Tier I Behavior Plan:
Campus-wide Universal Prevention

Safe, Secure, and Orderly Environment Action Plan
Campus Discipline Management Plan
Classroom Management Plan
<table>
<thead>
<tr>
<th>No.</th>
<th>Strategies/Activities</th>
<th>Person Responsible</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ensure the development of a campus-wide discipline management plan.</td>
<td>LaJoyce Johnson, Melvin Brown, Kanetra Faison</td>
<td>8/18/18</td>
<td>9/7/18</td>
</tr>
<tr>
<td></td>
<td>Develop the campus discipline management plan. (See Sections I, II, and III)</td>
<td>LaJoyce Johnson</td>
<td>8/24/18</td>
<td>5/29/19</td>
</tr>
<tr>
<td></td>
<td>Communicate the campus discipline management plan to teachers and students.</td>
<td>Kanetra Faison</td>
<td>9/10/18</td>
<td>10/1/18</td>
</tr>
<tr>
<td></td>
<td>Distribute the Student Code of Conduct to students, parents, and staff and solicit signature pages from each person.</td>
<td></td>
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<tr>
<td>2</td>
<td>Ensure the development of a classroom management plan.</td>
<td>LaJoyce Johnson, Melvin Brown</td>
<td>8/28/18</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>Develop the (campus level) classroom management plan. (See Section IV Classroom Management Model)</td>
<td>Every Teacher</td>
<td>8/28/18</td>
<td>9/7/18</td>
</tr>
<tr>
<td></td>
<td>Provide training on the classroom management plan to students and staff.</td>
<td>LaJoyce Johnson, Melvin Brown</td>
<td>8/28/18</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>Ensure teachers communicate expectations and classroom procedures to students.</td>
<td>LaJoyce Johnson, Melvin Brown</td>
<td>8/28/18</td>
<td>Ongoing</td>
</tr>
<tr>
<td>3</td>
<td>Establish a Placement Review Committee and process.</td>
<td>Melvin Brown</td>
<td>8/28/18</td>
<td>9/7/18</td>
</tr>
<tr>
<td></td>
<td>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.</td>
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<td></td>
<td>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)</td>
<td>Melvin Brown</td>
<td>8/28/18</td>
<td>Ongoing</td>
</tr>
<tr>
<td>4</td>
<td>Provide counseling and student support services.</td>
<td>Kanetra Faison</td>
<td>8/28/18</td>
<td>5/29/19</td>
</tr>
<tr>
<td></td>
<td>Deliver a character education curriculum.</td>
<td>Kanetra Faison</td>
<td>8/28/18</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>Deliver bullying curriculum.</td>
<td>Kanetra Faison</td>
<td>8/28/18</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>Deliver the anti-harassment and anti-victimization curriculum.</td>
<td>Kanetra Faison</td>
<td>8/28/18</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>Deliver teen dating violence prevention curriculum to students in grades 6-12.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Campus: Rufus C. Burleson Elementary School  
Org: 117  
Principal: LaJoyce Johnson  
School Year: 2018-2019
<table>
<thead>
<tr>
<th>5</th>
<th>Ensure that students assigned to the DAEP and JJAEP are transitioned to the school per district guidelines.</th>
<th>Melvin Brown</th>
<th>8/28/18</th>
<th>Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Maintain a drug free campus.</td>
<td>All Faculty &amp; Staff</td>
<td>8/28/18</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

## SECTION I: BELIEFS ABOUT BEHAVIOR MANAGEMENT

**MISSION:**
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 social 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:**

1. All students possess the ability to learn and be academically successful.
2. Collaboration with all stakeholders for the purpose of making our vision a reality is essential.
3. Dedicated to developing life and career skills of students to prepare them for the real world.
4. Positive consistent actions lead to consistent positive results.
5. Promoting positive character traits among staff and students.

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**Campus:** Rufus C. Burleson Elementary School  
**Org:** 117  
**Principal:** LaJoyce Johnson  
**School Year:** 2018-2019
GUIDELINES FOR STUDENTS’ SUCCESS:

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

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

Campus Guidelines for Success

1. Teachers will establish respectful relationships with students and their parents
2. SEL will adopt Restorative Practices to improve academics by reducing students’ misconducts through building relationships.

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

Students will walk with their hands behind their backs.
Students will walk facing forward on the right side of the hallway in a straight line.
Students will keep their lips sealed while walking in the “in line” position.
Students will walk at a low speed.

RESTROOMS

Expectations for Students

Students will go to the restrooms at their assigned class time.
Students will clean up after themselves.
Students will sanitize their hands prior to leaving the restroom.
Students must have a restroom pass to be able to use the restroom at any other time than their assigned class time.
## CAFETERIA

*Expectations for Students*

Students will be escorted in a single file line by their teacher into the cafeteria.
Students will sit by assigned section and remain silent for the first 15 minutes.
Students will eat their food and not play with it.
Students will utilize appropriate voice at all times during lunch from minutes 16-23.
Students will clean up after themselves and wait to be dismissed by cafeteria staff during minutes 23-30.
Students will transition without incident to return to class.

## 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.

### PLAYGROUND

*Expectation for Students*

- Students will not engage in contact games that could result in accidents.
- Students will report all incidents to staff on duty.
- Students will stay in specified play area at all times.
- Students will line up single file upon staff direction to re-enter building.
### AUDITORIUM
**Expectation for Students**

- Students are expected to use their best behavior during assemblies and school related activities being held in the auditorium.
- Students will enter the auditorium quietly single file escorted by an adult.
- Students will sit up facing forward at all times.

### 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.

#### Procedures to Encourage Responsible Behavior:
- Recognition of good behavior
- Rewards given by classroom teachers (based on Behavior system adopted)
- Special privileges awarded by classroom teacher
- Different incentives as established by teachers rewards system

#### Procedures to Correct Misbehavior:
- Teachers will conference with student.
- Teachers will contact Parent / Guardian.
- Teachers will complete Counselor Referral.
- Teachers will submit SST referral and documentation.
- Teachers will complete referral to the Campus Behavior Coordinator

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| Campus:         | Rufus C. Burleson Elementary School | Org:  | 117 | Principal: | LaJoyce Johnson | School Year: | 2018-2019 |
### Supervisory Procedures:
- Teachers will supervise hallways during transitions (i.e. restroom breaks, switching classes, etc.)
- Teachers will not leave classes unattended.
- Every staff member will contribute to a safe and productive environment

### Procedures for Communicating Expectations to Students:
- Teacher will establish behavior system to be followed.
- Teachers will post rules, rewards and consequences.
- Restorative Practices will be visible for students

### 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
- Dallas ISD Police notification.

**Menu of Acceptable Corrective Techniques: (View misbehavior as a teaching opportunity.):**
- Teachers will redirect student behaviors using Restorative Circles
- Teacher-student conference
- Teacher-parent-student conference
- Counselor-student conference
- CBC-student conference / Consequences according to Student Code of Conduct
## Level II - Discretionary Offenses
Record Keeping Procedures (referral form & data base):

- Teachers MUST keep an updated parent contact log for all students
- Teachers will keep record of offenses and actions taken.
- Referral forms will be input in the system

School-wide Consequences (e.g. detention):

- After-school detention
- OSS
- Applicable consequences according to Student Code of Conduct

Menu of Acceptable Corrective Techniques:

- Circling with various levels of school personnel
- Counseling referral (Teacher, counselor, CBC, AP, Principal)

## Level I Offenses
Record Keeping Procedures:

- Behavior system adopted by teachers
- Teachers will keep record of Behavior Cards issued in their classroom
- Teachers must keep an updated parent contact log for all students

Menu of Acceptable Corrective Techniques:

- Circling to address misbehaviors
- After school detention (parents will be notified in advance to avoid misunderstandings)
- Teacher-Parent-Student Conference

Classroom- or Campus-based:

- Restorative Discipline
## 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 MONTIVATION STRATEGIES):**

Teachers will be proactive in reducing and minimizing classroom disruptions. Classroom management will be established through the use of good first instruction that is engaging, appropriate for the grade level and student centered. Academic expectations will be clearly established by using posted quadrants containing lesson objectives, demonstrations of learning, academic vocabulary and essential questions for student review.

Classroom rules, consequences, and motivation strategies will be posted for student reference. Teachers will actively monitor their classrooms to identify academic and behavior needs. Teachers will seek to identify the causes of classroom misbehaviors and redirect through the use of positive reinforcement while maintaining the lesson delivery. Discipline consequences will be administered according to the student code of conduct.

Student support will be provided through the utilization of the multi tiered support system (MTSS) and teachers completion of the on-line Texas behavior support initiative (TBSI) training.

### Classroom Systems:

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

Every teacher will establish Restorative Practice components in their classroom (Affective Statements, Circles, and Respect Agreements) to ensure the classroom environment is conducive to learning and respectful relationships are established with students and parent/guardians.

**Components:**

- Affective Statements, Circles, and Respect Agreements
- Recognition and Reward system
- Rules & Consequences posted
- Parent Contact Log

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**Campus:** Rufus C. Burleson Elementary School  
**Org:** 117  
**Principal:** LaJoyce Johnson  
**School Year:** 2018-2019
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 attended training on research-based strategies including Social Emotional Learning, Proactive Behavior Management and their benefits. Teachers are expected to implement these strategies within their classrooms and our school. We expect to see a classroom discipline managing system including record keeping of misbehaviors and redirecting alternatives being used; positive praising; and consequences for student code of conduct violations.