C.M. Soto Elementary School Discipline Plan 2018 - 2019

School-wide Expectations:
Students and staff at C.M. Soto Jr. Elementary will use the 7 Habits mindset to meet or exceed the behavioral standards of:

★ Respect ★ Compliance ★ Self-management

I lead. We lead.

C.M. Soto Elementary School Discipline Plan is intended to provide a safe, caring, effective and orderly environment for all students. All staff, students and parents share responsibility for promoting a learning environment that proactively addresses and minimizes the potential for student misbehavior. In order to accomplish this objective, all stakeholders will commit to the following expectations.
**Student Responsibilities:**

☆ Be proactive by attending class every day with a leadership mindset.
☆ Put first things first by completing all assignments and homework in a timely manner.
☆ Synergize by actively participating in class activities.
☆ Think win-win by respecting all school personnel, fellow students and other people’s property and equipment.
☆ Be proactive by complying with all school and district policies and procedures.

**Teacher Responsibilities:**

☆ Think win-win to provide a welcoming, supportive classroom environment.
☆ Begin with the end in mind to design and implement engaging and rigorous instruction.
☆ Put first things first to create and implement a classroom management plan that is consistent with the school’s plan and the district’s core beliefs.
☆ Seek first to understand, then to be understood when communicating with students and parents to regularly build positive relationships with both.
☆ Be proactive to document and maintain data to monitor and support student progress.
☆ Be proactive to ensure classroom behavioral interventions are completed before directing students to the office.

**Administrator / Counselor Responsibilities:**

☆ Think win-win to create and maintain a welcoming learning environment for all stakeholders.
☆ Put first things first to create and maintain standards of conduct for all students.
☆ Synergize when supporting all teachers and staff to ensure effective instruction and operations of the school.
☆ Put first things first to ensure teachers’ completion of all classroom interventions.
☆ Be proactive to follow up consistently on all student referrals for Student Support Services or for discipline.
☆ Synergize with parents to enlist their participation in their child’s learning.

**Parent Responsibilities:**

☆ Be proactive to ensure their child reports to school by 7:45 a.m. and is picked up by 3:00 p.m. or in a timely manner following after-school programs.
☆ Synergize with their child’s teachers to support learning needs and to keep track of student progress.
☆ Put first things first to attend parent-teacher conferences and administrative conferences.
☆ Think win-win and volunteer in school activities.
**Proactive Behavior Management Process**

**Step 1: Teacher Action:** Identify who should manage behavior and identify level of offense.

<table>
<thead>
<tr>
<th>Teacher Managed (Level 1: Non-Referral)</th>
<th>Administrator Managed (Level 2 or 3: Referral)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Disruption</td>
<td>Aggressive Behavior</td>
</tr>
<tr>
<td>Language/Profanity</td>
<td>Fighting</td>
</tr>
<tr>
<td>Food/Drink</td>
<td>Chronic Level 1 Offenses (4 documented offenses with Behavior Intervention Log)</td>
</tr>
<tr>
<td>Harassment</td>
<td>Harassment of Teacher</td>
</tr>
<tr>
<td>Throwing Objects</td>
<td>Tobacco Use</td>
</tr>
<tr>
<td>Refusal to Work</td>
<td>Major Vandalism</td>
</tr>
<tr>
<td>Minor Dishonesty</td>
<td>Alcohol/Drugs</td>
</tr>
<tr>
<td>Minor Disrespect</td>
<td>Gambling</td>
</tr>
<tr>
<td>Minor Physical Contact</td>
<td>Profanity Directed at Staff</td>
</tr>
<tr>
<td>Horseplay</td>
<td>Bullying/Communicating Threats</td>
</tr>
<tr>
<td>Cheating/Copying</td>
<td>Insubordination</td>
</tr>
<tr>
<td>Cell Phones during Instructional Hours</td>
<td></td>
</tr>
</tbody>
</table>
Step 2: Teacher Action: Assign consequences for behavior and notify parent/guardian. Teacher should go through entire consequence ladder.

- **Level 1 Incident**
  - If teacher managed behavior, apply consequences within classroom.
  - Notify parent via phone or letter (Document Parent Contact)
  - Behavior contracts created if behavior persists

- **Level 2 Incident**
  - Classroom consequences applied when applicable
  - Write a discipline referral for Level 2 incident
  - Call front office for assistance when consequences are not equitable with offense

- **Level 3 Incident**
  - Write a discipline referral for Level 3 incident
  - Call front office for assistance

Step 3: Notify Appropriate Office Personnel

- **Teacher calls for Discipline assistance**
  - Radio Shields
  - If Shields is unavailable, radio Kwiatkowski
  - If administrators are unavailable, radio Ramos

- **Teacher calls for Emotional assistance**
  - Radio Garza
  - If Garza is unavailable, radio Shields
  - If Shields and Garza are unavailable, radio Jones or Villegas

- **Teacher calls for Safety or Emergency**
  - Radio Shields
  - Radio Custodian on duty if applicable
Teaching Behavioral Expectations

All teachers and staff members are expected to teach and model the behavioral expectations and leadership qualities for all settings in the school. By teaching and modeling our expectations and consistently reinforcing them in a positive manner, we keep students in our classrooms, increase learning, and increase student success. Our goal is to move from a reactive disciplinary system that relies on punishment to a proactive approach that incorporates the principles of positive behavior supports. This philosophical change will increase our capacity to reduce school disruptions and allow us to focus on effective instruction and student achievement.

Consequence Ladder

At C.M. Soto Jr. Elementary School we strive to manage student discipline issues in ways that minimize the number of minutes a student is out of the classroom and maximize the positive impact of assigned consequences and interventions. In dealing with misbehavior, we have a clear ladder of consequences that is consistent across the school.

<table>
<thead>
<tr>
<th>Level</th>
<th>Consequence</th>
<th>Description</th>
</tr>
</thead>
</table>
| One   | Least Invasive Form of Correction/ Warning | • Non-verbal direction while teaching (e.g. tap the table as a reminder for a student to continue working.)  
• Behavior Narrating or Positive Group Correction (e.g., Show me 5 UPS)  
• Anonymous Individual Correction (e.g., I need two leaders’ eyes)  
• Verbal Warning |
| Two   | Logical Consequence | • Loss of Privilege Ex: Classroom Jobs, Computer Time,  
• Seat reassignment/ Removal from Area  
• Silent Lunch within Cafeteria |
| Three | Student Teacher Conference/Reflection | • Student and teacher will meet privately regarding behavior expectations not being met. Student will complete a reflection sheet and return signed by parent.  
• Reflection Station (Required PK-2) |
| Four  | Phone Call Home | • Families will be notified by teacher of behavior and steps taken to correct behavior  
• Teachers will document these phone calls on a communication log. |
| Five  | Office Referral | There are two reasons why a student would receive a discipline referral:  
1) Teacher has exhausted all levels of the consequence ladder  
2) Student demonstrates severe misbehavior such as (e.g., Fighting, Possession of weapon/firearm/explosive device/knife, Assault toward student, Profanity/gestures toward personnel, Threats toward personnel, Assault on personnel |
Characteristics of Effective Consequences

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Rationale</th>
<th>Examples to Follow</th>
<th>Examples to Avoid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consequences should be <strong>natural and/or logical.</strong></td>
<td>Natural consequences follow from the event or situation, as students are allowed to experience the outcome of their poor choices or behavior, highlighting the rationale of the rule. Logical consequences are structured learning opportunities arranged to teach appropriate behavior.</td>
<td>If a student runs to be the first in line, he receives a warning and is asked to walk instead at the end of the line. (natural) When a student misbehaves during rehearsal for a play, she receives a warning and is told that if the poor behavior continues, she will have to sit out of the rehearsal until the next day. (logical)</td>
<td>When a student is disrespectful to a group member during group work, they are allowed to remain in the group but are held in from recess. (neither logical nor natural)</td>
</tr>
<tr>
<td>Consequences should maintain <strong>the dignity of the student.</strong></td>
<td>Consequences should be consistent from student to student, and delivery of consequences should always address the particular behavior in question, not the student and his or her behavioral history.</td>
<td>If three students interrupt the teacher during a class period, they all receive a warning.</td>
<td>If three students interrupt the teacher during a class period, the first gets ignored, the second gets a harsh warning, and the third student, who has a history of not raising his hand, gets detention after school because the teacher is so “fed up” by that time.</td>
</tr>
</tbody>
</table>
| Consequences should be **gradual, progressing from less severe to more severe** as misbehavior is repeated. * | This sends the message that students have the potential to behave and simply need to understand and choose to follow the expectation. When they repeat the misbehavior, they choose the more severe consequences. | Soto Consequence Ladder                                                                                                                                                                                      | 1. Warning  
2. Sent to office  
Or  
1. Phone call home  
2. Parent conference  
3. In school detention |
Communicating Behavior to Families

Leaders will communicate with families frequently to ensure a meaningful partnership that connects school and home so that all student leaders thrive behaviorally, socially, and emotionally.

<table>
<thead>
<tr>
<th>Communication</th>
<th>Frequency</th>
<th>Owner</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK-1 Daily Behavior Tracker</td>
<td>Daily</td>
<td>Homeroom Teacher</td>
<td>• PK-1 Leaders are actively learning campus expectations and will receive feedback on rules and habits each day to ensure families know how their child behaved on a daily basis.</td>
</tr>
<tr>
<td>2-5 Weekly Behavior Tracker</td>
<td>Weekly</td>
<td>Homeroom Teacher</td>
<td>• 2nd-5th Grade Leaders are the leaders of our campus. Providing leaders weekly feedback impacts on their conduct creates shared ownership for their actions.</td>
</tr>
<tr>
<td>Calls/ Dojo Messages/ E-mail</td>
<td>As needed</td>
<td>Homeroom Teacher</td>
<td>• Teachers and families can use calls, e-mails to talk directly to each other about a child’s behavior—both positive and constructive feedback.</td>
</tr>
</tbody>
</table>

Grade Level Discipline Management Systems

Classroom management plans help promote appropriate student behavior, prevent student misbehavior and create a sense of order and predictability in the classroom. It is important for the teacher and the student to know, throughout the day or class period, exactly where the student is on the hierarchy of consequences. Students are more motivated to behave when they know what is expected of them and when they can track their progress towards the ultimate goal of exemplary behavior. Below are some example systems for tracking student behavior:

<table>
<thead>
<tr>
<th>System</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traffic Lights/ Clip Chart System</td>
<td>Colors represent different levels of behavior. Student names are on clothespin and move up and down depending on behavior.</td>
</tr>
<tr>
<td>Class Dojo</td>
<td>Points are awarded to student based on positive behaviors shown and students lose points for not meeting class expectations.</td>
</tr>
<tr>
<td>Card Chart</td>
<td>Each student has a pocket chart with different color cards. Students are required to change their color depending on the behavior displayed.</td>
</tr>
<tr>
<td>Clipboard/Discipline Log</td>
<td>Students are required to sign the clipboard for each offense.</td>
</tr>
</tbody>
</table>
Motivational Incentives and Rewards

☆ Sincere praise
☆ Seat selection
☆ Lesson/activity selection (computer, audio, etc.)
☆ Group or pair partner selection
☆ Computer: content-based activity
☆ Reduced/preferred homework selection
☆ Invitations to special events
☆ Lunch with the teacher
☆ Regular dress days (Principal Approval REQUIRED in advance)
☆ Raffles, drawings (opportunities to enter are earned, NOT purchased)
☆ Celebratory notes or phone calls to the home
☆ Celebratory notes or comments to other staff members
☆ Letters/Certificates of congratulations
☆ Classroom recognition (posting on bulletin boards, special locations)
☆ Morning announcement of accomplishment (Principal Approval REQUIRED in advance)
☆ Student of the week/month/semester/year certificates
☆ Gift coupons/cards/tickets/Star bucks
☆ Extra or special classroom leadership roles: get materials, distribute items, etc.
☆ Other, please share for consideration

Student Behavior Management Process

C.M. Soto Elementary School will maintain a level system for handling infractions of behavioral expectations.

**Level 1 Behaviors: Non-Referral** include (but are not limited to):

☆ Dress code violation
☆ Tardiness
☆ Cell phone use during instructional hours
☆ Skipping class
☆ Refusal to work
☆ Not prepared for class
☆ Classroom disruption
☆ Scuffling / horseplay
☆ Throwing objects
☆ Cheating/copying the work of another
☆ Using a personal electronic device during instructional time
**Level 1 Interventions** (Refer to Consequence Ladder, to be handled by the teacher or staff member witnessing such behaviors):

☆ Non-verbal/verbal warnings
☆ Student-teacher conference
☆ Seat reassignment
☆ Parent contact (Informal)
☆ Parent contact (Formal)
☆ SST referral (consistently off-task; redirection isn’t effective)
☆ The personal electronic device is confiscated and turned into the office

**Level 1* Behaviors: Referral** (to refer to administrator):

☆ Electronic Cigarette-(smoking, using, or possessing)
☆ Extortion/Blackmail
☆ Possessing a toy gun or look-alike gun
☆ Possessing or distributing pornographic materials
☆ Possessing, smoking or using tobacco or related products
☆ Threats

**Level 1* Interventions:**

☆ Written referral to an administrator

**Level 2 Behaviors** include (but are not limited to):

☆ Repeated Level 1 violations w/documentaion
☆ Bullying
☆ Fighting
☆ Drug possession/usage/distribution
☆ Possession of weapon/firearm/explosive device/knife
☆ Assault toward student
☆ Profanity/gestures toward personnel
☆ Threats toward personnel
☆ Assault on personnel
☆ Indecent exposure

**Level 2 Interventions:**

☆ Written referral to an administrator
Teacher Removal Process (TEC 37.002)

- The teacher may request the removal of a student, only if all of the required information below is on file:
  
  - Documentation of disruptive classroom behavior (six Repetitive Level I offenses in 45 rolling school days)
  - Documentation of your motivation strategies
  - Documentation of parent conference
  - Documentation of counseling services
  - Documentation of SST meetings/ Behavioral RTI Plan in the appropriate format
  - Detailed request letter to the Placement Review Committee

Tardy Policy

Students MUST arrive at school on time (prior to the tardy bell). Teachers are expected to accurately document in Power School, any time(s) students are not in class on time.

- 1 Offense - Verbal reminder/warning
- 2 Offenses - Student-teacher conference
- 3 Offenses - Teacher contacts parent
- 4 Offenses - Teacher notifies an administrator.

Attendance for Credit committee may edit tardy policy as needed to ensure student attendance is monitored and meets 98%.
Dress Code Violation Policy

Students are expected to abide by the campus dress code as explained fully in the Student Handbook.

☆ 1st Offense - Student receives a verbal warning, and remains in class.
☆ 2nd Offense - Teacher calls parent or sends home a request for a teacher conference. (Student in class)
☆ 3rd Offense - Teacher refers student to administrator.

Every effort will be made to identify non-compliant students upon their entry into the building in the morning. A designated staff member on duty will make on-the-spot phone calls to parents.

☆ 1st Consequence - Student receives a verbal warning and a pass report to class.
☆ 2nd Consequence - Staff member on duty calls parent to bring appropriate clothing. If a parent cannot be reached or is unable to appear, the student will receive an administrative request for a parent conference. Student is sent to class with a pass that indicates that the matter has been addressed.
☆ 3rd Consequence - Student receives administrative request for parent conference form as pass to class.

*Additional consequences may be added as staff support and organization allows. Programs such as: detention (before/after school and lunch) may be organized individually, by “buddy”/mutual teacher agreement, grade level or as suggested and MUST be approved by the principal BEFORE implementing. When implementing such programs, please consider: who will be assigned, what will be cause for assigning, how will student be notified, how will parent be notified, assigning amount of time (from minutes to days), what will be accomplished, how will this be documented, is it sustainable, etc.
C.M. Soto Elementary School  
Student/Teacher Strategies for Individual Behavior Plan

Please create specific strategies that can lead to successful accomplishment of each goal.

**Student Goal:** I not only will respect my teacher and the guidelines of his/her classroom, but I also will take responsibility for my actions by coming to class ready to learn.

Strategy #1:

Strategy #2:

Strategy #3:

**Teacher Goal:** I will help my students work toward success by providing them with the needed support to meet Soto behavioral standards of being respectful, responsible, and ready to learn.

Strategy #1:

Strategy #2:

Strategy #3:

Signatures

Student: ___________________________  Date: ________________

Teacher: ___________________________  Date: ________________
# Student Behavior Intervention Log

<table>
<thead>
<tr>
<th>Student Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent's Name:</td>
<td></td>
</tr>
<tr>
<td>Phone Numbers:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date:</th>
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</table>

<table>
<thead>
<tr>
<th>Offense:</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>verbal warnings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>teacher-student conference</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>seat reassignment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>documented phone call, intervention plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;time out&quot; in buddy teacher's classroom</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>teacher detention</td>
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<td></td>
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<tr>
<td>referral to administrator</td>
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<td></td>
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