

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



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## **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.

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## 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

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

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- The Discipline Committee will meet monthly.

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

- 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.

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## **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**

# **4**

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.

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## 7.10 Participation in Gang Activity (Mandatory Hearing Offense)

### A. Definitions

As used in this Section, the terms:

"Criminal gang activity" means the commission, attempted commission, conspiracy to commit, or the solicitation, coercion, or intimidation of another person to commit any of the offenses defined in O.C.G.A. § 16-15-3(1)-(2) or the Troup County Student Code of Conduct.

"Criminal street gang" means any organization, association, or group of three or more persons associated in fact, whether formal or informal, which engages in criminal gang activity as defined in this Section. The existence of such organization, association, or group of individuals associated in fact may be established by evidence of a common name or common identifying signs, symbols, tattoos, graffiti, or attire or other distinguishing characteristics, including, but not limited to, common activities, customs, or behaviors. Such term shall not include three or more persons, associated in fact, whether formal or informal, who are not engaged in criminal gang activity.

### B. Offenses

No student shall engage in criminal gang activity as defined above at school, nor outside of school hours or away from school if such conduct poses a reasonable danger, threat, or adverse effect to the educational process, the health, property, safety, morals, or well-being of other students, teachers, administrators, or employees with the Troup County School System.

No student shall knowingly represent or identify himself or herself as being a member of a criminal street gang at school. The displaying of any signs, signals, insignia or other symbols that members of a gang use for identification, whether displayed by means of clothing, by physical gestures (for example hand gestures) or by other means, shall be prohibited on the premises of any school system facility or at any school system function, provided that the totality of the circumstances surrounding the student's conduct would cause a reasonable observer to associate the student with a criminal street gang. It shall not be a defense that such student is not in fact a member of a criminal street gang.

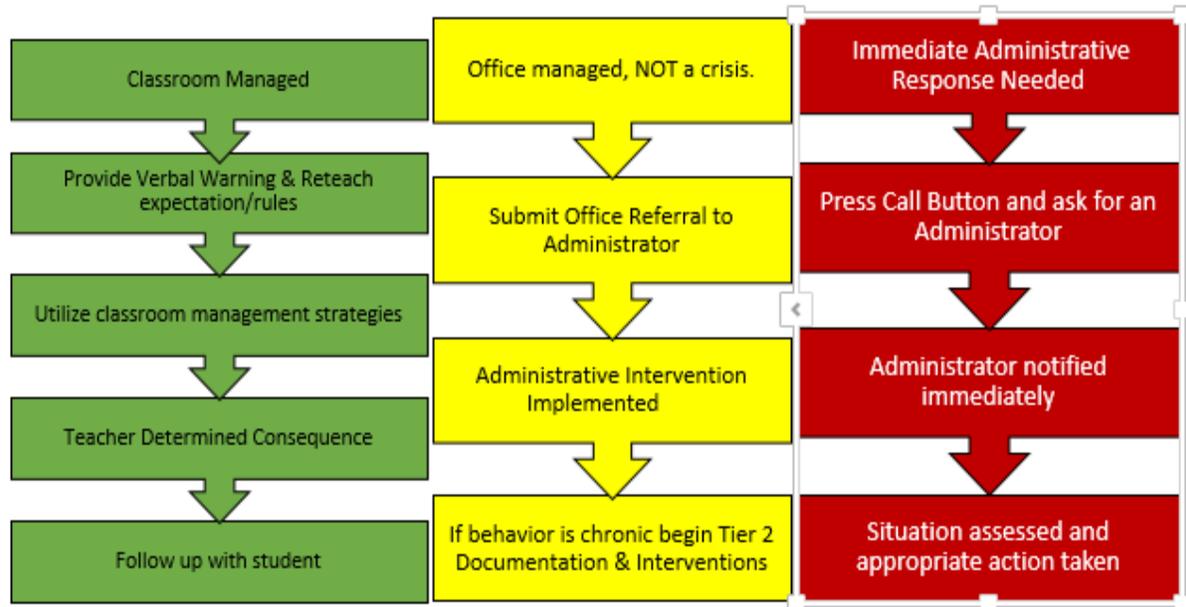
Intentionally threatening, intimidating or harassing another Troup County School System student or employee, whether on-campus or off campus, by representing oneself to be a gang member is prohibited.

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## School-Wide Consequences (Berta Courtesy Notices)

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

### 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](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.

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