



## ***Francisco "Pancho" Medrano Middle School***

### **Core Values:**

*Eagle Excellence*

*Eagle Effort*

*Eagle Esteem*

## **Behavior Management**

- ❖ **Protect, Expect, Connect, Correct**
- ❖ **Start on Time**
- ❖ **Common Areas**
- ❖ **Dress Code**
- ❖ **Classroom Management**
- ❖ **ISS Plan**
- ❖ **OSS Plan**
- ❖ **DAEP Placement Plan**
- ❖ **Form Instructions**

## **Purpose**

The overall purpose of behavior management is to aid students in displaying behaviors conducive to the learning environment. The goal of positive behavior management should be to teach and encourage academic and social behaviors that are appropriate for the classroom and common areas.

The teacher's goal in behavior management is to have appropriate behavior displayed by students because it:

- Creates a safe and civil learning environment for all
- Encourages learning by eliminating distractions
- Is respectful to other students and staff
- Facilitates the organization of the classroom so learning time is efficient
- Increases time available to interact with academic subjects

Students benefit from classrooms where behavior management is used to promote positive behaviors and encourage learning. Benefits include:

- The opportunity to learn, practice and develop social skills
- The positive experience of getting along with teachers and other students
- Experiences with group and cooperative activities
- Meeting the goal of following procedures developed for effective learning
- Learning behavioral expectations in different situations

## **Building Relationships**

Working to establish a relationship with students is an important strategy in effective behavior management. Investing time to get to know students is a good first step in establishing a positive relationship with them. A positive relationship sets the groundwork for all the other strategies. Students are more likely to listen and respond to rules, requests and reinforcement if they know their interactions with faculty or staff will be positive. Students respond better to adults who take a personal interest in them. Ways to be positive include:

- Demonstrating to students their importance (i.e. by learning their names, actively listening to them, remembering things said by them)
- Praising continuation of appropriate behaviors
- Showing interest in helping students
- Explaining the reasons for having rules
- Encouraging students to participate in activities

It is important that our school feels welcoming for all students. When students feel safe and secure in their environment, learning can take place.

## **Considerations**

Here are some things to consider in implementing an effective Behavior Management Plan:

- Behavior Management should be viewed as an opportunity for teaching and not as an opportunity for punishment
- Consider the impact on the student's best interests
- Avoid embarrassing students
- Suggestions should be in the form of constructive criticism
- Constructive criticism should occur in private
- Never engage in a power struggle – strive for win/win
- Thank students when they are trying to improve
- Do not touch a student who is upset
- Keep faculty and staff members informed
- Documentation should be objective and free of emotion

## **Effective Supervision**

By using effective and efficient supervision techniques, we increase opportunities for positive contact with students, reinforcing appropriate behavior, and correcting inappropriate behavior.

### **Protect**

An effective supervisor will "be there" and "be aware".

- Be on time
- Do not allow other adults to use up your time
- Only leave the area in the case of an emergency after telling another adult (If you are the only adult, consider asking a responsible student to get help)
- Be purposeful about looking around at all students in the area

### **Expect**

An effective supervisor understands behavioral expectations for students, actively communicates high expectations for student behavior, intervenes early and makes positive contact with potential troublemakers.

- Know the rules, procedures, and basic civilities students are expected to use
- Be prepared to enforce all of the behavioral expectations for students
- Positively connect with students who you feel may have difficulties
- Move close to students who are beginning to have difficulties so students are aware that you are monitoring
- Do not avoid correcting low level misbehavior; step in at the onset of any potential problem

### **Connect**

An effective supervisor greets all students and provides positive feedback when students are meeting expectations. Strive for a "3:1 ratio of interactions"!

- Intentionally meet students in a welcoming and positive manner
- Make a point of being more positive than corrective when interacting with students overall
- Give students specific, descriptive praise that they can tell is sincere
- Strive for a 3:1 ratio of positive to negative interactions with every student in the area

### **Correct**

An effective supervisor corrects misbehavior consistently, calmly, and respectfully. Use productive corrections and prevent non-compliance.

- Make a point of correcting student misbehavior consistently
- Respond to student misbehavior in as unemotional a manner as possible
- Use a professional tone and supportive stance (i.e. of to the side, not directly in front) when talking to individual students
- Correct misbehavior in a way that avoids publicly humiliating the student
- Use an instructional approach when correcting misbehavior (i.e. stating the rule for the student, having the student state the rule, or having the student demonstrate the correct behavior)
- Be aware of, and use, a variety of productive corrections for different instances of student misbehavior
- Prevent student non-compliance by providing clear and effective directions
- Respond thoughtfully when a student fails to follow a direction

## **Hallways**

The hallways are the largest common area in our school. Here we have the greatest opportunity to build positive relationships with all students and teach appropriate social behaviors. To maximize this opportunity, here are some guidelines for supervision during passing periods:

- Be in the hallway the entire passing period
- Stand in the middle of the hallway in order to monitor traffic on both sides
- Enforce all behavioral expectations for students
- Strive for a 3:1 ratio of positive to negative interactions with students
- Respond to misbehavior in a professional tone and in as unemotional a manner as possible

- Be aware of disruptive behaviors and support each other in correcting misbehavior

Student behavioral expectations include the following:

- ◆ Walk – Do not run – on the right side of the hallway to ensure smooth traffic flow
- ◆ Do not congregate in the hallway or stop someone going in the opposite direction
- ◆ Keep the hallways quiet during the passing period
- ◆ Keep the hallways trash free
- ◆ Students will not use the stairwell by room 125 and room 123

### **Teachers With a Class**

Teachers with a class following the tardy bell will be monitoring the hallways during the passing period. Class will begin immediately when the tardy bell rings. Teachers with 90 minute block classes **will not** dismiss at the 45 minute passing. Students will remain in class. Please refrain from writing passes during the 4 minute passing period.

### **Teachers Without a Class**

Teachers without a class following the tardy bell will be monitoring the hallways during the passing period. When the tardy bell rings, teachers will sweep any students remaining in the hallways to their classrooms.

### **Administrators/Monitors**

Administrators and monitors will have a designated area to supervise during each passing period.

## **Start on Time**

If a student is not in the classroom when the bell rings, he/she must be marked tardy, unless he/she has an excuse note. All students will be swept to the classrooms, so teachers will be responsible for keeping a sign-in sheet and entering tardies into Gradespeed and E-Campus. E-Campus USA is an online tardy system used to track consequences. If a student is more than 15 minutes late to class, the student will be marked absent in Gradespeed and tardy in E-Campus.

### **Tardy Policy**

We will be using an online tardy system called E-Campus USA. This system will allow us to track tardies and consequences for each student. Even though the tardy will be logged into this system, the teacher will still mark the tardy in Gradespeed. If a student is more than 15 minutes late to class, the student will be marked absent. If a student is more than 10 minutes late to class, a student infraction sheet needs to be written up on the tardy/absence so you have this for your records. The intervention in this case will simply match one of the tardy consequences listed.

### **Tardy Consequences:**

1. Verbal Warning
2. Parent Contact
3. Parent Conference
4. One day Lunch Detention
5. Three days of Lunch Detention
6. One week of Lunch Detention
7. Parent/Counselor/Administrator Conference
8. One day of I.S.S.

### Implementing Tardy Consequences:

- Parents will be contacted through an automatic dialer.
- The tardy slip will serve as the student's documentation of a parent conference or detention assignment.
- On the 5th tardy, the student will be given three days of Lunch Detention
- On the 6th tardy, the student will be given one week of Lunch Detention
- On the 7th tardy, a counselor will set up a parent conference with the parent
- On the 8th tardy, the student will be given one day of I.S.S.

### Instructions for Recording Tardies in E-Campus

1. Go to [www.ecampususa.com](http://www.ecampususa.com)
2. Enter your username and password.
  - Username will be your first initial combined with your last name
  - Example: For Tamiaka Davis, username is tdavis
  - Your password will be **Medrano079** (please email Ms. Davis, if you would like a different password)
  - If you forget your username or password there is a link "Help with Login" on the sign-in page. Enter your email address and it will be emailed to your district email address.
3. Click on the "Bell Schedule" button
4. Click on the Period for the tardy
  - Remember that 4th and 5th period have 2 different times, so choose the correct one for your grade level
5. Enter the Student ID for the student who is tardy
6. Hit "Issue Slip" button. The Printscreen will pop up. (optional)
7. Print the tardy slip and have the student sign the tardy slip. (optional)
8. The Top portion goes to the student, and the Bottom portion will be for your records. (optional)

### **FAQs:**

#### Do tardies need to be entered immediately?

Answer: **Yes**, tardies need to be entered each period along with attendance to ensure that students are receiving disciplinary action. Tardies may be entered at the beginning or end of the period.

#### If a student is past the 15 minutes, and is counted absent, does the student still need to be counted tardy in E-Campus?

Answer: **Yes**, the student still needs to receive the consequences for being late to class.

#### Do students need to be counted tardy in both E-Campus and in GradeSpeed?

Answer: **Yes**. E-Campus allows us to track total tardies and consequences. GradeSpeed is the attendance report given to parents and to the judge when truant students go to court.

#### What is the procedure for tardies when there is a substitute?

Answer: The substitute teacher will be given a Student Sign-In sheet. This sign-in sheet will be given back to the office. Tardies will be entered and printed at the end of the day by designated office staff. Students will be contacted the following day with their detention/consequence date.

## **Lunch**

Teachers will escort their students to the lunchroom when the bell rings for the designated lunch period. Release A Lunch students to the cafeteria. Do not release students early for lunch.

## **Hall Passes**

Students will have a Student Hall Pass form that will allow them 10 passes per six weeks. Passes include going to the restroom, the nurse, another teacher, or any other reason to leave the classroom. A copy of the Student Hall Pass form will be kept in each student's binder. When the student leaves the classroom, this form will go with them. Once a student uses all 10 passes for the six weeks, he/she will not be allowed out of the classroom unless the teacher feels there is an emergency. If a student loses their Student Hall Pass form, he/she will be given another form along with a Student Infraction. When going to the restroom, students will wear a lanyard.

## **10/10 Rule:**

Students are not allowed out of the classroom the first 10 minutes or last 10 minutes of class for any reason unless the teacher feels there is an emergency.

There will be two restroom passes assigned to the cafeteria and auditorium – one boys and one girls. The passes will be printed on a badge and put on a lanyard. Students who are assigned as office helpers, attendance helpers, library aides or counselor aides will also wear a pass while in the hallways.

## **Other Common Areas**

Other common areas include the front of the building, the auditorium, the cafeteria, and the gym. Each time you are monitoring a common area you are presented with the opportunity to build relationships with students and teach appropriate social behaviors.

## **Before/Afterschool Duty**

### **Before School:**

- 1<sup>st</sup> opportunity to communicate with students/parents
- Monitor students entering the building for dress code compliance and binders
- Keep students from congregating outside; all students need to go through the metal detectors
- Report students who leave campus once they are here

### **After School:**

- Students will be getting on the bus, waiting for parents, or walking off campus to go home
- Encourage students to be off campus as quickly as possible
- Students who do not have after-school activities should be out of the building by 3:45 pm; students are not allowed back into the building
- Encourage students to keep our campus trash free
- Monitor student behavior and step in or report at the onset of any potential problem

## **Lunch Detention**

Lunch detention list will be updated daily with the DNA list and teachers will review the list prior to lunch. As the teacher escort their class to lunch, the teacher will stop by the Lunch detention room(room 223) and leave students serving the detention for that day.

## **Community Service**

Community service can be assigned to a student by an administrator for a referral or multiple dress code violations. The student will be assigned a specified number of community service hours that will have a due date. To document hours, the student will have a Student Community Service Log. The date, a description of the service, the minutes (not hours), and a supervisor signature will need to be filled out.

Community service can be done in the morning, during lunch, or after school. The student can be help in the cafeteria or be assigned to a custodial staff member to help clean up classrooms. Students will be required to wear a badge designating them to community service. Once the student has completed all hours, the student and parent must sign the form. The final step will be an administrator signature verifying completion.

## **Rewards**

When considering consequences for students, rewards for students who exhibit appropriate behavior should also be considered. Some rewards to use in the classroom include:

- Verbal praise
- Positive call or note home
- Earned points
- Computer time
- Class free time
- Homework/Classwork pass

## **Bullying**

Bullying is written or oral expression or physical conduct that:

1. Will have the effect of physically harming a student, damaging a student's property or placing a student in reasonable fear of harm to the student's person or damage to the student's property; or
2. Is sufficiently severe, persistent or pervasive to create an intimidating, threatening or abusive educational environment for a student.

Bullying is a severe offense, and should be dealt with immediately. Building positive relationships with our students is important so students feel comfortable reporting being bullied. Teachers should stress to students that bullying should be reported immediately. When supervising a common area or in the classroom, teachers and staff members should intervene immediately at the onset of bullying activities. The sooner bullying activities are reported, the sooner administrative action can be taken.

## **Mentors**

A mentor is "a wise and trusted counselor or teacher". Faculty and staff members may be called upon to serve as mentors to students who have trouble managing their own behavior. Students should be assigned to a faculty or staff member that they feel comfortable taking advice from or talking to about their behavior.

## Dress Code

The goal of the dress code policy at Medrano Middle School is to promote a safe, civil, and academically productive school environment that is welcoming to all students. The dress code for the 2016 – 2017 school year is outlined below.

<b>Shirts</b>	
Style	Color
<ul style="list-style-type: none"> <li>■ Polo Shirts</li> <li>■ Straight, button-down or turtleneck collar</li> <li>■ Tucked into pants or skirt</li> </ul>	<ul style="list-style-type: none"> <li>■ Solid White 6<sup>th</sup> grade</li> <li>■ Solid Gray 7<sup>th</sup> grade</li> <li>■ Solid Purple 8<sup>th</sup> grade</li> </ul>
Shirts will be tucked in, unless at the waist for girls. Shirts will fit properly – not too loose, too tight, or revealing.	

<b>Pants/Skirts</b>	
Style	Color
<ul style="list-style-type: none"> <li>■ Dress Pants</li> <li>■ Capri Pants</li> <li>■ Shorts</li> <li>■ Skirts</li> </ul>	<ul style="list-style-type: none"> <li>■ Solid Khaki</li> <li>■ Solid Black</li> <li>■ Solid Navy</li> </ul>
<ul style="list-style-type: none"> <li>▪ Pleated or flat in the front</li> <li>▪ Fastened at the waist</li> <li>▪ Belt must be worn with pants that have belt loops</li> <li>▪ Shorts/Skirts must be fingertip length or longer</li> </ul>	

<b>Shoes</b>	
Style	Color
<ul style="list-style-type: none"> <li>■ Athletic Shoes</li> <li>■ Loafers / Flats</li> <li>■ Closed-toe &amp; closed-heel</li> <li>■ No flip-flops and house slippers</li> </ul>	<ul style="list-style-type: none"> <li>■ All colors acceptable (Unless distracting to the learning environment will be at the discretion of administrators.)</li> </ul>

<b>Sweaters/Sweatshirts</b>
<ul style="list-style-type: none"> <li>■ No Designs</li> <li>■ Solid Colors: White, Black, Khaki, Navy or Purple</li> </ul>

<b>Badges</b>
<ul style="list-style-type: none"> <li>■ Must be visible at all times on campus</li> <li>■ Issued when students enroll</li> <li>■ \$1 temporary or \$5 permanent replacement</li> </ul>
<b>Jewelry</b>
<ul style="list-style-type: none"> <li>■ NO Facial Piercings / Jewelry</li> <li>■ NO Earrings for Boys</li> </ul>
<b>Grooming (Hairstyles)</b>
<ul style="list-style-type: none"> <li>■ Visible tattoos MUST be covered at all times</li> </ul>

Anything distracting to the learning environment will be at the discretion of administrators, teachers, and school personnel.

Students are expected to be in dress code at all times during the school day, with the exception of playing sports in gym. All faculty and staff members will be expected to enforce the dress code at all times during the school day.



### Dress Code Violations:

- Violations should be dealt with immediately when students enter the building in the mornings; speak to parents when possible before students enter the building
- Students out of dress code will not be allowed through the metal detectors
- A badge station and a dress code violation station will be set up in the back area of the auditorium
- A double-check should be done immediately when students enter their 1<sup>st</sup>/2<sup>nd</sup> period classroom; send students to the main office for violations that cannot be immediately corrected
- If a student does not have a badge or if the badge is damaged, send him/her to get a temporary/permanent replacement and a tardy will be issued if the student is late
- Community service will be assigned to students who cannot pay for a temporary badge
- A student infraction form will be filled out for dress code violations that can be corrected immediately (i.e. shirt not tucked in, badge not visible)

### **Cell Phones**

Campus administrators shall have the discretion to determine the appropriate use of cellular phones during the instructional day and for students participating in extracurricular activities while on school property or while attending school-sponsored or school-related activities on or off school property. However, all cellular phones must be turned off during instructional time.

The use of cellular phones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event. The District is not liable for lost or stolen cell phones. All confiscated phones must be turned in to the principal's office immediately, if possible, or as soon as practicable the day the phone is confiscated. All staff members must place confiscated cell phones in a secure location.

Once the cell phone has been confiscated, the following procedure will be used to return the device:

1. The first time a cell phone is confiscated, parents/guardians may pick it up with no fee assessed.
2. The second time a cell phone is confiscated, an administrative fee of \$5 will be charged before the device can be returned. Parents/guardians will be notified that the student's device has been confiscated for the second time.
3. If a cell phone is confiscated a third time, an administrative fee of \$10 will be charged before the device can be returned.
4. If a cell phone is confiscated a fourth time, an administrative fee of \$15 will be charged before the device can be returned. Any device not claimed by September 1 following the end of the school year will be disposed of according to FNCE(LEGAL).
5. Any student refusing to give the device to school personnel will be subject to Level I disciplinary consequences.

For safety purposes, the district permits students to possess personal telecommunication devices such as, cellular phones and pagers/beepers. However, such devices shall not be visible and shall remain off during instructional time unless approved by the teacher or administrator. THIS POLICY WILL BE STRICTLY ENFORCED BY ALL SCHOOL PERSONNEL. All confiscated phones must be turned in to the principal's office immediately, if possible, or as soon as practicable the day the phone is confiscated.

## **First Level Offenses**

- First Level Offenses seriously disrupt the learning environment. In the event of such an offense, parent/guardian will be notified and may be requested to attend a conference with the administrator to discuss the offense and subsequent disciplinary action.

\*Note: Self-defense may be a factor to be considered in a decision to order suspension.

<b>First Level Offenses</b>	<b>First Level Offenses Disciplinary Consequences</b>
<ul style="list-style-type: none"> <li>• Bus misconduct (not defined as a Level II, III, or IV Offense)</li> <li>• Cheating or copying the work of another</li> <li>• Classroom disruption</li> <li>• Computer system violations</li> <li>• Directing profanity, vulgar language, or obscene gestures toward other students</li> <li>• Dress and grooming code violations</li> <li>• Electronic Cigarette - (smoking, using, or possessing) Extortion/blackmail</li> <li>• Failure to comply with directives given by school personnel, which is considered insubordination</li> <li>• Falsifying school records • Gambling</li> <li>• Leaving school grounds or school-sponsored events without permission</li> <li>• Offensive language</li> <li>• Possessing a laser pointer</li> <li>• Possessing a toy gun or look-alike gun</li> <li>• Possessing or distributing pornographic materials</li> <li>• Possessing, smoking or using tobacco or related products</li> <li>• Possessing any electronic devices (i.e., CD players; MP3 players; iPods; Gameboys; Nintendos; or other video, listening or entertainment device) during school hours</li> <li>• Refusing to give a cell phone to school personnel</li> <li>• Safety rule violation</li> <li>• Scuffling</li> <li>• Secret society</li> <li>• Threats (student on student) Throwing objects that may cause bodily injury or property damage</li> <li>• Using a paging device or cellular phone during class time or in the locker room and bathroom, see pages 14 and 15 for liable usage</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment of school duties such as scrubbing desks or picking up litter</li> <li>• Behavioral contracts or individually developed behavior management plans</li> <li>• The cell phone is confiscated and a fee of \$5 - \$15 may be charged for the return of the phone. The Dallas ISD is not liable for lost or stolen cell phones. All confiscated phones must be turned in to the principal's office immediately, if possible, or as soon as practicable the day the phone is confiscated.</li> <li>• Classroom self-management techniques</li> <li>• Cooling-off time or "time-out"</li> <li>• Counseling by teachers, counselors, or administrative personnel • Demerits</li> <li>• Detention before school, after school or Saturday school</li> <li>• Electronic devices will be confiscated if used during instructional day. The District is not liable for lost or stolen electronic devices. In-school suspension maximum of three days is permissible but not required and may not be used as the first consequence. Out-of-school suspension for up to two days following a conference is permissible but not required and may not be used as the first consequence.</li> <li>• Parent/guardian observations in student's classes</li> <li>• Parent/guardian conference with teacher or campus behavior coordinator</li> <li>• Peer mediation</li> <li>• Referral to Student Support Team, outside agency, legal authority, or Youth and Family Center</li> <li>• Restitution/restoration, if applicable • School-assessed and school-administered probation</li> <li>• Seating changes within the classroom</li> <li>• Teacher removal or referral (consistent with Student Code of Conduct)</li> <li>• Temporary confiscation of items that disrupt the educational process</li> <li>• Verbal correction</li> <li>• Voluntary peer mediation</li> <li>• Withdrawal of privileges, such as participation in extracurricular activities and eligibility for seeking and holding honorary offices, and/or membership in school sponsored clubs or organizations</li> <li>• Withdrawal or restriction of bus privilege</li> </ul>

Parent/Guardian shall be notified within 24 hours verbally or in writing concerning the alleged act of misconduct for which disciplinary action is being considered.

## Discretionary Removals

Serious offenses disrupt or threaten to disrupt the educational process and require removal of the student from the regular classroom. The offense may have been committed on school property or at a school-sponsored event on or off school property. Parent/guardian will be notified and requested to attend a disciplinary conference with the administrator.

<b>Discretionary Removals Offenses</b>	<b>Discretionary Removals Disciplinary Consequences</b>
<p><b>Level II Offenses</b></p> <ul style="list-style-type: none"> <li>• Bullying</li> <li>• False accusation of conduct that would constitute a misdemeanor</li> <li>• Fighting</li> <li>• Gang activity</li> <li>• Harassment</li> <li>• Hazing</li> <li>• Hit list</li> <li>• Non-Title 5 felonies: A felony offense committed off-campus that is not against another person. The school is notified by the police.</li> <li>• Online Impersonation</li> <li>• Possession or use of fireworks of any kind, smoke or stink bombs, live ammunition or any other pyrotechnic device</li> <li>• Profanity/obscene gestures toward personnel – (mandatory ISS or OSS on first offense)</li> <li>• Possessing/selling over the counter drugs/ dispensing medicine violation (not defined as a Level I, III, or IV Offense)</li> <li>• Repetitive Level I Offenses (Six Level I Offense referrals occurring within a period of 45 rolling school days.) (The Student Support Team or a Behavior Intervention Plan (BIP) is required).</li> <li>• Setting off the fire alarm (not defined as a Level IV Offense)</li> <li>• Sexual harassment</li> <li>• Stealing/theft</li> <li>• Suspicious drug activity</li> <li>• Threats (student on personnel/facility) (mandatory ISS or OSS on first offense)</li> <li>• Vandalism/criminal mischief (not a felony)</li> <li>• Video or audio recording of students or employees for disruptive purposes</li> <li>• Assault (Class C) (student on personnel or volunteer)</li> <li>• Assault (Class C) (student on student)</li> <li>• Knife possession, not an illegal knife (pocket knives, razorblade, box cutter, etc.)</li> <li>• Mace or pepper spray (not defined as a Level IV)</li> <li>• Resisting Arrest</li> <li>• Possession of pellet gun or stun gun</li> </ul>	<ul style="list-style-type: none"> <li>• Dallas ISD Police and Security Services Department notification</li> <li>• Detention before school, after school or Saturday school</li> <li>• In-school suspension maximum of five days</li> <li>• Out-of-school suspension for up to three days (Texas Education Code 37.005). (A telephone or in-person conference with parent/guardian must be held prior to the suspension.)</li> <li>• Restitution/restoration, if applicable</li> <li>• Withdrawal of privileges, such as participation in extracurricular activities and eligibility for seeking and holding honorary offices, and/or membership in school-sponsored clubs or organizations</li> <li>• Withdrawal or restriction of bus privileges</li> <li>• Mandated after school counseling sessions with the school counselor and/or a psychologist with the student receiving a behavior contract (parent consent required)</li> </ul>

Parent/Guardian shall be notified within 24 hours verbally or in writing concerning the alleged act of misconduct for which disciplinary action is being considered.

The principal must schedule the conference/hearing within three days.

A student enrolled in a special education program under Texas Education Code Chapter 29 Subchapter A, may not be disciplined for bullying, harassment or hit list making until an Admission, Review and Dismissal Committee (ARD) has been held to review the conduct. Such review shall be consistent with a Manifestation Determination ARD review as required under the Individuals with Disabilities Education Improvement Act (IDEIA). Consistent with state law, no disciplinary action of any kind may be imposed prior to the ARD Committee meeting, including removals from class, school or change of placement for any period of time. The federal 10-day change of placement rule does not apply for this category of misconduct.

A student who is a victim of bullying may exercise mandatory transfer rights. Dallas Independent School District Board of Trustees Policy Code FDB (LOCAL)

The 300-foot rule does not apply to the Discretionary Offenses.

### **Mandatory Removals**

Extremely serious offenses disrupt or threaten to disrupt the educational process and require removal of the student from the regular classroom. The offense can be committed on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored event on or off school property. Parent/guardian will be notified and requested to attend an administrative hearing with the administrator.

<b>Mandatory Removals Offenses</b>	<b>Mandatory Removals Disciplinary Consequences</b>
<ul style="list-style-type: none"> <li>• Abuse of a volatile chemical</li> <li>• Aggravated Robbery Off Campus and not a school-sponsored event or related activity (on campus is considered an expellable offense).</li> <li>• Alcohol (non-felony) - This includes possession, delivery, under the influence or use. (See the definition in the glossary for "under the influence" and "use").</li> <li>• Assault (Class A) (student on student)</li> <li>• Drugs (non-felony) (i.e., marijuana, K-2 and prescription drugs) - This includes possession, delivery, under the influence or use. (See the definition in the glossary for "under the influence" and "use").</li> <li>• Felony conduct (if not expellable)</li> <li>• Indecent exposure</li> <li>• Public lewdness</li> <li>• Retaliation against school employee any place (if not expellable)</li> <li>• Students enrolling in Dallas ISD from another school district's Disciplinary Alternative Education Program (student will be assigned to a Disciplinary Alternative Education Program to complete the required assignment).</li> </ul>	<ul style="list-style-type: none"> <li>• Dallas County Juvenile Department referral</li> <li>• Dallas ISD Police and Security Services Department notification</li> <li>• Emergency placement to in-school suspension pending an assignment to Off-Campus Disciplinary Alternative Education Program</li> <li>• Mandatory extracurricular activities restriction</li> <li>• Mandatory Off-Campus Disciplinary Alternative Education Program with behavior modifications following a hearing</li> <li>• Outside social services agencies referral</li> <li>• Restitution/restoration, if applicable</li> <li>• Student owes time from another district</li> </ul>

Parent/Guardian shall be notified within 24 hours verbally or in writing concerning the alleged act of misconduct for which disciplinary action is being considered.

The principal must schedule the conference/hearing within three days.

## Expellable Offenses

Expellable Offenses are either violations of state law or they are behaviors that seriously disrupt the educational process in an Off-Campus Disciplinary Alternative Education Program. Every illegal act will require notification of law enforcement.

Expulsions: The offenses listed below shall be Expellable Offenses. These offenses may be committed on school property or a school-related event, on or off school property or another school district's property. The 300-foot rule applies to these offenses.

Expellable Offenses	Expulsion Disciplinary Consequences
<ul style="list-style-type: none"> <li>• <b>Discretionary Expulsions</b></li> <li>• Assault with bodily injury (student on personnel/volunteer)</li> <li>• Breach of computer security</li> <li>• Criminal mischief (felony= \$1,500+)</li> <li>• Deadly conduct</li> <li>• False alarm or report (Penal Code 42.06)</li> <li>• Serious misbehavior in an Off-Campus Disciplinary Alternative Education Program (see definition)</li> <li>• Terroristic threat (Penal Code 22.07)</li> <li>• Title 5 felonies: A felony offense is committed off-campus against another person.</li>   <li>• <b>Mandatory Expulsions</b></li> <li>• Aggravated assault (student on personnel/volunteer)</li> <li>• Aggravated assault (student on student)</li> <li>• Aggravated kidnapping *</li> <li>• Aggravated robbery</li> <li>• Aggravated sexual assault (student on personnel/volunteer) *</li> <li>• Aggravated sexual assault (student on student) *</li> <li>• Alcohol punishable as a felony</li> <li>• Arson *</li> <li>• Attempt to commit murder</li> <li>• Club *</li> <li>• Criminally negligent homicide *</li> <li>• Firearm (including starter gun) as defined 18 U.S.C. § 921(a)(3),(4). *</li> <li>• Illegal knife *</li> <li>• Indecency with a child *</li> <li>• Manslaughter</li> <li>• Murder and capital murder *</li> <li>• Possession of drugs punishable as a felony (i.e., heroin, cocaine, cheese, LSD, methamphetamine)</li> <li>• Prohibited weapon *</li> <li>• Retaliation against school employee or volunteer any place in association with one of the above offenses committed on or off school property or at a school-related activity on or off school property *</li> <li>• Sexual assault (student on personnel/volunteer)</li> <li>• Sexual assault (student on student)</li> </ul>	<ul style="list-style-type: none"> <li>• Dallas County Juvenile Department referral</li> <li>• Dallas ISD Police and Security Services Department notification</li> <li>• Referral to outside social services agencies</li> <li>• Restitution/restoration, if applicable</li> <li>• Restriction from attending any public school in the state of Texas until the expulsion period or the obligation to the Off-Campus Disciplinary Alternative Education Program/Dallas County Juvenile Justice Alternative Education Program is over, except when receiving school district agrees to enroll student.</li> <li>• <b>Students age 6 through 9</b></li> <li>• Placement to the Elementary DAEP for committing discretionary expulsion offenses for 20 or 30 days</li> <li>• Placement to the Elementary DAEP for committing mandatory expulsion offenses for 30 or 40 days</li> <li>• Mandatory Expulsion to the DAEP for possessing a firearm in school (all students under the age of 10) for one year</li>   <li>• <b>Students age 10 through 12<sup>th</sup> grade</b></li> <li>• Discretionary Expulsion Offenses and juvenile court referral to the DAEP for 30 or 40 good days.</li> <li>• Discretionary Expulsion from the DAEP to JJAEP for 60 good days</li> <li>• Mandatory Expulsion Offenses and juvenile court referral to Dallas County Juvenile Justice Alternative Education Program (DCJJAEP) for 90 days or one year for firearms.</li> </ul>

Expellable Offenses	Expulsion Disciplinary Consequences
	<ul style="list-style-type: none"> <li>• Mandatory restriction from being on school grounds or extracurricular activities.</li> <li>• Students age 10 and older will be assigned to the Dallas County Juvenile Justice Alternative Education Program for committing Mandatory Level IV Expulsion Offenses.</li> <li>• Students under the age of 10 will not be expelled for committing Level IV Offenses but they will be placed in the Off-Campus Disciplinary Alternative Education Program for 20 to 40 days or one year for firearms.</li> </ul>

Parent/Guardian shall be notified within 24 hours verbally or in writing concerning the alleged act of misconduct for which disciplinary action is being considered.

The principal must schedule the conference/hearing within three days.

A student shall be removed for any felony drug offense. If laboratory results performed by or obtained by the school district are negative the student will be returned to the home campus.

A student who is a victim of sexual assault or aggravated assault may exercise mandatory transfer rights. A student convicted or adjudicated for sexual assault or aggravated assault may be subject to mandatory transfer at the victim's request. Dallas Independent School District Board of Trustees Policy Code FDB (LOCAL)

Students assigned to Juvenile Justice Alternative Education Program will remain at home until they are notified by the Juvenile Justice Alternative Education Program.

Students who have been expelled are not allowed on campus.

**TITLE 5 OF THE TEXAS PENAL CODE—OFFENSES AGAINST A PERSON include the following:** Abandoning or endangering a child, Aggravated assault, Aggravated kidnapping, Aggravated Robbery, Aggravated sexual assault, Aiding a person to commit suicide, Capital murder, Criminally negligent homicide, Deadly conduct, Indecency with a child, Injury to a child, elderly individual, or disabled individual, Kidnapping, Manslaughter, Murder, Sexual assault, Tampering with a consumer product, Terroristic Threat

## **Classroom Behavior Management**

The teachers of Francisco "Pancho" Medrano Middle School will create a set of classroom rules that will be used in every classroom in order to create uniformity for our students. Each teacher's procedures may vary from classroom to classroom, but the classroom rules will be rules that we believe students should follow throughout the entire school day. Classroom rules and core values should be taught the first day of school and reinforced throughout the entire school year.

The behavior-response menu will also be used in every classroom. This menu is a guide for teachers on appropriate interventions and consequences for mild, moderate, and severe misbehaviors, but teachers are not limited to the interventions listed here. The interventions or consequences used should depend on how a particular student may respond. Use these interventions as an opportunity to build a relationship with your students. This menu is also a guide for students to classify their behavior and what interventions or consequences may be implemented.

### **Do Not Admit (DNA) List**

All teachers are required to check the DNA List every morning to check for students who should not be admitted to class. The list will let you know whether the student should be in ISS or suspended. Please send any student on the list directly to the main office, unless the student can present you with a Clear Sheet. The DNA list will be available via email or printed in the main office.

## **In-School Suspension (ISS) Behavior Management**

### **Purpose of ISS Program**

- To keep students in school in a learning environment
- Greater potential for engaging students in instruction
- To create high structure, no distractions
- To give teachers and students some relief, cool-off period
- To get work done, so students are not missing assignments
- Less potential for juvenile crime

"Suspending students out of school means schools pass up the **teachable moment** when they can **connect with students, build relationships**, and **communicate that they belong in school**." -- Ann Wheelock, Progress Through the Education Pipeline Project at Boston College's Lynch School of Education

The ISS classroom is located near the Youth Action Office. Each student assigned to ISS will be given an ISS Admit form. No student will be allowed into the ISS classroom without this form. Every student will sign-in upon entering the ISS classroom in order to keep accurate attendance records.

The ISS teacher will go over the ISS Rules and Medrano Core Values with each student upon entering ISS. Each student must read the Welcome to ISS letter, answer the questionnaire, and sign the acknowledgement form.

### **ISS Behavior Management (continued)**

#### **Submitting Assignments**

Assignments for ISS will be written into the lesson plans under interventions/extensions for all core subject areas: Language Arts, Mathematics, Science, and Social Studies. For Reading, each student in ISS.

### Guidelines:

- In a textbook or workbook available in the ISS classroom
- Must be content students are already familiar with (different from what you are teaching that day/week)
- Use content from the prior week or content you feel students need more practice with
- Will be graded and student will receive credit in their overall grade for the six weeks

### **Assignment Completion**

Students will complete all assignments. When working out of a textbook or workbook, students will:

- Put a full heading on their paper that includes their name, date, subject of the assignment, teacher name, and description of the assignment (i.e. page number(s) and problem numbers to complete)
- Copy each problem or question from the textbook or workbook
- Show all work and answer each question completely
- Make sure work is neat and legible

The ability of students to complete assignments will be at the discretion of the ISS teacher.

### **Restroom Breaks**

ISS students will have two restroom breaks daily, one in the morning and one in the afternoon. Students will be escorted to the restroom in 2 groups – boys and girls separate. The restroom break in the morning will be during, 10:15 am – 10:30 am. The restroom break in the afternoon will be during, 1:15 pm – 2:00 pm.

### **Lunch**

Lunch will be served in the ISS classroom. Sack lunches will be delivered at 11:15 am. Students will have 30 minutes to eat lunch. Trash will be cleared, and students will return to completing their assignments for the day.

### **ISS Grading Rubric**

Students in ISS will be graded using the In-School Suspension Grading Rubric. Students will be graded on tardiness, following all rules, behavior, work habits, assignment completion, and reading completion (30 minutes minimum). Students who receive a grade below 80 will be assigned another day of ISS. The grading rubrics will be handed in to the assistant principal at the end of each day to determine if a student's time in ISS will be extended.

### **Implementing Behavior Intervention Plan**

The ISS teacher will work with the assistant principal to implement an individualized Behavior Intervention Plan for students who continue to return to ISS.



## Behavior Management Form Instructions

Weekly Behavior Report for \_\_\_\_\_ ID# \_\_\_\_\_  
 Date Assigned \_\_\_\_\_ Date to Complete \_\_\_\_\_

Week of \_\_\_\_\_

Day/Time	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Teacher Signature
On Time								
Classroom								
Homework								
Conduct								
Off-Task								
On Time								
Classroom								
Homework								
Conduct								
Off-Task								
On Time								
Classroom								
Homework								
Conduct								
Off-Task								
On Time								
Classroom								
Homework								
Conduct								
Off-Task								

Comments: \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Assigning Faculty/Staff Signature \_\_\_\_\_ Date \_\_\_\_\_

Extend Date to Complete? (circle one) Yes No

The **Student Infraction** form can be used to record single acts of mild/moderate classroom behavior. **5 single Student Infractions will equal a referral.**

### Student Infraction Instructions:

- 1) Fill out student information
- 2) Check off infraction.
- 3) Complete intervention section.
- 4) Set up intervention plan in SchoolNet

The **Counseling Referral** form can be used when a teacher feels discipline issues in the classroom are related to a student's mental well-being. For example, if a student seems sleep deprived or if you hear that a student has lost a family member.

### Counseling Referral Instructions:

- 1) Fill out student and parent information completely.
- 2) Give a detailed reason for the referral to the counselor.
- 3) Sign and date.
- 4) Give to the appropriate counselor. Ms. Kappler for 6<sup>th</sup> girls or 7<sup>th</sup> graders. Ms. Jones for 6<sup>th</sup> boys or 8<sup>th</sup> graders.
- 5) The counselor will fill out the bottom with a resolution or intervention for the student and return to the teacher (make sure your signature is legible or print your name to the side).

The **Teacher/Counselor's Request for a Parent Conference** form can be used when the teacher/counselor has been unsuccessful contacting a parent by phone.

### Request for a Parent Conference Instructions:

- 1) Fill out student and parent information.
- 2) Check all infractions that apply to the student.
- 3) Fill in the scheduled date and time for the conference.
- 4) The student and teacher/counselor will both sign. (If you do not have immediate access to a copier, it is suggested that you fill out 2 copies and keep one for your records)
- 5) There is a place on the form for the parent to sign and return with comments if necessary.

The **Teacher Request for Administrative/ Counselor Conference** form can be used if the teacher feels that an administrator or counselor should be present during a parent conference.

### Request for Conference Instructions:

- 1) Fill out student and parent information completely.
- 2) Give a detailed reason for the conference.
- 3) Check your available times.
- 4) Print teacher name and room #.
- 5) A conference time and date will be filled out and a copy of the form will be returned to the teacher. The requesting teacher will be responsible for informing team members of the conference time if needed.



## **Board Policies**

1. DEC(LOCAL) COMPENSATION AND BENEFITS LEAVES AND ABSENCES
2. DH(LOCAL) EMPLOYEE STANDARDS OF CONDUCT
3. DH(EXHIBIT) EDUCATORS' CODE OF ETHIC
4. DK(REGULATION) ASSIGNMENT AND SCHEDULES
5. DK(LOCAL) ASSIGNMENT AND SCHEDULES
6. EIA(REGULATION) ACADEMIC ACHIEVEMENT – GRADING/PROGRESS REPORTS TO PARENTS
7. EIA(LOCAL) ACADEMIC ACHIEVEMENT – GRADING/PROGRESS REPORTS TO PARENTS
8. FFG(REGULATION) STUDENT WELFARE CHILD ABUSE AND NEGLECT
9. FFG(LEGAL) STUDENT WELFARE CHILD ABUSE AND NEGLECT

You may access Dallas Independent School District board policy is maintained on the [Texas Association of School Boards'](http://pol.tasb.org/Home/Index/361) server at <http://pol.tasb.org/Home/Index/361>.

# RESOURCES



## Francisco “Pancho” Medrano Middle School 1<sup>st</sup> Semester Student Hall Pass

Student Name \_\_\_\_\_ ID# \_\_\_\_\_ Grade \_\_\_\_\_

This pass will be used when a student requests to leave the classroom. This may include going to the restroom, another teacher’s room, the library, or the counselor.

### First Six Weeks

Date	Time out	Time in	Destination	Teacher	Room#

### Second Six Weeks

Date	Time out	Time in	Destination	Teacher	Room#

### Third Six Weeks

Date	Time out	Time in	Destination	Teacher	Room#

**You MUST keep this hall pass until the end of the semester. This hall pass should be with you and available anytime you are in the hallway.**



## Student Infractions

Student Name: \_\_\_\_\_

**INFRACTION 1:**

- GUM
- NO SUPPLIES (Description): \_\_\_\_\_
- DISRUPTION \_\_\_\_\_
- DEFIANCE \_\_\_\_\_
- DRESS CODE \_\_\_\_\_
- OTHER \_\_\_\_\_

**INFRACTION 2:**

- GUM
- NO SUPPLIES (Description): \_\_\_\_\_
- DISRUPTION \_\_\_\_\_
- DEFIANCE \_\_\_\_\_
- DRESS CODE \_\_\_\_\_
- OTHER \_\_\_\_\_

**INFRACTION 3:**

- GUM
- NO SUPPLIES (Description): \_\_\_\_\_
- DISRUPTION \_\_\_\_\_
- DEFIANCE \_\_\_\_\_
- DRESS CODE \_\_\_\_\_
- OTHER \_\_\_\_\_

**INFRACTION 4:**

- GUM
- NO SUPPLIES (Description): \_\_\_\_\_
- DISRUPTION \_\_\_\_\_
- DEFIANCE \_\_\_\_\_
- DRESS CODE \_\_\_\_\_
- OTHER \_\_\_\_\_

**INFRACTION 5:**

- GUM
- NO SUPPLIES (Description): \_\_\_\_\_
- DISRUPTION \_\_\_\_\_
- DEFIANCE \_\_\_\_\_
- DRESS CODE \_\_\_\_\_
- OTHER \_\_\_\_\_

INTERVENTION:	DATE:	STUDENT INITIALS:
<input type="checkbox"/> STUDENT WARNING/STUDENT CONFERENCE (1 <sup>st</sup> Intervention)	_____	_____
<input type="checkbox"/> PARENT PHONE CALL (2 <sup>nd</sup> Intervention)	_____	_____
<input type="checkbox"/> BEFORE or AFTER SCHOOL DETENTION (3 <sup>rd</sup> Intervention)	_____	_____
<input type="checkbox"/> PARENT CONFERENCE (4 <sup>th</sup> Intervention, Contact Grade Level Admin for RTI)	_____	_____
<input type="checkbox"/> OFFICE REFERRAL/EXCEED ENTRY (5 <sup>th</sup> Intervention; Complete District Referral form)		
Additional Comments: _____		
_____		



