## 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>L. Russell</td>
<td>8/3/18</td>
<td>5/29/2019</td>
</tr>
<tr>
<td></td>
<td>Develop the campus discipline management plan.</td>
<td>Faculty and Staff</td>
<td>8/3/18</td>
<td>5/29/2019</td>
</tr>
<tr>
<td></td>
<td>(See Sections I, II, and III)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communicate the campus discipline management plan to teachers and students.</td>
<td>Faculty and Staff</td>
<td>8/3/18</td>
<td>5/29/2019</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>Counselors</td>
<td>8/3/18</td>
<td>5/29/2019</td>
</tr>
<tr>
<td>2</td>
<td>Ensure the development of a classroom management plan.</td>
<td>Discipline Committee</td>
<td>8/3/18</td>
<td>5/29/2019</td>
</tr>
<tr>
<td></td>
<td>Develop the (campus level) classroom management plan.</td>
<td>Discipline Committee</td>
<td>8/3/18</td>
<td>5/29/2019</td>
</tr>
<tr>
<td></td>
<td>(See Section IV Classroom Management Model)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provide training on the classroom management plan to students and staff.</td>
<td>Discipline Committee</td>
<td>8/3/18</td>
<td>5/29/2019</td>
</tr>
<tr>
<td></td>
<td>Ensure teachers communicate expectations and classroom procedures to students.</td>
<td>Discipline Committee</td>
<td>8/3/18</td>
<td>5/29/2019</td>
</tr>
<tr>
<td>3</td>
<td>Establish a Placement Review Committee and process.</td>
<td>CBC</td>
<td>8/3/18</td>
<td>5/29/2019</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>
<td>Lonnie Russell</td>
<td>8/3/18</td>
<td>5/29/2019</td>
</tr>
<tr>
<td></td>
<td>Convene Placement Review (as needed) to review teacher requests to remove a student.</td>
<td>Lonnie Russell</td>
<td>8/3/18</td>
<td>5/29/2019</td>
</tr>
<tr>
<td></td>
<td>Ensure that request is supported by appropriate documentation which includes the disruptive classroom behavior; the teacher’s</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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)

<table>
<thead>
<tr>
<th></th>
<th>Provide counseling and student support services.</th>
<th>Counselors</th>
<th>8/3/18</th>
<th>5/29/2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Deliver the anti-harassment and anti-victimization curriculum.</td>
<td>Siduk Boulter &amp; Aarika Fulson</td>
<td>8/3/18</td>
<td>5/29/2019</td>
</tr>
<tr>
<td></td>
<td>Deliver teen dating violence prevention curriculum to students in grades 6-12.</td>
<td></td>
<td>8/3/18</td>
<td>5/29/2019</td>
</tr>
<tr>
<td></td>
<td>Ensure that counselors address behavioral issues through counseling groups.</td>
<td>Siduk Boulter &amp; Aarika Fulson</td>
<td>8/3/18</td>
<td>5/29/2019</td>
</tr>
<tr>
<td>5</td>
<td>Ensure that students assigned to the DAEP and JJAEP are transitioned to the school per district guidelines.</td>
<td>Shelley Baxter</td>
<td>8/3/18</td>
<td>5/29/2019</td>
</tr>
<tr>
<td>6</td>
<td>Maintain a drug free campus.</td>
<td>Lonnie Russell</td>
<td>8/3/18</td>
<td>5/29/2019</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:

- Build a positive and supportive campus culture by developing a common vision, which creates a college going environment.
  - Home Visit Program
  - Restorative Practices
  - Discipline Committee
  - Cuellar Clubs & Committees
  - Thursday Folders
  - Monthly Calendar of Activities
- Gilbert Cuellar Sr. Elem. will increase student achievement and student engagement by improving the quality of lesson designs, lesson delivery, and curriculum alignment.
  - PLCs/Vertical Planning
  - Lesson Plan Protocol
  - Instructional Calendars
  - PD (balanced literacy, Daily Five)
  - On line programs (Achieve 3000, I Station, Reasoning Mind, StemScopes, Kindles)
- Gilbert Cuellar Sr. Elem. will promote the continuous use and monitoring of formative and summative assessments to drive instructional decisions and provide differentiated instruction to meet academic needs of students.
  - Data Driven Instruction
  - MTTS
  - Performance Matters
  - Extended Learning (After School Tutoring, Friday Night Lights)

GUIDELINES FOR STUDENTS' SUCCESS:

<table>
<thead>
<tr>
<th>District Core Values: (Board Policy AE Local) (Elementary/Secondary)</th>
<th>Campus Guidelines for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Trustworthiness</td>
<td>● Improve campus culture and climate by establishing rewarding relationship building practices and maintaining a high level of responsiveness to students, staff and community</td>
</tr>
<tr>
<td>● Responsibility</td>
<td>● To ensure that all staff members understand roles in discipline management and duty</td>
</tr>
<tr>
<td>● Respect</td>
<td>● To create a sense of transparency to enhance a positive culture and environment</td>
</tr>
<tr>
<td>● Caring</td>
<td></td>
</tr>
<tr>
<td>● Citizenship</td>
<td></td>
</tr>
<tr>
<td>● Fairness</td>
<td></td>
</tr>
</tbody>
</table>

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 use HALLS.  H – Hands Behind Your Back  A – All Eyes Forward  L- Low Speed  L – Lips Sealed

Staff members will guide and actively monitor student lines during transitions.

Student will stop the line in the hallways at the “Cougar Paw Stop Signs.” When waiting in line, they will stand in their own square, and two squares from the wall.

Students that are traveling in the hallway without a class are to walk on the right of the hallway with a pass that indicates their destination.

RESTROOMS

Expectations for Students

Students will use FLUSH.  F – Floors stay dry.  L – Leave restroom clean  U – Use it quietly  S – Soft voices  H – Hands washed and dried

Students are to enter the restrooms no more than 3 at a time during class restroom breaks.

Staff members will monitor students during restroom breaks.

Student leaders will facilitate the student line during classroom restroom breaks.

Students will utilize the restroom closest to their classroom.
CAFETERIA

Expectations for Students

Students will be walked down to the cafeteria by their current teacher.
Students will walk to the lunch line at the direction of the cafeteria duty personnel.
Upon receiving their lunches, students will walk to their assigned tables to eat.
Students will sit down, eat, and for the first 15 minutes remain quiet.
Students will be permitted to talk in the cafeteria after the first 15 minutes of lunch using appropriate voice levels.
At the direction of cafeteria duty personnel, students will begin throwing away their trash and will line up.
Student will line up and exit cafeteria quietly and assemble in the foyer next to the cafeteria to be picked up by their teacher.
Teachers / Staff members may assign students to assist with cleaning tables and trash pickup.

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 participate in recess at the designated times indicated on the master schedule.
Students will stay in the assigned play area.
Teachers will monitor all areas of the playground during the recess period.
Students will play appropriately during recess time.
Students will play fairly, and follow rules of the game.
## AUDITORIUM

**Expectation for Students**

Students will be walked quietly to auditorium by teacher.  
Teacher will sit with class for the entirety of event.  
Students will sit in listener-learner position during the event.  
Students will be dismissed by class via announcement and escorted back to class by teacher.

---

## 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:

- Praise / acknowledge correct behavior.
- Reward students with verbal praise, tangible rewards such as stickers, or positive notes home.
- Cougar Bucks to be spent at the school store each 3 weeks
- Student of the Month
- Door Ambassadors
- Flag Ambassadors
- Fun Fridays

### Procedures to Correct Misbehavior:

- Narrating the Positive to students – pointing out what students are doing right
- Correcting students in private
- Proactive Behavior Management
- Restorative Discipline
- Verbal Warning
- Time out/ reset
- Buddy Classroom
- Parent Phone call
- SEL session with Counselors
- Admin Conference
**Supervisory Procedures:**
- Google Doc documentation
- Grade Level Admin will assess all behavior referrals and give disposition within 24 hours of submission
- Submit all dispositions in timely manner for staff member communication
- Conduct thorough investigations on all Level 2-4 incidents
- Hold DAEP Parent conferences with Parent Specialist as needed

**Procedures for Communicating Expectations to Students:**
- Expectations explained at beginning of school year by teachers
- Morning message
- Group Assemblies
- Open House
- Continuous praise of those that are following the expectations.

---

**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
- Google Doc Discipline System

Menu of Acceptable Corrective Techniques: (View misbehavior as a teaching opportunity.)
- Cool Down Area
- Reflection Sheet
- Restorative Actions
- Elem. DAEP

**Level II - Discretionary Offenses**

Record Keeping Procedures (referral form & data base):
- Parent Conference
- Counselor Referral
- Detention Referral
- SST Referral
- Notes Home
- DISD Policy
### School-wide Consequences (e.g. detention):
- Time-Out
- Parent Conferences
- Detention (Lunch, After-school)
- Buddy Classroom

### Menu of Acceptable Corrective Techniques:
- Narrating the Positive
- Restorative Discipline
- Verbal Correction
- Counseling
- Parent / Guardian observations of student in class
- Parent / Guardian conference with teacher
- SST referral

#### Level I Offenses

### Record Keeping Procedures:
- SDS
- Campus Google Doc
- Grade Level Filing System

### Menu of Acceptable Corrective Techniques:
- Verbal correction
- Seating change
- Cool down corner
- Buddy classroom
- Counseling
- Parent Call

#### Classroom- or Campus-based:
- Step One: Verbal Warning to Student by Personnel
- Step Two: Parent Contact/Possible Loss of Privileges
- Step Three: Counselor Referral/Parent Contact/Detention/Behavior Contract-Start Power School documentation
- Step Four: Discipline Referral/Mandatory Parent Conference/SST
- Step Five: Parent-Teacher Administrator Conference before possible OSS
## 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):**

### Classroom Systems:
(This section may include information such as classroom layout, daily routines, and student expectations.)

- Greeting each class at the threshold
- Arrange your classroom environment to promote appropriate behavior.
- Use student data when designing collaborative groups.
- Praise in public, correct in private.
- Design activities where the teacher gets to know their students.

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

- Narrate the positive in all possible situations
- Utilize classroom management cheat sheet to determine disposition
- Utilize referral in google doc to document discipline incidents
- Fill out all sections to best of ability
- Use and write in direct quotes in case of verbal incidents