



Delta Elementary School Discipline Plan 2026-2027

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MOTTO

Delta Elementary - Learning to Achieve

VISION

Delta Elementary strives to be a model school where all learners are equipped with the academic and life skills that will give them limitless opportunities in their chosen paths.

MISSION

The mission of Delta Elementary School is to develop, in every child, academic excellence and a sense of responsibility. Our parents and teachers will work together to provide a safe and secure, positive environment filled with high expectations for all.

OUR COMMITMENT

Ensure that all students learn at high levels. (PLCs@Work)

All = Means ALL

Learn = Includes Academics and Life Skills to develop the whole person

High Levels = Grade level or better

R.E.A.L. EXPECTATIONS

With support from their families and school, all Delta Elementary students will:

Respect everyone with words and actions.

Engage in all learning opportunities.

Achieve academic and personal goals.

Lead others to success.

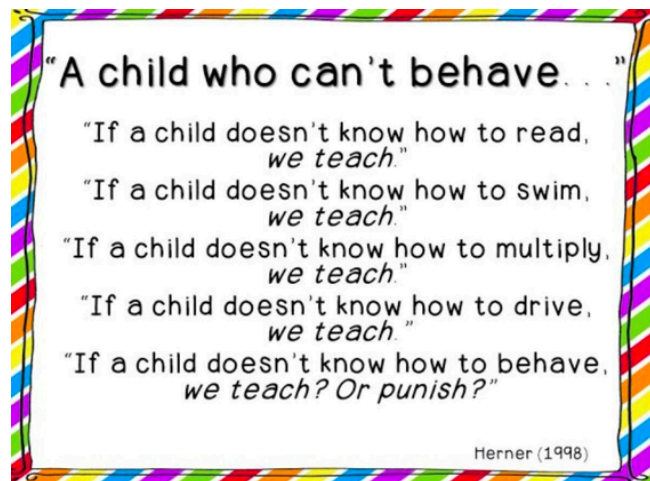
DELTA ELEMENTARY SCHOOL DISCIPLINE PLAN & PROCEDURES

DISCIPLINE

Your classroom management should be such that you can deal with the majority of discipline problems yourself. When a problem is of a serious nature, and the child is accompanied by an adult to the office, make sure administration is well-informed as to the nature of the problem through the SimplDiscipline platform as soon as possible.

****Important:**

- Follow the **Delta Elementary School-Wide Discipline Plan & Procedures** on the following pages.
- Every Classroom Teacher (including Enrichment Teachers & Resource Teachers) must develop a written **Class-Level Classroom Management Plan** to include expectations, positive incentives, and progressive discipline responses. Documentation of progressive discipline responses and parent communications is required and must be entered on the SimplDiscipline platform.
- The **SimplDiscipline** web-based application in PowerSchool will be utilized by teachers to submit documentation of pre-referral discipline (**Minor Infractions**) and official discipline referrals to administration (**Discipline Incidents**).
- For **minor or chronic behaviors**, do not bring students to the office without complete documentation of progressive discipline submitted through the SimplDiscipline application. The documentation must include relevant Minor Infractions showing progressive discipline steps with parent notifications. After progressive discipline has been implemented and documented in the SimplDiscipline platform for chronic behaviors, the teacher will submit a Discipline Incident explaining the latest student behavior. The administrator will be able to view all documentation logged for the previous Minor Infractions and will apply administrative progressive discipline as defined by Board Policy.
- If you witness or have credible suspicion of a **major violation**, you must contact an administrator or the office immediately. Escort the student(s) to the office and complete a Discipline Incident in SimplDiscipline as soon as possible.
- Enrichment and Resource Teachers are responsible for student behaviors that may occur in their classrooms. These teachers are required to document accordingly and contact parents. Enrichment teachers are expected to make phone calls to parents as needs arise.
- No student can be sent to the office to “sit” unless requested/approved by an administrator.



Shift from **Punishment** to **Prevention & Intervention**

SCHOOL-WIDE DISCIPLINE PLAN

A well thought out, CONSISTENT classroom discipline plan must be implemented and followed prior to submission of an official Discipline Incident. To promote a consistent classroom discipline plan, Delta Elementary will follow a school-wide plan. Teachers/staff are expected to use the school-wide plan when establishing and communicating their expectations for students. Parent phone calls/ conferences and documentation for previous in-class incidences are expected prior to an official Discipline Incident. Administrators understand that major offenses may result in an immediate Discipline Incident.

A. Discipline Plan & Procedures - Setting Expectations

Teaching school-wide behavior expectations and classroom procedures/routines is a proactive action that often prevents discipline problems from occurring.

Teachers will use the following plan to teach expectations and procedures/routines:

1. Explicitly **define** expectations and procedures/routines.
2. Explicitly **model and teach** expectations and procedures/routines.
3. **Reinforce and model** expectations and procedures/routines (when they are forgotten or mistakes are made). Reteach the expectation or procedure/routine.
4. **Respond** with progressive discipline actions when expectations and procedures/routines are broken. All adult responses are to be respectful and unemotional. Conduct a teacher/student conference and allow each student to practice the expectation or procedure/routine to ensure full understanding.
5. **Call parents/guardians** and enlist their help/support.
6. Seek assistance/guidance from the Counselor, Grade-Span Teachers, and/or Administrators to develop/implement a **Tier 2 Intervention Plan**.

Delta Elementary School-Wide Expectations

Expectations, also known as rules, are short lists of behaviors (around 5) for particular areas of the school that are vital in creating a safe and secure environment for our students. Breaking a rule or expectation requires an immediate response from the supervising teacher. The teacher should respond appropriately and document responses (dates/actions taken/results).

R.E.A.L. School-Wide Behavior Expectations:

The R.E.A.L. Expectations for our students are brief and cover a “wide” view of what we want to see from students as it relates to behavior.

1. Respect everyone with words and actions.
2. Engage in all learning opportunities.
3. Achieve academic and personal goals.
4. Lead others to success.

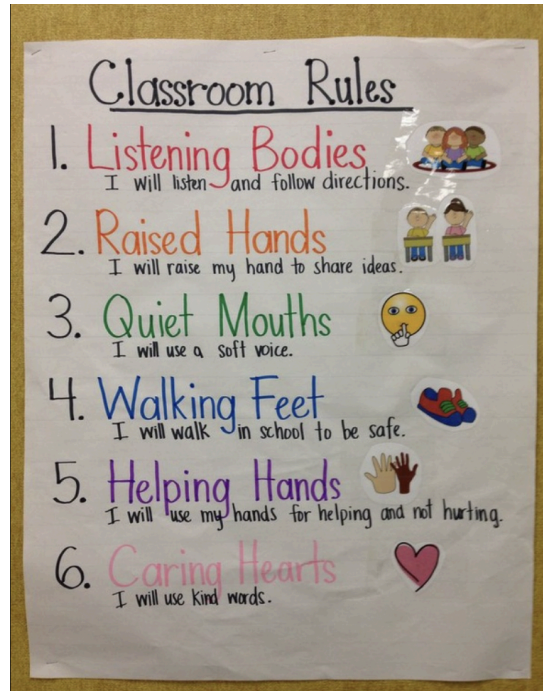
School-Wide Work Habits Expectations:

To develop the entire child, we also want to focus on specific **Work Habits**. During the start of the school year, introduce each Work Habit and practice that habit. Work Habit improvement is something to celebrate because these are the “soft” skills that will help children learn to be successful in life. We will refer to these Work Habits as the 5 Ps.

1. Prompt: Be on time and where you belong.
2. Prepared: Bring all materials and be ready to learn.
3. Positive: Choose a positive mental attitude.
4. Participate: Follow directions the first time and be an active learner.
5. Productive: Complete all tasks on time and with high quality.

Specific Classroom Behavior Expectations:

These should be specific to your learning area/classroom. You may use our school-wide behavior expectations or create your own to meet the needs of your students in your classroom. Please have these posted in your learning area/classroom and hold students accountable for these expectations at all times. Your classroom behavior expectations are a part of your Classroom Management Plan. An example of specific classroom expectations (rules) may look like this:

**School-Wide Hallway Behavior Expectations:**

1. Remain silent in the hallways.
2. Form a straight line and face forward.
3. Walk in a line and to the right.
4. Keep hands, feet, and objects to yourself and off of walls.
5. Walk to and from your destination without delay.

School-Wide Cafeteria Behavior Expectations:

1. Walk in a silent line in and out of the cafeteria.
2. Use respectful table manners.
3. Use a soft voice to talk to those sitting at the table to your left or right.
4. Stay in your seat at your assigned table.
5. Clean up and put all trash in the proper trash cans.
6. Sweep under tables and clear table tops.

School-Wide Restroom Behavior Expectations:

1. Enter the restroom silently.
2. Respect the privacy of others.
3. Flush the toilet after using it.
4. Wash your hands properly.
5. Dispose of paper products appropriately.
6. Take care of personal needs and leave as quickly as possible.

School-Wide Bus Expectations:

1. Keep all electronic devices, gum, food, and drink sealed and stored in backpacks.
2. Show respect with what you say and how you express yourself.
3. Listen and follow directions the 1st time.
4. Remain seated and keep aisles clear.
5. Keep your head, hands, feet, and objects inside of the bus and to yourself.
6. Help take care of the bus and keep it clean.

School Ground Expectations (Playground, Snack Areas, etc.):

1. Show respect with what you say and how you express yourself.
2. Listen and follow directions the 1st time.
3. Take responsibility for what you say and do.
4. Obey all safety procedures for the specific area.
5. Keep school grounds clean by throwing away all trash.
6. Stay with your teacher in an approved area at all times.

B. Discipline Plan & Procedures - Defining Procedures/Routines

Procedures and routines are part of the everyday running of a classroom. CONSISTENCY IS KEY! A broken procedure or routine will not injure someone, but it will interrupt the flow of the learning environment. Usually, students will only need a reminder or a practice session to brush up on procedures or routines. On occasion, a student may break procedures or routines as a way to show disrespect. At such a time, it becomes a discipline issue and needs to be treated as such. The same step-by-step discipline actions or consequences for breaking behavior expectations/rules should be followed.

While expectations/rules are limited to a shorter list, procedures and routines should be unlimited. Teachers should have as many procedures and routines as needed to help their classrooms run effectively and empower students to self-manage whenever possible. When planning for how your classroom will work best for everyone, try to think of all of the routines and procedures that will need to be put in place. It may be helpful to think of categories like behavior, supplies, working, and movement. There is not an all-inclusive list of procedures and routines, but a suggested list is outlined in this document.

Example Checklist for Creating Classroom Procedures/Routines**Behavioral Procedures:**

- ☐ Entering classroom
- ☐ Unpacking materials for the day
- ☐ Storing backpacks, lunch boxes, and jackets
- ☐ Attendance and lunch money
- ☐ Pledge of Allegiance/Patriotic Anthem/Moment of Silence
- ☐ Packing up and getting ready to go home
- ☐ Noise levels during different activities
- ☐ How to sit in the gathering area
- ☐ Attending to instruction during whole group
- ☐ Teacher signals

- ☐ Proper listening position
- ☐ Managing time wisely
- ☐ Asking for help
- ☐ Asking to use the restroom
- ☐ Snack time
- ☐ Visitors in classroom
- ☐ Intercom calls to classroom

Classroom Supply Procedures:

- ☐ Handing out supplies
- ☐ Collecting and putting away supplies
- ☐ Proper usage of supplies
- ☐ Using computers/technology
- ☐ Storing technology
- ☐ Classroom library checkout/sign-in
- ☐ Sharpening pencils
- ☐ When in need of materials
- ☐ Using classroom center materials
- ☐ Sharing materials

Working Procedures:

- ☐ Heading papers
- ☐ High quality work
- ☐ Handwriting and margins
- ☐ Working in small groups or with partners
- ☐ Working independently
- ☐ How to perform classroom jobs
- ☐ Keeping desks, folders, and binders organized
- ☐ Handing in completed work/homework
- ☐ What to do if you finish early
- ☐ Homework board/filling out agendas
- ☐ Being prepared for class
- ☐ Participating in class discussions
- ☐ Taking tests
- ☐ Missed/Unfinished assignments

Transitional/Movement Procedures:

- ☐ Lining up
- ☐ Moving around the room
- ☐ Movement between centers/rotations/activities
- ☐ Fire drill/severe threat/emergency
- ☐ Leaving your desk (tissue, trash, paper, pencil, sickness, etc.)
- ☐ How to wait in line (cafeteria, restroom, snack, etc.)
- ☐ Packing up at end of day
- ☐ Lining up for dismissal

C. Discipline Plan & Procedures - Positive Reinforcement

Most students respond to positive reinforcement. Building respectful relationships with students and parents/guardians is essential. Build those strong relationships early, and bring things back to a positive place as soon as possible when negative things happen (because they will). DO NOT rely on e-mails and Remind to do that for you. PICK UP THE PHONE and make contact with parents. It makes a difference. Making positive phone calls at the start of the year is always a step in the right direction.

SimplDiscipline also has a Positive Referral feature. These referrals are automatically emailed to administrators, but you must select parent notification if you would like to send an email to parents. This is highly encouraged as parents enjoy receiving those emails. Students who receive positive referrals will be recognized at monthly Morning Assemblies. Below, you will find additional ideas for creating a positive environment and reinforcing positive behaviors in your classroom.

Creating a Positive & Respectful Learning Environment:

- Focus on student strengths and/or preferences
- Set clear expectations of student behavior, communicated by written form, verbal and/or visual cues (such as pictures, signs, gestures)
- CONSISTENTLY enforce few and simple rules
- Have procedures and routines for EVERYTHING
- Always be CONSISTENT with procedures and routines
- Frequently assess effectiveness of procedures and routines
- Reinforce and model appropriate behavior
- Always consider attention span when planning activities
- Praise frequently
- State directives in positive terms
- Always remain calm - You are the adult!
- Provide positive reinforcers throughout the day
- Frequently assess effectiveness of reinforcers
- Use tactile reinforcement (pat on the back, hand shake, high five)
- Re-state expectations and remind students of planned outcomes
- Teach and reteach communication skills
- Model appropriate peer interactions
- Use a respectful tone - Never ridicule or belittle students
- Always establish student attention before giving directions
- Give directions step-by-step allowing time for students to process directions

Examples of Reinforcers

Knowing what motivates each of your students is the key to choosing the right reinforcers for them. What works for one student may not work for another. Ask students to tell you what motivates them to reach for higher levels of success. Try giving a reinforcer survey or hold a conference with each student to find out what makes him or her go the extra mile. Some students respond to words of praise, others respond when they are given opportunities to move and participate in an activity, and some want a prize that they can see, touch, and use. Also, remember that what works today may not work tomorrow. Be prepared to change reinforcers as needed.

The next section provides an extensive list of reinforcer ideas by category (social, activity, and tangible). However, your students may have even better ideas for what works for them. These lists are not meant to limit you but to get you started. Get creative!

Social Reinforcers

- Telling the principal something positive about student so that the student can hear
- Verbal Praise in front of class or another teacher
- Clapping/Round of Applause with class; Cheers; Whistling
- Pat on the back; High Five; Fist Bump; Handshakes
- Positive comments written on a sticky note or special paper
- Student calls parents at work with news of student's accomplishments
- Teacher calls parents with news of student's accomplishments

Activity Reinforcers

- Assisting the custodian (always seek permission from custodian beforehand)
- Using colored chalk on sidewalks (always seek permission from custodian beforehand)
- Decorating the bulletin board
- Decorating the closet door
- Being line leader
- Stapling papers
- Cleaning the teacher's desk
- Taking attendance and/or lunch count
- Distributing materials or supplies to classmates
- Choosing where to sit for the period/day
- Moving desk for the day
- Helping school librarian (seek permission first) or visit the library on his/her own
- Lunch with the teacher
- Lunch with a friend in another class
- One free homework or classwork assignment (ungraded)
- Popcorn party
- Invite two friends to play a game during class time
- Work a puzzle, either jigsaw, word, crossword, or brain teaser
- Write/draw on the dry erase board
- Wear socks in the classroom
- Switch jobs with a classmate
- Give spelling test to the class
- 15 minutes of free time in the classroom (choose time carefully)
- Listen to a approved music during seatwork time
- Play with clay or playdough
- Read to the class
- Perform a magic trick for the class
- Complete a special craft project
- Sit and work in the teacher's chair for a designated amount of time
- Teach a lesson to the class
- Tutor (read to) younger students (collaborate with younger grade teacher)

Tangible Reinforcers

- Books, magazines, posters, coloring books
- Awards, stickers
- Pencils, pens, crayons, markers, colored pencils, erasers
- Healthy treat (popcorn, pretzels, etc.)
- Choose an item from a grab bag
- Pages to color, dot-to-dot pages, maze pages
- Colored chalk; Art supplies

D. Discipline Plan & Progressive Discipline Procedures - Minor Infractions & Discipline Incidents

Identifying Minor and Major Offenses: By correctly identifying the severity of the violation, we will be able to determine the appropriate level of response.

Minor Infractions: Minor offenses and chronic behaviors are behaviors that teachers address “on the spot” through correction and teaching/reteaching. Minor offenses and chronic behaviors are to be handled in the classroom by the classroom teacher in the following way. **Document each step in SimplDiscipline under the Minor Infraction category.**

1. Explicitly **define** expectations and procedures/routines.
2. Explicitly **model and teach** expectations and procedures/routines.
3. **Reinforce and model** expectations and procedures/routines (when they are forgotten or mistakes are made). Reteach the expectation or procedure/routine.
4. **Respond** with progressive discipline actions when expectations and procedures/routines are being broken. All adult responses are to be respectful and unemotional. Responses to minor offenses and chronic behaviors should always start with reteaching and conducting a teacher/student conference. This allows each student to practice the expectation or procedure/routine to ensure full understanding. Document these measures and responses on a Pre-Referral Form.
5. **Call parents/guardians** and enlist their help/support. Document on the Pre-Referral Form.
6. **Conduct a parent conference** and invite an administrator and/or the counselor as needed. Document on the Pre-Referral Form.
7. Seek assistance/guidance from the Counselor, Grade-Span Teachers, and/or Administrators to develop/implement a **Tier 2 Intervention Plan**.
8. **Implement Tier 2 Interventions** and change interventions as needed. Document interventions and data on a daily basis. Continue to consult with the Counselor and Administrators to make decisions. A formal behavior referral to administration may be required if interventions do not produce desired results. Attach all pre-referral documentation to the Office Referral.

Major Discipline Incidents: Major Discipline Incidents are violations of the BCBE Student Code of Conduct (Class II or III) that require immediate attention of the administrative staff. Major Incidents are worthy of an **immediate referral in SimplDiscipline under the Discipline Incident category.**

Defining Offenses as minor, chronic, or major will help you determine your next steps with discipline. Refer to the chart below to categorize the severity of an infraction/incident.

Defining Offenses

Offense Category by Severity	Minor Infractions Usually a Minor Slip-up or First Incident of a Class I Violation in Student Code of Conduct (Correct/Teach/Reteach)	Chronic Behaviors Usually Repeated Class I Violations in Student Code of Conduct (Intervene/Document/Collaborate/Referral after Progressive Measures)	Major Discipline Incidents Usually Class II or III Violations in Student Code of Conduct (Referral/Seek Admin Assistance)
Definition of Offense	A student fails to demonstrate an expectation or social skill	A student fails to respond to progressive discipline despite the presence of environmental modifications and intervention	A student commits a major infraction that is harmful to self/others and/or causes a major disruption to the learning environment
Offense Addressed by	Witnessing staff	Collaborative effort: teacher, grade-level span teachers, counselor, admin	Collaborative effort: teacher, counselor, & admin

Types of Minor Infractions and Major Discipline Incidents

Offense Category	Minor Infractions - Class I (Addressed by Witnessing Staff with Progressive Discipline Steps - Document progressive actions in SimplDiscipline as Minor Infractions)	Chronic Minor Infractions Over Time & Major Incidents - Class II/Class III (Seek Admin Assistance/Refer through SimplDiscipline as a Discipline Incident)
Possible Offenses	Disobedience/Noncompliance Minor Defiance Failure to Follow Directive Refusal to Complete Assignment/Task Disengaged/Not Attending to Task Inappropriate/Profane Language (Nondirect) Minor Disorderly Conduct Minor Disruption of Teaching/Learning Disrespect Back-Talking/Showing Attitude Rolling Eyes/Smacking Lips Meanness/Rudeness to Others Annoying/Irritating Others Disrupting/Obstructing Learning for Others Unwanted Touch (Not inappropriate) Minor Inappropriate Display of Affection Horseplay/Roughhousing/Pushing Minor/Isolated Incident of Harassment or Intimidation Minor/Isolated Incident of Bullying Behavior Dress Code Violation Dishonesty Waste/Misuse/Minor Destruction of Materials, Supplies, or Property Unauthorized Use of School Property Littering Presence in an Unauthorized Area Wasting Time Out of Classroom such as in Restrooms, Hallways, etc. Electronic Device Visible Possession/Usage Inappropriate Use of School Technology Minor or First Violation of Technology Acceptable Use Agreement	Chronic Minor Offenses Over Time (Minor Infractions Documented in SimplDiscipline Over Time Showing Progressive Discipline) Defiance of Authority/Insubordination (Repeated Minor or Severe) Disorderly Conduct/Disruptive Behavior (Repeated Minor or Severe) Direct Use of Profanity/Vulgarity/Racial Slurs Sexual Language/Minor Sexual Harassment Harassment/Bullying (Repeated Minor, Moderate, or Severe) Making Threats/Intimidating Others Fighting or Physical Contact Causing Injury Verbal Altercation with Another Inappropriate Touch (Private Area, Choking, Slapping, Hitting, Kicking, Biting) Indecent Exposure Elopement/Leaving Room without Permission Cheating Providing False Information/Reports Significant Vandalism/Destruction of Property Larceny/Theft/Possession of Stolen Property Gang Activity/Gang Display or Solicitation Gambling Inappropriate Use of Technology/Device Related to Sexual/Vulgar Content Use of Technology/Device to Capture Unapproved Images/Videos of Others Weapon Possession/Usage Using/Selling/Possessing Matches/Lighters Possessing/Using Unauthorized Medications Vaping/Electronic Cigarette/Tobacco Substance Abuse/Drugs Possession of Unauthorized Items Other Class III in Student Code of Conduct

E. Discipline Plan & Procedures - Discipline Actions/Responses

Classroom Actions/Responses Prior to Office Referral (Major Discipline Incident):

Classroom discipline actions should follow the school-wide discipline plan and are to be documented on each student. **With repeated minor infractions, it is expected that the teacher implements each step of the classroom progressive discipline steps** in order to provide support for each child so that the student may have learning opportunities to correct problem behaviors before an office referral (major discipline incident) becomes necessary. For minor infractions, the following class-level discipline actions are to be implemented & documented in SimplDiscipline according to the school-wide discipline plan:

1. Student Conference(s) with Reteaching/Modeling of Expectation(s)
2. Parent Phone Call(s) - An actual phone call must be attempted/documented.
3. Parent Conference(s) - An actual in-person meeting must be attempted/documented.
4. Counselor Consultation/Tier 2 Behavior Intervention Plan - Documentation required.
5. Other: In addition to the above actions, teachers should document both positive and negative reinforcers that have been used to intervene with the student (i.e., student behavior contract, reward system, frequent check-ins, peer support, daily behavior sheet, time out, change of seating, silent lunch/snack time, etc.).

Unacceptable Discipline Practices:

Teachers and staff members must refrain from any discipline practice that is related to the following:

- Administering group punishment for individual mistakes or minor infractions.
- Lowering a student's content area grades for misbehavior.
- Using repetitious work for punishment (eg. Writing 50 times, "I will not talk in class.").
- Keeping a child from PE as punishment. (Silent/no play snack time may be used.)
- Depriving a child of eating. (A student may eat in a spot away from the class.)
- Leaving children without adult supervision. This includes leaving students in the hall or empty classroom.
- Using verbal abuse or disparaging remarks of any kind. This includes using sarcasm.
- Using corporal punishment.
- Using physical activity such as standing, holding items, running laps, jumping jacks, etc.
- Placing a student in an embarrassing position such as standing with his/her nose against the wall or in a circle drawn on the board.

When an office referral becomes necessary due to chronic behaviors, the teacher is to ensure that all necessary minor infraction/progressive discipline documentation is up-to-date in SimplDiscipline.

Then the teacher will complete a "Discipline Incident" in SimplDiscipline. A "Discipline Incident" is an official Office Discipline Referral. This will help the administrator respond in the most beneficial and supportive ways when an office referral is addressed. **Of course, major offenses/violations should result in an immediate referral to the office through SimplDiscipline - Discipline Incident.**

Office Referral Actions for SimplDiscipline Discipline Incidents/Administrative Responses:

After a Discipline Incident is submitted for a student through SimplDiscipline, appropriate school personnel shall investigate, verify, and take the necessary actions to resolve student misconduct. In all cases of misconduct, the student will be provided an opportunity to hear the charge(s) against him/her, present his/her side of the incident, and reflect on his/her behavior. This is called "Due Process" and is required as part of all discipline investigations. If the administrator determines that evidence indicates the student committed the offense/violation, the administrator will inform the student and his/her parent/guardian of the offense, evidence of the offense, and consequence/sanction that will be applied according to BCBE Board Policy and BCBE Student Code of Conduct. As the violations increase in number and/or seriousness, the severity of the possible consequences/sanctions will increase.

Unless a major discipline incident/violation warrants a more serious sanction, the following consequences/sanctions will be applied in order as violations accumulate for a student. Office Referral actions/responses will be selected and applied by the **administrator only**.

1. Verbal Warning / Student Conference
2. Parent Phone Call / Conference with Administration
3. Loss of Privileges as decided by Administration
4. Student Behavior Contract and Implementation - Tier 3 Intervention/Counselor Participation
5. Temporary Removal from Classroom (with Administrator or Admin-Assigned Faculty/Staff)
6. Student Suspension from School
7. Other Sanction(s) as approved by the Baldwin County Board of Education

Refer to the Baldwin County Public School System's Code of Conduct for Students for more information related to student conduct and violation classes and sanctions.

DELTA ELEMENTARY FORMS

The following forms will be utilized by teachers:

- Delta Elementary School Record of Parent/Teacher Conference Form
- Delta Elementary School-Parent Contact Log

**DELTA ELEMENTARY SCHOOL
RECORD OF PARENT/TEACHER CONFERENCE**

Conference requested by: _____

Date: _____

Those in attendance: _____

Items discussed: _____

Recommendations: _____

Comments: _____

Signatures:

Parent/Guardian _____

Teacher(s) _____

Administrator _____

Delta Elementary School – Parent Contact Log

Student Name _____

Teacher _____ **Grade** _____

Contact Information _____

Date	Person Contacted	Type of Contact	Comments/Notes