

# Tier I Behavior Plan: Campuswide Universal Prevention

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## Safe, Secure, and Orderly Environment Action Plan Campus Discipline Management Plan Classroom Management Plan

No.	Strategies/Activities	Person Responsible	Start Date	End Date
1	<b>Ensure the development of a campus wide discipline management plan.</b>		8/23/17	
	Develop the campus discipline management plan. <i>(See Sections I, II, and III)</i>	Ms. Lewis	8/23/17	
	Communicate the campus discipline management plan to teachers and students.	Ms. Lewis	8/23/17	
	Distribute the <i>Student Code of Conduct</i> to students, parents, and staff and solicit signature pages from each person.	Ms. Hernandez	8/23/17	

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<b>2</b>	<b>Ensure the development of a classroom management plan.</b>			
	Develop the (campus level) classroom management plan. (See Section IV Classroom Management Model)	Lewis	10/23/17	
	Provide training on the classroom management plan to students and staff.	Lewis, Harber, Teachers	8/23/17	
	Ensure teachers communicate expectations and classroom procedures to students.	Teachers	8/23/17	
<b>3</b>	<b>Establish a Placement Review Committee and process.</b>		ongoing	
	Identify the 3 member committee which consists of one (1) member selected by the principal; two (2) members selected by the campus faculty; and one (1) alternate selected by the campus faculty.	Lewis, Harber, Castillo	ongoing	
	Convene Placement Review (as needed) to review teacher requests to remove a student. Ensure that request is supported by appropriate documentation which includes the disruptive classroom behavior; the teacher's motivation strategies; notes regarding the parent conference; counseling services; behavioral interventions; and the request letter. (Note: This process must be within the guidelines of district policy and the campus Classroom Management Plan)	Puente, Lewis	ongoing	
<b>4</b>	<b>Provide counseling and student support services.</b>	C. Rodriguez	ongoing	
	Deliver a character education curriculum.	C. Rodriguez	ongoing	
	Deliver bullying curriculum.	C. Rodriguez	ongoing	
	Deliver the anti-harassment and anti-victimization curriculum.	C. Rodriguez	ongoing	
	Deliver teen dating violence prevention curriculum to students in grades 6-12.	NA		
	Ensure that counselors address behavioral issues through counseling groups.	C. Rodriguez	ongoing	
<b>5</b>	<b>Ensure that students assigned to the DAEP and JJAEP are transitioned to the school per district guidelines.</b>	Puente	ongoing	
<b>6</b>	<b>Maintain a drug free campus.</b>	Puente, Lewis	ongoing	

## SECTION I: BELIEFS ABOUT BEHAVIOR MANAGEMENT

### MISSION:

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Improve, maintain, and promote a safe, civil, and productive learning environment through the implementation of a schoolwide discipline management program.

**DALLAS ISD GOALS:**

*Beliefs about student achievement:*

- **Goal 1:** All students will exhibit Satisfactory or above performance on State assessments. Students below Satisfactory performance will demonstrate more than one year of academic growth;
- **Goal 2:** Dallas ISD schools will be the primary choice for families in the district;
- **Goal 3:** The achievement gap by race, ethnicity and socio- economic status will be no greater than 10 percentage points on all academic measures;
- **Goal 4:** 95% of students will graduate. Of the graduates, 90% have qualifying scores for community college, college, military, or industry certification;
- **Goal 5:** 95% of entering kindergarten students are school-ready on a multidimensional assessment;
- **Goal 6:** All students will participate in at least one extracurricular or co-curricular activity each year.

*Summary statement of staff beliefs:*

Our campus beliefs involve six district wide goals that we will implement on our campus. The six goals are listed below:

1. Students exhibiting satisfactory or above performance on State assessments. If students perform below Satisfactory they will be able to demonstrate more than one year of academic growth.
2. Our school will be a primary choice for families in our district feeder pattern.
3. We will have an achievement gap by race, ethnicity, and socioeconomic status that will be no greater than 10 percentage points on all academic measures.
4. 95% of students will graduate. From those graduates, 90% will have qualifying scores for community college, universities, military, or industry certification.
5. 95% of entering kindergarten students are school-ready on a multidimensional assessment.
6. All students will participate in at least one extracurricular activity each year.

**GUIDELINES FOR STUDENTS' SUCCESS:**

District Core Values: (Board Policy AE Local) (Elementary/Secondary)

- Trustworthiness
- Responsibility
- Respect
- Caring
- Citizenship
- Fairness

Campus Guidelines for Success

Our campus follows our district's core values: Trustworthiness, Responsibility, Respect, Caring, Citizenship, and Fairness.

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## SECTION II: BEHAVIOR IN THE COMMON AREAS

(Common areas are non-classroom settings manned by more than one person such as hallways, cafeteria, restrooms, stairwells, auditorium, playgrounds, gymnasiums etc.)

**GOAL STATEMENT: All common areas are safe, civil, and productive.**

### HALLWAYS

*Expectations for Students*

Square, SLANT

Students will use the AVID Model to follow while in line

- Hands to self
- Two inches away from the wall
- Not touching borders or displayed work
- Hands Behind back
- No Running or pushing
- Be kind
- Quiet at all times
- Stay behind the person in front of you
- No stopping and looking into other classrooms
- Pay attention when walking

### RESTROOMS

*Expectations for Students*

- Teachers with classroom restrooms should create a restroom system for the room.
- In classroom restrooms, no screaming, singing, or playing.
- Only 1 student at a time (during class).
- Restroom monitor

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- No talking; use it and get out.
- Leave it as clean as you find it.
- 4 students at a time in hallway restroom. Others are waiting quietly outside.
- No playing and do not take pencils or markers in restrooms.
- Boys and girls restroom monitor. Students go to the restroom during class ONLY if it's an emergency.
- Wash and dry hands.

#### **CAFETERIA**

##### *Expectations for Students*

- First 15 minutes is silent lunch
- Inside voice is used
- Assigned seating
- Snacks are eaten the last 10 minutes
- No sharing food
- Teacher pick up times need to be followed
- Students will stay in line and empty food into trash while making sure food is not left on table or floor.

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### PLAYGROUND

#### *Expectation for Students*

- No unsupervised restroom visits during recess.
- Teachers should take students before or after recess.
- During recess, teachers should be actively monitoring students in playground areas.
- Grade levels are divided around playground areas while monitoring students.
- No cellphones.
- Walk through entryway.
- No throwing wood chips.
- No playing near the fence.
- Go down the slide
- Use equipment correctly.
- Watch your surroundings. Be careful and mindful of others.
- Keep hands and feet to self. No rough play
- Play nicely-safely. If ball goes over fence do not get it.
- Don't push each other.

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**AUDITORIUM**

*Expectation for Students*

**No food or drinks (stay in backpack).**

During assemblies all teachers must be present to monitor students.

Sitting, legs in front quiet

Reading book quietly

Feet on floor back against seat

Assigned seating

All food inside backpack

Inside voices, stay in seat

During dismissal, when kids get up to leave, the remaining students will scoot over to make it quicker

**\*Dismissal\***

Teachers with car sign duties must be actively looking for students and hold the hands of students or the back of their backpacks.

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### **Procedures to Encourage Responsible Behavior:**

- happy/green face
- Friday mystery box if 4 or more green faces
- Stamp "money" in binders, positive reinforcement.
- Praise - Big Deal.
- Dojo
- Dojo points (bonus points for helping, participating, etc.)
- Rewards for certain points (lunch w/ teacher)
- Model what you are expecting students to do.
- Write on board what you want students to do.
- Use tokens to praise good behavior
- Positive reinforcement
- Dojo store prizes
- SQUARE in hallways
- Change cards
- Aztec bucks
- Agendas
- Incentives
- Prizes

### **Procedures to Correct Misbehavior:**

- Teacher discussion with the student
- Safe place- Cool down area, drink of water
- Parent notification
- Remove points from Dojo

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- Model correct behavior
- Cool off reading area
- Notes in binder/dojo
- Help student by reminding them of what they should be doing.
- Area for reflecting on actions.
- Change card
- Loss of privileges
- Repeat classroom rules
- Give incentives for good behavior
- Give parents good reports about something positive everyday.
- Talk to students one-on-one
- Contact Parents

### **Supervisory Procedures:**

- Actively monitoring the class, hall, and recess
- Teacher not on cell phone during instruction and recess
- Pay Attention
- Firm voice.
- Dojo to randomly select students for participation points.
- Eyes on students at all times.
- Communicate with students, look in their eyes, ask how day is going.
- Teachers spread out at recess.
- Teacher is in eye proximity during small group time.
- Classroom helpers
- Restroom monitors
- Line Monitor
- Teacher prepared

### **Procedures for Communicating Expectations to Students:**

- Posted on wall
- Any time a rule is broken, review rules.
- Reminders of expectations.
- Discussion of what expectations should be implemented.
- Write classroom rules and posted for students to see.
- Talk to each class about each rule.
- Picture of expectations next to each rule.
- Rules posted, sent home with parents.
- Daily reminders of behavior at given situation.

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- Talk to class in a group, repeat rules, and expectations.
- Write everything on board and go over it daily.
- Rules on wall (whole brain call -outs)
- Reminders (class, class)
- Orally and written
- Model
- Review classroom rules daily (when possible).
- Follow through with consequences.
- Always talk to the students once consequence is given in order for them to understand why.
- Behavior spectrum posted in classroom.
- Frequent reminders
- Expectation
- Contracts.

### SECTION III: CAMPUSWIDE PREVENTION/INTERVENTION STRATEGIES

#### PROCEDURES TO CORRECT MISBEHAVIOR THAT ARE ALIGNED TO STUDENT CODE OF CONDUCT:

##### Level III - Mandatory and Level IV - Expellable Offenses

##### Record Keeping Procedures (Student Discipline System):

- Student Discipline System
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##### Menu of Acceptable Corrective Techniques: (View misbehavior as a teaching opportunity.)

- Student Discipline System
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##### Level II - Discretionary Offenses

##### Record Keeping Procedures (referral form & data base):

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- Assault (student on student, personnel or volunteer)
- Fighting
- Drugs
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**School-wide Consequences (e.g. detention):**

- Counseling in lieu of other disciplinary consequences
- Detention
- Los of school-wide activities
- Withdrawal or loss of bus privileges
- Out of school suspension

**Menu of Acceptable Corrective Techniques:**

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**Level I Offenses**

**Record Keeping Procedures:**

- Bus Misconduct
- Classroom disruption
- Offensive language
- Possessing or distributing pornographic materials
- Throwing objects
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**Menu of Acceptable Corrective Techniques:**

- Cooling off time - time out
- Detention
- Parent Conference
- Verbal Correction
- Seating changes in classroom
- Classroom self-management techniques
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Classroom- or Campus-based:

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#### SECTION IV: CLASSROOM MANAGEMENT MODEL

SUMMARY OF THE MODEL (ONE PAGE DESCRIPTION, WHICH INCLUDES THE ROUTINES AND PROCEDURES SEEN IN ALL CLASSROOMS, CLASS RULES, CONSEQUENCES, AND MOTIVATION STRATEGIES):

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**Classroom Systems:**

*(This section may include information such as classroom layout, daily routines, and student expectations.)*

In all classrooms, teachers are required to discuss expectations and rules to all students at the beginning of the academic school year. Once expectations and rules are modeled and reviewed, teachers must post expectations/rules for all students to see in a viewable location in the classroom. The rules and expectations will be acknowledged and reviewed by parents in order to have clear communication on the expectations of the teacher's classroom rules. Teachers will have consequences that will be practiced when a misbehavior or rule is broken. Teachers will discuss beforehand the different varieties of consequences that will follow when a misbehavior or rule is broken. The procedures for consequences can be anything from a private reminder of the rules/expectations to modeling the correct behavior again for the student. However, if student continues to show misbehavior, teachers can remove classroom privileges, change card, remove points, have student go to a safe place/cool down area within classroom, or contact parents. There are also motivation strategies that teachers can use to encourage positive behaviors. Some of those strategies can be prizes, reward points, green happy faces, using play money or tokens to collect for positive behavior to win a prize, positive reinforcement, praises, and giving parents good reports about student doing something positive that day.

**Teacher Practices:**

*(This section may include information that discusses classroom management practices, student engagement, student acknowledgement/praise, student discipline, and any other relevant strategies.)*

Teachers must discuss, model, and implement classroom rules and expectations throughout the entire academic school year. Teachers may create rules with students, have a pre-made list of expectations for students to follow, or have a discussion about what expectations teachers and students will have throughout the school year. Once the rules are established, teachers must still model and review rules to students that need extra reinforcement of the teachers expectations. As well, teachers will have rules posted in the classroom and reviewed by the students parents. Teachers must establish consequences that are used when classroom rules are broken. Teachers will go over the different consequences with students and parents and follow through with consequences. Teachers will also create different motivational strategies for their classrooms. These motivational strategies will be practiced and shown to students in order to encourage positive behavior.

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