HOGG DISCIPLINE PLAN

BOARD GOALS

- Goal 1: All students will exhibit Satisfactory or above on 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% on all academic measures.
- Goal 4: 95% of students will graduate. Of the graduates, 90% have the 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.

There are two discipline management plans at Hogg Elementary. One is the Campus Discipline Management Plan and the other is the Classroom Discipline Management Plan. The campus plan outlines the campus beliefs on behavior, common areas behavior, and school wide expectations.

The Classroom Management Plan is one that outlines teacher expectations and classroom procedures. Each grade level/department will work with their team leader to create a set of cohesive guidelines for success that are developmentally appropriate for their grade level. Once the grade level expectations have been developed, each teacher will then develop their own plan. Classroom Management Plans must be completed and approved prior to the beginning of the school year. All plans must follow District policy. **Students will not be placed outside of the class as a disciplinary measure.**

Teachers must review the classroom procedures daily until they become routine and must implement the classroom rules immediately. All teachers must give parents/guardians and students a written copy of the classroom rules with a set of rewards and consequences.

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**Guidelines for Success**

1. Indicate a genuine interest in every student in the class.
2. Be generous with sincere praise, but do not strive for popularity.
3. You are here to be effective, not popular.
4. Praise in public; reprimand in private.
5. Be consistent. Students are quick to spot inconsistencies.
6. NEVER punish in anger “to get even.”
7. **Never punish the entire group for the misbehavior of one or a few students.***
8. Indicate confidence in the student’s ability to develop self-control.
9. Keep students who are potential problems highly engaged at all times.
10. In the case of serious, persistent disruptive behavior, seek help from the assistant principal, or parents should be contacted immediately. Always call the office if you are expecting a return call from a parent regarding a message you have left.
11. Avoid creating situations that encourage students to lie, to challenge your authority, or to test your intentions. Students try to save face when they are in a tight spot.
12. Steer clear of the use of sarcasm or any technique, which belittles students or tends to place them on the defensive. This type of teacher behavior escalates student misbehavior and causes more discipline problems than it alleviates.
13. Keep in contact / communication with parents through daily/weekly behavior reports/calendars.
14. Rule of thumb: Praise twice as much as you correct.
# Campus Discipline Management Plan

## SECTION I: Beliefs about Behavior Management

### Mission:
To provide enriched academic experiences that inspire our students to become creative, self-managed life-long learners.

### Guiding Principles about Interacting with Students:

*Beliefs about behavior and discipline:*

- All students must be treated with dignity and respect.
- Students should be taught the skills and behaviors necessary for success.
- Time and energy should be focused on acknowledging responsible behavior rather than responding to misbehavior.
- Discipline is training expected to produce a specific character or pattern of behavior, therefore, student misbehavior represents a teaching opportunity.
- Responses to misbehavior should be preplanned to ensure that all faculty and staff members respond in a brief, calm and consistent manner.
- *Summary statement of Staff beliefs:* All teachers will model C.H.A.M.P.S. “A Proactive and Positive Approach to Classroom Management”.

### Guidelines for Student’s Success:

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<tr>
<th>Exercise self-control.</th>
<th>Demonstrate a positive attitude.</th>
<th>Respect the rights and feelings of others.</th>
<th>Take responsibility for school property.</th>
<th>Support the learning process.</th>
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<tbody>
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<td>Use courteous language.</td>
<td>Take a leadership role.</td>
<td>Be in a manner that does not disrupt others.</td>
<td>Respect the building, grounds, and property.</td>
<td>Attend all classes regularly and on time.</td>
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<td>Resolve conflicts in a calm and respectful manner.</td>
<td>Be polite.</td>
<td>Treat others with courtesy and respect (i.e., put oneself in the place of the other person, whether that person is another student, teacher, parent, community person, administrator, lunchroom or custodial worker, or any other person on campus.)</td>
<td>Keep the campus free from trash and graffiti.</td>
<td>Be prepared for class (i.e., bring assignments, books, and supplies).</td>
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<td>Be appropriately dressed and groomed.</td>
<td>Be cooperative.</td>
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<td>Listen carefully to instructions.</td>
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<td>Actively participate in class activities.</td>
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### SECTION II: Behavior in the Common Areas

**Goal Statement:**
Our goal is for all students to behave respectfully and responsibly in order to maximize time on task and classroom instruction.

### Expectations for Students (Rules and Procedures) Hallways:
- Students walk with their hands to themselves in a straight line on the right side of the hallway 3 floor tiles from the wall.
- Teachers will move up and down the line in order to observe and correct any inappropriate behavior.
- Students will respect the bulletin boards and all school property while in the common areas.
- Students must quietly stand in line while waiting to get into or returning from specials and hold questions and comments upon arrival to class.

### RESTROOMS:
**Expectations for Students (Rules and Procedures):**
- Enter quietly
- Use the restroom and place paper in the proper container
- Flush the toilet
- Wash your hands and throw paper towels in the trash
- Get a drink of water
- Line up quietly

### CAFETERIA:
**Expectations for Students (Rules and Procedures):**
- Enter quietly through the South door
- Exit quietly to the West door
- Memorize your lunch number
- Show respect for all staff
- No talking in the serving line
- Talk quietly while sitting at the table
- Raise your hand and get permission before getting up from the table
- Clean the area around you
- Wait until your table is called before standing up and lining up to leave the cafeteria

### PLAYGROUND
**Expectations for Students (Rules and Procedures):**
- Stay in line until you have been directed by the person in charge
- Do not throw rocks or objects that will cause harm
- Play on the equipment appropriately
- Do not play rough or pretend to fight
- Stay within visible distance of the teacher
- Do not take food, drinks or straws outside
- Line up quietly when you hear the whistle or the teacher calls

### Corrective Action Plan:
1. Effective classroom management plan that is used fairly and consistently
2. Classroom behavior logs documenting corrective action and parent contacts
3. Referral to the Counselor to develop a behavior intervention plan.

**Office Referrals:** Students may be referred to the office for the following
### SECTION II: Behavior in the Common Areas

1. **Serious, persistent disruptive behavior** - appropriate documentation of the above mentioned items are to be submitted to the office along with a written referral and documentation of previous attempts providing student with appropriate skills and behaviors.

2. **Severe Clause** - Fighting and/or injuring another student immediate office referral.

3. **Bullying** - Means systematically and chronically inflicting physical hurt or psychological distress on one or more students. Fill out “Suspected Bullying Teacher/Staff Initial Reporting Form” and fax to Counseling Services within 24 hours and notify school counselor. (FORM IS FOUND IN THE SECTION **SCHOOL FORMS**)

### Responsive Strategies: Will be determined at the campus administrators’ discretion based upon the Dallas ISD Student Code of Conduct

- Administrative conference
- Parent conference with campus administrators
- Administrative detention
- Out of School Suspension
- Dallas ISD Police and Security department notification
- DAEP (according to Dallas ISD policy)