Discipline Notebook
2017 - 2018

Juan Cordoba, Principal

Assistant Principals

Edwina Woods
Marcie Davis
A. Marina Guerra
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Mission Statement

The student discipline program at Thomas J. Rusk Middle School is based on the belief that a well-disciplined school provides greater opportunities for students to master academic skills, broaden their general knowledge of the world around them, and participate in/appreciate the enrichment opportunities.

Basic assumptions included in our discipline program include the following:

- Students are capable of knowing, understanding, and complying with all classroom, campus, and district rules and policies.
- Students are expected to exhibit respectful behavior to all teachers, staff members, volunteers and fellow students.
- Teachers, principals and school staff are expected to administer the discipline program in a firm, fair and consistent manner.
- Teachers will communicate to parents the information they need to know in order to understand, and support the Campus Discipline Plan, and the teachers' classroom rules.

Teachers will develop a classroom discipline program which will be: (1) taught to his/her class and (2) all students will be expected to be able to understand and apply. Examples of expected behaviors include, but are not limited to:

- Obeying and following directions of teachers and other staff including TA’s, custodial and cafeteria staff)
- Observing school/classroom rules appropriately.
- Using only acceptable language.
- Respecting the rights, person, and property of other persons.
- Striving always to do your very best.
- Demonstrating reasonable initiative and a sense of responsibility in the completion of assignments.

Definition of Discipline:

A control gained by enforcing obedience; bring to a state of order and self-control via self respect.
INTRODUCTION:

“We live in turbulent times in which there are few norms. The existence of a multicultural milieu, with children being raised in every imaginable family structure, requires that the contemporary teacher have an almost incomprehensible mix of firmness, love, patience, understanding, and flexibility. Never has it been more urgent that we understand the basic needs that motivate children’s behavior so that our styles and strategies may adequately address the diversity that is today’s norms.”

- Rick Curwin

Discipline with Dignity
Discipline Committee

2017 - 2018

Function:

1. Follow Campus-wide Guidelines for Success Initiative
2. Campus-wide Implementation of CHAMPS guidelines, SEL, and Restorative Practices
3. Ensure effective and consistent implementation of grade level and classroom discipline management plans

GOALS/OUTCOMES:

1. Maintain First level offenses at rate of 10%
2. Maintain discretionary offenses at rate of 10%
3. Active participation and implementation Guidelines for Success Initiative from 100% of faculty and staff members
<table>
<thead>
<tr>
<th>Discipline Committee</th>
<th>2017 - 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sixth Grade</strong></td>
<td>Mr. King</td>
</tr>
<tr>
<td><strong>Seventh Grade</strong></td>
<td>Ms. Perez</td>
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<tr>
<td><strong>Eighth Grade</strong></td>
<td>Ms. Blanks</td>
</tr>
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<td><strong>Electives</strong></td>
<td>Ms. Rocha</td>
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<td><strong>Special Education</strong></td>
<td>Ms. Trent</td>
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<tr>
<td><strong>TA</strong></td>
<td>Mr. Willis</td>
</tr>
<tr>
<td><strong>Youth Action Officer</strong></td>
<td>Mr. Gamino</td>
</tr>
<tr>
<td><em>Restorative Practice Facilitator</em></td>
<td>Ms. Calderon</td>
</tr>
<tr>
<td><strong>Special Ed. Discipline Liaison</strong></td>
<td>Ms. Chabot</td>
</tr>
<tr>
<td><em><strong>Discipline Administrator/Assistant Principal</strong></em></td>
<td>Ms. Woods, Ms. Davis, and Ms. Guerra</td>
</tr>
</tbody>
</table>
Grade level Discipline Plans
Behavior

Before you can try to change a student's behavior, you must properly identify that behavior. The identification must be specific: for example, the talker, the cheater, the bully, etc. Therefore, in the first step, you must specifically identify the behavior based on its characteristics.

Pinpointing what the student does and says is vital because it will allow you to proceed through the process of changing the unacceptable behavior to acceptable behavior. It helps you avoid making generalizations about behavior and helps you zero in on the exact behavior you want to change.

Once you get a clearer picture of what you are dealing with, it will be easier to describe the specific problem behavior to the student, to colleagues and to parents.

HYPERLINK "http://www.discliplinehelp.com" www.discliplinehelp.com
Cafeteria Policy

Parents are welcome to eat with their children during lunch time. However, during testing days and other special occasions these visits will be restricted; we will notify you of these dates. Also, when parents come to eat lunch or visit their child during the student’s birthday, due to federal nutrition guidelines, only a small cupcake for your child will be allowed. Furthermore, no balloons or anything else that may cause a disruption to the learning environment will be permitted. During this visit, if the students are eating the food provided by the school, parents cannot eat off their child’s plate or take any food outside of the cafeteria.

Teachers will line up students for lunch and quietly escort them to the cafeteria.

1. While in line students need to be patient and keep hands, feet or any other objects to themselves.

2. Students will use conversational voices.

3. Students will move into the cafeteria and follow directions given by all faculty or staff.

4. Students will sit at designated tables.

5. Students are allowed to talk at the tables.

6. Students will remain seated until their table is called to empty trays.

7. Students will empty their trays in the trash, and quietly line up in the designated area.
Bus Riders’ Code of Conduct

**Bus riding is a privilege that requires responsible behavior.** Certain rules of conduct are necessary for the safety of all students who ride the bus. However, some students may choose not to conduct themselves appropriately. Students displaying the following infractions will be reported to the assistant principal by the bus driver. Students who choose to disregard the rules established for a safe operation of the bus will be removed from the bus.

1. Failure to remain seated when directed or when the bus is moving;
2. Refusing to obey driver or monitor or addressing driver or monitor in disrespectful manner;
3. Fighting, pushing, tripping or assault;
4. Unnecessary noise
5. Rude, discourteous, or annoying conduct;
6. Destruction of property; tampering with bus equipment; opening rear door
7. Using profanity;
8. Other behavior detrimental to safety, well-being, and respect for others.
Cellular Phones and Electronic Devices

The District is not responsible for lost or stolen cell phones and other electronic devices including I-pods, MP3s, Ear Buds, I-pads and cameras.

**Dallas ISD prohibits the use of cellular phones** at all schools during the instructional school day. Students may possess cellular phones; however, **such devices shall not be visible and shall remain off during the instructional school day.**

**THIS POLICY WILL BE STRICTLY ENFORCED BY ALL SCHOOL PERSONNEL.**

All confiscated cellular phones and electronic devices will be turned in to the main office immediately, if possible, or as soon as practicable the day the phone was confiscated. Cellular phones and electronic devices can only be picked up by the parent between 8:45 a.m. - 9:15 a.m. or 4:30 p.m - 5:00 p.m.

Pick up of confiscated electronics procedures:

1. The first time a device is confiscated, the parent may pick up the devise without administrative fee charged.
2. The second time a cell phone or electronic device is confiscated, an administrative fee of $5.00 will be charged before the device can be picked up by the parent.
3. The third time the cell phone or electronic device is confiscated, an administrative fee of $10 will be charged, and the parent can pick it up the following Monday.
4. The fourth time the cell phone or electronic device is confiscated, it will be kept for 30 days. An administrative fee of $15.00 will be charged before the cellular phone or electronic device can be picked up by the parent.
5. If a cell phone or electronic device is confiscated a fifth time, it will be kept until the end of the semester. An administrative fee of $15.00 will be charged before it can be picked up by the parent. Any device not claimed by September 1 following the end of the school year will be disposed of according to District Policy FNCE(LOCAL)

6. **Any student refusing to give the cell phone or electronic device to school personnel will be subject to Level II disciplinary consequences.**
Dress Code (Student)

The Dallas Independent School District’s Board of Education has empowered school principals to enforce a standard uniform policy as a local policy decision. Thomas J. Rusk Middle School students are required to adhere to the following dress code:

**Uniform Tops: Polo-Style Shirt with collar**
- 6th Grade Gray
- 7th Grade Gold
- 8th Grade Hunter Green
- Light Yellow, Lime Green, V-neck are NOT allowed

**Uniform Bottoms:**

- Only solid khaki and black pants - traditional style (no cargo pants or shorts)
- All pants must be of appropriate size and fit. Pants must be worn at the waist level (no sagging)
- Sweat pants, skinny jeans/slacks and tight pants/leggings, "jeggings" are NOT be permitted
- Bottoms may be accompanied by a belt (metal belts/metal studded belts are not allowed, no oversized/decorative belt buckles, or inappropriate designs on belts or labels on belts)

**Outerwear:**
- Black Cardigan Sweater
- Black Zip-up Hoodie

- Thomas J. Rusk will purchase the sweater part of the uniform. Only one will be purchased by the school. (If hoodie is selected, the school pays $30 worth. Parent will need to pay the difference.) If lost, the cardigan sweater and hoodie can be purchased at Affordable Uniforms
- Sweaters, jackets, and coats must be solid black. Outerwear needs to have no logos or logos less than 2”.
- Outerwear must zip or button down with uniform shirt collar visible. No pullover or long sleeve shirts can be worn over uniform shirts

**Shoes:**
- Closed-toe and closed-heal shoes only: athletic shoes, loafers, dress shoes. Preferred Black or White
- NO 'flip-flop/sandals', 'slides', or "house slippers"
Student Behavior Expectations

Remarkable Ram Behavior

Follow instructions from all staff members.

Be courteous to all Rusk Rams.

Show respect of self and others.

Give compliments to all Rusk Rams.

Keep hands, feet, and objects to self.
Hallway Procedures

**W** - Walk on the Right Side of the Hall

**A** - All Hands, Feet, and Objects to Self

**L** - Low Voices

**Q** - Quick Pace

*KEEP IT SAFE AND CIVIL*
Documentation

All students with undesirable behavior must be documented and logged in a teacher managed Discipline spiral/binder daily. Please ensure that you document the date, time and name of the parent/guardian you contacted regarding EACH specific student incident.

Entry Example

August 24, 2017

Mark Reynolds—continuous disrespect for authority... loss of recess with teacher-led min lesson on character (Respect for others and self). Contacted Ms. Hall (mom) on 8-24-17 @ 10:45 a.m.—she is fully aware of the situation and will address issue at home. Parent has also requested a parent conference on 8-26-14 at 3:15 p.m. with all teachers.

Parent Call Log

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Time of Incident</th>
<th>Date</th>
<th>Description of Behavior (use objective/observable terms)</th>
<th>Person Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark Hall</td>
<td>10:45 a.m.</td>
<td>8-24-17</td>
<td>student refuses to follow directions, will not comply with repeated requests to stop talking, will not complete work, disrupting learning of other students via unwanted conversation, unsolicited touching)</td>
<td></td>
</tr>
</tbody>
</table>
Levels of Discipline
Two levels of Undesirable Behavior

Level One

(Teacher Enforced)

The teacher will refer to grade level discipline plans, classroom rules and the grade level discipline committee member for assistance. At this level, it is the responsibility of the teacher to enforce necessary and appropriate consequences for students. It is also required that all discipline be documented in a binder or spiral notebook. Additionally, communication with parents at all times is non-negotiable.

Examples of Level I Offenses:

- Distracting others with objects
- Excessive talking
- Disrespect of authority
- Offensive language at another student
- Refusal to work or follow directions
- Scuffling/pushing/shoving that began as play then escalated
- Students who are out of uniform more than 3 times (document in discipline spiral/binder and call parents for a change of clothing; see Counselor regarding this concern.

How will you handle Level I Offenses?
### Level II
(Administration Enforced)

Campus administrators will enforce appropriate consequences according to the DISD Student Code of Conduct

- Bullying
- Graffiti (Permanent ONLY)
- Fighting/biting
- Stealing
- Profanity/Threats toward school personnel
Disciplinary Consequences

**Disciplinary Consequence Suggestions for the Classroom Teacher**

- Student-teacher conferences
- Time out in classroom or alternative setting
- Parent-teacher contact
- Loss of privileges
- After school detention (teacher assigned & monitored)
- Place student in alternative setting for the remainder of the class period
- Compose an informal BIP (Behavior Intervention Plan) for student one parents have been notified.
  - if student is SpEd, make sure you speak with SpEd teacher first
  - BIP must be in place for 2 weeks for documentation purposes before moving to the next level in the SST process
- Request the parent submit to an “in-class” observation

***Office referral as a LAST ALTERNATIVE***
Office Referral TIPS
TIPS to remember PRIOR to Office Referral

Referral must be level II or higher only (refer to Student Code of Conduct book regarding more “referral worthy” behaviors.)

Grade level Discipline management plans MUST be followed on each and every incident.

Parents must be contacted immediately about a referral PRIOR to the referral being sent to the office.

Do not send a referral to the office unless it is complete. If an incomplete referral is sent to the main office, it will be returned to the teacher to complete. (If you are a specials teacher, you need to ask the classroom teacher or EDC for assistance with student information).

The staff member who witnessed the offense should write the referral on the student(s)/the events that were witnessed.

Do not leave a student in the office unattended. If you feel the referral constitutes the child being immediately removed from his/her peers, place that student in another classroom until the referral is complete. If the referral is not one that requires the student be immediately removed from his/her peers, the student should remain with the teacher until the referral is complete.

Remember once you submit a referral, you give up all rights regarding the final outcome.

Referrals will be recorded/monitored by classroom teachers. Those with an abundance of referrals are subject to being placed on an intervention plan aimed at building classroom management skills.

Please see the appropriate grade-level administrator: Mrs. Woods, 6th grade; Ms. Davis; 7th grade and Ms. Guerra, 8th grade on an individual basis if further clarification is needed.
Directions for Discipline Vignettes

Read the vignettes carefully. Then decide what level of undesirable behavior the student(s) displayed. Then, decide what the appropriate consequence should be. After you have decided the consequence, discuss with your professional learning community what you decided. Is there a consensus?

Discipline Vignette 1

Several 7th grade students were being taught the DISD curriculum in reading by another DISD teacher whom the students are not familiar with from the district. The teacher has agreed to come and assist these students with the understanding that DISCIPLINE is not part of her plan. The students immediately decide they do not like her because she is very firm and strict. The students then begin to use foul language toward the teacher and flip up their middle finger at her. As the students classroom teacher, you were informed about this situation from the other students. What should you do? What course of action will you take?

Discipline Vignette #2

A sixth grade student pulls his scissors out of his desk and walks over to another student and cuts their hair. You ask him why he did this and you receive no response. What should you do?

Discipline Vignette 3

One of the 8th grade teachers is out to a workshop for two days. The students dislike their substitute. When the sub steps into the hallway, they decide to lock the substitute out of the room. What is your plan of action?
Discipline Vignettes Cont’d

**Discipline Vignette #4**

In the course of lining up for lunch, an 8th grader student has decided to become loud and uncontrollable. He becomes upset because you have asked him to move to the back of the line as a consequence to a previous action. What is your plan of action? What type of referral is this?

**Exercise:**

In your groups, compose a vignette in the box below. Be sure that you provide details and be ready to state the consequence for the vignette.

**Vignette #5**
Helpful Discipline Forms
# Parent Call Log

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Time</th>
<th>Date</th>
<th>Description of Behavior (use observable terms)</th>
<th>Person Contacted</th>
</tr>
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</table>
## Discipline Management Protocol

**Student’s Name:** __________________________   **Referring Teacher:** __________________________

This form is to be completed for the following infractions:

<table>
<thead>
<tr>
<th>Infraction</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disrespecting Authority (talking back, etc.)</td>
<td>Verbal Abuse to Adults</td>
</tr>
<tr>
<td>Verbal Abuse to Peers</td>
<td>Disrupting common areas (cafeteria, etc.)</td>
</tr>
<tr>
<td></td>
<td>Non-Compliance of Rules and Procedures</td>
</tr>
</tbody>
</table>

**Specific Behavior:** __________________________

**Location of Behavior:** __________________________

It is the teacher’s (or staff member) responsibility to conduct an investigation to determine all responsible parties involved.

**Automatic Level 7:**
- Fighting
- Bullying
- Stealing
- Hitting Personnel

<table>
<thead>
<tr>
<th>Level</th>
<th>Action Taken</th>
<th>Date</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Verbal Correction and Redirection of Behavior</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>Positive Intervention #1</td>
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<tr>
<td>3</td>
<td>Positive Intervention #2</td>
<td></td>
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<td>4</td>
<td>Time-Out/Cool Off Period/Other</td>
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<tr>
<td>5</td>
<td>Student-Teacher Conference</td>
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<tr>
<td>6</td>
<td>Parent-Teacher Conference</td>
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<td>7</td>
<td>Administrative Parent Conference with Administration (possible Suspension or DAEP)*</td>
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<tr>
<td>8</td>
<td>Student Support Team Referral (possible suspension)**</td>
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<tr>
<td>9</td>
<td>Discipline Hearing with Parent (Repeat Offender—DAEP)</td>
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</tbody>
</table>

*Complete Teacher Referral and place a copy in box in the Main Office. **Complete Teacher Referral and place a copy in Administrator’s box AND begin the SST process with Ms. Shelby (counselor).

*Email this form at LEVEL 6 to the appropriate administrator for your grade level. The respective administrator will process the referrals.*

**Administrator’s Signature:** __________________________   **Date:** __________________________
## TEACHER DISCIPLINE REFERRAL

### Dallas Public Schools

### STUDENT INFORMATION

<table>
<thead>
<tr>
<th>LOC</th>
<th>Last Name</th>
<th>First Name</th>
<th>M.I.</th>
<th>Grade</th>
<th>Student I.D.</th>
<th>Month</th>
<th>Day</th>
<th>Year</th>
<th>Date or Birth</th>
<th>Date</th>
</tr>
</thead>
</table>

- Gender: Male  Female

- Student Address: 
- Home Phone: 
- Parent/Guardian Name: 
- Business Phone: 
- School: Gonzales Elementary School

### CHECK IF APPROPRIATE:
- Special Education: 
- M/M Transfer: 
- Federal Lunch Program: Free
- Reduced
- American Indian or Native Alaskan
- Hispanic
- Asian or Pacific Islander
- Anglo/White
- Amerindian American (Black)
- Other

### Description of Student’s Behavior(s)

### Previous Action Taken: (Include parental Contacts)

- Describe Action: 

### Administrative Disposition – Action Taken:

### Type of Parent/Guardian Contact:

- Campus Level Conference/Date(s) 
- Formal Conference/Date(s) 
- Expulsion Hearing/Date(s)

- Administrator’s Signature: 
- Date: 

- Teacher Signature: 
- Date: 

This form is to be used for referrals to the principal or designee for violations of classroom/local campus rules or violations of the Student Code of Conduct (Levels I, II and III.)

Indicate the type of referral below:

- Local Campus/Classroom Rule Violation
- Student Code of Conduct Violation
THINKING ABOUT BEHAVIOR LESSON

Answer the following questions in complete sentences, using most of the words in the question in your answer. Please think carefully about your answers. The principal and/or your parents could read them in the near future.

1. What did you do that got you into trouble?
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. Why was it wrong to do what you did?
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. What can you do differently in the future so that you will not get into trouble?
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

4. What can the TEACHER do to help you stay out of trouble and to help you succeed in her class?
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
Directions: Please copy this lesson ______ time(s) onto a separate piece of paper. Be sure to title it “Talking Lesson” and put your name on the top right-hand corner of your paper. After you have completed the assignment, place this sheet and your paper in _______________box.

I understand that time is one of the most valuable things we have. Ninety or so minutes is so little time to do all the things we need to do in class, so it is vitally important to make every minute count. When I talk or goof off or disrupt the class, I am wasting valuable learning time. That is not fair to my teacher, my classmates, or to myself.

I understand that it is okay to talk:

1. If I raise my hand and the teacher calls on me.
2. If talking is necessary to complete my assignment.
3. If it is free time and I have completed my assignments.

But I know that I must not talk:

1. When the teacher is talking.
2. When a student is asking or answering a question.
3. When the teacher has instructed the class to be quiet.

I understand that one of the major expectations in this classroom is to respect others. I will work harder to abide by that policy in the future.

Please sign and date the bottom of your paper before turning it in.

-- Adapted from Harden Middle School, all rights reserved