

BEHAVIOR BELIEF SYSTEM

DISCIPLINE:

Discipline is the process of teaching appropriate behavioral expectations by providing natural, logical consequences to create opportunities for students to learn how their actions impact themselves and the world around them. Discipline helps students establish healthy intrinsic boundaries that will enable them to be successful in all situations, both inside and outside of the school building.

BELIEFS REGARDING DISCIPLINE:

- We seek to understand the root of behavior, presuming positive intent of the child. Discipline is not punitive, but a process.
- Discipline is a form of love because it sets up children for success in life.
- Consequences ALONE do not teach proper behavior. It is a piece of the puzzle.
- Discipline situations are an opportunity to teach and reinforce proper behavior.
- We believe children taking ownership of their choices is an impactful piece of learning the impact of their decisions.
- Consequences should be logical to the behavior exhibited.
- Parents are the foundational piece for students learning proper behavior.
- A united and collaborative teacher, parent, admin partnership is a vital component of student success.

PURPOSE OF DISCIPLINE PLAN:

- Provide clarity, consistency, and structure as a school community.
- Collaboratively develop behavioral expectations that are conducive to a safe, positive and productive learning environment, maintaining our campus focus on learning and teaching.
- Invite parents to participate in the reinforcement of proper behavior expectations at home.
- Staff and teachers to know their responsibility in the process and equip them with tools to respond appropriately.
- Model and reinforce good choices that set students up for success in life.
- Teach students proper behavior, including self-control, responsibility for actions, and healthy conflict resolution and proper ways to solve problems.



BEHAVIOR + DISCIPLINE SYSTEM

PREVENTATIVE INTERVENTION:

Strategies implemented to prevent undesirable behaviors. Instead of waiting for problem behaviors to occur, proactive techniques implemented successfully decrease the likelihood of problem behaviors and promote safe and positive behavioral choices in the classroom.

SCHOOL-WIDE TIGHTS + EXPECTATIONS

- Treatment Agreements in every classroom in the building
 - Living documents, referred to daily, revisited to reinforce and remind of expectations.
 - Students and teachers co-create together and all sign to show ownership and agreement to the treatment expectations.
- Cool-Down Spot or Calm Down Corner in every classroom in the building.
 - 5 minute limit -
- Panther Dens: Regulation Stations for students and an adult to visit to regulate emotion prior to re-entering classroom or receiving consequence.
- Zones of Regulations posters displayed and communicated in every classroom.
 - Goal: Students will be able to communicate their emotional zone throughout their day and/or de-escalation process.
- Awareness of the Student Code of Conduct- Students and staff will be briefed on the Student Code of Conduct by Ms. Henderson and Mrs. Pearson.
- Positive Parent Communication- Every teacher will make one positive phone call or email to every student's family at the beginning of the year. This sets the tone for positive communication prior to parents receiving any behavioral or consequence communication. It sends the message that our staff and teachers believe in their child and see the good in them.
- CHAMPS Expectations: Teachers, staff and students will be trained in CHAMPS Expectations.
 - Posters will be displayed in all common areas to maintain campus-level CHAMPS expectations.
 - CHAMPS Expectations will be posted and referred to in the classroom to communicate expected behavior to students during instruction.
- Emergency Sub Plans: All teachers will have a folder to include Emergency Sub Plans for unexpected absences. These can be easily accessed by teammates, admin, or subs.

DISCIPLINE MATRIX

TIER 1: CLASSROOM/TEACHER MANAGED

Role of Student Response Team:
Teachers should utilize the student response team in these instances to help manage classroom while teacher has conversation with student.

Parent contact and teacher-student conversation should be documented for possible future instances.

Consequences should include teacher to student conversations about the cause of the behavior, restating expectations, options of acceptable behaviors next time, etc.

Repeated/Chronic Behavior = 3 instances of behavior. Move to Tier 2 strategies.

BEHAVIOR / OFFENSE	LOGICAL CONSEQUENCE EXAMPLE:	CLASSROOM INTERVENTIONS
Persistently not following classroom or hallway CHAMPS expectations	Teacher/student discussion, modeling and practicing appropriate behaviors	<ul style="list-style-type: none"> -Refer to Treatment Agreement and specific student's ownership and agreement to expected behaviors. -Praise positive behavior -Model appropriate behavior -Remind student of CHAMPS expectations -Hallway conversations away from peers -Change student's seat -Time in the cool down corner of the classroom -Use of Panther Dens for break -Sensory pathway
Throwing objects in classroom	Clean-up classroom during non-instructional time	
Eloping the classroom	Teachable moment, teacher to student conversation. Could use student response team to cover class so that conversation can be had privately. Conversation includes giving students options for what to do when they need a break.	
Being unkind to a friend; conflict with peers	Teachable moment, teacher to student conversation, student restorative conversation. Can use student response team to cover class so that conversation can be had privately.	
Disrespect/Defiance of teacher/classroom rules Examples: work refusal, refusal to participate, making faces/eye rolling, noises, arguing, distracting other students, cheating/lying	Teacher/student conference. Modeling appropriate behaviors and giving choice alternatives Contact parent regarding teacher/student conversation	
Misuse of technology	Student loses technology access for at least one full school day. Parents are notified. Teacher student conversation, reminding them of the acceptable use policy.	
Profanity, vulgar language, or obscene gestures	Teacher student conversation, discussing student's emotions and how to better react in those moments. Giving choices for next time.	
Purposeful minor physical contact, including poking, tripping, bumping into someone	Teachable moment, teacher to student conversation, student restorative conversation. Can use student response team to cover class so that conversation can be had privately. Model appropriate behaviors.	
Student using cell phone in class	Following district cell phone policy. Give cell phone to front office. Contact parent to pick up phone from the front office.	
Property misuse (minor vandalism and stealing minor items)	Student teacher conversation, restorative conversations, parents contacted (conference), replacing stolen item(s)	
Dress code violation	Contact parent for change of clothes. Discuss with student and parent the Denton ISD dress code.	

**DO I
SUBMIT AN
OFFICE
REFERRAL?**



For Tier 1 behaviors, you do NOT submit an office referral. See Tier 3 page for behaviors that require an immediate office referral.

DISCIPLINE MATRIX

TIER 2

Role of Student Response Team:
Teachers should utilize the student response team to remove the student from the classroom for a break, time in the Panther Dens, etc.

Refer students to counselors to equip students with tools to address the behavior or emotions they are struggling with. Contact parents to communicate their child is talking with counselors.

Student behavior must be documented in the [Behavior Documentation Google Form](#).

BEHAVIOR / OFFENSE

Repeated/Chronic of Tier 1 Behaviors:
3 instances of behavior with the use of Tier 2 interventions.

Move to Tier 3.

LOGICAL CONSEQUENCE

- Loss of privileges
- Reflection sheet during non-instructional time
- Phone call home
- Parent conference
- Silent lunch in Thinking Room

CLASSROOM INTERVENTIONS

- Point sheet / Behavior Plan (Managed by teacher and communicated with parents. Students can earn rewards for positive behavior and work towards goals.)
- Student Response Team to respond to escalated behavior
- Refer to Treatment Agreement and specific student's ownership and agreement to expected behaviors.
- Refer student to counselor
- Praise positive behavior
- Model appropriate behavior
- Remind CHAMPS expectations

**DO I
SUBMIT AN
OFFICE
REFERRAL?**



For Tier 2 behaviors, you do NOT submit an office referral. Instead, refer student to counselor and assign logical classroom consequences. See Tier 3 page for behaviors that require an immediate office referral.

DISCIPLINE MATRIX

TIER 3

Role of Student Response Team: Teachers utilize SRT to remove student from classroom to de-escalate behavior. Once behavior is de-escalated, student is escorted to the front office to administrators.

Refer student to DMTSS Committee.

Schedule follow-up parent conference.

Student behavior must be documented in the Google Form.

Submit Office Referral

BEHAVIOR / OFFENSE (ZERO TOLERANCE)

- Assault towards Students and/or Staff (Spitting, biting, fighting, pushing, throwing down, punching)
- Racial slurs
- Bullying
(After Bully Investigation is complete and Bullying was found)
- Drug, alcohol, tobacco, and paraphernalia possession
- Sexual Harassment or Gestures
- Cursing at or verbally assaulting teachers or staff
- Weapons: Possession of prohibited items as per the Code of Conduct

THE FOLLOWING ARE CONSIDERED TIER 3 BEHAVIORS AFTER 3 OR MORE INSTANCES AFTER USE OF TIER 1 AND 2 INTERVENTIONS:

- Defiance of Authority
- Elopement from designated learning space
- Being unkind / conflict with peers
- Inappropriate Technology use (Failing to use technology as directed by teacher or for non-instructional usage, hacking, destruction, cyber threats, pornographic content)
- Purposeful minor physical contact
 - Persistent Theft
 - Vandalism
- Dress Code Violation per Student Code of Conduct

LOGICAL CONSEQUENCE

Immediate removal from learning space:

- Assault
- Racial slurs
- Sexual Harassment
- Cursing/verbally assaulting staff
- Drug, alcohol, tobacco, paraphernalia possession
- Possession of weapons
- Bullying

CONSEQUENCES PER ADMINISTRATOR'S DISCRETION:

- In School Suspension
- Out of School Suspension
- After-School Detention
- Behavior education classes (as available)
- Age-appropriate research/readings on expected behavior
- Parent conference (day of incident)

IMMEDIATE PLACEMENT REQUIREMENT, REPEATED BEHAVIOR OFFENSES WITH PROOF OF INTERVENTIONS USED (PER STUDENT CODE OF CONDUCT), AND/OR ADMINISTRATOR DISCRETION, UPON APPROVAL OF AREA SUPERINTENDENT:

- DAEP Placement

CLASSROOM INTERVENTIONS

The student's behavior must be documented on the Behavior Documentation Form, including all prior behavior incidents, interventions/actions taken, and parent contact included.

Submit Office Referral

CALL parent to communicate initial behavior incident. Inform that admin will be following up with communication.

**DO I
SUBMIT AN
OFFICE
REFERRAL?**



Yes, after completing Tier 3 Classroom Interventions.

If the behavior does not require immediate removal of the student, wait for admin or SRT communication regarding office visit.

LINK: OFFICE REFERRAL

IF A STUDENT HAS REPEATED REFERRALS DESPITE INTERVENTIONS:

- Refer to DMTSS
- Consider more severe Tier 3 Consequences
- Parent/Teacher/Admin Conference
- Refer to Counselor

DISCIPLINE FLOW CHART

- Treatment Agreement
- Cool Down Space
- Use of Student Response Team
- Parent Communication at all times (both phone AND email)
- Use of Preventative Interventions
- Document behaviors in Behavior Documentation Form
- Office Referrals after repeated behaviors and proof of interventions practiced.

IS THIS BEHAVIOR TEACHER MANAGED OR AN OFFICE REFERRAL?

TEACHER MANAGED

- Not following classroom or hallway CHAMPS expectations
- Being unkind to a friend; conflict with peers
- Disrespect/Defiance of teacher/classroom rules (Examples: work refusal, refusal to participate, making faces/eye rolling, noises, arguing, distracting other students)
- Misuse of technology
- Profanity, vulgar language, or obscene gestures towards peers
- Purposeful minor physical contact, including poking, tripping, bumping into someone
- Student using cell phone in class
- Property misuse (minor vandalism and stealing minor items)
- Dress code violation
- Eloping the classroom - Utilize SRT for locating student; logical consequence will be managed by teacher for 1st and 2nd offense.
- Lying or cheating
- Disrupting the learning environment

INTERVENTION STRATEGY

- Refer to Treatment Agreement and specific student's ownership and agreement to expected behaviors.
- Praise positive behavior
- Model appropriate behavior
- Remind student of CHAMPS expectations
- Hallway conversations away from peers
- Change student's seat/alternative seating
- Time in the cool down corner
- Use of Panther Dens for break
- Sensory pathway
- Use a timer
- Post visual cues/reminders/visual schedule

OFFICE MANAGED

- Assault towards Students and/or Staff (Spitting, biting, fighting, pushing, throwing down, punching)
- Racial slurs
- Bullying (After Bully Investigation is complete and Bullying was found)
- Drug, alcohol, tobacco, and paraphernalia possession
- Sexual Harassment or Gestures
- Cursing at or verbally assaulting teachers or staff
- Weapons: Possession of prohibited items as per the Code of Conduct

3 OR MORE INSTANCES AFTER USE OF TIER 1 AND 2 INTERVENTIONS FOR THE FOLLOWING BEHAVIORS:

- Defiance of Authority
- Elopement from designated learning space
- Inappropriate Technology use (Failing to use technology as directed by teacher or for non-instructional usage, hacking, destruction, cyber threats, pornographic content)
- Purposeful minor physical contact
- Persistent Theft
- Vandalism
- Dress Code Violation per Student Code of Conduct

LOGICAL CONSEQUENCE

- Refer to Treatment Agreement and specific student's ownership and agreement to expected behaviors.
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STEPS FOR OFFICE REFERRAL FOR TEACHERS/STAFF:

CALL parent to communicate initial behavior incident. Inform that admin will be following up with communication.

Submit Office Referral

The student's behavior must be documented on the Behavior Documentation Form for teacher records and future intervention processes.

STEPS FOR OFFICE MANAGED INCIDENTS:

- 1) Teacher/staff member submits Office Referral.
- 2) Admin communicates with staff member when the student can be sent to office.
- 3) Admin conducts investigation and determines appropriate course of action (per DISD Board Policy).
- 4) Admin documents and communicates outcome with all stakeholders.

OFFICE CONSEQUENCES

- In School Suspension
- Out of School Suspension
- After-School Detention
- Behavior education classes (as available)
- Age-appropriate research/readings on expected behavior
- Parent conference (day of incident)

TEACHER MANAGEMENT STRATEGIES

1. Reflect on Classroom Structures and Routines
- Proximity Control to Student - Move closer to student without invading personal space
- Nonverbally Redirect
- Verbally Redirect
- Restate or Remind Student of Classroom Expectations
- Revisit Classroom Treatment Agreement

DOES BEHAVIOR IMPROVE?
 NO YES → Recognize & praise positive behavior choice

2. SET CLEAR LIMITS OFFER CHOICES

"When you _____, then _____."
 "If you _____, then you will have to _____."

- Remember to:
- ✓ Keep your directives simple and clear.
 - ✓ Keep in mind your tone and volume.
 - ✓ Give the student time to process.
 - ✓ Avoid engaging in a power struggle.
 - ✓ Hold the command.

DOES BEHAVIOR IMPROVE?
 NO YES → Recognize & praise positive behavior choice

3. USE AN APPROPRIATE STRATEGY OR ASSIGN A LOGICAL CONSEQUENCE

DOES BEHAVIOR IMPROVE?
 NO YES → Recognize & praise positive behavior choice

HAS STUDENT RESPONSE TEAM BEEN CALLED TO COVER YOUR CLASS FOR PRIVATE CONVERSATION? HAS SRT REMOVED THE STUDENT TO DE-ESCALATE BEHAVIOR?
 YES NO → Call Student Response Team

HAS THE BEHAVIOR HAPPENED 3 OR MORE TIMES AFTER USE OF INTERVENTIONS AND LOGICAL CONSEQUENCES?
 YES NO →

SUBMIT OFFICE REFERRAL

