Behavior Management and Safety
Behavior Management

There are two discipline management plans at Kleberg Elementary. One is the Campus Behavior Management Plan and the other is the Classroom Behavior 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.

### Teachers should observe the following points for classroom discipline:

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. Avoid 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. Communicate with parents through daily/weekly behavior reports/calendars
14. Rule of thumb: Praise twice as much as you correct.
# Infractions Addressed andHandled in the Classroom

## What does this mean?

Referral or Office visit is **NOT** Necessary

For the following infractions:

<table>
<thead>
<tr>
<th>Classroom/ Auditorium/ Cafeteria/ or any other location of School</th>
<th>Hallway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Disruption (Talking, Playing, Yelling, Pushing, scuffling, running, jumping, skipping, e.g.)</td>
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<tr>
<td>Insubordination (talking back, being disrespectful)</td>
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<tr>
<td>Violation of Class/ School Rules (Chewing gum, getting out of seat, sleeping, borrowing without permission, dress code violation)</td>
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</tr>
<tr>
<td>Offensive behavior (inappropriate language, petty theft, looking at someone the wrong way, cheating, copying, destruction of student work, gambling)</td>
<td></td>
</tr>
<tr>
<td>Possession of: phone, electronic devices, laser pointer, toy gun/ look alike gun, toys or non-school related objects (such as magazines, playing cards, e.g.)</td>
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<tr>
<td>Safety rule violation</td>
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</tbody>
</table>

Then who handles these infractions?

The **TEACHER**.

How can we handle these infractions?

Through **Behavioral Interventions**

Such as:

- Verbal Warning
- Review classroom/ school rules
- Restorative Practices
- Isolation/ Cooling off/ Timeout
- Non-verbal Correction
- Teacher Proximity
- Seating change
- Controlled ignoring
- Refocus Sheet or Apology Letter
- Classroom Meeting
- Conference with Student (teacher, counselor)
- Time out with team teacher
- Detention/ School Duties
- Social Contract/ Behavioral Plan
- Loss of Privileges
- Positive reinforcements
- Incentives/ Coupons, Computer Time, Privileges
- **Class DOJO**
- Parent Contact (note, telephone)

What else should I do?

**DOCUMENT**

How?

- **Parent Log, Behavior Log, Class Dojo, PowerSchool**

What if the behavior persists?

Then it may be time for a **REFERRAL**, BUT first ensure that the following has been done:

Regular infractions have been documented in PowerSchool, parent has been notified, interventions have been implemented and referral is COMPLETELY filled out.

What if referrals have been written and the behavior does not change?

Then it is time to begin the **SST process**.
Infractions that **Require** a **Referral** and/or **Administrative Intervention**

**What does this mean?**

**Referral** or **Office Visit IS Necessary**

For the following when conducted on

**Any Campus Location**

**Level I**
- Bus misconduct
- Extortion/blackmail
- Leaving school grounds
- Threats (student on student)
- Refusing to give a cell phone to school personnel
- Throwing objects that may cause bodily injury or property damage
- Possesing, smoking or using tobacco or related products
- Refer to Code of Conduct for additional offenses

**Level II**
- Assault (Class C: student on personnel or volunteer; student may be removed on the first offense at the discretion of the campus behavior coordinator)
- Assault (Class C: student-on-student)
- Bullying
- Fighting
- Harassment
- Knife possession, not an illegal knife (pocket knives, razorblade, box cutter, etc.)
- Stealing/Theft
- Video or audio recording of students or employees for disruptive purposes
- Refer to Code of Conduct for additional offenses

**Level III**
- Abuse of volatile chemical
- Aggravated Robbery (off campus)
- Alcohol possession or use (non felony)
- Assault (Class A: student-on-student)
- Drugs (illegal/prescribed) (nonfelony)
- Indecent Exposure
- Public Lewdness
- Retaliation against employee
Who will handle these infractions?

**Administration**

How will these infractions be handled?

Depending on the infraction and the level of the offense, each infraction will be handled differently. Below you will find a list of interventions and consequences that may be used.

How will the intervention/consequence be determined?

The **Student Code of Conduct** will be used.

Interventions and Consequences could include the following, but the Student Code of Conduct will be used to determine each consequence/intervention:

<table>
<thead>
<tr>
<th>Conference with Student</th>
<th>Restriction of Privileges (Including Bus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Contact/ Conference</td>
<td>Mentorship</td>
</tr>
<tr>
<td>Team Meeting (Staff personnel/ parents)</td>
<td>Referral to outside Authority</td>
</tr>
<tr>
<td>Isolation/ Cooling off/ Think Time</td>
<td>Family Intervention Process</td>
</tr>
<tr>
<td>Duties</td>
<td>Suspension (ISS)</td>
</tr>
<tr>
<td>Detention</td>
<td>Alternative Placement</td>
</tr>
<tr>
<td>Counseling</td>
<td>Expulsion</td>
</tr>
<tr>
<td>Social Contract/ Behavioral Plan</td>
<td>Dallas ISD Police/ Security Notification</td>
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</tbody>
</table>

What if the behavior persists?

Further actions will be taken to HELP and GUIDE the student in the right direction.

How can we assist?

Constant parent communication, intervention, and documentation.

As a campus our goal is to:

HELP our students so that they have the opportunity to succeed in life.
Action Steps for Administration Assistance:

✓ Call the office to inform them you need an administrator & give the specific reason for needing an administrator (Use your computer/laptop, cell phone, or send a student if necessary)

✓ The CRC, OM, or other office staff will notify administration

✓ Complete an office referral for the incident that required administration’s assistance

Action Steps for Office Referrals:

✓ Complete the office referral (See Referrals Must Include.)

✓ The CRC, OM, or other office staff will notify administration that there is a need for immediate assistance.

✓ Referrals need to be addressed immediately, so if an incident occurs that you consider “referral-worthy” then submit it immediately. Do not wait until the end of the day or the next day to write a referral.

Referrals Must Include:

(Referrals will be returned and not addressed until these steps are followed, because these are legal documents and they need to be completed with details.)

✓ Complete all sections on the Student Discipline Referral & include the following:
  o Problem behavior, location of misbehavior, and the environmental and functional factors contributing to the misbehavior
  o Specific statements that the person writing the referral witnessed, heard, and/or saw the incident that led to writing the referral (Remember: Parents & others have the right to question the person/witness that wrote the referral.)

✓ Level 2 Offenses: If an offense is in level 2, you must complete an official DISD Student Discipline Referral form. All student demographics must be filled in at the top of the referral and staff member signature must be on the referral. (Print your name above your signature because some signatures are hard to read.)
Menu of Interventions for Minor Offenses
(Classroom Managed Misbehaviors)

Visit PBIS World at: http://www.pbisworld.com/

- Clearly define / post the behavioral expectations.
- Implement procedures for all class routines – entering the room, handing in assignments, sharpening the pencil, welcoming a guest, etc.
- TEACH and ROLE-PLAY the behavioral expectations, classroom procedures, use of materials, etc. Demonstrate what the expected behavior “looks like” (positive example) as well as what it “does not look like” (non-example).
- Pre-correct – Prior to directing students to perform a task, provide a description of what the expected behavior will look like. “In two minutes we will break for lunch. At that time I expect everyone to put their materials away, push in all chairs and quietly line up for lunch.”
- Cue/Prompt/Remind – Provide a pre-arranged/previously taught cue to remind specific students to engage in the appropriate behavior.
- Acknowledge students who are appropriately demonstrating the expected behavior.
- Specifically explain how the behavior did not meet the previously taught expectation. “It is disrespectful to other students when you ______.”
- Provide a warning – “Respect is one of our school rules. All students are expected to talk respectfully to all adults and students here at _____ School. This is an official warning.”
- Check for student understanding of the behavioral expectations – “Please summarize for me what we have discussed so I am sure there is no confusion” (written or verbal).
- Evaluate the student’s skill repertoire – Determine if the student is capable of demonstrating the behavioral expectation. Make sure to evaluate both behavior and academic domains.
- Determine the FUNCTION of the misbehavior. All misbehaviors serve a purpose (function). Determine what the student is gaining or avoiding by engaging in the misbehavior.
- Provide a structured choice – Clearly offer a choice between two alternatives and state the consequence for each. “You can work quietly on your assignment now and leave with the class or work with me during lunch.”
- Evaluate ENVIRONMENTAL factors within the classroom that may be contributing to the misbehavior: Space, Time, Materials, Interactions (peers, adults).
- Collaborate with colleagues to identify behavior patterns and trends (class-to-class, year-to-year, etc.).
- Use a variety of consequences – Positive Reinforcement, Negative Reinforcement, Penalties, and Punishments. Remember, punishment is the least effective consequence for students with anti-social behaviors.
- Evaluate the effectiveness of consequences – Ineffective consequences must be analyzed and modified. Seek assistance for “out of the box” ideas.
- Document interventions
- Involve a problem-solving team (grade, team, family, SST, 504, IEP)
Things to Remember

• Actively manage your own response:
  ✓ Keep a calm tone
  ✓ Keep a safe distance
  ✓ Avoid sarcasm, condescension, threats, ultimatums

• Provide a structured choice:
  “You can choose to start your assignment now and leave with the class, or you can choose to leave your book closed and spend a few minutes discussing solutions with me during passing period.”

• Set clear limits:
  “Right now you’re talking loudly, a better choice would be to speak quietly.”

• Acknowledge any approximations toward the desired outcome

• Offer empathy: “I know it is difficult to be corrected…”

• Provide emotional space:
  “I’m going to give you a minute to calm down, I will be back to assist you with this choice in 2 minutes.”

• Calmly send the student to the office

• Welcome the student back from the office with a “clean slate”

• Use high rates of acknowledgement and positive statements immediately after the student returns
Campus Behavior Management Plan

SECTION I: Beliefs about Behavior Management

Mission: Kleberg is a safe and nurturing School of Innovation that implements unique learning experiences through AVID, STEAM (Science, Technology, Engineering, Art, & Mathematics), and Social Emotional Learning (SEL). Through this environment, our students will be successful in secondary schools, college, career, military, and beyond.

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 will be responsible for the conduct of our students by creating a fair, friendly, yet orderly atmosphere utilizing Threshold Entry, C.H.A.M.P.S. “A Proactive and Positive Approach to Classroom Management”, Teach Like A Champion, & Restorative Practices.

Guidelines for Student’s Success:

Exercise self-control.
- Use courteous language.
- Resolve conflicts in a calm and respectful manner.
- Be appropriately dressed and groomed.

Demonstrate a positive attitude.
- Take a leadership role.
- Be polite.
- Be cooperative.

Respect the rights and feelings of others.
- Behave in a manner that does not disrupt others.
- 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.)

Take responsibility for school property.
- Respect the building, grounds, and property.
- Keep the campus free from trash and graffiti.

Support the learning process.
### SECTION I: Beliefs about Behavior Management

- Attend all classes regularly and on time.
- Be prepared for class (i.e., bring assignments, books, and supplies).
- Listen carefully to instructions.
- Actively participate in class activities.

### SECTION II: Behavior in the Common Areas

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

**Expectations for Students (Rules and Procedures) Hallways:** Follow "HALL" Expectations

We will practice H.A.L.L. in the hallway at all times.
- **H** – Hands to Yourself
- **A** – All Eyes Forward
- **L** – Low Speed
- **L** – Lips Sealed

Students are required to walk on the right side in the 2nd square from the wall. No pushing, shoving, or touching. Students must remain quiet in the hallways.

Teachers must always supervise students in the hallways and the restrooms. Halls are to be quiet at all times. Hallway transitions are a time that kicking, pushing, and other inappropriate behaviors can occur. Avoid using the "Mother Duck" walking technique. "Mother Duck" means teachers are at the front of the line with their back to the students and they are not able to monitor their class. Stand at the back of the line, so you can see all students. Train students to stop at certain locations throughout the building.

- Students walk with their hands to themselves in a straight line on the right side of the hallway two 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.

Hall passes should be issued at all times. Do not send students to the office to check your mailbox. All students in the hall will be checked by Administration. Students without proper passes in the hall or who are misbehaving in the hall will be returned to their respective classrooms. Emergencies are defined as needing special restroom privileges or medical attention.

**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
SECTION II: Behavior in the Common Areas

**CAFETERIA:**

**Expectations for Students (Rules and Procedures):**

- Memorize your lunch number (Student ID Number)
- Show respect for all staff
- 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

Our cafeteria culture system will be implemented by all students and staff during all transitions including morning arrival, lunch, and dismissal. Administrators and support staff will be assigned a post to support implementation.

**Step-by-step Routines**

**Routine: Entry into cafeteria**

1. Teachers will arrive on time
2. Teacher delivers optimistic expectation at cafeteria entryway
3. The first teacher walks his/her class to Lunch Line 1, (closest to the outdoor portables), for the Assigned TA/staff member to send through the lunch line
4. The second arriving teacher walks his/her class to Lunch Line 2, (closest to the stage), for the Assigned TA/staff member to send through the lunch line
   a. Assigned TA/staff member directs the first two arriving classes through each line
   b. All other classes will be led by their teacher to their assigned tables
5. Assigned TA/staff member monitors at the corridor of each lunch line to monitor for safe and smooth transitions
6. Assigned TA/staff member monitors the remaining classes and sends them through the line in a timely manner as the lines dwindle

**Routine: During Lunch**

1. Upon exiting the lunch line, students will sit at their assigned tables, and remain seated until directed by Assigned TA/staff member to do otherwise
2. Students are:
   a. Eating their lunches
   b. Using inside voice
   c. Interacting positively with others
3. Assigned TA/staff member uses lightning quick corrections framed around urgency and learning as our top priority with a student focused and caring tone
4. Assigned TA/staff member will direct students to clear their space to prepare for exiting

**Routine: Class Exit**

1. Teachers will arrive on time to pick up their classes from the assigned tables
2. Teacher greets the class from the middle and gives directions for dismissal
3. Teacher ensures each student has cleaned their space
4. Teacher guides class out of the lunchroom ensuring students are following HALL behavior
### SECTION II: Behavior in the Common Areas

#### 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

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** - Inflicting physical hurt or psychological distress on one or more students. Fill out the online “Suspected Bullying Teacher/Staff Initial Reporting Form”.

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

Including, but not limited to:

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