

BISD Comprehensive Classroom Discipline Plan

Objectives: *The purpose of this Disciplinary Action Plan is to serve as a guide to promote consistency across all B.I.S.D. campuses. It is to ensure that the students' learning environment is safe and orderly. The goal is to maximize instructional time and promote an environment where staff and students are mutually respected.*

Rationale: *In order for learning to take place, there must be a well-established behavior plan within the classroom. Disciplinary action is a planned response.*

<u>Guidelines for Success (Teachers)</u>	<u>Guidelines for Success (Students)</u>
<ul style="list-style-type: none"> • Be Present-<i>Be on Time and Actively Monitor</i> • Be Positive-<i>Use Positive Tone and Praise</i> • Be Proactive-<i>Verbally reinforce CHAMPS expectations daily.</i> • Be Professional-<i>Be in dress code and Use best judgment and appropriate language</i> 	<ul style="list-style-type: none"> • Be Safe-<i>Keep hands, feet and belonging to self</i> • Be Responsible-<i>Arrive On Time; Complete Assignments; Pick Up Behind Yourself, and be careful with your classroom supplies, including technology devices</i> • Be Respectful-<i>Use Appropriate Language and Tone; Follow Adults' Directives, appropriate use of technology</i>

Teachers: CHAMPS/FOUNDATIONS Behavior expectations must be clearly communicated and visible to students on the first day and every day until the end of the year. **The Campus Behavior Charts must be visible and utilized throughout the year.**

1) Establish and consistently maintain a classroom management plan.	4) Students and parents must receive and sign a hard copy of the classroom management plan and student contract. High School students will watch the video and sign the consent form.
2) The students are instructed how to follow the expectations and procedures. <i>Refer to CHAMPS 2 week lesson plan</i>	5) Keep ongoing documentation of student behavior and behavioral interventions provided.
3) Expectations are consistently enforced.	7) Students displaying positive behaviors receive praise and may receive rewards or incentives.

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With the exception of major infractions, the following steps will be taken before a student is referred to the Behavior Intervention Specialist, Counselor, Assistant Principal, or Principal.

Progressive Discipline Measures (Time Span- within 2 to 5 days)

1st INFRACTION-Warning (up to 2)

The teacher will talk with the student, describing inappropriate behavior and explain the acceptable behavior. The student will be given a chance to correct the behavior.

2nd INFRACTION

Follow the classroom management plan. The teacher or student will document the behavior/consequence and notify parents in writing.

3rd INFRACTION

Follow the classroom management plan. The parent must be contacted (written and verbal communication). A parent signature is required. *(Complete **A Parent Communication Form** and file in student behavior folder.)*

4th INFRACTION

Follow the classroom management plan. After parent communication is documented with a signature, the teacher will complete a **Behavior Support Request** to receive support from a Behavior Intervention Specialist or Counselor. Along with the form, the teacher should also provide the behavior folder and/or appropriate documentation of intervention. When the behavior interventionist or counselor is available, they will discuss the infraction and document ways the student will correct the behavior. The may also contact the parent(s). With support from the staff, student will complete the **CHAMPS Behavior Improvement Form. 3.3a or 3.3b.** when appropriate.

5th INFRACTION

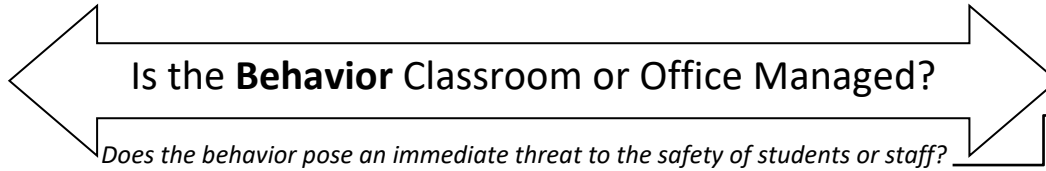
The teacher will complete the **Behavior Notice Form (Elementary)** in Eduphoria. If the above strategies and procedures are ineffective. The teacher will send the student's discipline folder to the office for review. *After an office administrator counsels with the student and/or investigates the situation, an **Office Referral Form** may be completed.* The office administrator will contact the parent and administer appropriate consequences.

Steps 1-4 must always be repeated before another Behavior Notice can be completed for the same/different offense. After a 2nd Office Referral for the same observable behavior, the teacher will refer student to the MTSS team.

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Classroom

Office



Possible Tier 1 Interventions

- Redirection of student
- Model/Discuss wanted behavior
- Re-teach expectations
- Private Student/teacher conference
- Reference Respect agreement



Possible Tier 2 Interventions

- Create behavior tracking sheet
- Seat change
- Check In/Check Out
- Schedule break time
- Student self-monitoring
- Behavior contract
- Controlled choices
- Parent/Teacher conference
- Utilize "buddy" teacher

and

Refer to campus Behavior Specialist using the Student of Concern Form.



Tier 3 Intervention

Follow guidance from Behavior Specialist or administrator to determine the most appropriate targeted intervention for the student.

Classroom Managed	Office Managed
<p>Inappropriate language</p> <ul style="list-style-type: none"> -Undirected swearing -Isolated Name calling <p>Insubordination</p> <ul style="list-style-type: none"> -Non-compliance -Not following directions -"Talking back" <p>Observable behaviors</p> <ul style="list-style-type: none"> -Distracting other students -Unauthorized cell-phone use -Misuse of property -Sleeping <p>Lying/Cheating</p> <ul style="list-style-type: none"> -Isolated incident <p>Dress Code</p> <ul style="list-style-type: none"> -Adjustment needed -First time incidents <p>Missing supplies or incomplete work</p>	<p>Abusive Language</p> <ul style="list-style-type: none"> -Ongoing Swearing/vulgarity -Racial taunting <p>Ongoing Insubordination</p> <p>Fighting/Physical Aggression (Intent)</p> <ul style="list-style-type: none"> -Kicking, hitting, biting <p>Leaving School Grounds without permission</p> <p>Bullying/Intimidation</p> <ul style="list-style-type: none"> -Verbal threats of harm against another -Ongoing Harassment <p>Vandalism of property</p> <p>Theft</p> <p>Possession/Use/Sale</p> <ul style="list-style-type: none"> -Weapons -Drugs -E-Cigarettes/Vaping -Alcohol <p>Lying/Cheating</p> <ul style="list-style-type: none"> -Ongoing cheating -Forgery <p>Dress Code</p> <ul style="list-style-type: none"> -Change of clothes needed <p>Chronic minor infractions*</p>

Write a Behavior Notice Referral for administrative review. (In the event of a safety concern or crisis, contact administrator prior to writing referral)



Administrator will determine an appropriate response using the progressive discipline plan and the least restrictive consequence, associated with the level of the violation. A recommendation for additional student support (MTSS, behavioral health referral, etc.) may also be



Teacher should follow up with administrator or behavior interventionist about necessary support for student and behavior modification strategies to address or prevent ongoing issues.

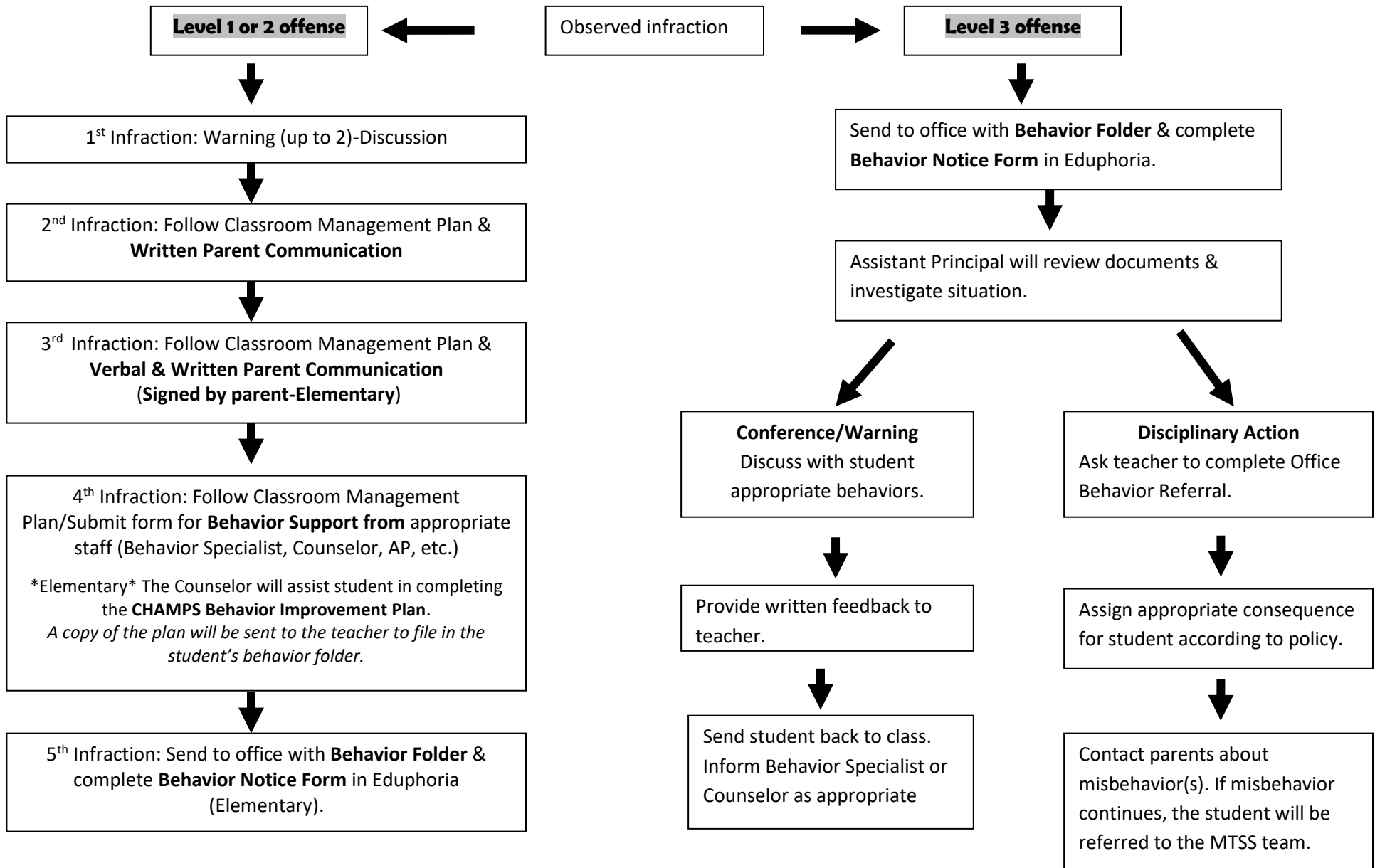
*** Chronic Classroom Managed Minor Infractions**

Chronic minor infractions must be documented at least 3-5 times and meet the following criteria:

- Same behavior repeated with an escalation in **Frequency, Intensity** or **Time**
- Infraction varies across days/class periods
- Documentation of infraction and *interventions* (At least 3 strategies must be

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BISD Quick Reference **Discipline** Flow Chart



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Level 1 Offense Classroom Management	Level 2 Offense Teacher/Administration Discretion	Level 3 Offense Send to Office
<ul style="list-style-type: none"> • Violation of classroom rules • Not paying attention/sleeping • Not completing assignments • Not following instructions • Constantly talking/inappropriate laughing • Cheating/copying work of others • Incomplete homework • Food/gum/drinks in class • Out of seat w/o permission • Showing frustration inappropriately • Misbehavior outside of classroom (<i>P.E., Music, Art, Cafeteria, Library, etc.</i>) • Running/Talking in hallway-Elem. • Playing in restroom-Elem. 	<ul style="list-style-type: none"> • Doesn't respect equipment, materials, other's belongings • Constantly disturbing others • Disrupting class • Bringing inappropriate items to school (cell phones, games, etc.) • Potentially harming other students (throwing objects, horse playing, etc.) • Disrespecting adults or peers (rolling eyes, slamming door, smacking lips, talking back, etc.) • Dishonesty • Derogatory notes/pictures • Skipping Class 	<ul style="list-style-type: none"> • Fighting • Physical Threat or Bullying (see page 5) • Sexual Harassment • Possession of weapons such as gun, knife, etc • Possession of drugs • Stealing (see page 5) • Repeated Type 2 Offenses after following Progressive Discipline Measures (1-4) • Vulgar language toward staff •
<p>Consequences:</p> <ul style="list-style-type: none"> • Follow classroom management plan <p>Complete Progressive Discipline Measures</p>	<p>Consequences:</p> <ul style="list-style-type: none"> • Follow classroom management plan • Complete Progressive Discipline Measures 	<p>Consequences:</p> <ul style="list-style-type: none"> • Automatically send student to the office. • Complete the Behavior Notice Form • Send the student's behavior management folder to the office-Elementary
<p>*****Please Note: Each situation is different and may warrant changes/adjustments to the consequences listed above. *****</p>		
<p>Documents in Student Behavior Folder: Classroom Behavior Management Plan (Post this in the classroom), Student/Parent Behavior Contract-From developed at each campus, Parent Communication Forms, Relationship Building Checklist, Behavior Referral Forms, Copy of Behavior Notices, CHAMPS Behavior Improvement Form, Copy of Office Referral Forms, etc.</p>		

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There are three levels of infractions: The teacher will handle Level 1 and some Level 2 infractions. Level 3 infractions will be referred to the counselor, the assistant principal, or principal. The following table provides examples.

Behavior	(Level 1 & 2 Offenses)	(Level 3 Offenses)
Deface	Something that can be removed, cleaned, or fixed.	Inability to clean or fix. (Office)
Disrespect toward a peer	Mildly rude interactions with a peer or peers that may cause a slight upset. (may consult with Behavior Specialist and/or Student Wellness Coordinator)	Bullying or persistently rude and deliberate interactions or arguing with a peer or peers that is offensive to the peer/peers. (alert Campus Behavior Coordinator in cases of Bullying)
Disrespect towards a staff member/adult.	Mildly rude interactions with a staff member/adult that may cause a slight upset.	Rude and deliberate interactions or arguing with a staff member/adult that is offensive to the staff member/adult. (Office) (Behavior Specialist)
Endanger	Minor injury to others. Disregard the safety of others.	Major injury-a physical mark, causing someone pain. (Office)
Inappropriate Behavior	Slight disruption that hinders the learning of others. (may consult with Behavior Specialist and/or Student Wellness Coordinator)	Continued or physical disruption that hinders the learning of others.(Office) (Behavior Specialist)
Inappropriate Language	Profanity, not intended at an individual.	Continuous swearing, offensive gestures or comments directed at an adult or student (Office/Behavior Specialist)
Insubordination	Failure to follow directions in a reasonable amount of time.	Refusal to follow directions or arguing with an adult.(Office/Behavior Specialist)
Stealing	Taking (another person's property) without permission or legal right and without intending to return it. Examples: eraser, pencil, paper, etc.	Taking another person's property without permission or legal right and without intending to return it. Example: money, lunch, electronics, etc. (Office)

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Forms of Communication to parents: Written Note, Phone Call, Parent-Teacher/Conference, Parent Self-Serve, Remind.com, Class Dojo, etc.

Ways to communicate inappropriate/appropriate behavior to students: Cuing system, Reference written expectations (Class norms/ Respect Agreement), Eye Contact-“The Look”, Gesture, Shake Your Head, Close Proximity (Non-threatening), Call the students Name, Count, Clear Your Throat, Count Backwards, Teacher model or identify student that is modeling the appropriate behavior etc.

Possible Consequences (Select those that apply to your grade level.)

Teacher or student calls home	Time out	Detention	Sit by the Teacher	Loss of choice time	Seat change (Temporary or assignment)
Write inappropriate behavior and how it will be corrected (parent signature)	Reduced/ No recess	Letter or verbal apology	Eat lunch in isolation	Time away in another classroom	Parent attend class
End of the line	Walk with teacher	Isolate student from group	Private discussion	Move to different location in room	Miss out on treat/reward

Possible Rewards or Incentives (Select those that apply to your grade level.)

“Good” note sent home	Call parent	Positive referral	Line leader	Classroom helper	Verbal Praise
Sit at the teachers desk	Computer Time	High Five	Pat on the Back	Teacher made certificate	Teacher created prize box/treat

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Date of Request: _____

Student of Concern Form

Campus: _____

This form should be filled out completely and given to the campus Behavior Intervention Specialist or Student Wellness Coordinator.

Urgency: Low Medium High	
Student: _____ Student ID: _____ Grade: _____ Do any of the following apply to this student: __SpEd (IEP) __504 __Bilingual/ESL __Other: _____	Submitted by: _____ Position: _____ Please follow up with me via: __ Email __ Brief meeting __ Phone call

Concerns (✓Check all that apply):

Health and Wellness				Social-Emotional		Behavior & Performance			
	Alcohol/ Drug Use		Poor Hygiene		Withdrawn/Lack of Participation		Chronically defiant		Academic Struggles
	Death of Family member		Depression/ Extreme Sadness		Anxiety/Extreme Fear		Aggressive Behavior		Excessive Absences
	Death of a Friend		Notable Change in Appearance		Family Concerns		Inappropriate Language		Highly Disruptive
	Struggling with Gender Identity		Homelessness		Dating/Relationship Concerns		Anger issues		Excessive Tardies/Skipping
	Reoccurring Injury or Illness		Concerns about basic needs (clothing, food, etc.)		Student-Teacher Conflict		History of Fighting		Habitual Theft
	Requires immediate consultation with Student Wellness Coordinator or Counselor, do not leave student unattended				Peer Conflict/Friend Issues		Ongoing Destruction of Property		Disrespectful
	Suicide Ideation		Self-harm behavior		Witness Violence (Domestic/Community)		Overreaction to circumstance or event ("short fuse")		Bullying (Must be reported to Campus Behavior Coordinator)

Other Concern(s) not listed above: _____

Additional Observations

__ Frequently falls asleep __ Hyperactivity __ Inattentive __ Poor Social Skills __ Low Tolerance for Frustration __ Perfectionism __ Stealing/sneaking food __

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DESCRIPTION/NARRATIVE

Please provide a description of your concern using detailed, concise and objective language.

If applicable, how many times a week are these concerns occurring: _____ Patterns seen, if any: _____

List 1-2 strengths you have observed in this student: _____

Is there any additional information you have about the student that would be helpful in identifying needs or developing supports?

**List the supports or strategies or you have already provided
(Attach any documentation).**

**If appropriate, have you contacted the parent? What was the outcome?
(Include dates/times/mode of outreach)**

Teacher Signature: _____

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Teacher/Student Relationship Building Checklist

Paula Denton, author of *The Power of Our Words: Teacher Language that Helps Children Learn*, believes building relationships creates a more learning-friendly environment. Understanding how the child operates allows the teacher to further individualize their curriculum and find creative ways to help the student successfully grasp the material.

Student Name _____ **Teacher Name** _____

Check the activities completed	Suggested Relationship Building Activities	Date Completed	Date Completed	Date Completed
	Conversation with student about interest(favorite hobby, music, food, etc.)			
	Teacher/Student Conversational Journal			
	Give student responsibility or leadership opportunity within the classroom			
	Eat lunch with student			
	Write an encouraging note			
	Attend an out-of-school function (ex. basketball game)			
	Encouraging gestures (ex. High five, pat on back, thumbs up)			
	Positive phone call home			
	Acknowledge the student for positive work/behavior in front of peers			
	Other:			

The teacher must document and complete 5 to 7 Relationship Building Activities with students who require behavioral intervention within each 9-week period.