

Burton Elementary School Discipline Plan

Overarching Principles of Burton's Discipline Plan

BULLDOG PRINCIPLES

Every person deserves to be respected, to feel safe, and be free from danger. Learning is enhanced in a safe environment. The establishment of academic and behavioral expectations enhances learning. Students will be expected to conduct themselves in respectful and responsible ways.

Federal law makes it illegal for school personnel or parents/guardians to share personal information regarding other children. Parents will only be given pertinent information of the actions of their child. The school will protect the confidentiality of all parties involved.

Please refer to "Behavior Expectations" for a list of our school's four basic rules.

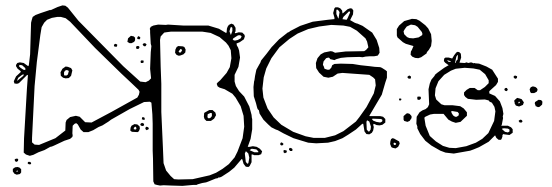
THE BULLDOG CODE OF RESPECT

Respect Yourself, Other People, Property and Time

- **Respect Yourself**

We respect ourselves by:

- Being honest
- Doing our best, and striving for excellence
- Being safe
- Making wise choices
- Using good manners
- Taking responsibility for our actions



- **Respect Other People**

We respect others by:

- Treating others as we would like to be treated
- Being courteous and using kind words
- Listening when others are talking
- Standing up for others

- Respecting and obeying teachers and other school workers' instructions
- Following the school rules
- Never bullying

- **Respect Property**

We respect property by:

- Keeping personal spaces clean and returning items to their proper place
- Being responsible for our own possessions
- Picking up garbage on the ground or floor, even if we didn't drop it
- Not taking the property of others
- Putting names on any items brought to school (such as a backpack, lunchbox, etc.)
- Treating the school building and grounds with pride

- **Respect Time**

We respect time by:

- Working when it is time to work
- Being on time to school
- Being in the right place at the right time
- Listening to instructions and directions



Reminders:

- I will follow directions the first time given.
- I will keep my hands, feet, mouth, and objects to myself.
- I will build people up and be positive.
- I will be in the proper place at the proper time.
- I will walk in the building.
- I will use all materials and equipment properly.
- I will follow school rules and school-wide procedures.

Discipline Procedures:

A. Classroom

1. A classroom disclosure document will be given to parents and students. This document will outline specific expectations, procedures, and the teacher's classroom discipline plan.
2. The teacher will employ interventions and/or strategies to deal with behavior. Parent contact will be made for repeated negative behaviors.
3. When necessary, documentation and data will be used for further support of the student.
4. Behaviors which are dangerous or an excessive disruption warrant an office referral. An explanation of the problem and the interventions applied will be given to the administration at the time of the referral. In some circumstances, teachers may make the judgment to refer a student directly to the office.

B. School Administration

Behaviors which are dangerous or excessively disruptive are referred to administration: *

1. Students will be brought directly to the office for any of the situations listed below.
2. An administrator will contact the parent(s) of those involved, and make a record of the event. Based on the circumstances, appropriate action will be taken.
3. The school has the option to refer students to Local or District Case Management, or to law enforcement agencies.
4. Possible in-school suspension, out of school suspension, or expulsion may occur as dealt with on a case by case basis.

* Dangerous or disruptive behaviors include: direct and willful disobedience that is causing a disruption, aggression, blatant disrespect of school rules, policies, or authority, open defiance that is causing a disruption, fighting or assault, ethnic slurs, obscene gestures, inappropriate touching, damage to property, non-attendance, bullying, threatening, taunting, theft, profanity, leaving school without permission, illegal substances, weapons or their facsimiles, or other dangerous items.

C. Specialty Classes

The specialty teachers (Music, P.E., STEM, etc.) and playground supervisors will refer students back to the classroom teacher for minor discipline infractions. Dangerous or disruptive behaviors may be referred to the office immediately.

D. Approach to Discipline:

1. Every attempt will be made to maintain the dignity and self-respect of both the student and the teacher. Confidentiality will be protected. Sarcasm and/or humiliation are not acceptable forms of discipline.
2. Students will be guided and expected to solve their own problems, or problems they create.
3. Students will be given the opportunity to make decisions and live with the consequences of those decisions.
4. Whenever possible, misbehavior will be handled with natural or logical consequences instead of punishment.
5. Misbehavior will be viewed as an opportunity for individual problem solving and preparation for the real world.
6. Students will always be given an opportunity to share “their side of the story.”
7. School personnel will handle school related problems. Criminal behavior will result in referral to district or other civil authorities.
8. The following considerations of a behavior will also be considered:
 - a. The precipitating events.
 - b. The child’s intentions.
 - c. The personality, age, and temperament of the child.
 - d. Knowledge of what actually happened.
 - e. The damage or hurt caused by the misbehavior or the rule violation.

Reasonable standards of behavior, which include an emphasis on safety, are required of students at all times. Programs and activities are implemented at the school that result in cooperation, collaboration, and teamwork while reducing acts of aggression.

The intent of this plan is to emphasize the teaching of good citizenship, social skills, and self-discipline. Good citizenship, social skills, and self-discipline will be reinforced by positive behavioral supports that are a part of the discipline plan, and also through lessons taught by teachers and our

school counselor. Ongoing support for the plan will occur during faculty meetings and other staff meetings.

Reasonable standards of behavior, which include an emphasis on safety, are required of students at all times.

► Positive Behavior Consequences that may be implemented

Individual Classroom Plans

Individual teachers use positive reinforcement in their classrooms. Each teacher approaches this to suit the needs of their students.

Positive Praise

Students receive positive statements from all staff members for making wise choices. Positive behaviors are recognized, and students are verbally praised for choosing to follow positive rules of conduct.

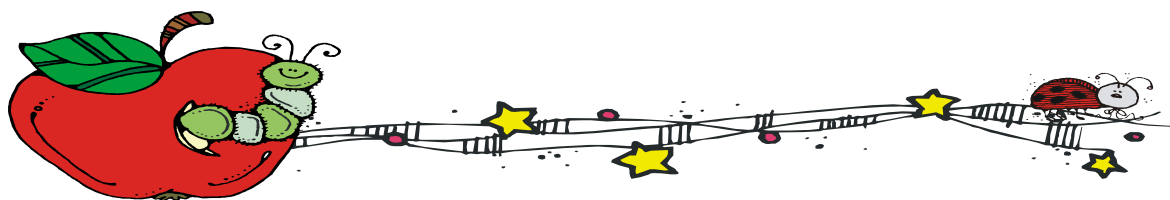
Positive calls and notes home

From time to time, staff members will write, call, or e-mail parents with positive news about their students. The good news may be about behavior, performance, a good deed, or significant improvement.

Consequences for Inappropriate Behaviors

For the inappropriate behavior that may take place in the common areas of the school, i.e. library, halls, playground, lunchroom, assemblies, etc. or for any Safe Schools violation or repeated inappropriate behavior in the classroom, the following discipline plan will be used:

<u>Multi-Level Layer of Support for Negative Behaviors</u>		
Examples of Level 1	Examples of Level 2	Examples of Level 3
<ul style="list-style-type: none">► Cheating► Disruptive classroom behaviors► Inappropriate language► Inappropriate use of equipment► Pushing, hitting, kicking► Play fighting	<ul style="list-style-type: none">► Destroying Property► Disrespecting / disobeying adult(s)► Obscene gestures► Offensive language► Provoking violence► Biting► Spitting	<ul style="list-style-type: none">► Slurs► Bullying/Harassment► Fighting/Physical Assault► Gang Activity► Hazing► Pornography► Illegal Substances



<ul style="list-style-type: none"> ▶ Throwing objects ▶ Running in the hall or classroom ▶ Refusal to work ▶ Being in the wrong place ▶ Lying ▶ Inappropriate items at school ▶ Dress Code Violations 	<ul style="list-style-type: none"> ▶ Stealing ▶ Intentional tackling ▶ Intimidation ▶ Excessive absence ▶ Inappropriate displays of affection ▶ Habitual level 1 behavior (4 times or more) 	<ul style="list-style-type: none"> ▶ Sexual Harassment ▶ Sexual Assault ▶ Chronic Truancy ▶ Chronic Absenteeism ▶ Vandalism ▶ Weapons (real or pretend) ▶ Habitual level 2 behavior (2 times or more)
--	--	---

Consequences

Level 1	Level 2	Level 3
<p>Acceptable corrective may include, but are not limited to the following:</p> <ul style="list-style-type: none"> ▶ Teacher-Student teaching moment ▶ Practice of skill that needs mastering ▶ Implementation of increased positive to negative responses ▶ Implementation and tracking of intervention ▶ Reduction or elimination of privileges or preferred activities ▶ Communication with parent via note, telephone, or conference (teacher led) ▶ Mindset-Reset Buddy Teacher 	<p>Referral to the office:</p> <ul style="list-style-type: none"> ▶ 1st Offense <ol style="list-style-type: none"> 1. Think Time form 2. Meet with administrator 3. Phone call home 4. Appropriate consequences ▶ 2nd Offense <ol style="list-style-type: none"> 1. Think Time form 2. Meet with administrator 3. Phone call home 4. Appropriate consequences ▶ 3rd Offense <ol style="list-style-type: none"> 1. Meet with administrator 2. Meeting with parents 3. LCMT/Behavior Plan (if not already in place) 4. Appropriate consequences, including but not limited to in-school suspension 	<p>Immediate referral to the office (Possible referral to law enforcement or district case management)</p> <ul style="list-style-type: none"> ▶ 1st Offense <ol style="list-style-type: none"> 1. Meet with administrator 2. Parent meeting 3. Appropriate consequences, including but not limited to in-school suspension ▶ 2nd Offense <ol style="list-style-type: none"> 1. Meet with administrator 2. Parent Meeting 3. Appropriate consequences, including but not limited to out-of-school suspension ▶ 3rd Offense <ol style="list-style-type: none"> 1. Meeting with administrator

	<p>► 4th Offense</p> <ol style="list-style-type: none"> 1. Meeting with administrator 2. Parent meeting 3. Appropriate consequences, including but not limited to out-of-school suspension 4. Possible referral to District Case Management 	<ol style="list-style-type: none"> 2. Possible referral to District Case Management 3. Possible change of placement
<p style="text-align: center;"><u>SEVERE CLAUSE</u></p> <p>If student behavior is severe enough that it puts the student, other students, or adults in an un-safe situation physically or emotionally, the teacher/adult will immediately use the call button to alert administration to the un-safe situation. Administration will respond, and steps in the level system listed above may be skipped with appropriate consequences being administered.</p>		

Bullying and Hazing

One definition for bullying is aggressive or mean behavior by one or more people towards someone else which involves; an imbalance of power; deliberate words or actions intended to cause physical or emotional harm; and repetition over time.

Burton Elementary engages in ongoing assessment of specific locations where bullying may be prevalent, where students may feel unsafe, or where additional supervision may be required.

Consequences of Bullying or Hazing

Teachers will work with students on an individual basis to help those who are victims of bullying and harassment. Teachers will communicate with parents when these issues arise and continued problems of bullying and harassment will be referred to the administration.

Retaliation

Retaliation (also known as **revenge**) is a harmful action against a person or group as a response to a real or perceived grievance. Although many aspects of retaliation resemble the concept of justice, retaliation or revenge is never appropriate in a school setting. Students are responsible for their own actions, not those of someone else. It is expected that students will

demonstrate positive behavior even if someone else does not. Negative consequences will follow those students who choose negative behavior. The fact that a student chooses negative behavior by harassing or bullying another student does not give the victim the right to retaliate by hurting back. ***Retaliation is not considered self-defense.***