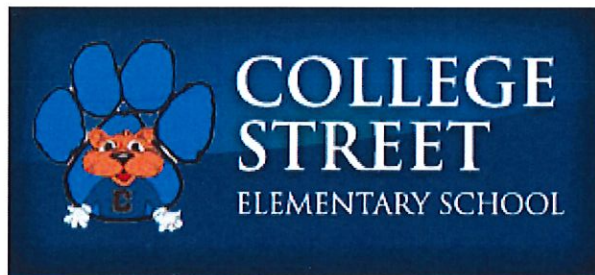


# School-wide Discipline Plan

## College Street Elementary

Last updated November 28, 2016



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## **Our Vision**

A welcoming community where individual strengths are valued and EVERYONE feels empowered to be positive leaders.

## **Our Mission**

Each day we build relationships while modeling and teaching habits of highly effective people through authentic learning experiences.

## **The School's Philosophy on Discipline**

We believe that the students of College Street Elementary have the right to a safe learning environment that encourages positive behaviors. Through the consistent use of a school-wide discipline plan, we believe that students will learn to make choices that have positive consequences. Our school's job is to support the students in their growth and development as they learn to internalize good choices. All of the staff and faculty at College Street Elementary are responsible for the behavioral success of all students.

## **Expectations of Students, Staff, and Visitors**

Staff, parents, and students are taught and encouraged to practice the 7 habits of highly effective people in all areas of their lives.

### *Super Cougars Practice the 7 Habits*

- 1) Be Proactive- You're in charge.
- 2) Begin with the End in Mind- Have a plan.
- 3) Put First Things First- Work First, Then Play.
- 4) Think Win-Win- Everyone can win.
- 5) Seek to Understand, Then be Understood- Listen before you talk.
- 6) Synergize- Together is better.
- 7) Sharpen the Saw- Balance feels best.

### *Staff and Faculty will:*

- 1) Model appropriate behaviors for students.
- 2) Be consistent, respectful, and equitable with expectations and discipline.
- 3) Hold themselves accountable for supporting the behaviors of all students at College Street Elementary.
- 4) Treat all staff, parents, and students with respect and dignity.
- 5) Maintain the confidentiality of each child.
- 6) Treat all students as individuals with different needs.

## **Positive School-wide Behavior Support**

In order to maintain a positive school culture and encourage positive behaviors, College Street Elementary has many positive behavior supports in place.

### *Super Cougar:*

Students and staff who exhibit leadership qualities and live the 7 habits will be recognized on the morning show, receive a spirit stick and ring the "Cougar Victory Bell". Recognition is made on a daily basis to those earning a Super Cougar award.

### *Golden Cougar Award (All A Honor Roll):*

Students who work hard and receive all A's (90% and above) on their 9-week report card will be recognized with a certificate in their report card envelope.

### *Silver Cougar Award (A/B Honor Roll)*

Students who work hard and receive all A's and B's (80% and above) on their 9-week report card will be recognized with a certificate in their report card envelope.

### *Perfect Attendance:*

Students who attend school on-time every day during a 9-week grading period will be recognized with a certificate and spirit stick in their report card envelope.

### *No Tardies:*

Students who arrive to school before 7:45 every day during the 9-week grading period will be recognized with a spirit stick in their report card envelope.

### *Golden Shoes, Record, and Paintbrush*

At the end of each 9-week grading period, one class from K-1, 2-3 and 4-5 will be awarded with the golden shoes, record, and paintbrush for excellent effort and behavior. They will be recognized on the announcements and receive the golden award to hang outside of their classroom.

### *End of Year Awards:*

Students who have received all A's all year (90% and above), all A's and B's all year (80% and above), and who had perfect attendance during the entire school year will be awarded with a certificate at the end of year awards ceremony. Students who have shown excellent effort and exhibited the qualities of a strong athlete, creative artist, and musician will receive special awards from the PE, art, and music teachers.

### *Cougar Cash:*

Students who practice the 7 habits may be rewarded with Cougar Cash from any faculty or staff member in the school. They will be able to use their Cougar Cash to shop in the Cougar Store for varied intangible and tangible items.



## Classroom Discipline

Each teacher and grade level may have different classroom management systems. While each may be unique, they will all align with the school's philosophy on discipline. Each classroom management system will have the following components:

1. Students and teachers will develop classroom routines and procedures collaboratively. Then classroom expectations will be posted in the classroom.
2. Each teacher will write the classroom management plan after developing classroom expectations with students so that it is available for parents upon request.
3. Teachers model appropriate behaviors, procedures, and classroom routines and allow opportunities for student practice.
4. Teachers emphasize the right for students to make choices about their behavior, realizing that each choice they make has a positive reinforcement or consequence.
5. A reward system is a part of the classroom management plan to encourage positive behaviors, including Class Dojo.
6. Students are treated in an equitable, respectful manner.
7. When giving classroom consequences, logical consequences are encouraged. (see chart for suggestions)
8. When referring the student to an administrator, the teacher will enter behavior infraction on Skyward. (see levels of behavior below)

## Levels of Behavior

### *Level 1 Behaviors*

Minor behaviors that can be consistently and adequately corrected at the time they occur, and which do not require documentation.

### *Level 2 Behaviors*

Misbehaviors that, while not requiring immediate administrative involvement, do require documentation on Skyward. Parents must have been contacted by phone at this level (It is not appropriate to use Class Dojo at this point, other than letting parents know you will be calling.)

### *Level 3 Behaviors (severe infractions)*

Serious offenses that require immediate administrative involvement and written documentation. Behaviors that are illegal, physically dangerous acts or acts of defiance in which a student engages in overt and immediate refusal to comply with reasonable adult direction. Repeated major behaviors will also result in a referral to the Response to Intervention process (RtI), if applicable.

## Office Referral Procedures

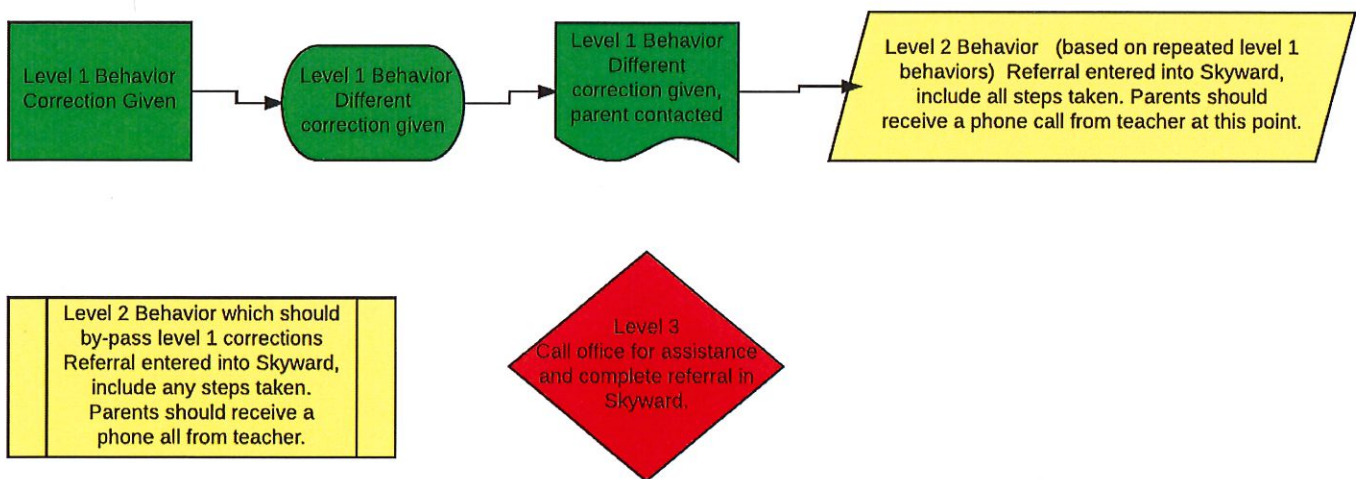
Before a student is referred to an administrator, the teacher must have tried interventions/consequences listed, contacted the parent, conferenced with the student, investigated the situation, and other steps deemed necessary. If an office referral is necessary per the levels of behavior chart, the teacher will complete the referral on Skyward. This procedure must be followed before an administrator becomes involved in the situation, unless in extreme cases. Within the comment section of the referral, steps taken before the referral shall be included in the description so the administrator has a full picture of what has transpired.

Should the student need immediate removal from the classroom due to safety threats to themselves or others or severely disrupting the learning environment, the teacher should **call the office** to request assistance.

If the reason for referral does not necessitate immediate removal from the classroom, the teacher will enter the infraction on Skyward. An email alert will be sent through Skyward to the first administrator available and the student will be removed as soon it is possible to do so.

After meeting with a student and investigating further, the administrator will determine the appropriate action based on the LISD Discipline Matrix and will communicate to the teacher. They will also contact the parent to inform them of the office visit. ***It is imperative that concerns first be communicated to the parent before the administrator calls.***

### Process to follow:



## Levels of Behavior Chart

\*This is a guideline with examples. Keep in mind that each child is unique with unique circumstances. Additional resources and ideas can be found at <http://www.pbisworld.com/>.

See the next page for the recommended flow of actions in relation to behaviors.



<p><b>Super Cougar Behavior</b></p> <p>You are doing great job acting like a Super College Street Cougar! Living the 7 habits</p>	<p><b>Super Cougar Incentives</b></p> <p>Super Cougar Awards Classroom Rewards Positive points on Class Dojo Cougar Store</p>
<p><b>Level 1 Behaviors</b></p> <ul style="list-style-type: none"> <li>• Not following directions</li> <li>• Off task behavior</li> <li>• Out of seat without permission</li> <li>• Not keeping hands/feet/body/objects to self</li> <li>• Interrupting or shouting out</li> <li>• Dishonesty</li> <li>• School-wide procedures infraction</li> </ul>	<p><b>Menu of Classroom Corrections</b></p> <ul style="list-style-type: none"> <li>• Gentle verbal reminder</li> <li>• Proximity correction</li> <li>• Non-verbal reminders</li> <li>• Use "planned ignoring"</li> <li>• Time owed from recess</li> <li>• Student/teacher conference</li> <li>• Class Dojo Point deduction</li> <li>• Time out in classroom</li> <li>• Replacement behavior</li> <li>• Parent Contact</li> <li>• Additional interventions from <a href="http://www.pbisworld.com/">http://www.pbisworld.com/</a></li> </ul>
<p><b>Level 2 Behaviors</b></p> <ul style="list-style-type: none"> <li>• Chronic level 1 behaviors</li> <li>• Throwing things</li> <li>• Disrespectful to teacher and others (low grade)</li> <li>• Destroying supplies</li> <li>• Pushing/shoving/scuffling</li> <li>• Inappropriate use of technology</li> </ul>	<p><b>Menu of Corrections</b> <b>In addition to above choices...</b></p> <ul style="list-style-type: none"> <li>• Parent contact</li> <li>• Time out in another classroom</li> <li>• Lonely lunch</li> <li>• Reflection Sheet</li> <li>• Class Meeting</li> <li>• Practice academy</li> <li>• Individual Student Behavior Plan</li> <li>• Time owed after school (with parent cooperation)</li> <li>• Restitution</li> <li>• Loss of minor privileges</li> <li>• Office referral entered in Skyward (student stays in class.)</li> <li>• Additional interventions from <a href="http://www.pbisworld.com/">http://www.pbisworld.com/</a></li> </ul>
<p><b>Level 3 Behaviors</b></p> <ul style="list-style-type: none"> <li>• Inappropriate language/pictures</li> <li>• Inappropriate physical/sexual conduct</li> <li>• Running away from teacher or classroom</li> <li>• Uncontrollable outburst/disruption</li> <li>• Endangering others</li> <li>• Vandalism</li> <li>• Bullying/harassment</li> <li>• Taunting</li> <li>• Fighting</li> <li>• Stealing</li> <li>• Drugs/alcohol/tobacco</li> <li>• Weapons</li> </ul>	<p><b>Consequences</b></p> <ul style="list-style-type: none"> <li>• Office Referral entered in Skyward</li> <li>• Loss of major privileges (to be determined by administration)</li> <li>• In school suspension</li> <li>• Saturday School</li> <li>• Out of school suspension</li> <li>• DAEP</li> </ul>

## CSE Leadership Expectations

The Students at College Street Elementary will use leadership habits throughout the school by...

	Hallways	Cafeteria	Playground	Restrooms	Assemblies
<b>Be Proactive</b>	<ul style="list-style-type: none"> <li>Choose to keep your body and belongings to yourself.</li> <li>Stop to allow others to cross the line.</li> </ul>	<ul style="list-style-type: none"> <li>Enter silently and sit 3 to a bench.</li> <li>Voice level 0 while in food line and when leaving the cafeteria.</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands, feet and objects to yourself.</li> <li>Use equipment properly.</li> <li>Stay in approved areas and inside treeline.</li> </ul>	<ul style="list-style-type: none"> <li>Respect the privacy of others</li> <li>Keep hands, feet and objects to self.</li> <li>Voice level 0.</li> </ul>	<ul style="list-style-type: none"> <li>Respect the presentation and the presenter.</li> </ul>
<b>Begin with the End in Mind</b>	<ul style="list-style-type: none"> <li>Go directly to your destination.</li> </ul>	<ul style="list-style-type: none"> <li>Pick up only food ordered and all supplies while in the food line.</li> </ul>	<ul style="list-style-type: none"> <li>Have a plan before you play.</li> </ul>		
<b>Put First Things First</b>		<ul style="list-style-type: none"> <li>Voice level 0 when cup is red.</li> <li>Return to same seat and stay seated while eating.</li> </ul>	<ul style="list-style-type: none"> <li>Stretch before you play.</li> <li>Line up when whistle is blown 3 times.</li> </ul>	<ul style="list-style-type: none"> <li>Go - Flush - Wash</li> <li>Go directly back to class.</li> </ul>	<ul style="list-style-type: none"> <li>Enter quickly and sit in a row.</li> </ul>
<b>Think Win-Win</b>	<ul style="list-style-type: none"> <li>Walk on the right side of the hallway.</li> <li>Hold the door for others.</li> <li>Voice level 0.</li> </ul>	<ul style="list-style-type: none"> <li>Use respectful language.</li> <li>Pick up any garbage and food and leave clean for others.</li> </ul>	<ul style="list-style-type: none"> <li>Let everyone play.</li> <li>Be a good sport.</li> <li>Share the equipment.</li> <li>Walk into building with voice level 0.</li> </ul>	<ul style="list-style-type: none"> <li>Leave the restroom clean.</li> </ul>	<ul style="list-style-type: none"> <li>Sit criss-cross the entire time so everyone can see.</li> </ul>
<b>Seek First To Understand, Then to be Understood</b>		<ul style="list-style-type: none"> <li>Stop and listen when given directions by teachers on duty.</li> </ul>	<ul style="list-style-type: none"> <li>Stop, take a knee and listen when whistle is blown 1 time.</li> <li>Talk out any disagreements.</li> </ul>		<ul style="list-style-type: none"> <li>Actively listen to the speaker.</li> </ul>
<b>Sharpen the Saw</b>	<ul style="list-style-type: none"> <li>Respect and admire the artwork that is displayed.</li> </ul>	<ul style="list-style-type: none"> <li>Enjoy visiting with those at the same table when the cup is green at a voice level 1.</li> <li>Read after eating.</li> </ul>	<ul style="list-style-type: none"> <li>Enjoy the outdoors.</li> <li>Get exercise to take care of your body.</li> </ul>		<ul style="list-style-type: none"> <li>Enjoy the assembly by clapping or responding when appropriate.</li> </ul>

### **Be Proactive**

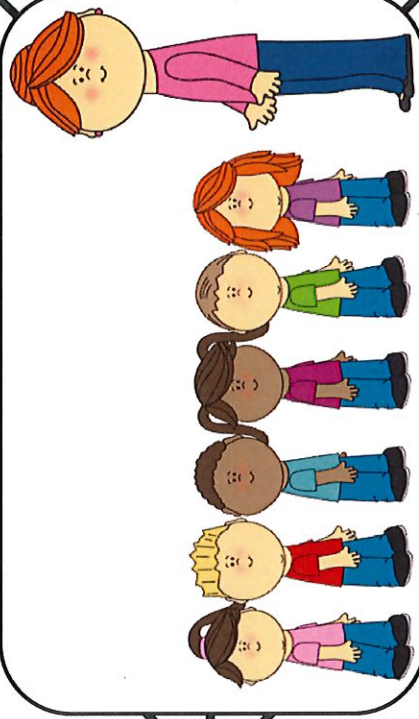
- Choose to keep your body and belongings to yourself.
- Stop to allow others to cross the line.

### **Begin with the End in Mind**

- Go directly to your destination.

### **Put First Things First**

## **HALLWAYS**



### **Think Win Win**

- Walk on the right side of the hallway.
- Hold the door for others.
- Voice level 0.

### **Seek First to Understand**

### **Sharpen the Saw**

- Respect and admire the artwork that is displayed.



### **Be Proactive**

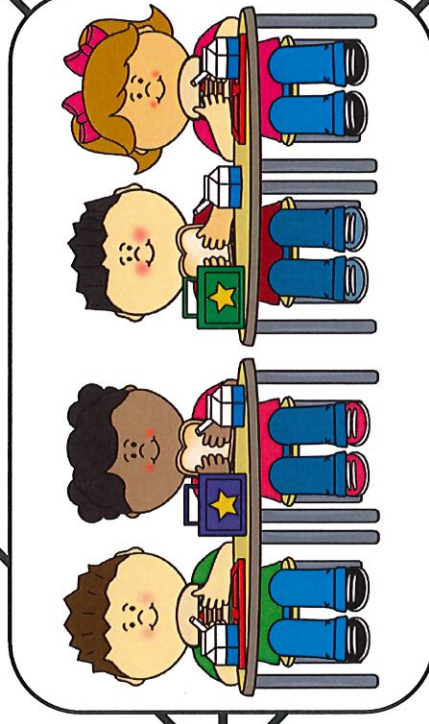
- Enter silently and sit 3 to a bench.
- Voice level 0 while in the food line and when leaving the cafeteria.

### **Begin with the End in Mind**

- Pick up only food ordered and all supplies while in the food line.

### **Put First Things First**

- Voice level 0 when cup is red.
- Return to same seat and stay seated while eating.



## **CAFETERIA**

### **Think Win-Win**

- Stop and listen when given directions by teachers on duty.

### **Seek First to Understand**

- Use respectful language.
- Pick up any garbage and food and leave clean for others.

### **Sharpen the Saw**

- Enjoy visiting with those at the same table when the cup is green at a voice level 1.
- Read after eating.

### **Be Proactive**

- Control your mind and body.
- Use equipment properly.
- Stay in approved areas and inside treeline

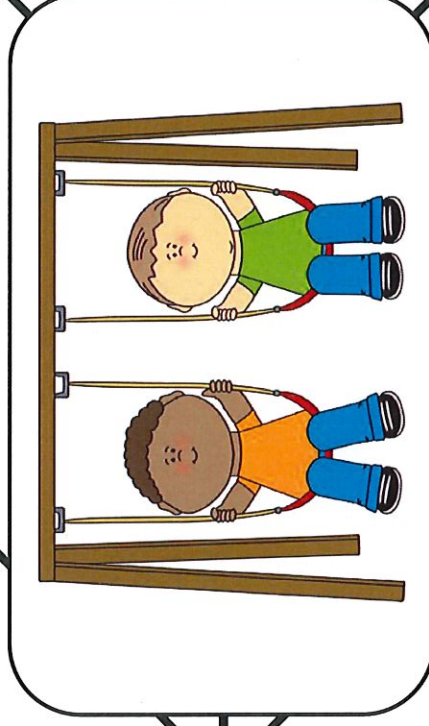
### **Begin with the End in Mind**

- Have a plan before you play.

### **Put First Things First**

- Stretch before you play.
- Line up when the whistle is blown 3 times.

## **PLAYGROUND**



### **Think Win - Win**

- Let everyone play.
- Be a good sport.
- Share the equipment.
- Walk into the building with a voice level 0.

### **Seek First to Understand**

- Stop, take a knee and listen when the whistle is blown 1 time.
- Talk out any disagreements.

### **Sharpen the Saw**

- Enjoy the outdoors.
- Get exercise to take care of your body.

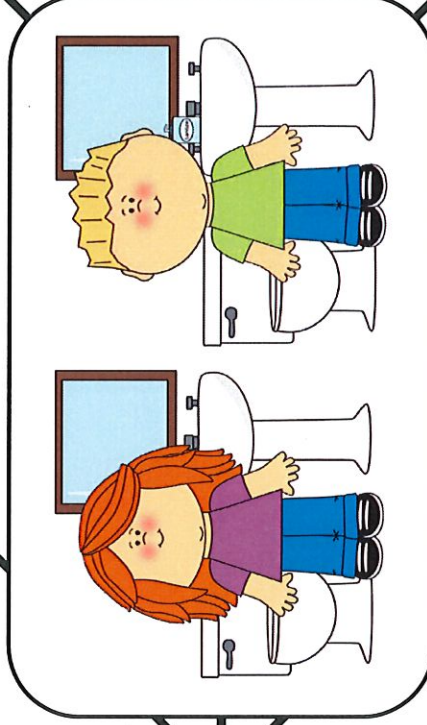
### Be Proactive

- Respect the privacy of others.
- Keep hands, feet, and objects to self.
- Voice level 0.

### Begin with the End in Mind

### Put First Things First

- Go – Flush – Wash
- Go directly back to class.



## RESTROOMS

### Think Win - Win

- Leave the restroom clean.

### Seek First to Understand

### Sharpen the Saw



### **Be Proactive**

- Respect the presentation and the presenter.

### **Begin with the End in Mind**

- ### **Put First Things First**
- Enter quickly and sit in a row.



## **ASSEMBLIES**

### **Think Win - Win**

- Sit criss-cross the entire time so everyone can see.

### **Seek First to Understand**

- Actively listen to the speaker.

### **Sharpen the Saw**

- Enjoy the assembly by clapping or responding when appropriate.