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	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	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	**Swings** 1. One at a time 2. Take turns 3. No jumping off 4. Back and forth motion 5. Keep a safe distance	**Games** 1. Play tag on grass only 2. Include others 3. Ask an adult for help 4. Use good sportsmanship

	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:

- Violent language or images
- Images or language depicting drugs or alcohol (or any illegal item or activity). or any other substance prohibited under FNCF(LEGAL)
- Hate speech, profanity, pornography
- Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups
- Any clothing that reveals visible undergarments (waistbands and straps excluded)
- Swimsuits (except as required in class, field trips, or athletic practice see “Extracurricular Activities”)
- Accessories that could be considered dangerous or could be used as a weapon
- Any item that obscures the face or ears (except as a religious observance or as necessary to accommodate medical needs)

Behavioral Levels

Examples include, but are not limited to items below:

Minor Offenses (Level 1) 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.	Major Offenses (Level 2) 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.	Crisis (Level 3) Critical situation that immediately puts the safety of others at risk, or that breaks the law. Administration is immediately contacted.
• Cheating • Defiance/insubordination • Disrespect • Disruption • Horseplay • Inappropriate language • Not following instructions • Mild physical contact • Off task • Property misuse • Talking back • Throwing – no safety hazard	• Bullying • Destruction of campus property • Fighting • Harassment • Hate language • Repeated Minor Offenses (with documentation of offenses and intervention) • Throwing objects – safety hazard	• Drugs • Racism • Fighting • Sexual harassment • Threats against school or persons • Theft • Weapons

Thunderbirds Positive Support System

Thunderbird Pride - This component of the school-wide climate and culture plan is to recognize and celebrate students for their academic achievements and for demonstrating SEL skills which translate to meeting school behavioral expectations. Teachers will nominate two students each week. One student will be recognized for academic achievement and the other for demonstrating SEL skills. The teacher will present students with the Thunderbird certificate indicating the achievement. Every Friday from 1:00-2:00 Thunderbird Pride will take place outside the main office. Teachers will send nominated students with their certificates to the office any time between 1:00-2:00. The admin team will celebrate the students by reading their certificates, adding their signature, and inviting students to choose a prize from the table. Teachers will keep track of which of their students they have nominated.

Classroom Ambassadors - students are nominated by their classroom teacher to be their classroom ambassadors. Their responsibilities include:

- Greet visitors with a handshake (admin, district personnel, etc) when they enter the classroom and explain what they are learning in the moment
- Be responsible, safe and kind on campus including the classroom, cafeteria, playground, and hallways
- Help new students adjust in their homeroom
- Expected to meet throughout the semester to focus on leadership skills with the other ambassadors.

Common Area Expectations - students have common area expectations for arrival, hallway, cafeteria, restroom, recess equipment, and bus.

Character Strong - is an evidenced-based curriculum that supports the Whole Child through 9 months worth of lessons and resources that are focused on developing character and teaching grade level skill focused lessons.

Peace Area - is a designated private area in each classroom where students can take time to regulate their emotions.

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