

Mitchell Elementary Behavior & Discipline Information

The goal of discipline at Mitchell Elementary is to create a positive atmosphere where students have the opportunity to develop to their highest potential. Discipline is a learning opportunity. Please take a moment to re-familiarize yourself with Positive Behavior Supports, Second Step Program, and Problem Solving STEPS. They can be found on our website under Family Resources. We can achieve this by doing the following:

- Creating a healthy, safe environment
- Creating a positive educational atmosphere
- Helping to develop responsible individuals
- Creating an atmosphere of caring, respect and trust among students, parents and staff.
- Accepting each student as an individual and providing opportunities for each student to succeed
- Viewing discipline as a learning process, where students are given a chance to learn from choices and employ Restorative Practices
- Following Jeffco Schools' Code of Conduct and Mitchell ROCKS

TEACHER MANAGED BEHAVIOR (MINOR) <small>*Teacher Managed Unless Multiple Documented Occurrences</small>	OFFICE MANAGED BEHAVIOR (MAJOR)
<ul style="list-style-type: none"> • Defiance/Disrespect/Non-Compliance • Disruption • Dress Code Violation (Address- If not corrected refer to Admin) • Inappropriate Language- Abusive/Obscene • Lying/Cheating • Physical Contact/Physical Aggression • Property Misuse • Personal Electronic Device Use • Technology Violation 	<ul style="list-style-type: none"> • Abusive Language/Inappropriate Language/Profanity • Defiance/Disrespect/Non-Compliance • Dress Code Violation • Fighting/Physical Aggression • Lying/Cheating • Harassment/Bullying • Property Damage/Vandalism • Technology Violation • Theft • Use/Possession of Alcohol • Use/Possession of Drugs • Use/Possession of Tobacco • Use/Possession of Weapons

MITCHELL'S RESTORATIVE PRACTICES & SOCIAL EMOTIONAL LEARNING RESOURCES

During the school year, we present information on how students can make their school and community safer by learning about Mitchell ROCKS (Respect, Organization, Community, Kindness and Safety) and recognizing and reporting concerns. Students can always report anything directly to a trusted adult, write a note for our Safe2Tell box outside the office, be anonymous or not, and use the resources for Safe2Tell provided by safe2tell.org.

Students can use Safe2Tell to report any and all concerns included, but not exhausted to: bullying, suicide concerns, depression, sexting, stealing, threats, vandalism, abuse, fights, drugs/alcohol, weapons, harassment (sexual, socioeconomic, digital), abuse, other types of situations that don't feel safe (physically and/or social-emotionally) for themselves or for others.

As with **Safe2Tell**, we recognize the power of language and actions have on our learning and community. Students can use the **3 R's** to help themselves or others.

- R- Recognize Is it mean on purpose? Repeated? One-sided?
- R- Report It is always Safe to Tell to a trusted adult
- R- Refuse Stop it. Stand Up. Be Assertive.

Another component that is applicable even for younger students includes Telling vs. Tatting. Trusted adults in the school, at home and in the community are available for students when they need it. Here are the distinctions you can use with your students if they are wondering about whether they should Tell/Report something to a trusted adult.

Telling	Tatting
Purpose is to keep people safe.	Trying to get someone in trouble.
Need help from an adult.	You could solve the problem.
Behavior is on purpose.	Behavior is on accident.
Dangerous, Harmful, Threatening	Harmless
Important	Unimportant

Bystander Power is another way to support each other. A bystander sees or knows about bullying or something unsafe happening to someone else. These are the “jobs” of a bystander:

- Reports or helps report to a trusted adult.
- Stands up for someone or walks away and reports.
- Is respectful and kind.
- Includes everyone.
- Doesn't join in.



Last year, we employed **Restorative Practices** and weekly Circles to build community and for problem-solving. We strive to build a stronger and more inclusive school community. Restorative Practices is a practice philosophically, not a curriculum or program, rooted in the belief that wrongdoing is best addressed through collectively identifying the harm done by one's actions and taking steps to repair that harm. Students and staff build community through restorative dialogue and proactive Circles in the classroom setting. Students and staff also participate in responsive Circles or formal conferences if there are conflicts or harm that needs to be repaired.

Restorative Practices focuses on the 5R's: relationship, respect, responsibility, repair and reintegration. Restorative Practices gives both victims and offenders voice, identify motivation and impact of action, teach alternative behaviors, repair damage done, and build empathy in an authentic way. In a Restorative Conversation, students are asked the following questions:

What happened? What are the effects? Who is responsible? What is the solution?

Restorative Practice has been developed with one specific goal in mind; to support and facilitate the building of healthy relationships through improved communication and personal development. When individuals have positive relationships with others, there is abundant personal growth, capacity for character building and a high level achievement in all areas of life.

So what can you do?

Reinforce Second Step concepts at home by accessing Second Step links ([Mitchell Website](#)).

Reinforce behavior expectations (ROCKS) at home.

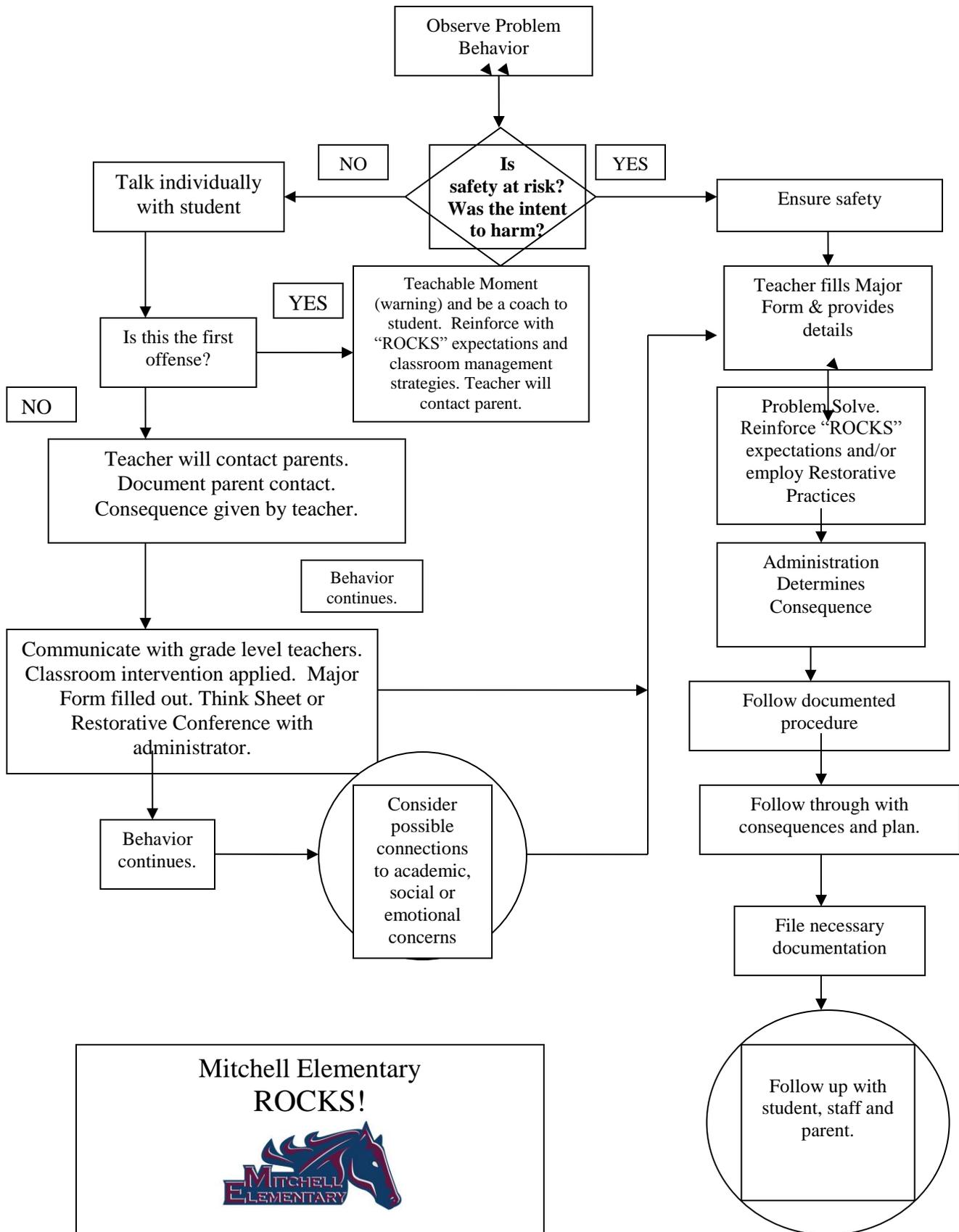
Encourage your child to talk to an adult if something makes them uncomfortable or unsafe as soon as possible.

Communicate with teacher/school staff as soon as possible with a question

safe²tell
Make a Call. Make a Difference.

1-877-542-7233
safe2tell.org

<p align="center">Minor/Level 1* Addressed by classroom teacher</p>	<p align="center">Major/ Level 2* Immediate office referral</p>
<ol style="list-style-type: none"> 1. Disrespect/Defiance <ul style="list-style-type: none"> • Uncooperative behavior (not following teacher directions) • Breaking class or school rules • Talking back • Refusal to work/work avoidance • Putting hands over ears • Out of assigned area • Hiding 2. Disruption <ul style="list-style-type: none"> • Making noise • Yelling/Blurting out • Constant talking • Crying • Throwing small objects (pebbles, snowballs, paper) 3. Physical Contact/Physical Aggression <ul style="list-style-type: none"> • Pushing/Shoving/Bumping • Swinging coat/backpack/lunchbox into peer • Poking/Pinching • Touching someone else • Wrestling • Pulling hair 4. Inappropriate Language <ul style="list-style-type: none"> • Swearing • Name calling • Verbal argument • Negative comments • Impolite language • Talking back • Dishonesty 5. Property Misuse <ul style="list-style-type: none"> • Ripping books • Cutting objects • Breaking pencils, crayons, or classroom toys • Pushing furniture • Writing on desk, books • Going into another person's desk and/or backpack 6. Dress code violation <ul style="list-style-type: none"> • Wearing a hat • Wearing a strappy shirt 7. Technology Violation <ul style="list-style-type: none"> • Surfing the web instead of working 8. Tardy <p align="right">*Not An Exhaustive List</p>	<ol style="list-style-type: none"> 1. Abusive/Obscene Language <ul style="list-style-type: none"> • Excessively vulgar language • Severe verbal threats against anyone • Harassment (racial, sexual, and religious) • Threats/intimidation 2. Fighting/Physical Aggression <ul style="list-style-type: none"> • Kicking, punching, slapping • Pulling down someone's pants • Biting • Choking • Spitting on another person • Intentionally hitting/grabbing private parts 3. Non-Compliance/Defiance/Disrespect <ul style="list-style-type: none"> • Walking out of classroom • Leaving school building and/or grounds without permission • Excessive arguing with refusal to redirect • Repeated non-compliance after re-teaching/reminders 4. Harassment/Bullying <ul style="list-style-type: none"> • Physical • Verbal • Sexual or Non-sexual, Digital, Socioeconomic, Sexting 5. Property Damage/Vandalism <ul style="list-style-type: none"> • Writing on walls • Putting holes in walls • Urinating/defecating outside of toilet/urinal • Peeling paint off walls • Destruction of peer, teacher, or school property 6. Theft/Forgery/Plagiarism <ul style="list-style-type: none"> • Stealing from peers/adults • Taking credit for someone else's written work 7. Lying/Cheating 8. Technology Violation <ul style="list-style-type: none"> • Posting untrue information about another person • Threatening another person • Looking at banned/inappropriate sites 9. Use/Possession of Weapons, Tobacco, Alcohol, Drugs 10. Dress Code Violation 11. Disruption <ul style="list-style-type: none"> • Throwing objects with the intent to cause harm <p align="right">*Not An Exhaustive List</p>



Mitchell Elementary
ROCKS!

