

**Mifflin Elementary**

**School**

**Discipline Plan**



**Purpose:**

The purposes for a clear and consistent building-wide discipline policy are to help ensure the safety of all students and staff, reduce disruptions to the educational process, and prepare students for participation as citizens of a democratic society.

**Rationale:**

The management of students' behavior is a constant and significant part of a teacher's time. Reducing instances of behavioral issues allows the teacher to focus more attention on instruction and less time on dealing with behavioral disruptions to the educational process. Having a building-wide disciplinary system increases students' and parents' awareness of behavioral expectations and consequences and reduces subjectivity in the disciplinary process. Instead of students and parents relearning a new set of rules, policies, and expectations each school year, a building-wide disciplinary system allows parents and students to be aware of behavioral expectations from the first day of each school year.

**Definitions:**

In order to reduce ambiguity in the building-wide discipline plan, it is important to define some relevant terms.

**Bullying-** When one or more students are repeatedly exposed to intentionally negative actions from another student or group of students over time. The action is intended to cause physical or emotional harm, is repetitive in nature, and is the result of an imbalance of power between the bully and the victim.

**Minor Behavioral Infractions-** Behavior infractions that may result in a change of color on the behavioral color chart. These infractions should not be confused with major behavior infractions that may result in immediate referral to the principal's office. A list of some common minor behavioral infractions follows:

- Talking in the hallway
- Shouting out in class without raising hand
- Running in areas where students should walk
- Breaking classroom rules
- Chewing gum outside of the classroom (and in classrooms where gum is not allowed)
- Saying something mean to another student
- Breaking other building rules

*\* This should not be construed as a complete list of minor behavioral infractions.*

**Major Behavioral Infractions-** Behavioral infractions that may result in immediate referral to the principal's office. A list of some common major behavioral infractions follows:

- Fighting (physical)
- Use of profanity

- Disrespect or insubordination toward school staff
- Refusal to comply with reasonable requests related to the educational process
- Intentional actions that jeopardize the safety or wellbeing of students or staff
- Breaking a law
- Bringing a controlled substance or weapon to school
- Participating in bullying activities
- Skipping class or detention intentionally
- Inappropriate illustrations
- Other infractions a staff member deems to be major

*\*This should not be construed as a complete list of major behavioral infractions.*

Color Chart- A chart used for the purpose of giving student a visual representation and reminder of behavioral expectations and their current standing within the discipline process.

PBIS (Positive Behavioral Interventions and Supports)- A behavioral system used to increase appropriate behaviors and decrease inappropriate behaviors by providing clear expectations and consequences to students, focusing on what we would like students to do as opposed to what we do not want them to do, and providing tiered behavioral interventions for students who have difficulty succeeding within the standard disciplinary system.

Loss of Recess- Generally, loss of recess will refer to students standing against the wall outside during recess or sitting in the hallway during inside recess.

Detention- Detention refers to lunch detention, due to misbehavior, that takes place during the student's lunch recess time in the library. Lunch detention is supervised, and students are expected to either sit quietly or complete an assigned task. This type of detention may be given for behavioral infractions that lead to multiple color changes and/or trips to the office.

Homework Detention- Unlike behavior detentions, homework detentions are the result of a child's failure to complete a homework assignment. Homework detentions are not considered to be a punishment, but instead an opportunity to complete a homework assignment and earn a grade.

Behavior Plan- A behavior improvement plan for an individual student developed with a cooperative and inclusive team, including some or all of the following: teachers, the principal, parents, students, and other appropriate staff members. This type of plan is developed for students whose behaviors are not successfully managed under the school-wide discipline plan, and this plan may include additional goals, incentives, data tracking, and tier II and/or tier III interventions. Behavior plans are managed through the IAT/RTI process, and should include regular meetings to monitor effectiveness and make changes as needed.

RTI (Response to Intervention)- A tiered system of academic or behavioral interventions.

IAT (Intervention Assistance Team)- A group of teachers, administrators, and parents who meet to develop a plan for interventions to improve academic or behavior success for individual students.

Token Economy- An small economical system where tokens have both real and perceived value.

### **Building-Wide Rules:**

The following rules are building-wide shared rules:

- Students should walk in the hallways.
- Students should stay quiet in the hallways.
- Students should walk in single-file lines along the right side of the hallway.
- Students should keep their hands to themselves in the hallways.
- Students should be polite and show respect to other students and staff.
- Students who have permission to go to the restroom, get a drink, or go to their locker should return to class immediately after completion
- Students are expected to come to class with all needed materials and completed homework.

### **Building-Wide Recess Rules:**

The following rules are building-wide shared recess rules:

- Students can only run in the grass (not on the mulch or blacktop).
- Students must sit while on a swing.
- Students cannot flip over the bars.
- Students can only use the equipment the way it is supposed to be used.
- Students must stay outside the yellow lines.
- Students must not slide tackle or kick high on the soccer fields.
- Students must wear a coat when it is cold.
- Students should not grab or hold other students.

### **Building-Wide Rules for Bus-Waiting**

- Students waiting in the cafeteria for buses should have work to do or borrow a book from the rack.
- Students are expected to follow all other school rules during bus waiting.
- Students in bus waiting will receive five minutes of lunch detention for minor behavior infractions (similar to a change on the color chart in class), and these infractions will be logged on a bus waiting clipboard.

## Policies:

1. The Color Chart- All classrooms will use and maintain an approved color chart that matches the building-wide discipline plan color chart system. The classroom color charts may be color circles, pocket charts, hanging charts, or other types of charts, as long as they follow the same color system and appropriately serve the purpose of reminding students visually of their current standing within the color chart system. A description of the colors and their meanings follows:
  - a. Green- The student is meeting behavioral expectations.
  - b. Yellow- The student has changed colors due to one minor behavioral infraction. The student will lose five minutes of their fifteen minute recess.
  - c. Orange- The student has changed colors twice due to two minor behavioral infractions or on significant behavioral infraction. The student will lose ten minutes of their fifteen minute recess.
  - d. Red- The student has changed colors three times due to three minor behavioral infractions or a mixture of one or more significant behavioral infractions. Also, a student will be moved to red for one major behavioral infraction that results in an office referral. If a student is moved to red for a combination of minor behavioral infractions, then the student will receive a lunch detention for a time the teacher deems to be appropriate for the offense(s). The disciplinary measure resulting from an office referral supersedes any other disciplinary measures and should not be considered to be an addition to the disciplinary measures of the color chart system. Example: If a student is referred to the office for fighting, and the student is suspended, then the student will not be expected to additionally lose part of their recess unless loss of recess is part of the disciplinary measures resulting from the office referral.

*\*All students will have their color reset to green at the beginning of each school day.*

2. Tracking of the Color Chart System- Teachers will establish and maintain a method for tracking the color each student ends with at the end of each school day. This information should be communicated to parents on a regular basis. The recommended method for communicating this information to parents is through a monthly calendar page with each day reflecting the color on which the student ended the day. An alternative to this method for some grades may include representing the color on the pages of the students' assignment book (planner or agenda).
3. Communication with Parents- It is our belief that parents play an integral role in addressing inappropriate student behavior, and that the best way for parents to participate in the process is to maintain open and predictable forms of communication with parents. Parents will receive communication in the form of a color chart calendar or color representation in students' assignment books. Additionally, teachers should attach detention slips to either the monthly calendar or assignment book pages when a lunch detention is issued. In the event that an infraction cannot be adequately described on the detention slip, the teacher should send an accompanying note to the parents explaining why the child received a detention. Teachers may

also require parents' signatures on calendar pages, assignment book pages, or detention slips at their own discretion.

4. Music/ Physical Education/ and Library- Students are expected to maintain appropriate behaviors in all areas of the building and in all classes. Teachers may elect to send their classroom behavior charts with their students to music, physical education, and library. In this way, the teachers of the elective classes will be able to track student behaviors and communicate this information efficiently to the classroom teachers. A classroom teacher may elect instead to send a clipboard for tracking student behavior or receive slips from the elective teachers communicating the infractions and allowing the classroom teacher to change the color placements of students when they return from electives.
5. Office Referrals- When a student is referred to the office for a major behavior infraction, when possible, the teacher should complete a referral slip to accompany the student or should complete a referral slip and send it with another student soon after the student is sent to the office. The office will complete the referral slip and send it back with the student so the teacher is aware of the disciplinary measure that will take place as a result of the major behavior infraction and the office referral.
6. Referral for Behavior Plan Development- When a teacher believes a student is not succeeding within the Tier I building-wide discipline system, the teacher should complete an RTI referral form for behavior. An RTI coordinator (either the principal or guidance counselor) will contact the teacher to schedule an IAT meeting with the teacher(s), parents, principal, and the student when possible.
7. Positive Reinforcement System- It is our belief that a balanced discipline system does not depend exclusively on positive punishment (providing a negative consequence for unwanted behaviors), but also includes positive reinforcement (rewarding the demonstration of wanted behaviors). For this reason, the school will establish and maintain a building-wide positive reinforcement system that utilizes a token economy. Students will be able to earn tokens for certain types of positive behaviors, which may include staying on green for the day, helping other students, demonstrating outstanding positive behavior, and for some students making progress within an individualized behavior plan. Tokens can then be redeemed for rewards chosen by the students. Once earned, tokens will not be taken away for future negative behaviors.

**OFFICE REFERRAL FORM**

Student Name \_\_\_\_\_

Referring Teacher \_\_\_\_\_

Date \_\_\_\_\_ Time \_\_\_\_\_

Major Behavior Infraction: (Please Circle)

Fighting          Profanity          Insubordination          Disrespect

Harassment      Other

Description \_\_\_\_\_

Disciplinary Action (To be completed by Principal)

\_\_\_\_\_  
\_\_\_\_\_

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Student Name \_\_\_\_\_

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