

New Town School-Wide Behavior Plan

Overview:



This year, we will be using a school-wide plan focusing on positive interactions with students to teach behavior. There may be students that require an individual behavior management system.

Goals For this Plan:

- Ensure all students have access to a safe and supportive learning environment
- Foster positive relationships with both students and staff through the use of conscious discipline
- Promote consistent application of responses to student behaviors

School-wide Code of Conduct:

The following are the expectations that NTES has for student behavior around the building. These expectations encourage students to be respectful, responsible, and ready to learn.

RETRIEVERS ARE.....	P Prepared to Learn	A Act Responsibly	W Welcome Respect	S Success
Arrival/Dismissal	-Turn off cell phones -Know how you're getting home -Bring needed materials	-Report directly to your dismissal location -Walk directly home on sidewalk -Use crosswalk	-Stay quiet -Follow all bus rules -Keep hands and feet to yourself	
Classroom	-Be an active participant -Wait your turn to speak -Be kind to others	-Come to class prepared -Follow classroom rules -Use materials and equipment properly	-Enter quietly and ready to learn -Respect personal space -Clean up after yourself	
Hallway	-Go directly to your destination -Keep hallways clean -Walk	-Always use a hall pass -Respect hallway displays -Keep hands and feet to yourself	-Use appropriate voice -Use Lucky Stops -Hold doors for others	
Bathroom	-Conserve bathroom supplies -Flush	-Clean up after you are done -Always wash your hands -Report problems to teacher	-Honor privacy -Respect school property -Use a quiet voice	
Playground	-Use equipment correctly -Line up quietly when called -Follow adult directions	-Follow recess rules -Use positive conflict resolution	-Show kindness -Include others -Demonstrate sportsmanship	
Cafeteria	-Bring lunch and/or money -Go through the line only once -Include others in table conversation	-Clean up your area -Use conflict resolution -Use appropriate voice level	-Wait patiently for your turn -Stay seated -Use respectful language	

Student Electronic Device and Cell Phone Policy

Any non-Baltimore County Public Schools (BCPS) issued electronic communication device used to send or receive data via voice, video, or text. Examples include but are not limited to cell phones, smart watches, tablets, personal computers, or other devices equipped with microphones, speakers and/or cameras carried, worn or transported by an individual to receive, communicate or record voice, data, image and/or text content.

Students are only to use the BCPS-issued devices. Research shows that students' cell phone use in schools are the source of several negative outcomes.

- Upon entering the school building, students must power off or silence their cell phones
- Cell phones and all other electronic devices not issued by BCPS, including Smart watches, headphones, and AirPods must be off, away, and placed in student lockers for the duration of the school day.
- Student backpacks, purses, fanny packs, etc. must be stored in lockers throughout the school day.

Consequences if a student brings a cell phone to class (All occurrences will be documented by teacher or referral process)

1. Warning with teacher and/or administrator documented parent contact
2. Consequences will follow "When a student is struggling to comply"

After the listed interventions, a suspension may be issued in the event the Electronic Device and Cell Phone policy is chronically violated.

Cafeteria:

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

Teacher expectations:

- Use the cafeteria space as the location for lessons on how the cafeteria works and proper conduct while eating.
- Arrive to the cafeteria at your homeroom's designated lunch time
- Review cafeteria expectations with students weekly
- Return to the cafeteria at least one minute prior to your end time to ensure clean tables and to be able to exit the cafeteria promptly

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

Hallway:

All classes will walk in a quiet line on the right side of the hallway without passing other classes.

All teachers will position themselves at the center/rear of the line so all students in their class line are visible at all times.

Lucky stops will be used as stopping points while walking as a class in the hallway.

All students not accompanied by an adult, must have a paper "Class Pass" or bathroom pass at all times.

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.

Safe Space:

In each class there should be a Safe Space. The Safe Space is student-selected and/or teacher guided for the purpose of problem solving and calming. Additional resources can be found in the Conscious Discipline Folder in Schoology.

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 5-15 minutes to start and end the day. During this time the teacher and students could discuss any celebrations and/or concerns that the class may have. Along with identifying concerns, teachers and students will work together to solve problems.

When a Student is Struggling to Comply:

When a child engages in continued non-compliance:

- The teacher will use **at least 3 preferred research-based interventions** with the child before moving to the next step.
 - Assess the situation
 - Use Redirect
 - Use restatement of direction
 - Gather information from the student
 - Make a personal connection and empathize
 - 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
 - A reminder to the student that they earn access to preferred activities and that current behavior is not earning that access.
- If those interventions don't work, the teacher will make a teacher-to-parent contact (verbal contact via phone or in person must be first attempt, if unsuccessful proceed to email) and **at least 1 second level intervention. Teachers are expected to keep a log of all attempted and successful contacts (parent contacts or attempted contacts shall be logged in Focus under general student notes). If parents prove unreachable then proceed to the next step. Informing one of the administrators via email when a second level intervention has been reached with a student will allow them to provide additional support.**
 - Logging parent contacts in Focus
 - Students tab
 - Mass add log records
 - General student notes
 - **Second level interventions**
 - Use of Pre-arranged buddy room (within the same grade level) with continued instructional opportunity.
 - Loss of access to a preferred activity.
 - Detention- lunch, after school or special detention.
- If these second level interventions are not successful
 - The child will be referred to the office in the following manner:

- Call on the walkie for administrator assistance “Code Yellow”
- There will also be an online referral form in Focus which will follow the child as soon as possible.
- After receipt of a referral, administration shall:
 - provide an appropriate administration intervention
 - make direct verbal contact with the family regarding the child and the situation.
 - communicate administrative actions to the referring teacher prior to returning the student to class.
- 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
 - 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 during school detention and/or loss of an activity (this should have been previously communicated to the student and parent.
 - schedule and hold an in-person Required Parent Conference with teacher present. (Preferably at a convenient time for all parties).
- 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 faculty council shall immediately be notified as well as the grade-level team, where appropriate.

Categories of behavior:

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. Teacher will call for support on the walkie, “Code Red”.

- Fighting
- Physical Attack on Student/Teacher
- Dangerous behavior – danger to self or others
- Leaving Classroom w/o Permission – Out of Sight

Returning Children to the Classroom:

If 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 referring teacher away from other children. If it is agreed that the child is ready to return to the classroom the administrator will accompany the child back to the classroom.

Toolbox of Consequences:

Hierarchy of positive and negative consequences, considering logical consequences.

Positive Consequences:

- Flexible Seating
- Additional time on device
- Parent Phone Call
- Choosing own classroom job or responsibility
- Positive Attention
- Praise
- Positive administrator visit – Paw Proud Pass

Negative Consequences (*Time parameters for consequences*)

- Ignoring
- Loss of device time
- Loss of flexible seating
- Lunch detention
- Work individually when the class is doing group work
- Parent phone call
- Parent Email
- Parent conference

Logical Consequence

- Lose your job (ex. Line leader or leader of table) if not following the school code of conduct

Additional Supports:

- Monthly faculty meeting to analyze data and revisit/discuss schoolwide plan.
- Behavior Calendar (K – 3rd)
 - Daily checkout with students.
 - Notes home to parent from the teacher.
- Student Planner (3rd, 4th, 5th)
 - Students record tasks and notes.
 - Notes home to parent from the teacher.
- Mentor program (teachers refer student from previous year that they feel would benefit from a mentor)
 - Students would have regular visits with their mentor regardless of behavior or success meeting goals.
 - Students would have to earn additional visits with their mentor and/or positive consequences/rewards with their mentor for exhibiting responsible behavior and being a role model.
 - Guidelines will be set with mentors so there is consistency.
 - Mentors will communicate with each other periodically.
 - Coordination with school counselors
 - End of September PD for mentors.

Training and Orientation to the Plan:

- The faculty shall be oriented to the plan during August pre-service week.
 - There will be a teacher provided re-orientation to the discipline plan after any break in school of 5 days or more.
- The Administrative team will do a class-by-class orientation to the discipline plan starting on August 31, 2022 to be completed by September 8, 2022. (34 classes, 5-minute presentation).
- Parents will receive a copy of the plan to be sent home September 12th, posted in the Back to School newsletter, and a Connect-Ed phone call to indicate that the plan has been implemented. (Parental signed receipt with incentive for return? Grade or class reward?)

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 administrative team or the faculty council can request a review of the plan to discuss what is working and what is not. Changes can only be made bi-laterally.

- Focus will be used for office referrals to collect data.
- Focus will be used by teachers to log parent contacts.

Walkie Expectations:

- Walkies **MUST** go with you when you go to specials, lunch, outside for recess, lessons, or other class/grade level activities.
- The following channels have been assigned:
 - 1=Office, administration, teachers
 - 2=Custodians
 - 3=Nurse
- Walkie Protocol: Use the following protocol when calling on walkies for assistance.
 - Code Red- Emergency where immediate assistance is needed (example- there is an active fight or there is a student who is an immediate threat to themselves or someone else).
 - Code Yellow- An issue occurred that needs to be addressed, but it is not an active emergency (example- an altercation already occurred, but the students are now calm. This needs to be addressed, but it is not an emergency).
 - Code Blue- Mental health concern that needs immediate attention (example- threat assessment). **Code Blue must be called to the counselors on channel 3.**
 - Examples:
 - “This is Mr. Baker. Code RED in room 125.”
 - “This is Mrs. Georgie. Code YELLOW in the front lobby.”
- When not in use, the walkie should be always kept in the charger. You may turn them off during instruction while in your classroom. 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 need to send 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 that 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 that have run out of the classroom and location is unknown. (If the student is sitting outside of the classroom or has a AAA to follow them, do not call)
 - Students who have run outside of the building and/or students that are outside, veering into other locations refusing to come inside the building.
 - Students that are refusing to leave a room and there is not a AAA/assistant or other staff that 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 color code you need assistance with or 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.