Sanger Campus Discipline Management Plan

2017 – 2018
District Responsibilities

Teachers shall establish classroom management procedures that produce good student conduct and consistently practice school and district policies and procedures.

Administrators 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.

A Campus Behavior Coordinator, which has to be a campus administrator, is primarily responsible for maintaining student discipline and the implementation of any disciplinary actions under the Chapter 37, Texas Education Code. The campus behavior coordinator shall be responsible for maintaining student discipline and implementing any duties assigned by law and as established by campus or district policy; they must have a review process in place for reviewing campus level discipline data monthly in order to see what changes need to be made in reducing disciplinary infractions as they may occur. [Texas Education Code Sec. 37.0012]

Central Administration shall provide services and support to campuses in maintaining a positive learning environment.

Sanger Campus Discipline Plan Vision Statement

The Sanger Learning Community will foster learning, safety, and socially appropriate behaviors. To this end, all staff, students, parents, and members of the Sanger community must be part of creating a safe school environment. Through the formulation and implementation of our Campus Discipline Management Plan, a safe school environment will be achieved. The staff of Sanger holds the belief that all children can achieve academically and behave appropriately, that strong familial and community involvement is cornerstone to the success of a school, and that a safe school is the result of the positive collaboration of all stake-holders.

Sanger Campus Discipline Mission Statement

The staff of Sanger Elementary is committed to providing all students with the behavioral and academic skills necessary to reach their fullest potential and to become responsible life-long learners. To this end, we will do everything within are means to ensure an environment in which people are motivated, engaged in meaningful learning tasks, and are experiencing emotional and academic growth.

Dallas ISD Standards of Student Conduct

The District is committed to the rights of students as recognized and protected under state and federal laws. In addition, the District has enumerated certain expectations (responsibilities) regarding student behavior that, when adopted by students, effect a positive influence on the school and community. A proper balance between rights and responsibilities is essential if the District is to provide the kinds of educational experiences that promote self-responsibility and enhance educational opportunities for all students.
Standards of student conduct are offered as guides to the development of Campus Classroom Rules for each campus, as well as a districtwide model. These standards assert that responsible students should be encouraged and taught to:

- Exercise self-control
- Use courteous language
- Resolve conflict in a mature 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/guardian, 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
- Be prepared for class (i.e., bring assignments, books, and supplies)
- Listen carefully to instructions
- Participate in class activities

The districtwide plan to promote positive student conduct in conjunction with the campus/classroom rules is designed to maintain order in the school, foster a climate of mutual respect for the rights of others, and teach students that they are responsible for conducting themselves in a manner appropriate for their age and level of maturity.

Beliefs about behavior management:
- The Sanger Learning Community will improve, maintain, and promote a safe, civil, and productive learning environment through the implementation of a school-wide discipline management program and through strict adherence to the mandates and procedures of the district’s Student Code of Conduct.
- The staff of Sanger will teach students the expectations for responsible behavior in all school environments by relating student actions to our guidelines for success. That is, we will encourage students to be responsible, to always try to do your best, to cooperate with others, and to treat everyone with dignity and respect.
- The staff of Sanger will provide positive feedback and reinforcement to students when they are meeting expectations and following the guidelines for success.
- The staff of Sanger will view minor misbehaviors as teaching opportunities, and respond calmly and consistently with corrections or consequences.
- The staff of Sanger will work collaboratively to solve behavior problems that are chronic or severe in nature.
Teacher Expectations

The classroom teacher is the center of our school’s responsibility and discipline policy. Teachers will strive to ensure that classrooms are safe and productive and will continually emphasize to students the importance of being responsible, engaged, and motivated. Teachers will focus on teaching and encouraging responsible behavior rather than trying to control irresponsible behavior. This will be accomplished by helping students see how their behavior relates to our school-wide Discipline Plan program; emphasizing responsibility, positive social-emotional growth, doing one’s best, cooperating with others, and treating everyone with respect.

Three basic principles of proactive behavior management will be implemented by all teachers: 1) Classrooms will be structured for academic success, which means having efficient routines, materials and resources readily available, focused instruction, clear rules and expectations, direct teaching of expectations, and frequent monitoring, 2) Classroom teachers will strive to interact frequently with each of their students, providing non-contingent attention/acknowledgment as well as positive recognition when students are behaving appropriately, and 3) Classroom teachers will view incidents of misbehavior as teaching opportunities and will, practicing emotional constancy, calmly and consistently implement appropriate corrective consequences.

Though these proactive behavior management principles will guide teachers in their classroom management, each teacher, each student, and each situation is unique. Therefore, the specific procedures that will be used by any individual teacher will be determined by that teacher and will be based on the teacher’s professional judgment of student needs and specific situations, along with the principles described below.

Proactive Behavior Management is planning ahead to prevent disruptive classrooms situations that lead to behavior incidents. Teachers are proactive when setting up classrooms to create a positive physical and emotional environment that teach students to self-regulate, provides students with explicit expectations for behavior, and avoids overuse of punishment.

Teacher Practices

All teachers will create the following proactive behavior management platform in their classrooms:

**DESIGNING FOR ENGAGEMENT STRATEGIES**
- Assign student roles and teach students expectations when in groups
- Arrange your classroom environment to promote appropriate behavior
- Use student data when designing collaborative groups
- Set up your classroom structure for active student engagement
- Use a variety of MRS strategies for optimal student engagement and participation
- Integrate technology for active student engagement

**EFFECTIVE INSTRUCTIONAL STRATEGIES**
- Be intentional about planning a lesson
- Differentiate activities within lessons based on the needs of students
- Lesson activities are aligned to standards and are of interest to the students
- Do the activities capture the student’s imagination and attention
- Is the lesson motivating students to want to learn more and learn deeper?
BUILDING RELATIONSHIPS STRATEGIES
- Praise in public, correct in private
- Design activities where the teacher gets to know their students
- Take time to discover what’s happening in a child’s life
- Be authentic

SCHOOL/CLASSROOM CULTURE STRATEGIES
- Setting high expectations for students and staff
- Creating a safe environment for students and staff
- Having a focus on teaching and learning
- Setting up a fair and consistent behavior management system
- Practice restorative discipline principles and protocols
- Encouraging a positive relationship with parents

Character Qualities to be emphasized as guidelines for student success:
- Trustworthiness
- Responsibility
- Respect
- Caring
- Citizenship
- Fairness

School-wide student expectations: Rules and Procedures
1. Be to school on time. Wear your uniform appropriately.
2. Bring all books, supplies, and completed homework to school daily.
3. Always walk quietly in a straight line on the right side of the hallway. No playing in the hall.
4. Keep hands, feet and objects to yourself.
5. Walk close together with no large gaps in the line.
6. Line leaders should stop at intersections to let their line catch up.
7. Teachers will monitor lines at all times.
8. When another line is going down the hall, wait and fall behind them, not beside them.
9. Students walking alone or in small groups are encouraged by all adults to follow hallway procedures.
10. Respect others and their property in the hallways.
12. The teacher will dismiss students from class.
13. Students will use a calm voice at all times.

Procedures for communicating and enforcing student expectations:
1. Reminders will be posted on signs throughout the building.
2. Student contracts.
3. Assemblies to encourage quality character
4. Classroom incentives
5. Daily verbal encouragement
6. Campus incentives
7. School-wide compliments over the intercom
8. Intercom announcements which focus on building character quality
10. Friendly interaction between student/adult
11. Implement and maintain the Student Code of Conduct.
Procedures for correcting misbehavior:
1. Verbal Reprimand
2. Positive practice/reinforcers
3. Isolation (time out)
4. Loss of privileges
5. Parent contact
6. Detention
7. Removal from class
8. Class reassignment
9. Teacher/student conference
10. Student restitution
11. Redirected behavior
12. Loss of privileges
13. Make an apology

Behavior in the Common Areas

Staff and Faculty supervisory procedures (procedures to encourage responsible behavior):

1. Staff will deliver and pick up students on time.
2. Discipline will be fair, consistent, and immediate.
3. Staff will read and be familiar with the Student Code of Conduct.
4. All students have the right to be heard.
5. Behavior which we want repeated will be rewarded.
6. Supervisors will be on time and attentive to students.
7. For subsequent infractions, implement as mild a consequence as reasonably fits the infraction.
8. Use an office referral only for illegal, physically dangerous, or insubordinate behavior as defined and outlined in the Student Code of Conduct.
9. Supervisors will be visible and interact positively with many students by greeting them and engaging in short and friendly conversation.

Student expectations in the cafeteria:
1. Clean up after yourself in classroom, restroom, cafeteria, and library.
2. Students should enter quietly and stand in line with their feet, face and hands to themselves.
3. Students will get their tray and quietly move to their assigned seats (boy/girl, boy/girl, etc.)
4. No running.
5. Practice good table manners.
6. Stay in your seat and raise your hand if you need something.
7. Speak softly to your neighbors.
8. Keep your space clean.
9. When given the directive, students will clean their area, dump their tray, and wait in line for their teacher to pick up the class.
Student expectations in the hallway:
1. When with their class, students will walk in line on the right side of the hall.
2. Students will stand or walk quietly with their hands behind their back.
3. Students will walk an arm’s length from each other down the hall.
4. All Boy’s town good conduct protocols will be observed.
5. When walking alone or with another student, students will walk quietly and quickly to and from their destinations.

Student expectations for the restroom:
1. Students will keep trash off the floor and in the trashcans.
2. Graffiti will not be tolerated.
3. No playing, shouting, climbing, loitering, throwing or wrestling in the restrooms.
4. No spraying water or stopping up the toilets in the restrooms.
5. All waste paper goes in the toilet or in the trashcans.
6. No paper wads will be thrown against the wall in the restrooms.
7. Teachers will check restrooms once class leaves to ensure cleanliness.
8. In summary, GO FLUSH WASH LEAVE.

For discretionary, mandatory and expellable offenses:
1. Administrators will approve all referrals.
2. Administrators will enter all offenses in the Student Discipline System.
3. Administrators will enter the information on the referral at the time of the hearing and print out a hard copy with a pre-slugged appeal form for the parents.
4. Administrators will mail the completed referral form and appeal form to the parents that do not show up for the hearing.
5. Administrators will file the referral form with appropriate signatures in place.
6. Administrators will closeout all referrals in the system at the end of the consequence. Student Code of Conduct will be consistently adhered to.

Record keeping procedures:
- Teachers will maintain a log of parent contacts
- Teachers will maintain a file of discipline behaviors and interventions
- Teachers will maintain records according to SST guidelines
- Teachers will maintain records indicating the effectiveness of BIP and IEP procedures and goals
- Administrators will maintain the Office of Student Discipline Offense System
- Administrators will link SDS data to the school wide discipline management plan

Acceptable corrective techniques:
1. Overt instruction and reinforcement of clear expectations for student behavior to staff, students, and parents. (Student Code of Conduct, Common Areas Procedures/Rules, tardy policy, etc.)
2. Ensure adequate adult supervision.
3. Parent/teacher conferences
4. Counseling, verbal correction
5. Character Counts project
6. Confiscation of items causing disruption of the educational process
7. Restriction of extracurricular activities
8. In-school suspension/out of school suspension
9. Referral to Student Support Team (SST/RTI) team
10. Peer mediation when appropriate
11. Behavior contracts/BIP Manifest Determination ARD
12. Assignment to the DAEP
13. School assessed or school-administered probation
14. CHAMPS intervention strategies
15. Detention, time-out
16. Assigning tasks such as cleaning cafeteria or picking up trash
17. Conference with parents
18. Classroom behavior management systems
19. Rewards or demerits
20. Class reassignment
21. Assignment of duties such as scrubbing tables, picking up litter, or other tasks.
22. Restitution
23. Consequences through law enforcement; police notification
24. Promote and provide frequent communications to staff, students, and parents on voluntary drug testing. (If students are voluntarily tested and test positive, non-punitive actions will be taken to provide appropriate services for students.)
25. Refer students to Youth and Family Center or other social services agencies for therapy/counseling (anger management etc.)
26. Provide frequent communications to staff, students, and parents on services provided by Youth and Family Centers and other social services agencies.
RECEIPT OF COPY

Please sign below indicating you have received and read the Sanger Campus Discipline Management Plan and return this signature page to Ms. Villegas in the main office.

Teacher ___________________________    Date ________________