

Student: _____

2024-2025

Teacher: B. Simpson

Grade/Subject: Math7/Accelerated Math7

Hartselle Junior High School Classroom Management Plan

Consistent with the HCS Code of Conduct, escalating consequences and interventions will be implemented for the behaviors below. Begin with the lowest level for the behavior, and if the student’s behavior does not improve with that level consequence, escalate the disciplinary response to the next level in the chart for the behavior.

***Interventions and consequences listed in the Classroom Management Plan document.*

Behavior/Code of Conduct Offense	Response Levels/Date of Offense				
	Day-to-Day	Level 1	Level 2	Level 3	Level 4
Focused engagement enhances the teaching and learning environment for all					
1.01 Excessive Distraction: obstructs the teaching or learning process of others.					
Promoting a respectful and peaceful learning environment supports effective teaching and student engagement.					
2.19 Disorderly Conduct: intentionally disrupts, disturbs, or interferes with the teaching of students or disturbs the peace, order, or discipline of school.					
Encouraging respectful cooperation with educational staff fosters a supportive and harmonious learning environment.					
2.01 Defiance of Authority: willfully disobeyed an education employee.					
Maintaining respectful communication towards school employees contributes to a professional and constructive educational environment.					
2.16 Directing obscene or profane language to a school board employee.					
Promoting a safe and supportive school environment by fostering respectful interactions and conflict resolution.					
2.09 Harassment, threats, extortion: threatened, abused, intimidated, or attempted to intimidate an education employee or another student.			<i>(another student only)</i>	<i>(another student or employee)</i>	

- If the offense starts with a Day-to-Day or Level 1, but rises to a Level 2-4, prior incidents, interventions, and consequences must be documented and attached to the “REPORT OF MISCONDUCT”. Without documentation, administration does not know to move the offense to a Level 2 or above.
- *For Level 2 offenses or higher, the student may be sent to the office with a “REPORT OF MISCONDUCT” and excluded from the classroom. However, before referring a child with disabilities to the office for exclusionary discipline, first ensure that the student’s Individualized Education Program (IEP), Section 504 Plan, or Behavior Intervention Plan (BIP) have been followed.*