E.B. Comstock Middle School
Discipline Plan
2017 - 2018

School-wide Expectations:
Students and staff at E.B. Comstock will meet or exceed the Cougar behavioral standards of:

- Respect
- Compliance

“We must. We can. We will.”
E.B. Comstock Middle School Discipline Plan is intended to provide a safe, caring, effective and orderly environment for all students. All staff, students and parents share responsibility for promoting a learning environment that proactively addresses and minimizes the potential for student misbehavior. In order to accomplish this objective, all stakeholders will commit to the following expectations.

**Student Responsibilities:**

- Report to all classes every day on time and with all necessary materials.
- Complete all assignments and homework in a timely manner.
- Pay attention and actively participate in class activities.
- Respect all school personnel, fellow students and school and student property and equipment.
- Comply with all school and district policies and procedures.

**Teacher Responsibilities:**

- Provide a welcoming, supportive classroom environment.
- Design and implement engaging and rigorous instruction.
- Create and implement a classroom management plan that is consistent with the school’s plan and the district’s core beliefs.
- Communicate with students and parents regularly and build positive relationships with both.
- Document and maintain data to monitor and support student progress.
- Ensure classroom behavioral interventions are completed before directing students to the office.

**Administrator / Counselor Responsibilities:**

- Create and maintain a welcoming learning environment for all stakeholders.
- Create and maintain standards of conduct for all students.
- Support all teachers and staff to ensure effective instruction and operations of the school.
- Ensure teachers’ completion of all classroom interventions.
- Follow up consistently on all student referrals for Student Support Services or for discipline.
- Work with parents to enlist their participation in their child’s learning.

**Parent Responsibilities:**

- Ensure their child reports to school by 8:00 a.m. and is picked up by 3:45 p.m. or in a timely manner following after-school programs.
- Work with their child’s teachers to support learning needs and to keep track of student progress.
- Attend parent-teacher conferences and administrative conferences.
- Volunteer in school activities.
Teaching Behavioral Expectations

All teachers and staff members are expected to teach and model the behavioral expectations for all settings in the school. By teaching and modeling our expectations and consistently reinforcing them in a positive manner, we keep students in our classrooms, increase learning, and increase student success. Our goal is to move from a reactive disciplinary system that relies on punishment to a proactive approach that incorporates the principles of positive behavior supports. This philosophical change will increase our capacity to reduce school disruptions and allow us focus on effective instruction and student achievement.

Features of our school-wide positive behavioral support

- Establish regular, predictable, positive learning and teaching environments
- Serve as positive role models and develop relationships
- Strive to interact with students in a calm and supportive manner at all times. Teach and model behavioral expectations and routines
- Teach decision-making, problem-solving, and de-escalation strategies
- Create systems for providing regular positive feedback. Acknowledge students when they are doing the right thing.
- Improve social competence
- Develop environments that support academic success

Classroom Strategies

- **Keep students on task and engaged at least 95% or more of class time with an effective lesson that incorporates rigorous, instructional activities. Doing this should eliminate most discipline problems.**
- Set up classroom to be “student-friendly.” Arrange desks for easy access to all students.
- Instead of sitting or standing at a fixed location during instruction, teachers should walk and wander around the room.
- During instruction, challenging students should not be in the corner or the back of the room but instead within 2 to 3 feet of the teacher. Proximity and eye contact are effective methods for increasing positive student behavior.
- Teach students the expectations for each and every activity. Never assume that a student will know what you expect of them.
- Actively seek out classroom-tested resources to help motivate and manage challenging students. Positive reinforcement strategies work well to boost good behavior and learning.
- Speak with other staff members who have worked with a challenging student. Find out what interventions have worked best for them. Collaborate.
Motivational Incentives and Rewards

- Sincere praise
- Seat selection
- Lesson/activity selection (computer, audio, etc.)
- Group or pair partner selection
- Computer: content-based activity
- Reduced/preferred homework selection
- Free homework pass
- Invitations to special events
- Entrance to dances and sock hops for free or a reduced rate
- Lunch skip pass (teacher accompany student to cafeteria for line advancement)
- Lunch w/teacher
- Regular dress days (Principal Approval REQUIRED in advance)
- Raffles, drawings (opportunities to enter are earned, NOT purchased)
- Celebratory notes or phone calls to the home
- Celebratory notes or comments to other staff members
- Letters of congratulations
- Classroom recognition (posting on bulletin boards, special locations)
- Morning announcement of accomplishment (Principal Approval REQUIRED in advance)
- Student of the week/month/semester/year certificates
- Gift coupons/cards/tickets
- Snack meet (after-school)- be aware of allergies, consider students recommendations
- Academic competition
- Extra or special classroom privileges: get materials, distribute items, etc.
- Other, please share for consideration
Student Behavior Management Process

Comstock Middle School will maintain a level system for handling infractions of behavioral expectations.

**Level 1 Behaviors (MINOR -YELLOW-)** include (but are not limited to):

- Dress code violation
- Tardiness
- Cell phone use during instructional hours
- Skipping class
- Refusal to work
- Not prepared for class
- Classroom disruption
- Scuffling / horseplay
- Public display of affection
- Throwing objects
- Cheating/copying the work of another

**Level 1 Interventions** (to be handled by the teacher or staff member witnessing such behaviors):

- Non-verbal/verbal warnings
- Student-teacher conference
- Seat reassignment
- Parent contact (Informal)
- Parent contact (Formal)
- Referral to administrator
**Level 2 Behaviors** include (but are not limited to):

- Repeated Level 1 violations w/documentation
- Bullying
- Fighting
- Drug possession/usage/distribution
- Possession of weapon/firearm/explosive device/knife
- Assault toward student
- Profanity/gestures toward personnel
- Threats toward personnel
- Assault on personnel
- Indecent exposure

**Level 2 Interventions:**

- Written referral to an administrator

* Tardy Policy*

Students MUST arrive at school on time (prior to the tardy bell) and to every class on time. Teachers are expected to accurately document in Chancery, any time(s) students are not in class on time.

- 1 Offense Verbal reminder/warning
- 2 Offenses Student-teacher conference
- 3 Offenses Teacher contacts parent
- 4+ Offenses Teacher notifies an administrator

* Skipping Class Policy*

- □ 1st Offense -- Verbal warning and teacher assigns student the “missed” classwork as homework.
- □ 2nd Offense -- Teacher calls parent, assigns student the “missed” classwork as a homework.
- □ 3rd Offense -- Teacher notifies an administrator.
*Dress Code/I.D. Badge Violation Policy*

Students are expected to abide by the campus dress code as explained fully in the Student Handbook.

- □ 1st Offense -- Student signs “Accountability Log,” receives a verbal warning, and remains in class.
- □ 2nd Offense -- Student signs “Accountability Log” and teacher calls parent or sends home a request for a teacher conference. Student remains in class.
- □ 3rd Offense -- Student signs “Accountability Log,” and teacher refers student to administrator.

Every effort will be made to identify non-compliant students upon their entry into the building in the morning. A designated staff member on duty will make on-the-spot phone calls to parents.

- ▪ 1st Consequence--Student receives a verbal warning and a pass report to class.
- ▪ 2nd Consequence--Staff member on duty calls parent to bring appropriate clothing or money for a badge. If a parent cannot be reached or is unable to appear, the student receives an administrative request for a parent conference. Student is sent to class with a pass that indicates that the matter has been addressed.
- ▪ 3rd Consequence--Student receives administrative request for parent conference form as pass to class.

*Additional consequences may be added as staff support and organization allows. Programs such as: detention (before/after school and lunch) may be organized individually, by “buddy”/mutual teacher agreement, PODs, grade level or as suggested and MUST be approved by the principal BEFORE implementing. When implementing such programs, please consider: who will be assigned, what will be cause for assigning, how will student be notified, how will parent be notified, assigning amount of time (from minutes to days), what will be accomplished, how will this be documented, is it sustainable, etc.*
Pyramid of Interventions for Levels 1, 2, and 3 of Misbehavior

LEVEL 3 INTERVENTIONS
Emergency Removal to Dallas Alternative Education Placement

LEVEL 2 INTERVENTIONS
I. In-School Suspension
II. Parent Conference
III. Out-of-School Suspension

Examples of Level 2 Misbehaviors: Repeated Level 1 Violations, Bullying, Fighting, Gang Activity, Profanity Toward Personnel, Vandalism

LEVEL 1 INTERVENTIONS
I. Select from Consequence Log
II. Select from Consequence Log
III. Select from Consequence Log
IV. Parent Conference/Contact
V. POD Conference with Student
VI. Counseling or SpEd Referral (possible SST Level 1 Referral)
VII. Discipline Referral to Administrator

Examples of Level 1 Misbehaviors: Dress Code Violations, Non-compliance, Insubordination, Cheating, Classroom Disruptions, Scuffling, Skipping, Tardies, Offensive Language
Please create specific strategies that can lead to successful accomplishment of each goal.

**Student Goal:** I not only will respect my teacher and the guidelines of his/her classroom, but I also will take responsibility for my actions by coming to class ready to learn.

Strategy #1:

Strategy #2:

Strategy #3:

**Teacher Goal:** I will help my students work toward success by providing them with the needed support to meet the Cougar behavioral standards of being respectful, responsible, and ready to learn.

Strategy #1:

Strategy #2:

Strategy #3:

Signatures

Student: ___________________________  Date: ______________

Teacher: ___________________________  Date: ______________
# Student Behavior Intervention Checklist

<table>
<thead>
<tr>
<th>Student Name:</th>
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<tbody>
<tr>
<td>Parent’s Name:</td>
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<tr>
<td>Phone Numbers:</td>
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### Date:

### Offense:

- verbal warnings
- teacher-student conference
- seat reassignment
- documented phone call, intervention plan
- "time out" in buddy teacher's classroom
- teacher detention
- referral to administrator

Additional/supporting information: