Henry B. Gonzalez Elementary

Discipline Management Plan
2018-2019

Building Scholars!

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Henry B. Gonzalez Elementary • 6610 Lake June Rd. • Dallas, TX 75217 • (972) 502 3300
Dallas Independent School District Mission Statement
Educating all students for success

Principles of Public Service
Trustworthiness
Responsibility
Respect
Caring
Citizenship
Fairness

DISD Vision
Dallas ISD seeks to be a premier urban school district.

Student Outcome Goals
GOAL 1: Student achievement on state assessments in all subjects at Approaches or above will increase from 66 percent to 75 percent by 2022.
GOAL 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.
GOAL 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.
GOAL 4: Student participation in extracurricular or co-curricular activities will increase from 59 percent to 65 percent by 2022.

Gonzalez Elementary Vision
Henry B. Gonzalez Elementary will empower future world changers in a personalized learning environment through collaboration, transformative thinking, and leadership.

Gonzalez Elementary Mission Statement
At Henry B. Gonzalez Elementary School, our mission is to promote the whole child academically, emotionally and socially; all stakeholders will be accountable to provide our scholars with a foundation to excel with a global, competitive education that will empower them to become college and career ready.

Motto
Building Scholars

2018-2019 Theme
Born to Kick – Live to Score

Gonzalez Elementary School Primary Goal for 2018-2019
Gonzalez students will meet or exceed our 2017-2018 achievement results in all areas.

School Colors
Hunter Green and White

School Mascot
Senators
Gonzalez’s Discipline Management Plan
TEI 3.1: Procedures and Systems, 3.2: Behavioral Expectations

There are two discipline management plans at Gonzalez Elementary. One is the Campus Discipline Management Plan and the other is the Classroom Discipline Management Plan. The Campus Discipline Management Plan addresses the campus beliefs on behavior, common area’s behavior, and the school wide corrective procedures; teachers will use this as a framework on which to draw their individual classroom discipline management plans. All plans must reflect District policy. Students are not allowed to be placed outside of the class as a disciplinary measure.

All staff are expected to teach/reinforce the following campus wide procedures:

<table>
<thead>
<tr>
<th>Hallways/Transitions (HALL)</th>
<th>Classroom (SLANT)</th>
<th>Voice Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hands to yourself</td>
<td>Sit up</td>
<td>Level 0 - Silent</td>
</tr>
<tr>
<td>Attention forward</td>
<td>Listen</td>
<td>Level 1 - Whisper</td>
</tr>
<tr>
<td>Lined up</td>
<td>Ask questions</td>
<td>Level 2 - Normal Voice</td>
</tr>
<tr>
<td>Lips sealed</td>
<td>Nod</td>
<td>Level 3 - Speaker Voice</td>
</tr>
<tr>
<td></td>
<td>Track</td>
<td>Level 4 - Outside Voice</td>
</tr>
</tbody>
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Classroom Discipline Management Plan

1. Teacher establishes rules and expectations for his/her classroom. It is a good practice to involve students in the creation of classroom’s rules and consequences to promote students’ behavior self-monitoring.
2. Teacher utilize research-based techniques to address inappropriate or off-task behavior (CHAMPS Book and Proactive Behavior Management) and keep updated documentation.
3. If classroom disruption continues, teacher must contact parents to address the problem and create a plan.
4. Teacher will address concerns with counselor after having documented interventions and convene an SST meeting.
5. Assistant principal will be notified of students’ case and meet with parents to discuss behavior plans under RTI.
**Discipline Policy**

Incentives and close parental contact will be an integral part of the discipline management plan. All teachers will receive training on the discipline management plan. Each classroom will adhere to the discipline management plan and it will be posted in each classroom. No “put down” comments towards the students will be tolerated. Teachers will refrain from touching students when disciplining them. Per Dallas ISD policy, **no one is to administer corporal punishment**.

Our school discipline plan is based on the following guiding parameters:
1. We will treat each other with respect and dignity.
2. Misbehavior will be handled with logical consequences instead of punishment.
3. Misbehavior will be viewed as an opportunity to build students’ capacity in preparation to become productive and responsible citizens, as opposed to seek compliance.
4. Students will be given the opportunity to make decisions and live with the consequences.
5. Students will be guided and expected to solve their own problems.
6. We believe students are intrinsically motivated; we will not rely on extrinsic motivation.
7. Students will have the opportunity to express their disagreement when given consequences in a way that the respect and dignity of both staff and students are maintained.

**Student Referrals to the Principal/Assistant Principal**

To refer a student for disciplinary action or for a conference with the principal, a **Teacher Referral form** must be completed by the referring staff member (even if the student is not in your classroom). This form remains in the audit or reference for review by any party with a vested interest in the student. Prior to referring a student, all other behavior interventions must be followed and documented as per campus discipline management plan. (Exceptions will be given to severe situations).

**Student Code of Conduct**

Each student must receive a copy of the Student Code of Conduct booklet to take home and review with their parent/guardian. The student’s parent/guardian needs to sign the back page and return it to school before the end of the week it was received. In addition, each student must sign the student page that indicates that the Code of Conduct has been reviewed with him or her. Each homeroom teacher is to turn in all signed forms for your homeroom section to the main office where they will be filed. It is the teacher’s responsibility to contact parents until the form is returned.

Transition/Passing Periods

Please be aware that it is the responsibility of the teacher, teacher assistant, or substitute to stay with the students during passing periods. Never “send” your students to another class, specials period, or lunch without accompanying them. Your visibility and assistance will cause a smooth transition during this time. If the other class has not been dismissed when your class is waiting—use this time for a “sponge activity”—not a “waiting period”. Vocabulary drills, math fact drills etc. are good “sponge activities”. We cannot afford to waste a minute of teaching for our children. If students are busy—it will also help keep them organized, learning, and out of trouble. Students follow HALL procedures, Voice Level 0, and line up in a boy/girl order for every transition.

Please do everything you can to keep students in the instructional setting. Students may only be in the hall with a pass or a teacher. Each teacher will keep a log for students who leave class.

Response to Interventions (RtI)

Through analysis of formative and summative assessment data, teachers monitor students’ progress toward the mastery of learning standards and identify students in need of intervention (three-tier model) or enrichment (advance academic programs/enrichment opportunities). Teachers provide differentiated instruction and interventions to meet the needs of struggling learners through the use of research-based instructional tools and strategies. Interventions provided to students in TIER II or III and their progress monitoring results are documented in SchoolNet.

TIER I

All students receive instruction based on the core curriculum. These are the daily re-teaching and corrections that occur in the classroom that can include all students. Baseline assessments/universal screener window will be open between August 28 - October 14th.

TIER II

Targeted activities designed for students that need small group or individual instruction. It can be conducted by the classroom teacher or a specialist either in class or as a “pull out” or “push in” (inclusion). The materials and instructional methodology used with tier II should be modified from the initial instruction.

TIER III

This level of intensive intervention is for a very small portion of the student body that has shown a pattern of non-responsiveness to regular classroom instruction. This situation calls for very small groups or individual
instruction with specific instructional strategies. Many of the students in Tier III instruction groups will have qualified for Special Education or a 504 plan, but this is not a requirement for instruction in this tier. This phase is for those students who have not responded adequately in the other tiers and will require remediation hence the term “response to intervention.”

**Student Support Team (SST)**

The SST is composed of the counselor, diagnostician, psychologist, administrator, nurse, visiting teacher, coach and resource teacher. The team meets to review the attendance and progress of students who may be in need of additional services. The team reviews the case history, prior steps taken, Response to Intervention data from SchoolNet and the proposed action needed for individual students and then initiates a series of steps designed to help meet the needs of the students. These steps may or may not include testing for eligibility of special education services.
Classroom Management

TEI Domain 3: Our teachers are building supportive, rigorous, learning environments

Teachers are responsible for maintaining good classroom management. Classroom procedures should be consistent. The best form of classroom management is to be ready and organized to keep your students on task and engaged.

Teachers should be actively engaged, instructing, or walking around to monitor student understanding. Teachers should not be checking emails, sitting at desk, grading papers, talking to a colleague, etc. as students are working independently. It is expected that all children will be attentive and engaged in the instruction at all times when working independently, in pairs or groups, during stations/centers rotations, and with MRS and TPT during whole group instruction.

Classroom Environment
Student Expectations

Hall Passes
Hall passes are only issued for students needing to see the nurse. **Do not send students on errands.**

Cafeteria
Arrive in the cafeteria at your scheduled time, walk students all the way to the lines, and ensure teacher assistants’ or administrator’s presence to take over the supervision of students. Remind your students periodically of their expected behavior in the cafeteria. No open food or drinks are allowed to be taken outside the cafeteria.

Teachers are invited to eat with their students whenever possible. Students enjoy eating with their teacher and it is an excellent way to show you care and build rapport with students.

Student Dress Code

Contact parents when children are not in uniform. After several attempts to remedy the problem, contact the assistant principal or principal. Be mindful of the fact that students do not do their own laundry and an occasional leeway may need to be given. If students are in need of uniform pieces, see the counselor. Any student wearing clothing immediately deemed inappropriate (too short, tight) should be sent to the main office. In some instances, parents may be called. Dress code for field trips is school uniforms unless otherwise authorized.

**Bottoms:**
All slacks, pants, skirts, jumpers, shorts, and capris must be a solid color khaki or navy blue. Slacks and pants can be pleated or flat front, full length, appropriately fastened at the waist. Pants will loops require belts. Cotton, canvas, corduroy, linen, polyester, or twill.

**Tops:**
Shirts and blouses must have button down collars or have straight collars. Turtlenecks and polo styles are permitted. Color: all students shall wear white shirts/tops or hunter green shirts/tops. Logos: Manufacture trademarks, if any, must be one inch or less. District school logos are permitted and are not limited in size.

**Cardigans and sweaters:**
Color: Should match an accepted uniform color. Style: All must be worn over a collared shirt, turtleneck, or polo style top. Logo: District school logos are permitted and not limited in size.

**Jackets:**
All jackets must be appropriately sized and worn over an approved school uniform shirt. Jackets containing offensive slogans, symbols, and other suggestive or controversial designs are not allowed. All District-issued school jackets are permitted.
Footwear:
Athletic shoes, loafers, dress shoes, or other closed-toed/closed-heel shoes. Mules described as closed-toed and open-heel are appropriate.