

Solon Middle School



Student Discipline Handbook 2018-19

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Solon Middle School Vision:

The Solon Middle School Team provides a safe and positive infrastructure that will support and enrich our student's lives through a challenging curriculum that meets the unique transitional needs of middle level children.

Philosophy of Student Discipline

- **At Solon Middle School, we believe that all students have unique social, emotional, academic and behavioral needs. Just as academic skills are addressed on an individual basis, we believe that behavioral needs present a learning opportunity for any given child. Likewise, as academic expectations are communicated to students in a variety of methods, expected student behaviors must be taught and reinforced like any other skill, to all students.**

Processes and Procedures

- **Common Area Expectations** – Behavioral expectations have been developed for several areas of the building. These expectations are consistent at all times of the school day and for all grade levels. All adults are expected to monitor and model appropriate student behaviors in these areas. Expectations will be taught, reviewed and reinforced by supervising adults. Failure to meet expectations will result in immediate verbal reprimand and redirection.
- **Student Discipline Matrix** – A matrix has been developed to assist staff, students and parents with consistent and logical consequences for student misbehaviors. The matrix outlines common, yet inappropriate, school behaviors, a definition, and potential consequences. The matrix is simply a guide and all incidents will receive individual attention and consideration.
- **“Levels”** – The Student Discipline Matrix identifies three different levels of student behavior. The intention is to maintain consistency and fairness in consequences, communication and seeking of additional resources.
 - **Level I** – Minor issues that are resolved by the supervising adult; behavior is seen as a ‘learning opportunity’ and expected to be corrected with no additional interventions; Office Referral is only needed if student fails to correct behavior;
 - **Level II** – Common school misbehaviors needing redirection; again seen as a learning opportunity to be handled between the student and supervising adult; in some cases office referral and parent notification is required;
 - **Level III** - Severe misbehaviors with potentially strong consequences including school suspensions and legal involvement; supervising adult is not expected to engage in any ‘learning,’ but rather immediately refer student to the office and insure the safety of staff and students;

- **Office Referral** – In some cases, student behaviors do not get corrected, or are so severe that they do not allow for a safe and purposeful learning environment. By referring a student to the office, the teacher is seeking additional resources to assist in the correction of the behavior. At this point, parents and school administration join the teacher in attempts to meet the behavioral needs of the student. The following process will be used for all office referrals:
 - Student referred to the office by supervising adult
 - Student completes three reflection questions related to incident
 - Referral form returned to supervising adult for comments
 - Parental contact by student to explain incident and schedule detention
 - Parental contact by teacher
 - Referral form returned to building principal
 - Student conference with building principal
 - Follow-up phone call from office when necessary

- **Harassment Complaints** – Middle school students are occasionally the victim of bullying or harassing behaviors. While common in the middle school setting, such behaviors are not healthy or appropriate, and will not be tolerated in the school setting. The following process is designed to assist students who believe they are the victim of such behaviors:
 - Intake interview conducted by assigned investigator (typically building principal) with victim and parents.
 - Pre-Investigation Safety Plan developed
 - Thorough investigation including interviews with identified witnesses
 - Determination as to whether or not allegations are founded
 - Post-Investigation Safety Plan developed

Behavior/Consequence Matrix

Behavior	Definition	Consequences
	<p style="text-align: center;">“Level III”</p>	<p style="text-align: center;">Immediate Office Referral Parent Contact / Conference Written Documentation In School Suspension Out of School Suspension Law Enforcement</p>
Alcohol, Smoking, Controlled Substance	<p>“Possession, use, or being under the influence” – including alcohol, tobacco, prescriptions drugs, and “look alike,” among others;</p>	<ul style="list-style-type: none"> • Office Referral / Notification • Parent Contact / Conference; Written Documentation • ISS / OSS / Co-Curricular • Law Enforcement • Board Policy 502.7
Cheating / Plagiarism / Scholastic Dishonesty / Forgery	<p>“dishonesty or deception in dealing with someone” “to take from another and pass them off as one’s own” “imitating in efforts to deceive” assisting another cheat is cheating;</p>	<ul style="list-style-type: none"> • Verbal Reprimand • Parent Contact / Conference • Office Referral • Written Documentation • ISS
Computer Use Violation	<p>Failure to follow established building and/or district guidelines of appropriate and ethical use of school equipment and/or internet</p>	<ul style="list-style-type: none"> • Confiscation/removal • Office Referral • Parent Contact • Suspension from future use
Dangerous Item	<p>Any object with the potential to cause pain or injury</p>	<ul style="list-style-type: none"> • Confiscation • Verbal Reprimand • Office Referral • Parent Contact • ISS / OSS
Explosive Devices – stink bombs, fireworks;	<p>Any object with the potential to explode</p>	<ul style="list-style-type: none"> • Office Referral • Parent Contact / Conference; Written Documentation • ISS / OSS • Law Enforcement
Fighting / Physical Abuse / Assault	<p>To take part in a physical struggle or battle;</p>	<ul style="list-style-type: none"> • Office Referral • Parent Contact / Conference; Written Documentation • ISS / OSS • Law Enforcement
Fire Alarm / Fire Extinguisher	<p>Intentional damage or tampering with safety devices;</p>	<ul style="list-style-type: none"> • Office Referral • Parent Contact / Conference; Written Documentation • ISS / OSS / Law Enforcement

Harassment / Bullying	Harassment may include, but is not limited to: verbal, physical, or written remarks, demeaning comments, jokes or stories, or threats; Among others, harassment may be based on sex, race, gender, creed, color, or religion; Bullying is intentional, repeated hurtful acts, words, or other behavior, such as name calling, threatening, and/or shunning, committed by one or more children;	<ul style="list-style-type: none"> • Verbal reprimand / warning • Parent Contact / Written Documentation • ISS / OSS • Expulsion • Board Policy 502.10
Intimidation / Extortion	To get something from someone by threats, violence or misuse of authority;	<ul style="list-style-type: none"> • See harassment policy • Legal involvement
Prescription Drugs Over the Counter Drug	Taking or dispensing of products other than for its intended use;	<ul style="list-style-type: none"> • Verbal reprimand / confiscation • Office Referral • Parent contact • ISS • Law enforcement
Truancy – Class / All Day	Absence without permission; 10 minutes tardy results in being declared absent for that period;	<ul style="list-style-type: none"> • Office Referral • Parent Contact / Conference; Written Documentation • ISS / Saturday School • Truancy Task Force
Vandalism	Intentional destruction of school or personal property;	<ul style="list-style-type: none"> • Replacement cost / Restitution • Office Referral • Parent Contact / Written Documentation • ISS / Saturday School • Board Policy 502.2
Weapons / Threats of Violence	Include, but not limited to: clubs, knives, guns, BB guns, arrows, toy guns used or displayed as a real gun and unloaded guns; an intent to inflict pain, injury or harm	<ul style="list-style-type: none"> • Confiscation • Office Referral • Parent Contact / Conference; Written Documentation • ISS / OSS • Law Enforcement • Board Policy 502.6

	“Level II”	“Learning Opportunity” Verbal Reprimand Parent Contact Office Referral
Dangerous / Disruptive Behavior	Failure to show respect and consideration for the rights of others; conduct that disrupts or interferes with the educational program;	<ul style="list-style-type: none"> • Verbal Reprimand • Office / Counselor Referral • Board Policy 503.1
Disrespect towards Others	Failure to demonstrate consideration for peers;	<ul style="list-style-type: none"> • Verbal Reprimand • Removal from Setting • Parent Contact • Office / Counselor Referral
Disrespect towards Property	Failure to demonstrate consideration for personal or school property; may be treated as vandalism if repair is needed or harm is intended;	<ul style="list-style-type: none"> • Verbal Reprimand • Removal from Setting • Parent Contact • Office / Counselor Referral
Disruptive Behavior	Behaviors that interfere with the learning environment, including, but not limited to laser pointers; blurting out; excessive talking;	<ul style="list-style-type: none"> • Verbal Reprimand • Removal from Setting • Parent Contact • Office / Counselor Referral
Gambling	To play games of chance for money or some other stake;	<ul style="list-style-type: none"> • Verbal Reprimand • Parent Contact • Office / Counselor Referral • Board Policy 503.1
Insubordination	Disobedient; failing to submit to authority;	<ul style="list-style-type: none"> • Verbal Reprimand • Parent Contact • Office / Counselor Referral • ISS
Pornography	Writings or pictures of a sexual nature;	<ul style="list-style-type: none"> • Confiscation • Parent Contact • Office Referral
Unsupervised Area	Loitering in an area without adult supervision or at an inappropriate time of the day;	<ul style="list-style-type: none"> • Verbal Reprimand • Parent Contact • Office Referral
Vulgarity / Profanity	Words or expressions, that although may be widely used, is regarded as unrefined, coarse, obscene, or offensive;	<ul style="list-style-type: none"> • Verbal Reprimand • Parent Contact • Office Referral

	“Level 1”	Immediate Redirection & Verbal Reprimand
Bikes / Skateboards	Riding bikes, skateboard or the like on school walkways;	<ul style="list-style-type: none"> • Verbal Reprimand • Confiscation • Parent Contact • Office Referral
Cafeteria Behavior	Failure to meet ‘Common Area Expectations’	<ul style="list-style-type: none"> • Verbal Reprimand • Removal from Cafeteria • Assigned Seat • Alternate Lunch Time • Restitution Duties • Parent Contact • Office Referral
Cards	Playing or trading cards during the school day;	<ul style="list-style-type: none"> • Verbal Reprimand • Confiscation
Classroom Behavior	Failing to meet established classroom expectations;	<ul style="list-style-type: none"> • Verbal Reprimand • Removal from Setting • Parent Contact • Office / Counselor Referral
Detention Violation	Failure to serve detention on the established day or by an agreed upon time;	<ul style="list-style-type: none"> • Verbal Reprimand • Saturday / Double Time
Dress	Failure to adhere to standards of cleanliness and dress compatible with the requirements of a good learning environment;	<ul style="list-style-type: none"> • Verbal Reprimand • Parent Contact • Change Clothes • Board Policy 502.1
Electronic Equipment	Failure to comply with building expectations for use of cell phones, ipods, etc.	<ol style="list-style-type: none"> 1. Confiscated through the end of the school day 2. Confiscated - detention 3. Confiscated – Saturday Suspension
Food / Gum / Candy / Pop	Possession or consumption of food, gum, candy or pop, other than a standard school or sack lunch;	<ul style="list-style-type: none"> • Confiscation • Verbal Reprimand • Parent Contact
Loitering	Failing to move from location to location in a reasonable amount of time or without purpose;	<ul style="list-style-type: none"> • Verbal Reprimand • Parent Contact • Office Referral
Recess Behavior	Failure to meet established Common Area Expectations for playground/gym	<ul style="list-style-type: none"> • Verbal Reprimand • Removal from Setting • Parent Contact • Office / Counselor Referral

Selling Merchandise	Selling or exchange of merchandise; solicitation for fundraisers should be done outside of the school setting;	<ul style="list-style-type: none"> • Verbal Reprimand • Parent Contact • Office referral
Tardiness	Failure to report to class, school by established time;	<ol style="list-style-type: none"> 1. Warning 2. Inform of next consequence 3. Detention / Parent Contact 4. Parent-Student-Administration Meeting

PARENT NOTIFICATION:

“Mom/Dad, this is _____. I was sent to the office today by _____ from _____ class. I was _____. I need to serve a 45 minute detention from 3:15 to 4:00 on _____. If you have any questions about this referral, or the detention, you can call _____ at 624-3401 ext. _____ or e-mail at _____. In addition, you may be receiving a phone call from Mr. Herdliska.” Office Staff Verification _____

Level I

- Bikes / Skateboards
- Cafeteria
- Cards
- Classroom Behavior
- Detention Violation
- Disruptive Behavior
- Dress
- Food, Gum, Candy, Pop
- Loitering
- Recess Behavior
- Selling Merchandise
- Tardiness
- Toys & Electronic Equipment

Level II

- Dangerous Behavior
- Disrespectful Behavior
- Disruptive Behavior
- Gambling
- Insubordination
- Pornography
- Unsupervised Area
- Vulgarities / Profanity
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Level III

- Alcohol / Tobacco
- Cheating / Plagiarism / Dishonesty
- Computer Use Violation
- Dangerous Item
- Explosive Device
- Fighting
- Fire Alarm / Extinguisher
- Harassment / Bullying
- Intimidation / Extortion
- Prescription / OTC Drugs
- Truancy
- Vandalism
- Weapons / Threats

Action Taken:

- Conference with Student
- Conference with Parent
- Custodial Duties / Work Restitution
- Detention
- Expulsion
- Phone Contact with Parents
- Letter Home / Written Documentation
- Recess / Alternative Recess
- Referred to GWAEA Staff
- Referred to School Counselor
- Referred to _____
- Saturday Suspension
- Suspension – In School
- Suspension – Out of School
- Other: _____

Additional Comments:

