

Westside **E**lementary **S**chool

DISCIPLINE PLAN

2019 - 2020



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WESTSIDE DISCIPLINE PLAN

The Westside Discipline Plan is based upon the concept that reasonable rules and logical consequences applied consistently, along with positive behavior incentives will motivate

students to make good decisions and meet the positive expectations we have of them. The Plan will be implemented through a Positive Intervention Behavior Support System, which is detailed here. The PBIS system will be used throughout the school. Throughout this plan the acronym **MIR** refers to Minor Incident Report and the **CATS** acronym refers to students who demonstrate positive behaviors as follows: **C - Caring for others A – Always be respectful T – Take responsibility S – Stay safe.**

Philosophy Statement

The staff at Westside Elementary will guide and empower students to make appropriate behavioral choices. Behavior issues will be approached with positive intervention, respect, and pride in order to build strong relationships.

Goals

To provide a positive behavior support system that will teach students appropriate behavioral responses to adults and peers; Support teachers and students in behavioral management and social skills instruction; Maintain a positive and safe environment for social and academic growth.

Each grade level will use Class Dojo to enforce positive behavior. Rules, procedures, and expectations will be taught and modeled by staff members and will be common throughout the building. Staff members will teach and monitor appropriate behavior daily. This program will include strategies and the use of tangible/visual indicators to help motivate students to improve their behavior. Parents of all students will be notified periodically for updates on student progress. Students who fail to respond to classroom rules and procedures (minor disruptions) will be engaged in a technique called THINK TIME. The THINK TIME discipline technique involves reasonable rules, logical consequences, and maintains the dignity of students and teachers. THINK TIME is for minor misbehaviors and is designed to provide the students an opportunity to gain self-control, reflect on their behavior, and plan for future success. THINK TIME is a warning which will not last more than 15 minutes. Classwork that reflects the grade level academic schedule should be sent with the student. Students do not get in trouble for going to THINK TIME. Students who choose to demonstrate appropriate behavior may receive WILDCATS PRIDE cards as incentives and recognition. Disruptive behavior could result in THINK TIME, MIR (Minor Incident Report), or a Discipline Office Referral form, or office referral, depending on the severity of the behavior. A Discipline Office Referral form must be completed and filed after the 4th MIR, and after the teacher has conferenced with the parent/guardian.

Criteria for earning CATS incentives

- Demonstrate appropriate behavior school-wide
- Model school wide theme (CATS).
- Follow building/classroom rules and procedure.
- Meet grade level percentage on Class Dojo
- No unexcused absences to include tardies and early dismissals

Cafeteria

- Music system - Students remain quiet when music is playing and talk softly when the music stops.

- A clip system will be used to enforce the noise level. Students demonstrating appropriate lunchroom behavior will receive one Dojo point upon returning to class. Students not demonstrating appropriate lunchroom behavior will lose one Dojo point upon returning to class. Teachers will check with monitors and retrieve their clip bucket before departing the lunchroom. After returning to class, Dojo points will be adjusted as needed. Teacher will give incentive for class.

Objectives

Decrease the number of office referrals for negative behavior by 15%

Decrease the number of home suspensions by 15 %

Prevention Components

School-wide behavior expectations and procedures will be displayed throughout the school and taught to all students. The following expectations will be used throughout the school in order to foster consistency in the school. Teachers may include a few additional expectations if needed. Behavior should be modeled and taught by all staff members (daily).

School-wide Behavior Expectations

Please use the attached matrix to apply the expectations throughout the school.

Westside Elementary School's Behavior Expectations Matrix

“An ounce of active supervision is worth a pound of referrals.” PBIS

Expectations	Classroom and Instructional Areas	Cafeteria	Hallway	Restroom	Bus
C are for Others	<ul style="list-style-type: none"> • Use a quiet voice, inside voice • Use positive words when speaking to peers and staff • Return materials in the same condition as they were given to you • Keep school property free from litter and vandalism 	<ul style="list-style-type: none"> • Use a quiet, inside voice • Clean up your trash after eating • Use positive words when speaking to peers and staff • Keep property free of litter and vandalism 	<ul style="list-style-type: none"> • Hold the door for the person behind you • Use a quiet, inside voice • Use positive words when speaking to peers and staff • Keep school property free from litter and vandalism 	<ul style="list-style-type: none"> • Knock on stall door to check availability • Use a quiet, inside voice • Use positive words when speaking to peers and staff • Keep school property free from litter and vandalism 	<ul style="list-style-type: none"> • Use quiet, inside voice • Use positive words when speaking to peers, bus driver, and monitor • Keep bus free from litter and vandalism
A lways be Respectful	<ul style="list-style-type: none"> • Listen without talking when others are speaking; wait your turn • Signal for help; wait quietly • Keep hands, feet, objects and unkind words to self 	<ul style="list-style-type: none"> • Eat your own food • Clean up spills immediately or raise hand for help • Keep hands, feet, objects and unkind words to self 	<ul style="list-style-type: none"> • Keep hands, feet, objects, and unkind words to self • Listen without talking when others are speaking 	<ul style="list-style-type: none"> • Keep hands, feet, objects and unkind words to self • Give people their privacy 	<ul style="list-style-type: none"> • Keep hands, feet, objects and unkind words to self • Listen without talking when the adults are speaking
T ake Responsibility	<ul style="list-style-type: none"> • Clean up after yourself and put away materials you used • Follow adult directions immediately 	<ul style="list-style-type: none"> • Sit where you are instructed to sit • Eat and keep food in the cafeteria • Follow adult directions immediately 	<ul style="list-style-type: none"> • Walk quietly on the right side of the hallway • Follow adult directions immediately 	<ul style="list-style-type: none"> • Go, flush, wash • Put trash in trash can • Return quietly to class • Follow adult directions immediately 	<ul style="list-style-type: none"> • Sit where you are instructed to sit • Follow adult directions immediately • Follow all bus rules
S tay safe	<ul style="list-style-type: none"> • Use your own materials • Admit mistakes; tell the truth the first time 	<ul style="list-style-type: none"> • Admit mistakes; tell the truth the first time 	<ul style="list-style-type: none"> • Have a hall pass when in the hall • Admit mistakes; tell the truth the first time 	<ul style="list-style-type: none"> • Have a restroom pass • Admit mistakes; tell the truth the first time 	<ul style="list-style-type: none"> • Admit mistakes; tell the truth the first time

Adapted from PBIS Behavior Expectations Matrix

School-Wide Rules

1. Follow directions of all teachers and staff members the first time they are given.
2. Keep hands, feet, mouth and other objects to yourself.
3. Be respectful and use kind words.
4. Walk quietly down halls.
5. Follow building rules and procedures at all times.

Major Infractions	Consequence Guidelines
Fighting/Extreme physical aggression	Home for the day / or 2 Days ISS (next step in progression).
Aggressive behavior (pushing, hitting, kicking, etc.)	1 Day ISS or (next step in progression)
Possession of inappropriate item	Confiscate item / 1 Day ISS or (next step in progression). Dangerous items to be determined by Administration (Home suspension or referral to AE)
Extreme disrespect/Active Defiance	1 day ISS or (next step in progression)
Profanity (written, verbal, gestures)	1 day ISS or (next step in progression)
Major inappropriate behavior (sexual talk, gestures, etc.)	1 Day OSS / sexual harassment form completed by administrator or (next step in progression).
Theft	1 day ISS
Leaving Assigned Area without permission	1 day ISS
Minor Infractions	
Stealing	Minor Incident Report
Talking without permission	1 st Offense – Warning / Parent contact
Getting out of seat w/o permission. Making noises.	2 nd Offense – MIR– 1 day Break Detention
Playing with toys, cell phones, games, etc.	3 rd Offense – MIR– 2 days Break Detention/Parent Conference
Running in building	4 th Offense – MIR – 3 days Break Detention
Lying to staff members	5 th Offense – Discipline Office Referral Form/Parent Conference/ Behavior Contract (Tier 2 Behavior Plan)
Not attempting to complete work / participate in class.	6 th Offense – 1 Day ISS / Grade K: ½ Day ISS
Lunchroom behavior (minor). Playing in restroom.	7 th Offense – 2 Days ISS
Not following procedures during transition. Name calling.	8 th Offense – 3 Days of ISS
	9 th Offense – 4 Days of ISS
	10 th Offense – 5 days of ISS (Tier 3 Behavior Plan)
	11 th Offense – 1 - 3 Days OSS
	12 th Offense – 4 Days OSS/ (Recommend Alternative Placement)

Teachers

Major Infractions – Report immediately to administrator. Follow up with descriptive email as soon as possible. Submit Infinite Campus (IC) referral. Contact Parent. Administration will process referral and inform parent of consequence.

Minor Infractions – Use your classroom management plan (Tier 1 interventions). Option 1: reduce break time silent lunch. Option 2: Contact Parent (Dojo/Phone/Agenda).

*Minor behaviors occurring outside the classroom should be reported to the teacher to investigate and handle accordingly.

Minor Infractions – Steps for Minor infractions

- 1st time – warning / contact parents – (Dojo/Phone/Agenda.) DOCUMENT IN CONTACT LOG (INFINITE CAMPUS).
- 2nd time – complete MIR / Assign Consequence / contact parent – (Dojo/Phone/Agenda.) DOCUMENT IN CONTACT LOG (INFINITE CAMPUS).
- 3rd time – complete MIR / Assign Consequence / contact parent - (Dojo/Phone/Agenda.) DOCUMENT IN CONTACT LOG (INFINITE CAMPUS).
- 4th time – complete MIR / Assign Consequence / contact parent - (Dojo/Phone/Agenda.) DOCUMENT IN CONTACT LOG (INFINITE CAMPUS). Schedule a conference.
- 5th time – Discipline Office Referral Form/Parent Conference/Behavior Contract (Tier 2 Behavior Plan)



Westside Elementary School Minor Incident Report (MIR)

To the parents of _____,
 This notice is to inform you that your child is not exhibiting appropriate behavior consistent with the classroom and building procedures of Westside Elementary School. We need your support in helping us to teach and model appropriate behavior in order to foster an environment that promotes learning and meeting the needs of all students.
 Thank you for your support.

Teacher _____
Date _____ **Time** _____ **Grade** _____ **Location** _____ **MIR#** _____
Grading Period _____

BEHAVIORS DISPLAYED

	Level I
	Disrupting class
	Talking without permission
	Getting out of seat without permission
	Making noises / playing
	Lying to staff members
	Playing with toys, cell phones, games etc.
	Not keeping hands, feet, & objects to self
	Running in the building
	Name calling
	Not attempting to complete work/participate in class
	Lunchroom behavior (minor)
	Playing in the restroom
	Not following procedures during transition
	Refuse to cooperate during break time (recess)
	Refuse to go to Think Time
	Other

Teacher Comment

Consequences prior to the 1st MIR may include Think Time in a grade level classroom (15 min.), loss of classroom privileges (ex. Computer), or loss of Break time.
A referral process begins with the next infraction (the sixth). This process repeats each grading period.

Student Signature _____ **Parent Signature** _____ **Date** _____

Administrators

Major Infractions – Contact parents / complete resolution section in IC / assign consequence / assign student to ISS list /email teacher (case manager if SPED / ELL) / Provide one IC referral print out in envelope to go home in agenda and one IC print out to AP (Assistant Principal).

Tier 2 Behavior Plan (SST)

- Students will be placed on a Tier 2 plan for the following reasons:
 - Continuing from previous year
 - Begin the year by returning from alternative environment
 - Receive their first office referral in a year
- Counselor and AP will create a Tier 2 behavior plan in TIENET for the student and initiate intervention
 - Counselor and teacher will meet with the parent to explain and discuss the intervention
 - Teacher will implement intervention and give intervention sheets to counselor at the end of the day on Friday
 - Teacher will enter weekly data point in TIENET for student
- Student support team will meet monthly to review intervention effectiveness
 - Team will meet on students who have been on the plan at least 4 weeks (4 data points)
 - Team will review data points and IC discipline referrals
 - Team will make recommendations to place student back on Tier 1 or move to Tier 3
- Counselor and APD will maintain Tier 2 – behavior plan data base (Student/grade/reason/date to begin intervention/Behavior team recommendations and date).
- Behavior Contract – 3rd Office referral.

Positive Behavior Incentive Plan:

- In order to encourage our four expectations (displayed school-wide), teachers will incorporate positive incentives for students demonstrating the preferred classroom behaviors. Behavioral percentages (Class Dojo) have been assigned for students to meet in order to participate in behavioral celebrations and positive incentive activities. Teachers and staff will hand out “CATS” tickets (below) to students who consistently display the behavior expectations of Westside Elementary School. Students may also earn a ticket weekly for having no unexcused absences to include tardies and early dismissals. Students may use tickets to trade in for supplies, snacks, and to assist with admission to school functions or for other incentives given by Westside Elementary.

CATS TICKET REDEMPTION TIERS

TIER 1 Incentive	1 – 5 tickets
TIER 2 Incentive	6 – 10 tickets
TIER 3 Incentive	11 – 15 tickets
TIER 4 Incentive	16 – 20 tickets
TIER 5 Incentive	21 or more tickets


We will have a good behavior celebration for each of the first three grading periods during specials. Students must meet ALL of the following criteria to attend the behavior celebration:

- Receive no more than three MIRs or less during a nine-week grading period
- No office referrals, home suspensions, or bus referrals
- Earn the percentage of Class Dojo points assigned per grading period (80% - 1st grading period; 85% - 2nd grading period; 90% - 3rd grading period)

Additionally, there will be an end-of-year Mega Celebration. To attend the Mega Celebration, students must attend all three celebrations and attain a 90% Class Dojo percentage for the 4th grading period.

Adjustments will be made for Tier 3 students who have individual behavior plans.

Incentive Ticket

<hr style="width: 50%; margin: 0 auto;"/> <p style="text-align: center;">has earned CATS Pride recognition!</p>	
<ul style="list-style-type: none"> ☺ Care for others ☺ Always be respectful ☺ Take responsibility ☺ Stay safe 	
By: _____	Date: _____

Referral Process Quick Reference

<ul style="list-style-type: none"> • Think Time (time-out with a buddy teacher no longer than 15 minutes)
<ul style="list-style-type: none"> • If students accumulate 3 MIRs (Minor Incident Report), a Discipline Referral Form must be completed and must be entered into Parent contact log. Schedule parent conference. Major infractions like fighting, using profanity, bullying and inappropriate touching are automatic office referrals.
<ul style="list-style-type: none"> • Office Referral may result in ISS, OSS, or Bus suspension in progression. Parents must be notified and documented in Infinite Campus.
<ul style="list-style-type: none"> • Students who do not earn positive behavior celebration the student will complete <ul style="list-style-type: none"> ▪ Counseling ▪ Behavior Intervention ▪ Response to Intervention (RTI)

Discipline Office Referral Form 2019-2020

Student's Name _____

Teacher _____

Date _____

Time _____

Reason for Referral

Prior Action Taken By the Teacher

Circle One	Action	Date(s)
Yes or No	MIRs have been given?	
Yes or No	Detention has been assigned?	
Yes or No	Parent has been contacted?	
Yes or No	Conference has taken place?	
Yes or No	Is this student on an RTI?	
Yes or No	Does student have an IEP/BIP? SPED Student?	

Teacher Comments

Action Taken by Administrator

Administrator's Signature _____

Date _____

Bullying/ Sexual Harassment Reporting Process

<ul style="list-style-type: none">• Listen to students no matter how minor the situation seems.
<ul style="list-style-type: none">• Collect evidence (Names, statements, time, where incident occurred, etc.)
<ul style="list-style-type: none">• Document (Bullying Form)
<ul style="list-style-type: none">• Move swiftly; parents must be contacted as soon as possible (by Administration/Counselor)
<ul style="list-style-type: none">• Send documentation to Administration/Counselor. They will investigate and call parents to explain the findings of the investigation.

