

Westergard Elementary School
Progressive Discipline Plan
2016-2017



Mission Statement: Westergard Elementary School is committed to ensuring the success of all students by providing academic rigor in a safe and mutually respectful learning environment. We promote social-emotional learning and positive behavior discipline within all classroom settings. It is our goal to meet the needs of all our learners academically and emotionally. The Positive Behavior Intervention Supports (PBIS) at Westergard provide clear expectations for our students and reinforces positive behavior to increase desired outcomes for the optimal learning environment.

The PBIS matrix at Westergard focuses on building responsibility in our students to be focused learners capable of being productive citizens. At Westergard Elementary School, we believe that our school climate must be positive, safe, caring and consistent. It is our goal to create an environment where all students and staff are safe, respectful, and responsible. Everyone deserves the right to be treated with dignity and respect, and must be accountable for individual actions and behaviors. The four Wildcat principles: Positive, Accountable, Wise, and Safe help establish a strong culture for student achievement through relationships.

Pro-Active Steps to Ensure a Positive, Safe Environment:

Positive Behavior Intervention Support (PBIS) - Tier I focus: Establish expectations through the Wildcats matrix and develop an incentive system to reinforce positive behavior. Students earn PAWS cards when they demonstrate positive behavior according to our four PAWS principles.

PAWS-ITUDE - We will continue to promote PAWS-itude which means having the positive, growth mindset, desire to learn and work-hard attitude, and demonstrating the 6 pillars of character – respect, responsibility, caring, fairness, trustworthiness and citizenship – that we emphasize at Westergard Elementary to make our school a better place for all students.

Self-Manager Program - In recognition of our student leaders who go above and beyond to demonstrate this PAWS-itude on a consistent basis, we have developed a Self-Manager Program. This program is directly aligned to our PBIS matrix and provides various incentives to our school's strongest student leaders. The recognition and incentives that come along with this title have to be *earned* and *maintained* throughout the school year. These self-managers are exemplary student leaders and model citizens both in and outside of the classroom, and we are excited to recognize their hard work and diligent effort with this program.

Guidance Lessons – Our school counselor provides monthly guidance lessons centered on our four PAWS principles combined with character traits across all grade levels.

Keep in Mind to be Kind/Bullying Prevention - Aligned with the district's efforts in bullying prevention and SB 276, we have developed "Keep in Mind to be Kind" project which promotes acts of kindness, guidance lessons focused on respect, and school-wide activities to educate students on awareness of bullying behaviors and how to advocate for themselves and others.

Quarterly Awards Assemblies – Awards for academics, citizenship, and attendance will be given to students in each class, based on the teachers' choices and student's responsible actions.

Parents as Partners in Education – At Westergard, we continue to focus our efforts in parent and family engagement, increase communication and build positive relationships with our families. We value the partnership with our parents to support the education of our students.

	P Positive Attitude	A Accountable Being Respectful & Responsible	W Wise Choices	S Safe At All Times
Hallway	<ul style="list-style-type: none"> Give a non-verbal "Paws-itude" greeting Smile Be cooperative 	<ul style="list-style-type: none"> Use a whisper voice Keep hands, feet and objects to self Stay in your own space 	<ul style="list-style-type: none"> Always have a hall pass Model appropriate manners and conduct Quiet and quick transitions 	<ul style="list-style-type: none"> Always walk on the right Single file line Keep hands, feet, and objects to self
Lunchroom	<ul style="list-style-type: none"> Say please and thank you Make friendly table talk 	<ul style="list-style-type: none"> Use inside voices Eat politely with your mouth closed Respond to quiet signal Focus on eating Clean up after yourself 	<ul style="list-style-type: none"> Report spills Listen to the speaker Raise hand when you need assistance 	<ul style="list-style-type: none"> Always walk Stay seated until dismissed Enjoy your own lunch Follow the 1-2-3 dismissal
Classroom	<ul style="list-style-type: none"> Be polite and courteous Be cooperative Include others Share and work with others 	<ul style="list-style-type: none"> Follow directions the first time Be a good listener Show respect Be responsible Complete assignments Be prepared to learn 	<ul style="list-style-type: none"> Use time wisely Put things away Ask for and offer help Be ready to learn Complete assignments and homework on time 	<ul style="list-style-type: none"> Push chair in Always walk Keep hands, feet, and objects to self
Restroom	<ul style="list-style-type: none"> Be polite Respect others right to privacy 	<ul style="list-style-type: none"> Wait your turn Keep it clean, quick, and quiet Be patient Knock before entering a stall 	<ul style="list-style-type: none"> Flush, wash, and toss Report problems to teacher Get back to class quickly 	<ul style="list-style-type: none"> Wash hands with soap Walk Keep water in the sink
Bus	<ul style="list-style-type: none"> Use inside voices Listen to driver at all times 	<ul style="list-style-type: none"> Use inside voices Keep bus clean Be on time Keep hands, feet, and objects to self 	<ul style="list-style-type: none"> Listen and follows driver's directions Take care of belongings 	<ul style="list-style-type: none"> Stay seated Keep aisle clear Follow safety rules
Playground	<ul style="list-style-type: none"> Play fair and share equipment Use kind words Be nice Include others Be a good role model 	<ul style="list-style-type: none"> Follow playground rules Take turns Listen to duty teacher Hands and feet to self Line up in a timely manner Freeze at a whistle or bell 	<ul style="list-style-type: none"> Line up quickly Keep hands and feet to self Model good sportsmanship 	<ul style="list-style-type: none"> Follow playground rules Respect each other's personal space Use equipment safely
Assembly	<ul style="list-style-type: none"> Sit down so others around you can see Participate when invited 	<ul style="list-style-type: none"> Show appreciation with clapping hands Hands and feet to self Listen quietly Stay in your own space 	<ul style="list-style-type: none"> Remain with your class at all times Be a good listener 	<ul style="list-style-type: none"> Walk into assembly slowly and carefully Remain seated
Community	<ul style="list-style-type: none"> Smile Use manners Show respect 	<ul style="list-style-type: none"> Remain quiet during performance Show appreciation with clapping 	<ul style="list-style-type: none"> Let your chaperone know where you are at all times 	<ul style="list-style-type: none"> Stay with your chaperone

Volume Common Language:

- 0- quiet, no one is talking
- 1- faint whisper that only a person sitting next to someone can hear
- 2- small group conversation
- 3- teacher voice
- 4- playground voice

Playground Expectations- Volume 4

1. Take turns on equipment.
2. Walk to and from recess.
3. Include others.
4. Take care of playground equipment.
5. Choose safe activities
6. Hands and feet to self.
7. Manage your outdoor voice.
8. Take care of personal business on your way out.
9. Know and follow playground boundaries.
10. Respect others' feelings
11. Follow rules of games.
12. Follow adult directions.
13. Line up on signal.
14. Ask permission to leave playground.
15. Keep up with your personal equipment.
Please keep bats and baseballs at home.
16. Avoid kicking or throwing balls on the wall or the roof.
17. Avoid playing on, behind, or around the mobiles. Notice boundary red lines.
18. FREEZE on one whistle or bell.

Lunchroom Expectations-

Lunchtime Volume 1 to 2

Last five minutes of silence Volume 0

1. Raise your hand.
2. Speak quietly with your immediate neighbors.
3. Listen for instructions and reminders from adults.
4. Pick up and prepare the trash around you when the five-minute bell rings.
5. Make your lunchtime enjoyable for yourself and your peers.
6. Maintain an inside voice while indoors and inline.
7. The last 5 minutes of lunch is chow time for eating, drinking, and resting only.
8. Obtain all necessary food, condiments and utensils while in line.
9. Use the closest trashcan to throw trash away.
10. Line up quietly in the designated class spot and wait in a straight line.

LUNCHROOM EXIT PROCEDURES:

Give me a 1 – means freeze

Give me a 2- means stand up

Give me a 3- means quietly walk, throw away trash, and line up.

Hallway Expectations – Volume 0

1. Have a hall pass (individual ST).
2. Walk quietly in a straight line, look forward (without gaps).

Bathroom Expectations – Volume 0-1

1. Quickly and quietly take care of business.
2. Make appropriate choices.
3. Clean up after yourself.
4. Use only what you need.
5. Use restroom at appropriate times.
6. Keep your hands and feet to self.
7. Wait your turn.

School Expectations

1. Respect others, their space, and their property.
2. Use appropriate language.
3. Personal items (i.e. toys, radios, iPods, skateboards, trading cards, etc.) must remain at home. Recreational toys or equipment may be used on the playground with the approval of the classroom teacher. The school is not responsible for damage, loss or theft. Leave recreational toys and equipment at home unless a teacher gives permission to bring them to school.
4. Gum chewing, eating or drinking in the classroom or on school grounds is not allowed except for the delegated snack times, parties, rewards at the discretion of the teacher, or approval by the principal.
5. Students may only leave the playground or the classroom with a pass.
6. Students are to walk quietly with hands to themselves while they are at school.
7. Students are not to climb over fences or walk through private property on their way to or from school.
8. Clothing with offensive language, or clothing that advertises tobacco, alcohol, or drugs are prohibited. Attire that is gang related is prohibited at school. This includes shirts, hats, bandanas/head coverings, or items such as chains. These items will be confiscated and parents will have to come in for a meeting before the item is returned. Clothing that is see-through such as beachwear; spaghetti straps and halter-tops are not allowed at school. Clothing must cover all undergarments, no bare mid-drifts (half shirts) and no sagging.

Teacher Responsibilities:

1. Establish a positive and supportive classroom environment with established classroom norms [Examples: classroom contract, planners, group points, reflection binder, etc.]
2. Create a classroom discipline plan using the PBIS framework. This should include a set of expectations or guidelines for students, progressive consequences for misbehavior, and posting of expectations and consequences in a conspicuous place in the classroom and communicated to parents and administration.
3. Teach expectations and consequences to students.
4. Develop a positive rapport with all students.
5. Administer consequences according to the plan created by the teacher.
6. Establish a Temporary Alternative Placement (TAP) for disruptive students
 - a. Each teacher will have two teacher buddies
 - b. Each teacher will develop a plan with buddies

The following is the progressive discipline plan:

Discipline Plan and Consequences

Discipline at Westergard is student-focused and seen as an opportunity to teach behavior to students currently deficient and not meeting expectations. We view behavior as learned, therefore must be taught, modeled, re-taught, and supported. Westergard educators understand the power of connections and search for relationship building opportunities.

Positive Reinforcement:

School expectations are reinforced through PAWS cards, rewards, privileges, self-manager program, and assemblies.

Responsive Interventions:

Responsive interventions will be implemented for students who violate school expectations to determine cause of the behavior, identify solutions, and help problem solve strategies to prevent the behavior from recurring. Students who demonstrate behavior concerns that impede the learning of self and others may be referred to the MTSS team.

When positive reinforcement and classroom interventions have failed, students are assigned consequences. The principal and/or dean of students assign these consequences for behaviors. Age, developmental/cognitive level of students, and maturity are taken into consideration when determining appropriate consequences for students.

The following outlines minor and major infractions and progressive consequences:

Westergard Discipline Referral Levels

<p>Minor (classroom managed)</p>	<p>Major (office referral)</p>	<p>Unlawful Behaviors *Must be seen by Principal or Dean **May require referral to School Police</p>
<ul style="list-style-type: none"> • Use of cell phone During school hours • Inappropriate language • Dress Code Violation • Disrespect to teachers and staff (including substitutes) • Insubordination • Not following directions • Damage to school property • Teasing/Taunting • Lying • Inappropriate website use • Disruption to the learning environment • Theft • Cheating 	<p style="text-align: center;"><u>INCREASED LEVELS OF INTENSITY</u></p> <ul style="list-style-type: none"> • Physical aggression (1st Offense) • Use of cell phone during school hours (3rd offense) • Inappropriate language (3rd Offense) • Disrespect to teachers and staff (including substitute-3rd offense) • Defiance after 3 Re-directs • Damage to school property of high monetary value • Inappropriate website use (bullying & harassment) • Continual disruption to the learning environment that requires removal from class/group after implementing TAP • Theft-significant monetary value • Cheating (3rd offense) 	<ul style="list-style-type: none"> • Fighting/physical aggression • Bullying/harassment/intimidation (sexual or verbal) • Vandalism • Possession of weapons or illegal substances • Violence/Harmful • Violence/Staff • Gang related behavior

Progressive Consequences: This is a chance for teachers to help students begin to take responsibility for their own actions

Consequences for Minors	Consequences for Majors	Consequences for Unlawful Behaviors
<p>SEE PROGRESSIVE CONSEQUENCES BELOW</p> <p>The teachers understand that the documented offenses concerns the same behavior over a period of time.</p>	<ul style="list-style-type: none"> • Office referral • Student conference with principal or dean • Phone call to parent or guardian by principal or dean • Conference with student, parent, and administrator • Conflict resolution • Apology (verbal, essays, letters) • Student contract • Loss of recess/class privilege • School beautification or community service <p>*Referral to IAT for repeated major behavior events **Repeated major events referral to MTSS</p>	<ul style="list-style-type: none"> • Conference with student, parent, teacher and administrator • Suspension (in-house or out of school) • Violence Intervention Program • Possible hearing with student, parent, teacher, administrators • Possible hearing with District Officials • Referral of matter to School Police or other authority of jurisdiction

Observe Problem Behavior:

- *Is the behavior office managed?*

A. No, considered **classroom managed**- Follow progressive consequences:

1. **Verbal Warnings** - Teacher/Student conference; desired behavior discussed with student input. (Not documented, no phone call, no consequence)
2. **First Documented Offense.** Teacher/Student conference. Re-teach expectation. Lower citizenship grade. Contact parents. Document in IC as a minor offense.
3. **Second Documented Offense.** Teacher/Student conference. Re-teach expectation with the agreement that a designated temporary alternate placement will be implemented if the offense happens again. Lower citizenship grade. Loss of privilege. Document in IC as a minor offense.
4. **Third Documented Offense.** Teacher/Student conference. Temporary alternate placement. Lower citizenship grade. Loss of privilege. Parent-Student-Teacher conference. Document in IC as a minor offense.
5. **Fourth Documented Offense.** Removal from class. Referral to office

B. Yes, because all other progressive steps have been taken, therefore, administrative intervention is needed. Teacher informs administration of the situation. Administration documents incident in IC.

C. Yes, Immediate Administrative Response Needed

1. Administrator/ Dean notified immediately
2. Situation assessed and appropriate action taken as outlined in the WCSD Behavior Matrix
3. Documentation in IC by administrative team.

Positive Behavior Support:

The Positive Behavioral Support system that we have in place here at Westergard is a tiered system of support designed to promote positive academic, social, and personal behaviors.

Tier 1:

During the first two weeks of school, teachers teach classroom and school wide behavior expectations to all students. The PAWS behavior matrix is posted and discussed school wide and students learn the culture of the Wildcat PAWSitude. If a child is not responding to the classroom environment and requires additional support, either behaviorally or academically, the teacher contacts the parent to discuss areas of concern. **If both the teacher and parent agrees that the student needs additional support, the student will be referred to the Multi-Tiered Systems of Support (MTSS) team for evaluation.**

Responsive Interventions:

When students violate school rules, responsive interventions are used to help identify the cause of the behavior, identify a solution and help the student to be successful here at Westergard. Infinite Campus (IC) documentation and communication with the parent(s) or guardian(s) is critical to ensure Westergard is utilizing as many resources as possible to help the student succeed. If a child is sent to the office for a major behavior, it is documented in IC by the administrative team. If the behavior is a minor infraction, it is the teacher's responsibility to document it into IC (See Westergard's Discipline Referral Levels).

Tier 2:

2.1: *The teacher has identified a student requiring additional support in the classroom and has already contacted parent. Admin and/or counselor can provide assistance with developing a behavior plan. (Examples of interventions and documentation charts attached).*

(a) **Parent meeting with teacher to create a behavior plan. Parents, child, and teacher all sign behavior plan contract.**

(b) Department of Education letter and Tier 2 forms completed.

(c) In the MTSS tab, teacher documents the intervention plan.

(d) In the minor behavior tab, teacher documents any specific behavior incidences throughout the year. See admin if unsure whether a referral was documented in the office.

(e) Teacher collects specific data to demonstrate evidence of interventions and presents to the grade level MTSS meeting for re-evaluation. *(Notes are taken in Google Docs during the MTSS meeting).* Data is kept to ensure the success of the plan and that adjustments are made accordingly. For example, a daily home note, check-in/check-out system, or sticker chart.

(f) Must be implemented for a minimum of 6 weeks before entering 2.2.

2.2: *The teacher has sufficient documentation and data collection to show the need for a revision to behavior plan and the initial behavior plan has been in place for a minimum of 6 weeks.*

(a) **Contact parents to discuss the need for revision.**

(b) Update the MTSS tab (Notes are taken in Google Docs during MTSS meeting).

(c) Revise behavior plan, collect data, and continue the statistically viable documenting process (i.e. tally marks).

(d) Must be implemented for a minimum of 6 weeks before entering 2.3.

(e) Observations by school psychologist must be approved by the MTSS team and be in alignment with the MTSS process. If an observation is warranted, teachers, admin and counselor will get a copy of observation. If a parent requests an observation, please refer it to the MTSS team. The MTSS team will respond to the request.

2.3: *The intervention is not effective and behavior is escalating significantly.*

(a) **Contact parents to discuss the need for additional support.**

(b) Conduct a Prevent Teach Reinforce Assessment (formerly known as a Functional Behavior Assessment or FBA). However, in instances such as inattention, the PTR might not be warranted, and an additional revision to the behavior plan might be the only change.

(c) Update the MTSS tab (Notes are taken in Google Docs during MTSS meeting).

(d) Revise behavior plan, collect data and continue documentation process.

(e) Must be implemented for a minimum of 6 weeks before entering tier 3.

(f) Observations by school psychologist must be approved by the MTSS team and be in alignment with the MTSS process. If an observation is warranted, teachers, admin and counselor will get a copy of observation. If a parent requests an observation, please refer it to the MTSS team. The MTSS team will respond to the request.

Tier 3:

3.1: *A closer look at the PTR is required to identify patterns of behavior and triggers that match the data collected.*

(a) **Parent meeting with teacher to discuss the need for additional evaluation.**

(b) Tier 3 forms completed.

(c) Update the MTSS tab (Notes are taken in Google Docs during MTSS meeting).

(d) Revise behavior plan as needed.

(e) Must be implemented for a minimum of 6 weeks before entering 3.2.

(f) Observations by school psychologist must be approved by the MTSS team and be in alignment with the MTSS process. If an observation is warranted, teachers, admin, and counselors will get a copy of the observation. If a parent requests an observation, please refer it to the MTSS team. The MTSS team will respond to the request.

3.2: *Additional help is needed to assist with implementing supports to help the student be successful in the classroom setting.*

(a) **Parent meeting with the teacher to discuss the need for additional support staff.**

(b) Contact district MTSS team. A behavior analyst will review data collected and provide feedback for additional support.