Winand ES  
Discipline Plan SY 22-23

Overview

This year, we will be using a school-wide plan focusing on positive interactions with students to teach behavior. We will continue using a whole class reward system that allows each class as well as individual students to earn recognition. Each class will be able to earn treats such as an Assembly, Movie time or extra recess. Individual students will be able to purchase items using Winand Bucks earned. The cart will come around once a month. There may be students that require an individual behavior management system. Positive reinforcement will be determined on a case-by-case basis for these students in collaboration with the teacher.

Needs Assessment School Year 22-23

Timely and clear administrative response to referrals is a problem we will continue to work to solve this year.

Another area of focus is the behavior in the cafeteria. We will use consistent behavior management strategies and communicate how each class did while in the cafeteria for lunch.

We have a small group of students who continue to engage in misconduct regardless of consequence. Their continued misconduct leads other students to also misbehave while interrupting learning.

Goals For this Plan

- We will reduce negative behaviors in the cafeteria.
- We need more adults in the cafeteria to make it safe.
- We are working on creating a schedule for additional adults who will be in the cafeteria.
- We will increase consistency of application of consequences.
- Negative behaviors will have sufficiently serious consequences to deter further misconduct based on the recommendations and levels in the BCPS Student Handbook.
- We will use Restorative Practices in concert with this discipline plan to increase positive behavior throughout the school.
- We will adhere to a timeline of administrative response to referrals.
• We will adhere to a timeline for referrals to be entered into FOCUS.
• We will provide additional tracking and consequences for students who engage in chronic misconduct.
• Conscious Discipline will be implemented to support behavior management.

**Restorative Practices**

From the BCPS Student Handbook:

Restorative practices are not disciplinary actions and should not be considered disciplinary responses to inappropriate behavior. A student who participates in one or more of the restorative practices listed above is still eligible for and should receive a logical consequence. Logical consequences and restorative practices represent a two-pronged approach for creating a classroom community/school environment that is conducive to teaching and learning.

**Overall Discipline Guidelines**

All classrooms will run based on the same concepts to increase the consistency of behavior management within the school. This will assist staff, students, and parents in understanding the expectations.

**Chill Zone/Safe Space**

WES intends to continue to implement a chill zone/safe space program in School Year 22-23. We encourage people to consider a space for children to cool down this school year. This is in keeping with Conscious Discipline.

**Class Circles**

Class meetings are used to build relationships. These discussions may be open to a child driven topic or a prompt from the teacher. It can also be used to discuss general class problems such as cafeteria behaviors or cleaning up after centers. Class meetings should be held daily for about 5 minutes. During this time the teacher and students have the opportunity to discuss any problems that the class is facing. Along with identifying problems, teachers and students will work together to solve problems. All resource staff have been assigned to classrooms to assist with circle time.

**Restorative Circles**

When there are level 2 violations (as indicated in the BCPS Student Handbook) in the classroom a Justice Circle should be used in whole or small group. The primary purpose is to discuss individual behaviors or problems. This is a time that the students and teachers share how actions in the classroom make them feel or affect their learning. Everyone that is part of the Justice Circle should be
sitting in the circle. Each person in the circle will have the opportunity to share their feelings about the incident. To avoid over-talk, pass a ball or other item to signify whose turn it is to speak. While in the circle the group should identify ways to help encourage a safe learning environment.

**Cafeteria**

Each grade level will get a cafeteria orientation, in the cafeteria, from administration during the second week of school.

All teachers should also use the cafeteria space as the location for lessons on how the cafeteria works and proper conduct while eating.

Negative behavior during lunch should be addressed by cafeteria staff and administration. If necessary or if requested, a summary of the behavior and the admin response to the behavior will be provided to the classroom teacher.

CHAMPS will be used in the cafeteria. All students and staff will be oriented to CHAMPS using the same material. Staff will be oriented to CHAMPS during pre-service week. Students will be oriented to CHAMPS on the first day of school and on an ongoing basis.

Efforts will be made to increase presence in the cafeteria by administration.

**WES Positive Behavior Assemblies**

A bi-annual school wide positive behavior assembly will occur at the close of each semester to recognize positive behavior. The system for earning into the reward is shared below.

Attendance (based on FOCUS) perfect (100%) and good (94% to 99%). Inappropriate behaviors demonstrated consistently will remove recognition for attendance. Conduct and behavioral and academic effort will also be a data point when deciding.

For each grade there will be one award: great behavior, good citizenship, grade raisers. One nomination per homeroom per semester. Grade level team makes determination. These certificates will be given to students in their homeroom. This is separated from the bi-annual school wide positive behavior assembly.

**When a Student is Struggling to Comply:**

(Teachers should implement various strategies to be pro-active and encourage self-regulation prior to non-compliance.)

When a child engages in non-compliance:

- The teacher will use at least 3 preferred research-based interventions with the child before moving to the next step
• Use Redirect
• Use restatement of direction
• Chill Zone/Safe Place and breathing/calming
• A reminder that continued non-compliance will result in the child spending time outside the classroom. (this would be a buddy classroom)
• Sensory break  (utilized as self-regulation prior to non-compliance)
• A reminder to the student that they earn access to preferred activities and that current behavior is not earning that access.

When a child engages in continued non-compliance:

• If those interventions don’t work, the teacher will make a teacher-to-parent contact and **at least 1 second level intervention. Teachers are expected to keep a log of attempted contacts. If parents prove unreachable then proceed to the next step.**
  • Use of Pre-arranged buddy room with continued instructional opportunity.
  • Loss of access to a preferred activity.
  • Detention- lunch, after school, missing-a-special detention, moderating recess or recess detention (must be approved by administration.)
• If these second level interventions are not successful
  • The child will be referred to the office in the following manner:
    ▪ There will be a “To the office pass” sent with the child to the office.
    ▪ There will also be an online referral form which will follow the child as soon as possible.
  • After receipt of a referral, administration shall:
    ▪ provide an appropriate administrative intervention
    ▪ make direct verbal contact with the family regarding the child and the situation.
    ▪ communicate administrative actions to teacher
• If the child is referred to administration **2 times** for similar misconduct administration shall:
  ▪ make direct verbal contact with the family about the child and the situation,
  ▪ provide an appropriate administration intervention shall be used
  ▪ hold an administrator-to-teacher conference regarding the child and the conversation that was had with the family.
• If the child is referred to administration **3 times** regarding similar misconduct, an administrator shall:
  ▪ Provide detention
  ▪ schedule and hold an in-person Required Parent Conference with teacher present. (Preferably at a convenient time for all parties) This could be virtual as well.
If the child is referred to administration 4 times regarding similar misconduct, there shall be an in school or out of school suspension.

Where there is variance in the application of administrative discipline in this plan, the Education Council shall immediately be notified as well as the grade-level team, where appropriate.

Where violations of the handbook are severe, the teacher may skip the first and second step classroom interventions and go straight to an office referral.

Returning Children to the Classroom:

In the event that a child has been referred out of the classroom the child shall not be returned to the classroom until there is an opportunity for an administrator to confer with the classroom teacher away from other children.

When possible, this shall occur in the office.

To create this opportunity, when an administrator believes a child is ready to be returned to a classroom, they shall have a conversation with the classroom teacher notifying them of their actions with the child and conferring regarding whether all agree that the child is ready to return.

If the teacher agrees that the child is ready to return, an adult will walk the child to the classroom.

If the teacher does not agree that the child is ready then the child will remain in the office or in a buddy teacher’s classroom with class work until the teacher is able to meet with administrator and determine what happens next.

School-wide Code of Conduct:

The following are the expectations that WES has for student behavior around the building. These expectations encourage students to be respectful, responsible, safe and prepared.

In the Classroom this looks and sounds like:
- Using manners, taking turns, listening to others, using inside voice, having materials ready.

In the Halls and Stairways this looks and sounds like:
- Being mindful of others’ space, keeping hands and feet to self, walking, remaining quiet.

In the Bathroom this looks and sounds like:
- Being mindful of others’ privacy, throwing trash away, using inside voice.
In the Cafeteria this looks and sounds like:
- Using manners, raising your hand if you need something, clean trash from your table and floor, using inside voice to talk to others at your table, eating only your food.

In Recess this looks and sounds like:
- Walking near equipment, playing without touching others, taking turns, following equipment and game rules, lining up when called, staying in assigned areas.

In Assemblies this looks and sounds like:
- Giving attention to the presenter, sitting on bottom, keeping hands and feet to self, applauding for presenters efforts

In Arrival and Dismissal this looks and sounds like:
- Walking in halls and stairways, listening for dismissal directions, staying in your classroom and waiting to be dismissed, waiting for your bus silently.

On the Bus this looks and sounds like:
- Sitting in the seat, facing forward, using quiet voices, being mindful of others’ space, keeping hands and feet to self, walking directly home

Training and Orientation to the Plan:
- The faculty shall be oriented to the plan during the pre-service week in the morning of the first day and subsequent Faculty Meeting.
- The Admin team and members of the Education Council will do an orientation to the discipline plan along with the Champs orientation.
  - There will be a teacher provided re-orientation to the discipline plan after any break in school of 5 days or more.
- Parents will get a copy of the plan with the September newsletter and a cover letter from the admin team and a ConnectEd phone call to indicate that the plan has been implemented and posted to the school website.
  - Any class that gets 100% signed gets a class award.

Data, Monitoring and Revision of the Plan:
In the first four weeks of implementation a sub-group of the faculty council will meet weekly (for 10-15 minutes) with the admin team to check-in on how the plan is being applied.

The first four weeks after winter break there will be the same once-a-week check-in to make sure the plan is being run properly.
At any time either the Admin team or the Education Council can request a review of the plan to discuss what is working and what is not. Changes must be made bi-laterally.

On a quarterly basis the faculty council will meet with admin to review all data and use that data to inform the plan and adjust it where necessary.

**Walkie Expectations:**

- Walkies **MUST** go with you when you go outside for recess, lessons or other class/grade level activities.
- The following channels have been assigned:
  - 1=Office, nurse, custodial staff, one member of the crisis team
  - 2=Crisis team (Please request team to switch to Channel 2)/Afternoon Car Dismissal
  - 3=State Testing
- Confidential information should be relayed only through channel 2.
- When not in use, the walkie should be kept in the charger at all times. You may turn them down during instruction. If a secretary needs you, she will contact you through the classroom phone.
- Be sure to notify the office if your class/grade is outside and you are sending students into the building.
- The intent for the use of the walkies is to contact the nurse, office staff and crisis response team for students who may be hurt or in need of assistance for a crisis behavior beyond the scope of the classroom teachers. Calls over the walkies for crisis should be reserved for:
  - Students who are being physically violent towards others
  - Students who have run out of the classroom and location is unknown. (If the student is sitting outside of the classroom or has an AAA to follow them, do not call unless in an emergency)
  - Students who have run outside of the building and/or students who are outside, veering into other locations refusing to come inside the building.
  - Students who are refusing to leave a room and there is not an AAA/assistant or other staff who can stay with them.
- When using the walkie, be sure to:
Hold the button on the side and wait a second before speaking.

Call the person by name and wait for a reply before you start asking for what you need. (For example, “Hi, Ms._____?”)

Give the person time to answer before you repeat the call.

Speak clearly.

➢ If you have any questions, please do not hesitate to speak with the administration and/or a member of the crisis response team.