

Library Discipline Plan

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Library Expectations:

We have four simple expectations in the library. They are:

- Show Respect
- Be Kind
- Try Your Best
- WALK!

We go over these expectations on the first day of library for every class, and we reference them every time students have their weekly lesson in the Media Center. These four expectations are displayed so all students can see them, whether they are on the carpet or at the tables doing work.

Students and I discuss what each of these rules mean, and we shared examples of what it means to follow/not follow these rules. **We spent a lot of time discussing what it means to think critically, including asking ourselves how to best treat the library space and resources.**

Whole-Class Behavior Chart & Class Points:

* On the left column behind my Promethean board in the library is where our behavior chart is displayed. Since we will be doing most of our work at the tables, this is easily visible to all of my students during their weekly time in the library. However, I have the same behavior chart on the wall near my carpet. This is especially important for my younger students, as we spend a lot of time on the carpet doing read-alouds.

* I have four colored circles: purple (the highest you can go), green, yellow, and then red (the lowest). On the colored circles, I have the letters R-E-A-D. Each letter corresponds with a color (R to purple; E to green, A to yellow, and D to red) and represents one point. The letters are velcroed and are taken down and put back up based on behavior.

* All classes begin on purple and with 4 points (R-E-A-D). If they are not meeting library expectations as they enter the library, I will remove the letter "R". This is the class' first warning. If expectations continue not to be met, letters will be taken down. Removing the "E" is a second warning. Removing the "A" on the yellow dot represents a teacher letter. If the class leaves on yellow, I will give the teacher a letter at the end of the day detailing what expectations the class had difficulty with that day. If the class loses the "A" and only has one letter left, they are on Silent Library (voice level 0) until they can earn back the "A" letter. .

* Points can always be earned back for improving the behavior.

* If a class ends the library day on purple OR green, they are rewarded with a class paw.

* If a class ends the library day on yellow OR red, they are sent back with a note to their teacher explaining their behavior.

* Each grade level has a sheet where I record the number of points for each class each week. This way, students can see how they are doing in comparison with other classes in their grade.

* The class that receives the MOST points that week for their grade is the “(Grade Level) Class of the Week”.

* The class that wins the most points PER QUARTER will be rewarded with a special library day, whether it be an extra book checkout or extended checkout time where they get to read with a Book Buddy of their choice.

Individual Behavior Management: *Unacceptable Behavior*

Minor vs. Major: Three minor forms = one major.

Discipline Procedures for Media: If I have to remind a student more than three times to correct a behavior, a minor form needs to be filled out for disrespect. Minor forms have taken the place of individual notes home. I MAKE A COPY of the minor form before sending it back with the student, and I communicate with the teacher to make sure he/she knows the student received a minor form while in Media.

For teachers who use Dojo in their classroom to manage behavior, I fill out a minor for a student if I have to take 3 points away.

The minor form will need to be signed by the parent and returned to the student’s homeroom teacher. I would also need a copy of the signed minor form.

Three minor forms sent home will result in a parent phone call from the Enrichment Teacher. These forms are a way for us to keep track of students in case we need to get the office involved.

*I have a yellow Major/Minor Forms folder on my teacher's desk in front of the Promethean Board. This form lists general behaviors and reasons why a student should receive a major or minor. It might not take three reminders for a student to receive a minor (example = student crawling in shelves. This is an immediate minor, as it is dangerous and does not meet library expectations).

Individual Behavior Management: *Rewarding PAWsitive Behavior*

To reward students who follow the four library rules and serve as excellent leaders the whole class, I will choose 2-3 students per class to write their name down on a colored slip of paper and put it in the Treasure Box bag for that corresponds with their grade level (K-2; 3-5).

Each grade level has a different colored paper in a cart that is located beside the “Treasure Box” column near Mrs. Hill’s desk in the library. Students who are chosen for awesome behavior write their name on the color for their grade level.

Every Friday, I will pull one slip of each color from both the Treasure Box bags. The student slip that I pull for each grade level are the “Treasure Box Winners” for their grade. Their names are displayed on the column, and they get a trip to the treasure box next time they’re in the library. They also receive a positive note home. Other students may also receive a positive note without being Treasure Box winners.