

Winn Montessori School

Campus Behavior Plan 2023-2024

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A. Our Community Values

- a. All people deserve a safe, welcoming place to learn.
- b. Empathy, understanding the beliefs of the student, collaborative problem solving, and kind yet firm follow through are the most powerful tools for adults in supporting the behavior of children.
- c. We will maximize learning when the student has learned social emotional skills, developed self controls, feels connected to others, and makes contributions in the classroom
- d. Children cannot develop wisdom and good judgment without practicing, making mistakes, and learning and trying again. As they develop, their experimentation with behaviors will change.
- e. We most influence the behavior of others when we have an ongoing relationship founded on mutual respect.

B. Schoolwide Expectations

Arrival	Dismissal	Meals
<p>1. Arrive in uniform. Guides will TEAMS Ms. Aida if a student is in need of a uniform to coordinate a change of clothes before nine.</p> <p>2. Put all belongings in a backpack.</p> <p>3. Exit the vehicle and close the door (if a car rider).</p> <p>4. Walk directly to the playground or classroom w/ adult supervision.</p> <p>Primary</p> <p>A. Put belongings along the fence.</p> <p>B. Play using the playground expectations.</p> <p>C. Line up with Guide arrives.</p> <p>Elementary</p> <p>A. Begin classroom morning routine upon arrival to class.</p> <p>B. Prepare yourself to learn and get out what you need for the day.</p>	<p>1. Students go directly to the dismissal area when called.</p> <p>2. Follow hallway expectations.</p> <p>3. Stay in the assigned area using indoor voices.</p> <p>4. Walk to the car, bus, or caregiver. Primary students will be guided by an adult.</p> <p>5. Keep everything in your backpack and on your back.</p>	<p>1. All children will strive to serve themselves or classmates, first “buffet” style, but working towards “family style.”</p> <p>2. Students perform classroom jobs such as setting up (placemats, napkins, cups, silverware) and cleaning up (wipe tables, sweep floor, take cart back, compost v. trash v. recycling)</p> <p>3. Students tidy their own lunch area when finished.</p> <p>4. All classroom community members sing a gratitude chant before eating.</p> <p>5. All classroom community members use their indoor voices while eating.</p>
Hallway Expectations	Restroom	Assemblies & Performances
<p>1. Controlled body: walking, hands to self, eyes forward.</p> <p>2. Voice Levels: *<u>Whole class</u>: Silent *<u>Independent</u>: Indoor voices</p> <p>3. Walk on the right side of the hallway and adhere to stop signs around campus.</p> <p>4. No stopping at water fountains unless directed by an adult.</p> <p>5. Do not open doors for strangers.</p>	<p>1. Let the adult know when you leave the room (use a pass or class list).</p> <p>2. Use your class’s designated restroom.</p> <p>3. Only two students per restroom. If the stalls are full, wait silently by the wall outside the restroom.</p> <p>4. Respect privacy in stalls.</p> <p>5. Flush the toilet. Hold down the handle to make all waste disappear.</p> <p>6. Wash your hands for 20 sec.</p> <p>7. Put all paper towels in the trash.</p> <p>8. Report emergencies (sanitary or health). In an emergency, finish and return to class immediately.</p> <p>9. Refrain from going to the restroom during a lesson.</p>	<p>1. Sit quietly with your class. and clap and cheer at the right time and place.</p> <p>2. Eyes on the performers or your guide and listening ears.</p> <p>3. Sit on your bottom to respect the view of others sitting behind or near you.</p> <p>4. When participation is needed, wait for instructions. Raise your hand while staying seated if you’d like to volunteer.</p> <p>5. Ask for help appropriately from your guide.</p> <p><u>Guides and Assistants:</u> Primary: Sit with class. Elementary: Sit near/along the side.</p>

B. School-wide Expectations

- a. *All staff support students in our shared areas. They are all of our students.*
- b. Recess Expectations:
 - i. [Primary](#)
 - ii. [Lower Elementary](#)
 - iii. [Upper Elementary](#)

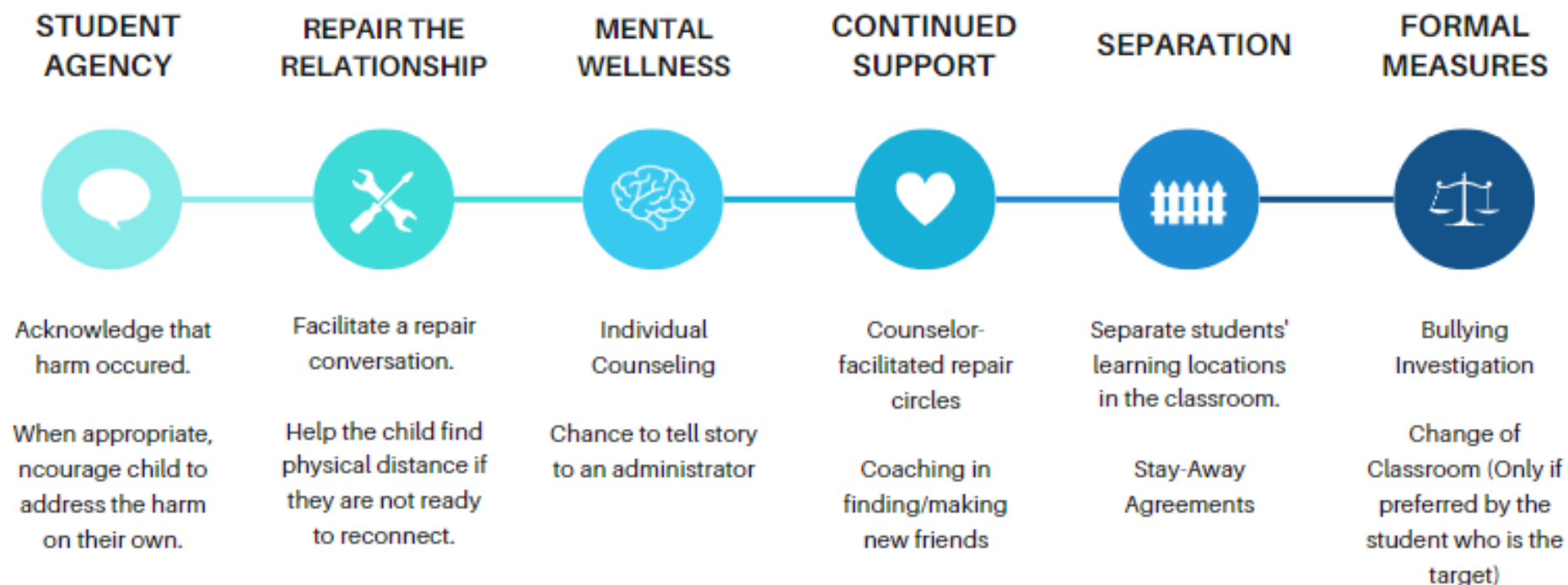
C. Classroom Expectations

- a. In every classroom on our campus, the Montessori guides and assistants will:
 - i. Ensure students in the class know and can accurately pronounce the names of their classmates and the adults with whom they interact daily.
 - ii. Hold a classroom meeting at least 3x a week using the [Restorative Circles outline](#).
 - iii. Use the grace & courtesy lessons to teach classroom expectations for areas such as: choosing work, how to respond to words that hurt us, etc.
 1. *Samples*
 - a. [Grace & Courtesy Lessons from NCMPS](#)
 - b. [First Week Grace & Courtesy Lessons](#)
 - iv. Participate in bi-weekly counselor lessons in alignment with the Counselor Scope & Sequence. (Add link)
 - v. Model positive communication and redirection with the students and between adults in the environment.
 - vi. Communicate consistently with families by first building a positive rapport and then sharing concerns so they can co-create solutions.
 - vii. Designate a space where a child may go to take a break or reset themselves before returning to the main group.
 - viii. Follow the accommodations and goals as written in a child's Individualized Education Plan or 504 plan and communicate with the child's case manager as appropriate.
 - ix. Adults in the classroom reach out for support from team members, counselor, Montessori specialists, admin, etc. before the situation becomes too escalated or the adult dysregulated: so

D. Continuum of Supports

THE CHILD WHO HAS BEEN HARMED

A Continuum of Support



**Always confirm a child's physical safety and send to the nurse when needed.

THE CHILD WITH CHALLENGING BEHAVIOR

A Continuum of Support

PROACTIVE INSTRUCTION



Reminders of expectations.

Modelling & repetition of expected behavior

Proximity

RELATIONSHIP BUILDING



Create a positive relationship outside of the behaviors (2:10 strategy)

Connect with the family over positives before challenge begins

Explore the child's interests.

TIER 2 SUPPORTS



Offer a break

Positive errand to give student a change of scenery

Morning Check-In

Mentor or Classroom Buddy

Caregiver Conference

MENTAL WELLNESS



Counselor-facilitated repair circles

Coaching in finding/making friends

Communities in Schools Referral

Private therapy referral

BEHAVIOR PLANS



CST Behavior Goal

Behavior Intervention Plan

Daily behavior log shared with caregivers

Stay-Away Agreements

FORMAL MEASURES



Bullying Investigation

Threat Assessment Review

In School Suspension

Change of Classroom

**Always check a child's IEP or 504 plan to understand goals and accommodations.

E. Our Roles

Students	Caregivers
<ul style="list-style-type: none">● Follow school wide behavioral expectations and procedures● Maintain high behavioral expectations● Accept responsibility for behavior and correct the misbehavior● Set personal goals and work hard to achieve them	<ul style="list-style-type: none">● Reinforce the School-wide Behavior plan● Communicate high behavioral expectations to their child● Commit to follow through to the success of their child's behavior● Co-create a plan to support the personal goals, achievements and needs of their child● Support the students in their academic and extracurricular activities.
Staff	Administration
<ul style="list-style-type: none">● Interact with students using our community values as foundation.● Follow the classroom expectations.● Take proactive approaches to student behavior.● Recognize that children exhibit challenging behaviors for different reasons and must be addressed as an individual.● Support all students on-campus in shared, community spaces.● Collaborate with others using the Child Study Team guide.	<ul style="list-style-type: none">● Interact with students using our community values as a foundation.● Establish and reinforce school-wide expectations and support Guides in following the classroom expectations.● Communicate clearly and directly with staff, students, and caregivers regarding the student's movement on the continuum of support.● Request additional district support as needed.

F. Child Study Team Process

As children grow, develop, and change, it is natural and expected for them to experiment with different behaviors. When those behaviors become a pattern and when they distract or disrupt the learning environment, the administrators, in collaboration with the guides, may choose to use the following process with the purpose of modifying a child's behavior.

1. Exploration

- a. Documentation and monitoring of behavior and teacher responses in eCST
- b. Communication with parents logged in eCST
- c. Communication with the principal, Montessori specialist, counselor, and specials or after school guides

***Submit a formal request to begin the CST process [using these instructions](#).*

2. Formal Observations

- a. Observations by an administrator, the counselor, the Montessori specialist and/or another teacher and documented in eCST. Should happen before the CST meeting.

3. Conference with teachers, parents, administration and the counselor/Montessori specialist

- a. Review the observations and accommodations
- b. Create an Action Plan for both home and school and document in eCST _____
- c. Schedule the next conference and add to everyone's calendar

4. Information Gathering and Observation

- a. Documentation and monitoring of behavior and responses. Notes input into eCST once a week.
- b. Frequent and honest parent/caregiver communication
- c. Formal observations by Montessori specialist, counselor, or administrator

5. Follow Up Conference with teachers, parents, administrator, Montessori specialist, and counselor

- a. Review Action Plan and observations
- b. Determine whether:
 - 1) the behaviors have shifted sufficiently to allow for learning in the classroom to occur for the student and peers
 - 2) more information or observation is needed,
 - 3) the behaviors have not shifted sufficiently and an observation by the MTSS behavioral specialist is needed. OR
 - 4) A disability is suspected and a Full Individualized Evaluation should be offered to the caregiver

G. District Support: Pending