The AFSIVA Afterschool Program

2013-2014

Program Overview Template

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| Club Name and Rationale  “The Green Club” is an after-school program at Augusta Fells Savage which focuses on promoting local and global environmental awareness, protection, and conservation. The club was formed last school year with five active members. Currently, the club is composed of 17 active members (4 old and 13 new members) and still in the process of accepting interested students. The club accepts any student who has interest on environmental protection and preservation. There is no required qualification to become a member; however any member who does not comply with the school’s academic requirement and is involved in any form of inappropriate behavior is subject to “time-out” or permanent dismembership.    The club does not only focus on environmental issues, it also aims to enhance potential skills by integrating visual arts, science, technology, math, social studies and language arts in its projects. It aims to foster the culture of excellence and to develop the values of leadership, teamwork, environmental awareness, stewardship, and responsible citizenship.  “The Green Club” is anchored on the school’s mission and vision thus, one of its main objectives is to develop the 21st century skills among students and to make them feel safe, welcomed, and valued while making Augusta Fells Savage a healthier and a greener school.  With the purpose of making a difference and change in their community, members are encouraged to reflect on these two quotes:  “Those who have the privilege to know, have the duty to act.” *– Albert Einstein, scientist*  “I could not change the world, but I can change the soil I call home.” - *Malaya Mealy, artist*  The club meets Monday to Friday from 3:35 pm to 5:35 pm at room # 301.  Willy Herrera  Club Advisor |

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| **Description of Activities:** The club meets five days a week and each day has a specific activity focus. The following are four major activities that the club focuses on.   1. **Leadership and Art Integration Projects** (Mondays) –As part of their environmental leadership, students will conduct a schoolyard analysis and will release a school yard report card three times a year. Students will also join the city’s Student Leadership Action Team to discuss environmental issues and brainstorm ways to help make schools greener and healthier. Students will learn the art of paper making and will use their art skills in designing greeting cards/posters and letter cutting. As part of art environmental awareness campaign, students will be involved in storm drain painting and stenciling which will be done in school premises as well as in the neighboring community. Stenciling kit will provided by Blue Water Baltimore. The club will also be assisted by the art class in designing and creating the crab stencil. Students will also design a club logo. Members of the team will also be given the opportunity to further expand their quest to promote environmental awareness and preservation by participating in the International Genius Olympiad environmental-related contests. On Mondays, students will be engaged in designing their art entries to the said competition. In addition, students will also design a “Green Club” bulletin board highlighting their projects and activities. 2. **Community Outreach** (Tuesdays) – students will participate in four citizen science projects. This includes watching urban birds, monitoring water quality, effects of climate change on trees, and involvement to Maryland Pesticide Network. The data will be reported to Harvard forest database, Cornell University website, and NatGeo Fieldscope database. Students will also partner with Maryland Pesticide Network to encourage the community targeting business establishments in the neighboring area to stop using pesticide or use alternatives with lesser environmental and health impacts. This community outreach project aims to encourage restaurant owners to practice Integrated Pest Management to eliminate pest friendly conditions in their store building. 3. **Recycling, Gardening and Composting Projects** (Wednesdays) – this includes collecting waste paper from the classrooms every Wednesday afternoon. Waste paper will be recycled in three ways; to be picked up by the city, to be recycled by the club into greeting cards, and to be used by the club in the composting project. The club will set up composting containers and will purchase red worms to decompose used paper; decomposed materials will be used to fertilize their garden. Students will create a garden in the courtyard. The club is partnering with Parks and People and Blue Water Baltimore to make the gardening activity possible. The gardening project will also be done with the help of other teachers in the building who have the knowledge on outdoor gardening. The Chemistry class will be assigned to test the soil quality where the garden will be installed. 4. **Energy and the Environment** (Thursdays) – Students will conduct an energy audit and will find ways on how to reduce the school’s energy consumption. They will serve as energy patrols reminding everybody to turn the school’s appliances off at the end of the day. They also monitor the classrooms afterschool everyday to check for lights, fans, and smart boards. Students will also put decal stickers to as a reminder to turn the switches off when not in use. This project is being implemented with the support of AmeriCorps educators from “Baltimore Energy Challenge”. At the end of the project, the group will write a collaborative book on Energy. The team will also coordinate with the Alliance for Climate Education to provide a Climate Change presentation to the school community. 5. **Environmental Research Projects** (Fridays) – Students will participate in the International Genius Olympiad environmental science fair project in SUNY, Oswego, New York. In preparation to this competition, students will conduct their research project on Fridays. Students will work as a group in conducting the research project they have planned. Students will also ID the trees at the park and will map out the different species of trees present at the park; students will design a field guide that can be used by environmental science and biology classes in their field study. Students will also monitor the air quality of the school building by using the sper indoor air quality meter. This project aims to investigate air quality in the classroom, science laboratory, library, computer lab, and other indoor space. The meter will measure CO2 level, humidity, and air temperature to determine air quality.   In addition to the above planned projects, members of the club will also be engaged in the following activities:   1. **Writing Activities:** 2. Throughout the school year, club members will be engaged in writing articles about their projects and activities to be published in Chesapeake Bay’s student wave website, Baltimore City Learning Green website, school newspaper, etc. 3. Selected students will also be engaged in writing a letter to the council supporting bills that has something to do with environmental protection. 4. Students will be creating a Book about Energy with through AmeriCorps from Baltimore Energy Challenge. 5. **Field Trip Activities:**   To develop their understanding of their environment, students will also be given the opportunity to travel to different environmental centers and institutions. Below is a list of the field trips planned and scheduled for the students:   1. Cornell University Ornithology Lab ( October) 2. Public Lecture of Jean Michel Cousteau at the Columbus Center (October) 3. Arthur Sherwood Environmental Study Center ( November) 4. Maryland Science Center (February) 5. Karen Noonan Study Center (March) 6. Phillip Merrill Environmental Center (April) 7. Gwynn’s Falls Trail (May) 8. Genius Olympiad (June) 9. **After-school Lectures:**   In addition to the lectures of the club advisor, the club also invites guest speakers to provide lectures to the students during their afternoon sessions. Below is the list of organizations planned to provide lectures/leadership training to the students:   1. Alliance for Climate Education (Cy Marangmalam) – November, 2013  * Leadership training  1. Baltimore Office of Sustainability (Renee Goodenow) – December, 2013  * Green School Application Overview and Environmental Projects  1. AmeriCorps from Baltimore Energy Challenge ( Sakiera Malone) – January to May, 2014  * Energy Lessons and Projects  1. Tevin Golding (Former Genius Olympiad Student-Participant) – January, 2014  * Genius Olympiad Competition Overview and website exploration  1. Matt Mallach (Maryland Pesticide Network) – December to May, 2014  * Integrated Pest Management Project  1. Blue Water Baltimore – March, 2014  * Water Audit program  1. Students will also attend the monthly meeting of Student Environmental Leadership Action Team (SELAT) at Baltimore City Department of planning. |

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| Academic Connection(s)/Focus:  The club’s projects and programs use interdisciplinary approach and encompass different content areas such as Biology, Environmental Science, Art, Mathematics, Language Arts, and Social Studies. The club uses the environment as the integrating context of learning. The club uses nature as a laboratory to develop social and cognitive aspects of students. The activities involve the use of the skills of observing, inventing, problem-solving, and decision-making. It will give students to opportunities to develop their 21st century skills.  Core Learning Goals:  CONCEPTS OF BIOLOGY: <http://mdk12.org/share/hsvsc/source/VSC_biology_hs.pdf>  **3.5.2** The student will analyze the interrelationships and interdependencies among different organisms and explain how these relationships contribute to the stability of the ecosystem.  **3.5.3** The student will investigate how natural and man-made changes in environmental conditions will affect individual organisms and the dynamics of populations.  **3.5.4** The student will illustrate how all organisms are parts of and depend on two major global food webs that are positively or negatively influenced by human activity and technology.  **3.6.1** The student will analyze the consequences and/or trade-offs between technological changes and their effect on the individual, society, and the environment. They may select topics such as bioethics, genetic engineering, endangered species, or food supply.  VISUAL ART: <http://www.mfaa.msde.state.md.us/source/PDF/ELOs/Visual_Arts_High.pdf>  **Outcome I:** The student will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual arts.  **Outcome III:** The student will demonstrate ability to organize knowledge and expression for the production of art.  Expectation A: The student will demonstrate competent application of the skills, knowledge and attitudes required to produce works of arts in a variety of media.  Expectation B: The student will create visual images that reflect knowledge from various subjects from observation and imagination.  Expectation C: The student will analyze visual qualities in nature, art, and the built environment, and develop creative works of arts in response.  ENVIRONMENTAL SCIENCE: <http://mdk12.org/instruction/clg/environmental_science/goal6.html>  **6.3.1** The student will evaluate the interrelationship between humans and air quality.  **6.3.2** The student will evaluate the interrelationship between humans and water quality and quantity.  **6.3.3** The student will evaluate the interrelationship between humans and land resources.  **6.3.4** The student will evaluate the interrelationship between humans and biological resources.   * + 1. The student will evaluate the interrelationship between humans and energy resources.     2. Identify an environmental issue and formulate related research questions.     3. **6.4.1** Identify an environmental issue and formulate related research questions.     4. **6.4.2** Design and conduct the research. Methods of data collection may include field or laboratory and questionnaire/opinionnaire   **6.4.3** Interpret the findings to draw conclusions and make recommendations to help resolve the issue.  **6.4.4** Apply the conclusions to develop and implement an action project.  **6.4.5** Analyze the effectiveness of the action project in terms of achieving the desired outcomes.  MARYLAND STEM Standards of Practice <http://mdk12.org/instruction/curriculum/stem/pdf/9-12/MarylandStateSTEMStandardsofPracticeFrameworkGrades6_12.pdf>  **1. Learn and Apply Rigorous Science, Technology, Engineering, and Mathematics Content**  *STEM proficient students will learn and apply rigorous content within science, technology, engineering, and mathematics disciplines to answer complex questions, to investigate global issues, and to develop solutions for challenges and real world problems.*  A. Demonstrate an understanding of science, technology, engineering, and mathematics content.  B. Apply science, technology, engineering, or mathematics content to answer complex questions, to investigate global issues, and to develop solutions for challenges and real world problems.  **2. Integrate Science, Technology, Engineering, and Mathematics Content**  *STEM proficient students will integrate content from science, technology, engineering, and mathematics disciplines as appropriate to answer complex questions, to investigate global issues, and to develop solutions for challenges and real world problems.*  A. Analyze interdisciplinary connections that exist within science, technology, engineering, and mathematics disciplines and other disciplines.  B. Apply integrated science, technology, engineering, mathematics content, and other content as appropriate to answer complex questions, to investigate global issues, and to develop solutions for challenges and real world problems.  **3. Interpret and Communicate Information from Science, Technology, Engineering, and Mathematics**  *STEM proficient students will interpret and communicate information from science, technology, engineering, and mathematics to answer complex questions, to investigate global issues, and to develop solutions for challenges and real world problems.*  A. Identify, analyze, and synthesize appropriate science, technology, engineering, and mathematics information (text, visual, audio, etc.).  B. Apply appropriate domain-specific vocabulary when communicating science, technology, engineering, and mathematics content.  C. Engage in critical reading and writing of technical information.  D. Evaluate and integrate multiple sources of information (e.g.: quantitative data, video and multimedia) presented in diverse formats.  E. Develop an evidence-based opinion or argument.  F. Communicate effectively and precisely with others.  **4. Engage in Inquiry**  *STEM proficient students will engage in inquiry to investigate global issues, challenges, and real world problems.*  A. Ask questions to identify and define global issues, challenges, and real world problems.  B. Conduct research to refine questions and develop new questions.  **5. Engage in Logical Reasoning**  *STEM proficient students will engage in logical reasoning to answer complex questions, to investigate global issues, and to develop solutions for challenges and real world problems.*  A. Engage in critical thinking.  B. Evaluate, select, and apply appropriate systematic approaches (scientific and engineering practices, engineering design process, and/or mathematical practices).  C. Apply science, technology, engineering, and mathematics content to construct creative and innovative ideas.  D. Analyze the impact of global issues and real world problems at the local, state, national, and international levels.  **6. Collaborate as a STEM team**  *STEM proficient students will collaborate as a STEM team to answer complex questions, to investigate global issues, and to develop solutions for challenges and real world problems.*  A. Identify, analyze, and perform a STEM specific subject matter expert role.  B. Share ideas and work effectively with a STEM focused multidisciplinary team to achieve a common goal.  C. Listen and be receptive to ideas of others.  D. Analyze career opportunities that exist in a variety of STEM fields relevant to the STEM focused multidisciplinary team’s goal.  **7. Apply Technology Strategically**  *STEM proficient students will apply technology appropriately to answer complex questions, to investigate global issues, and to develop solutions for challenges and real world problems.*  A. Identify and understand technologies needed to develop solutions to problems or construct answers to complex questions.  B. Analyze the limits, risks, and impacts of technology.  C. Engage in responsible/ethical use of technology.  D. Improve or create new technologies that extend human capability. |

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| Calendar of Events:   |  |  |  | | --- | --- | --- | | SEPTEMBER  1. Club recruitment and advertisement  2. Project Introduction  3. Planning of activities  4. Mentoring (Old members teaching new members the art of paper-making) | OCTOBER   1. Distribution of recycling bins and boxes 2. Paper recycling project 3. Paper-making project 4. Energy audit 5. Attendance to the Student Environmental Leadership Meetings (Oct. 7th and Oct. 29th ) 6. First school yard report card (Oct 30th) 7. Attendance to environmental workshops 8. Public lecture of Jean-Michel Cousteau (Oct 9th) 9. Conservation, Arts, and Career workshop at Cornell University Ornithology Lab (Oct 24th-25th) | NOVEMBER   1. Paper recycling and Paper-making 2. Energy Audit continuous 3. Field Trip to Arthur Sherwood (November 11th) 4. Presentation to Board of Education about the club’s projects (Nov 12th) 5. Meeting with Climate Change Alliance Personnel   (Nov 13th)   1. Designing the recycled papers (Protecting the Environment Postcards and flyers) 2. NatGeo Fieldscope data reporting (water quality) 3. Meeting with Renee Goodenow to discuss about sustainability and green school 4. Art integration- designing a bulletin board highlighting the club’s projects and activities 5. Storm drain stenciling project | | DECEMBER   1. Paper recycling and Paper-making 2. Energy conservation -related projects (i.e. energy patrol, energy data board) begins 3. Citizen Science Projects      1. Art integration- designing a bulletin board highlighting the club’s projects and activities 2. Designing the recycled papers 3. Apply for MD Green school 4. Creation of the Green Club Website 5. Composting project begins 6. Citizen Science Projects 7. Air Quality Monitoring Begins 8. Wetland Research Project Begins 9. Community Outreach Begins (Maryland Pesticide Network) | JANUARY   1. Paper recycling and Paper-making 2. Energy conservation -related projects (i.e. energy patrol, energy data board) 3. Citizen Science Projects 4. Art integration- designing a bulletin board highlighting the club’s projects and activities 5. Designing the recycled papers 6. Developing Genius Olympiad Environmental Projects Start 7. School yard report card (Phase 2) 8. Community Outreach (Maryland Pesticide Network) 9. Air Quality Monitoring 10. Wetland Research Project | FEBRUARY   1. Developing Genius Olympiad Environmental Projects Start (i.e. Poster design, satirical illustration, Science Fair, Photography, and Creative writing) 2. Paper recycling and Paper-making 3. Energy conservation -related projects (i.e. energy patrol, energy data board) 4. Book Writing on the topic ENERGY 5. Composting project 6. Citizen Science Projects (i.e. bird watch-Celebrating Urban Birds) 7. Art integration- designing a bulletin board highlighting the club’s projects and activities 8. Designing the recycled papers 9. Updating the Green Club Website 10. Community Outreach (Maryland Pesticide Network) 11. Air Quality Monitoring 12. Wetland Research Project 13. STEM workshop at Maryland Science Center (Every Tuesday) | | MARCH   1. Developing Genius Olympiad Environmental Projects Start (i.e. Poster design, satirical illustration, Science Fair, Photography, and Creative writing) 2. Installing gardens at the courtyard/parking lot 3. Residential Field Trip to Karen Noonan Environmental Study Center ((March 10th – 12th ) and water quality testing and reporting 4. Paper recycling and Paper-making 5. Energy conservation -related projects (i.e. energy patrol, energy data board) 6. Book Writing on the topic ENERGY 7. Composting project 8. Citizen Science Projects (i.e. birdwatch-Celebrating Urban Birds)) 9. Art integration- designing a bulletin board highlighting the club’s projects and activities 10. Leaves, Buds, and Climate Change Research at the Park 11. Community Outreach (Maryland Pesticide Network) 12. Air Quality Monitoring 13. Wetland Research Project 14. Tree Planting activity 15. Gardening activity begins 16. Field trip to Philip Merrill Environmental Center 17. STEM workshop at Maryland Science Center (Every Tuesday) | APRIL   1. Submission of Genius Olympiad Environmental Projects Start (i.e. Poster design, satirical illustration, Science Fair, Photography, and Creative writing) 2. Maintaining the gardens 3. Paper recycling and Paper-making 4. Energy conservation -related projects (i.e. energy patrol, energy data board) 5. Book Writing on the topic ENERGY 6. Composting project 7. Citizen Science Projects (i.e. birdwatch-Celebrating Urban Birds)) 8. Art integration- designing a bulletin board highlighting the club’s projects and activities 9. Holiday Cards for sale) 10. Updating the Green Club website 11. Day-long field trip to Philip Merrill Environmental Center (Green Building) 12. Input water quality data to fieldscope. 13. Leaves, Buds, and Climate Change Research at the Park 14. Community Outreach (Maryland Pesticide Network) 15. Air Quality Monitoring 16. Wetland Research Project 17. Tree Planting activity 18. Gardening activity begins 19. Tree ID and designing of Field Guide | MAY   1. Maintaining the Rain garden and the rain barrel. 2. Paper recycling and Paper-making 3. Energy conservation -related projects (i.e. energy patrol, energy data board) 4. Book Writing on the topic ENERGY 5. Composting project 6. Citizen Science Projects (i.e. birdwatch-Celebrating Urban Birds)) 7. Art integration- designing a bulletin board highlighting the club’s projects and activities 8. Holiday Cards for sale) 9. Updating the Green Club website 10. Presentation of Sustainability and Energy projects in the city’s Greenscape Celebration. 11. Leaves, Buds, and Climate Change Research at the Park 12. Input the Leaves, Buds, and Climate Change research data to Harvard Forest Database. 13. Community Outreach (Maryland Pesticide Network) 14. Air Quality Monitoring 15. Wetland Research Project 16. Tree Planting activity 17. Gardening activity 18. Tree ID and designing of field guide | | JUNE   1. Celebration and Culminating Activity (This includes presentation of awards and certificate to the Green Club active members) 2. City-wide GreenScape year-end Celebration. | | |   RULES AND REGULATIONS:   1. The following behaviors are not acceptable and must not occur during the club meetings:  * Horseplay * Profanity * Disrespect * Fighting * Destruction of property * Roaming around the school building without supervision or permission * Excessive use of cellular phone  1. The following are academic expectations a member should maintain in his/her classes:  * Good Attendance Record * Satisfactory Behavior Record (must not have an office referral) * Satisfactory Academic Record (must not fail more than one class)   Failure to satisfy the above items may result to “time out”; repeated offense may mean permanent dismembership.  LEADERSHIP ROLES AND RESPONSIBILITIES:  Part A:   1. Energy – Tyrek, Charles, and Felicia 2. Paper Chasing/Making– Michelle and Trevon 3. Research – Nanyamka, Tyrek,and James 4. Art – Nanyamka, Michelle, and James 5. Community Outreach – everybody   Part B:   1. Material Managers: James and Victor 2. Secretary/Historians: Tyrek and Michelle 3. Public Relation Officers: Nanyamka and Trevon 4. Security: Charles and Felicia   2013-2014 Members:   1. Nanyamka Anderson (11th) 2. Felicia Woolridge (11th) 3. Charles Thomas (11th) 4. Devontay Carter (11th) 5. Rodwick Holley (11th) 6. Evan Batz (11th) 7. Victor Coates (10th) 8. Michelle Turner (10th) 9. Jathiya Bailey (10th) 10. Jordan Shields (10th) 11. David Diggs (10th) 12. Corlando Williams (10th) 13. Trevon Manning (9th) 14. Tyrek Geater (9th) 15. James Ouzts (9th) 16. Brian Scipio (9th) 17. Tyree Brooks (11th) 18. Deon Brown (11th) 19. Stephanee Moody (9th)   RESOURCES/PARTNERSHIPS/FUNDING:   1. Blue Water Baltimore: http://www.bluewaterbaltimore.org/ 2. Parks and People: http://www.parksandpeople.org/ 3. Chesapeake Bay Foundation: http://www.cbf.org/ 4. Alliance for Climate Education: http://www.acespace.org/ 5. Maryland Pesticide Network: www.mdpestnet.org 6. Cornell University ASSET Program: 7. Cornell University Ornithology Lab: <http://celebrateurbanbirds.org/> 8. NatGeo Fieldscope: http://chesapeake.fieldscope.us/ 9. Harvard Forest: http://harvardforest.fas.harvard.edu/buds-leaves-global-warming 10. Audobon: http://pattersonpark.audubon.org/ 11. International Sea-Turtle Society: http://www.seaturtlesociety.org/ 12. Baltimore Office of Sustainability: <http://www.baltimoresustainability.org/> 13. Baltimore Energy Challenge 14. Maryland Science Center 15. Chesapeake Bay Trust Fund 16. Baltimore Ecosystem Study  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Student Name | Permission Slip | Progress Report and Report Card | | | | | | | | Final Grade | | 1st Quarter | | 2nd Quarter | | 3rd Quarter | | 4th Quarter | | | Progress Report | Repot card | Progress Report | Report Card | Progress Report | Report Card | Progress Report | Report Card | | Nanyamka A. |  |  |  |  |  |  |  |  |  |  | | Felicia W. |  |  |  |  |  |  |  |  |  |  | | Charles T. |  |  |  |  |  |  |  |  |  |  | | Devontay C. |  |  |  |  |  |  |  |  |  |  | | Rodwick H. |  |  |  |  |  |  |  |  |  |  | | Evan B. |  |  |  |  |  |  |  |  |  |  | | Victor C. |  |  |  |  |  |  |  |  |  |  | | Michelle T. |  |  |  |  |  |  |  |  |  |  | | Jathiya B. |  |  |  |  |  |  |  |  |  |  | | Jordan S. |  |  |  |  |  |  |  |  |  |  | | David D. |  |  |  |  |  |  |  |  |  |  | | Trevon M. |  |  |  |  |  |  |  |  |  |  | | Tyrek G. |  |  |  |  |  |  |  |  |  |  | | James O. |  |  |  |  |  |  |  |  |  |  | | Brian S. |  |  |  |  |  |  |  |  |  |  | | Tyree B. |  |  |  |  |  |  |  |  |  |  | | Deon B. |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Student Name |  | MONTHLY ATTENDANCE RECORD | | | | | | | | | | | | | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Total | Remarks | | Nanyamka A. |  |  |  |  |  |  |  |  |  |  |  |  |  | | Felicia W. |  |  |  |  |  |  |  |  |  |  |  |  |  | | Charles T. |  |  |  |  |  |  |  |  |  |  |  |  |  | | Devontay C. |  |  |  |  |  |  |  |  |  |  |  |  |  | | Rodwick H. |  |  |  |  |  |  |  |  |  |  |  |  |  | | Evan B. |  |  |  |  |  |  |  |  |  |  |  |  |  | | Victor C. |  |  |  |  |  |  |  |  |  |  |  |  |  | | Michelle T. |  |  |  |  |  |  |  |  |  |  |  |  |  | | Jathiya B. |  |  |  |  |  |  |  |  |  |  |  |  |  | | Jordan S. |  |  |  |  |  |  |  |  |  |  |  |  |  | | David D. |  |  |  |  |  |  |  |  |  |  |  |  |  | | Trevon M. |  |  |  |  |  |  |  |  |  |  |  |  |  | | Tyrek G. |  |  |  |  |  |  |  |  |  |  |  |  |  | | James O. |  |  |  |  |  |  |  |  |  |  |  |  |  | | Brian S. |  |  |  |  |  |  |  |  |  |  |  |  |  | | Tyree B. |  |  |  |  |  |  |  |  |  |  |  |  |  | | Deon B. |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Student Name | VIOLATIONS | | | | | | | | | TOTAL STRIKES |  |  |  |  | | PART A (During the Session) | | | | | | PART B (in class) | | |  |  |  |  | | HORSEPLAY | PROFANITY | DISRESPECT | FIGHTING | ROAMING AEOURND | DESTRUCTION OF PROPERTY | ATTENDANCE RECORD | BEHAVIOR RECORD | ACADEMIC RECORD |  |  |  |  | | Nanyamka A. |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | Felicia W. |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | Charles T. |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | Devontay C. |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | Rodwick H. |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | Evan B. |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | Victor C. |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | Michelle T. |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | Jathiya B. |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | Jordan S. |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | David D. |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | Trevon M. |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | Tyrek G. |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | James O. |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | Brian S. |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | Tyree B. |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | Deon B. |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   **NOTE:**  Part A ( after school session)   * Each violation is equal to one strike   Part B ( in class)   * Attendance (3 day unexcused absences is one strike) * Behavior (one office referral is one strike) * Academics (one failing grade is one strike)   Any student who accumulates 10 strikes will be given a “time out” equivalent to 2 weeks or 10 school days. During the “time out” period, a student is expected to improve his/her behavior, attendance, and/or academic performance before he/she can attend the club sessions and activities. |