



**Rattan Elementary  
Campus Discipline Plan  
Parent Handbook**

2023-2024

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**Parent/guardian and student, you are responsible for knowing the contents of this document. Please read and discuss the information together. Thank you!!**

*This handbook provides information about the policies and procedures of the Rattan Elementary Campus 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 a positive learning environment to achieve academic success. Therefore, this campus discipline plan will be in effect at all times.*

## Rattan Elementary School Campus Discipline Plan

### **What is a Campus Discipline Plan?**

A Campus Discipline plan is an organized, data-driven system of interventions, strategies and supports that positively impact campus and individualized behavior planning.

### **What are the benefits of a Campus Discipline Plan?**

A systematic approach to discipline enhances learning outcomes for all students. By reinforcing desired behavioral outcomes students will clearly understand expectations. Students are explicitly taught what the desired behavior should be. This attention to expectations leads to a more positive classroom experience, a stronger learning community, and an increase in student learning.

#### 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.

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. Please make sure you and your child understand these rules and procedures. If you have any questions, please do not hesitate to contact your child's teacher.

## **Beliefs Related to Discipline at Rattan Elementary School:**

All students can learn to lead themselves and manage their own actions and emotions.

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 incident 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 for others.

## **Teacher's Commitment**

### *Rattan Staff will:*

Enforce the Campus 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

## **Administrator's Commitment**

*Administrators will:*

Support the teachers in this system

Model high behavioral expectations

Maintain a school climate in which everyone wants to achieve self-discipline

Foster a school climate where the administration is sincerely concerned for the staff and students as individuals

Take an interest in personal goals of staff and students

## **Rattan Elementary School Community's Commitment**

***Be specific:*** tell the student exactly what they did

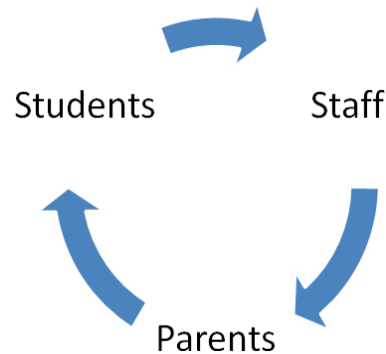
***Be timely:*** don't wait to praise or correct

***Be sincere:*** insincere praise can be 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 campus 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, successes, and concerns through campus newsletters, updates from classroom teachers, the school website, school social media outlets, parent meetings, and parent handbooks. By keeping parents well-informed the plan will be more successful.

Specific student behavioral issues are addressed with parents through parent/teacher emails, notes home, phone calls home, and parent conferences. We want to make sure parents are aware of the concerns being raised while at the same time establish open lines of communication. This communication helps foster the success of the campus discipline plan and supports the partnership between the teacher and parent.

Rattan Elementary School's campus plan is based on a commitment to each child's success and consistent, easy-to-follow school rules. The system allows for each teacher's style in the classroom and it allows for age-appropriate communication and discipline without compromising campus policies and expectations.

### **Parent's Commitment**

*Parents will:*

Reinforce the Campus Discipline Plan

Communicate high behavioral expectations to their child

Commit to follow through and support 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.

### **Student's Commitment**

*Students will:*

Follow the Campus Discipline Plan

Maintain high behavioral expectations

Accept responsibility for your behavior

Set personal goals and work hard to achieve them

## **7 Habits of Highly Effective People and The Leader in Me**

Rattan Elementary is taking the next step in its implementation of the Leader in Me, a program based on Dr. Stephen Covey's 7 Habits of Highly Effective people. Going beyond the recognition of our Habit Heroes for each grade level, the Leader in Me program is a process designed to help teachers develop leadership skills in their students, help students discover their unique strengths, give all students an opportunity to shine—to become leaders, and helps infuse the language of the 7 Habits into all areas of the curriculum and their lives.

The next page outlines the 7 Habits and the characteristics being developed with each habit. If you would like more information about the program, you can visit <https://www.leaderinme.org/>. Additionally, there are several resources families can read and implement at home that are connected to Dr. Covey's 7 Habits:

The 7 Habits of Highly Effective People - Stephen Covey

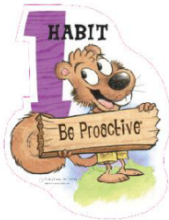
The 7 Habits of Highly Effective Families - Stephen Covey

The 7 Habits of Highly Effective Teens - Sean Covey

The 7 Habits of Happy Kids - Sean Covey



# The 7 Habits of Happy Kids



## Habit 1: Be Proactive - You're in Charge

I am a responsible person.

I take initiative.

I choose my actions, attitudes, and moods.

I do not blame others for my wrong actions.

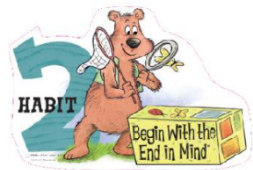
I do the right thing without being asked, even when no one is looking.

## Habit 2: Begin With the End in Mind - Have a Plan

I plan ahead and set goals.

I do things that have meaning and make a difference.

I am an important part of my classroom and school.



## Habit 3: Put First Things First - Work First, Then Play

I spend my time on things that are important.

I say no to things that I know I should not do.

I set priorities, make a schedule, and follow my plan.

I am self-disciplined and organized.

## Habit 4: Think Win-Win - Everyone can Win

I want everyone to be a success.

I don't have to put others down to get what I want.

When a conflict happens, I look for a third solution.

I believe that we all can win!



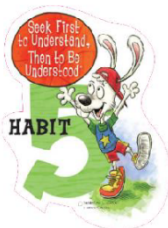
## Habit 5: Seek First to Understand Then to be Understood - Listen Before You Talk

I listen to other people's ideas and feelings.

I try to see things from their viewpoints.

I listen to others without interrupting.

I share my ideas and opinions.



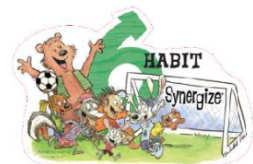
## Habit 6: Synergize - Together is Better

I know that everyone is good at something.

Everyone needs to get better at something.

We can all learn something from each other.

Working in groups helps to create better ideas than what one person can do alone.



## Habit 7: Sharpen the Saw - Balance Feels Best

I take care of my body by eating right, exercising and getting sleep.

I learn in lots of ways and lots of places, not just school. I take time to help others.

## Behavioral Expectations

The following chart explains Rattan Coyotes' behavioral expectations. During the first thirty days of school, students are 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. Rattan Elementary follows the CHAMPS procedures to manage student movement and behavior throughout the school. CHAMPS is an acronym for **C**onversation, **H**elp, **A**ctivity, **M**ovement, **P**articipation, and **S**uccess. Utilizing this protocol and common language, our campus has specific expectations for each of these areas that are taught and reinforced campus-wide. Additionally, we have correlated each expectation to one (or more) of the 7 Habits.

	Arrival
Conversation <div>Habit 1</div>	Quiet stairways and hallways Use indoor voices (Volume 1) Walk quietly to your destination
Help <div>Habit 1</div>	Ask an adult if you are unsure of where you should be Raise your hand and ask permission to move from your spot once you have arrived at your grade level area
Activity <div>Habit 1, 4</div>	Be prepared with backpack and materials Stop, listen and follow directions when an adult speaks to you
Movement <div>Habit 1, 2</div>	Keep hands and feet to yourself at all times Walk appropriately to and from cars/buses Keep to the right allowing traffic to move freely
Participation <div>Habit 2, 3</div>	Be on time Be aware of your surroundings Know where you need to go, and get there No loitering or roaming the building
Success!	Arrive safely at school and ready for your day!

	Dismissal
Conversation <div>Habit 1</div>	Quiet stairways and hallways Volume 0 at dismissal area
Help <div>Habit 1</div>	Ask an adult if you are unsure of where you should be Raise your hand and ask permission to move from your spot once you have arrived at your dismissal area
Activity <div>Habit 1, 4</div>	Be on time Be prepared and know how you are getting home Stop, listen and follow directions when an adult speaks to you
Movement <div>Habit 1, 2</div>	Keep hands and feet to yourself at all times Walk appropriately when exiting the building or going to your dismissal area
Participation <div>Habit 1, 2</div>	Be aware of your surroundings Pay attention and keep the line moving during dismissal Actively listen for your name to be called (carpool)
Success	Leave school safely and on time!

	Hallway
Conversation <div>Habit 1</div>	Quiet Hallways Volume "0" (Silent)
Help <div>Habit 1, 2</div>	Wait until you arrive at your destination, unless it is an emergency
Activity <div>Habit 2, 3</div>	Walk appropriately (not fast or running) Stay in a straight line and keep hands to yourself
Movement <div>Habit 1, 2</div>	Stay in a straight line Keep to the right allowing traffic to move freely
Participation <div>Habit 1, 2</div>	Have permission to be in the hallway while class is in session (e.g. hall pass, bathroom pass, work folder) Keep hands to yourself
Success!	Get where you are going!

	<b>Stairs</b>
Conversation <span>Habit 1</span>	Quiet stairways Volume "0" (Silent)
Help <span>Habit 1, 2</span>	Wait until you arrive at your destination, unless it is an emergency
Activity <span>Habit 2, 3</span>	Walk appropriately (one stair at a time) Stay in a straight line and keep hands to yourself
Movement <span>Habit 1, 2</span>	Stay in a straight line Keep to the right allowing traffic to move freely
Participation <span>Habit 2, 3</span>	Have permission to be in the stairway while class is in session (e.g. hall pass, bathroom pass, work folder) Use the handrail Keep hands to yourself
Success!	Get where you are going!

	<b>Assembly</b>
Conversation <span>Habit 1</span>	Volume level "0" (silent)
Help <span>Habit 1, 2</span>	Wait until the assembly is finished, unless it is an emergency
Activity <span>Habit 1, 4</span>	Sit quietly and listen when the presenter is speaking Clap or cheer when it is appropriate to do so
Movement <span>Habit 1, 4</span>	Stay seated, unless the presenter directs you to stand or move in place.
Participation <span>Habit 1, 4</span>	Participate Appropriately Listen quietly when presenter is speaking Cheer and clap when allowed to do so
Success!	An enjoyable and fun assembly!

	Classroom
Conversation Habit 1	Follow classroom conversation rules for the current activity
Help Habit 1, 4	Raise hand and wait to be acknowledged before speaking Ask a neighbor "See 3 before me"
Activity Habit 1, 2	Be on time Be prepared Complete assignments in school and at home Remain on task
Movement Habit 1	Follow school and classroom rules Keep hands and feet to self Be patient and wait your turn Clean up after yourself
Participation Habit 1, 4	Respond kindly and appropriately with adults Respond kindly and appropriately with classmates Treat others the way you want to be treated Do your best Participate in class
Success!	A great day of learning and working with others!

	Restroom
Conversation Habit 1	Enter and exit restroom quietly Use inside voices (Volume "0" or "1")
Help Habit 1, 2	Notify a teacher
Activity Habit 1, 4	Clean up after yourself Flush toilet Wash your hands with soap and water Place paper in trash

Movement <div>Habit 2, 3</div>	Keep your hands and feet to yourself at all times Walk safely No loitering, roaming, littering, or playing Return to class quickly
Participation <div>Habit 1, 4</div>	Use restroom time wisely Give others privacy Wait patiently for your turn Wait outside if everything is in use Report any inappropriate behavior
Success!	Relief, clean hands, and a clean restroom!

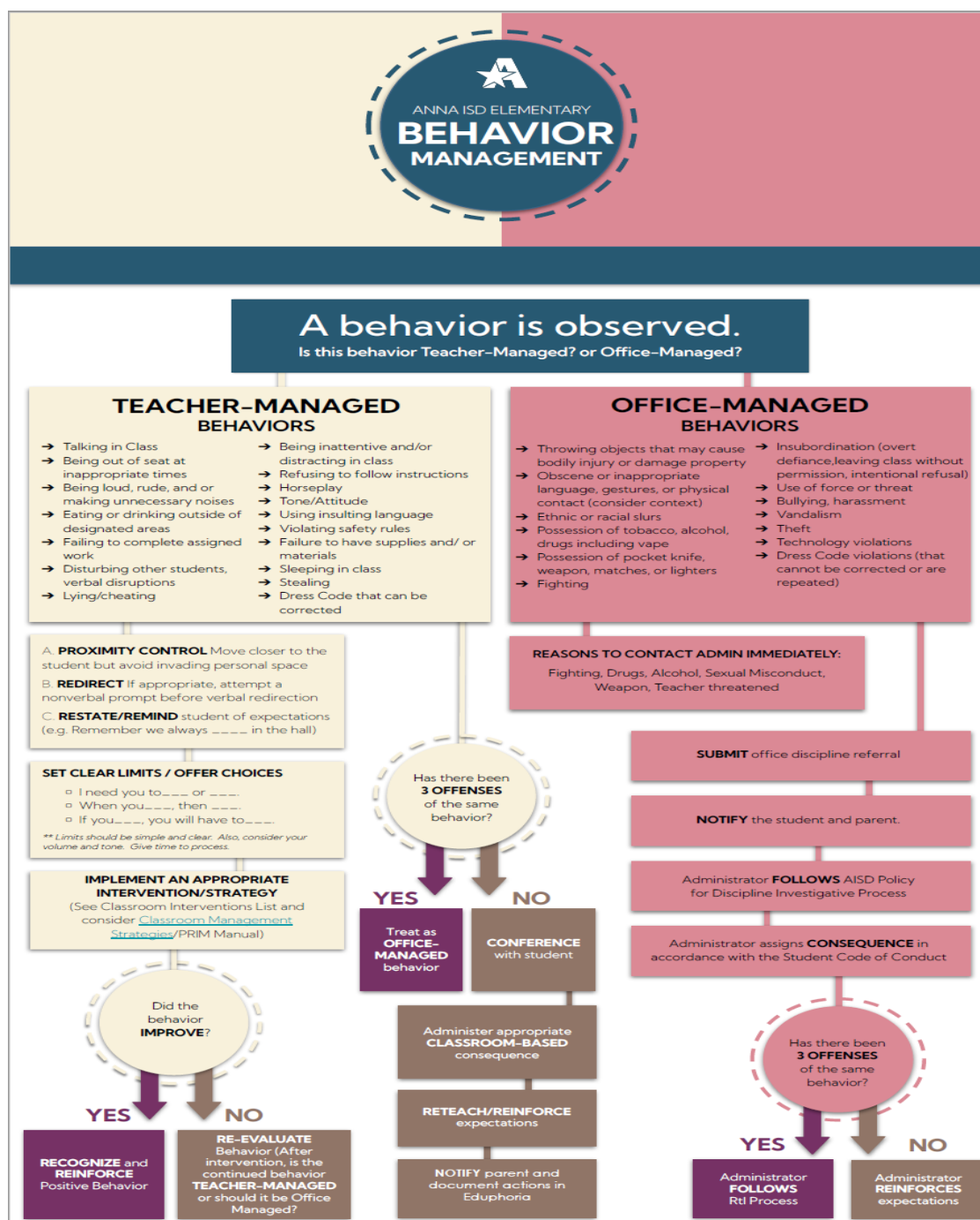
	<b>Recess</b>
Conversation <div>Habit 1</div>	Normal and loud voices OK – you are outside! Volume “3”, “4”, or “5”
Help <div>Habit 1, 2</div>	Get a teacher
Activity <div>Habit 2, 4</div>	Play safely Use appropriate language Report any bullying or inappropriate behavior to an adult
Movement <div>Habit 2, 4</div>	Play only in designated areas (stay away from hill, wall and fence line) Be aware of your surroundings STOP and line up with your class when the whistle blows
Participation <div>Habit 2, 4</div>	Keep hands and feet to yourself at all times Play kindly and appropriately with others Include all students who wish to participate as much as possible
Success!	Have fun, safely, with your friends!

	Cafeteria
Conversation <div>Habit 1</div>	Enter cafeteria quietly (Volume "0") Volume "2" conversation when seated with your classmates Stop, listen and follow directions when an adult speaks to you Volume "0" when dismissed from the cafeteria
Help <div>Habit 1</div>	Raise your hand if you need help Use the appropriate hand signal to communicate your specific need
Activity <div>Habit 1</div>	Stay in single file when walking in the lunchroom Eat your food and converse with classmates at Volume 2 Keep your area tidy Heads down and voices off when preparing for dismissal
Movement <div>Habit 1</div>	Get all utensils and condiments before you are seated Remain at your assigned table Get permission from an adult before leaving your seat Place a cone at your seat if using the restroom
Participation <div>Habit 1</div>	Use good manners while eating Eat only your food; do not share your food Respect others and their space at the table Refrain from playing with food and other items Clean around your sitting area and on the floor when finished
Success! <div>Habit 1</div>	Enjoy your meal with those around you!

## Defining and Addressing Unacceptable Behaviors

There are two levels of behaviors: minor and major. Minor behaviors will be addressed and handled by teachers (teacher-managed). Major behaviors will be referred to the office to be handled by the counselor or principal (office-managed).

The following graphic provides examples of minor and major behavior concerns and includes the process by which staff will address those concerns.





## **Consequences for Minor and Major Incidents**

When students do not follow the outlined campus 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. Additionally, we utilize restorative practices to help define and teach the expected behaviors and re-establish/restore the relationship between the student and teacher.

Minor behavioral issues will be handled by the teacher. Teachers 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

Removal to a “cool down” area within the classroom

Conference with student

Note to parent

Phone call to parent

Meeting with a parent

Written referral

**Teacher detention (morning or afternoon)**

**Removal to another setting for a brief period of time (e.g. a colleague’s classroom)**

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

Logical consequence (clean desk that student wrote on, letter of apology, etc.)

Parent phone call

Parent meeting

Referral to RtI Team to develop a behavior improvement plan

Alternative or structured recess (when issues take place during recess)

Detention (morning/afternoon/lunch)

Responsive Instruction for Success in Education (RISE; formerly ISS or in-school suspension)

Suspension

## **Positive Behavior Support System**

This component of the campus discipline plan is to recognize students for meeting school behavioral expectations. The following are incentive programs that are in place here at Rattan Elementary to acknowledge students who meet those expectations. The incentive programs are:

### **Habit Hero (Student of the Month)**

Two students per grade level will be recognized for exhibiting the Habit of the Month. These habits are taken from Sean Covey's 7 Habits of Happy Kids. Students will be recognized on the morning announcements, on our school marquee, and in their grade level hallways.

### **Nine Weeks Assemblies**

At the end of the first and third nine weeks grading periods, we will recognize students who have exemplified one of the ten character traits that students are learning and teachers are reinforcing here at Rattan. One student will be chosen per teacher, and these students will be recognized in front of their grade-level peers.

### **Semester Assemblies**

At the end of the first and second semesters (second and fourth nine weeks), we will recognize students for their academic achievement, academic growth, and behavioral/character growth. One student will be chosen per teacher, and these students will be recognized in a campus-wide celebration. Additionally we will celebrate all of our students who achieved academic excellence by making the A Honor Roll or the A/B Honor roll.

### **Perfect Attendance & Exemplary Attendance**

At the end of each nine weeks, we will recognize students for their commitment to learning by being at school, on time, every day. These students will be recognized at each of the nine weeks/semester assemblies listed above. At the end of the year, students who have had perfect attendance or exemplary attendance for the entire year will be celebrated.

### **Coyote Bucks**

Our goal is that all students follow the campus 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 and a Coyote Buck. At the end of each week, students will enter all of their earned Coyote Bucks into a drawing for special privileges (lunch with a friend, no shoes in class, etc.).

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### **Notice of Receipt of Campus Discipline Plan**

The Campus Discipline Plan has been written so that students and family members know the behavior expectations here at Rattan Elementary. It is helpful when parents are aware of school rules so they can help support our school from home. Please sit down and talk about these rules with your child(ren).

**Failure to return this notice of receipt will not relieve students or parents from the responsibility for knowledge of the Rattan Elementary Campus Discipline Plan.**

I have read the Rattan Elementary Campus Discipline Plan and discussed it with my family.

I understand my child is responsible for abiding by the Anna ISD Student Code of Conduct as well as the Rattan Elementary Campus Discipline Plan.

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Parent/Guardian Signature

Date

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Student Signature

Date