George W. Truett Elementary

School-wide Discipline Plan
For Truett Staff Members

2018-2019
Table of Contents

School-wide Discipline Plan Rationale and Philosophy 3

Six Pillars of Character 4

Securing Staff Agreement and Active Support 5

Securing Parent and Student Agreement and Active Support 7

Behavioral Expectations 8

Defining Unacceptable Behavior 15

Behavior Flowchart 16

Consequences for Minor and Major Incidents 17

Positive Support System 18

Notice of Receipt of Discipline Plan- signature required 20

Parent/guardians, students, and staff members are responsible for knowing the contents of this document. Please read and adhere to the guidelines listed in this plan.
This handbook provides information about the policies and procedures of our School-wide Discipline Plan. When parents, students and teachers work together toward a common goal, a more enjoyable school experience will happen. The goal of our plan is to help our students be successful. Discipline plays a huge role in a child’s education. It is a life-long skill children will rely on as they become active members of their community. Our students deserve the most positive learning environment to achieve academic success. Therefore, this school-wide discipline plan will be in effect at all times.

George W. Truett Elementary School
School-wide Discipline Plan

What is a School-wide Discipline Plan?
A School-wide Discipline plan is an organized, data-driven system of interventions, strategies and supports that positively impact school-wide and

Defining Discipline:
Discipline is a process that uses teaching, modeling and other appropriate strategies to maintain the behaviors necessary to provide a safe, orderly and productive learning environment by changing unacceptable behavior to acceptable behavior.

Six Pillars of Character
There are few things more important than the education of our youth, and with that responsibility comes a tremendous opportunity to serve with commitment and integrity and to lead by example. Dallas ISD’s Principles of Public Service are designed to guide the entire district as we teach, mentor, and nurture our most precious commodity—our children.

Trustworthiness: District employees perform their duties with honesty and integrity in conduct and communication. Employees conduct business with competence, fairness, impartiality, efficiency, and effectiveness to enhance the education of Dallas ISD students and the public trust.
Respect: District employees treat others with professionalism, consideration, and courtesy. Employees respect others' opinions and beliefs, value individual differences, and seek to reach new solutions based on consensus.

Responsibility: District employees take responsibility for actions, decisions, and statements that impact the education community and the public. Employees effectively use the public resources entrusted to the district for the benefit of Dallas ISD students, the state, and the public good.

Fairness: District employees conduct business with the public and co-workers in an equitable, impartial, and honest manner, without prejudice and favoritism. Decisions are based on objective and balanced judgment and are in accordance with the district's mission, established rules, and procedures.

Caring: District employees build professional relationships with colleagues, peers, and the public based on the highest standards of fairness and consideration. These standards are the foundation of a caring professional environment that supports mutual respect, collaboration toward common goals, and excellence in job performance.

Citizenship: District employees strive to be good stewards of the public trust and public resources. They honor and abide by district policies and the laws of the State of Texas and the United States of America.

Securing Staff Agreement and Active Support

Our teachers and staff will provide all students with an enriching, challenging and nurturing learning atmosphere each year. Each teacher has a classroom management plan to address procedures and discipline in the classroom. This plan includes positive rewards. Parents, students and staff members should make sure they understand these rules and procedures. If you have any questions, please ask an administrator. If the child’s teacher contacts the parent about a discipline concern for the child, parents are expected to be supportive and responsive to work with the school, so that the child’s behavior has a positive outcome.
Respond and listen attentively

Open the door to making good choices

Act responsibly

Respect

Beliefs Related to Discipline at George W. Truett Elementary School:

- The misbehavior of one student will not be allowed to interfere with the learning opportunities of other students.
- The misbehavior of a student will not excuse him/her from successfully completing learning objectives.
- Every discipline is an opportunity to teach expected behavior.
- Expected behavior must be communicated, taught and modeled throughout the school year.
- Parents have a responsibility to ensure that their children’s behaviors do not take away from a safe, orderly and academically productive learning environment of others.

The Classroom Teacher’s Commitment

*Teachers will:*

- Enforce the School-wide Discipline Plan as agreed
- Communicate high behavioral expectations to students and parents
- Commit to follow through to the success of student behavior
- Take responsibility for classroom problems and behavior
Foster a school climate characterized by a concern for students as individuals
Take an interest in the personal goals, achievements and needs of their students
Support the students in their academic and extracurricular activities

**Staff Member’s Commitment**

**Staff members will:**
- Enforce the School-wide Discipline Plan as agreed
- Communicate high behavioral expectations to students
- Commit to follow through to the success of student behavior
- Take an interest in personal goals, achievements and needs of students
- Support the students in their academic and extracurricular activities.

**Administrator’s Commitment**

**Administrators will:**
- Support the teachers and staff member in this new system
- Exhibit high expectations for student behavior
- Promote a school climate in which everyone wants to achieve self-discipline
- Promote a school climate where the administration is sincerely concerned for the staff and students as individuals
- Take an interest in personal goals of teachers, staff and students

**George W. Truett Elementary School Community’s Commitment**

- **Be specific:** tell the student exactly what they did
- **Be timely:** don’t wait to praise or correct
- **Be sincere:** insincere praise is usually worse than none at all
- **Be consistent:** with everything, everywhere
- **Communicate:** keep open lines of communication open between home and school
Securing Parent and Student Agreement and Active Support

The success of a school-wide system lies in the relationship built between parents, staff and students of the school community. This relationship begins with communication. Parents will be informed about current school issues, success and concerns through school-wide communication, classroom teacher’s updates, the school website, parent meetings and parent handbooks. The hope is by keeping parents well-informed the plan will be more successful.

On an individual basis student behavioral issues are addressed with parents through the parent/teacher emails, notes home, phone calls home and parent conferences. Text messaging is not considered an effective way of communicating with parents. A signature is required for any written notification concerning behavior. The signature helps school staff know that the parent is aware of the concerns being raised and is the beginning of establishing an open line of communication. This communication helps to foster the success of the school-wide plan.

George W. Truett’s school-wide plan will be successful because it is based on a commitment to each child’s success, to easy-to-follow school rules and to consistency. The system allows for each teacher’s style in the classroom and it allows for age appropriate communication and discipline without compromising school-wide policies, expectations and consistency.

Parent’s Commitment

Parents will:

- Reinforce the School-wide Discipline Plan
- Communicate high behavioral expectations to their child
- Commit to follow through to the success of their child’s behavior
- Take an interest in personal goals, achievements and needs of their child
- Support the students in their academic and extracurricular activities.
- Support the school by responding promptly & following up with the school when contacted.
Student’s Commitment

Students will:

- Follow the School-wide Discipline Plan
- Maintain high behavioral expectations
- Accept responsibility for your behavior
- Set personal goals and work hard to achieve them

Behavioral Expectations

The following chart explains George W. Truett Elementary School’s Behavioral Expectations. Students will be explicitly taught these expectations. Our expectations will be reinforced throughout the year. Our goal is through these easy-to-follow expectations a positive learning atmosphere will be established throughout the school.

VOLUME LEVELS: 0- Silent  1-Whisper  2-Inside Voice  3-Outside Voice

<table>
<thead>
<tr>
<th>Volume 2</th>
<th>Arrival/Dismissal</th>
</tr>
</thead>
</table>
| **Respond and listen attentively** | Stop, listen and follow directions when an adult speaks to you  
Quiet in the cafeteria / gym and hallways  
Walk quietly to your destination  
Walk on the right side of the hall during arrival  
Be aware of your surroundings |
| **Open the door to making good choices** | Enter and exit quietly  
Walk when you enter and exit the building  
Pay attention & keep the line straight & moving during dismissal |
| **Act responsibly** | Be on time. Arrive before 7:45am  
Be prepared/know how you are getting home in the morning  
Listen and follow the directions of the adults |
| **Respect self and others** | Keep hands and feet to yourself at all times  
Use indoor voices  
Walk appropriately to and from cars/buses/crossing guard |
<table>
<thead>
<tr>
<th><strong>Volume 0</strong></th>
<th><strong>Hallway</strong></th>
</tr>
</thead>
</table>
| **Respond and listen attentively** | - Stop, listen and follow directions when an adult speaks to you  
- Respond immediately to “Peace and Quiet” signal  
- Be aware of your surroundings  
- Stay in line |
| **Open the door to making good choices** | - Hands by your side  
- Walk silently  
- Pay attention and keep the line straight & moving |
| **Act responsibly** | - Proceed directly to destination  
- Remain with your teacher at all times  
- Report any problems or inappropriate behavior to an adult |
| **Respect self and others** | - Keep hands and feet to yourself at all times  
- Keep silent in the hall at all times |

<table>
<thead>
<tr>
<th><strong>Volume 0-2</strong></th>
<th><strong>Classroom</strong></th>
</tr>
</thead>
</table>
| **Respond and listen attentively** | - Stop, listen and follow directions when an adult speaks to you  
- Respond immediately to “Peace and Quiet” or “Good, Better, Best”  
- Listen for the Learning Objective for the Day |
| **Open the door to making good choices** | - Raise hand and wait to be acknowledged before speaking  
- Do your best  
- Treat others the way you want to be treated  
- Participate in class |
| **Act responsibly** | - Be on time  
- Be prepared  
- Complete assignments in school and at home  
- Remain on task in the classroom |
| **Respect self and others** | - Respond kindly and appropriately with peers  
- Follow school and classroom rules  
- Keep hands and feet to self  
- Be patient and wait your turn  
- Clean up after yourself |
<table>
<thead>
<tr>
<th>Volume 0-2</th>
<th>Lunchroom</th>
</tr>
</thead>
</table>
| **Respond and listen attentively** | - Enter lunchroom quietly  
- Stop, listen and follow directions when an adult speaks to you  
- Respond immediately to “Peace and Quiet” signal ” or “Good, Better, Best”  
- Choose entrée quickly and progress through line |
| **Open the door to making good choices** | - Get utensils and condiments while in the line  
- Remain at assigned table  
- Refrain from playing with food and other items  
- Wash hands/use sanitizer to clean hands before getting lunch  
- Refrain from bringing soda, chips, candy, gum to school |
| **Act responsibly** | - Stay in single file line when walking in the lunchroom  
- Stop talking when all the classes have entered the cafeteria  
- Be prepared to give ID# and/or name  
- Clean around your sitting area and on the floor  
- Stop talking when preparing for dismissal from cafeteria  
- Wait to stand until directed by cafeteria monitor |
| **Respect self and others** | - Use good manners while eating  
- Eat only your food; do not share food  
- Respect others and their space at the table  
- Use kind words and treat others with respect |

<table>
<thead>
<tr>
<th>Volume 1</th>
<th>Bathroom</th>
</tr>
</thead>
</table>
| **Respond and listen attentively** | - Stop, listen and follow directions when an adult speaks to you  
- Respond immediately to “Peace and Quite” signal |
| **Open the door to making good choices** | - Report any inappropriate behavior  
- Use inside voices  
- Use restroom time wisely  
- Enter restroom quietly  
- Exit restroom quietly |
| **Act responsibly** | - Clean up after yourself  
- Flush toilet  
- Wash your hands with soap and water  
- Place paper in trash |
| **Respect self and others** | - Give others privacy  
- Wait patiently for your turn  
- Keep your hands and feet to yourself at all times  
- Be considerate of others in the restroom |
### Office

**Respond and listen attentively**
- Stop, listen and wait patiently while the office staff assists the students
- Remain quiet in the office at all times

**Open the door to making good choices**
- Student should state their name, grade, teacher and the purpose of their visit. Example: “My name is John Smith, I’m in the 3rd grade and my teacher is Ms. Jones. She asked me to come and pick up the picture forms for our class.”

**Act responsibly**
- Walk directly to the office and directly back to class
- Submit note/pass to office staff

**Respect self and others**
- Use good manners and say, “Please and Thank You”
- Students should remain in front of the office counter
- Ask permission to use office equipment if needed

### Gym

**Respond and listen attentively**
- Stop, listen and follow directions when an adult speaks to you
- Respond immediately to “Peace and Quiet” signal or “Good, Better, Best”
- Listen for the Learning Objective for the Day

**Open the door to making good choices**
- Follow gym rules and expectations
- Stay in your assigned area
- Be polite at all times
- Be honest

**Act responsibly**
- Use appropriate voices
- Use appropriate language
- Report any bullying or inappropriate behavior to an adult
- Put away equipment when directed

**Respect self and others**
- Keep hands and feet to yourself at all times
- Play kindly and appropriately with others
### Volume 0-2

<table>
<thead>
<tr>
<th><strong>Music</strong></th>
<th><strong>Art</strong></th>
</tr>
</thead>
</table>
| **Respond and listen attentively** | Stop, listen and follow directions when an adult speaks to you  
Respond immediately to “Peace and Quiet” signal or “Good, Better, Best”  
Listen for the Learning Objective for the Day |
| **Open the door to making good choices** | Follow music rules and expectations  
Stay in your assigned area  
Be polite at all times  
Be honest |
| **Act responsibly** | Participate in music activity  
Put away music equipment as directed  
Use appropriate voices  
Use appropriate language  
Report any bullying or inappropriate behavior to an adult |
| **Respect self and others** | Keep hands and feet to yourself at all times  
Sing/Respond appropriately with others |

| **Respond and listen attentively** | Stop, listen and follow directions when an adult speaks to you  
Respond immediately to “Peace and Quiet” signal or “Good, Better, Best”  
Listen for the Learning Objective for the Day |
| **Open the door to making good choices** | Follow art rules and expectations  
Stay in your assigned area  
Be polite at all times  
Be honest  
Use art supplies appropriately |
| **Act responsibly** | Use appropriate voices  
Use appropriate language  
Report any bullying or inappropriate behavior to an adult  
Put away art supplies/art work as directed  
Complete assignment as directed |
| **Respect self and others** | Keep hands and feet to yourself at all times  
Work independently and appropriately with others |
<table>
<thead>
<tr>
<th>Volume 1</th>
<th>Library</th>
</tr>
</thead>
</table>
| **Respond and listen attentively** | ✪ Stop, listen and follow directions when an adult speaks to you  
                            ✪ Respond immediately to “Peace and Quiet” signal or “Good, Better, Best”  
                            ✪ Listen for the Learning Objective for the Day |
| **Open the door to making good choices** | ✪ Follow library rules and expectations  
                           ✪ Stay in your assigned area  
                           ✪ Be polite at all times  
                           ✪ Be honest |
| **Act responsibly** | ✪ Handle books and materials with care  
                                ✪ Place books and materials back where they belong  
                                ✪ Use appropriate voices  
                                ✪ Use appropriate language  
                                ✪ Report any bullying or inappropriate behavior to an adult |
| **Respect self and others** | ✪ Keep hands and feet to yourself at all times  
                                    ✪ Read book quietly and respect reading time and space of others |

<table>
<thead>
<tr>
<th>Volume 0-2</th>
<th>Computer Lab</th>
</tr>
</thead>
</table>
| **Respond and listen attentively** | ✪ Stop, listen and follow directions when an adult speaks to you  
                            ✪ Respond immediately to “Peace and Quiet” signal or “Good, Better, Best”  
                            ✪ Listen for the Learning Objective for the Day |
| **Open the door to making good choices** | ✪ Follow computer lab rules and expectations  
                           ✪ Stay at your assigned computer  
                           ✪ Be polite at all times  
                           ✪ Be honest |
| **Act responsibly** | ✪ Know your computer Login/Password  
                                ✪ Visit only approved appropriate websites  
                                ✪ Use computer equipment in the proper way  
                                ✪ Use appropriate voices  
                                ✪ Use appropriate language  
                                ✪ Raise hand for assistance |
| **Respect self and others** | ✪ Keep hands and feet to yourself at all times  
                                    ✪ Work along at your computer |
### Assemblies/Field Trips

| **Respond and listen attentively** | Stop, listen and follow directions when an adult speaks to you  
Respond immediately to “Peace and Quiet” signal or “Good, Better, Best” |
| **Open the door to making good choices** | Enter and exit quietly  
Remain with your teacher and class/group  
Do your best |
| **Act responsibly** | Follow school and classroom rules  
Obey staff members on bus and at destination  
Represent your school in a positive manner  
Ask appropriate questions |
| **Respect self and others** | Respect all adults and students  
Be patient and wait your turn  
Respect materials and property |

### Playground

| **Respond and listen attentively** | Stop, listen and follow directions when an adult speaks to you  
Respond immediately to “Peace and Quiet” signal or “Good, Better, Best”  
STOP and walk to line when the teacher raises hand to line up |
| **Open the door to making good choices** | Play only in designated areas (stay within the playground area)  
Be polite at all times  
Be honest |
| **Act responsibly** | Use appropriate language  
Report any bullying or inappropriate behavior to an adult |
| **Respect self and others** | Keep hands and feet to yourself at all times  
Play kindly and appropriately with others |
### Defining Unacceptable Behaviors

There are two levels of behaviors: **minor and major.** Minor behaviors will be addressed and handled by teachers. Major behaviors will be referred to the office to be handled by an administrator.

The following table defines minor and major behavior concerns.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disrespect toward a peer</td>
<td>Mildly rude interactions with a peer or peers that may cause a slight upset.</td>
<td>Rude and deliberate interactions or arguing with a peer or peers that is offensive to the peer/peers.</td>
</tr>
<tr>
<td>Disrespect toward a staff member/adult.</td>
<td>Mildly rude interactions with a staff member/adult that may cause a slight upset.</td>
<td>Rude and deliberate interactions or arguing with a staff member/adult that is offensive to the staff member/adult.</td>
</tr>
<tr>
<td>Endanger</td>
<td>Minor injury to others. Disregard the safety of others.</td>
<td>Major injury- a physical mark, causing someone pain.</td>
</tr>
<tr>
<td>Inappropriate Behavior</td>
<td>Slight disruption that hinders the learning of others.</td>
<td>Continued or physical disruption that hinders the learning of others.</td>
</tr>
<tr>
<td>Inappropriate Language</td>
<td>Profanity exclaimed, not intended at an individual.</td>
<td>Continuous swearing, offensive gestures or comments directed at an individual</td>
</tr>
<tr>
<td>Insubordination</td>
<td>Failure to follow directions in a reasonable amount of time.</td>
<td>Continued refusal to follow direction or arguing with an adult.</td>
</tr>
<tr>
<td>Uniform Violation</td>
<td>Wearing clothes that are not part of the school uniform or grooming guidelines</td>
<td>Refusing to correct uniform violation.</td>
</tr>
<tr>
<td>Wandering</td>
<td>Wandering the classroom.</td>
<td>Leaving an area without permission.</td>
</tr>
<tr>
<td>Deface</td>
<td>Something that can be removed, cleaned, or fixed.</td>
<td>Inability to clean or fix.</td>
</tr>
</tbody>
</table>
**Truett Behavior Flowchart**

The flowchart outlines how staff will handle reported behavior concerns.

1. **Observe Problem Behavior**
2. **Is the behavior**
3. **Minor**
4. **Major**
5. **Crisis**

- **Staff Handles Minor**
- **Determine intervention**
- **Use of Partner teacher if**
- **Document intervention**
- **Is this the 3rd incident of the same type within 1-2 weeks?**

- **If yes, incident becomes major**

<table>
<thead>
<tr>
<th>MINOR</th>
<th>CRISIS</th>
<th>MAJOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate</td>
<td>Alcohol/Drugs</td>
<td>Abusive Language</td>
</tr>
<tr>
<td>Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Contact</td>
<td>Weapons</td>
<td>Fighting/Physical Aggression</td>
</tr>
<tr>
<td>Disrespect</td>
<td>Arson</td>
<td>Disrespect</td>
</tr>
<tr>
<td>Defiance</td>
<td>Combustibles</td>
<td>Defiance</td>
</tr>
<tr>
<td>Failure to</td>
<td>Leaving the</td>
<td>Failure to Follow School</td>
</tr>
<tr>
<td>Follow Classroom</td>
<td>building</td>
<td>Rules</td>
</tr>
<tr>
<td>Rules</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disruptive</td>
<td>Bomb Threat</td>
<td>Harassment</td>
</tr>
<tr>
<td>Property Misuse</td>
<td>Death Threat to Self or Others</td>
<td>Bullying</td>
</tr>
<tr>
<td>Dress code violation</td>
<td>Eminent Danger to Anyone</td>
<td>Lying, Cheating, Stealing</td>
</tr>
</tbody>
</table>

**Crisis situations need to be referred to the main office immediately with details**

- **Office Handles Major**
- **Student Referred to Office**
- **Administrator determines consequences**
- **Follow documented**
- **Follow through with**
- **Is this a habitual**

- **Counselor follow up with student within a week.**
Consequences for Minor and Major Incidents

When students do not follow the outlined school-wide discipline plan they will receive consequences based on the philosophy of progressive discipline. Progressive discipline uses a consistent approach that starts with a minor consequence for first offenses to a more severe consequence for repeat offenses.

Minor behavioral issues will be handled by the teacher (classroom, art, music or phys ed). They will use their discretion when they believe the classroom behavior requires a referral. The following is a sampling of the consequences teachers may use:

- Redirection
- Conference with student
- Removal to a “time out” area within the classroom
- Note to parent with
- Phone call to parent
- Teacher detention (morning, lunch or afternoon)
- Removal to another setting (no longer than 30 minutes)
- Written referral

Major offenses will be handled by an administrator. Each child is an individual whose needs will be considered when determining the consequence. The following is a sampling of the consequences administrators may use:

- Conference with administrator
- Natural consequence (clean desk that student wrote on, letter of apology, etc.)
- Parent phone call
- Parent Conference
- Referral to Discipline Team to develop a behavior improvement plan
- Alternative Setting
- Detention (morning/lunch/afternoon)
- Time Out
- Referral to Counselor
- Referral to Redbird Youth & Family
- Suspension (out-of-school)
- Recommendation to DAEP
Positive Support System

This component of the school-wide discipline plan is to recognize students for meeting school behavioral expectations. Four incentive programs will be in place to acknowledge students who meet our expectations. The incentive programs are:

Perfect Attendance
At the end of semester and at the end of the school year, all students with perfect attendance for the semester and/or year will be acknowledged. At the end of the year, students who have had perfect attendance for the entire year will have a special recognition.

Student Celebrations
Our goal is that all students follow school-wide behavior expectations. When we observe students being safe, treating others with kindness, trying their best and being respectful, we acknowledge them by giving positive verbal feedback.

George W. Truett Elementary School

Notice of Receipt of School-Wide Discipline Plan
The School-wide Discipline Plan has been written so that students, family and staff members all know what behavior is expected. It is helpful when parents are aware of school rules so they can help support our school from home. Each staff member is expected to read this guide and adhere to the guidelines.

Failure to return this notice of receipt will not relieve anyone from the responsibility for knowledge of the Truett Elementary School-wide Discipline Plan. I have read the George W. Truett Elementary School-wide Discipline Plan and understand my expectations.

I understand my role as a staff member and I am responsible for abiding by the Dallas Independent School District Code of Student Conduct as well as the George W. Truett Elementary School-Wide Discipline Plan.

__________________________________________________________________
Staff Member’s Signature      Date