Dogan Elementary Discipline Framework 2022-2023

Established/Posted school & classroom procedures rules, routines, arrangements and define teach and re-teach behavioral expectations room arrangement/seating through CHAMPS.

1. Start by building a positive relationship with students on the first day of school.

   - **Be consistent with your rules and expectations**
   - Teach expectations and routines immediately
   - Threshold greetings, thumbs up, pat on back, positive note, sticky note, stickers, positive phone call, prominent special seat, hold class mascot for a few minutes, sign “motivation folder”, small edible, Office Helpers, class king, class queen, etc.
   - Use natural consequences to prevent possible misconduct: proximity, visual cues, pre-correct, etc.
   - Use scholars’ names to reinforce positive behaviors explicitly.
   - Recognize the behaviors you want repeated specifically and often.
   - State specific behavior in your positive comment: Examples:
     (Name), great job focusing on your work
     (Name), way to go raising your hand,
     (Name), thank you for remembering to keep your body in your space.

2. Dogan teachers use CHAMPS for classroom activities and common areas of the school.

   **Conversation – determine voice levels forty all activities/events**
   Level 0 – silent (No talking)
   Level 1 - Whisper voice (partner voice)
   Level 2 - Conversation (table talk)
   Level 3 - Presentation (talking to whole class)
   Level 4 - Outside Voice (recess, playful)

   **Help – How students receive help during each activity**
   (Raise hand, ask the teacher, ask 3 before me, post on desk)

   **Activity – What are students doing?**
   (Whole group, partner work, stations, test, etc.)

   **Movement -How students navigate in the classroom during an activity**
   (Stay in your seats, walking in the hallway, move to partner, rotate stations)

   **Participation – How students participate during the activity**
   (Whole class, everyone, one at a time, independent practice)

   **Success – students successfully complete an activity or event when they have followed each expectation by being ready, being respectful, and being responsible.**
3. Dogan teachers will establish and post classroom expectations along with consequences and incentives as being proactive and preventive in handling minor discipline issues.

**Expectations: (set by the classroom teacher)**

Example: Be Respectful, Be Responsible and Always Do Your Best”

**Disciplinary Options** according to HISD behavior policy:

- Oral correction • Redirection • Proximity • Planned feedback • Pre-correction • Review, re-teach, and practice expectations • Provide opportunities for students to practice expected behavior and provide descriptive feedback • Other appropriate in-class disciplinary actions • Teacher–student conference • Parent contact: note or telephone call to parent • Student–counselor conference • Detention (maintained by teacher) before or

- If scholars have patterns of repeating the same misconduct that is becoming a habit, develop a Behavior Intervention Plan for that child.
- When in doubt, seek advice from your colleagues, mentors, or administrators.

**Incentives**

- Class or grade level reward systems (dojo points, tickets, Dolphins Dollars, Color Management System, etc.)
- Monthly celebrations for attendance, hard work, and good behavior.
- Call parents when scholars show a slightest improvement.
- Something that is consistently doable by the teacher.

4. The Discipline Procedure Flow Chart (attached) will guide teachers in when and how to redirect or correct student behaviors.

5.
**Dogan Elementary**

**Discipline Procedure Flow-Chart 2nd – 5th**

**Observe problem behavior**

**MINOR**

- Classroom
- Teacher handles

**MAJOR**

- Office
- Administrator handles

**Corrective Action:**

- Level 1 & 2: Re-direction
- Refer to Code of Cooperation
- Private talk
- Verbal warning
- Praise modeled desired behavior
  - *Continue building relationships*
  - Document into discipline folder

**Behavior continues**

**Corrective Action:**

- Move seat
- Private talk
- Re-teach expectation
- Color Needs Card (See Counselor, etc)
- Loss of privilege
  - *Continue building relationships*
  - Document into discipline folder

**Behavior continues**

**Corrective Action:**

- Move to class safe place (or reflective place in classroom)
- Parent phone call
- Loss of privileges
- Alternative recess
- Reflective writing about expectation
  - *Continue building relationships*
  - Document into discipline folder

**Behavior continues**

**Does student have…**

- 3 of the same misconduct documented?
- 5 of varying misconduct documented?

**No**

- Continue teacher management

**Yes**

- Move scholar to another class
- Or call school counselor if emotion is a factor.
- Complete Discipline Referral and send to front office or call an administrator.

**Minor Misconduct**

- Refusing to complete class assignments
- Dress Code Violation
- Food/Drink (gum)
- Tardiness
- Uncooperative
- Making inappropriate noises
- Cheating / Forgery
- Failure to follow classroom rules
- Out of Seat
- Talking out of turn
- Electronic Devices
- Inappropriate language
- Stealing (up to $5 value)

**Major Misconduct**

- Stealing/Theft (more than $5 value)
- Weapons
- Fighting/Physical aggression
- Harassment/Bullying
- Defiance that consistently interrupts instruction and learning
- Vandalism
- Defacing school property
- Inappropriate touching
- Leaving without permission
- Consistent outbursts of profanity directed to someone

**Reminders for Minor Misconduct:**

- Discipline Referral Form must include 3 or more documentations of misconduct and teacher corrective actions before a scholar can be removed.
- Take concrete action to correct behavior (i.e. reflective writing, time out, loss of privilege, etc.). Make sure corrective action(s) correspond to the behavior being corrected.
- Make every effort to build a positive relationship with the misbehaving scholar, it will decrease the chance of infractions becoming a level 3 or 4.

**Level 3**

**Level 4**

**Complete discipline referral form**

**Call for an administrator to remove the scholars with documentation**

- (Only severe infractions can be documented following the removal) Meeting is required.

**Administrator determines consequences**

- Student conference/Reflection Sheet
- Parent phone call
- Reflection Room
- Parent/Admin conference
- Detention - Teacher held
- Community Service
- IAT Referral
- Check-in and Check-Out/ BIP
- In school suspension
- Out of school suspension

**Administrator provides teacher feedback**

**Administrator follows through on consequences**

**Administrator Enters discipline info into Chancery and Makes a copy for teacher to file**
Dogan School
Discipline Procedure Flow-Chart Pre-K — 1st

Level 1 & 2

1-2 times repeated action
Corrective Action:
- Re-direction
- Private talk
- Verbal warning
- Praise modeled desired behavior
- *Continue building relationships*
- Document into discipline folder

Behavior continues

Level 4

Complete discipline referral form

Call for an administrator to remove the scholars with documentation (Only severe infractions can be documented following the removal) Meeting is required.

Administrator determines consequences
- Student conference
- Reflection Room
- Parent phone call
- Parent conference
- Detention
- Create a picture behavior contract

Administrator provides teacher feedback

Administrator follows through on consequences

Administrator Enters discipline info into Chancery and Makes a copy for teacher to file

Major Misconduct
- Hitting the teacher/other students with aggression
- Defiance that consistently interrupts instruction and learning
- Fighting/Physical aggression
- Vandalism/Destructive Tantrums/Throwing things
- Inappropriate touching
- Leaving without permission/Runners
- Consistent outbursts of profanity directed at someone

Minor Misconduct
- Refusing to complete tasks
- Horse-playing/biting
- Food/Drink (gum)
- Non-destructive, non-disruptive Tantrums
- Uncooperative
- Making inappropriate noises
- Failure to follow classroom rules
- Out of Seat
- Talking out of turn
- Electronic Devices
- Inappropriate language
- Taking others’ things without permission

Reminders for Minor Misconduct:
- Discipline Referral Form must include 3 or more documentations of misconduct and teacher corrective actions before a scholar can be removed.
- Take concrete action to correct behavior (i.e. reflective writing, time out, loss of privilege, etc.). Make sure corrective action(s) correspond to the behavior being corrected.
- Make every effort to build a positive relationship with the misbehaving scholar, it will decrease the chance of infractions becoming a level 3 or 4.

Does student have...
- • 7 of the same misconduct documented?
- • 12 of varying misconduct documented?

No
- Continue teacher management

Yes
- Move scholar to another class
  Or call school counselor if emotion is a factor.
  Complete Discipline Referral and send to front office or call an administrator.

Observe problem behavior

MINOR

Classroom Teacher Handles

Is misconduct minor or major?

MAJOR

Office Administrator Handles

3-4 times repeated action
Corrective Action:
- Move seat
- Private talk
- Re-teach expectation
- Loss of privilege
- *Continue building relationships*
- Document into discipline folder

Behavior continues

5-6 times repeated action
Corrective Action:
- Move to reflection seat
- Parent phone call
- Loss of privileges
- Alternative recess
- Reflective writing about expectation*
- *Continue building relationships*
- Document into discipline folder

Behavior continues

Reminders:
- Discipline Referral Form must include 3 or more documentations of misconduct and teacher corrective actions before a scholar can be removed.
- Take concrete action to correct behavior (i.e. reflective writing, time out, loss of privilege, etc.). Make sure corrective action(s) correspond to the behavior being corrected.
- Make every effort to build a positive relationship with the misbehaving scholar, it will decrease the chance of infractions becoming a level 3 or 4.
Antecedent-Behavior-Consequence Log (ABC Log)

**Instructions:** Record objective information under the corresponding column for the antecedent, behavior, consequence, and the child’s response to the consequence. This information should be recorded for any disruptive behavior occurring during the session/day. Descriptions should be kept brief and objective.

**Student Name:**

<table>
<thead>
<tr>
<th>Date/Initials Setting</th>
<th>Antecedent Description of the environment and what occurred prior to the behavior</th>
<th>Behavior What the child did or said and how long the behavior lasted</th>
<th>Consequence What the responder did immediately following the behavior or how the environment changed</th>
<th>Child’s response Upon receiving the consequence, how did the child respond?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>