

Meadow Community School

Discipline Philosophy and Framework

All staff at Meadow hold the collective mindset that we play an important role in students' socioemotional development. We recognize positive behavior and set high expectations for our students. Behaviors are triggered by an unmet need or lagging skill, and our response to behaviors is in service to students' learning and development. Students benefit the most when the environment sets up students for success, including clear classroom and school-wide routines and procedures. Additionally beneficial is when support structures are collaborative and a united approach to restorative work is modeled by all adults who care for them. Using the framework will create coherence, safety, and belonging for students and staff.

Discipline Framework

Our framework includes

- proactive steps the staff can take to build a sense of belonging and culture of high behavioral expectations that will minimize challenging behaviors,
- a discipline matrix that includes restorative and trauma-informed practices to address challenging behaviors
- a plan for reintegration to maintain the dignity and learning opportunity for the student
- a clear data-tracking process to analyze in ILT to inform our steps toward continued improvement
- consequences that are age and developmentally appropriate
- communication structures with families to build a school-home bridge and partnership

Core Beliefs

Safety

Adults are actively supervising and enforcing expectations in all spaces to ensure student safety. In the classroom, teachers are circulating and implementing the classroom, school-wide, and grade-level commitments to a safe learning environment. While on duty, staff carry a radio and actively monitor students. All staff and students know how to respond in an emergency management situation.

Accountability and support

Administrators *model the way* in holding themselves, staff, and students accountable to ensuring the safety and belonging of all of our students. They are present throughout the school, support duty and supervision, and take lead in emergency management. They support staff in professional learning about restorative practices and logical consequences, and provide supportive and actionable feedback to teachers to improve classroom management.

Families
Additionally, all staff understand that family partnership plays a key role in students' socioemotional development, and we have to maintain positive communication and collaboration with families. Our communication is asset-based and the approach opens opportunities for a network of support in and outside of school.

Proactive Steps

Adults set up the conditions and expectations in and outside of the classroom to provide a safe and predictable environment. By doing this, it decreases tier 1 behaviors. This includes but is not limited to planning and implementing
expectations, routines, and procedures for...

- Interactions
- Beginning and end of class
- Materials management
- Curriculum tools and materials
- Bathroom and office
- Transition and movement in the classroom
- Collaboration
- Computers
- Participation
- Assigned seats
- Tardies or absences

All teachers are expected to plan their expectations, routines, and procedures. Double column planning supports teachers in planning the small moves and anticipated challenges. Teachers have the autonomy over these to fit the needs of their students.

Teacher and support staff	**Students**
What are you doing, saying, and preparing? Example: Moving to carpet - Stand by the carpet, scanning - State MVP expectations in three 1)silently stand up, 2) move quickly, 3) sit in the assigned square and think of an addition problem. - Dismiss two tables at a time - Count down from 10 to create urgency for students to move from table to carpet - Positively narrate ("Jio is moving silently and quickly, Ana is sitting in her assigned square") - Once all students are silently sitting state expectations in three 1) criss cross 2) hands in lap 3) eyes and ears	**What are students doing and saying?** Example: Moving to carpet - Silently wait for table to be dismissed - Stand up once dismissed - Push in chair - Walk to assigned square - Sit criss cross with hands in lap - Face the board - Sit silently while everyone else transitions - Eye on teacher - Silent clapping - Participate in lesson

- Students do ASL clapping to cue beginning of lesson	

All adults and students in the building are expected to follow the school-wide expectations, routines, and procedures below.

Adults	**Students**
Transitions • State expectations for lining up (K-5) • Follow the stopping points on the way to a destination • Maintain line of sight of all students at all times • Encourage stragglers to return to class quickly • No students left alone in a space - must have adult supervision at all times	Transitions • Grades PK-5 walk in silent lines in the hallways • Grades 6-8 transition quietly in the hallways • On the way to a destination, students pause at the stopping points • Walk
Building maintenance • Teacher appropriate ways to interact with facilities • Teach students ways to keep our building clean (ex. Clean up trash, no splashing of water, what not to touch, etc.) • Model taking care of the building	Building maintenance • Keep hallways clean • Pick up trash • Don't touch hall displays • Sit on furniture appropriately • Take care of the building - a collective effort
Interactions • Know all students' names and build relationships • Positive narration (3 positive to 1 redirect) • Narrate expectations • Use kind words • Lead with curiosity • Provide opportunity for students to positively interact with each other, build relationships, and contribute to the community	Interactions • Keep hands to themselves • Use kind words • Participate in classroom community • Show empathy • Include others
Bathroom • Allow bathroom at appropriate times during the lesson and day (ex. Not during direct instruction) • Provide 504 accommodations as needed • One student out of the classroom at a time • Student must use the bathroom or office pass • Follow the bathroom sign-out/in procedure	Bathroom • Use hall pass • Follow check-in/out procedures • Use the bathroom closest to the classroom • Flush toilet • Wash hands • Be quiet • Clean up after themselves • Privacy of others

• If needed, set a 5 minute timer to increase urgency If it is a whole classroom bathroom break, adults must stay with class and monitor bathroom use. Only three students in the bathroom at a time.	• Quickly return to class
Office • Permission to go to the office are only in instances such as calling home, feeling sick, cell phone turn in, dress code violation, or called down from the office • Time written in expo on back of pass • Encourage wayward visitors to continue to the office	Office • Carry office pass • Go directly to office • Respect office environment • Return to class quickly
Food • Only allow food in class during a brief designated time (ex. Snack time or celebrations) • Only allow water	Food • Food from home only consumed at lunch or a designated time the teacher provides • Only water in the classrooms
Fidgets and toys • Provided only as an accommodation • Enforce appropriate use to improve learning or regulation • No slime	Fidgets and toys • No fidgets or toys from home • Only use teacher provided fidget and use appropriately • No slime
Cafeteria • Stay in assigned duty spots - have a radio at all times • Active supervision • Arrive to pick up students on time • Pick up students in the designated spots • Monitor bathrooms - only two at a time • Enforce cafeteria rules	Cafeteria • Only take what you'll eat • No sharing food (allergies and germs) • Once seated, raise hand if need to go to bathroom, store, or use the microwave • K-5 sit with their class, and earn Friday choice seating • 6-8 have choice seating • Pick up trash • Clean the top and under table, the chairs, and floor. Everyone is responsible for the table • Wait for the adult to dismiss your table • Line up in the designated area • Straight from food line to seat • Under 10 students in snack line at a time • Say thank you and please to cafeteria staff
Playground • Arrive on time, dismiss on time • Stay in assigned duty spots - have a radio at all times	Playground • Play safe • Take care of equipment • No food

• Active supervision • Pick up students in the designated spots • Arrive to pick up students on time • Monitor safe play • Enforce playground rules	• Be a good sport • Stay in designated areas
Library • Teach how to treat library books • Active supervision and circulate • Narrate quiet voices • Enforce library expectations	Library • Quiet voice • Take care of the books • Return books to their original location • Use furniture appropriately
Assemblies • Guide students to their assigned spots • Model expectations for participation (silent when speaker is talking, sitting, participating) • Redirect behaviors as needed (ex. Separate students who are talking) • Model responding to the attention getter	Assemblies • Sit in the assigned spots • Silent when speaker is talking • Sitting with hands to selves • Positive participation • Respond to the attention getter
Computers • Enforce the classroom computer policy • Before using computers, make expectations for computer use clear • Computer is only used for academics (no games during the instructional day) • Circulate during computer use to monitor student appropriate use • If student misuses computer, take away privilege for an appropriate amount of time • If there is a damaged computer, report to office immediately	Computers • Turn in computer contract • Take responsibility for computer • Use only for learning and when teacher approves use • Treat keyboard and screen respectfully • No food or drink around computer • Carry with two hands • If there is a tech issue or something is broken, report immediately to the teacher

Dress Code
• Monitor dress code
• If a student is not dressed appropriately for school
  ○ Radio office “sending a student down for dress code”
  ○ Send student to office with office pass
*If there is a dress code violation, students families will be called and must bring a change of clothes or students wear school-provided clothes
	Dress code
	• Wear supportive closed-toe shoes on PE days
	• Entire torso must be covered, including belly
	• Must have straps
	• Shorts and dresses need to be at least fingertip length
	• Pants must be pulled up
	• No undergarments should be seen
	• No inappropriate text, logos, or images

Cell phone and electronic devices policy • Collection of phones is part of the morning routine	Cell phone and electronic devices policy • Cell phone, ear buds, tablets, or other electronic devices must be turned in to homeroom teacher

• Lock all phones in the lockbox and locked in a cabinet • If a student says “they forgot the device at home”, confirm with family at an appropriate time • Never allow students to use their phone during the school day. We are a distraction free school. • Return phones to students at 2:58 • Students who have their phone in the office, dismiss to office at 3:00 If student is found with a phone or electronic device 1st confiscation: • Collect device and lock it up (with homeroom or office) • Inform office and office calls family to inform them of the confiscation 2nd confiscation: • Collect device and lock up (with homeroom or office) • Inform office and office calls family to inform them of the confiscation. Family must come pick up phone at the end of the day 3rd confiscation: • Collect device and lock up (with homeroom or office) • Inform office and office calls family to inform them of the confiscation. Family must come pick up phone at the end of the day • Permanent turn in to office (earn back homeroom turn-in after a time determined by admin)	• If arrive late to school, electronic devices will be turned into the office and picked up at 3:00 dismissal

Discipline Matrix

When a consequence is necessary to address challenge behaviors in the classroom, the best consequences…

- Come from the person with authority over the space (i.e. the classroom teacher)
- Are co-created with the student (i.e. student is asked what they can do to make it right, student has voice & choice)
- Are logical (i.e. are directly related to the behavior)
- Provides opportunity for quickly returning to learning as not to lose instruction
- Balanced with positive reinforcement of improved behavior
- Communication with families

Meadow Behavior Matrix

TEACHER MANAGED

- Inappropriate language
- Inappropriate physical contact
- Technology violation
- Disrespect toward adult
- Disrespect toward peer
- Refusing to follow directions
- Throwing classroom materials
- Class disruption
- Misuse of property
- Refusing to stay in seat
- Passing notes in class
- Personal device (follow school policy)
- Harrassment
- Lying
- Defiance
- Not lining up
- Physical touch
- Refusing to work

1st, 2nd, 3rd incident (in one day)

Redirect

Connect before redirect

Approach with curiousity: Is there an unmet need?

Teachable moment

- Reinforce expectation
- Provide support so student can meet expectation
- Positively narrate corrected behavior

Supports

- Break
- Calm corner
- Flexible seating
- Calming strategies

Provide logical consequence

The consequence matches the behavior
(see examples on pg. 3)

Parent communication

Call family in private at an appropriate time

Use translation tools, or colleague support, if needed
(see script on pg. 4)

Use as an opportunity for relationship building

Teacher complete behavior tracking form

ADMIN MANAGED

- Physical fights
- Weapons
- Stealing
- Sexual harassment
- Possession of drugs or alcohol
- Persistent defiance
- Bullying
- Threats to self or others
- Leaving school grounds
- Vandalism
- Defacing of property
- Elopment
- Language with intent to harm (ex. racial slur)

Ensure student safety

Use radio on channel ___- "admin needed in _(location)"

If radio doesn't work, call the office

Do not use students' names or provide details over the radio for privacy purposes



Admin arrives to pick up student/s

Admin follows displinary procedure

1) Regulate student
2) Contact family and document in IC
3) Decide appropriate consequence and use district-wide protocols
4) Determine when student can return to class
5) Complete behavioral documentation form
6)Schedule restorative conversation with student and teacher
7) Communicate with teacher about action taken** and plan for reintegration

**in some situations, confidentiality will be protected and only minimal information can be shared

Meadow Behavior Matrix (con't)

TEACHER MANAGED

4th incident (in one day)

Use radio on channel ___- "admin needed in (location)"
If radio doesn't work, call the office

Teacher complete behavior tracking form

Do not use students' names or provide details over the radio for privacy purposes

Admin follows displinary procedure and collaborates with adult in that space to determine appropriate consequence

1) Regulate student
2) Contact family and document in IC
3) Determine when student can return to class
4) Collaborate with adult to determine appropriate consequence and reintigration plan
5) Complete behavioral documentation form
6) Schedule restorative conversation with student and teacher

Reintegration

Participate in a restorative conversation to repair the harm done

Teacher follows up with parent next day regarding the improved behavior and to strengthen partnership



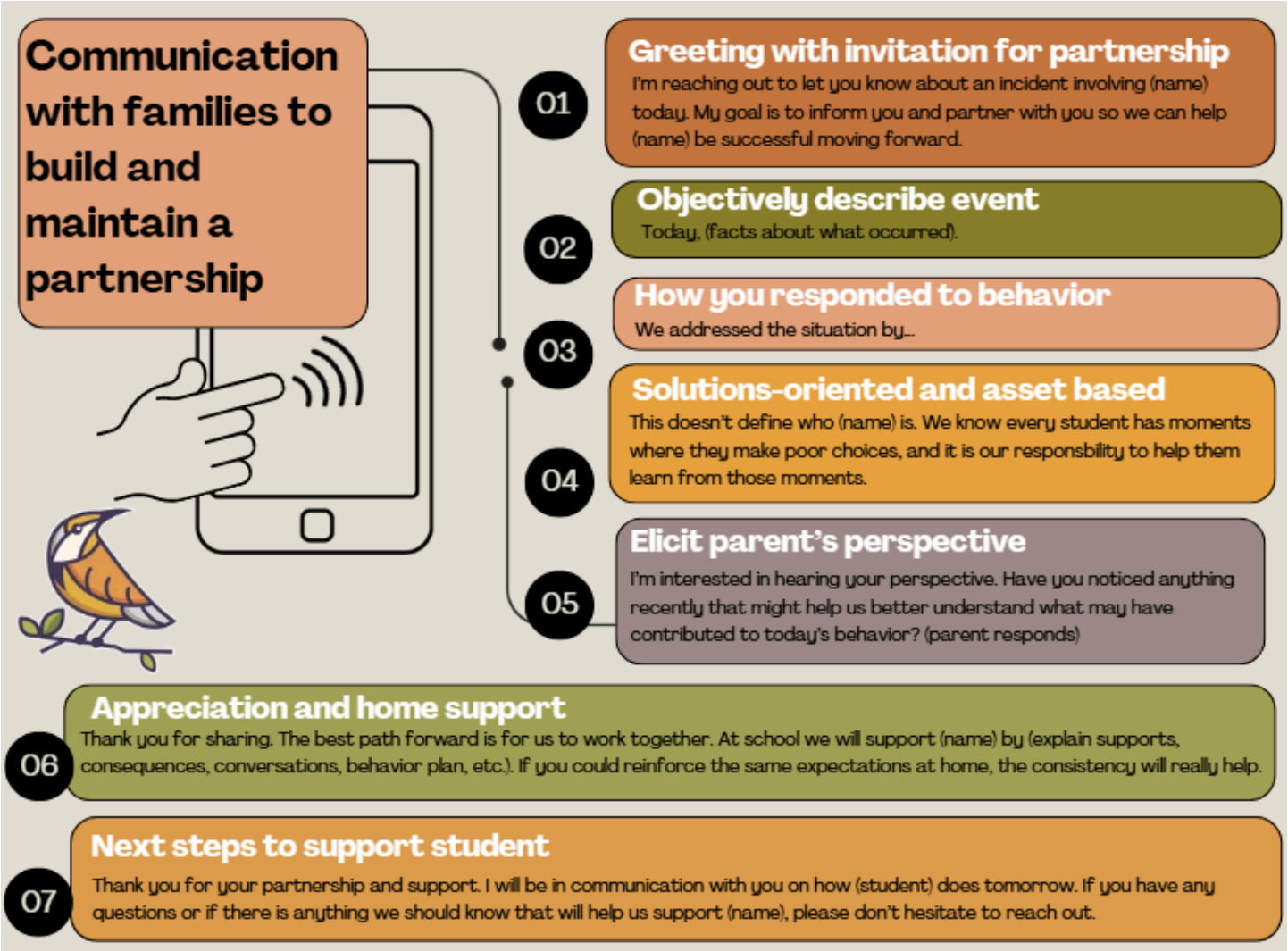
Behavior Tracking Forms

To complete when a student is removed from space

Radio Calls

Use the appropriate channel and language to communicate clearly and protect student privacy.
Respond "copy, on my way" to confirm receipt.
Turn radios off when not in use.

There is immediate physical danger		Not a crisis	
Emergency Safety:	Emergency Health:	Dress code or Cell	Repeated behaviors (4th incident)
"Admin to (location) (brief description of behavior" Example: admin to room 105 student fight	**"Admin to (location) (brief description of event)"** Example: admin to room 105 student seizure	**"Office: sending student down for phone confiscation"** **"Office: sending student down for dress code"**	**"Support needed in (location) (brief description of behavior"** Example: support needed to room 105, repeated behavior"
Available admin immediately to location	**Available admin immediately to location**	**Office anticipates arrival of student and reports if student did not arrive**	**Support who is available comes as quickly as they can to escort student to admin** ***Support = SSPs, office staff, IG, Admin**



Reintegration Practices

Restorative work is inherently difficult and messy, but after a disciplinary decision is made, focus should be dedicated to reconnection with the student and their reintegration into the school community.

Key Practices- What does this look like in action?

Consider important variables during reintegration

- Time
  - How much time does the parties need in order to feel regulated and safe coming back into class or school?
  - How much time does the school need to investigate the situation & put together a plan to support their reintegration?
- Repair
  - How did the student perceive the way the situation was handled by adults?
  - What student-adult or student-student repair might be necessary?
- Essential Learning

        - What conversations or natural consequences make sense to support the students' learning from the situation/incident?
- Prioritization of student voice, experience, and reflection
    - Plans are co-developed alongside student, utilizing their input
    - Plans include input from student's caregivers & campus mentors
- Communication with relevant parties
    - All who have regular and relevant interactions with students are informed of the plan
- Check-in & Revisit
    - Conduct follow up check-in or meeting(s)
    - Assess the success of the plan and necessary supports moving forward and make adjustments as necessary

Create plan- Determine what type of plan is necessary to move forward

- Reintegration plan = specific plan to repair & move forward from individual situation
- Behavior plan = ongoing plan to support students' behavioral needs & address lagging skills
- Safety plan= ongoing plan to keep student & community safe

SIX STEPS FOR RESTORATIVE CONVERSATION

STEP 1. OPEN THE LINES OF COMMUNICATION.

- How is your day going?
- Thank you for agreeing to meet with me. I wanted to talk with you about _____.
- When I heard/saw _____, I felt _____ because I _____.

STEP 2. ALLOW THE STUDENT TO EXPLAIN THE SITUATION FROM HIS/HER PERSPECTIVE.

- What happened?
- Tell me more about _____.
- What were you thinking at the time? What were you feeling?

STEP 3. IDENTIFY WHAT LED UP TO THE INCIDENT AND ANY ROOT CAUSES.

- It sounds like you felt _____. What made you feel _____?
- What was going on that led up to this situation? What else may have contributed to this situation?
- Has this happened before?

STEP 4. IDENTIFY THE IMPACT.

- What have you thought about since? How do you feel about the situation now?
- How did this situation affect you and in what ways?
- Who else do you think has been affected/upset/harmed by your actions? In what way?
- What role do you think you played in this situation?

STEP 5. ADDRESS NEEDS AND REPAIR HARM.

- What can you do to make things better/fix this/make things right?
- What do you need to help you do that?
- What end result would you like to see?
- What could you do to make sure this doesn't happen again?
- How could you have approached the situation differently? What would you do differently in the future?
- Obviously _____ is pretty upset. Do you have any ideas on how you can make it up to him/her or help him/her feel better? If you were him/her, what do you think you would need?

STEP 6. CREATE AN AGREEMENT*

- Based on our conversation, I heard that you will _____. I will also _____.
- Does that seem like something we can agree on?
- Let's write down what we've agreed to so that we know the next steps to move us forward. Let's check in again on _____ to see how everything is going.
- Thank you for talking with me. I appreciate your willingness to discuss this situation and work through the issues.

***IF CONSEQUENCES BEYOND REPAIRING HARM ARE REQUIRED, SEEK TO PLACE RESPONSIBILITY ON THE STUDENT TO IDENTIFY A CONSEQUENCE AS PART OF THE AGREEMENT:**

- Based on our conversation about how to make things right, what do you think is a fair consequence for your behavior? Why do you think that is a fair consequence?
- How would you feel about _____ a consequence?
- As a consequence for this incident, you can either _____ or _____. Can you agree to that?

PLAN B CHEAT SHEET

Collaborative & Proactive Solutions
THIS IS HOW PROBLEMS GET SOLVED

① EMPATHY STEP | INGREDIENT/GOAL

Gather information about and achieve a clear understanding of the kid's concern or perspective on the unsolved problem you're discussing.

WORDS | Initial Inquiry (neutral observation)
"I've noticed that...(insert unsolved problem)... what's up?"

DRILLING FOR INFORMATION
Usually involves reflective listening and clarifying questions, gathering information related to the who, what, where, and when of the unsolved problem, and asking the kids what they're thinking in the midst of the unsolved problems and why the problem occurs under some conditions and not others.

MORE HELP
If the kid doesn't talk or says "I don't know", try to figure out why:

- Maybe the unsolved problem wasn't free of challenging behavior, wasn't specific, wasn't free of adult theories, or was "clumped" (instead of split)
- Maybe you're using Emergency Plan B (instead of Proactive Plan B)
- Maybe you're using Plan A
- Maybe he really doesn't know
- Maybe he needs the problem broken down into its component parts
- Maybe he needs time to think

WHAT YOU'RE THINKING
"What don't I yet understand about the kid's concern or perspective? What doesn't make sense to me yet? What do I need to ask to understand it better?"

DON'T

- Skip the Empathy step
- Assume you already know what the kid's concern is and treat the Empathy step as if it is a formality
- Rush through the Empathy step
- Leave the empathy step before you completely understand the kid's concern or perception
- Talk about solutions yet

② DEFINE THE PROBLEM STEP | INGREDIENT/GOAL

Enter the concern of the second party (often the adult) into consideration.

WORDS | Initial Inquiry (neutral observation)
"The thing is (insert adult concern)...." or "My concern is (insert adult concern)..."

MORE HELP
Most adult concerns fall into one of two categories:

- How the problem is affecting the kid
- How the problem is affecting others

WHAT YOU'RE THINKING
"Have I been clear about my concern? Does the child understand what I have said?"

DON'T

- Start talking about solutions yet
- Sermonize, judge, lecture, use sarcasm

③ INVITATION STEP | INGREDIENT/GOAL

Generate solutions that are realistic (meaning both parties can do what they are agreeing to) and mutually satisfactory (meaning the solution truly addresses the concerns of both parties)

WORDS | Initial Inquiry (neutral observation)
Restate the concerns that were identified in the first two steps, usually beginning with "I wonder if there is a way..."

MORE HELP

- Stick as closely to the concerns that were identified in the first two steps
- While it's a good idea to give the kid the first opportunity to propose a solution, generating solutions is a team effort
- It's a good idea to consider the odds of a given solution actually working ...if you think the odds are below 60-70 percent, consider what it is that's making you skeptical and talk about it
- This step always ends with agreement to return to Plan B if the first solution doesn't stand the test of time

WHAT YOU'RE THINKING
"Have I summarized both concerns accurately? Have we truly considered whether both parties can do what they've agreed to? Does the solution truly address the concerns of both parties? What's my estimate of the odds of this solution working?"

DON'T

- Rush through this step either
- Enter this step with preordained solutions
- Sign off on solutions that both parties can't actually perform
- Sign off on solutions that don't truly address the concerns of both parties

LIVES IN THE BALANCE

Date: _____

Think:Kids
MASSACHUSETTS GENERAL HOSPITAL

Collaborative Problem Solving® Plan B Organizer

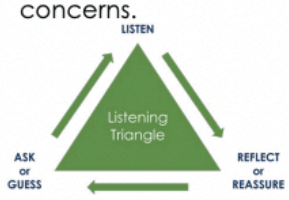
Plan B conversation between _____ (Name/ID) and _____ (Name/ID)

Instructions: Complete the **Solid** boxes **before** Plan B and the **Dashed** boxes **during** Plan B.

WHAT, WHEN & WHERE

WHAT is the Problem to Be Solved (difficult situation)?		**TIPS** • Make sure it isn't a behavior!
WHEN, **WHERE**, and **WHILE DOING WHAT** will the Plan B conversation happen?		• Choose a time, place, and activity to help them stay calm.

1. EMPATHIZE

HOW WILL YOU START the Plan B conversation?		**TIPS TO GET STARTED** • Be specific and free of behavior. • Offer an observation; avoid assuming or blaming. • Be mindful of cultural factors and the potential influence of biases. • Invite them to help you understand their concerns.
WHAT EDUCATED GUESSES might you make?		
WHAT ARE THEIR CONCERNS?		

2. SHARE

WHAT IS YOUR CONCERN? • Health? • Safety? • Learning? • Impact on others?		**TIPS** • You are ready to share your concern when you have learned what's important to them & everyone is calm. • Be specific and brief!

3. COLLABORATE

TIPS
You are ready to Collaborate when:
- You have two sets of concerns or perspectives on the table.
- Everyone is calm.

FRAME THE PROBLEM: "I wonder if there is a way we can address…"

…what is important to you… [their concern]	**…and what is important to me…** [your concern]

"Do you have any ideas?"

TIPS
- Any idea is worth considering.
- Let them share their ideas before you share yours.
- There is no "right" number of solutions to test. **Use additional paper if needed.**

Potential Solution 1	**Potential Solution 2**	**Potential Solution 3**
Does it: ☐ Address their concern? ☐ Address my concern? ☐ Is it doable/realistic? ☐ Bring up other concerns?	**Does it:** ☐ Address their concern? ☐ Address my concern? ☐ Is it doable/realistic? ☐ Bring up other concerns?	**Does it:** ☐ Address their concern? ☐ Address my concern? ☐ Is it doable/realistic? ☐ Bring up other concerns?

• **WHICH SOLUTION(S)** will you try? • **WHEN & HOW** will you revisit? • **NOTES** about the chosen solution.	

You are done when you have:
- A mutually satisfactory and realistic solution.
- A plan to enact the solution.
- A plan to revisit.

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