# Tier I Behavior Plan:
Campus wide Universal Prevention

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

<table>
<thead>
<tr>
<th>No.</th>
<th>Strategies/Activities</th>
<th>Person Responsible</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ensure the development of a campus wide discipline management plan.</td>
<td>Ajose, Herriage, &amp; Gaines</td>
<td>Aug. 25, 2017</td>
<td>June 2018</td>
</tr>
<tr>
<td></td>
<td>Develop the campus discipline management plan.</td>
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<tr>
<td></td>
<td><em>(See Sections I, II, and III)</em></td>
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<tr>
<td></td>
<td>Communicate the campus discipline management plan to teachers and students.</td>
<td>Ajose, Herriage, &amp; Gaines</td>
<td>Aug. 25, 2017</td>
<td>June 2018</td>
</tr>
<tr>
<td></td>
<td>Distribute the <em>Student Code of Conduct</em> to students, parents, and staff and solicit signature pages from each person.</td>
<td>All teachers</td>
<td>Aug. 28, 2017</td>
<td>Sept. 1, 2017</td>
</tr>
<tr>
<td>2</td>
<td>Ensure the development of a classroom management plan.</td>
<td></td>
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</tr>
</tbody>
</table>

**Campus:**
George Peabody Elementary

**Org:**
190

**Principal:**
Sherri Rogers-Hall

**School Year:**
2017-2018
<table>
<thead>
<tr>
<th>Task</th>
<th>Responsible Party</th>
<th>Start Date</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop the (campus level) classroom management plan.</td>
<td>All Staff</td>
<td>Aug. 25, 2017</td>
<td>Week of Aug. 25, 2017</td>
</tr>
<tr>
<td>(See Section IV Classroom Management Model)</td>
<td></td>
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</tr>
<tr>
<td>Provide training on the classroom management plan to students and staff.</td>
<td>Ajose, Herriage &amp; Gaines</td>
<td>Aug. 25, 2017</td>
<td>Week of Aug. 28, 2017</td>
</tr>
<tr>
<td>Ensure teachers communicate expectations and classroom procedures to students.</td>
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<tr>
<td>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.</td>
<td></td>
<td></td>
<td>June 2018</td>
</tr>
<tr>
<td>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</td>
<td>Ajose, Herriage, Gaines, Ridgway, Peoples, Armstrong, Salcedo &amp;</td>
<td>Aug. 25, 2017</td>
<td>June 2018</td>
</tr>
<tr>
<td>4 Provide counseling and student support services.</td>
<td>Herriage</td>
<td>Aug. 25, 2017</td>
<td>June 2018</td>
</tr>
<tr>
<td>Deliver a character education curriculum.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Deliver teen dating violence prevention curriculum to students in grades 6-12.</td>
<td>Not Applicable</td>
<td>Aug. 28, 2017</td>
<td>June 2018</td>
</tr>
<tr>
<td>Ensure that counselors address behavioral issues through counseling groups.</td>
<td>Herriage</td>
<td>Aug. 25, 2017</td>
<td>June 2018</td>
</tr>
<tr>
<td>5 Ensure that students assigned to the DAEP and JJAEP are transitioned to the school per district guidelines.</td>
<td>Ajose</td>
<td>Aug. 25, 2017</td>
<td>June 2018</td>
</tr>
</tbody>
</table>

Campus: George Peabody Elementary  
Org: 190  
Principal: Sherri Rogers-Hall  
School Year: 2017-2018
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:

Beliefs about student achievement:
- **Goal 1:** All students will exhibit Satisfactory or above 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 percentage points on all academic measures;
- **Goal 4:** 95% of students will graduate. Of the graduates, 90% have 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.

Summary statement of staff beliefs:
1. Peabody will focus on developing quality instruction in all content areas by increasing the rigor, essential questioning strategies, engagement and aligning instruction to state standards.
2. Peabody will demonstrate a commitment to a culture that reflects the community through parental support and parental engagement.
3. Peabody will continue to close the achievement gap.
4. Peabody will support the college going culture through programs like Career Day.

Peabody will host After School clubs/Before School clubs & activities which will provide its students with extra-curricular activities.
<table>
<thead>
<tr>
<th>District Core Values: (Board Policy AE Local) (Elementary/Secondary)</th>
<th>Campus Guidelines for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Trustworthiness</td>
<td>• Motto: Charging boldly into a bright future!</td>
</tr>
<tr>
<td>• Responsibility</td>
<td>• Mission: Our mission is to create a partnership of teachers, parents and community to develop successful students in a nurturing atmosphere of respect and safety while being sensitive to the needs and talents of the whole child. We will offer engaging, motivating and rigorous instruction that equips students to become lifelong learners</td>
</tr>
<tr>
<td>• Respect</td>
<td>• Vision: Our vision is to provide all students with the tools and knowledge to strive for excellence and become productive members of society.</td>
</tr>
<tr>
<td>• Caring</td>
<td>• Student Motto: My future success depends on working hard today.</td>
</tr>
<tr>
<td>• Citizenship</td>
<td>I have high expectations for myself, my classmates and my school. I aim for excellence even when it's difficult.</td>
</tr>
<tr>
<td>• Fairness</td>
<td></td>
</tr>
</tbody>
</table>

Campus: George Peabody Elementary
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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.

<table>
<thead>
<tr>
<th>HALLWAYS</th>
<th>Expectations for Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HALL Expectations</strong></td>
<td></td>
</tr>
<tr>
<td>Hands to the side</td>
<td></td>
</tr>
<tr>
<td>All eyes forward</td>
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</tr>
<tr>
<td>Lips are sealed</td>
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<tr>
<td>Low speed</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>RESTROOMS</th>
<th>Expectations for Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Restroom Break</strong></td>
<td></td>
</tr>
<tr>
<td>Be Brief</td>
<td></td>
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<tr>
<td>Return to your place in line</td>
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<tr>
<td>Exercise proper hygiene</td>
<td></td>
</tr>
<tr>
<td>Always maintain personal space</td>
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</tr>
<tr>
<td>Keep restroom clean</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>CAFETERIA</th>
<th>Expectations for Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lunch Expectations</strong></td>
<td></td>
</tr>
<tr>
<td>Lunch is for eating (No playing with toys).</td>
<td></td>
</tr>
<tr>
<td>Use the restroom only if it is an emergency</td>
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<tr>
<td>No touching or sharing food</td>
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</tbody>
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Clean up after yourself
Have conversation on “Yellow.”

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GOAL STATEMENT: All common areas are safe, civil, and productive.

<table>
<thead>
<tr>
<th>PLAYGROUND</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Expectation for Students</strong></td>
</tr>
<tr>
<td><strong>Recess Expectations</strong></td>
<td>Respect personal space</td>
</tr>
<tr>
<td></td>
<td>Exercise self-control</td>
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<tr>
<td></td>
<td>Care for all equipment</td>
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<tr>
<td></td>
<td>Engage in appropriate activities</td>
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<tr>
<td></td>
<td>State within designated areas</td>
</tr>
<tr>
<td></td>
<td>Safety first</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AUDITORIUM</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Expectation for Students</strong></td>
</tr>
<tr>
<td><strong>Auditorium Expectations</strong></td>
<td>Give your full attention to the speaker</td>
</tr>
<tr>
<td></td>
<td>Always keep hands, feet and chairs still</td>
</tr>
<tr>
<td></td>
<td>Take assigned seats</td>
</tr>
<tr>
<td></td>
<td>Help keep it clean</td>
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<td></td>
<td>Enter and exit quietly</td>
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<td></td>
<td>Respond appropriately</td>
</tr>
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SECTION II: BEHAVIOR IN THE COMMON AREAS
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GOAL STATEMENT: All common areas are safe, civil, and productive.

Procedures to Encourage Responsible Behavior:
- Counseling classes
- Caught being Good certificate and announcement of the good deed over the PA system
- Best Class recognition in the cafeteria
- Provision for joining After School Clubs (Basketball, Chess, Piano, Cheerleading, Art, etc.)
- Duties inside the classroom
- Routines in the classroom

Procedures to Correct Misbehavior:
- A think sheet is given for reflection and a chance to plan to change behavior.
- All staff respectfully addresses the behavior as soon as the misbehavior is exhibited.
- Students are given the chance to verbalize their plan to correct the behavior (With AP and the Counselor).
- The staff communicates the behavior to be corrected to the parents.
- Appropriate consequences are given.

Supervisory Procedures:
1. Monthly discipline meetings are conducted to evaluate the discipline system of Peabody
   a. Source of the referral (Area where the misbehavior is coming from and the staff writing the referral)
   b. Type of offense (Level type)
   c. Frequency of the behavior committed by the same student
   d. The time of day the behavior is happening
   e. Steps taken by the staff for every offense
   f. Nurse's/504/Spec input
   g. After school club sponsors' input
   h. CRC input for attendance/tardiness
   i. Teacher's input (Grades, behavior and skills)
   j. RTI referrals
   k. Youth & Family referrals

2. DISD Police classification for offenses
3. Student conference with Asst. Principal/Counselor (Investigation)
4. Parent Notification and Parent Conference

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Procedures for Communicating Expectations to Students:
- Daily reminder
- Incentives for adhering to the rules
- Regular communication to parents
- Regular review of expectations
- Consistent implementation of rules and procedures across the board
- Positive and respectful treatment of all students
- Modeling of good behavior

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
- Every 6 Weeks Discipline Meeting to evaluate behavior trend
- Parent/Teacher/Administrator Meeting Minutes held as needed
- Behavior contracts
- Behavior logs
- Parent communication log
- Referral to RTI

Menu of Acceptable Corrective Techniques: (View misbehavior as a teaching opportunity.)
- Referral to RTI or Youth & Family counseling/Social services
- In school counseling classes, individual or group sessions

Level II - Discretionary Offenses
Record Keeping Procedures (referral form & data base):
- Referral forms
- Parent/Teacher/Administrator Meeting Minutes held as needed
- Every 6 Weeks Discipline Meeting to reevaluate the discipline system.
- Counseling documentation
- Special Ed./504 Dept. of the school assistance and documentation
- Teacher/student buddy system
- Teacher parent contact log

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- Teacher behavior log
- Behavior referral to RTI or Psychological Dept.
- Youth & Family referral
- Social Services referrals

**School-wide Consequences (e.g. detention):**
- Detention
- Parent Observation in class
- Removal of privileges
- Telephone calls/Notes home to parents
- Parent conference

**Menu of Acceptable Corrective Techniques:**
- Breathing exercises
- Conference with the student
- “Safety center” in the classroom
- Behavior Chart including rewards
- Goal setting
- Think sheet

**Level I Offenses**

**Record Keeping Procedures:**
- Behavior management chart
- Teacher Behavior log
- Teacher parent contact log & Parent conference minutes
- Goal setting sheet
- Behavior contract
- Think sheet

**Menu of Acceptable Corrective Techniques:**
- Regular review of expectations
- Allowing chances to redeem oneself
- Making students reflect and think of ways to replace the misbehavior (What the student could have done differently?)

**Classroom- or Campus-based:**
- Rules must be visible
- The staff models the correct behavior expectations
- Students are constantly reminded of rules

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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.)

1. All of the Peabody expectations are posted in each room and in the different areas in the school.

2. Peabody Expectations (School Rules)
   Come prepared, be positive, and be productive every day.
   Always do your best
   Keep hands, feet and unkind words to self
   Follow all expectations
   Be respectful of yourself, others, and property.

3. Teachers are required to have a “Safe Place” for students to calm down in the classroom when misbehavior occurs.
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 school has a discipline committee which reviews the state of the school's discipline management system monthly. A reminder is given to the staff as a result of reports submitted or shared by any staff member and which are discussed during the monthly meeting.

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