

**Berta Weathersbee
Elementary School
School-Wide
Discipline Plan
2020-2021**



BERTA MISSION

The mission of Berta Weathersbee Elementary is to educate all students in a challenging and safe learning environment, so they will become productive citizens.

PBIS MISSION

It is the mission of BWES staff, parents, and community to use PBIS to teach students appropriate life skills to become responsible and respectful citizens.

BERTA PLEDGE

I promise to try my best at Berta. To strive to be a Soaring Eagle. To take pride in myself, my school and my community. To obey my teacher and the school rules. And to always remember The BEST are at BERTA!

Berta Weatherbee's Belief Statements

This we believe....

- All students can learn, achieve, and succeed when they are actively engaged in a developmentally appropriate learning process.
 - A safe and physically comfortable environment promotes student learning.
 - Students' self-esteem and individual performances are enhanced by challenging expectations, positive relationships, mutual respect, and the opportunity to make appropriate decisions.
 - Teachers, parents, students, and community must share the responsibility for the support of the school's mission.
 - Cultural diversity increases student understanding of different people and cultures.
 - Exceptional students require exceptional services and resources.
 - The best interest of each student drives our decision making process.
 - Students, teachers, parents and the community share the responsibility for their learning as well as their actions.
 - Communication and cooperation between school and home is crucial for optimal student achievement.
 - All stakeholders impact the education of a child.
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Guiding Principles

- We believe every child has the right to an appropriate education in a safe, supportive environment while allowing others the same opportunity
- We will reward and encourage the effort, achievement and excellence of all students
- We will constantly challenge all students to excel and achieve to their highest potential, while recognizing and embracing cultural diversity
- Staff members are committed to providing an excellent education for all students

Philosophy Statement

We believe our expectations for students' behavior must be taught and reviewed frequently. Our children will make appropriate behavioral choices. We will be proactive instead of reactive in the importance of establishing strong positive relationships with students by responding to the situation in a caring, fair, ethical and professional manner. Therefore, a positive school climate will guide social and academic growth for all students. A positive school-wide behavior management is necessary if learning is to take place.

Goals and Objectives

- Increase positive student behavior choices and reduce negative behavior choices
- Reduce the number of office referrals by 10%
- Reduce the number of out of school suspensions days by 40%

Discipline Committee 2020-2021

Name	Title
Mr. Willie Cooks	Principal
Mrs. Christy Marchetti	Assistant Principal/ IS
Brittany Pierce	Counselor
Kenneth Webb	ISS Coordinator
Barbara Whitley	RTI Coordinator
Jessica Slater	PK Representative
Tiffany Martin	Kindergarten Representative
Darla Clark	1st Grade Representative
Deondra Rivers	2nd Grade Representative
Ela Eley	3rd Grade Representative
Jaketa Hardnett	4th Grade Representative
NyShunda Welch	5th Grade Representative
Dalecia Williams	Parent Representative
Mr. Leo	Bus Driver Representative
Mrs. Poe	Cafeteria Representative
Ms. Hightower	Custodial Staff Representative
Rachel Steele	Parent Family Liaison

- The Discipline Committee will meet monthly.

ROLE	NAME
TEAM LEADER*	Amanda Moncus *New
PBIS ADMINISTRATOR*	Willie Cooks, Christy Marchetti
PBIS COACH*	Lavelle Williams and Melody Thurman *New
DATA ANALYST*	Barbie Whitley
BEHAVIOR SPECIALIST*	Ms. Jaketa Hardnett *New
RECORDER*	Deondra Rivers *New
TIME KEEPER*	Darla Clark
ADMINISTRATOR*	Willie Cooks, Christy Marchetti
COUNSELOR	Brittany Pierce

- The Data Representative will be responsible for getting the data to the committee.
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School-Wide Expectations

1. B: Be Responsible
2. E: Encourage Others
3. S: Show Respect
4. T: Take Pride

Progressive Discipline Process

Progressive Discipline is a systematic approach utilizing a continuum of interventions, supports, and consequences. The purpose of the progressive discipline model is to make every reasonable effort to correct inappropriate student behavior with logical consequences and restorative responses. Administrators will use a range of identified behaviors along with a range of possible responses that support the corrective action of the behavior. This process creates an environment where the degree of discipline corresponds with the severity of the behavior leading to the discipline, and follows all due process procedures. Progressive discipline can include prevention measures, early and ongoing interventions, and disciplinary responses to address inappropriate behavior. All interventions, and disciplinary responses should be selected and implemented to assist students in understanding why the behavior is unacceptable, take responsibility for their action, and understand how they could approach the situation differently to avoid repeated inappropriate behaviors which may result in more serious consequences.

LEVEL

1

Level 1 behaviors represent minor disruptions to the classroom environment. Typically, they are not referred to an administrator until the classroom level interventions are not correcting the behavior. With level 1 behaviors, the goal is to correct the behavior while limiting time missed from class. Staff should use responses in a graduated fashion.

LEVEL

2

Level 2 behaviors represent acts whose frequency or seriousness disrupt the learning environment of the school. These violations always result in the involvement of school administration. With Level 2 behaviors, the goal is to correct the behavior by stressing the seriousness of the offense while keeping the student in school. Staff should use responses in a graduated fashion.

LEVEL

3

Level 3 behaviors represent acts against a person(s) or property that indirectly endanger the health or safety of others in the school or severely impacts or disrupts the school environment. Level 3 may also include repeated similar offenses. These offenses may result in the short-term removal of the student from the school environment and school related activities because of the severe nature of the offense. Response options may include combinations of interventions, resolutions, and discipline. Staff should use responses in a graduated fashion.

LEVEL

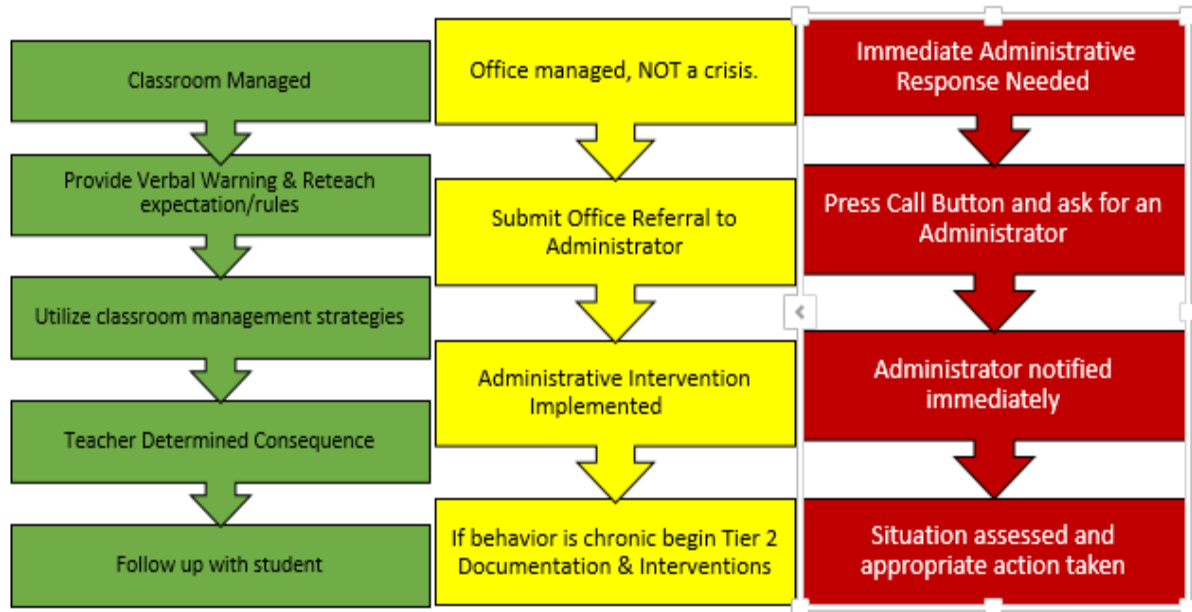
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Level 4 behaviors represent acts against a person(s) or property that may directly or indirectly endanger the health or safety of others. Level 4 discipline offenses represent the most serious acts of misconduct and must be immediately reported to the principal. These violations are so serious that they may require use of outside agencies and/or law enforcement. Such acts may also result in criminal penalties being imposed. Any misconduct that threatens the health, safety, or well-being of others may result in immediate suspension of the student from the school and/or school-sponsored activities, pending disciplinary investigation of the allegations.

School-Wide Consequences (Berta Courtesy Notices)

Teacher Managed	Office Managed
<ul style="list-style-type: none"> Inappropriate Language Teasing Refusal to work Running Minor dishonesty Academic Dishonesty Minor Disruption Minor Aggression- passing hits/shoving Unsafe or rough play Disrespect <ul style="list-style-type: none"> -Tone -Attitude -Body Language Inappropriate Use of Materials Pattern of Incomplete Work Digital Misuse 	<ul style="list-style-type: none"> Property Destruction Aggressive Physical Pattern of aggressive/profane language Harassment of student/teachers Major/chronic disruption Major/chronic refusal to follow school rules Major dishonesty Cheating on major assessments Bullying (Bully protocol) Inappropriate display of affection*
	<ul style="list-style-type: none"> Leaving class without permission Fighting Weapons/Drugs Leaving Campus Credible Threats Major Theft Potentially Unsafe Environment

Behavior Flow Chart



Implementation of Rules and Procedures

- All stakeholders will reinforce school-wide Rules and Procedures daily
- Administrators will review rules and procedures during morning and afternoon announcements
- Student Handbook will outline expectations
- Parent/Staff Weekly Newsletters, Announcements and Website will address school-wide expectations
- Parent meetings will address school-wide expectations
- Expectations will be visible in classrooms and throughout the building

School Procedures

- All students enter school and report to the cafeteria get their breakfast and report to homeroom. Duty personnel will monitor students in cafeteria, hallway and stairwells.
 - During dismissal bus riders, car riders, and walkers will be called. Dismissal will be by grade level only, starting with the upper grades.
 - When traveling in the hallways, students must walk quietly on the right side with and without teacher supervision walking 2 from the blue.
 - Teachers walk students to the cafeteria for lunch. Students will get all necessary items and food before sitting at their designated table. Students should remain seated unless given permission to get up by an adult monitor.
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- Teachers will escort students to the auditorium for assemblies and sit in assigned areas. Support Staff will provide additional support where needed.
- Mandatory use of hallway passes.
- Office referrals are used as one form of consequence in our discipline plan.

Classroom Procedures

- School hall passes will be used for specific destinations.
- Parent Communication logs will be maintained and reviewed by administrator as needed.
- Staff will record parent contact in the Infinite Campus and Class-tag.

School-Wide Incentives

- Character Education Incentives
- Student of the Month/Week
- PBIS Store
- Teacher/Team Incentives
- Administrative Incentives
- Honor/Behavior Program Awards each semester
- Berta Bucks
- Berta Spirit Days

Teacher Incentives

- Friday Incentive
 - CCPRI Celebration
 - Award for teacher/class having most parent participation at school functions
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- Yearly academic achievement incentive awards for teachers
- Periodic Incentives at Faculty Meetings
- Teacher Appreciation Week
- Early Leave Certificates
- Grade Level Incentives
- End-Of-The-Year Celebration
- Administrators provide lunch for teachers

Resources for Incentives

- Business Partners
- PTO
- Parents, Teachers and School Administration

Character Education

- Character education is a school-wide incentive that will be facilitated and supported by all staff daily.
 - The expectation is that PBIS lessons will be used during the first fifteen minutes of school to focus on teaching students the behavior expectation matrix. Each letter of BEST will be taught/discuss with each class during the first 10 days of school and reviewed in January of each year.
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- Project Wisdom (Character Education Curriculum) daily. TBD

Alcohol, Tobacco and Drug Prevention

Alcohol, Tobacco, and other Drug Prevention is an on-going education program supported by all stakeholders:

- Red Ribbon Week
- Drug Awareness Assemblies
- Embedded in Health & P.E. Curriculum
- Drug Task Force

Sexual Harassment

- Annual sexual harassment training will be conducted by the Social Worker each year with all students and staff.
- Classroom teachers will review sexual harassment via the student handbook.

Bullying Prevention

- The school counselor will conduct bullying prevention training with the faculty during preplanning. Training will consist of defining, recognizing early signs and providing
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strategies for addressing bullying.

- Peer Mediation

School Safety Plan

- Date Submitted: October 2018
- Date for Drills: See Safety Plan
- Dates for Training: November 2019
- Dates for Plan Review: October 2019

Monitoring Process

- Adjustments will be made as needed to the school-wide discipline plan based on data that is analyzed by the Discipline Committee. Discipline committee will meet monthly to discuss data. Data will be shared with staff during faculty meeting.
 - Data will be taken from SWIS.
 - The RTI Team will utilize RTI and Pyramid of Intervention to work with at-risk students.
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Prevention Programs

- Conflict Resolution/De-escalation Strategies
- Classroom/Team Management Plan
- Red Ribbon Week
- Group Counseling
- Student Conferences

Intervention Plan

- Berta Boys Club Mentoring Program
- Berta Girls Club
- Individual and group counseling
- Grade levels will use team cycles

Interventions

Student Conferences

- Teacher
 - Administrator
 - Counselor
 - Parent conferences
 - Mentor
 - Counseling Referral
 - Communicate with teacher to validate behaviors.
 - Assess child on academic and behavior pieces.
 - Parent may be required to attend.
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RTI Process

- Informal Collaboration
- Several recommendations regarding interventions

Lesson plans can be find at the following websites.

<http://www.wisconsinpbisnetwork.org/coaches/pbis-in-action/cool-tools.html>

<http://www.pbis.org/training/student.aspx>

<http://www.pbismaryland.org/schoolexamples.htm>

<http://pbiscompendium.ssd.k12.mo.us/LessonPlans/MiddleMatrix.htm>

http://haughtonm.bossierschools.org/cms/resources?d=x&folder_group_id=1248224914800&group_id=1248224914800&id=1257795541405

Conclusion

At Berta Weathersbee Elementary School, we realize the development and implementation of our school-wide behavior plan is an ongoing process. Our goal is for our students to acquire skills and learn to form meaningful relationships as well as be able to function socially and be productive citizens who make positive contributions to society.
