

**MARTIN WEISS SCHOOL OF
LEADERSHIP**

DISCIPLINE MANAGEMENT PLAN



**MARTIN WEISS
SCHOOL OF LEADERSHIP**

Growing tomorrow's leaders.

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Mrs. Lakisha Merritt, Principal

8601 Willoughby Blvd
Dallas TX 75232
Phone: 972-749-4000
Fax: 972-749-4001

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The Martin Weiss Vision

- High Quality Instruction
- High Student Academic Achievement
- Positive Culture and Climate



Our mission at Martin Weiss School of Leadership is to prepare students to lead both nationally and globally by facilitating data-driven, innovative instruction to prepare students for college, community leadership, and purposeful living. We place academic excellence, character development, and personal leadership at the forefront of our educational philosophy.

Dallas Independent School District Mission Statement



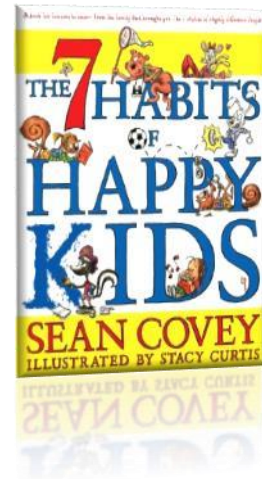
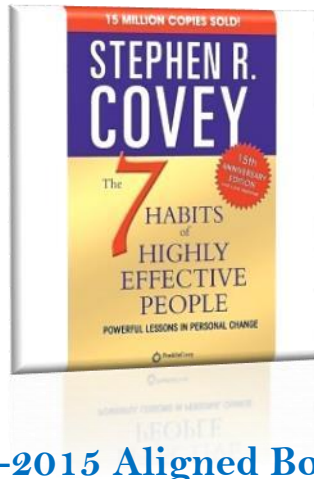
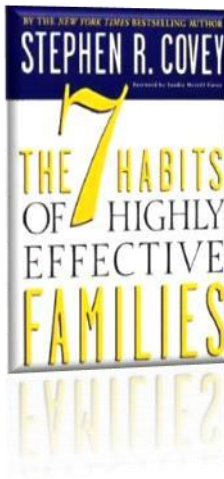
“To educate all students for success. Its vision is to be a premier urban school district.”

DISD Student Achievement Goals

- All students will exhibit satisfactory or above performance on state assessments.
Students below satisfactory performance will demonstrate more than one year of academic growth.
- Dallas ISD schools will be the primary choice for families in the district.
- The achievement gap by race, ethnicity and socio-economic status will be no greater than 10 percentage points on all academic measures.
- Ninety-five percent of students will graduate. Ninety percent of the graduates will qualify for community college, college, military, or industry certification.
- Ninety-five percent of students entering kindergarten will be school-ready based on a multidimensional assessment.
- All students will participate in at least one extracurricular or co-curricular activity each year.

7 Habits of Highly Effective People

1. Be Proactive
2. Begin with the end in mind.
3. Put first things first.
4. Think win-win.
5. Seek first to understand, then to be understood.
6. Synergize.
7. Sharpen the Saw.



2014-2015 Aligned Book Study

Faculty & Staff will read **7 Habits of Highly Effective People** by S Covey

Parents will study **7 Habits of Highly Effective Families** by S Covey

Students will explore the **7 Habits of Happy Kids** by S Covey

The purpose of this aligned study is to create a common mindset amongst students, parents, and the school staff. Our aligned vision and shared leadership will ultimately create successful, self-sufficient students.

Martin Weiss Elementary School-Wide Behavioral Expectations

A Guide for Teaching School-Wide Behavioral Expectations

School-Wide Positive Behavior Support is a set of strategies and systems to increase the capacity of schools to (a) reduce school disruption, and (b) educate all students including those with problem behaviors

- Clearly defined outcomes
- Research-validated practices
- Supportive administrative systems
- Use of information for problem solving

Features of School-Wide Positive Behavior Support

- Establish regular, predictable, positive learning & teaching environments.
- Train adults & peers to serve as positive models.
- Teach and model behavioral expectations
- Create systems for providing regular positive feedback.
 - Acknowledge students when they are “doing the right thing”.
- Improve social competence.
- Develop environments that support academic success.

Martin Weiss School of Leadership School-Wide Behavioral Expectations

This guide provides specific goals, behavioral expectations, teacher and staff responsibilities, strategies for acknowledgement, procedures for handling infractions of behavioral expectations, and specific routines to be followed.

School Goal:

Students at Martin Weiss School of Leadership will LEAD throughout the school day by following the four behavioral expectations.

Martin Weiss Behavioral Expectations



Be Respectful

Be Responsible

Be Safe

Always L.E.A.D !!!



Teacher & Staff Responsibilities:

- ✓ Teachers and staff will teach, model and practice each of the behavioral expectations throughout the year.
- ✓ Teachers and staff will acknowledge student behaviors that meet the LEAD expectations.
- ✓ Teachers and staff will implement I–HUM strategies.
 - I – interact with students
 - HU – heads up, always looking around at students
 - M – moving constantly in and around students
- ✓ Teachers and staff will follow procedures for infractions.

Acknowledgment System

The acknowledgement system is a feature of the LEAD behavioral expectation system. The behavioral expectation system focuses on acknowledging students who demonstrate Martin Weiss behavioral expectations. This program works in conjunction with school-wide and classroom goals.

Specific verbal feedback

- ✓ When you observe students responsible, respectful, or safe, and/or L.E.A.D.ing in a common area, acknowledge them by giving specific positive verbal feedback such as:
 - “That was so helpful the way you held the door open for your classmates.”
 - “Thank you for walking with your hands and feet to yourself.”

Signature OWLS!

- ✓ Acknowledge students who are exhibiting LEAD behaviors by giving them specific positive feedback along with a signature on their OWL sheet.
- ✓ Each teacher will establish a guideline for the number of signatures needed to earn specific incentives in the classroom. Once a student has filled an entire OWL pass, he/she may visit the school store on Friday.

Praise Walks

- ✓ Administrators will conduct “Praise Walks” every six weeks to acknowledge **students AND teachers** who consistently **LEAD** in the classroom and demonstrate **EXCELLENT HABITS**.

Rewards

- ✓ Each semester we will conduct awards assemblies for our A/B Honor Roll Students and Students with perfect attendance.

Handling Infractions of Behavioral Expectations

Martin Weiss School of Leadership will maintain a level system for handling infractions of behavioral expectations. Outlined below is the level system along with the instructions for handling such behaviors:

Level 1 behaviors include:

- Inappropriate language (cursing)
- Physical aggression (pushing, shoving)
- Defiance, disrespect, insubordination, non-compliance
- Lying, cheating
- Harassment, teasing, taunting (physical and/or verbal)
- Disruption, excessive talking
- Dress code violation
- Not prepared for class

Step 1: Level 1 behaviors are to be handled by the classroom teacher or staff member witnessing such behaviors. The behaviors should be noted on the weekly conduct sheet.

Step 2: If behaviors persist, the classroom teacher should call the parent to advise them that the teacher will meet with the student for the purpose of goal setting. One of the following staff members may be a resource for this process: Discipline Committee Member, Counselor/ SST Rep, PBIS coach or regular education behavior intervention personnel. If you would like to utilize the resources of one of these staff members, please fill out a Student in Need of Assistance form (included in the back of this handbook) and put it in the PBIS mailbox. A staff member will contact you. The classroom teacher should phone parent(s) to inform them of the goal(s) sheet. An e-mail or note may be sent if unable to reach parents by phone. After two weeks, parent(s) should be contacted regarding the student's response. Each parent contact should be documented on the phone log.

Step 3: If Level 1 behaviors have not improved after 4 weeks, notify the campus administrator via the form on the campus website. Be prepared to show documented evidence of in class behavioral interventions.

Level 2 behaviors include:

- Abusive language (threat of physical harm, offensive racial/sexual comments)*
- Fighting (defined as actions that require a visit to the nurse)

- Forgery, theft*
- Property damage*
- Skipping class*
- Vandalism (irreversible destruction of school property)
- Violation of district technology guidelines*

Level 2 behaviors should be referred to the office at teacher discretion*.

Teacher will complete a PBIS Elementary Office Discipline Referral form to be sent to the office. Students able to stay in the classroom may be put in isolated instruction. The appropriate personnel will call for the student when instruction is least interrupted and an administrator is available. Students in a fight will be sent to the office with a Discipline Referral. On the same day the student is sent to the office, the teacher or staff member witnessing the incident should communicate the details to the parents by phone.

Level 3 behaviors include:

- Arson
- Bomb threat, false alarm
- Use, possession of alcohol
- Use, possession of prescription or non-prescription drugs
- Use, possession of tobacco
- Use, possession of weapons
-

Level 3 behaviors should be referred to the office immediately. Teacher will complete a PBIS Elementary Office Discipline Referral form to accompany the student. Consequences for students who engage in level 3 behaviors will include removal from the classroom for a period of time. An administrator will notify parents.

General Lesson Format for Teaching School L.E.A.D. Behaviors

When introducing behavioral expectations, follow four basic steps:

Step 1: Access prior knowledge of L.E.A.D. for specific setting.

Step 2: Identify L.E.A.D. behaviors for specific setting.

Step 3: Model L.E.A.D. behaviors for specific setting.

Step 4: Review expectations of L.E.A.D. for specific setting.

Format for Teaching Habits

Step 1: Read the corresponding story from the **7 Habits of Happy Kids** book to students.

Step 2: Discuss what the habit is, and how it was demonstrated in the story. Use the questions at the end of each story to facilitate this discussion.

Step 3: Ask students to reflect on how they will demonstrate the habit in their daily lives and share out.

Step 4: Review the ways that habit should be demonstrated in the classroom and common school settings.

Lesson 1

Cafeteria Expectations

Responsible in the cafeteria:

- Focus on eating first
- Follow cafeteria procedures*
- Clean up after yourself
- Use table manners

Respectful in the cafeteria:

- Wait your turn
- Use a soft voice
- Respond to teacher's signal for silence
- Give your attention to the cafeteria personnel while in serving zone
- Keep silent in serving zone
- Respect others' personal space

Safe in the cafeteria:

- Hands, feet & objects to self
- Eat your own food
- Raise hand for permission to be excused
- Walk



Five Guidelines for Students to Remember

Cafeteria

Listen and stay seated at all times.

Engage quietly with people sitting near you.

Always clean up your area after eating.

Do your best to be respectful, responsible, and safe.

Cafeteria Procedures

- Enter the cafeteria quietly.
- Students bringing lunch – walk to your table.
- Students buying lunch – stand in line quietly by menu choice and class, keeping hands and feet to self.
- Keep silent in the serving zone.
- Give your attention to the cafeteria personnel.
- Walk to your table.
- Remain seated facing forward.
- Use a soft voice
- Talk only to those across and next to you.
- For teacher's assistance, raise your hand and wait.
- Eat your food only.
- Use good table manners.
- When finished, pick up all trash, raise hand, wait for teacher's permission to throw trash away and return lunch tray.
- Put all uneaten food and trash into the trash can carefully.
- Pick up any food or trash you drop on the floor at the trash can.
- Walk single file out of the cafeteria.

CAFETERIA PROCEDURES

FOR VOICE CONTROL

Green cup: soft voice talking

Yellow cup: whisper talk

Red cup: no talking

Staff member will place cones and cups on the end of each table. Classes begin with a blue cup on top of the table cone indicating students may talk softly. If the noise level increases at a table, a staff member will place a yellow cup on top of the cone at each end of that table to indicate that students are “too loud.” Students at that table must use a whisper voice only. After 5 minutes of whisper talk, the blue cup is returned and students may talk softly. If noise level increases again, a red cup is placed on the cone to indicate no talking. After 5 minutes of no talking, the yellow cup is put on the cone and students may whisper talk. If noise level at that table increases beyond whisper talk, the red cup is returned to the cone and there is no talking at that table for the remainder of lunch. Individual students not following cafeteria procedures will be removed to a separate table for the remainder of the lunch period.

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Teachers and support staff should actively monitor the tables for which they are responsible by walking up and down the aisle between the tables. However, if a student at another table demonstrates inappropriate behavior, any staff member should intercede.

CAFETERIA PROCEDURES

FOR FORGOTTEN ITEMS

In order to alleviate students returning to the cafeteria line for forgotten items, a basket with ketchup, straws, napkins and plastic ware will be available at the end of each table. Students will be responsible for going to the end of the table for forgotten items.

Students must raise their hand to request permission to return to the cashier for snacks or to purchase Fruitopia.

Lesson 2

Hallway Expectations

Safe in the hallway:

- In groups of more than two, walk single file
- Hands, feet & objects to self
- Walk on the right of the hallway
- Look straight ahead

Responsible in the hallway:

- Go directly to your destination

Respectful in the hallway:

- Respect others' personal space
- Use soft voice
- Walk silently when with your class



Hallways

Line up with your class in Leader Position.

Everyone remains silent.

Always follow teacher instructions the first time.

Do your best to be respectful, responsible, and safe.

Lesson 3

Restroom Expectations

Safe in the restroom:

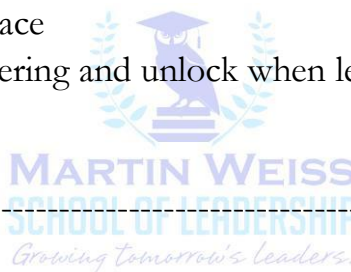
- Use restroom facility appropriately
- Keep water in the sink
- Walk in the restroom
- Tell an adult if restroom needs attention

Responsible in the restroom:

- Use water, soap and paper towels sparingly
- Flush toilet after use
- Keep restrooms clean
- Return directly to class or designated area when finished

Respectful in the restroom:

- Observe personal space
- Lock stalls when entering and unlock when leaving
- Respect privacy
- Use a soft voice



1-2-3 Procedures*

- ❖ **One** turn on water
- ❖ **Two** squirts of soap
- ❖ **Three** pulls on paper towels
 - Dry hands
 - Throw paper towels in the trash can
 - Walk back to designated area

Guidelines for Students to Remember

Bathrooms

Look only in your stall and stay focused on using the restroom facility appropriately and efficiently.

Each person should only concern themselves with their own bathroom matters.

Always clean up after yourself.

Do your best to be respectful, responsible, and safe.

Lesson 4

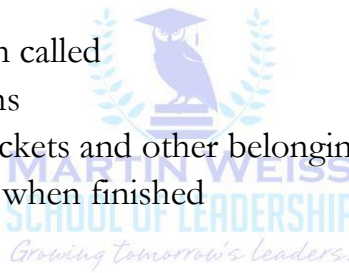
Recess Expectations

Safe at recess:

- Follow playground procedures*
- Remain on school grounds
- Walk on sidewalk when exiting the building to playground area
- Follow game rules
- Inform adult of unsafe behavior or incidents
- Stay away from unfamiliar adults or animals

Responsible at recess:

- Line up quickly when called
- Listen for instructions
- Be responsible for jackets and other belongings
- Put equipment away when finished



Respectful at recess:

- Respect school property
- Share equipment
- Use positive talk
- Take turns
- Use good sportsmanship

Teachers and staff will implement I–HUM strategies.

- I – interact with students
- HU – heads up, always looking around at students
- M – moving constantly in and around students

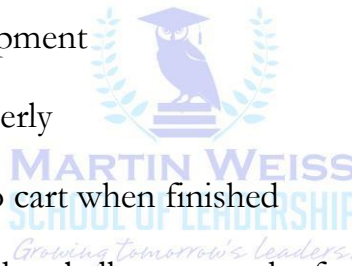
Playground Procedures*

Playground Equipment

- Get off equipment carefully
- Cross bars should be crossed using hands only
- One person on cross bars at a time
- If feet are on a bar, your hands should be on a bar as well
- When climbing the rope, go up and come down the same way
- Hands and feet to yourself while on equipment
- Go up the ladder, down the slide

Equipment

- Take care of all equipment
- Use equipment properly
- Return equipment to cart when finished
- Let teachers know when balls go over the fence



Field

- Share space on field for different activities
- Follow rules of the games
- Keep fields in good playing condition
- Use bike racks for parking bikes only

Teachers and staff will implement I–HUM strategies.

- I – interact with students
- HU – heads up, always looking around at students
- M – moving constantly in and around students

Lesson 5

Arrival Expectations

Safe during arrival:

- Enter building when doors are opened and report to your designated area.
- Do not speak to strangers.
- Arrive at school no earlier than 7:15 am
- Walk into the building
- Wait in designated area until your teacher takes you to class.

Responsible during arrival:

- Arrive at school on time (between 7:15 am – 7:55 am)
- Go straight to classroom when dismissed from your area
- For activities before 7:35 am, have a pass, or wait for staff member to get you
- Arrivals after 8:05 am, report to office for a tardy slip
- Make sure all materials are in backpack (lunch kits, jackets, etc.)

Respectful during arrival:

- Keep hands, feet, and objects to self
- Use soft voice
- Respect others' personal space
- Respond appropriately to adult directions

Walker/Biker Arrival Procedures*

- When approaching intersection, stay to the right by the curb
- Wait at the stop sign until the crossing guard tells you to go
- Stay inside the white cross walk lines
- Walk on sidewalk, not in the streets.

Bike Riders: (Parents must check in with the front office if a student will ride a bike each day.)

Lesson 6

Dismissal Expectations

Safe during dismissal:

- Walk to designated dismissal area
- Walk with teacher when dismissal bell rings
- Follow hallway expectations

Responsible during dismissal:

- Be where you need to be when you need to be there.
- Be packed and ready to go
- Keep materials in backpack until arrival at home

Respectful during dismissal:

- Keep hands, feet, and objects to self
- Use soft voice
- Respect others' personal space
- Respond appropriately to adult directions

Teachers and staff will implement I-HUM strategies.

- I – interact with students
- HU – heads up, always looking around at students
- M – moving constantly in and around students

Lesson 7

Bus Expectations

Safe on the bus:

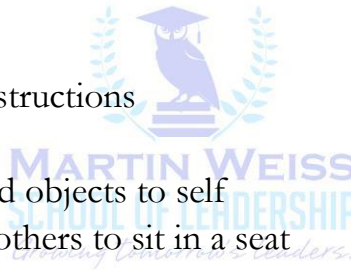
- Remain seated in one seat until bus comes to your stop
- Keep hands and objects inside bus, and out of the aisle

Responsible on the bus:

- Keep backpack, lunch kits, hands, feet, and all other materials out of the aisle
- Keep all materials inside backpack until arrival in classroom or home
- Board or exit the bus only at your stop
- Keep all food and drinks in backpack until off of the bus
- No eating or drinking on the bus

Respectful on the bus:

- Follow bus driver instructions
- Use soft voice
- Keep hands, feet, and objects to self
- Move over to allow others to sit in a seat



Five Guidelines for Students to Remember

Bus

Listen and stay seated at all times.

Engage quietly with people sitting near you.

Always follow bus driver instructions.

Do your best to be respectful, responsible, and safe.

Implementation Plan

Each classroom teacher is expected to teach the behavior expectations for all settings in the school. This implementation plan is a brief outline to follow as you organize your classroom teaching schedule.

Date	<u>Behavioral Expectation</u>
August 28, 2014 9:00-10:30	Lesson 1 & Lesson 2
August 29, 2014 9:00-10:30	Lesson 3 & Lesson 4
August 30, 2014 9:00-10:30	Lesson 5 & Lesson 6
August 31, 2014 9:00-10:30	Lesson 7
Sept 5- Sept 8 (Morning Meeting)	District Core Beliefs

Seven Habits of Highly Effective People (Morning Meetings)

Week of Introduction	Habit Explored
August 28	Being Proactive
September 5	Begin with the End in Mind
September 11	Put First Things First
September 18	Think Win Win
September 25	Seek first to Understand
October 2	Synergize
October 9	Sharpen the Saw

Habit of the Month

November.....Being Proactive

December.....Sharpen the Saw

January.....Begin with the End in Mind

February.....Put First things First

March.....Think Win Win

April.....Synergize

May/June.....Sharpen the Saw

Student in Need of Assistance

When completed, put in Counselor's mailbox.

Student Name: _____ Date: _____

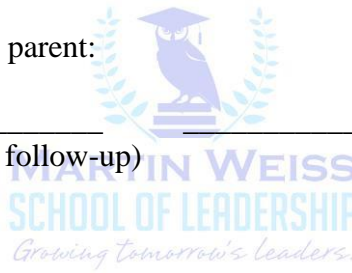
Teacher: _____ Grade: _____

Briefly describe inappropriate behaviors including frequency, duration and setting:

Date(s) of phone contacts with parent:

(Initial contact)

(2 week follow-up)



Parent Response: _____

Date Goal Sheet Implemented: _____

Student in Need (Follow-up)

Please attach copy of the following:

- Behavioral Goal Sheets from the last 4 weeks
- Weekly Conduct Sheets from the last 4 weeks

Recommendations from Student Support Team:

