction: parent phone call home (contact must be made)

3rd minor infraction: parent conference

- Teacher will arrange via zoom or in person
- Teacher will invite ESE Caseload manager if student has an IEP
- Teacher has the option to invite Behavior Specialist, MTSS Specialist, guidance counselor, other teachers on student's schedule

4th minor infraction: time out /scheduled in the Restorative Center

5th minor infraction: Saturday School / 8:00 - 12:00

6th minor infraction: student will attend The Zone

7^h infraction: referral will be created in FOCUS

** if the behavior is a level III per the code of conduct that will be an automatic referral and a consequence will be provided

We will create data tracking sheets for our students that have an IEP that addresses behavior goals. This will enable us to better track behaviors and address any changes that need to take place on the IEP. All stakeholders that have interactions with the students will be made aware of their accommodations and work in partnership with our discipline team to make any adjustments necessary.

We understand that teachers are asked to have many roles other than teaching core academics to our students, so we must work together as a team to be supportive of our classroom teachers. We need families at home to be active participants in their child's education both academically and behaviorally. We

know there are behaviors that occur on a daily basis in classrooms and we encourage our staff to ask themselves two quick questions:

Can I still teach?

Can the other students still learn?

If the instructor can answer yes to both questions then that behavior is something we can address after the class has concluded (example: student has head down in class, still can teach, students can still learn, will address after class and note a student conference in FOCUS).

We encourage ALL stakeholders to take the time to review the Lee County Student Code of Conduct to have a better understanding of the discipline process and ask questions for any clarification. We strive to keep academics and discipline separate when we are discussing referrals in FOCUS.

**link to district code of conduct:

Cell Phones: Per the School District of Lee County:

Students may possess cell phones and other personal electronic devices while on school grounds during regular school hours. However, they must be turned off at all times unless utilized for an approved activity and remain in their backpacks.

***person taking the phone will be making the phone calls home*

If a student displays or uses their cell phone or Airpods unless for an approved activity they will receive the following consequences:

First: warning, minor infraction in Focus

Second: minor infraction in Focus, phone taken and placed in the front office until the end of the school day

Third: minor infraction in Focus, phone taken and placed in the front office for parent to pick up (3:00 P.M)

Fourth: referral in Focus, phone taken and placed in the front office for parent pick up (3:00 P.M.) an attendance at Saturday school

Fifth: administrative hearing

Dress Code

Students at NFMAA should abide by the uniform policy specifically designed for our school. Personal appearance will not detract from the educational process. The purpose of a dress code is to encourage students to focus on the learning process without the distraction of unsuitable dress and grooming. Students will maintain a clean, orderly appearance at all times.

Per the School District of Lee County:

Failure to comply with dress code requirements and schools with uniform policies will have the following consequences:

First: *warning, minor infraction in Focus*

Second: *phone call home, minor infraction in Focus, loss of eligibility for participation in extracurricular activities for a maximum of 5 days*

Third: *phone call home, minor infraction in Focus, loss of eligibility for participation in extracurricular activities for a maximum of 30 days*

Fourth: *referral in Focus, parent notified for change of clothes, and attendance in Saturday school*

Fifth: *administrative hearing*

TOPS

- ❖ Polo style collared shirts, long or short sleeved, in plain, solid colors - red, navy, blue, white, hunter green, or gray only.
- ❖ NFMAA school logo & Arts logo Polo shirts, as well as NFMAA t-shirts, purchased from NFMAA.
- ❖ Club and activity shirts may only be worn on Friday's, must be purchased or received from NFMAA. **T-shirts from other schools, clubs/activities outside of school, are not permitted**
- ❖ All shirts are recommended to be tucked in at the waist during the entire school day.
- ❖ All shirts worn beneath uniform shirts must be school colors.

BOTTOMS

- ❖ Uniform pants, shorts, skirts, skorts or jumpers must be navy blue or khakis only.
- ❖ Skirts, skorts, shorts must be adequate in coverage and length - no more than 2 inches above the knee.

- ❖ All bottoms must be worn at the natural waistline and must fit properly - not overly tight or baggy. "Skinny Jean" style uniform style bottoms are not permitted. **No hip hugger or low rider styles permitted, no rolling up of shorts / pants.**
- ❖ Tights / leggings under dress and or skirt must be uniform color (white, red, navy, gray) and of solid color.
- ❖ **Following are not permitted: denim jeans (or jean-like), cargo, carpenter, painter, corduroy, spandex, yoga pants, pajama bottoms, sweatpants, jeans with holes/shreds, any pants with brads not permitted.**

SHOES

- ❖ Sneakers or other "enclosed" style shoes must be worn at all times.
- ❖ **Following are not permitted: open toed shoes, open heels, extreme heels, flip-flops, bedroom slippers, shoes with wheels, crocs, slides, or any footwear considered unsafe.**

JACKETS / COLD WEATHER WEAR

- ❖ Jackets and sweaters are permitted; however, they must be left open during school hours (red, navy blue, white, or gray preferred colors).
- ❖ All jackets and sweaters must be appropriate in length and hang at the waist. **They cannot be tied around the waist or draped over shoulders. No long trench coats or leather jackets permitted.**
- ❖ **Following are not permitted at any time: hoodies.**
- ❖ NFMAA jackets or sweatshirts purchased from school may be worn.

HEADWEAR / HAIR

- ❖ Hats, hoods, caps, bandanas, grooming combs, headgear, or sunglasses may not be worn during the school day.
- ❖ Hats or sunglasses may be worn for sun protection during outdoor PE time or other authorized outdoor activities.
- ❖ **Following are not permitted: extreme hairstyles or hair colors that are distracting or disruptive to the learning environment, mohawks, faux-hawks, shaved designs or unnatural hair colors (pink, blue, red, etc)**

MISCELLANEOUS

- ❖ Articles of clothing, jewelry, accessories (fanny packs), or adornments that could cause injury and / or a distraction (chains, bracelets, rings, chokers with or without spikes, or studs are not permitted.
- ❖ Apparel, bandanas, emblems, insignias, badges, or symbols that promote the use of alcohol, drugs, tobacco, illegal, or gang related activities are not permitted at any time while on school property.
- ❖ Adornments, either attached or pierced to exposed body parts other than ears are not permitted. Examples of prohibited adornments include, but are not limited to objects attached or pierced to the tongue, nose, eyebrows, cheeks, and/or lips.

APPENDIX

NFMAA

Student Attendance Agreement

I, _____ fully understand that I must adhere to all attendance policies of North Fort Myers Academy. The duration of this agreement shall be from August 31, 2022 (or your enrollment date at NFMAA) to June 02, 2023.

Furthermore, I fully agree to, and understand the following:

1. I will be on time for scheduled school hours (7:25am-2:10PM).
2. I will report to the main office if I arrive after 7:55 a.m. to get a tardy pass.
3. I will be prompt in my attendance and not engage in skipping during any part of the school day.
4. I will have all my teachers sign my attendance verification form for three weeks.
4. I FULLY understand that if this agreement is violated, I will be placed in the Restorative Center to complete a session.

This agreement is between the student, parent/guardian and officials of North Fort Myers Academy for the Arts.

Student Parent

Parent

Administration

Security Specialist

Date



The **ZONES** of Regulation™ Glossary

Self-regulation: The ability to achieve the preferred state of alertness for the given situation. This includes regulating one's body's needs as well as one's emotions.

The Zones: A concept used to help students learn how to self-regulate. The Zones of Regulation creates a system to categorize how the body feels and emotions into four colored Zones with which the students can easily identify.

Blue Zone: Used to describe a low state of alertness. The Blue Zone is used to describe when one feels sad, tired, sick, or bored.

Green Zone: Used to describe the ideal state of alertness. A person may be described as calm, happy, focused, or content when he or she is in the Green Zone. The student feels a strong sense of internal control when in the Green Zone.

Yellow Zone: Used to describe a heightened state of alertness. A person may be experiencing stress, frustration, anxiety, excitement, silliness, or fear when in the Yellow Zone. The student's energy is elevated yet he or she feels some sense of internal control in the Yellow Zone.

Red Zone: Used to describe an extremely heightened state of alertness. A person may be experiencing anger, rage, explosive behavior, panic, extreme grief, terror, or elation when in the Red Zone and feels a loss of control.

Toolbox: A collection of calming and alerting strategies a student can pull from depending on the present need.

Tools or strategies: Used interchangeably to refer to a calming or alerting technique that aids the student in self-regulation.

Trigger: An irritant that causes a student to become less regulated and increases the likelihood of going into the Yellow or Red Zone.

Stop, Opt, and Go: A concept used to aid students in controlling impulses and problem solving better solutions. This phrase is paired with a stoplight to provide additional cues for students.

Expected behaviors¹: Behaviors that give people around you **good or comfortable thoughts** about you.

Unexpected behaviors¹: Behaviors that give people **uncomfortable thoughts** about you.

Doer: The person or persons doing the expected or unexpected behavior in a situation.

What is the size of the problem? and Is this a Big or Little Problem?¹: Questions posed to help students measure the size of the problem they are experiencing (Big Problem, Medium Problem, or Little Problem).

Big Problems: Problems that many people share and that have no easy, quick, or pleasant solution.

Medium Problems: Problems some people share that are able to be resolved in an hour to a couple of days.

Little Problems: Problems that only affect one to two people and can be ignored or solved in a matter of minutes.

Inner critic: Used to describe negative, self-defeating thoughts.

Inner coach: Used to describe positive thoughts.

Superflex thinking²: A flexible thinking pattern in which a person is able to consider different points of view or ways to do something.

Rock Brain thinking²: A rigid thinking pattern in which a person gets stuck on an idea and has difficulty considering other options or ways to do something.

Dear Families,

Having a positive learning environment is a key factor to student success. Children need to learn how to behave in a way that maximizes their learning time. To help encourage positive behaviors, we will be using a clip chart in our class. Here it is!

 I am being a ROLE MODEL to others.
I am being KIND and thoughtful. 
 I am making GOOD choices.
I am doing my BEST to learn. 
 I can make BETTER choices.
I can IMPROVE my behavior. 
 I can TALK about my behavior.
I can accept the CONSEQUENCES for my behavior.

As you can see, this clip chart is not like others that your child may have used in the past. In our class, students will be encourage to do their best to learn, make good choices, and be kind and thoughtful. Students who are not doing their best, will be reminded that they CAN make the changes needed to turn their behavior around.

A monthly calendar will be used so that you are aware of your child's daily behavior.

Sincerely,

Dear Parent/Guardian,

Here at NFMAA we are implementing Restorative Practices to guide our students through making better choices with their behaviors and academics. One component we are proud to offer is called "The Zone" which provides students time to talk about replacement behaviors and their academics. This is a process that will enable your child the opportunity to remain on campus in place of a possible out of school suspension and / or in school suspension.

Your child has been recommended to utilize The Zone for at least 1 of the following reasons.

1. No pass policy (phone contact was made)
2. He / She has reached the referral level of the Dragon Card.

Your child will attend The Zone from 8:00 a.m. – 11:00 a.m. to complete the session. This will be in place of an In-School Suspension and / or Out of School Suspension.

Sincerely,

NFMAA Restorative Team

_____ I give my permission for my son/daughter to attend The Zone for one of the areas listed above.

_____ I do not give permission for my son/daughter to attend The Zone for one of the areas listed above and will accept attendance at Saturday school..



North Fort Myers Academy for the Arts

"Academics and Arts for life long learning in a safe and caring environment."

Outstanding Arts School-Art School Network

Arts Achieve Model School

Date: _____

To the Parent / Guardian of: _____

At NFMAA we are focusing on teaching our students appropriate ways to interact and function in school. We are implementing Restorative Discipline practices into our behavior framework. Restorative practices take incidents that might otherwise result in punishment and create opportunities for students to (1) become aware of the impact of their behavior, (2) understand the obligation to take responsibility for their actions, and (3) take steps toward making things right. This framework keeps students in school learning, rather than removing them for suspension. The goals of restorative practice is to encourage accountability and responsibility through personal reflection within a collaborative process, to create caring climates to support healthy communities in school, and the restore the relationship with those affected.

Here at NFMAA we are going to be implementing an afterschool behavior class that will be walking students through the restorative practice components: reflective, instructional, restorative. When a student reaches the afterschool behavior class on their Dragon Card they will be staying either Wednesday or Thursday until 4:30 working on the area of need. Students will be able to take the activity bus home if parents cannot pick them up. A call will be made home to parent(s) / guardian(s) informing them of the class date that their child will be attending.

We encourage you to talk with your child about the lesson they participated in during the afterschool behavior class. This lesson is ongoing and they will be checking in with an adult throughout the year to ensure positive progress.

If you have any questions please feel free to contact us at the school.

Sincerely,

NFMAA Administration
