

Bayside Restorative Discipline Handbook



2023-2024

Bayside High School will engage and inspire all scholars to graduate.

At Bayside we believe that every child deserves the opportunity to grow academically, socially, emotionally, and behaviorally. Through our positive programs we can reach every child's needs in an educational way. Below are the different programs we promote at Bayside daily to ensure every child is growing and progressing every day. Each of the 3 components listed below all have a common theme: changing behaviors.

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Growth Mindset: Students with a fixed mindset believe that their intelligence and talent are innate traits that don't change. For example, they might say "I just can't learn math." These students typically worry about not looking smart, get upset by mistakes, and give up sooner on tough tasks. Students with a growth mindset believe that ability can change as a result of effort, perseverance, and practice. You might hear them say, "Math is hard, but if I keep trying, I can get better at it." Students with a growth mindset see mistakes as ways to learn, embrace challenges, and persist in the face of setbacks. High-performing students and low-performing students may have either mindset. **Studies show students with a growth mindset:**

- Are more motivated and engaged, even when work is challenging
- Are more likely to review or revise their work
- Score better on math and verbal standardized tests
- Fail fewer classes and have higher GPAs
- Are more likely to persist in high school and college

PBS: Positive Behavior Support is a proactive approach that our school uses to improve school safety and promote positive behavior. The focus of this model is on prevention as opposed to punishment. Schools that use positive behavior supports don't ignore problem behavior, but punishing it is not the focus; instead, the focus is on teaching expectations, preventing problems, and using logical consequences. Bayside teachers look for appropriate consequences that are effective in changing the student's behavior, not just in the moment, but in the future as well.

Restorative Practices: Restorative Practices, also known as alternative to discipline, are practices we put in place during every period of our school day. We believe we must teach our students how to behave, how to be accountable for our actions, replacement behaviors, and to be productive citizens. In order for change to take place we need to establish relationships with our students, so they are accepting to our feedback. Madeline Hunter said it best, "Kids don't care how much you know until they know how much you care." In order for us to reach our students we need to focus on them as human beings first and build that relationship, so they trust us when working through restorative sessions.



Alternative Discipline

What Alternative Discipline is not

“A student struggling to read is not sent home and expected to return reading fluently, so why is it that a student struggling to behave is sent home and expected to return behaving decently?”

Alternative Discipline is not stopping the suspension of students in order to meet a school or district behavior data quota.

It is using other means of discipline to help students learn from their behaviors rather than sending them home as the first response.

Alternative Discipline is not ignoring the stakeholders who have been affected by the student's behavior.

It is working with the stakeholders to help restore what has been damaged and work together to help the student change his or her behavior.

Alternative Discipline is not assigning the same discipline for every situation without knowing the reason for the misbehavior.

It is taking the time to learn what triggered the behavior in the first place.

Alternative Discipline is not a school that does not have effective behavior systems (foundations) in place to support responding to discipline in this fashion.

It is how discipline is handled in a school that has systems of behavioral supports in place for school-wide, targeted/at-risk groups, and individualized students (special education and general education).

Alternative Discipline is not assigned without consistent implementation and follow through.

It is a method of delivery that requires the administrator and stakeholders to work together and ensure all components of the alternative discipline are put into place and implemented with fidelity.

Alternative Discipline is not easy to do.

It is time intensive and requires a belief system in the leader(s) of the school and/or district to create a culture that supports working with students in this fashion.

Things To Think About

- When it comes to behavior, do we believe that every student can and will behave? Do we exhaust every resource and provide every strategy to support a student in his/her behavior, or do we use suspension as our only means to “teach” a student how to behave?
- Over 20 years of research on discipline approaches, researchers found that OSS and zero-tolerance approaches to discipline do not reduce or prevent misbehavior and correlates to lower achievement levels.
- Do any of these messages sound familiar?
 - “I had to make an example out of him.”
 - “I don’t have time to do it any other way.”
 - “I want my teachers to feel supportive.”
 - “We need to inconvenience the parents.”
 - “We need a break from this student.”
 - “Why not just suspend?”
- Alternative discipline does not mean don’t suspend...the message is this student is returning to our school regardless, so what are we doing to teach and ensure these behaviors are not repeating on our campus?
- Alternative Discipline involves three components:
 - Restorative: provide opportunities for the student to restore relationships between themselves and stakeholders they have affected due to their behavior (apology, student contracts, etc.)
 - Reflective: provide opportunities for students to reflect about the decisions they made that led to the discipline (reflection sheet, role-playing, interviews, etc.)
 - Instructional: provide teaching opportunities for students that target the function of the behavior and help them learn the skills needed to not engage in such behaviors again (behavior lessons, social skills, teaching opportunities, behavior exams, etc.)

Discipline is helping a child solve a problem.
Punishment is making a child suffer for having a problem. To raise problem solvers, focus on solutions, not retribution.

RESTORATIVE PRACTICES

At Bayside we will be incorporating many different types of restorative practices that will deal with students' negative behaviors, social and emotional struggles, and academics all in a positive manner. Below are different practices that students may participate in during the school year if staff feel it is necessary.

Restorative Center (Behavior Specialist): The restorative center is a place that students may be assigned to attend for a timeout, break, or cool down period. The center is a place where students will be talking through their behaviors, better choices, and managing emotions. Depending on the reason for attending the center the student may participate in one of the following practices: reflective, restorative, instructional.

Nest Block: This should be a time where students that are struggling socially may participate in activities to better help them understand themselves and others around them. Circles: Our students come to school with many issues on their minds, and in their hearts. As educators, we can help them process their thoughts and feelings so they can better handle their situations and be more present in class. Restorative Circles are a useful practice to do just that. While frequently used to replace punitive forms of discipline, restorative circles are equally important in proactively building the relationship and skills students need to support one another and collectively address the challenge(s) they face. Restorative circles are most effective when they're an integral part of school culture. After all, you can't "restore" a community that you haven't built or sustained. ***Please see monthly Growth Mindset lessons on pg. 7**

<https://www.youtube.com/watch?v=RdKhcQrLD1w> (secondary example)

[Restorative Circles: Creating a Safe Environment for Students to Reflect](#)
[Restorative Welcome and Re-entry Circle](#)

The Reflection Room: Before a student has reached the level of an OSS (out of school suspension) they will have an ISS (in school suspension) they will be attending The Reflection Room. Students will attend a 1/2-day, full day, or 1 block of the day to discuss behaviors, replacement behaviors, and all 3 areas of restorative (instructional, reflective, restorative). This will keep our kids in school learning about their behaviors and teaching them how to better themselves. We may also take time during the session to review grades and credits, so they can understand how their behaviors affect their educational progress. Parents will be notified of their student receiving ISS, and we will track behaviors going forward.

Attendance Contracts: We have found that many of our students are tardy to their classes, so we have created an attendance plan for those students that are having difficulty getting to class on time (plan is found in the appendix section of the handbook). When kids are held accountable, they are taking ownership and beginning to improve on their actions. We have seen positive behaviors come out of this plan.

Red Zone: At Bayside we utilize the Zones. If a student is having a bad day, other staff should be notified. This will help to eliminate interactions that may trigger or set that student off.

GROWTH MINDSET

At Bayside we strongly believe that developing the right mindset early on is crucial in the success in academics and behaviors. When students learn putting forth effort and using the right strategies and techniques can help them get better at things, they feel empowered, and in return try harder. When they know their brains are capable of growing, they are more confident, resilient, and not afraid of failing.

Students who demonstrate a growth mindset believe their abilities develop over time, tend to seek out opportunities to gain new knowledge and will not typically shy away from a challenge. Students who demonstrate a fixed mindset is the belief that intelligence and talents are static, leading students to believe that their potential for success is based on whether they currently possess the required abilities. They tend to give up when things get hard, shy away from challenges, see a mistake as a failure, or approach success differently to their classmates with a growth mindset.

At Bayside we will integrate growth mindset into our PBIS Expectations lessons in Nest Block; Teachers will be utilizing a monthly growth mindset calendar.

The monthly growth mindset/character themes that will be taught through lessons in the classroom. At the conclusion of each month teachers will nominate a student that has shown an understanding of the theme as well as exhibited that growth mindset in the classroom. Students will receive a certificate from administration for their accomplishment.

PBIS & Growth Mindset Calendar

August: PBIS Intro/Review RISE (Respectful, Innovative, Scholarly, Efficient)

September: Growth Mindset “everyone can learn and contribute”

October: PBIS Review “I am respectful”

November: Growth Mindset “I am valued in my community”

December: PBIS Review “I am innovative”

January: Growth Mindset “I can accept feedback”

February: PBIS Review “I am scholarly”

March: Growth Mindset “OK to Make Mistakes”

April: PBIS Review “I am efficient”

May: Growth Mindset “I have a plan”

Positive Behavior Supports (PBS)

Positive behavior strategies are evidence-based, proactive approaches to changing challenging student behavior. Positive behavior strategies encourage you to see **behavior as a form of communication**. Every behavior sends a message about what a student needs. Some messages are easy to read. Some need more deciphering. We need to remember that every student has a “story” and that will lead to understanding their behavioral choices. Once we understand their behavioral message we can then begin to better support our students. Knowing the “why” helps us respond more effectively and to begin teaching them new behaviors.

When we begin to implement positive behavioral strategies, this will also enable us to build trusting relationships between teachers, students, and families. We will begin to shift our thinking from focusing on “fixing” students to better understanding students and their behavioral choices. When we build positive relationships with our students we can then work together to understand when and under what circumstances a behavior occurs.

Positive behavior strategies help to teach and reinforce new skills that are acceptable in the classroom, anywhere on campus, and at home.

As educators and parents, we know that challenging behaviors can happen for many reasons. Students may lack the language or communication skills to express what they need, or the behavior could be a way to avoid a difficult situation or task. Some students behave in negative ways to get attention or to get what they want. In other cases, some students may be reacting to an environment that isn't supporting their learning. It is our job to determine the reason for the behaviors, help teach replacement behaviors, and have all students be successful.

We use the online PBIS Rewards system to award points when a student is displaying appropriate expectations. These points can be utilized through our Bayside Bodega, monthly PBIS events, and to “purchase snack items”.

[What is PBIS Rewards](#)



What Does PBIS Look Like at Bayside:

- Positive behavior and school climate are priority goals at BHS Continued implementation of PBIS in our school is a proven way to ensure we accomplish our goals.
- Expectations are displayed throughout the school.
- Students are taught the school-wide expectations throughout the year.
- Staff members model expectations for students.
- Students are rewarded for displaying appropriate behavior in school.
- Character/PBIS lessons will be delivered to students on a monthly basis.

A great resource for teachers and families to utilize for intervention ideas for behaviors is www.PBISWORLD.com

Behavior Matrix	R Be Respect of self and others	I Be Innovative	S Be Scholarly	E Be Efficient
Classroom	-Be kind & use positive words -Show consideration to others	-Think of better ways to do something -Be open minded & share ideas	-Take pride in doing your best work -Be motivated to learn	-Use your time wisely -Cooperate with others
Hallway/ Stairwell	-Give personal space to others -Use inside voice level -Accept adult directives	-Follow processes & expectations -Avoid conflicts	-Think before you act -On time & ready to learn	-Be on time or get tardy pass -Take the correct route to class
Restroom	-Honor the privacy of others -Use inside voices	-Ignore inappropriate behavior & mind your business	-Ignore inappropriate behavior & mind your business	- Use the restroom only when needed -Finish & get back to class & learning
Cafeteria Commons	-Keep cafeteria clean - Show gratitude to staff	-Follow processes & expectations -Avoid conflicts	-Think before you act -Know your pin	- Use time wisely -Eat first, then socialize
Bus	-Use appropriate language and voice level -Accept adult decisions/directions -Honor personal space and materials	-Arrive at your bus stop 10 minutes early -Assist others when needed	-Remain in your assigned seat -Obey safety rules -Use this time to study	-Be prepared to enter and exit the bus safely at your assigned stop -Avoid behaviors that will delay the bus
Assemblies/ events	-Use appropriate language and voice level -Applaud when appropriate -Accept adult directions/decisions	-Remain attentive -Be an active participant	-Remain seated with your class -Honor personal space and materials -Follow attention signal	-Have your pass or ticket ready -Arrive at assembly in a timely manner

FOCUS and DISCIPLINE

As educators, we know that building relationships with our students is key to success. When we have those relationships, we are able to work with our students together to work on replacement behaviors and making better decisions while on campus. We also know that having a partnership with our families is key to creating that successful student. Having open lines of communication is one way we can work together with families. We encourage our families to also reach out to teachers when they have questions regarding their child's behavioral choices as a way of being proactive.

Our teachers will document all calls and student conferences in the students FOCUS account to ensure parents are aware of steps we are taking to assist with the success of their child.

We will always follow the Pinellas County School District code of conduct when we must deliver a consequence for a poor behavior choice. When a student displays a behavior that does not warrant a referral, per the code of conduct, that will be tracked (see tracking sheet in appendix) or in PBIS Rewards as a "minor infraction." The Bayside discipline team will monitor all minor infractions and determine if an intervention needs to be in place to help the student make better choices.

Teachers will adhere to the following guidelines pertaining to discipline: (these steps are the minimum to be completed)

- 1st minor referral conference with student
- 2nd minor referral: parent phone call home
- 3rd minor referral: student lead conference with parent possible MTSS referral
 - Teacher can arrange via Teams/zoom or in person
 - Teacher should invite ESE Caseload manager if student has an IEP
 - Teacher has the option to invite Behavior Specialist, MTSS Specialist, School counselor, AP, and other teachers on student's schedule
- 4th major referral: time out / scheduled in the Restorative Center
- 5th major referral: lunch detention
- 6th major referral: student will attend ISS (Reflection Room)
- 7th major referral: OSS

** if the behavior is a level I per the code of conduct that will be an automatic referral and a consequence will be provided

Behavior Specialist will create data tracking sheets for our students that have an IEP that addresses behavior goals. This will enable us to better track behaviors


and address any changes that need to take place on the IEP. All stakeholders that have interactions with the students will be made aware of their accommodations and work in partnership with our discipline team to make any adjustments necessary.

We understand that teachers are asked to have many roles other than teaching core academics to our students, so we must work together as a team to be supportive of our classroom teachers. We need families at home to be active participants in their child's education both academically and behaviorally. We know there are behaviors that occur on a daily basis in classrooms and we encourage our staff to ask themselves two quick questions:

- Can I still teach?
- Can the other students still learn?

If the instructor can answer yes to both questions, then that behavior is a minor and something we can address after the class has concluded (example: student has head down in class, still can teach, students can still learn, will address after class and note a student conference in FOCUS).

We encourage ALL stakeholders to take the time to review the Pinellas County Student Code of Conduct to have a better understanding of the discipline process and ask questions for any clarification. We strive to keep academics and discipline separate when we are discussing referrals in FOCUS.

 [COSC Flyer - 8.5X11.pdf](#):

Cell Phones: Per the School District of Pinellas County and the statute:

*Students may possess cell phones and other personal electronic devices while on school grounds during regular school hours. However, they must be **silent at all times** unless utilized for an approved activity and remain in their persons.*

***person taking the phone will be making the phone calls home*

If a student displays or uses their cell phone or headphones/Airpods unless for an approved activity they will receive the following consequences:

First: Minor referral student conference and or parent contact

Second: Minor referral phone removed from persons for the remainder of the day & parent contact

Third: Minor referral phone removed from persons for the week & parent contact

Fourth: Major referral phone removed from persons for the week part of day in Reflection Room & parent in person conference

Fifth: Major referral ISS for the day phone removed from persons for the week & parent contact

Sixth: Major referral OSS for the day & parent conference

Seventh: major referral possible removal of phone for remainder of the year or reassignment to home zoned school

APPENDIX