

Code 7.01: CODE of SCHOOL CONDUCT

In order to present a safe atmosphere conducive to learning, discipline has to be established. At Dodge City Middle School we promote self-discipline, and the majority of our students are successful in making choices that show respect to themselves, other students, and staff members. However, rules and consequences have been established for those students who need some help making positive choices.

The Code of Student Conduct applies at all times while students are on or around school district property or areas adjacent thereto, which shall include: Any district property being used for an official school activity, property not owned by the district being used for school-sponsored activities or events, and any vehicle, including school buses, while such vehicle is being used to transport students for the district. This Code of Student Conduct also applies to any student whose conduct at any time or place has a direct effect on maintaining order and discipline in the schools.

Code 7.02: BUILDING RULES

The Parent-Student Handbook contains information regarding building rules. All teachers are expected to enforce these rules in the halls and classrooms. A teacher should use discretion in deciding which hallway misbehavior to refer to the office. A verbal reprimand by the teacher may be all that is needed to stop the misbehavior.

The ultimate goal of discipline (external control) is internal control or self-discipline. Keep in mind that as a teacher you are a model for students.

Code 7.03: BEFORE YOU CAN DISCIPLINE – Vital Professional Foundations for Classroom Management Broad Generalizations About Discipline (Taken from *The Master Teacher*)

FOR THE TEACHER:

- ❖ Never think that, because you are having trouble with a student, he or she is a discipline problem throughout the school.
 - This assumption may, in many instances, not be true. Often, what is a discipline problem for one teacher may not be for another teacher. Remember this fact every time you encounter a discipline problem. You may be surprised that one or more of your colleagues aren't experiencing any difficulty with your worst discipline problem. Therefore, ask what colleagues are doing – and follow their suggestions. Likewise, realize that there is usually one place, with one teacher, class, or member of the non-certified staff, where appropriate behavior is the norm.
- ❖ Handling discipline is a personal matter. The student must be treated personally, but a teacher can't take the misbehavior personally.
 - This is why discipline problems can't be handled publicly. They must be handled privately. An effective solution requires your professional involvement and expertise rather than your personal reaction.
- ❖ All discipline problems require time and a willing attitude about giving time.
 - If you're beating kids out the door after school, don't complain about having continuous discipline problems with these same kids. You will have them. If you're avoiding a relationship with these students rather than building one, neither student attitude nor behavior will change because of teacher action.
- ❖ Discipline problems are best handled by the individual teacher in his/her classroom.
 - Here is where the problem lies – and here is where the two people who know the full scope of the problem meet. And it is these two people, teacher and student, who must work together again. Until you, as the teacher, have had a private conference and given your best effort to resolve the problem, don't send kids to the office. And if you do send kids to the office, don't dictate to administrators what they should do. Rather, have the administrator use their skills and give them room to operate. They can't be put in a position where solving one problem creates another.
- ❖ We are going to make mistakes in handling students when they misbehave.
 - *When we do make mistakes, "I'm sorry" can be the first part of our adjustment strategy. Remember, the behavior you present to students is the behavior you'll get from them. If you can't say "I'm sorry," following a mistake, your students won't be able to say it either.*
- ❖ Many times, teacher reaction to student misbehavior multiplies the teacher's problem.
 - Never forget that you are the professional in charge of the classroom. Therefore you must always act professionally. To be successful, it's just possible that you'll have to "bite your tongue" to keep from responding to misbehavior in ways that might be regarded by other as worse than the student's misbehavior.

- ❖ Our attitude about ourselves affects student's behavior.
 - It takes a mature adult with a good self-concept to handle a roomful of students – as well as the misbehavior which occurs there. If you look down on yourself, your teaching, or the work of the school, then how you handle the discipline problems will be altered. Then, the stage is set for failure rather than success in handling misbehavior.
- ❖ Student behavior may be a reflection of teacher behavior.
 - Remember, kids can't respond favorably in problem situations unless you do. This is a reality of living. Therefore, if you're not getting the response you want, check yourself out. You may find that your words are not putting out the fire, but fueling it.
- ❖ Our failure to keep things in perspective causes discipline problems.
 - We're teaching in an imperfect world, in an imperfect school, in an imperfect classroom, to imperfect students. And we are imperfect, too. Therefore, imperfection, not perfection, is the condition in a school. Sometimes, it's forgetting this reality that gives both our approach and our action in discipline situations little chance for success from the beginning.
- ❖ Never forget, the children with problems at school usually have more severe problems at home.
 - That's why home and school must work together. These children need our help and we need theirs. Remember, all is not well for the child having problems at school. Therefore, when you have a problem, call parents. And don't wait – or a bigger problem may result before cooperative efforts can begin.
- ❖ Always keep one thing in mind when handling discipline problems. It will help your balance, perspective, peace of mind, and actions if you do. Students with discipline problems often dislike themselves and are usually disliked by other students.
 - Remember, people who do not behave appropriately do not lead happy lives. And everyone has to have someone in order to enjoy the fruits of living. These kids need you. With you, they can change. Without you, more inappropriate behavior is the probability.
- ❖ Keep in mind that all teacher discipline must promote student self-discipline.
 - If it doesn't we can only expect to work on the same problems with the same students every day. Therefore, slow down. Then, spend as much time with persuasive teaching as you do with strict enforcement and you'll find kids responding in positive and constructive ways.
- ❖ As you approach a discipline problem, keep one probability in mind. Students with discipline problems have few, if any, meaningful conversations or relationships with adults.
 - You must change this reality to change behavior. Therefore, if you assume the role of boss or immovable authority, or an uncaring stance, you may widen the gap. Remember, these kids don't know how to deal with an adult relationship because they don't have any. Unless you take them in, therefore, you unintentionally shut them out.
- ❖ Whether we like it or not, children regarded as discipline problems are "rejected" by the adult world.
 - If we want to change their behavior in the classroom, changing this reality is a first step. Remember, inclusion rather than exclusion is a necessity to change inappropriate behavior to appropriate behavior. You cannot reject students and change their behaviors no matter how you feel. If you do, they'll fight you whether they win the battle or not.
- ❖ Students having adjustment problems usually have a large void in their personal lives.
 - Usually this void is other people. Herein lays your power and effectiveness in changing inappropriate behavior to appropriate behavior. Humans are social beings. We are not loners. Until you can get students who are discipline problems involved with others, you can't get them to accept responsibility toward others.
- ❖ How a teacher handles an individual problem does affect that teacher's relationship with all of his or her students.
 - Remember, the class watches – and makes adjustments – regarding how you handle misbehaving students. And other students can identify with classmates when they're in trouble. They can imagine you treating them as you are treating their classmates. Therefore, don't let your handling of discipline problems destroy your relationship with other students.

Code 7.04: DISCIPLINE

Classroom discipline is an essential element to learning. A teacher's expectations regarding student behavior should be communicated to students on the first day of school. The classroom code of conduct must be posted in each classroom.

Communication with Parents

Discipline is a cooperative effort between the student, parents/guardian and school. If a teacher has a continuing problem with a student, make every effort to contact the parent/guardian by phone. Parents may be called at work. If you feel that you need assistance with a telephone call to a parent, please notify an administrator that you would like assistance making the parent call. The call may be made from the administrator's office at your earliest convenience. Both you and the administrator may then communicate with the parent.

Preventive Discipline

The goal of discipline is to make learning possible -- discipline is not an end in itself.

Discipline and positive discipline do not replace educationally sound instructional methods in the classroom. An environment can be established in a classroom which minimizes or prevents classroom problems from occurring. Planning and preparation are the most effective ways to provide a suitable environment for learning.

The use of varied and interesting activities contributes to positive student behavior and achievement. Pragmatic use of teacher praise is an effective reinforcement for good behavior. Many students who have chronic problems with behavior believe that they cannot and will not be successful in school. To be recognized as a "troublemaker" is better than being seen as "stupid". Provide instruction at a level at which success is achievable.

Code 7:05: TO IMPROVE THE QUALITY OF DISCIPLINE

School personnel seeking to improve the quality of discipline in their schools and classrooms are encouraged to follow the guidelines implicit in the discipline research. These include:

➤ **AT THE SCHOOL LEVEL:**

- Engage school- and community-wide commitment to establishing and maintaining appropriate student behavior in school and at school-sponsored events.
- Establish and communicate high expectations for student behavior.
- With input from students, develop clear behavioral rules and procedures and make these known to all stakeholders in the school, including parents and community.
- Work on getting to know students as individuals; take an interest in their plans and activities.
- Work to improve communication with and involvement of parents and community members in instruction, extracurricular activities, and governance.
- If commercial, packaged discipline programs are used, modify their components to meet your unique school situation and delete those components which are not congruent with research.

➤ **AT THE ADMINISTRATIVE LEVEL:**

- Increase your visibility and informal involvement in the everyday life of the school; increase personal interactions with students.
- Encourage teachers to handle all classroom discipline problems that they reasonably can; support their decisions.
- Enhance teachers' skills as classroom managers and disciplinarians by arranging for appropriate staff development activities.

➤ **AT THE CLASSROOM LEVEL:**

- Hold and communicate high behavioral expectations.
- Establish clear rules and procedures and instruct students in how to follow them.
- Make clear to students the consequences of misbehavior.
- Enforce classroom rules promptly, consistently, and equitably from the very first day of school.
- Work to instill a sense of self-discipline in students; devote time to teaching self-monitoring skills.
- Maintain a brisk instructional pace and make smooth transitions between activities.
- Monitor classroom activities and give students feedback and reinforcement regarding their behavior.
- Create opportunities for students (particularly those with behavioral problems) to experience success in their learning and social behavior.
- Identify those students who seem to lack a sense of personal efficacy and work to help them achieve an internal focus of control.
- Make use of cooperative learning groups, as appropriate.
- Make use of humor, when suitable, to stimulate student interest or reduce classroom tensions.
- Remove distracting materials (athletic equipment, art materials, etc.) from view when instruction is in progress
Make use of cooperative learning groups, as appropriate.

➤ **WHEN DISCIPLINE PROBLEMS ARISE:**

- Intervene quickly; do not allow behavior that violates school or classroom rules to go unchecked.
- As appropriate, develop reinforcement schedules and use these with misbehaving students.
- Instruct students with behavior problems in self-control skills; teach them how to observe their own behavior, talk themselves through appropriate behavior patterns, and reinforce themselves for succeeding.
- Teach misbehaving students general pro-social skills--self-awareness, cooperation, and helping.
- Place misbehaving students in peer tutoring arrangements; have them serve either as tutors or tutees, as appropriate.
- Make use of punishments which are reasonable for the infraction committed; provide support to help students improve their behavior.
- Make use of counseling services for students with behavior problems; counseling should seek the cause of the misbehavior and assist students in developing needed skills to behave appropriately.
- Make use of team in-school placement, which includes guidance, support, planning for change, and skill building.
- Collaborate with misbehaving students on developing and signing contingency contracts to help stimulate behavioral change; follow through on terms of contracts.
- Make use of home-based reinforcement to increase the effectiveness of school-based agreements and directives.

➤ **INEFFECTIVE DISCIPLINE PRACTICES:**

- Avoid the use of vague or unenforceable rules.
- Do not ignore student behavior which violates school or classroom rules; it will not go away.
- Avoid ambiguous or inconsistent treatment of misbehavior.
- Avoid outdated punishments and punishments delivered without accompanying support.

Code 7.06: ESTABLISHING A GOOD DISCIPLINE PLAN

Teachers are requested to submit a classroom discipline plan or team discipline plan for review by the building principal prior to school starting. Each discipline plan should reflect the following elements:

1. The written plan should explain the roles and responsibilities of the students in the classroom, how the classroom will be conducted, and why these responsibilities of appropriate behavior are important.
2. Plans should be fair and appropriate for maintaining a positive classroom atmosphere.
3. Expectations should be clearly stated and should include the consequences for inappropriate behavior.
4. Plans should explain how good classroom behavior will be rewarded.
5. After receiving administrative approval, each plan should be sent home to all parents with a parent signature required.

Code 7.07: CLASSROOM CODE OF CONDUCT

Classroom Behavior Rules:

All classroom rules are to be posted in each teacher's classroom. Below are some classroom rules that teachers may want to consider using.

1. Follow teacher directions.
2. Be in your assigned seat ready to learn when the teacher enters the room.
3. Bring binder with paper, pencils, books, i-Pads and completed assignments every day.
4. Place i-Pads to the side and do not open until directed by your teacher.
5. Keep hands, feet, books and objects to yourself.
6. Be respectful.

Positive Consequences for Appropriate Behavior:

7. Verbal praise/teacher discretion
8. Positive notes or CaughtCha Doing Something Good Award slips
9. Class-wide reinforcement programs
10. Students praise other students
11. Team recognition
12. Certificates
13. Person to person talks

Code 7.08: CORPORAL PUNISHMENT

Corporal Punishment shall not be permitted in the school district. (BOE Policy JDA) Corporal Punishment is defined as punishment administered by an adult to the body of a child, ranging in severity from a slap to a spanking.

Code 7.09: DETENTION PERIODS

We have a detention period that is assigned by the building administration according to established rules and as outlined in the Parent-Student Handbook. The detention period is from 3:15 – 4:15 p.m.

Code 7.10: USER’S GUIDE – ASSIGNING DISCIPLINE OFFENSE CODES IN SKYWARD

*When you refer a student on Skyward, you will notice that all of the district building offense codes are listed when you scroll the drop-down menu. However, Dodge City Middle School only uses some of those codes. Some are specific to certain levels or schools in the district. Most teacher referrals, except for Level 4: Safe Environment, should be put in as BEHAVIORS as they accumulate and the consequences become more serious.

*Please refer to the directions and explanations in this chart when putting in Skyward Offense Codes when referring students to the office.

CODE	SHORT DESCRIPTION	LONG DESCRIPTION	DIRECTIONS	EXPLANATION
ALC	Alcohol Related	Alcohol Related		KANDIS (Rep to state)
ATT	Attend Related	Attendance Related		
BHV	Behavior	Behavior	*Use for BEHAVIOR POLICY	
BUS	Bus Referral	Bus Referral	*DON'T USE	Code used by Transp
CHT	Cheating	Cheating		
CON	Vio Stud Contra	Violated Student Contract	*DON'T USE: for students in violation of office beh/gang cont	Code used by OFFICE
DCV	Dress Code Vio	Dress Code Violation	*Use for Repeated offenses	
DFY	Dfy Auth	Defiance of Authority	Use for blatant insubordination	
DRG	Drug Related	Drug Related	Suspect drug possession or usage	KANDIS (Rep to state)
EXP	Explosives	Explosives		
FIG	Fighting	Fighting	*DON'T USE	Code used in elem entary
FTS	Fail to Serve	Failure to Serve		
GIF	Gang Inc Fight	Gang Inciting to Fight	*DON'T USE	Code used by DCHS
GNG	Gang Related	Gang Related		
GRV	Gang Rel Vand	Gang Related Vandalism	*DON'T USE	Code used by DCHS
GVS	Gang Viol Stud	Gang Violence Student	*DON'T USE	Code used by DCHS
HAR	Harass/Bullying	Harassment/Bullying		
ICW	Incomplete Work	Incomplete Work		
INF	Incite to Fight	Incite to Fight		
IUT	Inapp Use Tech	Inapp Use Technology	Violation of 443 Tech User Agreement (Excludes cell phones)	
NNT	No Note	No Note	*DON'T USE	Code used by DCHS
POC	PlaceOnContract	Place On Contract	*DON'T USE: Office has placed student on behavior/gang contract	Code used by OFFICE
PRO	Profanity	Profanity		
PVI	Park Violat	Parking Violation	*DON'T USE	Code used by DCHS
SXH	Sexual Harassm	Sexual Harassment		KANDIS (Rep to state)
SXM	Sex Miscond	Sexual Misconduct		KANDIS (Rep to state)
TDY	Excessive Tdy	Excessive Tdy	*Use for TARDY POLICY	
TFT	Theft	Theft	Reported to police, Felony or Misdemeanor (not pencils, etc.)	
TOB	Tobacco Related	Tobacco Related		
TRE	Trespassing	Trespassing	On school grounds while short or long term suspended	
TSF	Threat/Staff	Threat/Staff		
TST	Threat/Student	Threat/Student		
VAD	Violence/Adult	Violence/Adult		KANDIS (Rep to state)
VAN	Vandalism	Vandalism		
VIS	Violence/Stud	Violence/Student	*Note: VIS is used for secondary (FIG Fighting is used as Elem)	KANDIS (Rep to state)
VSF	Verb Abuse/Sta	Verbal Abuse/Staff		
VST	Verb Abu/Stude	Verbal Abuse/Student		
WEA	Weapon Related	Weapon Related	Statutory weapons (not paper darts, etc.)	KANDIS (Rep to state)

Code 7.11: DISCIPLINE BEHAVIOR POLICY

Unfortunately, at times, we have students who repeatedly disrupt the classroom environment by misbehaving. **When this occurs a teacher may choose to give a student a Behavior Slip. The teacher must then notify the parents of the student's behavior in his/her class.** Misbehavior occurs when a student disrupts the learning process of the school or classroom. Examples include, but are not limited to: repeated outbursts, open defiance, making rude or negative comments or demeaning remarks about others, disturbing other students during instruction, challenging a teacher's authority, disrespecting a teacher and/or defiant refusal to follow a teacher's directive.

Discipline for behaviors, during a nine-week period, will be handled in the following manner:

BEHAVIOR	TEACHER ACTION	STUDENT ACTION	OFFICE/ADMIN ACTION	CONSEQUENCE FOR STUDENT
1st	<ul style="list-style-type: none"> As Discipline Officer, the teacher will enter pertinent information into Skyward, notify parent of the behavior & document date/time of parent contact in Skyward Complete Behavior Detention Notice and give to Student 	<ul style="list-style-type: none"> Return complete and signed Detention Notice to school and serve detention within 3 days 		<ul style="list-style-type: none"> One (1) After School Detention
2nd	<ul style="list-style-type: none"> As Discipline Officer, the teacher will enter pertinent information into Skyward, notify parent of the behavior & document date/time of parent contact in Skyward Complete Behavior Detention Notice and give to Student 	<ul style="list-style-type: none"> Return complete and signed Detention Notice to school and serve detention within 3 days 		<ul style="list-style-type: none"> One (1) After School Detention
3rd	<ul style="list-style-type: none"> As Discipline Officer, the teacher will enter pertinent information into Skyward, notify parent of the behavior & document date/time of parent contact in Skyward Complete Behavior Detention Notice and give to Student 	<ul style="list-style-type: none"> Return complete and signed Detention Notice to school and serve detention within 3 days 		<ul style="list-style-type: none"> Two (2) After School Detentions
4th	<ul style="list-style-type: none"> As Discipline Officer, the teacher will enter pertinent information into Skyward, notify parent of the behavior & document date/time of parent contact in Skyward Complete Behavior/Detention Notice and give to Student 	<ul style="list-style-type: none"> Return complete and signed Detention Notice to school and serve detention within 3 days 		<ul style="list-style-type: none"> Two (2) After School Detentions
5th	<ul style="list-style-type: none"> As Discipline Officer, the teacher will enter pertinent information into Skyward, notify parent of the behavior & document date/time of parent contact in Skyward Complete Behavior Detention Notice and give to Student 	<ul style="list-style-type: none"> Return complete and signed Detention Notice to school and serve detention within 3 days 		<ul style="list-style-type: none"> Three (3) After School Detentions
6th	<ul style="list-style-type: none"> As Discipline Officer, enter pertinent information into Skyward 		<ul style="list-style-type: none"> Discipline Clerk will notify administrator of 6th behavior Office will notify parent of the behavior 	<ul style="list-style-type: none"> May be assigned additional After School Detentions. May be assigned 1-Day In-School Placement.
7th	<ul style="list-style-type: none"> As Discipline Officer, enter pertinent information into Skyward 		<ul style="list-style-type: none"> Discipline Clerk will notify administrator of 7th behavior Office will notify parent of the behavior 	<ul style="list-style-type: none"> Up to 3-day In-School Placement; or Out-of-School Placement at Short-Term-Placement Program (STP)
8th	<ul style="list-style-type: none"> As Discipline Officer, enter pertinent information into Skyward 		<ul style="list-style-type: none"> Discipline Clerk will notify administrator of 8th behavior Office will notify parent of the behavior 	<ul style="list-style-type: none"> Up to 5-day In-School Placement; or Out-of-School Placement at Short-Term-Placement Program (STP)
9th	<ul style="list-style-type: none"> As Discipline Officer, enter pertinent information into Skyward 		<ul style="list-style-type: none"> Discipline Clerk will notify administrator of 9th behavior Office will notify parent of the behavior 	<ul style="list-style-type: none"> May be placed out-of-school for up to 10 days A long-term hearing may be scheduled during the suspension

Code 7.12: DISCIPLINE TARDY POLICY

DEFINITION OF A TARDY – Tardy is defined as a student not being in his/her assigned area when the tardy bell rings. Each teacher determines assigned areas. Any student who is 5 minutes late or more will be considered absent. Failure to come to class without an admit slip, when needed, constitutes a tardy. The policy starts over every nine weeks (or) is cumulative over any consecutive nine-week period.

TARDY	TEACHER ACTION	STUDENT ACTION	OFFICE/ADMIN ACTION	CONSEQUENCE FOR STUDENT
1st	<ul style="list-style-type: none"> Teacher will enter the Unexcused Tardy into Skyward Attendance Teacher will give a verbal warning to the student 			<ul style="list-style-type: none"> Warning issued by the teacher
2nd	<ul style="list-style-type: none"> Teacher will enter the Unexcused Tardy into Skyward Attendance Teacher will notify the student of the tardy and detention. Teacher will assign a 15-minute detention with the teacher 	<ul style="list-style-type: none"> Serve detention within 2 days 		<ul style="list-style-type: none"> One (1) 15-minute Detention with the teacher
3rd	<ul style="list-style-type: none"> Teacher will enter the Unexcused Tardy into Skyward Attendance Teacher will notify the student of the tardy and detention Teacher will assign a 15-minute detention with the teacher 	<ul style="list-style-type: none"> Serve detention within 2 days Student will notify parent/guardian of the tardy 		<ul style="list-style-type: none"> One (1) 15-minute Detention with the teacher
4th	<ul style="list-style-type: none"> Teacher will enter the Unexcused Tardy into Skyward Attendance Teacher will notify the student of the tardy and detention Teacher will assign two 15-minute detention s with the teacher Teacher will notify parent/guardian of the tardy 	<ul style="list-style-type: none"> Serve detentions within 3 days 		<ul style="list-style-type: none"> Two (2) 15-minute Detentions with the teacher
5th	<ul style="list-style-type: none"> Teacher will enter the Unexcused Tardy into Skyward Attendance Teacher will enter Skyward referral using EXCESSIVE TARDY (TDY) as the offense code Teacher will notify the student of the tardy Teacher will notify parent/guardian and the office of the tardy 	<ul style="list-style-type: none"> Serve detention within 2 days 		<ul style="list-style-type: none"> One (1) Hour of Detention
6th	<ul style="list-style-type: none"> Teacher will enter the Unexcused Tardy into Skyward Attendance Teacher will enter Skyward referral using EXCESSIVE TARDY (TDY) as the offense code Teacher will notify the student of the tardy Teacher will notify parent/guardian and the office of the tardy 	<ul style="list-style-type: none"> Serve detention within 2 days 		<ul style="list-style-type: none"> One (1) Hour of Detention
7th	<ul style="list-style-type: none"> Teacher will enter the Unexcused Tardy into Skyward Attendance Teacher will enter Skyward referral using EXCESSIVE TARDY (TDY) as the offense code Teacher will notify the student of the tardy 		<ul style="list-style-type: none"> Office will notify parent of the tardy Admin will meet with student and assign consequence 	<ul style="list-style-type: none"> May be assigned more Detention hours.
8th	<ul style="list-style-type: none"> Teacher will enter the Unexcused Tardy into Skyward Attendance Teacher will enter Skyward referral using EXCESSIVE TARDY (TDY) as the offense code Teacher will notify the student of the tardy 		<ul style="list-style-type: none"> Office will notify parent of the tardy Admin will meet with student and assign consequence 	<ul style="list-style-type: none"> May be assigned ISP (In-School-Placement)
9 th and UP	<ul style="list-style-type: none"> Teacher will enter the Unexcused Tardy into Skyward Attendance Teacher will enter Skyward referral using EXCESSIVE TARDY (TDY) as the offense code Teacher will notify the student of the tardy 		<ul style="list-style-type: none"> Office will notify parent of the tardy Admin will meet with student and assign consequence 	<ul style="list-style-type: none"> May be assigned a longer period in ISP (In-School-Placement)

Code 7.13: HALLWAY BEHAVIORS

If a teacher/staff member sees a student commit a violation of the code of conduct in the hallway who is NOT in one of their classes, they will send the student to the office to receive a behavior slip. The student will sign in on the daily behavior log sheet and he/she will receive a behavior detention notice. Teachers can call the office to notify the office of student arrival. If a student who commits an offense is NOT in the teacher's class, the office would notify the parent. At the end of the day, teachers/staff members will need to come to the office and initial next to the student's name as a means of making sure the student made it to the office and received notice.

Code 7.14: RECORDING DISCIPLINE BEHAVIORS ON STUDENT REPORT CARDS- N'S (NEEDS IMPROVEMENT) OR U'S (UNSATISFACTORY)

Students who receive more than four behavioral conduct marks from any teacher during a nine-week period will be given an **N** on their report card by that teacher. Any student receiving six behavioral conducts during a nine week period from any teacher will be given a **U** on their report card. Students who are suspended for any reason, including bullying, fighting, grossly misbehaving or being disrespectful to their teacher will receive an automatic **U** on their report card.

**CODE 7.15: FOUR DOMAINS that DESCRIBE UNACCEPTABLE BEHAVIORS
DCMS ADMINISTRATOR REFERRAL GUIDE**

*Behaviors that may result in a student being sent to the office are listed in **Boldface Lettering**.

SAFE ENVIRONMENT -- Behaviors that are intended to cause another individual physical or mental harm and/or are illegal. Examples, not inclusive, are:

- **Weapons: possession of or use of**
- **Theft**
- **Physical Violence: assault or battery**
- **Intimidation/extortion/threats: staff/students**
- **Bullying/Intimidating behaviors: Severe**
- **Gross disrespect toward an adult: cursing, name calling**
- **Insubordination**
- **Alcohol/Drugs: possession or use of**
- **Sexual harassment of any kind: Sexual assault or battery**
- **Arson**
- **Explosive devices: possession or use of**
- **Inappropriate use of motor vehicle**
- **Safety Violation: Filing false emergency reports, setting off fire alarm, calling 911**
- **Tobacco: possession or use of**
- **Gang display, behavior: severe**
- **Trespassing**
- **Breaking and entering**
- **Vandalism**

ORDERLY ENVIRONMENT -- Behaviors that occur outside the classroom that are not intended to cause physical or mental harm to another individual and may be illegal. Examples, not inclusive, are:

- Disruptive behaviors in the hallway
- Disruptive behaviors in the cafeteria
- Disruptive behaviors at a school activity
- Disruptive behavior before and after school
- **Absence/skipping/tardiness/truancy**
- Being in the hallway without a pass
- **Gambling**

- Solicitation (selling unauthorized items at school)
- Inappropriate literature
- **Destruction or defacement of property**
- Inappropriate display of affection (**Depending on severity or frequency**)
- Dress code violations
- Disruptive behaviors in ISP or detention
- Throwing snowballs
- Defiance

PRODUCTIVE CLASSROOM ENVIRONMENT -- Behaviors occurring in the classroom that interfere with the learning of others. Examples, not inclusive, are:

- Failing to follow reasonable request of the teacher
- Talking out
- Horseplay
- Disturbing another student in any way
- Being out of seat without permission
- Showing disrespect/defiance
- Improper use of equipment
- Educational nuisance (**Depending on severity or frequency**)
- Cheating
- Leaving class without permission
- Non-corrected profanity, vulgarity, obscenity

PRODUCTIVE PERSONAL ENVIRONMENT -- Behaviors occurring in the classroom and affect only the misbehaving student. Examples, not inclusive, are:

- Not having appropriate equipment and materials
- Sleeping
- Being off task, but not disturbing others
- Failing to turn in homework/failing to complete assignments

Code 7.16: SUSPENSION AND EXPULSION

Students who have violated the disciplinary policies of Dodge City Middle School may be placed in Short-Term Placement/STP. (10 days or less) Repeated or serious behavior may result in Long-Term Suspension/C.H.O.I.C.E., (more than 10 days) or Expulsion (Full school year).

Students who are short/long-term suspended or expelled out-of-school are not permitted on any school property nor may they participate in any school-sponsored activity during the suspension. DCMS administration may place habitual or serious offenders on probation following Out-of-School Suspension (OSS). Should a student fail to modify poor behavior after being placed on probation, the student may face long-term suspension.

If a Long-Term Suspension Hearing is held, all provisions of K.S.A. 72-8901 and Board of Education policy JDD will be followed.

Code 7.17: STUDENT SEARCH

A search of a student's person and property is authorized if school officials have grounds to suspect that a student has violated or is violating school or district policy. Lockers are the property of the school district and may be searched by administration or designated school personnel if there is reasonable suspicion. During a search, the students will be held responsible for anything deemed inappropriate or unsafe for the school setting.

Code 7.18: INTERROGATION AND INVESTIGATIONS

It shall be the policy of the district that a reasonable cooperative effort be maintained between the school administration and law enforcement agencies. Law enforcement officials may be summoned in order to conduct an investigation of alleged criminal conduct on the school premises or during a school-sponsored activity. The police will be called by administration in the case of any act of physical aggression. They may also be summoned for the purpose of maintaining or restoring order when the presence of such officers is necessary to prevent injury to persons or property. Administrators have the responsibility and the authority to determine when the presence and assistance of law enforcement officers is necessary within their respective jurisdictions. The district's administrators shall at all times act in a manner which protects the rights of students and parents and shall cooperate with law enforcement officials. (Board Policy JCAC)

Code 7.19: ISP POLICY:

In-School Placement (ISP) removes students from the regular school program for a designated period of time. The In-School Placement program will be a highly structured class situation with emphasis placed on intensive student work. Students who refuse In-School Placement or failure to adhere to the policies set forth in the student handbook can be placed in Short Term Placement (STP) or CHOICE (Choose Hope Over Ignorance, Commit to Education), which is a suspension from school.

Students may be placed in the ISP program at the discretion of the school administration for discipline policy violations.

Code 7.20: ISP PURPOSE:

The In-School Placement (ISP) program provides a substitute to suspensions that would normally require disassociation from the school. Students suspended from the regular learning program are permitted to remain in a structured academic environment, yet are isolated from the mainstream student body.

Code 7.21: ISP OBJECTIVES:

1. To reduce the number of out-of-school suspensions by providing an alternative program. This does not rule out the possibility of out-of-school suspension if the situation warrants.
2. To provide individualized counseling for the student in the ISP program.
3. To provide a setting within the school in which the student may continue his or her academic work.
4. To assist the faculty in working with the students with inappropriate behavior.

Code 7.22: ISP PROCEDURES:

1. Each student is responsible for bringing his/her own books, paper, pencils, etc.
2. Students must work on their lessons in ISP class.
3. Students may not talk, get out of their seats, or otherwise communicate with any other person without permission by the supervisor.
4. ***All ISP students will report promptly to the ISP room upon arriving at school.***
5. Students must satisfactorily complete all assignments made by the regular classroom teacher before returning to regular classes.
6. ISP students will not be allowed to participate in school activities such as assemblies, athletic events, dances, excursions, etc.
7. No cell phones allowed in the ISP room. These items will be checked in to the ISP Supervisor at the start of each day.

Code 7.23: (ISP) IN-SCHOOL PLACEMENT SUPERVISOR RESPONSIBILITIES:

The supervisor should have a pleasant, patient, but firm personality with the ability to work closely with students and faculty. The supervisor shall assist students assigned to In-School Placement with the organization and completion of all assignments. Furthermore, the in-school placement supervisor shall:

1. Be familiar with and follow all school policies.
2. Attend all required meetings and functions.
3. Monitor and supervise each student's work very closely, by moving around the room frequently.
4. Check student work areas for trash and graffiti daily.
5. Log in all teachers visiting their students assigned to ISP.
6. Organize all work sent to students at the beginning of each day.
7. Collect all completed work at the end of the day and be responsible for getting work to the student's classroom teachers.
8. Be readily available to personally contact each student's classroom teacher.
9. Check each student's work carefully for teacher's name, student's name, accuracy, and completeness.
10. Work closely with principals, assistant principals, and classroom teachers to improve the effectiveness of ISP.
11. Report violations of procedures by students to the students' building principal or assistant principal.
12. As a professional supervising ISP, use text and personal phone usage during personal time only.

Code 7.24: STUDENTS ATTENDING IN-SCHOOL PLACEMENT:

The primary purpose of In-School Placement is to allow most student offenders to remain in school and keep up academically while suspended. Students should understand they may be immediately suspended from school if they fail to follow these ISP policies and procedures:

1. In-School Placement class begins at 8:00 AM. Students will not be allowed to arrive late unless approval has been granted by the building principal or his/her designee. Students will be dismissed at 3:15 PM.
2. Students must come to In-School Placement fully prepared with all books and supplies.
3. Students must satisfactorily complete all assignments made by the regular classroom teacher before returning to regular classes.
4. Students shall cooperate fully with the In-School Placement supervisor. Talking, disruptions, or failure to work on assignments will not be tolerated.
5. Students will remain with the ISP supervisor at all times. The students will not socialize with regular classroom students at any time during their placement.
6. Students assigned to ISP will not be released to attend school functions or activities. Prior to or following the in-school hours (8:00 to 3:15 PM), students are not to attend, travel to, and/or participate in any school activity or function.
7. Students who fail to follow the ISP procedures may be paced in STP or suspended from school for as long as the In-School Placement period. Upon returning to school, the student will have to complete the In-School Placement penalty before returning to regular classes.
8. Students are allowed two (2) restroom breaks during the day—one in the morning and one in the afternoon.
9. Students will be required to remain seated at their assigned seat for the entire day.
10. Students are allowed two (2) five minute breaks—one in the morning and one in the afternoon.