

# SCHOOL WIDE BEHAVIOR PLAN

Due in Area Superintendent's Office by Wednesday, August 14, 2013

School Name Safety Harbor Middle School School Year: **2013-2014**

Each school will have a behavior plan that aligns with a positive and proactive approach to behavior, utilizes data and the problem-solving method, and meets the key components listed in the Bradley MOU. The school-wide behavior plan is designed to meet the needs of most students across all subgroups. Data will be reviewed at the school-wide, classroom, grade, ethnicity, disabilities, and other subgroup levels.

1. Benchmarks of Quality Score: 91/107 = 85 %
2. Engagement Data (attendance/suspension/etc):
  - a. [https://pbsis.fmhi.usf.edu/users/pbsis\\_login.aspx](https://pbsis.fmhi.usf.edu/users/pbsis_login.aspx)
  - b. Use the End of Year data
    - i. Attendance
    - ii. Timeliness
    - iii. Referrals
    - iv. Suspensions (both In- and Out-of-School)
    - v. Other areas as determined by your school-based leadership team (SBLT).
3. Using the data from EDS School-wide Behavior Plan, Portal, and your Benchmarks of Quality results, identify the top 3 goals and strategies you will use to reduce the occurrence of misbehavior at the school. Attach or insert your Action Steps for each.  
\*\*\*Be sure to include strategies to decrease the discipline GAP between black/non-black students, disproportionality, and to increase engagement for all students. \*\*\*\*



Safety Harbor Middle School sets high standards for student behavior expectations. The mission is to foster an environment conducive to learning. Through the use of fair and consistent discipline expectations, positive behavior interventions and consequences, Safety Harbor Middle is committed to reducing misbehavior and increasing student achievement for all.

Safety Harbor Middle School also has a strong Character Education program that is focused on infusing character into the daily lives of all students on campus by modeling, providing reward incentives, integrating literature and seeking teachable moments through various aspects of cross curricular activities. The Girlfriend Club will be present on our campus again this year. This club is available to all female students in grades 6, 7, and 8 as a means of uniting all girls from various backgrounds to share their experiences with each other to build a strong bond. The 5000 Role Model Club will be available to male students in grades 6, 7, and 8. This club provides mentors for the young men and promoting a positive environment on campus.

In reviewing the discipline data, three areas that will be of focus this year are: reducing the number of referrals for African American students in the specific area of defiance/insubordination, reducing the number of referrals for incidents happening in the hallway, and reducing the number of referrals for class and campus disruption. Some of the strategies we will use to achieve these goals are as follows: having common area expectations posted in a positive manner especially in "problematic" areas, have

students assist in teaching behavior expectations, continuing to train staff the definitions of problematic behaviors and the processes to deal with them, sharing tips on how to monitor behavior with the community and families, create a plan for sharing expectations with new students, and finalizing the additions to update our positive reward system.

The administrative leadership team along with the school based leadership team will review discipline data each grading period and provide teacher with support necessary to create a classroom that is engaging, caring and respectful. In addition, working closely with the Character Education committee and teachers, we will model the appropriate behaviors and dialogue consistently with all students. We continue to have a strong bullying prevention committee to comply with the district's vision of bully-free schools.

Discipline data will continue to be closely monitored. Students with a high rate of referrals from the previous year are assigned a faculty mentor to meet with them on a regular basis and provide support, goal setting etc. Support will be issued to teachers in need of additional resources and training through Professional Development and documented on the I.P.D.P. If the data indicates a school wide need, then the administrative team will work closely with the school's Pro-Ed Facilitator and schedule training that will address and provide support for the area of need.

Guidance counselors reviewed FCAT achievement scores and classes grades of all African American students to determine initial placement in courses. Teachers were also asked to consider looking into moving students into rigorous courses. After each of the grading periods, Guidance Counselors will be asked to review the grades of the African American students to determine if they are eligible to be moved into a higher level course. In addition, student who earned an FCAT score of Level 3 or above and with a G.P.A. of 2.5 and higher were also considered. Students were also encouraged to apply for Doorways Scholarships, join the Multicultural Club and S.T.E.P. Club. With the implementation of these support systems and appropriate placement in rigorous courses, we are setting the foundation for highest student achievement.

**4. Attach or insert your School-wide Guidelines for Success/Expectations:**

The faculty and staff at Safety Harbor Middle School believe in the importance of establishing fair discipline expectations for all students. The entire learning community works collaboratively at ensuring that all students discipline expectations involve the following: principles that correlate to the district Student Code of Conduct, a progressive model of discipline interventions, increased parental communication and awareness in order to maintain a safe learning environment.

\*Safety Harbor Middle School Discipline Handbook is attached

**5. Attach or insert your Common Area Expectations/Rules:**

\*Safety Harbor Middle School Discipline Handbook is attached

**6. Attach or insert your plan/schedule for teaching the Guidelines and Rules. You may include sample lesson plans.**

The process for teaching Safety Harbor Middle School students the rules and expectations starts at Seahawk Camp. The Seahawk Camp is a two day event where incoming sixth grade students have the opportunity to get accustomed to the Seahawk culture. They attend a general assembly in the morning where they watch a presentation about school rules, and meet their teachers and administrators. During the day the students attend workshops where they learn about school expectations, rules and ways to be a successful student.

During the first week of school, the teachers are required to review the school rules during first period in all grade levels. Each classroom has the school rules posted in plain view of the students. This is consistent throughout the school.

Also during the first week, the Mrs. Kennedy records a welcome back video which is broadcast throughout the school. In this video, Mrs. Kennedy reviews the guidelines and expectations of students. Topics include but are not limited to: dress code, classroom and hallway behavior, respect, cafeteria procedures and dismissal procedures.

Each grade level administrator holds a meeting for all students in their grade level during the first weeks of school. During this meeting, the grade level administrator explains the guidelines and expectations for students and shares any information specific to his/her grade level.

Teachers will continue to teach appropriate behavior expectations in their classes. This may be done through lessons, positive reinforcement, reward systems etc. We will also be working with Mrs. Trotto and the Newscan class to have the students create videos or public service announcements to show throughout the school year reminding students of the behavior expectations.

#### **7. Attach or insert the planned and/or established Reward/Recognition System:**

Safety Harbor Middle School rewards and recognizes student for behavior and grades. Every six weeks students earning Principal's List attend a pizza party in the cafeteria. Students earning Honor Roll receive a coke social and candy in the courtyard. Student earning all "E's" in conduct receive an ice cream social every six weeks as well.

The Successful Seahawk program is where teachers and staff recognize students for their positive attitude, contributions to the school, grades and even students who have make a significant turnaround in the aforementioned areas. Parents are invited to attend a breakfast and award ceremony in the cafeteria each six weeks.

Each grade level is also working on having established reward/recognitions systems. For example, the 6<sup>th</sup> grade teams have an award called the Soaring Seahawk where each of the grade level teams recognizes a student every six weeks. The 6<sup>th</sup> grade administrator has a "Stepping Up" award every week for students who have been stepping it up behaviorally and/or academically.

Through the Character Education Committee and PTSA students are able to receive a "character coupon" for showing respect, responsibility or citizenship. The students redeem their coupons each six weeks to the character coupon store for prizes.

We have also established a Positive Reward committee to help develop other reward/recognition systems that we can put in place school wide.

**8. Attach or insert the plan to align classroom management systems with the school-wide behavior plan.**

Each grade level administrator has developed a process to record, monitor, and compare student discipline and other data on a monthly basis. The data collected each month is shared with teachers at the grade level team meetings as well as with the SBLT team. During monthly Professional Learning Community meetings, teachers and staff will have the opportunity to discuss data trend and findings. At the end of each school year, the data record or spreadsheet provides an account of the entire grade level's performance in relation to academics, behavior, and positive recognition.

\*Safety Harbor Middle School Sample Data Report is attached

**9. Attach or insert a copy of your plan addressing the process for responding to problem behavior. This may include the referral process flowchart, minor/major behavioral definitions, and responses to misbehaviors (consequence hierarchy).**

In addition to the discipline handbook, all teachers at Safety Harbor Middle School are expected to maintain a discipline plan which includes a list of progressive interventions to assist in maintaining a productive, positive and orderly classroom environment. Plans may vary from teacher to teacher, however typical classroom interventions include: re-teaching the expectation, a seating change, a time out, parent contact by phone, e-mail, or planner, verbal warning, conduct concern notice, teacher detention, student/teacher conference, guidance referral and disciplinary referral. For a severe classroom or campus disruption, students may be referred directly to the grade level administrator.

\*Safety Harbor Middle School Behavior Tracking Form is attached

\*Safety Harbor Middle School Menu for Effectively Responding to Classroom Misbehavior is attached

**10. Attach or insert your data analysis plan that includes how often data are entered, reviewed, the types of data examined regularly, how the SBLT communicates the data patterns to faculty, staff and students.**

Administrators work closely to develop positive relationships with all students during the school year. Holding students accountable for their actions is the primary focus. When a student is referred to the grade level administrator, the following measures take place:

- Due process hearing-opportunity for student to share their side of the incident and write a written statement. If applicable, witnesses are called in for written statements.
- Administrator reviews referral with student.
- Discussion between administrator and student regarding a resolution to the issue.
- Administrator reviews student discipline record in PCS FOCUS.
- Administrator decides on fair and consistent behavioral consequence.
- Parent is contacted and notified of referral as well as behavior consequence for his/her actions.

- Suggestions are given to student to assist in improving behavior on campus.

The Safety Harbor Middle School SBLT in agreement with the SHMS administrative team believes that if a student has issues of academic, behavior, and/or attendance, the first line of approach is for the teacher to communicate with the family.

Prior to writing a guidance referral for issues of academic, behavior, and/or attendance, the teacher should communicate with the student's family. By this, it is understood that communication is a two-way process. The guidance counselors agreed to respond to parent request with teachers by monitoring Parent Communication logged into PCS FOCUS. This will note how and when the family was made aware of the problem and what the family response to the problem was prior to referring to the guidance counselor. After the teacher has received feedback from the family regarding the issue of concern, then the guidance counselor and referring teacher will determine the next course of action. If the problem can be solved with parent/teacher communication, then that may be sufficient to address the area of concern. However, the guidance counselor may wish to speak with the student regarding the issue of concern and/or follow up with the family. If the problem persists, then the guidance counselor will collect data (grades, progress reports, attendance from PCS FOCUS, discipline referrals from PCS FOCUS) and present the case at the next SBLT meeting. The student will then be assigned a "go-to person" to work on the RtI Tier 2 interventions. This will usually generate a Request for Service to the School Psychologist and/or School Social Worker for support.

**List of Projected Staff Training and follow-up coaching to promote an understanding and implementation of positive & proactive multi-tiered systems of support for 2013-2014. Include specific professional development aligned to improving social behavior at the school-wide, classroom, and subgroup levels.**

1. Train staff on data collection, menu of misbehavior, and defining problem behaviors.
2. Continue professional development on higher order thinking/questioning, differentiated instruction and the implementation of the Common Core.
3. Continue to train staff in the new positive reward/recognition systems and the positive to negative ratio of interactions.

**Evaluation/PDSA**

Please provide a statement describing the status of the school's goals at the following intervals, and forward a copy to your Area Superintendent.



Excerpt from policy 4.01 CODE OF STUDENT CONDUCT (4) DRESS CODE

The dress and grooming of District students shall be neat and clean, promoting a positive educational environment. Apparel that disrupts educational activities and processes of the school will result in the removal of the student from the regular school environment until acceptable apparel can be secured for the student. The administration will be the final judge about whether a student's clothing is appropriate for school or whether it will create an environmental climate that is distracting to learning. Principals, faculty, and staff members will enforce the dress code. Failure to comply with the dress code will be handled similarly to other disciplinary infractions. Non-compliance may result in consequences including but not limited to detention, in-school suspension and loss of eligibility to participate in extracurricular activities.

Pursuant to F.S. 1006.07, wearing clothing that exposes underwear or body parts in an indecent or vulgar manner or that disrupts the learning environment will have the following specific consequences. In addition to these consequences, the violation shall be corrected before the student is allowed back in the regular school environment:

- A. For a first offense, a student shall be given a verbal warning and the school principal (or designee) shall call the student's parent or guardian.
- B. For a second offense, the student is ineligible to participate in any extracurricular activity for a period of time not to exceed 5 days and the school principal (or designee) shall meet with the student's parent or guardian.
- C. For a third or subsequent offense, a student shall receive an in-school suspension pursuant to F.S. 1003.07(5) for a period not to exceed 3 days, the student is ineligible to participate in any extracurricular activity for a period not to exceed 30 days, and the school principal (or designee) shall call the student's parent or guardian and send the parent or guardian a written letter regarding the student's in-school suspension and ineligibility to participate in extracurricular activities.

Individual schools may have additional dress and grooming requirements, if recommended by administrators, faculty, and staff, and if approved by a majority of School Advisory Council (SAC) members. Notice of amended requirements must be provided to all parents in a timely manner through at least one (1) written or verbal communication and published in a document, such as the school handbook or student planner.

- A. All shirts and blouses must cover midriff, back, sides, and all undergarments including bra straps at all times. All shirts, tops, and dresses shall have sleeves and cover the shoulders.
- B. Shorts, skirts, divided skirts, dresses and culottes are allowed. Shorts, skirts, dresses etc. may not be shorter than 2 inches above the knee.
- C. All trousers, pants, or shorts must totally cover undergarments, including boxer shorts.
- D. All clothing, jewelry, or tattoos shall be free of the following: profanity, violent images, wording or suggestions: sexually suggestive phrases or images; gang related symbols; alcohol, tobacco, drugs or advertisements for such products.
- E. Safe and appropriate footwear must be worn. Inappropriate footwear includes, but is not limited to, roller skates, skate shoes, and bedroom slippers.

Further Clarification/Other Requirements:

- a. Form fitting leotard/spandex type clothing (including sport bras) is not allowed unless proper outer garments cover it. No leggings and/or yoga pants are allowed.
- b. See through or mesh fabric clothing may only be worn over clothing meeting requirements.
- c. Clothing must be appropriate size, with the waist of the garment worn at the student's waist.
- d. Clothing not properly buttoned, zipped, fastened, or with inappropriate holes or tears shall not be worn.
- e. Clothing and footwear traditionally designed as undergarments or sleepwear shall not be worn as outer garments.
- f. Sunglasses may not be worn inside unless a parent provides a doctor's note to the school.
- g. Bandanas or sweatbands are not allowed to be visible on school grounds during the regular school hours.
- h. Hats or other head coverings may be worn during outside P.E. activities and may not be worn during any portion of the regular school day without the expressed permission of the principal.
- i. If the school has a mandatory school uniform policy, the student must adhere to those requirements.

Adopted 12/9/09; Revised 7/29/13

***The principal or her designee shall be the final judge as to the neatness and cleanliness of students' apparel and whether or not such apparel is disruptive, distracting, or in violation of health and safety rules. Students reporting to school in clothing which violates the school's dress code will not be permitted to go to class until an appropriate change of clothes is brought by the parent.***

# Safety Harbor Middle School



## Discipline Handbook for Parents

2013 - 2014

*"Students will demonstrate respect and responsibility  
for the learning environment"*

## SMOKING

Students found smoking inside a school building will be referred to their administrator and subject to a fine up to \$100 for the first offense and could be fined up to \$500 for additional offenses. Students will be suspended for three days each time they are found smoking on school property. They may attend a smoking clinic in lieu of their first suspension. Possession of tobacco products is clarified to include, but not be limited to: cigarettes, pipes, cigars, snuff, and chewing tobacco. A student found in possession of a lit cigarette, pipe, or cigar will be presumed to be using tobacco and the mandatory penalty for tobacco will be enforced.

## NO GUM AT SHMS!

The Faculty and Staff are committed to keeping our school looking nice. Therefore, there will be **NO GUM ON SCHOOL GROUNDS**. Each gum incident for students will result in after school detention or Saturday school.

## CELL PHONES / ELECTRONIC DEVICES

Personal cell phones are never to be used during the school day. Cell phones, iPods, headphones are to be stored in the locker during the school day. If a student has a cell phone and it is on, the phone will be confiscated and returned to the student at the end of the school day. iPods and head sets may be brought to school, however these devices may not be used during the school day. Inappropriate items will be confiscated by teachers and administrators and until the end of the school day. Repeated misbehavior with such items can result in disciplinary consequences.

## CRITERIA FOR CONDUCT GRADES

### EXCELLENT CONDUCT: ALWAYS

Follows class and school rules

On task

Follows directions

Cooperates

Shows respect for self and others

### SATISFACTORY CONDUCT: USUALLY

Follows class and school rules

On task

Follows directions

Cooperates

Shows respect for self and others

### NEEDS IMPROVEMENT: SOMETIMES

Forgets to follow class and school rules

Off task

Doesn't follow directions

Doesn't cooperate

Doesn't show respect for self and others

No improvement after parent contact

### UNSATISFACTORY: OFTEN

Forgets to follow class and school rules

Off task

Doesn't follow directions

Doesn't cooperate

Doesn't show respect for self and others

Continued poor conduct after parent contact and referral to Grade Level Administrator

## EXPECTATIONS FOR S.H.M.S. STUDENTS

The faculty and staff of SHMS feel that proper discipline must be maintained at all times in order to insure students' right to an education. Students must respect the rights of other students as well as the faculty and staff in order that the learning environment of the school be preserved. **IT IS OUR BELIEF AT SAFETY HARBOR MIDDLE SCHOOL THAT TEACHERS HAVE A RIGHT TO TEACH AND STUDENTS HAVE A RIGHT TO LEARN!**

\*\*\* Students are responsible for their own behavior and the consequences for non-compliance with school rules.

Students are responsible for reading and knowing the district and SHMS codes of conduct.

1. Students will show respect and courtesy toward all staff members.
  - Students will respond to or carry out reasonable and lawful directions from a staff member.
2. Students will give their name when requested by any staff member.
3. Students are expected to exhibit good citizenship and to respect fellow students at all times.
4. While in the cafeteria, students are expected to exhibit proper behavior and to respect the rights of others.
5. Students are expected to be seated in class when the tardy bell rings.
6. Students are expected to remain on campus during the school day unless a permit to leave slip has been obtained from the grade level office. Parental permission is required to leave campus.
7. No student will use, sell or be under the influence of drugs or alcohol at school or any school function.
8. No student will use or have in his possession any tobacco product while in school or at any school function.
9. No student will have in his possession, stored on school property or at a school sponsored activity, a firearm or facsimile thereof.
10. No student will participate in, encourage or instigate fighting at school or any school function.
11. No student will threaten, coerce, intimidate or annoy, either single or in groups, other students or staff members.
12. No student will abuse or misuse school property or equipment.
13. No student will use or display profanity or vulgar language.
14. No student will take, borrow, or use the property of another student without permission.
15. While on the school bus, students are expected to observe all posted rules. Students are expected to follow all dress code policies as indicated in the Student Handbook and the Pinellas County Code of Conduct.

### EXPECTATIONS FOR RESPONSIBLE CLASSROOM BEHAVIOR

- Students will:
1. Be seated in the room when the tardy bell rings.
  2. Stand for opening exercises and remain quiet for morning announcements.
  3. Walk when entering or exiting the classroom.
  4. Remain quiet while the teacher or another student is talking.
  5. Obtain the teacher's permission, sign out and take an appropriate pass when leaving the room during class.
  6. Remain seated until dismissed by the teacher at the end of class.



## UNEXCUSED TARDY POLICY

Teachers are expected to follow the following procedure when students are tardy.

<u>Student Unexcused tardies</u>	<u>Teacher Action/Consequences</u>
4 <sup>th</sup> tardy to any class each 6 weeks = Warning, parent contacted, guidance conf.	
8 <sup>th</sup> tardy to any class each 6 weeks = Parent contacted, detention issued	
12 <sup>th</sup> tardy to any class each 6 weeks= Parent contacted, ISS or Sat. School issued	
16 <sup>th</sup> tardy to any class each 6 weeks= Parent contacted, conference & parent shadow requested, Saturday school issued	
16+ tardies to any class each 6 weeks=Interventions deemed appropriate by admin.	
3 Tardies to an individual class = "S" or Satisfactory in conduct	
5 Tardies to an individual class = "N" or Needs Improvement in conduct	
7+ Tardies to an individual class = "U" or Unsatisfactory in conduct	
<b>Teacher actions / consequences will start over each 6 weeks</b>	

### NOTIFICATION OF CONDUCT CONCERNS

Teachers must contact parents when a student's conduct needs to improve. This should be done as soon as possible in the grading period and may be a telephone call or by sending the Notification of Conduct Concerns form. The purpose of this contact is to give parents time to work with their child in order to improve the conduct to an acceptable level. If the form is not returned with a parent signature, then a phone call should be made. **Students should not earn less than satisfactory grades in conduct unless parent contact (via phone, form, email or signed notice in planner) has been made.** If a student exhibits behavior problems during the final week of the six weeks, teachers will notify student and parents (via the methods listed above) that unless behavior improves and is maintained for the entire new six weeks, a less than satisfactory conduct grade will result for the new six weeks.

### CONDUCT GRADES / PRINCIPAL'S LIST or HONOR ROLL

As part of our School Improvement Plan, we received a waiver from the School Board to change our system of obtaining Principal's List or Honor Roll. Students must earn **satisfactory or excellent** in conduct to be placed on the Principal's List or Honor Roll. Students will not achieve this distinction if they have an **N or U** in conduct even though they may have the appropriate grades.

### CHEATING

Cheating is giving or receiving unauthorized help. Students who are found cheating on a test will receive a zero for the assignment. Other instances of cheating will be investigated and dealt with on a case by case basis.

### BULLYING / CYBERBULLYING

Bullying is not acceptable behavior and is addressed in our Prohibition of Harassment policies found in the Pinellas County Code of Student Conduct. Bullying is considered serious misconduct and may result in discipline (including suspension, reassignment or expulsion). To report a bullying issue call the school or go to <http://bullying.pcsb.org>.

### FIGHTING

In order to promote a safe learning environment, we cannot condone fighting. Students must learn to involve staff members when necessary to prevent problems with other students from developing into fights. All students involved in a fight will receive disciplinary consequences, even if they do not initiate the fight. Students who fight on school grounds, at the bus stop\* or on the bus\* are subject to suspension and possible criminal charges. Students who are involved in inciting other students to fight are subject to suspension. Subsequent offenses may result in a recommendation for expulsion. \*Depending on the circumstances and seriousness of the fight, bus suspension may be invoked rather than out of school suspension.

### SCHOOL DISRUPTION

An incident which interferes with the orderly operation of the school presents a serious problem and may endanger the welfare of students. Students who are involved in confrontations with other students or school staff, fights, or instances of open defiance which cause crowds of students to gather will be subject to suspension and may face criminal charges for school disruption. Examples of school disruption include serious problems in the classroom, cafeteria, hallway, front entrance or bus ramp areas which interfere with normal school operation.

### THREATS / INCITEMENT TO VIOLENCE / BOMB THREATS

Any conduct by a student, which poses a threat to the health and safety of persons or property, shall be considered serious misconduct and may warrant suspension and/or reassignment. Any student involved in a bomb threat will be suspended for 10 days and recommended for expulsion.

### REASSIGNMENT FOR DRUGS OR ALCOHOL

A drug or alcohol incident will lead to ten (10) days of suspension and disciplinary reassignment to an alternative program. If this is the student's first offense and s/he was not charged with a felony offense, the student and his/her parent will be offered an opportunity to participate in Pinellas County Schools drug/alcohol educational program. If the student's parent agrees that he will complete this program, the student's suspension will be reduced to five (5) days. Failure to complete the program will result in the student's immediate assignment to an alternative school. Students in honors, advanced placement or magnet courses who are expelled or reassigned to a disciplinary school, must be aware that their curriculum will be impacted and that by engaging in serious violations of the Code of Student Conduct they are jeopardizing their academic plan.

### IN SCHOOL SUSPENSION (ISS)

When a student violates a rule(s) of the Code of Conduct the consequence may be ISS. In School Suspension requires the student to report to one designated teacher for the entire day. The student will complete work from his/her classes as well as a packet of FCAT practice material.

# Safety Harbor Middle School

## DISCIPLINE PLAN

### OBJECTIVES

1. To create a positive school climate.
2. To develop a system of logical guidelines.
3. To provide a system of communication within the total school community.
4. To encourage parent involvement in the discipline and contact process.
5. To enlist the consistent cooperation of all staff members.
6. To change unacceptable behavior in order to help the student gain a positive attitude toward self and others.

### GUIDELINES FOR STUDENT BEHAVIOR

**Student Responsibilities:** Students are expected to attend school regularly, punctually, and to devote their energies to learning, under the direction of the total school staff. They are expected to observe and obey laws, school district policies and regulations, school rules, and bus rules in order to gain the most positive value from their school experience. They are also expected to protect the health and safety of all persons, to maintain the rights of others and for the protection of educational programs and facilities.

**Parent Responsibilities:** Parents are expected to assure regular and punctual attendance of their children, to establish and maintain appropriate communications with the school, to assume responsibility regarding conduct of their children at school, to assist in resolving behavioral and academic problems and to provide positive encouragement to students and reinforcement to the school.

**School Staff Responsibilities:** Teachers, counselors, bus drivers, plant operators, and other school employees all have obligations to help maintain and encourage proper student conduct. Some specific responsibilities vary with each group, but all of them are to make efforts to stop misconduct, report serious or persistent violations and assist students with certain problems.

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## INTERVENTION / INCENTIVE PROGRAMS AT SAFETY HARBOR MIDDLE SCHOOL

**ABC - Alternative Behavior Center.** The consequence for having gum is five days of lunch detention in ABC. Bag lunches will be provided by the cafeteria for purchase by students.

**Administrative Detention** – When a student violates a rule/s of the Code of Conduct the consequence may be a 1 hour after school detention in the cafeteria from 4:05-5:00.

**Excellent Conduct Rewards** - Students who earn an E in conduct in all seven classes for a grading period are rewarded with an ice cream party.

**Guidance or Administrative Conference** - Students meet with guidance counselor to resolve academic problems or conflicts with other students.

**ISS - In School Suspension** –When a student violates a rule/s of the Code of Conduct the consequence may be ISS. In School Suspension requires the student to report to one designated teacher for the entire day. The student will complete work from his/her classes as well as a behavior packet.

**Mentor Program** - Students in need of assistance with academics or other school-related issues work with an adult volunteer from the community, a high school student or a teacher at the school.

**Parent Conference** - May be requested by the parent or by teachers/staff to address academic or behavior concerns. A parent conference is sometimes required by an administrator for a student returning from suspension.

**Positive Referrals** - Students who exhibit a positive attitude or demonstrate a positive change in behavior may receive a positive referral from their teachers.

**Principal's List/Honor Roll Parties** - Students earning Principal's List qualify for a pizza party and students earning Honor Roll are dismissed from class early to go to a designated area for a free soda or candy. This occurs once each grading period.

**Saturday School** – When a student violates a rule/s of the Code of Conduct the consequence may be Saturday School from 8 am until 10 am.

**Successful Seahawk Breakfast** – Once every six weeks, teachers nominate students to be recognized as Successful Seahawks. These students are recognized for displaying respect and responsibility throughout the school community. Student nominees and their family members are invited to attend the Successful Seahawk Breakfast, hosted by PTSA.

**Work Detail** - Students involved in misconduct may be assigned work detail before, during and after school to assist with cleaning or yard work at the school. This is assigned with the knowledge of the parent.

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# Safety Harbor Middle School Behavior Tracking Form



<b>Student:</b>	<b>Teacher:</b>	<b>Grade:</b>
<b>Incident Type</b>		
<input type="checkbox"/> Defiance (07) <input type="checkbox"/> Profanity (08) <input type="checkbox"/> Campus Disruption (16) <input type="checkbox"/> Tardiness (21)	<input type="checkbox"/> Lack of Cooperation (22) <input type="checkbox"/> Failure to give ID / False ID (22) <input type="checkbox"/> Unauthorized Location (23) <input type="checkbox"/> PE Misconduct (24)	<input type="checkbox"/> Harassment/Bullying <input type="checkbox"/> Dress Code <input type="checkbox"/> Other

Comments:

<b>1st Step</b>	<b>Date:</b>	<b>Time:</b>
<b>Intervention</b>		<b>Possible Motivation</b>
<input type="checkbox"/> Re-teach Expectation <input type="checkbox"/> Seating Change <input type="checkbox"/> Time Out <input type="checkbox"/> Phone parent <input type="checkbox"/> E-mail parent <input type="checkbox"/> Planner Note	<input type="checkbox"/> Verbal Warning <input type="checkbox"/> Conduct Concern <input type="checkbox"/> Teacher Detention <input type="checkbox"/> Guidance Referral <input type="checkbox"/> Student/Teacher Conference <input type="checkbox"/> Parent/Teacher Conference	<input type="checkbox"/> Avoid Adult / Peer <input type="checkbox"/> Avoid Task / Activities <input type="checkbox"/> Obtain Adult / Peer Attention <input type="checkbox"/> Obtain Activities / Items <input type="checkbox"/> Don't Know <input type="checkbox"/> Other

Comments:

<b>2nd Step</b>	<b>Date:</b>	<b>Time:</b>
<b>Intervention</b>		<b>Possible Motivation</b>
<input type="checkbox"/> Re-teach Expectation <input type="checkbox"/> Seating Change <input type="checkbox"/> Time Out <input type="checkbox"/> Phone parent <input type="checkbox"/> E-mail parent <input type="checkbox"/> Planner Note	<input type="checkbox"/> Verbal Warning <input type="checkbox"/> Conduct Concern <input type="checkbox"/> Teacher Detention <input type="checkbox"/> Guidance Referral <input type="checkbox"/> Student/Teacher Conference <input type="checkbox"/> Parent/Teacher Conference	<input type="checkbox"/> Avoid Adult / Peer <input type="checkbox"/> Avoid Task / Activities <input type="checkbox"/> Obtain Adult / Peer Attention <input type="checkbox"/> Obtain Activities / Items <input type="checkbox"/> Don't Know <input type="checkbox"/> Other

Comments:

<b>3rd Step</b>	<b>Date:</b>	<b>Time:</b>
<b>Intervention</b>		<b>Possible Motivation</b>
<input type="checkbox"/> Re-teach Expectation <input type="checkbox"/> Seating Change <input type="checkbox"/> Time Out <input type="checkbox"/> Phone parent <input type="checkbox"/> E-mail parent <input type="checkbox"/> Planner Note	<input type="checkbox"/> Verbal Warning <input type="checkbox"/> Conduct Concern <input type="checkbox"/> Teacher Detention <input type="checkbox"/> Guidance Referral <input type="checkbox"/> Student/Teacher Conference <input type="checkbox"/> Parent/Teacher Conference	<input type="checkbox"/> Avoid Adult / Peer <input type="checkbox"/> Avoid Task / Activities <input type="checkbox"/> Obtain Adult / Peer Attention <input type="checkbox"/> Obtain Activities / Items <input type="checkbox"/> Don't Know <input type="checkbox"/> Other

Comments:

# Menu for Effectively Responding to Classroom Misbehavior

		Teacher Handled	Administrator Handled
		Follow Discipline Plan	Immediate Referral
Response	Behavior	Mild Misbehaviors	Moderate Misbehaviors
Talking Out	Talking Back	Strong and Repetitive Defiance	Physical Aggression
Off-task / Head Down	Profanity to Self / Another Student	Severe Verbal Aggression	Severe Repetitive Class Disruption
No Materials / No Homework	Disrespect	Severe Repetitive Class Disruption	Alcohol / Drugs / Tobacco
Delay in Following Directions	Defiance	Fighting	Vandalism (More than \$1k)
Dress Code Violation	Verbal Aggression	Walking off Campus	Skipping Class (More than Half)
Non-compliance / Lack of Cooperation	Mild Physical Aggression / Touching Others	Stealing	Weapon
Cheating	Class Disruption	Bullying / Harassment	
Gum	Walking out of Classroom		
Tardy	Minor Vandalism (Less than \$1k)		
PE Misconduct	Unauthorized Location		
Electronic Device out or in use	Refusal to Hand over Electronic Device		
Proximity	Previous Responses Plus:	Previous Responses Plus:	
Verbal Reprimand	Positive Practice	Reference Level System	
Signal / Gesture / Look	Behavior Improvement Form	Individualized Behavior Intervention Plan	
Record Misbehavior	Time Out	Teach / Practice Expected Behavior	
Model / Practice Expectation	Time Owed	Parental Involvement	
Teach / Practice Expected Behavior	Loss of Privileges, Points, etc.	De-Escalation	
Discussion with Student	Restitution	Interagency Support	
Planned Feedback	Teach / Practice Expected Behavior	Detention	
Humor	Emotion Reaction (only 2x per year)	Suspension	
Planned Ignoring		Saturday School	
Parental Contact			