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 and Handled 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>
<td>Talking</td>
</tr>
<tr>
<td>Insubordination (talking back, being disrespectful)</td>
<td>Running</td>
</tr>
<tr>
<td>Violation of Class/ School Rules (Chewing gum, getting out of seat, sleeping, borrowing without permission, dress code violation)</td>
<td>Playing</td>
</tr>
<tr>
<td>Offensive behavior (inappropriate language, petty theft, looking at someone the wrong way, cheating, copying, destruction of student work, gambling)</td>
<td>Yelling</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>
<td>Pushing</td>
</tr>
<tr>
<td>Safety rule violation</td>
<td>Insubordination</td>
</tr>
<tr>
<td>Talking</td>
<td>Skipping</td>
</tr>
<tr>
<td>Running</td>
<td>Jumping</td>
</tr>
<tr>
<td>Playing</td>
<td>Touching wall</td>
</tr>
<tr>
<td>Yelling</td>
<td>Out of line</td>
</tr>
<tr>
<td>Pushing</td>
<td>Looking in another classroom</td>
</tr>
<tr>
<td>Insubordination</td>
<td>Waiving at a friend</td>
</tr>
<tr>
<td>Skipping</td>
<td>Or any of the Classroom infractions</td>
</tr>
</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
- Mark in the Cowboy Reward Book
- 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, Cowboy Reward book

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

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**Level I**

- Students in grades PK–2 may not be suspended (in-school or out-of-school) for Level I Offenses.
- 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
- Possessing, smoking or using tobacco or related products
- Refer to Code of Conduct for additional offenses

**Level II**

Students in grades PK–2 may not be suspended (in-school or out-of-school) for Level II Offenses.

- 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
### LEVEL I OFFENSES

- Students in grades PK–2 may not be suspended (in-school or out-of-school) for Level I Offenses.
  - Bus misconduct (not defined as Level II, III, or IV Offense)
  - Cheating or copying the work of another
  - Classroom disruption
  - Computer system violations
  - Directing profanity, vulgar language, or obscene gestures toward other students
  - Dress and grooming code violations* (smoking, using, possessing)
  - Extortion/blackmail
  - Failure to comply with directives given by school personnel, which is considered insubordination
  - Falsifying school records
  - Gambling
  - Leaving school grounds or school-sponsored events without permission
  - Offensive language
  - Possessing a laser pointer
  - Possessing a toy gun or look-alike gun
  - Possessing or distributing pornographic materials
  - Possessing, smoking or using tobacco or related products
  - Possessing any unauthorized electronic devices (i.e., CD players; MP3 players; or other video, listening or entertainment device) during school hours
  - Refusing to give a cell phone to school personnel
  - Safety rule violation
  - Scuffing
  - Secret society
  - Threats (student-on-student)
  - Throwing objects that may cause bodily injury or property damage
  - Using a paging device or cellular phone during class time or in the locker room and bathroom, see pages 15 and 16 for liable usage

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* An in-school suspension assignment of one day can be given for dress and grooming code violations. The student should be removed from ISS if the parent brings appropriate attire.

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A disability that substantially impairs the student’s capacity to appreciate the wrongfulness of the student’s conduct or for students not yet identified as having a disability shall be processed in accordance to F05 (LEGAL).

### LEVEL II CONSEQUENCES

- Assignment of school duties such as scrubbing desks or picking up litter
- Behavioral contracts or individually developed behavior management plans
- The cell phone is confiscated and a fee of $5–$15 may be charged for the return of the phone. The Dallas ISD is not liable for lost or stolen cell phones. All confiscated phones must be turned in to the principal’s office immediately, if possible, or as soon as practicable the day the phone is confiscated.
- Classroom self-management techniques
- Cooling-off time or “time-out” on campus
- Counseling by teachers, counselors, or administrative personnel
- Demerits
- Detention before school, after school, or Saturday school
- Electronic devices will be confiscated if used during instructional day. The District is not liable for lost or stolen electronic devices.
- In-school suspension maximum of three days is permissible but not required and may not be used as the first consequence
- Out-of-school suspension for up to two days following a conference is permissible but not required and may not be used as the first consequence
- Parent/guardian observations in student’s classes
- Parent/guardian conference with teacher or campus behavior coordinator
- Peer mediation
- Referral to Student Support Team, outside agency, legal authority, or Youth and Family Center
- Restitution/Restoration, if applicable
- School-assessed and school-administered probation
- Seating changes within the classroom
- Teacher removal or referral (consistent with Student Code of Conduct)
- Temporary confiscation of items that disrupt the educational process
- Voluntary peer mediation
- Withdrawal of privileges, such as participation in extracurricular activities and eligibility for seeking and holding honorary offices, and/or membership in school-sponsored clubs or organizations
- Withdrawal or restriction of bus privileges

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### LEVEL III OFFENSES

- Students in grades PK–2 may not be suspended (in-school or out-of-school) for Level III Offenses.
  - Assault (Class C) (student on personnel, volunteer or visitor/parent)
  - Battery
  - Electronic Cigarette (sitting, giving, or causing to be sold or given to a child under 18 years of age) Class C misdemeanor
  - False accusation of conduct that would constitute a misdemeanor
  - Fighting
  - Gang activity
  - Harassment (student-on-student)
  - Hazing
  - Hit list
  - Knife possession, not an illegal knife (pocket knives, razorblade, box cutter, etc.)
  - Mace or pepper spray (not defined as a Level IV)
  - Major disruptive school behavior
  - Non-title 5 felonies (a felony offense committed off-campus that is not against another person; the school is notified by the police)
  - Online impersonation
  - Possession of a pellet/pump gun or stun gun (student may be removed on the first offense at the discretion of the campus behavior coordinator)
  - Possession or use of fireworks of any kind, smoke or stick bombs, live ammunition or any other pyrotechnic device
  - Possessing/selling over the counter drugs/prescription medication violation (not defined as a Level I, II, III, or IV Offense)
  - Profanity/obscene gestures toward personnel
  - Repetitive Level I Offenses (six Level I Offense referrals occurring within a period of 45 rolling school days)
  - A Student Support Team meeting or a Behavior Intervention Plan under Section 504 or IDEA is required.
  - Resisting arrest
  - Setting off the fire alarm (not defined as a Level IV Offense)
  - Stealing/theft
  - Suspicious drug activity
  - Threats (student on personnel/facility)
  - Vandalism/criminal mischief (not a felony)
  - Video or audio recording of students or employees for disruptive purposes

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### LEVEL IV CONSEQUENCES

- Counseling in lieu of other disciplinary consequences (parent consent required)
- Dallas ISD Police and Security Services Department notification
- Detention before school, after school, or Saturday school
- In-school suspension maximum of five days or up to 10 days for repeat offenders
- Mandated after-school counseling sessions with the school counselor and/or a psychologist with the student receiving a behavior contract (parent consent required)
- Out-of-school suspension for up to three days (Texas Education Code 37.005). A telephone or in-person conference with parent/guardian must be held prior to the suspension.
- Parent/Guardian observation of student in class
- Parent/Guardian conference with teacher or campus behavior coordinator
- Referral to Counselor
- Referral to Student Support Team, outside agency, legal authority, or Youth and Family Center (parent consent required)
- Restitution/Restoration, if applicable
- Verbal Correction
- Withdrawal of privileges, such as participation in extracurricular activities and eligibility for seeking and holding honorary offices, and/or membership in school-sponsored clubs or organizations
- Withdrawal or restriction of bus privileges

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Off-Campus Discipline Alternative Education Program (DAEP) is permissible for students that commit the same offense more than one time and a minimum of one intervention plan (with documented strategies to change the behavior in an appropriate format). A student may be placed in a DAEP any time the offense is a Class C Assault (student on personnel or volunteer), major disruptive school behavior and possession of a pellet/pump gun or stun gun at the discretion of the campus behavior coordinator.

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* A disability that substantially impairs the student’s capacity to appreciate the wrongfulness of the student’s conduct or for students not yet identified as having a disability shall be processed in accordance to F05 (LEGAL).

* For all bullying allegations a report must be completed in the Student Discipline System, followed by a thorough investigation before an offense and consequence may be assigned. Refer to page 17 for reporting procedures.
LEVEL III OFFENSES
- Abuse of a volatile chemical
- Alcohol (non-felony)—includes possession, delivery, under the influence, or use (see the definition in the glossary for “under the influence” and “use”)
- Assault (Class A: student-on-student)
- Drugs (non-felony: i.e., marijuana, K2, and prescription)—includes possession, delivery, under the influence, or use (see the definition in the glossary for “under the influence” and “use”)
- Felony conduct (if not expellable)
- Harassment (student-on-personnel)
- Indecent exposure
- Public lewdness
- Retaliation against a school employee any place (if not expellable)
- Students enrolling in the Dallas ISD from another school district’s Disciplinary Alternative Education Program (student will be assigned to a Dallas ISD DAEP to complete the required assignment)

LEVEL III CONSEQUENCES
- Dallas County Juvenile Department referral
- Dallas ISD Police and Security Services Department notification
- Emergency placement in in-school suspension pending an assignment to Off-Campus Disciplinary Alternative Education Program
- Mandatory extracurricular activities restriction
- Mandatory Off-Campus DAEP following a hearing
- Outside social services agencies referral
- Restitution/restoration, if applicable
- Completion of the required DAEP assignment for a student who owes time from another district

LEVEL IV OFFENSES
- Discretionary Expulsions
  - Aggravated robbery off-campus and not a school-sponsored event or related activity
  - Assault with bodily injury (student on personnel/volunteer)
  - Breach of computer security
  - Criminal mischief (felony = $2,500+)
  - Deadly conduct
  - Exhibition of Firearm
  - False alarm or report (Penal Code 42.06)
  - Serious misbehavior in an Off-Campus Disciplinary Alternative Education Program (see definition)
  - Terroristic threat (Penal Code 22.07)
  - Title 5 felonies (a felony offense committed off-campus against another person)

Mandatory Expulsions
- Aggravated assault (student on personnel/volunteer)*
- Aggravated sexual assault (student on personnel/volunteer)*
- Aggravated sexual assault (student on student)*
- Alcohol punishable as a felony
- Arson*
- Attempt to commit murder*
- Club*
- Criminal negligent homicide*
- Firearm (including starter gun) as defined 18 U.S.C. § 921(a)(31)(A)*
- Illega knife*
- Indecency with a child*
- Manslaughter*
- Murder and capital murder*
- Possession of drugs punishable as a felony (i.e., heroin, cocaine, cheese, LSD, methamphetamine)
- Prohibited weapon*
- Retaliation against school employee or volunteer any place in association with one of the above offenses committed on or off school property or at a school-related activity on or off school property*
- Sexual assault (student on personnel/volunteer)*
- Sexual assault (student-on-student)*

LEVEL IV CONSEQUENCES
- Dallas County Juvenile Department referral
- Dallas ISD Police and Security Services Department notification
- Referral to outside social agencies
- Restitution/restoration, if applicable
- Restriction from attending any public school in the state of Texas until the expiration period or the obligation to the Off-Campus Disciplinary Alternative Education Program/Dallas County Juvenile Justice Alternative Education Program is over, except when receiving school district agrees to enroll student

Students age 6 through 9
- Placement to the Elementary DAEP for committing discretionary expulsion offenses for 20 or 30 days
- Placement to the Elementary DAEP for committing mandatory expulsion offenses for 30 or 40 days
- Mandatory Expulsion to the DAEP for possessing a firearm in school (all students under the age of 10) for one year

Students age 10 through 12th grade
- Mandatory Expulsion to the DAEP and juvenile court referral to the DAEP for 30 or 40 good days
- Disciplinary Expulsion from the DAEP to UIAEAP for 60 good days
- Mandatory Expulsion and juvenile court referral to Dallas County Juvenile Justice Alternative Education Program (DCJAEEP) for 90 days or one year for firearms
- Mandatory restriction from being on school grounds or extracurricular activities

* The consequence changes from a mandatory expulsion to a discretionary expulsion if the offense occurs off campus, within 300 feet of school property.

Students age 10 and older will be assigned to the Dallas County Juvenile Justice Alternative Education Program for committing Mandatory Level IV Expulsion Offenses.

Students under the age of 10 will not be expelled for committing Level IV Offenses but they will be placed in the Off-Campus Disciplinary Alternative Education Program for 20 to 40 days or one year for firearms.

A disability that substantially impairs the student’s capacity to appreciate the wrongfulness of the student’s conduct or for students not yet identified as having a disability shall be processed in accordance to FISP (LEGAL).
<table>
<thead>
<tr>
<th>Who will handle these infractions?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Administration</strong></td>
</tr>
<tr>
<td>How will these infractions be handled?</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>How will the intervention/ consequence be determined?</td>
</tr>
<tr>
<td><strong>The Student Code of Conduct</strong> will be used.</td>
</tr>
<tr>
<td>Interventions and Consequences could include the following, but the Student Code of Conduct will be used to determine each consequence/intervention:</td>
</tr>
<tr>
<td>Conference with Student</td>
</tr>
<tr>
<td>Parent Contact/ Conference</td>
</tr>
<tr>
<td>Team Meeting (Staff personnel/ parents)</td>
</tr>
<tr>
<td>Isolation/ Cooling off/ Think Time</td>
</tr>
<tr>
<td>Duties</td>
</tr>
<tr>
<td>Detention</td>
</tr>
<tr>
<td>Counseling</td>
</tr>
<tr>
<td>Social Contract/ Behavioral Plan</td>
</tr>
<tr>
<td>What if the behavior persists?</td>
</tr>
<tr>
<td>Further actions will be taken to <strong>HELP</strong> and <strong>GUIDE</strong> the student in the right direction.</td>
</tr>
<tr>
<td>How can we assist?</td>
</tr>
<tr>
<td>Constant parent <strong>communication, intervention, and documentation.</strong></td>
</tr>
<tr>
<td>As a campus our goal is to:</td>
</tr>
<tr>
<td><strong>HELP</strong> our students so that they have the <strong>opportunity to succeed in life.</strong></td>
</tr>
</tbody>
</table>
**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)

Remember to:
- Use a matter-of-fact tone
- Discuss the issue concisely
- Avoid referring to past misbehaviors
- Implement a corrective intervention
- Provide positive feedback
- Remain emotionally calm
- Discuss future choices/behaviors
- Follow-up, as necessary
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:** Team Kleberg unites with all stakeholders to provide 21st Century learning opportunities through technology and high-quality instruction to personalize the academic, social, emotional, physical, and ethical potential of all students.

**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.**
- Attend all classes regularly and on time.
### SECTION I: Beliefs about Behavior Management

- 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 in order 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 Behind Your Back
- 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 supervise students in the hallways and the restrooms at all times. 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 or to go to their lockers. 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):**
- 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

Student behavior during lunch periods requires consistent work by the Teacher Assistants, Teachers, the Assistant Principal and others. The following procedures must be adhered to daily. It is important for teachers to review these procedures with their students daily.

1. Teachers accompany students to the door marked Entrance and wait until students are in the cafeteria.
2. Students are not permitted to talk in the lunch lines.
3. Students may not throw trash on the floor and must clean their immediate surrounding before they may be dismissed.
4. The Teacher Assistants and Assistant Principal are in charge of the lunchroom. Teachers may not trump the TA’s during this time – which means that teachers may not take their class until the TA’s have dismissed them. Teachers may not assign lunch consequences for the teacher assistants on duty to enforce.
5. All adults must be positive in voice and body language in the cafeteria at all times.
6. Parents/Guardians may not provide food for other students other than their own.

### 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.
### SECTION II: Behavior in the Common Areas

<table>
<thead>
<tr>
<th>3. <strong>Bullying</strong></th>
<th>Inflicting physical hurt or psychological distress on one or more students. Fill out the online “Suspected Bullying Teacher/Staff Initial Reporting Form”.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responsive Strategies:</strong></td>
<td>Will be determined at the campus administrators’ discretion based upon the Dallas ISD Student Code of Conduct</td>
</tr>
</tbody>
</table>

Including, but not limited to:
- 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)