

Tier I Behavior Plan: Campuswide Universal Prevention

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

No.	Strategies/Activities	Person Responsible	Start Date	End Date
1	Ensure the development of a campus wide discipline management plan.	Fernando Rubio	08/20/2018	05/30/2018
	Develop the campus discipline management plan. <i>(See Sections I, II, and III)</i>	Fernando Rubio	08/20/2018	05/30/2018
	Communicate the campus discipline management plan to teachers and students.	Fernando Rubio	08/20/2018	05/30/2018
	Distribute the <i>Student Code of Conduct</i> to students, parents, and staff and solicit signature pages from each person.	Counselors	08/20/2018	09/28/2018
2	Ensure the development of a classroom management plan.	Administration	08/20/2018	05/30/2018
	Develop the (campus level) classroom management plan. <i>(See Section IV Classroom Management Model)</i>	Administration	08/20/2018	05/30/2018
	Provide training on the classroom management plan to students and staff.	Administration	08/20/2018	05/30/2018
	Ensure teachers communicate expectations and classroom procedures to students.	Administration	08/20/2018	05/30/2018
3	Establish a Placement Review Committee and process.	Principal	08/20/2018	05/30/2018

	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.	Principal	08/20/2018	09/28/2018
	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	Campus Behavior Coordinator	As Needed	05/30/2018
4	Provide counseling and student support services.	Counselors	08/20/2018	09/28/2018
	Deliver a character education curriculum.	Counselors	08/20/2018	09/28/2018
	Deliver bullying curriculum.	Counselors	08/20/2018	09/28/2018
	Deliver the anti-harassment and anti-victimization curriculum.	Counselors	08/20/2018	09/28/2018
	Deliver teen dating violence prevention curriculum to students in grades 6-12.	Counselors	08/20/2018	09/28/2018
	Ensure that counselors address behavioral issues through counseling groups.	Principal	08/20/2018	09/28/2018
5	Ensure that students assigned to the DAEP and JJAEP are transitioned to the school per district guidelines.	Administration	08/20/2018	09/28/2018
6	Maintain a drug free campus.	All Staff	08/20/2018	09/28/2018

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:

<p><i>Beliefs about student achievement:</i></p> <p>1. Student achievement on state assessments in all subjects at Approaches or above will increase from 66 percent to 75 percent by 2022.</p> <p>2. Student achievement on the third-grade state assessment in reading at Approaches or above will increase from 62 percent to 75 percent by 2022.</p> <p>3. Student achievement on state assessments in two or more subjects at Meets or above will increase from 34 percent to 40 percent by 2022.</p> <p>4. Student participation in extracurricular or co-curricular activities will increase from 59 percent to 65 percent by 2022.</p>	<p><i>Summary statement of staff beliefs:</i></p> <table border="1" data-bbox="1144 267 1917 755"> <thead> <tr> <th data-bbox="1144 267 1528 337">7 Habits</th> <th data-bbox="1528 267 1917 337">Foster Values</th> </tr> </thead> <tbody> <tr> <td data-bbox="1144 337 1528 755"> Be Proactive Begin with the End in Mind Put First Things First Think Win-Win Seek First to Understand, Then to be Understood Synergize Sharpen the Saw </td> <td data-bbox="1528 337 1917 755"> EXCELLENCE: Work Hard. Get Smart. Go to College. TEAMWORK: Together, we are louder. GRIT: Never give up. PROFESSIONALISM: Be responsible, respectful, and ready to learn. ALWAYS LEARNING: Your brain NEVER stops growing </td> </tr> </tbody> </table>	7 Habits	Foster Values	Be Proactive Begin with the End in Mind Put First Things First Think Win-Win Seek First to Understand, Then to be Understood Synergize Sharpen the Saw	EXCELLENCE: Work Hard. Get Smart. Go to College. TEAMWORK: Together, we are louder. GRIT: Never give up. PROFESSIONALISM: Be responsible, respectful, and ready to learn. ALWAYS LEARNING: Your brain NEVER stops growing
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GUIDELINES FOR STUDENTS' SUCCESS:

<p>District Core Values: (Board Policy AE Local) (Elementary/Secondary)</p>	<p>Campus Guidelines for Success</p>
<ul style="list-style-type: none"> ● Trustworthiness ● Responsibility ● Respect ● Caring ● Citizenship ● Fairness 	<p>At Foster Elementary, the 7 Habits and Foster Values are the pillars and foundation for all discipline items. In addition the five standards of student conduct are incorporated into the plan to aligned with the district wide model. These standards assert that responsible students should be encouraged and taught to:</p> <p>1.Exercise self-control use courteous language resolve conflict in a mature manner be appropriately dressed and groomed</p> <p>2.Demonstrate a positive attitude take a leadership role be polite</p>

	<p>be cooperative</p> <p>3. Respect the rights and feelings of others behave in a manner that does not disrupt others treat others with courtesy and respect</p> <p>4. Take responsibility for school property respect the building, grounds, and property keep the campus free from trash and graffiti</p> <p>5. Support the learning process attend all classes regularly and on time be prepared for class (i.e., bring assignments, books, and supplies) listen carefully to instructions participate in class activities</p>
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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
- Hallways are silent—100% of students are silent.
 - 100% of students are greeted by adults. 100% of guests are greeted.
 - 100% of students make transition to class within 2 minutes—while monitored by adults.
 - If seated or waiting, students should be reading or quizzing themselves silently with flashcards.
 - 100% of students are monitored by a teacher 100% of the time.
 - 100% of students are walking with a hall pass (outlining where the student is going) and with a walking buddy (if in 1st Grade, Kinder, or Pre-K).
 - No food or drinks are used (unless in closed lunch bag).
 - All students are walking urgently to class
 - 100% of students are in HALL position: Hands to self, all eyes forward, legs on the line, lips quiet.
 - No students have food in hallways.

RESTROOMS

Expectations for Students

100% of the time:

- Students are actively monitored by an adult (PK-2) or accompanied by a responsible buddy/monitor to the restroom (3-5).
- Students are trained on responsible restroom use by teachers.
- If going as a class: Students are silently reading or quizzing themselves with flash cards while waiting in the hallway.
- Students are silent during restroom time.
- Students wash hands and clean up after themselves.
- Students are urgent in their restroom use and quickly return to class (so they don't miss out on learning time).
- Students use a reasonable amount of toilet paper and paper towels.
- If going during class-time: Students have a pass indicating they may go to the restroom.
- If going to the restroom as a class: Restroom and water break should take no longer than 10 minutes.

CAFETERIA

Expectations for Students

100% of the time, students are:

- Actively monitored by TAs. Teachers eat with students for week one of the school year.
- Dropped off by teachers on-time.
- Silent while waiting in line.
- Using manners—saying please and thank you to staff.
- Using a level one voice (whisper or person to person conversational table talk) at the tables.
- Seated by class at assigned tables.
- Walking from the line to the table.
- Picking up all items they may need in line (silverware, napkins, etc...).
- Picking up items that may fall on the floor.
- Granted permission to throw food away one table at a time.
- Raising hands to request permission to use the restroom—and accompanied by a buddy to the restroom if PK, K, 1st.
- Responding immediately to hand clap (indicating lunch has ended or attention is needed).
- Student leaders are selected to wipe tables, clean floors.
- Dismissal is complete within 5 minutes.
- Teachers are on-time for pick up.
- No food is taken outside of the cafeteria or classroom (unless in closed lunch bag).
- Dismissal is silent.

- Teachers actively monitor students for the entire route back to the classroom.

SECTION II: BEHAVIOR IN THE COMMON AREAS

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PLAYGROUND

Expectation for Students

100% of the time, students are:

- Actively-monitored by at least four teachers from the grade level team.
- Playing safely in the recess boundary area (inside the walls of the playground, inside the blacktop, or in the grassy area between the blacktop and the fence).
- At least 100 feet away from the building (to respect Pre-K, Third Grade, and 5th Grade classrooms).
- Participating in indoor recess if temperature is above 94 degrees or below 40 degrees.
- Not eating (no food outside—food remains in cafeteria or classroom).
- Not playing on cell phones or using headphones/music.
- Properly dressed for the weather (jackets/sweatshirts if colder) and not outside at all if thunder is heard.

AUDITORIUM

Expectation for Students

100% of the time:

- Students are greeted upon entering the auditorium.
- Students are actively monitored by at least two adults.
- Students are silent.
- Students raise hands if they have a question or a need.
- Students are corrected if not meeting an expectation.
- Students are picked up on time by an adult (by 7:40 am or by 3:20 pm – after school).
- Students are walking and silent—and actively monitored by an adult at all times.
- Students are engaging in a study hall activity: reading silently, working on homework, or writing in a journal.
- Students are not using/looking at a cell phone, listening to music, or wearing headphones.

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Procedures to Encourage Responsible Behavior:

- Explicitly teach expectations to students.
- Rehearse with students and provide feedback.
- Campus staff will supervise students and use positive framing to encourage responsible behavior.
- Expectations for behavior will be written and posted for students.
- Daily Student "Shout Outs
- "Caught Being Good" Positive Behavior Bulletin Board

Procedures to Correct Misbehavior:

- Redirect students in a firm yet professional tone.
- Provide cues for expected behavior.
- Repeat behavior expectations.
- Implement appropriate consequences.
- Use Restorative Practices
- Engage parents and families

Supervisory Procedures:

- Morning Duty for Staff (Cafeteria, Auditorium, Boys Gym, Girls Gym)
- Dismissal Duty for Staff (Carpool, Busses, Building)
- Cafeteria Supervision (Campus Safety Team and Administration)
- Teacher/Staff Supervision of Students During Hallway Transitions
- Strategic placement of campus monitors throughout the day.
- Implementation of consistent morning check-in for all students.

Procedures for Communicating Expectations to Students:

- Grade-level Student Orientations
- Frequent Reminders (Announcements, assemblies, etc.)
- Written Displays of expectations in classrooms and hallways

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
- Campus Discipline Referral Form

Menu of Acceptable Corrective Techniques: (View misbehavior as a teaching opportunity.)

- DISD Police and Security Services Department Notification
- Emergency placement in ISS pending an assignment to off campus DAEP
- Mandatory off campus DAEP following a hearing
- Restitution/restoration, if applicable

Level II - Discretionary Offenses

Record Keeping Procedures (referral form & data base):

- Student Discipline System
- Campus Discipline Referral Form

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

- One on one conference
- One on one practice time.
- Apology
- Cool down
- Loss of privilege
- Teacher/parent conference
- School behavior tracker
- Reflection Sheet
- Lunch detention

Menu of Acceptable Corrective Techniques:

- Private teacher conference with student regarding acceptable behavior
- Review the rules with the student

- Parent Contact
- Restorative Practices
- Providing skills instruction in the acceptable behavior
- Reward positive behaviors
- Behavior Contract

Level I Offenses

Record Keeping Procedures:

- Campus Discipline Referral Form

Menu of Acceptable Corrective Techniques:

- One on one conference
- One on one practice time.
- Quiet time
- Cool down spot
- Change seats
- Active consequence for less than 10 minutes.

Classroom- or Campus-based:

- Teacher-led lunch detention
- Loss of privileges
- Cooling off or time out
- After-school Detention Campus: Edward H. Cary Middle School Principal: Benjamin Dickerson Org. No: 044 School Year: 2016-17
- Confiscation of disruptive material (cell phones, food, etc.)
- Mediation
- Referral to the counselor

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.)

CLASSROOM SYSTEMS: Monitor your students during arrival and dismissal. This contributes to overall school safety. Always supervise students.

Consequences imposed for incidents that occur without adult witnesses or other evidence are very difficult to justify. Never leave your students alone.

Plan thoroughly for effective classroom instruction (Ensure a balance among types of instructional activities, schedule independent practice and collaborative tasks so they immediately follow teacher directed tasks).

Arrange student desks to optimize the most common types of instructional tasks that you will use. Make sure you have physical and visual access to all parts of the classroom. Minimize disruptions caused by high traffic areas in the classroom.

Devote some wall space to display student work. Arrange for a time-out space that is unobtrusive. Develop a sense of community and positive rapport with students and parents. Identify and use an attention signal.

Post rules in a prominent, visible location. Teach classroom rules using positive and negative examples.

Develop and display classroom rules (3-6 specific rules that are stated positively and refer to observable behaviors) such as: Students will be expected to: Come to class every day that you are not ill.

Use the voice levels outlined in the behavioral expectations for various situations using the scale below.

Voice Level 0 = Silent, no talking or whispering

Voice Level 1 = Whisper at a level to be heard by one person

Voice Level 2 = Quiet conversation that can be heard by someone on either side of the speaker

Voice Level 3 = Presentation Voice, can be heard by an entire class

Voice Level 4 = Outside voice, can be heard across the street

Teacher Practices:

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

The teacher...

Clearly communicates expectations for student behavior verbally and in writing.

Shares classroom expectations with students and parents.

Collaborate weekly with colleagues during grade-level team meetings.

Reinforce desired behavior. Provide specific, frequent, and immediate feedback.

Actively monitors student behavior and performance during instruction.

Provides relevant and engaging lessons.

Uses strategies to respond successfully to off-task behavior that respond in positive changes in behavior.

Effectively monitors students during transitions.