

Scotland Neck Elementary Leadership Academy

Focus Intense Services

Focus Intense Services is a program to keep students in school who continually interrupt the classroom environment. The program is an effective learning tool. A school wide strategy for creating and sustaining a positive, nurturing school climate, based on respectful relationships, between teachers and students, teachers and teachers, students and students. The program consist of intense school counseling with intervention, Resource Officer visits, Sheriff Officers, Police Officers, Parent, Behavior Monitoring, class work from all teachers with no technology used other Skyping with programs.

Orientation:

Upon arrival to FOCUS the first time, students will receive a detailed student orientation for the purpose of clearly communicating the FoCUS guidelines, consequences for non-compliance and establishing clear expectations while assigned to FOCUS. Returning students will be given a review/re-teach of these rules.

Students may be assigned to FOCUS for 1 to 10 days. On the first day the student is greeted by the counselor who reviews the school's rule book and discusses how they could have handled their situation differently.

There will be no early release for students assigned to FOCUS. A student who is tardy, absent or does not complete the daily work for any reason will be assigned additional time in FOCUS.

Students assigned to FOCUS will not participate in extracurricular activities, including assemblies, etc. until FOCUS is over.

Students will work on assignments from their classes. A teacher from their team will check on them daily to ensure assignments are being completed.

At the end of the Focus program students meet with an administrator or counselor before returning to class. The key is that the child changes his or her behavior and stays in class.

30 minutes of supervised community service will be performed on the last day. Community service consist of helping to clean the cafeteria, reading with a kindergarten student, helping a kindergarten student review sight words. Talking to a kindergarten student or first grader about their behavior. Talking to a class about behavior. Reading their apology letter to their class.

The student may ride the bus to school or the parent can bring the student to school. The student will be brought off the bus to Ms. Taylor or picked up by Ms. Taylor from the bus. The student will get his/her breakfast with Ms. Taylor's and be allowed to use the bathroom after all the students are out of the hallway. He/she will be monitored and not allowed to go any place by him/herself. The student will be allowed to get water with supervision and then return to Ms. Taylor's office. Breakfast and lunch will be brought to the student. The student will eat at his or her desk and not be allowed to talk to anyone.

Students are responsible for their success or failure. Students will be graded on attendance, tardiness, ability to follow all rules, behavior, and work habits in class. Students receive a point for each violation in each category. If they receive five points, they are transferred to out-of -school suspension. If that happens, the highest grade they can receive for assignments they completed while assigned to Focus in the school is 60 (D).

During the counseling component the counselor will talk to the student about why they were assigned to FOCUS and introduce strategies to prevent them from being assigned FOCUS again.

Rules and consequences.

FOCUS SPOT

A location will be set up in the counselor's office so that the student can receive his/her services for the days assigned to Focus Intense Services. Ms. Taylor will review with the student the reason he/she has been assigned Focus Intense Services. The student will be given a Think Sheet and a Do Now Worksheet.

Do Now Worksheet

The Do Now Worksheet will be a Self Reflection Worksheet. At the end of completing the worksheet. Ms. Taylor will have the student review the Think Sheet and the Self Reflection Worksheet.

Activities

If student complete assignments provided by classroom teachers quickly, it can be challenging to keep them busy while they serve Focus. The student will be occupied while working on vocabulary writing, and dictionary skills.

The materials you will need for these activities are:

1. One dictionary per student
2. One thesaurus per student
3. Notebook paper
4. Pencils
5. One printout of the activities for each student, or a white board chalk board to write them out.

Words selected should help the student understand his/her behavior and how it affects others.

Activity one

Using a paperback dictionary, look up the following vocabulary words. Write down the word, its definition, and use it in an original sentence.

1. Focus
2. Goal

3. Intense
4. Deluge
5. Hysterics
6. Numerous
7. Domicile
8. Clamor
9. consequence
10. Ornate
11. tolerance
12. Delude
13. Nuisance
14. Accomplish
15. Habitable
16. abuse
17. consideration
18. Consistance
19. Ability
20. Self determination

Activity Two

Put the vocabulary words in activity one in alphabetical order.

Activity Three

Using the five paragraph essay format, explain what you did that resulted in your assignment to the FOCUS Intense Program, and the better choices you will make from now on so you don't get assigned to this program. You should have an introductory paragraph, three supporting paragraphs, and a closing paragraph. Paragraphs should have a topic sentence, supporting details, be at least five sentences long and have a transition sentence so they flow into the next paragraph. Correct grammar and spelling must be used.

Activity Four

Using te friendly letter format, write an apology letter to your parent(s), or guardians, for getting in the FOCUS Intense Program. It should include a date, greeting, at least three paragraphs, a closing, and your signature. Correct grammar and spelling must be used.

**Addition work packages will be given to the student in READING
MATH AND SCIENCE.**