



Anchored

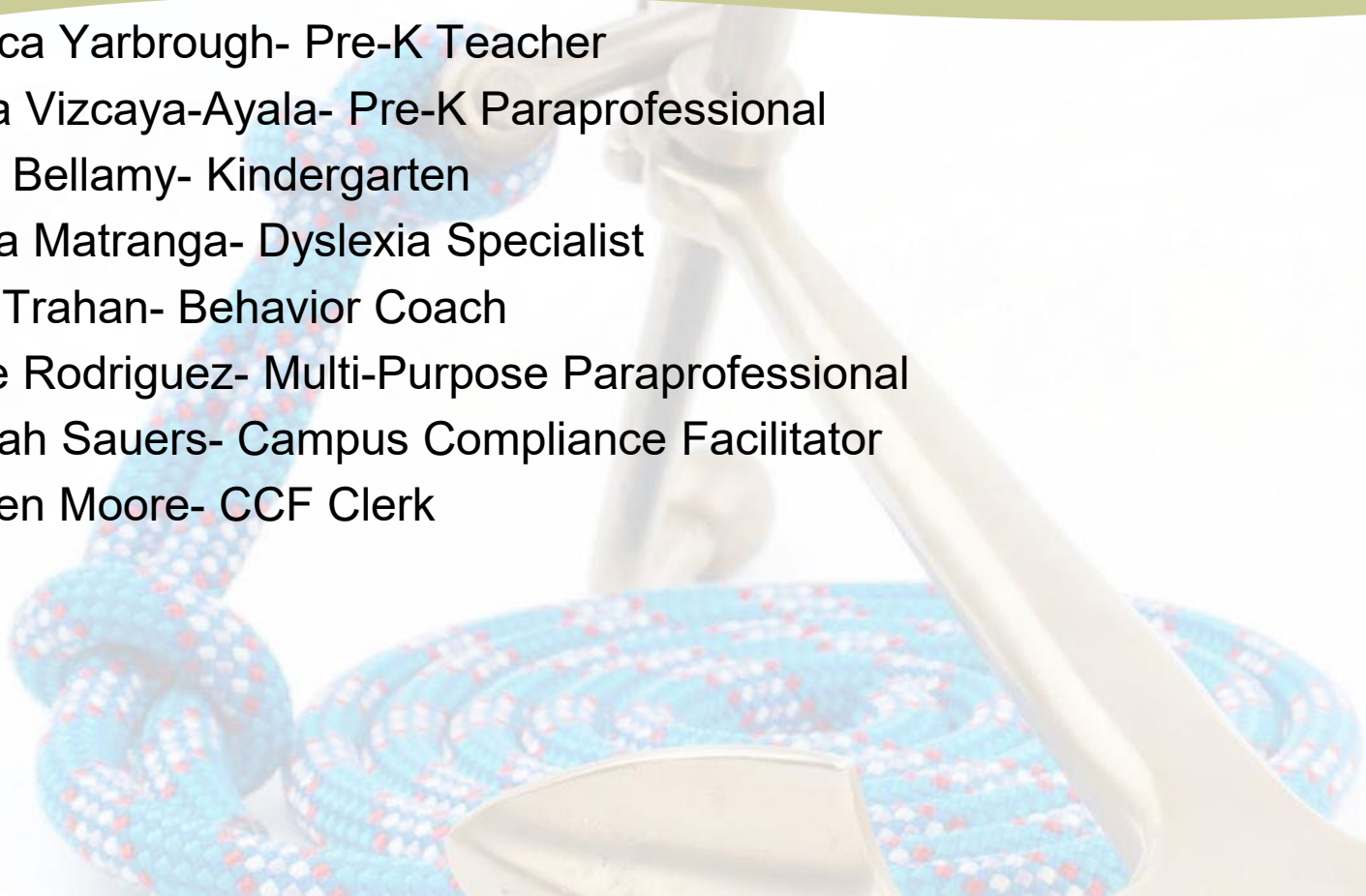
in PLC Right
2022-23

INTRODUCTIONS

- Allison Lane- 1st Grade Teacher
- Jenny Payne- 1st Grade Teacher
- Emily Tracy- 1st Grade Teacher
- Jenny Cady- 2nd Grade Teacher
- Wendy Galloway- 2nd Grade Teacher
- Sarah Fremont- 3rd Grade Teacher
- La Tisha Watson-3rd Grade Teacher
- Anastacia Cooper- 4th Grade Teacher
- Florencia Freeman- 4th Grade Teacher
- Paige Isaacks- 4th Grade Teacher
- Cameryn Jackson- 4th Grade Teacher
- Haely Upton- ECSE Teacher
- Pamela Contreras- ECSE Paraprofessional
- Ciana Orrill- Receptionist
- Cassidy Dill- GT Specialist
- Kelsey Adams-Speech Pathologist
- Lindsey Derbonne- Instructional Interventionist
- Torie Stewart- Assistant Principal

Still here, but in a different spot:

- Rebecca Yarbrough- Pre-K Teacher
- Monica Vizcaya-Ayala- Pre-K Paraprofessional
- Jayme Bellamy- Kindergarten
- Melissa Matranga- Dyslexia Specialist
- Kelley Trahan- Behavior Coach
- Brooke Rodriguez- Multi-Purpose Paraprofessional
- Shannah Sauers- Campus Compliance Facilitator
- Maureen Moore- CCF Clerk





TUESDAY

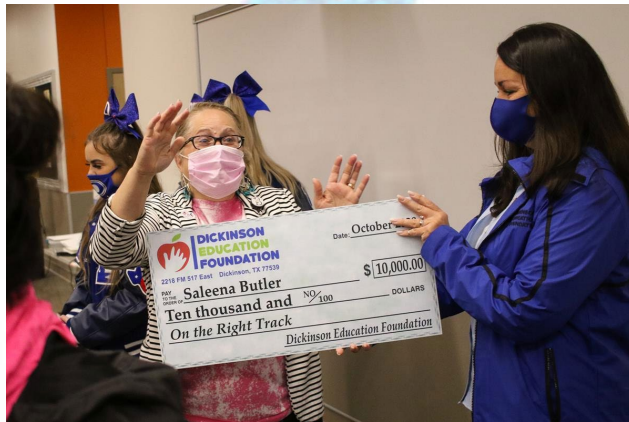


WELCOME

Pictures from the Shape Create Team Building Activity.



District Visitors



DICKINSON 
EDUCATION FOUNDATION

The Dickinson ISD Education Foundation's mission is to ensure that all students have successful learning opportunities that help them reach their full potential and add quality throughout their lives.

PROUD TRADITIONS, EXCITING FUTURES

DICKINSON

INDEPENDENT SCHOOL DISTRICT

Dickinson ISD Energy Conservation Program 2022-2023



Jeff Pulkinen

Director of Energy Management

Aaron Whitener

Asst. Director of Energy Management



Dickinson ISD Energy Management

Every Dollar saved on
Energy is a Dollar saved
for Education



GATOR ENERGY

Electric Bill/Cost

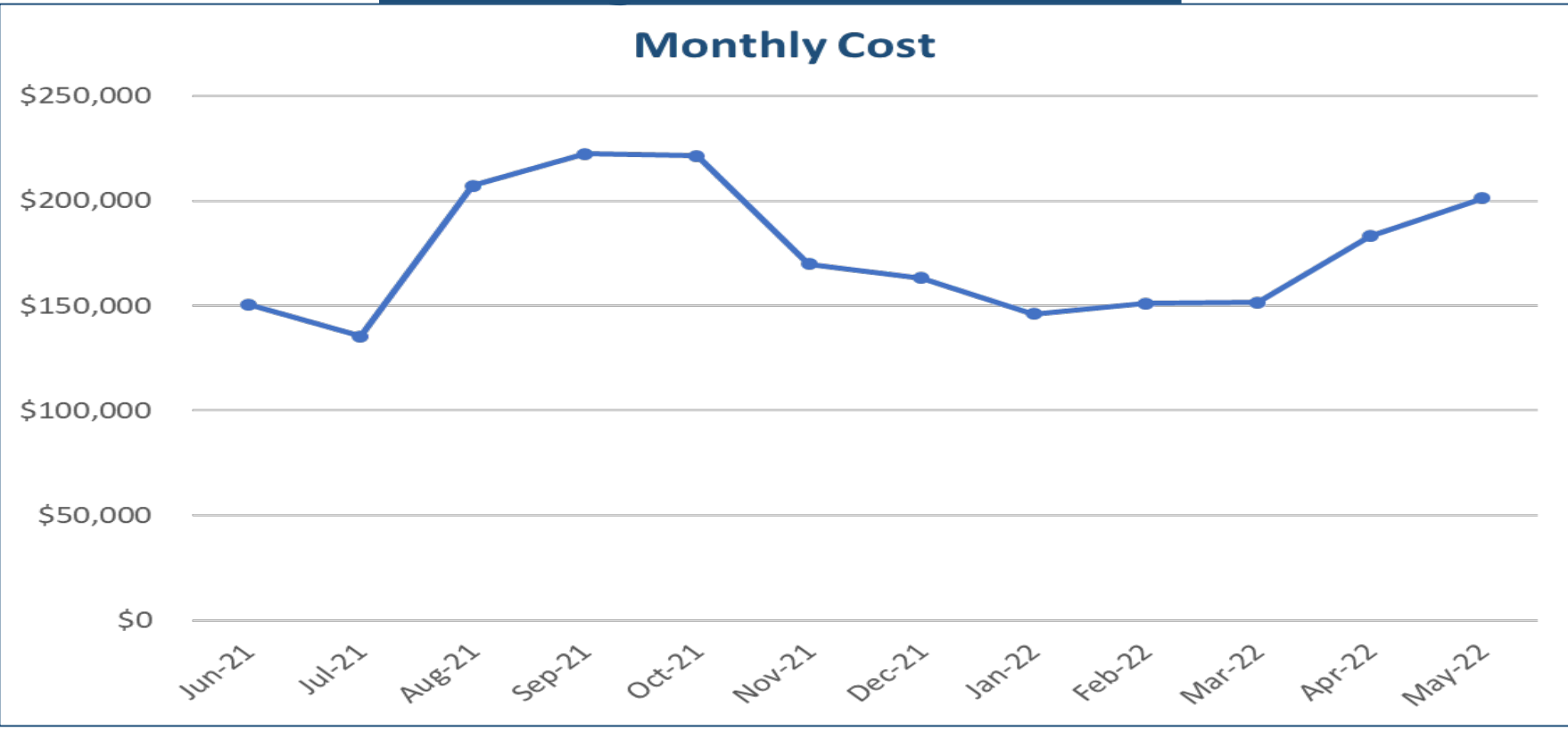
Payments and Adjustments

Previous Balance.....	\$226,121.01
Payments and Adjustments.....	-\$226,121.01
Account Summary (31 Accounts)	
Total Current Charges.....	\$234,291.65
Total Due Amount.....	\$234,291.65

Example - September Electric Bill

Yearly Electric Bill

Monthly Cost



District Use and Cost per Sqft Comparison

Campus	Floor Area (Sqft)	Cost/Sqft	Use/Sqft (KBTU)
DHS 9th Grade Center	75,309	\$0.83	20.5
Kranz JH	248,000	\$0.83	23.7
Bay Colony ES	101,235	\$0.95	24.3
Lobit	219,000	\$0.86	25.5
San Leon ES	102,700	\$0.94	28.3
Calder Road	103,073	\$1.11	28.6
Silbernagel ES	96,770	\$1.07	28.8
McAdams JH	230,000	\$1.07	30.1
KE Little ES	92,595	\$0.94	30.7
Dickinson High School	512,252	\$0.99	31
Hughes Road ES	94,260	\$1.15	31.3
Dunbar MS	112,860	\$1.05	33.6
DCC/DALC	29,740	\$1.03	36.9
Barber MS	110,401	\$1.27	40.6
District Avg.		\$1.02	29.8

Energy Program Savings September 2011 - Current

➤ Savings to date:

\$10,000,000 +

➤ Cost and Usage:

30.5% / 33.7% reduction

What are we asking you to do
Lets work together!

Follow all shutdown checklists:

**Daily, Thanksgiving, Christmas, Spring
Break, Summer and Emergency Shutdowns**

**Help reinforce the Energy
Conservation Culture in Dickinson**

END-OF-DAY SHUTDOWN CHECKLIST
 Classroom/Office

- Close your window blinds (turn adjustment rod counter clockwise)
- Turn your projector OFF
- Turn your document camera OFF
- Turn your "Teacher Computer" OFF (select shutdown/power off)
- Turn your "Student" computers OFF (select shutdown/power off)
- Turn your monitor button(s) off (the light on the button should be off)
- Turn computer speakers OFF (If equipped with an off feature)
- Turn all printers, scanners, and other unnecessary equipment OFF
- Portable buildings – Push "run program" for programmable thermostats.
 Regular thermostats - Set the thermostat to 83(cooling)
 or 55(heating)
- Turn OFF all TV's
- Turn all lights OFF
- Shut your door
- Computer labs – Shutdown ALL computers and monitors at the end of the day.

During School

- Turn classroom and office lights off when you leave the room and it is empty.
- Turn your projector off if you will not be using it for a long period of time. Ex. 30 minutes or longer.

Energy Audits



Great Job!

Thank you for having everything turned off when this room/office was not occupied.

Your help is greatly appreciated!!!

Fill this form out and return it to the Energy Department through interoffice mail. You will be entered into our Energy Program award drawing.

Name: _____

Campus: _____

Jeff Pulkinen – Director of Energy Management
Aaron Whitener – Asst. Director of Energy Management
Phone: Ext. 6044 or Ext. 6106
Facility Services



OOPS!

When we stopped by your room/office, we discovered that you accidentally left on your:

- ____ Lights
- ____ Teacher Computer/Tablet
- ____ Student Computer
- ____ Projectors
- ____ Document Camera
- ____ Unauthorized Personal Appliance
- ____ Other

Jeff Pulkinen – Director of Energy Management
Aaron Whitener – Asst. Director of Energy Management
Phone: Ext. 6044 or Ext. 6106
Facility Services

PROUD TRADITIONS, EXCITING FUTURES

DICKINSON
INDEPENDENT SCHOOL DISTRICT

DISD does not allow Personal Appliances in classrooms or offices

Please do not bring the following:

Coffee Pots/Keurigs	Space Heaters
Microwaves	Air Purifiers
Hot Plates	Mini Refrigerators
Lamps	Fans
Toasters	Lava Lamps
Personal Printers/Tech. Devices	String Lights (Battery Powered Only)
Plug-in scent devices (Scentsy, Glade Plug-in, Essential Oil Diffusers)	
Aerosol Sprays (ex. Lysol)	Personal Furniture
Rugs	

DISD Energy Excellence Awards
2021-2022 Winners

Elementary School of the Year
Bay Colony Elementary

Middle School of the Year
Barber Middle School



Dickinson ISD

Energy Conservation Program

2022-2023



Objectives for Anchoring




- Anchor in place
- Clarify the destination
- Navigate using the map
- Continue working in the same direction

DON'T PULL THE ANCHOR!



YOU HAVE TO FIND

something. Something
that anchors  you,
something that keeps


you looking forward.

Don't Just Drift

[Anchor Video](#)





WHO



WHAT

PLC Guiding Questions

1

What is it you would like students to be able to do?

2

How will you know if they can do it?

3

What will you do if they didn't get it?

4

What will you do if they did get it?



Master Schedules

Specials Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:45	Kinder CTT	1 st Grade CTT	2 nd Grade CTT	3 rd Grade CTT	4 th Grade CTT
8:45 - 9:45	Kinder Specials	1 st Grade Specials	2 nd Grade Specials	3 rd Grade Specials	4 th Grade Specials
9:50 - 10:50	Special Teachers Conference	Kinder Specials	Kinder Specials	Kinder Specials	Kinder Specials
10:55 - 11:55	1 st Grade Specials	Special Teachers Conference	1 st Grade Specials	1 st Grade Specials	1 st Grade Specials
11:55 - 12:25	Lunch				
12:30 - 1:30	2 nd Grade Specials	2 nd Grade Specials	Special Teachers Conference	2 nd Grade Specials	2 nd Grade Specials
1:40 - 2:40	3 rd Grade Specials	3 rd Grade Specials	3 rd Grade Specials	Special Teachers Conference	3 rd Grade Specials
2:45 - 3:45	4 th Grade Specials	4 th Grade Specials	4 th Grade Specials	4 th Grade Specials	Special Teachers Conference

LES Master Schedule 2022-23

Kinder	1 st Grade	2 nd Grade			3 rd Grade			4 th Grade			SPECIALS	
		Self-Contain ed	Carnes	Cady	RLA/SS	Math/Science	Gonzalez	RLA/SS	Math/Science	Freeman		
8:30-8:50 Unpack/Announcements	8:30-8:50 Unpack/Announcements	8:30-8:45 Unpack/Announcements			8:30-8:40 Unpack/Announcements			8:30-8:40 Unpack/Announcements				
8:50-9:05 Morning Meeting/ Shared Rdg OR IRA	8:50-9:10 Morning Meeting/ Shared Rdg OR IRA	8:45-10:15 Shared Reading <u>OR</u> Interactive Read Aloud TEKS Mini Lesson Stations/Small Groups		8:45-10:15 Math Fluency Math Mini Lesson Stations/Small Groups		8:40-9:05 Intervention Time			8:45-9:45 Rotating Specials			
9:05-9:35 Foundations	9:10-10:40 Shared Reading <u>OR</u> Interactive Read Aloud TEKS Mini Lesson Stations/Small Groups	10:15-10:45 Writing Workshop		10:15-10:45 Science		9:05-10:30 Reading Workshop (Including Shared Reading or Interactive Read Aloud with TEKS Mini Lesson)	9:05-10:35 Math Fluency Math Mini Lesson Stations/Small Groups	9:05-10:30 Reading Workshop (Including Shared Reading or Interactive Read Aloud with TEKS Mini Lesson)	9:05-10:30 Shared Reading <u>OR</u> Interactive Read Aloud TEKS Mini Lesson Stations/Small Groups	9:05-10:35 Math Fluency Math Mini Lesson Stations/Small Groups		M T W Th F
9:35-9:45 Heggerty						K	1 st	2 nd	3 rd	4 th	9:50-10:50 Kinder	
9:50-10:50 SPECIALS	10:40-10:50 Heggerty	10:45-11:15 Foundations		10:45-11:15 Social Studies		10:30-11:00 Writing Workshop/ Grammar	10:45-11:15 Science	10:30-11:00 Writing Workshop/ Grammar	10:30-11:00 Writing Workshop/ Grammar	10:35-11:20 Science		
10:55-11:20 Writing Workshop	10:55-11:55 SPECIALS	11:15-11:20 Brain Break	11:15-11:20 Switch			11:00-11:20 Foundations		11:00-11:20 Foundations	11:00-11:20 Word Study Social Studies	11:20-11:25 Switch		10:55-11:55 1 st Grade
11:20-11:45 Science/S.S.		11:20-11:50 Science	11:20-11:50 Foundations	11:20-11:50 Science		11:20-11:25 Switch		11:20-11:25 Brain Break	11:25-11:40 RECESS			
11:50-12:20 Lunch	11:55-12:25 Lunch (Special Teachers will drop off in cafeteria once routines are in place)	12:00-12:30 Lunch			11:25-12:15 Shared Reading <u>OR</u> Interactive Read Aloud TEKS Mini Lesson Stations/Small Groups		11:25-12:15 Math Mini Lesson Stations 1 and 2		11:40-12:10 Shared Reading <u>OR</u> Interactive Read Aloud TEKS Mini Lesson	11:40-12:10 Math Fluency Math Mini Lesson	11:40-12:10 Shared Reading <u>OR</u> Interactive Read Aloud TEKS Mini Lesson	11:55-12:25 Lunch
12:20-1:50 Shared Reading <u>OR</u> Interactive Read Aloud TEKS Mini Lesson Stations/Small Groups	12:30-1:00 Foundations	12:30-1:30 SPECIALS			12:20-12:50 Lunch			12:15-12:45 Lunch			12:30-1:30 2 nd Grade	
	1:00-1:25 Writing Workshop	(Special Teachers pick up from cafeteria)			12:55-1:35 Finish Stations/Small Groups		12:50-1:35 Stations 3-5		12:50-1:50 Reading Stations/Small Groups	12:50-1:50 Math Stations/Small Groups	12:50-1:50 Reading Stations/Small Groups	
	1:25-1:45 Recess	1:35-3:05 Math Fluency Math Mini Lesson Stations/Small Groups	1:35-3:05 Shared Reading <u>OR</u> Interactive Read Aloud TEKS Mini Lesson Stations/Small Groups	1:35-3:05 Math Fluency Math Mini Lesson Stations/Small Groups	1:40-2:40 SPECIALS			1:50-2:20 Writing Workshop/ Grammar	1:50-2:40 Science	1:50-2:20 Writing Workshop/ Grammar		1:40-2:40 3 rd Grade
1:50-2:10 Recess	1:45-3:15 Math Fluency Math Mini Lesson Stations/Small Groups				2:40-2:55 Recess					2:20-2:40 Word Study Social Studies	2:20-2:40 Word Study Social Studies	
2:10-3:40 Math Math Fluency Math Mini Lesson Stations/Small Groups	3:15-3:45 Science/SS	3:05-3:30 Social Studies	3:05-3:30 Writing Workshop	3:05-3:30 Social Studies	3:00-3:30 Writing Workshop	3:00-3:10 Math Fluency		2:45-3:45 SPECIALS			2:45-3:45 4 th Grade	
3:40-3:55 Snack/Dismissal		3:45-3:55 Snack/Dismissal	3:30-3:50 Recess			3:30-3:50 Foundations	3:10 - 3:50 Science					
		3:50-3:55 Clean-Up/Dismissal			3:50-3:55 Clean-Up/Dismissal			3:50-3:55 Clean-Up/Dismissal				



WHEN & WHERE

The FOUNDATION of Culture



Mission-Why do we exist?

Vision-What do we want to become?

Values-How must we behave to create the school that will achieve our purpose?

Goals-How will we know all of this is making a difference?



WHY

Mission/Vision

Why do we exist?/What do we want to become?

DISD Vision and Mission



WHAT WE ASPIRE TO BE

INCLUSIVE OF ALL, DICKINSON ISD WILL CULTIVATE EXCELLENCE, PRODUCING CONFIDENT, COLLABORATIVE, GOAL-DRIVEN LEARNERS WHO BECOME EMPOWERED CITIZENS IN A GLOBAL SOCIETY.



WHO WE ARE, WHAT WE DO

MISSION STATEMENT:

Dickinson ISD will equip and empower all learners with skills and experiences to achieve academic excellence and make meaningful contributions to our world.

DICKINSON ISD OBJECTIVES:

- OBJECTIVE 1:** All students will learn and apply life skills to meaningfully engage and impact their community.
- OBJECTIVE 2:** All students will graduate college, career, and/or military ready.
- OBJECTIVE 3:** All students will develop the communication skills necessary to work in a collaborative environment.
- OBJECTIVE 4:** All students will learn to self-advocate by developing confidence in their ability to determine their own path for success.
- OBJECTIVE 5:** All students will develop innovative technological skills and interact responsibly in a constantly evolving global society.
- OBJECTIVE 6:** All students will demonstrate the ability to face adversity with perseverance, integrity, and leadership.
- OBJECTIVE 7:** All students will demonstrate social and emotional skills and model positive character traits.

Chick-fil-A

Chick-fil-A Mission Statement

To be America's best quick-service restaurant at winning and keeping customers

Chick-fil-A Vision Statement

To glorify God by being a faithful steward of all that is entrusted to us. To have a positive influence on all who come in contact with Chick-fil-A

Values

- Our core values reflect our Purpose, our culture, and shape the staff and work experience of Chick-fil-A teams wherever they are.
- **We're here to serve.** We keep the needs of Operators, their Team Members and customers at the heart of our work, doing what is best for the business and best for them.
- **We're better together.** It's through teamwork and collaboration that we do our best work. We're an inclusive culture that leverages the strengths of our diverse talent to innovate and maximize our care for Operators, their Team Members and customers.
- **We are purpose-driven.** We model our Purpose every day, connecting our work and daily activities to our business strategy, supporting each other's efforts to be good stewards who create positive impact on all who come in contact with Chick-fil-A.
- **We pursue what's next.** We find energy in adapting and re-inventing how we do things, from the way we work to how we care for others.

Royal Caribbean

Mission Statements

We always provide service with a friendly greeting and a smile.

We anticipate the needs of our customers.

We make all efforts to exceed our customers' expectations.

We take ownership of any problem that is brought to our attention.

We engage in conduct that enhances our corporate reputation and employee morale.

We are committed to act in the highest ethical manner and respect the rights and dignity of others.

We are loyal to our brands and strive for continuous improvement in everything we

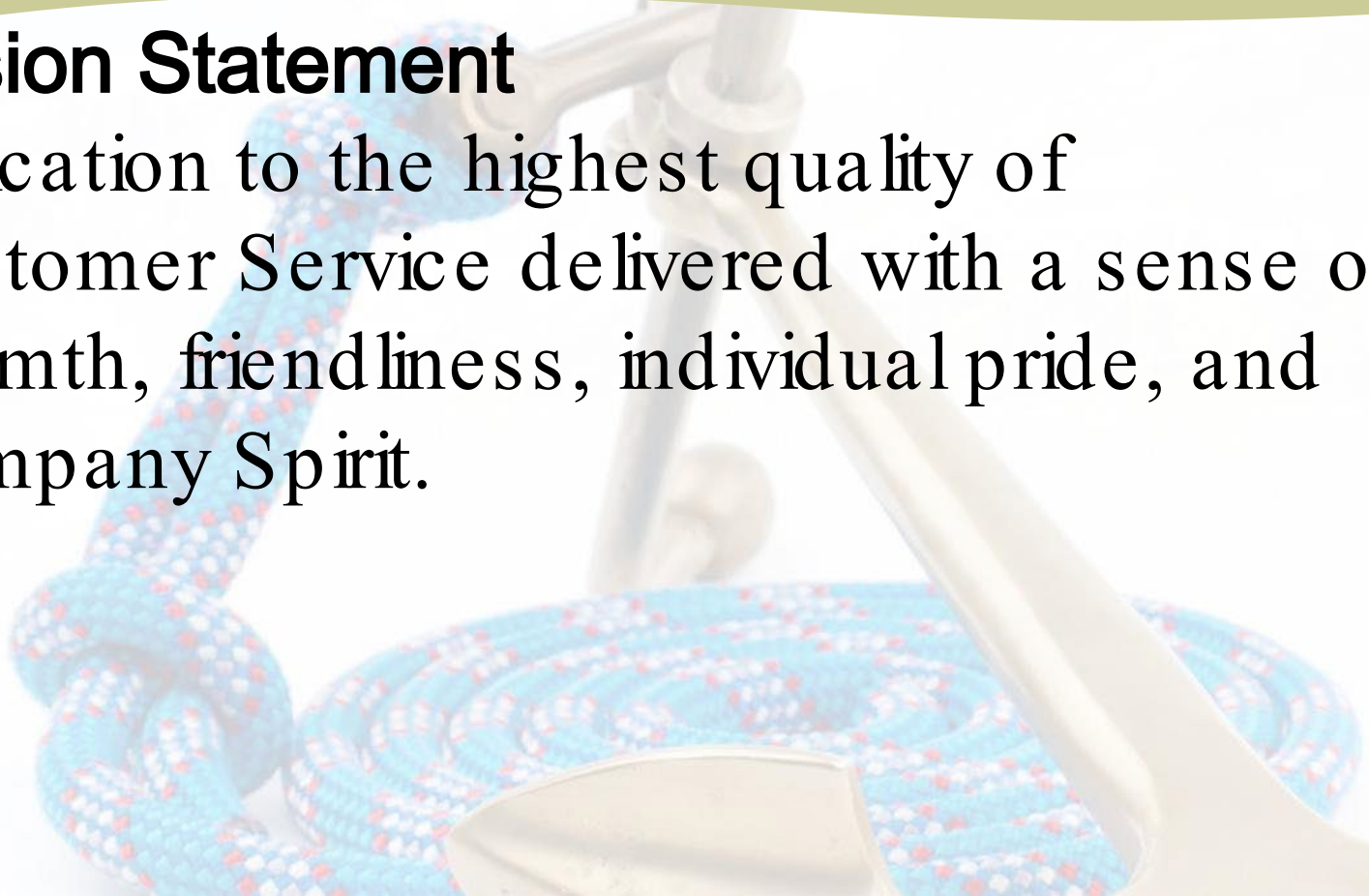
TagLine

The Sea is Calling. Answer it Royally.

Southwest

Mission Statement

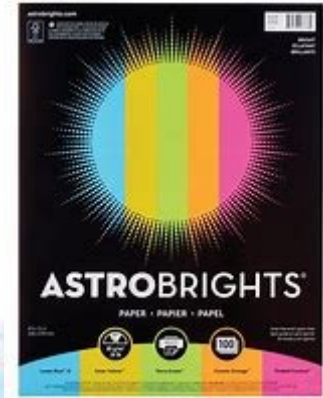
Dedication to the highest quality of Customer Service delivered with a sense of warmth, friendliness, individual pride, and Company Spirit.



Astro brights Paper

Mission Statement:

Astrobrights® has the biggest and best selection of bold, vibrant colors to inspire your creativity, ignite your imagination, and ensure that your projects are always memorable, impactful, unique, and fun. Whatever you create, Astrobrights will help bring it to life!



BRIGHTER COLORS. BRIGHTER IDEAS.

Target

Mission Statement:

“To help families discover the joy of everyday life. That’s our purpose. Our mission. The promise of surprises, fun, ease and inspiration at every turn, no matter where or how you shop. The quest to bring joy at the center of every business decision we make.”



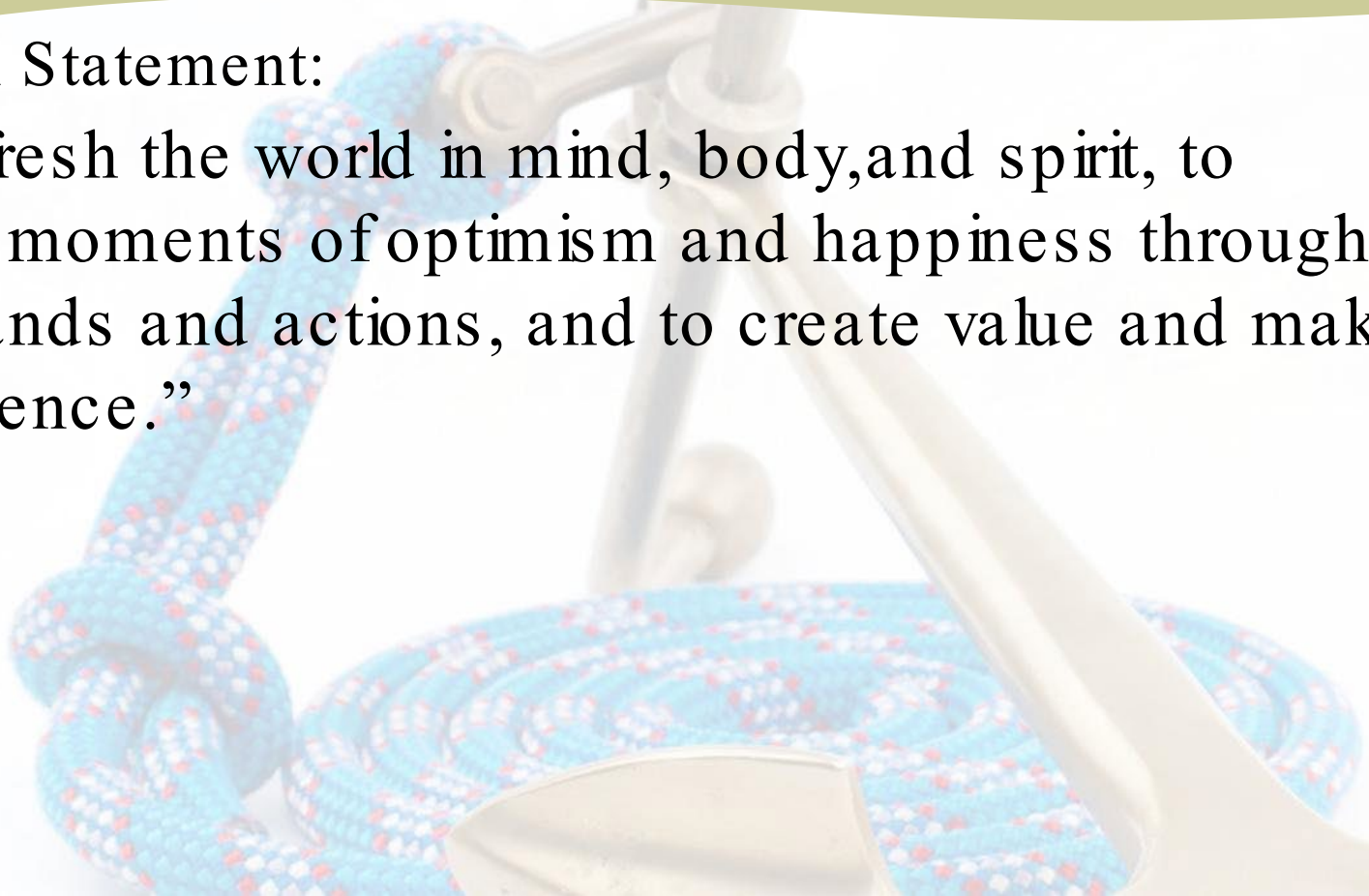
target

Expect More. Pay Less.

Coca-Cola

Mission Statement:

“To refresh the world in mind, body, and spirit, to inspire moments of optimism and happiness through our brands and actions, and to create value and make a difference.”



Amazon

Amazon's corporate mission is **“to be Earth's most customer-centric company.”** This mission statement promises attractive e-commerce services to satisfy target customers' needs

The Amazon logo is centered in a dark blue square. It features the word "amazon" in a white, lowercase, sans-serif font. Below the text is a yellow curved arrow that starts under the letter 'a' and points to the right, ending under the letter 'n'. The background of the slide is a light blue and white pattern of a rope knot, with a white curved line at the top.

LES

Mission, Vision, Collective Commitments

- Teams meet together
- Whole group share
 - Collaborate to create the new mission, vision, and collective commitments





NEW MISSION

NEW VISION

NEW COLLECTIVE COMMITMENTS

NEW TAGLINE

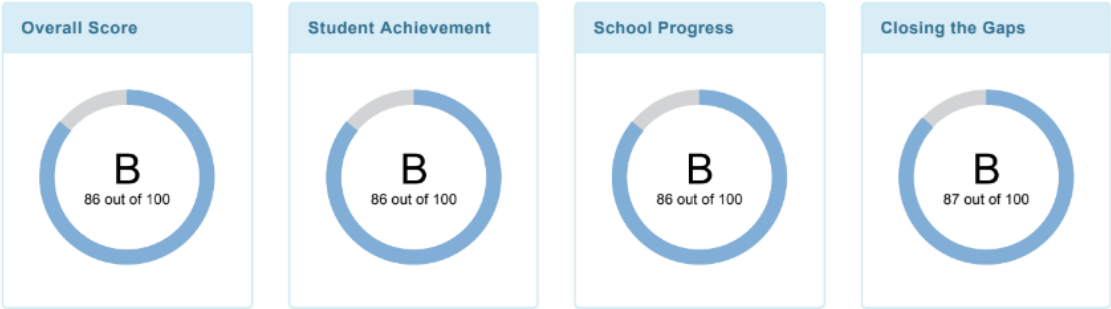


Accountability Updates



Dr. Noffsinger

LOUIS G. LOBIT ELEMENTARY Summary Report



Performance Domain Summary

Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight	Weighted Points
Domain 1 - Student Achievement	86	86	86	70%	60.2
Domain 2A - Academic Growth	86				
Domain 2B - Relative Performance	80				
Domain 3 - Closing the Gaps	87			30%	26.1
Overall Score					86
Projected Rating					B

Celebration Snack



TRAIL MIX OF SUCCESS

Hot Tamales → for a little extra
kick when the seas get rough

Goldfish → As Dory said, Just keep swimming

Chex Mix → the sandy Island

Pretzels the tried and true anchor

M&M → floaties





WEDNESDAY



Emergency Procedures

Emergency Procedures

Critical Updates

Carry badge at all times

If you see someone without a badge/sticker-stop them

All office doors will remain locked

No outside doors propped (FOR ANY REASON)

- required daily/weekly door sweep

Train students not to open outside doors for anyone

All Classroom doors must be locked at all times

TEA/Texas School Safety Center Audits

Emergency Procedures

Mandatory Drills:

- Secure (Lockout)-1 per year
- Lockdown-2 per year
- Evacuation Drill-1 per month
 - fire
 - gas leak inside the building
 - bomb
- Shelter in Place for Hazmat-1 per year
- Shelter in Place for Severe Weather-1 per year
- Hold-1 per year

Appointments for tentative drill dates will be sent through Outlook

Emergency Procedures

The background of the slide features a white stand with a blue and red rope coiled around it. The stand has a central vertical pole and several horizontal arms. The rope is thick and has a textured, braided appearance with small red and white speckles. The overall scene is brightly lit, creating soft shadows.

SRP Overview Video

<https://txssc.txstate.edu/videos/srp/>

Avoid, Deny, Defend (6:58)

<https://youtu.be/j0lt68YxLQQ>

Emergency Procedures

Resources:

- District Communications Emergency Guide
- DISD Preventative Safety Measures
- Red Emergency Folder
- SRP Posters
- Emergency Procedures Guide (red card)
- Attendance Rosters (update weekly)
- Red/Green Cards (for outside use only)
- Lockdown Keys
- Share 911 App/Link
- See Something Say Something
- Crime Stoppers/P3 Campus
- Stop the Bleed Kits and AEDs
 - All new employees will be trained in STB

THE LOBIT

HOUSE

S **Y** **S** **T** **E** **M**





**"WE GET TO
CHOOSE WHEN TO
USE OUR MAGIC!"**

LOBIT'S ESSENTIALS

Lobit Essentials

1. **When walking through the school, focus on your destination and get there quietly. When we are in transition from one destination to another, you are to move silently and orderly.**

- when in line walk single file with your arms at your side
- face forward at all times
- we walk in quiet lines for safety reasons

2. **When using a public restroom. keep yourself and the restroom clean.**

- After using the restroom, flush the toilet and check that your area is clean. When washing your hands, remember
- you are not at a waterpark. The water should never leave the sink
 - you only need one pump of soap
 - never use more than two paper towels to dry your hands.
- ... towels are always placed inside of a trashcan



HOUSE POINTS



HOUSE POINTS



ClassDojo

The student will earn points for...

Individual
Success

**THE LOBIT
HOUSE
SYSTEM**

HOUSE POINTS

- Totals will be shared daily via morning announcements
- Points will be updated weekly and displayed on Lobit TV

HOUSE CHAMPION





**SPIRIT DAY
FRIDAYS**

HOUSE MEETINGS

YEAR 1

- Meetings will be by grade level
- Meetings will take place on the last Friday of each month
- Meetings will be at the end of the day

HOUSE MEETINGS

Month	Activity
September	House Hangout
October	Buddy Reading
November	Gratitude Walls
December	Snowman Stretch (STEM)
January	Lunar New Year Lanterns
February	100th Day Challenges
March	Camp Read A LOT
April	ADULT vs KIDS GAMES
May	The Book Prom

Looking Ahead



Lobit Elementary Behavior Plan



Behavior Management & Support

Activity #1

#sailsup



Defining Discipline

The Merriam-Webster definition of **discipline** is...

noun

- 1 (a): control gained by enforcing obedience or order
 - (b): order or prescribed conduct or pattern of behavior
 - (c): **self-control**
- 2: punishment

verb

- 1: to punish or penalize for the sake of enforcing obedience and perfecting moral character
- 2: **to train or develop by instruction and exercise especially in self-control**

Beliefs Related to Discipline

Every discipline situation is an opportunity to...

teach the expected behavior. **vs.** make an example of the student.

Expected behaviors must be...

communicated, taught, and modeled throughout the school year. **vs.** taught previously and known before showing up to class/school.

The misbehavior of a student will...

not excuse him/her from successfully completing the learning objectives. **vs.** excuse him/her from having to complete on grade level learning objectives.

Parents/family have a responsibility to...

ensure that their child's behavior does not take away from a safe, orderly, and academically productive learning environment for others. **vs.** ensure that the school/teacher takes care of all behavior problems, concerning their child, when they occur.

“If a child doesn’t know
how to read, *we teach.*
If a child doesn’t know to
swim, *we teach.*
If a child doesn’t know how
to multiply, *we teach.*
If a child doesn’t know how
to drive, *we teach.*
If a child doesn’t know to
behave, *we teach?*
Or punish?”

Herner 1998

School Climate Impacts All Achievement

Ask yourself, “Would I rather have children say, ‘**What do I get if I’m good?**’ or ‘**How do I give of my goodness?**’” How you answer this question will determine the school climate and culture you want to create. School climate impacts all achievement. The culture of a school can foster **bullying, blame and cliques**, or it can **build cooperation, willingness and responsibility**.

1. The School Family builds connections between families and schools, teachers and teachers, teachers and students, and students and students to ensure the optimal development of all.
1. The School Family, is built on a healthy family model. The goal of a healthy family is the optimal development of all members.
1. The School Family is created through routines, rituals and structures.
1. The School Family creates a fundamental shift in education and classroom management. Leave coercion, fear and external rewards behind, and step into a world where intrinsic motivation, helpfulness, problem-solving and connection govern your classroom.

Activity #2

A -
T -
T -
I -
T -
U -
D -
E -



Motivational Video

Eric Thomas

—
You Can't
Defeat ME



A blue and red patterned rope is tied to a metal tripod stand. The rope is coiled on the ground and has several knots. The stand is made of silver-colored metal. The background is a light blue gradient with a white and yellow curved border at the top.

Behavior

Purpose of Behavior Plan



- Provides a safe, positive environment that is conducive to all learning.
- Teaches students to exercise self-control and reinforce responsibility for actions.
- Maintains a focus on learning and teaching.
- Models and encourages good choices.
- Shows consistency and cohesiveness throughout the campus community.

School-Wide Procedures & Expectations

Lobit Essentials

Clear Expectations/Procedures School-Wide:

- Hallway
- Staircase
- [Cafeteria](#)
- [Restrooms](#)
- [Recess](#) (playground/courtyard)
- Grade-level Pod
- Dismissal Areas (car rider, bus, walkers)



School-Wide Positive Behavior Supports

Teachers and staff will use positive behavior expectations & supports to establish a positive learning community that will encourage students to make responsible choices.

1. Ron Clark - Houses
 - a. House Points (classdojo)
 - b. Fun Friday (last Friday of each month)
 - c. Semester Celebrations
1. School Clubs
 - a. G.E.N.T.S.
 - b. Awesome Blossoms
 - c. Makerspace



Behavior Plan

Prior to an Incident Report:

- 1.** Parents and students should know the classroom/school expectations, behavior plan, and procedures.
- 2.** Level 1 behaviors should be handled by the teacher who witnessed the incident. A consult with a member of the behavior team can be requested by the teacher when the need arises.
- 3.** *Parent contact should be made before a level 2, 3, or 4 incident is reported.
- 4.** Level 2 behaviors should be reported via the campus incident report. Contact the case manager or a member of the behavior team to inform them that a report was made. (incident report is located in the Google shared drive)
- 5.** Level 3/4 behaviors - contact the office or behavior support team immediately. Never try to remove a student using physical force/contact. Admin. or trained behavior team member will remove student if necessary.
- 6. Document, document, document!**

Response to Behaviors

Teacher

Step 1

Classroom Teacher

1. Verbal Reminder
2. Student Conference
3. *Parent Contact
4. Contact Support Staff
5. Office Referral

*Parent contact should happen prior to intervention.

Partner

Step 2

Team Teacher

1. Student Support
 - a. Job (ex. paper clips)

Support

Step 3

*Beh. Coach/Team, Counselor, CIS

1. Check-In/Break
2. Responsive Toolkit
 - a. Rest. Conversation
 - b. Rest. Conference
 - c. Restorative Circle
 - d. Re-entry Circle
3. Social Skills Groups

*Student Caseload - Data Collection & Review

Admin.

Step 4

Assist. Principal, Principal

1. Student Conference w/ Parent Contact
2. Differentiated Discipline

Level 1 Behavior

Handled by the classroom teacher/specials teacher or phone call. Repeat offenses should be documented –parent contact via a clasdojo, email, -consult when needed.

Playground/Recess/Cafeteria Misbehavior	Misuse of Materials
Disruption of Learning	Not Completing Work
Mild Horseplay	Interrupting the Teacher
Excessive Talk	Eye Rolling
Teasing/Name Calling	Not Keeping Hands/Feet to Self
Not Following Expectations/Procedures	Mild Arguments/Disagreements
Failure to Stay on Task	Lying/Stealing

Level 2 Behavior

Incident report completed by the teacher and parent contact via phone call or face -to-face conversation. Restorative Conference with behavior team. Behaviors should be documented.

Inappropriate Language/Gestures

Chronic Refusal to Complete Work

Pushing/Shoving/Hitting/Kicking

Escalated Arguments/Disagreements

Defiance/Insubordination

Disrespect/Disregard for Authority

Persistent Non-Compliance

Inappropriate Use of an Electronic Devices

Property Damage

Repeatedly Lying/Stealing

Level 3 Behavior

Incident report completed by the teacher and parent contact via phone call or face -to-face conversation. *Handled by admin —contact the office immediately for support. Behaviors should be documented. Parent contact/conference with admin.

Excessive Physical Aggression

Profanity Directed Towards Another Person

Fighting

Walking Out of Classroom/Building

Intentionally Damaging Property

Throwing Furniture

Physical Aggression Towards Teacher/Staff

Serious Violations of Safety Rules (fire alarm, 911, etc.)

Cursing at Teachers/Staff

Drugs/Alcohol/Tobacco

Intentionally Spitting/Throwing Bodily Waste on Others

Level 4 Behavior

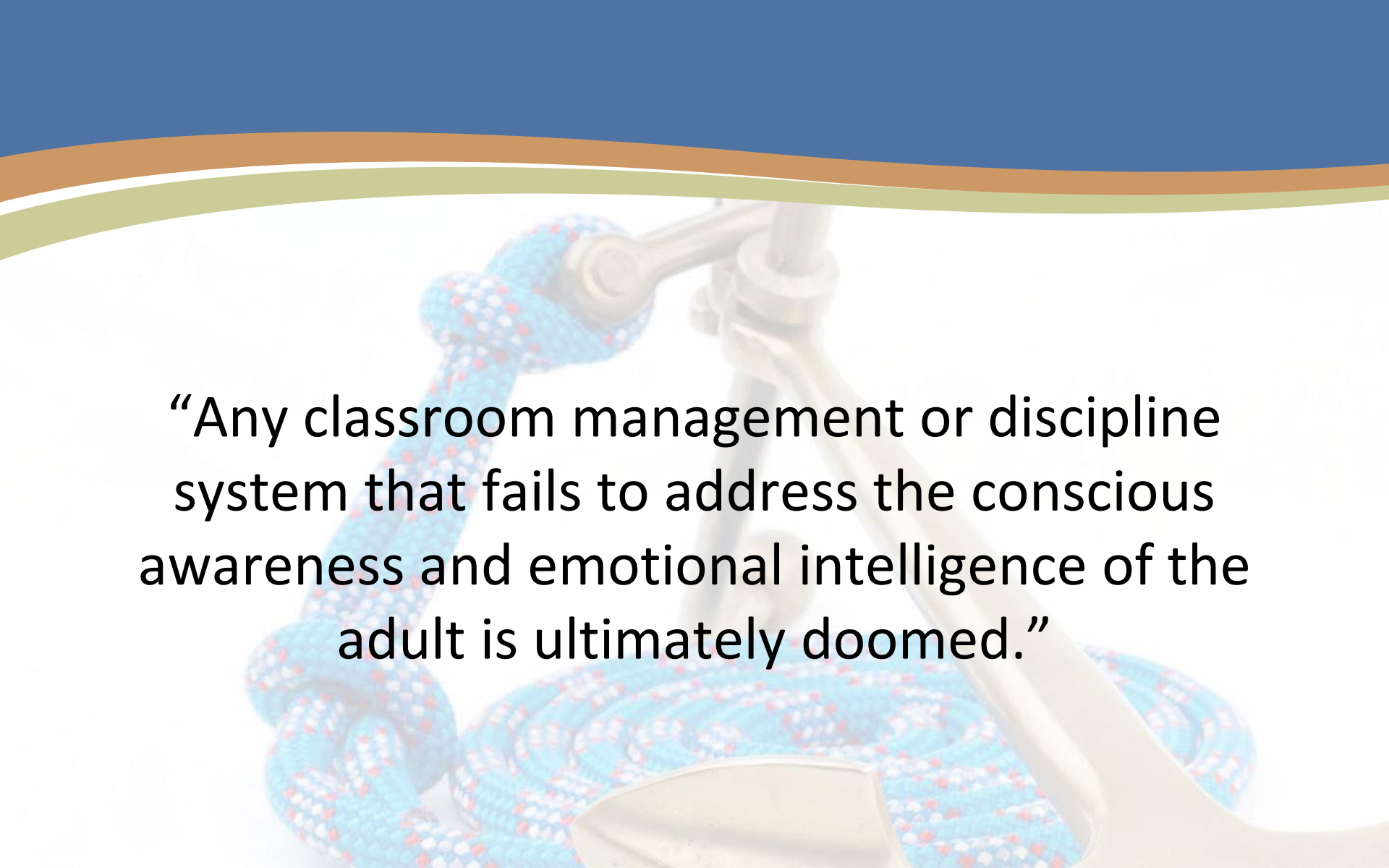
Incident report completed by the teacher and parent contact via phone call or face -to-face conversation. *Handled by admin —contact the office immediately for support. Behaviors should be documented. Parent contact/conference with admin.

*Verbal/Physical Threats	*Acts of Violence
Exposure of Private Body Parts/Inappropriate Touching	Bullying
Sexual Harrasment/Gestures	Weapons
*Suicide	

*Threat Assessment/Suicide Screener

The image features a blue and red patterned rope tied in a knot, attached to a metal tripod stand. The rope is coiled on the ground. The word "Interventions" is overlaid in the center in a bold, black, sans-serif font. The background is a light, neutral color with a blue and orange decorative border at the top.

Interventions



“Any classroom management or discipline system that fails to address the conscious awareness and emotional intelligence of the adult is ultimately doomed.”

Preventative Interventions

Redirecting:

Whole Class Management

Don't hesitate to stop what you're doing to have a hard reset and review expectations and procedures in your classroom. You can also have students practice after you've modeled.

[Treatment Agreement](#)

Individual Student or Small Group Conference

- Redirect behavior in a positive manner
- Provide choices when you redirect as the situation allows
- Redirect privately when situation / behavior warrants one on one interaction
- Allow wait time and personal space for student to comply and otherwise provide a genuine
 opportunity for redemption or do-over
- Avoid power struggles with students

Tier 1 Interventions

Universal Interventions for All Students:

- ClassDojo - point system
- ClassDojo - parent communication (phone call)
- Lobit Essentials (reinforce desired behavior)
- *Positive Reinforcements
- Attention Signals (call backs)
- Flexible Seating
- Whole Class SEL Lessons (CTT Team)
- Character Strong ([character calendar](#))
- In-Class Breaks ([Gator BREAK](#))
- Relationship-Centered Learning ([RCL Tools](#))
- School-Wide Bully Prevention

Tier 2 Interventions

Targeted Interventions for Some Students:

- Take a Break (away from the source)
- Lobot Essentials (reinforce desired behavior)
- Check-In (beh. coach(s)/team)
- *Individualized Behavior Plans
- Explicit Instruction (targeted social skills instruction)
- Restorative Practices (responsive toolkit)
- Data Collection & Behavior Review

Tier 3 Interventions

Intensive Supports for Individual Students:

- Personal Behavior Plans
- Emergency Intervention Plan - Threat Assessment/Suicide Screener
- Data Collection & Behavior Review
- School-Based Mental Health Services (LPC)
- Mental Health Services Referral (TCHATT & Family Services)

Formulating a Student Action Plan

1. Pinpoint the behavior that you want to change. Be specific: yelling, opposition to authority, hitting, refusing to comply, etc.
2. Gather your information:
 - When does unacceptable behavior occur?
 - How often does it occur?
 - Under which circumstances does it occur?
 - What event precedes the behavior?
 - What is the child's view of the behavior?
 - Does inappropriate behavior always happen when the child is alone? Supervised? With others?
 - At a specific time?

*This is the data that will help you make an informed decision.

Formulating a Student Action Plan



3. Now it's time to interpret what the information may mean from the previous step.
4. Plan for change! Now it's time to set your goals with the child:
 - What are the short-term goals?
 - What are the long-term goals?
 - Who's involved and what will happen?

The plan for change should be collaborative between you and the child. Be specific.

5. Evaluate how your plan is working. If it isn't working, make the necessary changes collaboratively. Once again, if after several consistent tries you find your plan isn't working and there is no noticeable change in the unacceptable behaviors, the child may need to be referred to a specialist.

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Activity #3



Breaking The Labels

Motivational Video


Make An
Impact



The background features a white exercise machine with a blue and red patterned rope. The rope is coiled on the machine's base and is attached to a handle. The machine's frame is white and metallic. The background is a light blue gradient with a curved orange and green border at the top.

Break - Out Groups

Staff Resource Guide



DICKINSON

INDEPENDENT SCHOOL DISTRICT

Staff Resource Guide

The purpose of this guide is to be a resource to refer to when supporting students. The focus is social emotional learning, character development, mental health and overall wellness.

Role Clarification

Professional School Counselor (PSC)	Communities in Schools (CIS) Support Specialist	Behavior Coach/Behavior Learning Program (BPL) Teacher
<ul style="list-style-type: none"> • Implement comprehensive school counseling program • Address personal, social, academic, and career competencies for all students • Provide guidance curriculum • Conduct individual planning meetings with students • Provide response services to students • Participate in system support • Conduct suicidal ideation and self-harming screenings • Participate on the district Crisis Response Team 	<ul style="list-style-type: none"> • Provide individualized case management to approximately 80 students that qualify for intervention • Participate in campus-wide programs • Offer interventions to students on a case-by-case basis • CIS is an in-school dropout prevention model • Assists in identifying and distributing social services to students in need i.e., Operation School Bell and Backpack Buddy Programs. 	<ul style="list-style-type: none"> • Works with students receiving Behavior Teaching Continuum (BTC) Support • Follow and implement the Dickinson ISD Behavior Teaching Continuum • Can Support all students, however they primarily work with students in BTC through 504, SPED, or RTL • Consults with teachers to provide strategies to aid with behavior management • Provide in-class support to classroom teachers via modeling • Provide social skills to designated students • Monitor student progress toward behavior goals • Conduct observations and assessments

Curriculum & Program Implementation

DISD utilizes Restorative Practices and Character Strong for Tier 1. These programs are implemented by classroom teachers and supported by all campus staff. For Grades K-8th, Second Step is implemented by counselors along with additional programs for their guidance curriculum. This is Tier 1. Second Step includes our Bullying Prevention Program.


CPS - If you suspect neglect or abuse you must report within 48 hours. It is the responsibility of professionals to report and it is the responsibility of the Texas Department of Family and Protective Services to investigate. By Phone: 1-800-252-5400 or Online: txabusehotline.org

Suicidal Ideation/Self-harming (Threat to Self): If a student shows signs of being at risk for suicide or says something that indicates suicidal ideation or self-harm, **Immediately contact the school counselor.** Do not leave the student alone. Do not assume or minimize or wait until the next day to tell the counselor. If the counselor is not available contact an administrator.


School Behavioral Threat Assessment (Threat to Others): If a student shows harmful, threatening or violent behavior contact an **administrator immediately.** The administrator will initiate the DISD process.


For more information please contact the Gator Wellness Center at gwc@dickinsonisd.org or 281-229-6005

School Employee Guide



DISD Procedures





DICKINSON

INDEPENDENT SCHOOL DISTRICT

Staff Resource Guide

Who do I go to for what?

Counselor:

- Uncontrollable crying
- Students verbalizing problems related to peers and family life
- Social services contacts
- Counseling Groups: divorce, grief, anxiety, etc...
- Individual Counseling
- Suicidal Ideations/Self harming behavior or words

Communities in Schools:

- Student needs clothing
- Student that shows signs of being hungry and could benefit from the Backpack Buddy program.
- Student that is at-risk for dropping out of school.

Behavior Coach:

- Increasing non-compliance
- Physical aggression
- Continued disobeying of rules
- Verbal aggression
- Stealing
- Property damage
- Throwing objects

Behavior Coach can help with the following:

- Individual behavior intervention strategies
- Classroom management suggestions
- Social Skills lesson development
- Targeted behavioral interventions and social skills training

Administration:

- Persistent non-compliance
- Fighting
- Continued physical aggression
- Persistent breaking of rules
- Bullying, harassment, or making hit lists
- Leaving the building
- Severe property damage
- Possession of fireworks, weapons or contraband.
- School Threat (threat to others)

Teachers are responsible for communicating with parents.

THE LOBIT

HOUSE

SYSTEM

Your principal posts this clip chart at your next PD.

What do you do?



Ready to be professionally developed!



Warning. Stop sidebar conversations.



Loss of planning time and wearing jeans on Friday.



Contact superintendent.

WHY?

- Build community and culture
- Universal language of expectations
- Easy way to connect between different grade levels
- School should be FUN

CLASSDOJO & LOBIT



ClassDojo

The student will earn points for...

Individual
Success

**THE LOBIT
HOUSE
SYSTEM**

LOBIT'S ESSENTIALS

Search in Drive



DISD

> Lobit Houses 2022



Folders

Name ↑



Essential Videos



House Meeting Activities



House Printable Documents



House Sorting





SORTING STUDENTS

**READY TO
MEET YOUR
HOUSE?**













What anchors you?



- **Grab your anchor and fill it with all of the things/people/motivations that keep you grounded/anchored**
- **Use whatever colors and designs that best suit YOU**

Picture Box – Your Title Text Here



Lorem Ipsum has been the industry's standard dummy text ever since the 1500s



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- Lorem Ipsum has been the industry's standard dummy text ever since the 1500s
- When an unknown printer took a galley of type and scrambled it to make a type specimen book
- It has survived not only five centuries, but also the leap into electronic typesetting, remaining unchange

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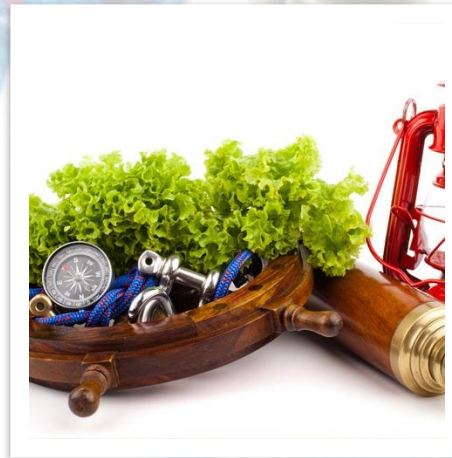


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Table – Your Title Text Here

Text	Text	Text	Text	Text
Example Text	2	3	456	123
Example Text	1	12	54	45
Example Text	54	15	87	77
Example Text	45	56	453	422
Example Text	456	876	42	45
Example Text	123	54	57	456
Example Text	435	786	423	786

Bullet List– Your Title Text Here

Example Text

- Your Text Here
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Example Text

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Text Blocks – Your Title Text Here

Example Text

- Lorem Ipsum is simply dummy text of the printing and typesetting industry.
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Text Lists – Your Title Text Here

Example Text

Example
Text

Example
Text

Example
Text

**Do you have
any questions?**

