Campus Wide School Expectations

2018-2019

STUDENT CODE OF CONDUCT
An Effective Teacher is a good classroom manager who teaches procedures, routines and discipline.

- Clearly Define Classroom Procedures and Routines,
- Teach Students your classroom Procedures and Routines
- Check for Understanding,
- Monitor Student Behavior
Effective Classroom Management

Strategies that Promote Positive Behavior
Common Area Expectations

Student Expectations will be taught the first six weeks of school and reviewed after all major breaks. (Thanksgiving, Winter, & Spring Breaks)

Before Lunch
- Use the restroom before walking to the black top.
- Refrain from horse-playing around.

Assemblies
- Students will respect the speaker by entering the assembly quietly.
- Sit in class designated area and refrain from booing, chanting, or hissing.
- Use a 0 conversation when staff members raise their hands high.
- Students will line up with their teachers to leave the auditorium.

Walking to the Cafeteria
- Walk silently in a single-file line on the right side of hallway.
- Keep hands and feet to self.
- If you choose not to get a tray, go directly to the table to eat your own lunch.

Walking to the Portable or Modular Building
- Keep hands and feet to self.
- Use appropriate language. (Profanity & Bullying are prohibited)
- Refrain from horse-playing around and between the Modular Building.

Café Etiquette
- Enter the cafeteria and proceed to your designated line.
- Always follow the instructions from the staff and use a Level 2 (soft conversation) voice level.
- Before leaving the cafeteria, make sure that you and your friends clean your area.

Dismissal from School
- Quietly follow the teacher in a single file.
- Stay to the right side of the hallway and keep hands and feet to self.
- Refrain from reentering the school.
- Go home immediately.
Social and Emotional Learning is the process through which children and adults...

- Acquire the knowledge, attitudes, and skills they need to recognize and manage their emotions,
- Demonstrate caring and concern for others,
- Establish positive relationships,
- Make responsible decisions, and
- Handle challenging situations constructively

Table 1.1  The Collaborative for Academic, Social, and Emotional Learning’s Essential Skills for Academic and Social-Emotional Learning

Know Yourself and Others
- Identify feelings—recognizing and labeling one’s feelings
- Be responsible—understanding one’s obligation to engage in ethical, safe, legal behaviors
- Recognize strengths—identifying and cultivating one’s positive qualities

Make Responsible Decisions
- Manage emotions—regulating feelings so that they aid rather than impede the handling of situations
- Understand situations—accurately understanding the circumstances one is in
- Set goals and plans—establishing and working toward achievement of specific short- and long-term outcomes
- Solve problems creatively—engaging in a creative, disciplined process of exploring alternative possibilities that leads to responsible, goal-directed action, including overcoming obstacles to plans
Care for Others

- Show empathy—identifying and understanding the thoughts and feelings of others
- Respect others—believing that others deserve to be treated with kindness and compassion as part of our shared humanity
- Appreciate diversity—understanding that individual and group differences complement one another and add strength and adaptability to the world around us

Know How to Act

- Communicate effectively—using verbal and nonverbal skills to express oneself and promote effective exchanges with others
- Build relationships—establishing and maintaining healthy and rewarding connections with individuals and groups
- Negotiate fairly—achieving mutually satisfactory resolutions to conflict by addressing the needs of all concerned
- Refuse provocations—conveying and following through effectively with one’s decision not to engage in unwanted, unsafe, unethical behavior
- Seek help—identifying the need for and accessing appropriate assistance and support in pursuit of needs and goals
- Act ethically—guiding decisions and actions by a set of principles or standards derived from recognized legal and professional codes or moral or faith-based systems of conduct

Resources for Service Learning/Citizenship Education

International Partnership for Service-Learning
www.ipsl.org

National Center for Learning and Citizenship
www.ecs.org/clc

Center for Information and Research on Civic Learning and Engagement
www.civicyouth.org

National Service-Learning Exchange
www.nslexchange.org

National Service-Learning Clearinghouse
www.service-learning.org
Everyone is responsible for supervising students as they move through the halls, before, during, and after school.
School Wide System

Condensed Discipline System

Effective Classroom Management

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

Counseling Services

Response to Intervention (RTI)

Social Emotional Learning (SEL)
# Student Code of Conduct

## Disciplinary Placement Chart

<table>
<thead>
<tr>
<th>Discipline Range</th>
<th>In School Placement</th>
<th>Out of School Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age 6 - 9th Grade</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Age 10 - 12th Grade</td>
<td>0</td>
<td>15 - 30 Days</td>
</tr>
<tr>
<td>Age 13 - 12th Grade</td>
<td>15 - 30 Days</td>
<td>30 - 60 Days</td>
</tr>
<tr>
<td>Age 13 - 12th Grade</td>
<td>30 - 60 Days</td>
<td>90 - 180 Days</td>
</tr>
</tbody>
</table>

Note: For good days will not count for additional OSEP placements.

## Student Core Beliefs

1. My future success depends on working hard today.
2. I have high expectations for myself, my classmates, and my school.
3. I am for excellence when it is difficult.

## Standards of Student Conduct

Five standards of student conduct are offered as guides to the development of Campus Classroom Rules for each campus, as well as a discipline. These standards attest that responsible students should be encouraged and taught:

- **Exercise self-control**
  - Use courteous language
  - Resolve conflict in a mature manner
  - Be appropriately dressed and groomed

- **Demonstrate a positive attitude**
  - Take a balanced role
  - Be positive
  - Be cooperative

- **Respect the rights and feelings of others**
  - Behave in a manner that does not disrupt others
  - Treat others with courtesy and respect

- **Keep the campus free from drugs and alcohol**

## Overview of Responsibilities

### Student Responsibilities

- The student's responsibilities for achieving a positive learning environment and maintaining school-related activities include:
  - Attending classes on time and adhering to compulsory attendance laws of the State of Texas
  - Pursuing each class with appropriate materials and completing assignments
  - Submitting according to district and individual school dress codes
  - Showing respect toward others
  - Conducting oneself in a responsible manner while being respectful and cooperative
  - Knowing and obeying all school rules in the Student Code of Conduct and the Campus Behavior Management Plan

### Parent Responsibilities

- The parent's responsibility to ensure a positive learning environment for their students includes:
  - Ensuring students arrive at school on time and prepared to learn
  - Ensuring students read and complete their homework each night
  - Supporting school, district, classroom, and school-related activities for student behavior and ensuring that their children conduct themselves according to district standards
  - Providing the school with their current address and phone numbers for effective communication
  - Providing the appropriate school personnel with any student information that will affect the student's ability to learn and the student's behavior

### District Responsibilities

- Teachers shall establish classroom management procedures that consider good student conduct and support school and district policies and procedures
- Administrations shall work with students, parents, staff, and the community to develop an effective school behavior management plan that promotes and maintains the support of good student behavior
- Campus Behavior Coordinators shall support students and staff in maintaining a positive learning environment
- Central Administration shall provide services and support to campuses in maintaining a positive learning environment

The complete Student Code of Conduct is available at [www.dallasisd.net/198](http://www.dallasisd.net/198)
All adults on our campus may discipline all students. Every member of the faculty has a responsibility to help maintain order during the school day.

The goal of discipline management is to shape and change the behavior.
The utilization of a student referral by a teacher should be the last step in a teacher’s discipline management plan.

Team teachers will work together to improve the behavior of students.

The goal of discipline management is to shape and change the behavior.
Parent Contact Log Form

This form will be used to document Behavior incidents. The form asks for date, description of student behavior, action taken and results.

When addressing a student’s behavior to the office, a copy of this log must be completely filled out and attached to the Completed Student Discipline Referral Form.

Team teachers will work together to improve The behavior of students.

Don’t Forget to:

1. Verbal Warning
2. Document behavior / call parents
3. Request a parent conference
4. Request a team conference
5. Refer student to the SST Team
6. Refer to the counselor
School Wide System

Student code of conduct

Dress Code

Hallway Transitions

Restrooms

Cafeteria

Playground Recess

School Wide System

Everyone

Is responsible for supervising students as they move through the halls, before, during, and after school.
Hallways

In order to provide adequate supervision in the classrooms, hallways, and other areas on campus, all teachers are considered to be on duty before school, after school, during class changes, and during school activities.
Hallway Passes should be issued for Emergencies only.

Emergencies are defined as needing special restroom privileges or medical attention.

Students will not be allowed in the hallway without a Hallway Pass.

Teachers must supervise students in the hallways and the restrooms at all times.

Students without passes in the hall or who are misbehaving in the hall will be returned to their respective classroom, and teachers will be reminded of procedures.
To discourage vandalism during restroom breaks, please closely supervise your students and assign monitors to be your eyes and ears inside the restroom.

Grade levels will coordinate the restroom break times so only 1 class is using a restroom at a time.

Classes without restrooms should take Restroom Breaks as a class to enable monitoring student behavior.

Grade levels that have restrooms inside their Classroom Are highly discouraged from using community restrooms.
1. Teachers must escort their Classes to the cafeteria.
2. All teachers are expected to eat with their class the first week of school.
3. Beginning the second week, all teachers will assume their regular schedule.
4. All classes must arrive on time and be picked up on time.
5. Teachers may not use recess as student consequence.

Teachers will pick up their students at the designated time and area when the lunch period ends.
Effective Classroom Management

Procedures for the students

- Morning Procedures
- Rules and Expectations
- Entering the Classroom
- Bellwork or Do Now
- Desk organization
- Movement in the classroom
- Collecting Notes and Forms
- Organizing Homework
- Getting the class quiet
- Classroom Tardiness
- Dismissal

Procedures for the classroom

- Emergency Preparedness
- Getting the students' attention
- Classroom Jobs
- Bathroom breaks
- Replacing Dull or broken pencils
- Keeping Desks Orderly
- Collecting and returning papers
- Classroom Transitions
- Keeping students on task
- Finishing work early
- Missing assignment slip

Procedures for instruction

- Class discussion
- Teacher – Student small group
- Working in groups
- Technology use
- Note taking
- Reading a textbook
- Read any place time
- Taking a test
- Student correcting work
The following practices should be included in our campus planning:

- **Greeting at the door**
- **Respect Agreements**
- **Signature Practices** (opening and closing activities, engaging practices)
- **Community Meetings**

**Respect Agreements**:
- Teacher to Student
- Student to Teacher
- Student to Student
- Classroom Space

**Signature Practices**:
- Welcoming Ritual: Activities for Inclusion (1-9 min)
- Engaging Practices: Sense-Making & "Brain Breaks" (1-15 min)
- Optimistic Closure: Reflections & Looking Forward (3-5 min)

**Community Meetings**:
- Weekly Explicit SEL Instruction
- Sanford Harmony curriculum
  - 45 min / week (Elementary)

[https://youtu.be/EmfznUTk95M](https://youtu.be/EmfznUTk95M)
It Begins at the Door

The Research Behind Greeting

R. Allan Allday, University of Kentucky, did two studies (reported in Journal of Applied Behavior Analysis, 2007 and 2011) based on the door greeter technique he read about in The First Days of School:

1. Effects of teacher greeting on student on-task behavior
2. Effects of teacher greeting to increase speed to on-task engagement

In both studies, observers clocked a select group of students over a period of time in a class period to see if they were on task or off task.

In the classroom where the teacher greeted the students at the door, there was an increase in student engagement from 45 percent to 72 percent. This was recorded when the students worked on the assignment and presented no discipline problems.

In the second study, students got on task faster when they were greeted at the door, in comparison to the control class that was not greeted.

Allan says that in the classroom management class he teaches at the university, his primary focus is on changing teacher behavior, because teacher behavior (the hardest behavior to change in a classroom) impacts student behavior.

Your Impact

There is an old Jewish dictum that says:

“When you greet someone heartily with a warm smile and a friendly salutation, all is well in that person’s world if only for a fleeting moment.

“The person feels a sense of validation, that their existence in the universe has been acknowledged and recorded.

“That they are known.”
Classroom Contract

1. Ask students' opinions
2. Ask for students' ideas
3. Summarize students' ideas
4. Turn ideas into rules
5. Sign the contract
6. Review the contract

https://www.theartofed.com/2017/08/08/3-benefits-creating-classroom-expectations-students/
S O C I A L  E M O T I O N A L  L E A R N I N G

- WELCOMING ROUTINES & RITUALS (Activities for Inclusion)

https://vimeo.com/135404726
Positive Behavior Intervention & Support (PBIS)

**Establishing & Defining Expectations**

**Teaching Expectations to Students**

**Acknowledge Students for Demonstrating Desired Behavior**

**Developing a Consequence System using data**

**Establishing Targeted Group Interventions**

**Established Targeted Individual Interventions**
Referral to Youth and Family Centers
Referral to Psychological and Social Services
Referral to Section 504

Student Motivational Initiatives
Guidance Counseling
Peer Mediation
RESPONSE TO INTERVENTION (RTI)

Outcome 1: Develop intervention plans
Outcome 2: Review existing intervention plans

Campus Meeting

Data Meetings
Student Support Team Intervention Meetings

Outcome 1: Inform Tier I Instruction
Outcome 2: Identify at-risk students in need of intervention
Teachers actively monitor students with special attention for safety.
Teachers place disruptive students close to them
<table>
<thead>
<tr>
<th>Designing for Engagement Strategies</th>
<th>Effective Instructional Strategies</th>
<th>Building Relationships Strategies</th>
<th>School / Classroom Culture Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assign student roles and teach students expectations when in groups.</td>
<td>Be intentional about planning a lesson.</td>
<td>Praise in public, correct in private.</td>
<td>Setting high expectations for students and staff.</td>
</tr>
<tr>
<td>Arrange your classroom environment to promote appropriate behavior.</td>
<td>Differentiate activities within lessons based on the needs of students.</td>
<td>Design activities where the teacher gets to know their students.</td>
<td>Creating a safe environment for students and staff.</td>
</tr>
<tr>
<td>Use student data when designing collaborative groups.</td>
<td>Lesson activities are aligned to standards and are of interest to the students.</td>
<td>Take time to discover what’s happening in a child’s life.</td>
<td>Having a focus on teaching and learning.</td>
</tr>
<tr>
<td>Set up your classroom structure for active student engagement.</td>
<td>Do the activities capture the student’s imagination and attention.</td>
<td>Be authentic.</td>
<td>Setting up a fair and consistent behavior management system.</td>
</tr>
<tr>
<td>Use a variety of MRS strategies for optimal student engagement and participation.</td>
<td>Is the lesson motivating students to want to learn more and learn deeper?</td>
<td></td>
<td>Encouraging a positive relationship with parents.</td>
</tr>
<tr>
<td>Integrate technology for active student engagement.</td>
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</tr>
</tbody>
</table>
Intervention Strategies

- **Behavioral Management Plan**: An approach to correcting inappropriate or disruptive student behavior through a plan designed by school staff to offer positive behavioral interventions, strategies, and supports. This plan is appropriate for students with and without disabilities.

- **Conflict Resolution**: Empowers students to take responsibility for resolving conflicts.

- **Parent Outreach**: Requires teachers and administrators to work directly with the parents and guardians to keep them informed of their child's behavior and seek assistance in correcting the discipline behavior. The outreach can be a call or letter intended to make the parent aware of the student’s behavior, task completion, and achievement and can include a request for parent observations in the student’s class.

- **Student Support Team**: Consists of teachers, principals, campus behavior coordinator, nurses, mental health clinicians, and/or psychologists who help develop prevention and intervention techniques and alternative strategies that ultimately lead to school success.

- **Behavior Management Program**: Programs used should be age-appropriate and research-based to promote positive student behavior, positive school climate, and to de-escalate discipline challenges to reduce and/or eliminate exclusionary consequences.

- **Counseling Services**: School counselors will provide or facilitate individual and/or group counseling for students who have behavior issues based on underlying social and emotional problems.

- **Individualized Education Program (IEP) Teams/Admission Review Dismissal (ARD)**: The ARD committee is composed of a student’s parent(s) and

- **Referral to Section 504**: For students suspected of having a disability under Section 504, refer student to Section 504 for an Initial Section 504 Evaluation.

- **Referral to Youth and Family Center**: The Youth and Family Centers provide school-based health care and mental health care to Dallas ISD students and their families. The Centers promote the well-being of the family and engage families in their children’s health and education, thereby reducing barriers to academic success. Dallas ISD and Parkland Health and Hospital System combine resources to provide cost-effective, accessible, quality physical and mental health care. Specialized services also are provided to refugee students and their families including: orientation to public education, family involvement activities, summer enrichment programs, mental health care and translation/interpreting services.

- **Section 504 Meeting**: For students with disabilities under Section 504 promptly convene the Section 504 Committee to determine whether, and to what extent the student’s educational needs have changed and additional or different services, if any, are needed and ensure any needed changes are made promptly.
Questions?