ARMS Campus Discipline Team:

- Ms. Taylor Glenn, Principal
- Ms. Reddy, Teacher
- Ms. Quintana, Teacher
- Ms. Craig, Teacher
- Mr. Stephens, Teacher
- Mr. Garcia, Teacher
- Mrs. Benton, Counselor
- Ms. Zapata, Office Manager

ARMS Campus Discipline System & DISD Goals

The core of the ARMS Campus Discipline System is to ensure 100% support and action to achieve DISD 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 and DISD Goal 3: The achievement gap by race, ethnicity and social economic status will be no greater than 10 percentage points on all academic measures. In order for our students to achieve at a level that allows for their academic success, the expectations and goals for all students and in all learning environments must be clear, consistent, effective, and monitored to promote success for all.

Ensuring that ARMS is a school that embodies safety and commitment to active teaching and learning will promote the academic, social / emotional well-being of our students which ensures the we are meeting, DISD Goal 2: Dallas ISD schools will be the primary choice for families in the district.

Instilling, practicing, and sustaining our Campus Wide Discipline system ensures we have a culture of academic success and one that nurtures of the whole child. Instilling sound behavioral and academic practices transfers over to students in extracurricular activities. This ultimately supports, Goal 6: All students will participate in at least one extracurricular or co-curricular activity each year.
The Student Code of Conduct

Each student engages in a group session with ARMS Counselors within the first month of school to review and clarify the DISD Student Code of Conduct.

ARMS Student Core Beliefs

3 R’s: Expectations for All ARMS Students

Respectful
Are my actions showing consideration for the rights of others? Am I being kind, courteous, tolerant, and fair?
- Listen to others
- Use kind words

Responsible
Am I doing what is expected of me? Can others depend on me to do what I promised to accomplish? Am I taking responsibility for my actions and their outcomes? Am I showing the courage to resist negative peer pressure? Do my words represent the truth? Am I “doing the right thing”?
- Be prepared daily
- Be on time
- Keep track of items
- Own your role

Ready to Learn
Do I have what I need to learn today? Am I distracted today? If I am distracted, what can I do, or who can I talk to, to focus my efforts?
- Follow Instructions
- Be curious about learning
- Actively engage in learning

System to acknowledge/reward student demonstration of ARMS Student Core Beliefs

Each classroom has a rewards system, either by individual student or class.

Every Six Weeks students are rewarded for being ARMS Core Belief Recipients, A/B Honor Roll, A Honor Roll, POD Awards. Students participate in an assembly twice a year and are given
During POD meetings (Math, Science, RLA, and Social Studies, and Electives) teachers acknowledge students/classes, via Ranger Kudos (specific examples of actions that exemplify the Core Beliefs.

During Morning Announcements 2 times a week, students Ranger Kudos are read on the PA and students are publicly acknowledged for their actions.

Ranger Buck Program:

• Each week staff members are provided 5 Ranger Bucks, which they are to give to 5 students that exemplify our 3 R’s (Respectful, Responsible, and Ready to Learn) in the common areas: Morning Arrival, Morning Arrival Areas, Hallway Transitions, Lunch time, Dismissal, @ ARMS activities.
• Every Friday, students turn in their Ranger Bucks during Lunch to the Ranger Buck box.
• During Friday Announcements, there is a drawing for students (6-8) who turned in a Ranger Buck and 3 students receive a small prize (i.e. gift card to local restaurant). Student names are read on the announcements.
• Every six weeks the student that has the most Ranger Bucks turned in, by grade level is given a larger prize which is secured by the Community Liaison.

2. Teacher Intervention Procedures For Misbehavior

Positive Reinforcement  Friendly Reminder  Direct Redirection

1. The teacher uses positive reinforcement to consistently establish the norms, behavior expectations. (e.g. Joseph has started his first sentence, Jane is working on her first step, Group A has headed their papers and started on the Table of contents, Mike has started his Do Now).

2. Teacher provides a friendly reminder in a respectful and supportive manner, redirecting student behavior. (e.g., “Can you think of a better way to handle this situation?”, or “What is the way that we said we would handle that?”, Could you restate that comment again in a nice way please?)

3. The teacher gives a polite, respectful direction to engage in a particular behavior, followed by encouragement or a supportive statement (e.g., “Please get back to work. If you want some assistance, let me know. I’ll be glad to help, or find you someone to work with.”, “I know that your statement is honest. I also know that a mature young (wo)man like you understands the importance of making your points in a way that avoids attacking others).

4. Teacher may provide students with the opportunity to change seats or move to using a “time out” for an allotted time out in their Buddy Classroom, or student may earn a lunch detention.

5. If #4 occurs, teacher completes the ARMS Campus Wide Discipline log (by grade level designated teacher), to document students Teacher Level misconduct. Parent Contact is required with each entry to the CWD log.

6. On the 6th entry for the same student into the ARMS Campus Wide Discipline log, the student is sent to the Grade Level Administrator for Repetitive Level 1 Offenses and a DISD Referral is written.

ARMS Campus Wide Behavior Log
<table>
<thead>
<tr>
<th>Infraction</th>
<th>Date</th>
<th>Time</th>
<th>Period</th>
<th>Reason</th>
<th>Consequence</th>
<th>Parent Notified</th>
<th>Conversation Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Infraction</td>
<td></td>
<td>3:40</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Infraction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teacher-Level Offense

• Student commits a Teacher Level Offense that can be handled within the classroom
• Offense is documented in campus wide system.
• Within a 45 rolling school days, Repetitive Level 1 Offenses, require an actively monitored SST Intervention Plan (general ed student) OR a Behavior Intervention Plan (student served through special education services) for 3-5 weeks.

POD Level Offense

• Student commits a repetitive Teacher level offense
• POD documents designated number of offenses
• POD meets with student’s parent and grade-level counselor

Administrative Level Offense

• After the 5th number of documented Teacher level offenses and required parent and counselor meeting, the student is referred to administration.
• Student may be referred immediately to administration for an Administration Level Offense (see examples below)

Per DISD Policy, ISs or OSS may not be assigned as the first consequence for the following: Classroom disruption, Extortion/blackmail, Offensive language, Throwing objects that may cause bodily harm, or Possession or distribution of pornographic material.

Repetitive Level 1 Offense referrals (while 45 day period) has an actively monitored SST Intervention Plan (general ed student) OR a Behavior Intervention Plan (student served through special education services), 3-5 weeks

Upon students return from DAEP, intervention plan progress monitoring time frame starts over. Plan must be actively progress monitored for a minimum of 5 weeks, prior to discretionary placement.

Teacher-Level Offenses

• Foul Language
• Lateness
• Preparedness
• Negative Disposition
• Classroom disruption
• Electronic Devices
• Dress Code Violations

Administrative-Level Offenses (not limited to, higher frequency offenses)

• Weapons
• Fighting
• Drugs
• Threats / Harassment (student on student, student on personnel)
• Assault (Class C) student on personnel or volunteer
• Profanity /obscene gesture towards personnel
• Stealing/theft
• Vandalism
• Designated documented Teacher Level Offenses with parent conference

POD Responsibility

POD leaders along with their POD are responsible for the following:

• Utilizing the campus wide documentation system to input student behavior that can be updated and accessed by all members easily and efficiently i.e. a Google Doc

• A system of discipline to handle the designated teacher-level offenses leading up to a Parent Conference. i.e. Lunch detention, afterschool detention...

* Students are to be sent to the Administrators office ONLY after...
  - 5 number of documented Teacher Level offenses and required Parent & Counselor meeting have occurred
  - After an Administrative Level Offense
ARMS Way Culture Expectations and Development:

1. ARMS Empowerment Team (PBIS Team) developed norms and training and development for key communal areas at ARMS.

- **Restroom Etiquette / Procedures** – Go. Wash. Flush. Leave. Students are to use restroom during passing periods and lunch time. Instructional time is focused on students engaged in learning. Only emergency, under teacher discretion, are allowable.

- **Lunch Room Etiquette / Procedures** – Teachers walk students to lunch room in a single file line. Students are lead into the cafeteria with adult supervision and are seated and dismissed to recess in a particular order.

- **Hallway Transitions** – students are to use H.A.L.L. – Hands to side, Appropriate Speed, Lower Voice, and Appropriate Language. Students are also expected, in any hallway at ARMS, to walk on the Right. We say to students, Right Hand, Right Side.

- **Entry & Exit Classroom Procedures**: Students are greeted at the door by teachers and use Threshold Procedure (students are greeted and reminded of expectation of Do Now upon entry – no entry re-entry). Students are dismissed by the teacher not the bell.

- **Appropriate Adult to Student Interaction** – This action step is specifically around when students are addressed by an adult and their next step. Students are to turn around and walk to the adult, make eye contact and listen to the question or instruction. Students answer clearly and follow instructions or ask for clarification or question respectfully.

**Administrator Intervention Procedures for Referred Students**

1. Administrator review the Campus Wide Discipline log and conferences with student. Administrator counsels with student in regards to the actions over time, personal responsibility, consequences, and next steps. 
2. The Administrator checks for understanding and issues consequence in accordance with DISD Student Code of Conduct and ARMS mission to reduce the number of Out of School Suspensions for students.
3. When the referral is completed, the administrator and the student discuss next steps, specifics of consequences, and the parent is contacted.
4. If DAEP hearing is required, the parent is contacted and the student stays in ISS until the hearing the subsequent day (if it cannot be held on same day). For students serviced through Special Education, a Manifestation ARD must occur before the DAEP hearing. The school psychologist is notified to be a part of the Manifestation ARD, parent is contacted, and the ARD is held. Linkage determination is decided upon by the ARD committee. If no linkage is found the DAEP hearing takes place to implement the required days for DAEP. If there is linkage then other consequences, next steps are decided upon with the committee.

**Classroom Rules**

- Verbal Warning
- *Change student seat / Time Out
- *Teacher / Student Conference
- Parent Communication (phone, email, etc.)
- *Lunch Detention
- *POD Meeting with Parent
- Referred to Grade Level Administrator for DISD Referral

*Violation entered into the ARMS Campus Wide Discipline log (google doc).

**Cell Phone Policy**

- ARMS is not financially responsible for cell phones at school.
- If a teacher/staff member takes a phone from a student and the phone is lost while in the teacher/staff possession, the staff/teacher is responsible to replace the phone. A report is filed with the Campus Police Department.
- Cell phones are turned off before entering the metal detector.
- Cell phones are not allowed out during school hours.
- Cell phones are used during instructional time based on teacher lesson plans.
Common Areas

**Arrival & Dismissal Safety procedures:**
- All students enter the building through grade specific doors (6th grade Sundial, 7th Grade Patio, 8th Grade Cafeteria entrance).
- 100% of staff members are on arrival duty:
  --designated area inside the building or outside the building (hallways, metal detectors, drop off areas, student entrance areas, etc).
  --teachers that have a 1st period, duty is by their door
- 100% of staff members are on dismissal duty:

**Hallway Procedures**

**Hallway Transitions** – students are to use H.A.L.L. – Hands to side, Appropriate Speed, Lower Voice, and Appropriate Language. Students are also expected, in any hallway at ARMS, to walk on the Right. We say to students, Right Hand, Right Side.

- All teachers have a designated area during transition. Teachers are either at their doors, or in a “hot spot” area monitoring student behavior and movement.
- Administrators and campus security are monitoring hallways.

**Lunch Procedures**

- All students are walked to lunch by their teacher.
- All administrators, counselors, and limited time – instructional coaches, support lunch duty.
- All elective teachers support lunch duty – one lunch period a day.
- Identified support staff support lunch duty student supervision.
- Students are released from the cafeteria to the “black top” area at designated time to enjoy recess.
- Students that have a loaner ID badge are not allowed inside and participate in lunch time detention-cleaning cafeteria area.

**Restroom Procedures**

**Go. Wash. Flush. Leave.** Students are to use restroom during passing periods and lunch time. Instructional time is focused on students engaged in learning. Only emergency, under teacher discretion, are allowable.

- Signs are provided throughout the bathrooms in the building.
- Grade level and main hallway bathrooms are monitored during instructional time. Students are asked to sign the log.