

Securing Parent and Student Agreement and Active Support

The success of a school-wide system lies in the relationship built between parents, staff, and students of the school community. This relationship begins with communication. Parents will be informed about current school issues, success, and concerns through school-wide newsletters, classroom teacher updates, the school website, parent meetings, and parent handbooks. The idea is that by keeping parents well-informed, the plan will be more successful.

On an individual basis student behavioral issues are addressed with parents through parent/teacher emails, notes home, phone calls home, and parent conferences. A signature is required for any written notification concerning behavior, such as the pre-referral form. The signature helps school staff know that the parent is aware of the concerns being raised and is the beginning of establishing an open line of communication. This communication helps to foster the success of the school-wide plan.

Travis Heights Elementary School's Culture and Climate Plan will be successful because it is based on a commitment to each child's success, contains easy-to-follow school rules, and implements consistency. The system allows for each teacher's style in the classroom, age appropriate communication and discipline without compromising school-wide policies, expectations, and consistency.

Parent's Commitment

Parents will:

- Reinforce the School-wide Discipline Plan
- Communicate high behavioral expectations to their child
- Commit to follow through to the success of their child's behavior
- Take an interest in the personal goals, achievements, and needs of their child
- Support the students in their academic and extracurricular activities.

Student's Commitment

Students will:

- Follow school wide behavioral expectations and procedures
- Maintain high behavioral expectations
- Accept responsibility for behavior and correct the misbehavior
- Set personal goals and work hard to achieve them

Behavioral Expectations

The following chart explains Travis Heights Elementary School's Behavioral Expectations for students. At the beginning of the year students will be explicitly taught these expectations. Our expectations will be reinforced throughout the year. Our goal is through these easy-to-follow expectations a positive learning atmosphere will be established throughout the school.

TRAVIS HEIGHTS ELEMENTARY GUIDELINES FOR SUCCESS

Voice Levels	
Voice Level 0	Silent, no talking
Voice Level 1	A hushed voice that the person next you can hear
Voice Level 2	Talking so that a couple of people around you can hear
Voice Level 3	Talking loud enough that the group near you or the whole class can hear
Voice Level 4	Yelling so loud that people in the distance can hear you

Positive Expectations and Procedures			
	Students		
Arrival	<ol style="list-style-type: none"> 1. Report to your designated grade level area 2. Find your designated classroom's row 3. Stay seated while reviewing homework and/or reading 4. Voice level 1 5. Raise your hand for help 		
Cafeteria	<ol style="list-style-type: none"> 1. Walk to, from, and in the cafeteria with hands, feet, and objects to yourself 2. Stay seated while eating 3. Raise your hand for help 4. Don't share food 5. Clean up 6. Voice level: 2 or lower 		
Hallways	3 - Squares from the wall 2 - Hands by your side 1 - Person per square 0 - Voice level		
Restroom	Go in and take care of your business. Flush the toilet when you're done. Wash your hands at the sink. Out of the bathroom and into the classroom.		
Playground	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> Swings <ol style="list-style-type: none"> 1. One at a time 2. Take turns 3. No jumping off 4. Back and forth motion 5. Keep a safe distance </td> <td style="vertical-align: top;"> Games <ol style="list-style-type: none"> 1. Play tag on grass only 2. Include others 3. Ask an adult for help 4. Use good sportsmanship </td> </tr> </table>	Swings <ol style="list-style-type: none"> 1. One at a time 2. Take turns 3. No jumping off 4. Back and forth motion 5. Keep a safe distance 	Games <ol style="list-style-type: none"> 1. Play tag on grass only 2. Include others 3. Ask an adult for help 4. Use good sportsmanship
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	Jungle Gym 1. Take turns 2. Stay off the tops of tunnels	Slides 1. Feet first 2. One at a time 3. Slide down only
	Track 1. Run or walk only 2. Play tag on grass only 3. Use good sportsmanship 4. Stay aware of your surroundings	Bring in what you take out Line up immediately when teacher calls for attention
Assemblies	Voice Level: 0 Sit on your bottom during the presentation. Track the speaker. Applaud at the right time. Respect both personal space and the presenter.	
Dismissal	1. Follow your teacher to your dismissal area 2. Sit on bottom until dismissed 3. Walk using hallway expectations 4. Follow directions from adults and Safety Patrol. 5. Voice Level: 1	

School Dress-Code

Travis Heights Elementary continues to build a positive school culture, focused on academic achievement and the whole child, by creating a partnership between students, parents and the school. It is our intention to ensure all students have access to a safe and structured learning environment where student responsibility, classwork, well-defined discipline, and appropriate dress code prepare each student for college, career and life. As we work to encourage school pride and to maintain a safe, secure and healthy learning environment we ask that all Pre-K thru 5th grade students adhere to the following dress code guidelines:

The following are not deemed appropriate:

- Improperly fitting clothing: baggy pants, oversized shirts, elongated armholes, overly tight garments, and clothes that improperly expose body parts;
- Tops that are strapless or backless, spaghetti straps, or have low cut necklines;
- Shorts or skirts that are short enough to be distracting;
- Makeup and artificial nails;
- Gang associated clothing or colors;
- Hats or caps worn inside the building (except for religious requirements);
- Flip-flops and slippers should not be worn.

Behavioral Levels

Examples include, but are not limited to items below:

Minor Offenses (Level 1)	Major Offenses (Level 2)	Crisis (Level 3)
<p>Lower level infraction of class or campus expectations. Handled by classroom teacher or adult present and responsible for students at that time. Pre-referral documentation can be used.</p>	<p>High level infraction that directly impacts the physical safety and well-being of students or staff. Handled by administration, upon formal referral. Also, can be repeated, cumulative minor offenses.</p>	<p>Critical situation that immediately puts the safety of others at risk, or that breaks the law. Administration is immediately contacted.</p>
<ul style="list-style-type: none"> • Cheating • Defiance/insubordination • Disrespect • Disruption • Horseplay • Inappropriate language • Not following instructions • Mild physical contact • Off task • Property misuse • Talking back • Throwing – no safety hazard 	<ul style="list-style-type: none"> • Bullying • Destruction of campus property • Fighting • Harassment • Hate language • Repeated Minor Offenses (with documentation of offenses and intervention) • Throwing objects – safety hazard 	<ul style="list-style-type: none"> • Drugs • Racism • Fighting • Sexual harassment • Threats against school or persons • Theft • Weapons

Positive Support System

This component of the school-wide discipline plan is to recognize students for meeting school behavioral expectations. Students who meet expectations in all areas will be acknowledged during school-wide assemblies. The recognition includes:

Golden Thunderbird

At the end of the nine-week grading period students that receive 4s in all areas of Student Development will be recognized with a certificate during Nine Weeks Assemblies as a Golden Thunderbird.

Class Recognition

Teachers will provide class rewards, such as a special activity time, or other activities arranged with administration for school-wide recognition, for classes receiving consistent good reports from Special Areas and the cafeteria.

Continued Parent Support

The Schoolwide Culture and Climate Plan has been written so that students and family members know what behavior is expected. It is helpful when parents are aware of school expectations so they can help support our school from home. Please sit down and talk about these expectations with your child(ren).

Failure to return this notice of receipt will not relieve students or parents from the responsibility for knowledge of the Travis Heights Elementary Schoolwide Culture and Climate Plan.

PARENTS, THANK YOU FOR YOUR SUPPORT! PLEASE SIGN, AND RETURN THE FOLLOWING NOTE TO YOUR CHILD'S TEACHER:

I have read the Travis Heights Elementary Schoolwide Culture and Climate Plan and discussed with my family.

I understand my child is responsible for abiding by the Austin Independent School District Code of Student Conduct as well as the Travis Heights Elementary Schoolwide Culture and Climate Plan.

Parent/Guardian Signature

Date

Student Signature

Date

Teacher Signature

Date