

Travis Heights Elementary



School-wide Culture and Climate Plan 2020-2021

*Whole child. Every Child. Every Day.
Travis Height Thunderbirds
Learn, Lead, Serve!*

Purpose and Introduction

This handbook provides information about the policies and procedures of our School-wide Culture and Climate Plan. When parents, students and teachers work together toward a common goal, the total school experience is enhanced.

The goal of our plan is to increase the number of students in the classroom everyday involved in their learning environment by providing teachers and students with viable tools and solutions to mediate behavioral needs. We will move from asking, “What’s wrong with this child?” to “What’s going on with this child?” While maintaining a solutions based approach to correct behavior, resulting in a reduction of behavioral referrals.

Our campus culture and climate play a vital role in a child’s education. Discipline and self-regulation are life-long skills children will rely on as they become active members of their community. Our students deserve a positive learning environment where they feel safe and a sense of belonging, to achieve academic success. For these reasons, this school-wide campus and culture plan will be in effect at all times.

**"We can't hold kids
accountable for things
we've never told them we
expect. Behavior should be
treated like academics.
Students have to be taught
the skills they need."**

-Erin Green

Culture and Climate Plan

What is a School-wide Culture and Climate Plan?

A School-wide Discipline plan is an organized, data-driven system of interventions, strategies and supports that positively impact school-wide and individualized behavior planning.

What are the benefits of a School-wide Culture and Climate Plan?

A systematic approach to discipline enhances learning outcomes for all students. By reinforcing desired behavioral outcomes students will clearly understand expectations. Students are explicitly taught what the expected behavior should be. This attention to expectations leads to a more positive classroom experience, a stronger learning community and an increase in student learning.

“A student is not an interruption of our work...the Student is the purpose of it.”

–William W. Purkey



Defining Discipline:

"Discipline is defined as the actions that facilitate the development of self-control, responsibility, and character" (Savage & Savage, 2010, p.8).

Defining Management:

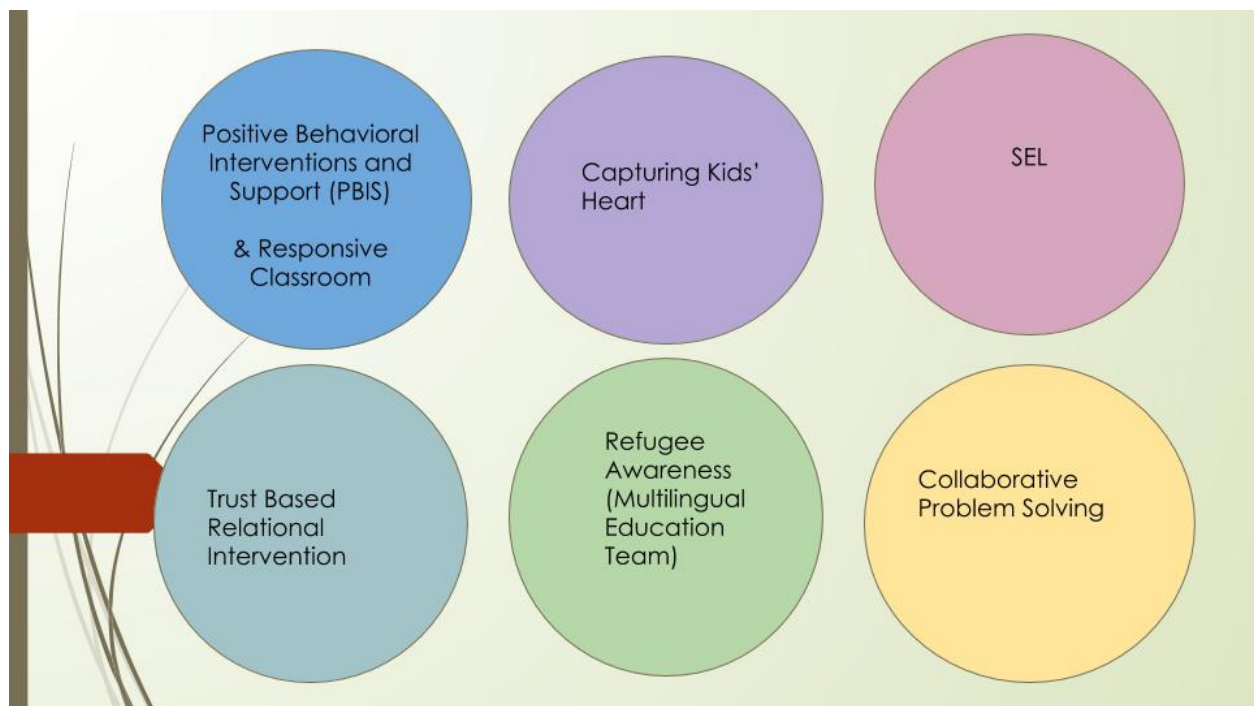
"Management refers to your role as a teacher in creating a classroom environment where success is possible. It refers to how order is established and maintained in the classroom" (Savage & Savage, 2010, p.6).

Both proactive classroom management and a consistent discipline plan are necessary to have an environment conducive to learning.

Our teachers and staff will provide all students with an enriching, rigorous, and nurturing learning atmosphere each year, incorporating social- emotional learning (SEL) in all areas. At Travis Heights, we are a Responsive Classroom campus, where students are given strategies and tools to help build intrinsic motivation and relationships.

Responsive Classroom is an evidence-based approach to teaching that focuses on the strong link between academic success and SEL. The *Responsive Classroom* approach is associated with higher academic achievement in math and reading, improved school climate, and higher-quality instruction.

Teachers had been trained and receive ongoing coaching in the practices below.



The Four Key Domains of Responsive Classroom



Engaging Academics

Adults create learning tasks that are active, interactive, appropriately challenging, purposeful, and connected to students' interests.



Positive Community

Adults nurture a sense of belonging, significance, and emotional safety so that students feel comfortable taking risks and working with a variety of peers.



Effective Management

Adults create a calm, orderly environment that promotes autonomy and allows students to focus on learning.



Developmental Awareness

Adults use knowledge of child development, along with observations of students, to create a developmentally appropriate learning environment.

As a part of our campus culture and climate, each teacher has a classroom management plan to address procedures and discipline in the classroom, which is based on Responsive Classroom practices. These practices will incorporate teaching, modeling, self-reflection, and other appropriate strategies to teach self-awareness in order maintain the behaviors necessary to provide a safe, orderly and productive learning environment.

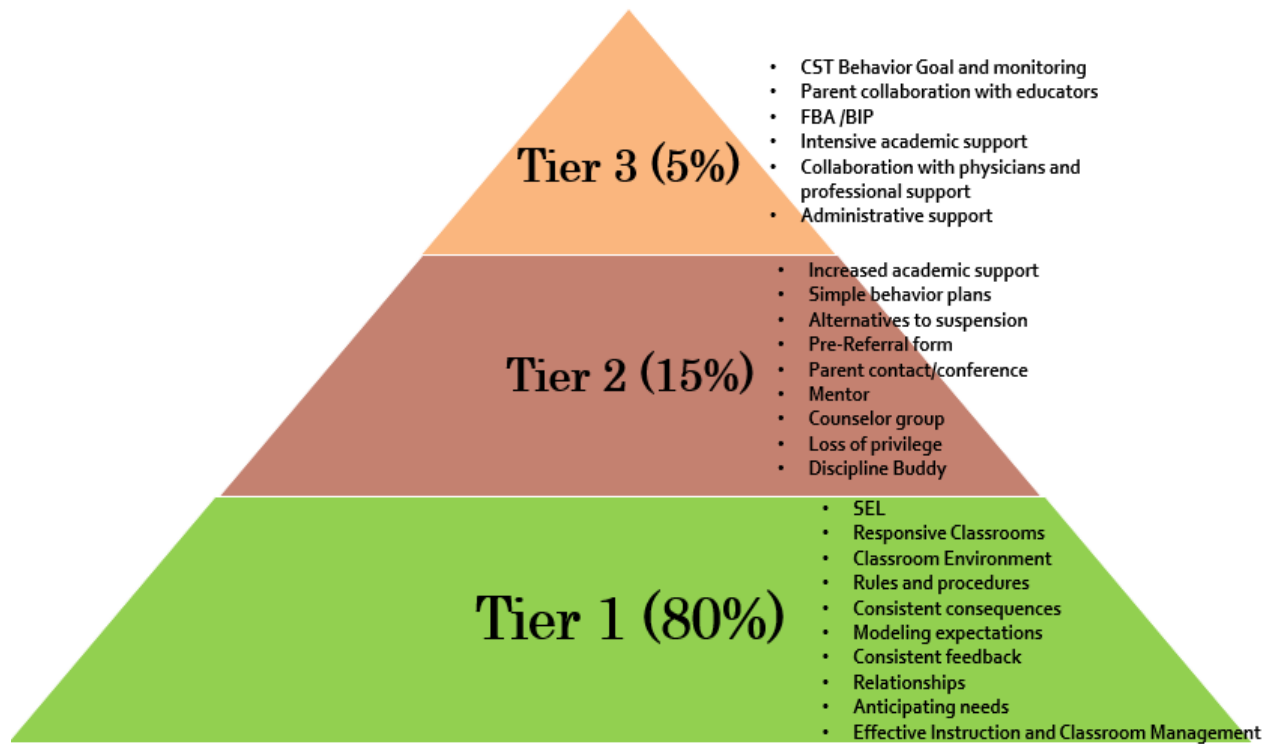
If your child's teacher contacts you about a discipline concern for your child, please be supportive and responsive to work with us, so that your child's behavior has a positive outcome.

Beliefs Related to Discipline at Travis Heights Elementary School:

- Expected behavior must be communicated, taught and modeled throughout the school year.
- Proactive solutions are anticipated and built in to everyday learning.
- The misbehavior of one student will not be allowed to interfere with the learning opportunities of other students.
- The misbehavior of a student will not excuse him/her from successfully completing learning objectives.
- Redirection is an opportunity to positively teach expected behavior.
- Parents have a responsibility to ensure that their children's behaviors do not take away from a safe, orderly and academically productive learning environment of others.

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- Utilizing a research based approach aligned to a Response to Intervention (RTI) plan will support all students, as depicted below.



The Classroom Teacher's Commitment

Teachers will:

- Enforce the Campus Culture and Climate Plan as agreed
- Implement Responsive Classroom and SEL expectations
- Establish positive relationships with students
- Foster opportunities for success
- Create short term attainable goals
- Connect positively with students, parents, and staff
- Cultivate a safe, organized, and welcoming school environment
- Collaborate with all stakeholders to identify and problem solve root causes
- Communicate high behavioral expectations to students and parents

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- Commit to follow through to the success of student behavior
- Foster a school climate characterized by a concern for students as individuals
- Take an interest in the personal goals, achievements and needs of their students
- Support the students in their academic and extracurricular activities

Staff Member's Commitment

Staff members will:

- Enforce the Campus Culture and Climate Plan as agreed
- Positively communicate student needs to teachers
- Communicate high behavioral expectations to students
- Commit to follow through for the success of student behavior
- Take an interest in personal goals, achievements and needs of students
- Support the students in their academic and extracurricular activities.

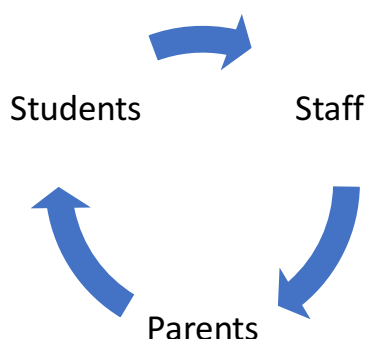
Administrator's Commitment

Administrators will:

- Support the learning, behavioral, and safety needs of all students
- Provide support to teachers to problem solve the needs of all students
- Model high behavioral expectations
- Maintain a school climate in which everyone wants to achieve self-discipline and intrinsic motivation
- Foster a school climate where the administration is sincerely concerned for the staff and students as individuals
- Take an interest in the personal goals of teachers, staff and students

Travis Heights Elementary School Community's Commitment

- ***Be strategic:*** identify the trigger; wait for student to regulate
- ***Be specific:*** tell the student exactly what they did
- ***Be timely:*** don't wait to praise or correct
- ***Be consistent:*** with everything, everywhere
- ***Communicate:*** keep open lines of communication between home and school



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's updates, the school website, parent meetings and parent handbooks. The idea is 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. 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 School 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 around 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		Adults
Arrival	<ol style="list-style-type: none">1. Report to your designated grade level area2. Find your designated classroom3. Stay seated while reviewing homework and/or reading4. Voice level 05. Raise your hand for help	<ol style="list-style-type: none">1. Arrive to school on time with a positive attitude.2. If helping with Morning Duty,3. Actively monitor students. Respectfully and calmly redirect, as needed.4. Be within AISD professional dress code.5. Have your materials ready.6. Greet every student, every day.7. Be respectful during the pledge and silent during the moment of mindfulness.
Lunch	<ol style="list-style-type: none">1. Wait for teacher to distribute food.2. Stay seated while eating.3. Raise your hand for help.4. Don't sharing food.5. Clean up.6. Voice level: 2 or lower.	<ol style="list-style-type: none">1. Be present and aware.2. Actively monitor students.3. Model and re-teach expectations.4. Respectfully and calmly redirect students.5. Have class use the restroom and wash hands before lunch if possible

Hallways	Follow teacher instructions Stay in line Social distance Voice level 0		1. Actively supervise the entire campus. 2. Model and re-teach expectations. 3. Respectfully and calmly redirect students. 4. All students with a partner or adult.
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.		1. Model and re-teach expectations. 2. Remind students to go, flush, wash and out. 3. Check restroom for cleanliness.
Playground	Swings 1. One at a time 2. Take turns 3. No jumping off 4. Back and forth motion 5. Keep a safe distance	Slides 1. Feet first 2. One at a time 3. Slide down only	1. Actively supervise the play areas by circulating the entire area. Stay in close proximity and scan at all times. 2. Watch that students play fair, are good sports, walk, stay in designated areas, etc. 3. Arrive and leave on time. 4. Account for all students before leaving playground. 5. Arrive and depart on time. 6. Model and reteach expectations. -
	Jungle Gym 1. Take turns 2. Stay off the tops of tunnels	Games 1. Play tag on grass only 2. Include others 3. Ask an adult for help 4. Use good sportsmanship	
	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	No group gatherings.		No group gatherings.
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		1. Establish routines to end classroom activities for ending the day. 2. Communicate and model expectations for dismissal. 3. Ensure that each child goes to the correct and designated person (parent, bus driver, etc.) 4. Be on time for different dismissal lines. 5. Actively supervise (circulate the school) as students leave for the day.

Defining Unacceptable Behaviors

There are three levels of behaviors: minor, major, and crisis. Minor behaviors will be addressed and handled by teachers. Major behaviors will be referred to the office to be handled by the counselor or principal, and crisis behaviors directly result in a referral, with possible suspension.

The following table defines minor and major behavior concerns.

Behavior Levels

Examples include, but are not limited to items below.

Minor Offenses (Level 1)	Major Offenses (Level 2)	Crisis (Level 3)
Lower level infraction of class or campus expectations. Handled by classroom teacher or adult present and responsible for students that time. Pre-referral documentation can be used.	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.	Critical situation that immediately puts the safety of others at risk or that breaks a law. Administration is immediately contacted.
<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 interventions)• Throwing objects- safety hazard.	<ul style="list-style-type: none">• Drugs• Fighting• Sexual harassment• Threats against school or persons• Theft• Weapons

Possible Interventions

The following list includes ways teachers and staff can support student success and provide behavioral interventions. Possible interventions include:

Recommended Intervention			
This list is by no means exhaustive			
Preventative Strategies	Level 1 Interventions Teacher Intervention	Level 2 Interventions Teacher, Parent, Counselor, SPED Case Manager (if applicable) and MTSS Coach	Level 3 Interventions Administration & Parent Intervention
<ul style="list-style-type: none"> Procedures and routines explicitly taught and rehearsed. Hold the bar! Create rules/social contract/respect agreement in class Provide alternate education environment for calm down, "take a brake" – Peace Area Provide positive motivators and opportunities for positive interactions; 4:1 praise to criticism ratio Identify environmental predictors Identify triggers Establish a behavioral cue/prompt Provide structured choice 	<ul style="list-style-type: none"> Redirection Clarify how behavior did not meet expectations (1:1) Restating rules Reteach/practice the behavior skill class group Modeling desired behavior Provide verbal or written reflection opportunities Praise students modeling desired behavior Classroom consequences Loss of privileges Private conference with student Change seating assignment Confiscation of items that disrupt the educational process Proximity control Written apology to teacher or student Restitution of damages Verbal Correction/warning Call parent Send home a note 	<ul style="list-style-type: none"> Any level 1 interventions which are deemed appropriate Counseling referral Behavioral contract Peer mediation facilitated by the counselor or MTSS Coach Review discipline data for patterns and trends Progress Monitor 	<ul style="list-style-type: none"> Office referral Assignment to the alternative school Home suspension In school suspension <p>**Admin has the direction to:</p> <ol style="list-style-type: none"> Decide on the appropriateness of behaviors on the campus Decide on the suitable consequences for all behaviors

Special Considerations for Special Education Students

All students are encouraged and expected to develop responsibility at Travis Heights Elementary. Though we will do our best to teach students how to assume responsibility, we recognize that there are special cases where a disability will require that adaptations be made and additional training required. Students with disabilities will be assisted by appropriate staff to meet the expectations of a student's Individualized Education Plan (IEP). In some cases, expectations will be modified to allow for student success.

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Positive Support System - Thunderbird Curbside

This component of the school-wide discipline plan is to recognize students for meeting school behavioral expectations. Thunderbird Curbside will be used in conjunction with Class Dojo. Students who meet expectations in all areas will have the opportunity to place their order for the items they would like to purchase from our Thunderbird store once a month. Students and teachers will stop by on their assigned time to pick up their orders. Due to COVID-19, Thunderbird Curbside will be put on pause.

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 Austin ISD dress code guidelines.

See link: <https://www.austinisd.org/family-support/dress-code>

Continued Parent Support

The School-wide 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 School-wide 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 School-wide 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 School-wide Culture and Climate Plan.

Parent/Guardian Signature

Date

Student Signature

Date