



MIDDLE SCHOOL BEHAVIOR GUIDELINES & PROCEDURES

Philosophy:

Both middle schools strive to support our students in becoming thoughtful, caring, kind, and responsible members of our community. We prioritize facilitating an inclusive school community where all students and staff feel valued, respected, connected, and supported. Our programs, curriculum, and behavioral interventions support a whole child approach.

ERMS has tiger PRIDE! Our positive behavioral expectations are shared in our **PRIDE** matrix. **Personal Responsibility** - to be accountable for actions, choices and their results. **Respect** - to show consideration, appreciation and acceptance. **Integrity** - to be honest, sincere, and kind in words and actions. **Determination** - to set goals and persevere through challenges. **Excellence** - to strive to do your best at all times.

SRMS has core STAR values! Our positive behavioral expectations are shared in our **STAR** matrix. **Safety** - Following all safety guidelines while in school. **Trustworthy** - to be honest, sincere, and kind in words and actions. **Accountable** - to be accountable for actions, choices and their results, and **Respectful** - to show consideration, appreciation and acceptance.

Both schools are Anti-Defamation League **No Place for Hate** schools where we address instances of bias, prejudice, bullying, and mean spirited behavior with the goal of supporting students in developing realistic action steps and the tools necessary to create a positive outcome for their school community. We are also a Yale RULER school. RULER is a systemic approach to social and emotional learning (SEL) developed at the Yale Center for Emotional Intelligence. RULER is an acronym for the five skills of emotional intelligence:

Recognizing emotions in oneself and others

Understanding the causes and consequences of emotions

Labeling emotions with a nuanced vocabulary

Expressing emotions in accordance with cultural norms and social context

Regulating emotions with helpful strategies

The development of these five RULER skills relies on four core tools: the Charter, Mood Meter, Meta-Moment, and Blueprint. These skills and tools are introduced to all stakeholders in the school community—school leaders, teachers, staff, students, and families.

We also understand that children may make poor choices for various reasons and need opportunities to learn and grow from their actions. Integrated throughout our disciplinary guidelines and procedures are

opportunities for students to learn from their mistakes while also being held accountable for their actions. We utilize **Restorative Practices** and processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing. Restorative Practices allow individuals who may have committed harm to take full responsibility for their behavior which requires understanding the impact of their behavior, repairing the harm that the behavior may have caused, and making changes necessary to avoid such behavior in the future. While sometimes there are assigned consequences such as detentions or suspensions, our restorative approach to behavior may also include reflection forms, peer mediations, working with school staff (counselors, teachers, behavior lead, etc), community service, restorative conferences, or other responses that may assist the student in learning from their mistakes. This holistic approach to supporting students in their growth as well rounded young people will not only help students learn from their mistakes but will help them thrive.

Some examples of proactive management of behavior include but are not limited to:

- Building relationships with students through conversation, classroom activities, advisory, etc.
- Community building programs through advisory or No Place for Hate
- Supervision wherever students are present
- Actively circulating the areas of supervision
- Positive feedback for behaviors that align with the PBIS matrix
- Establishing classroom norms or social contracts within the classroom
- Consistent routines and expectations
- Providing fair process through engagement, explanation, and expectation clarity

Definitions:

Level I Behavior: Classroom-managed behavior (eg. talking in class, minor horseplay, etc.)

Level II Behavior: Multiple classroom infractions (3 Level I behaviors or more) **OR**

Level III Behavior: Office managed behavior (eg. harassment, physical altercations, bullying, threats, more severe classroom disruptions, use of substances, obscene language, more severe inappropriate behavior)

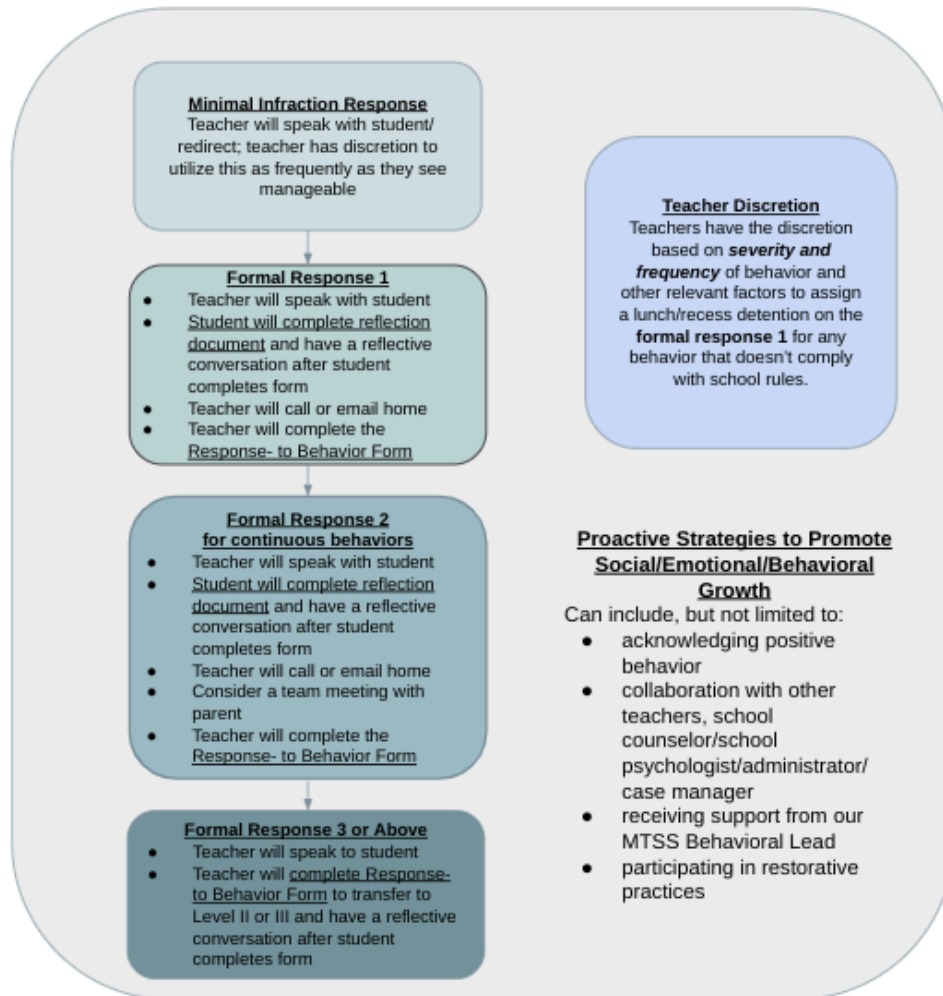
Restorative Reflection: Written reflection where students are asked to reflect on their behavior in connection to the ERMS/SRMS PBIS Matrix and/or the No Place for Hate pledge.

Appendix A - Response to Behavior Level 1 Flow Chart

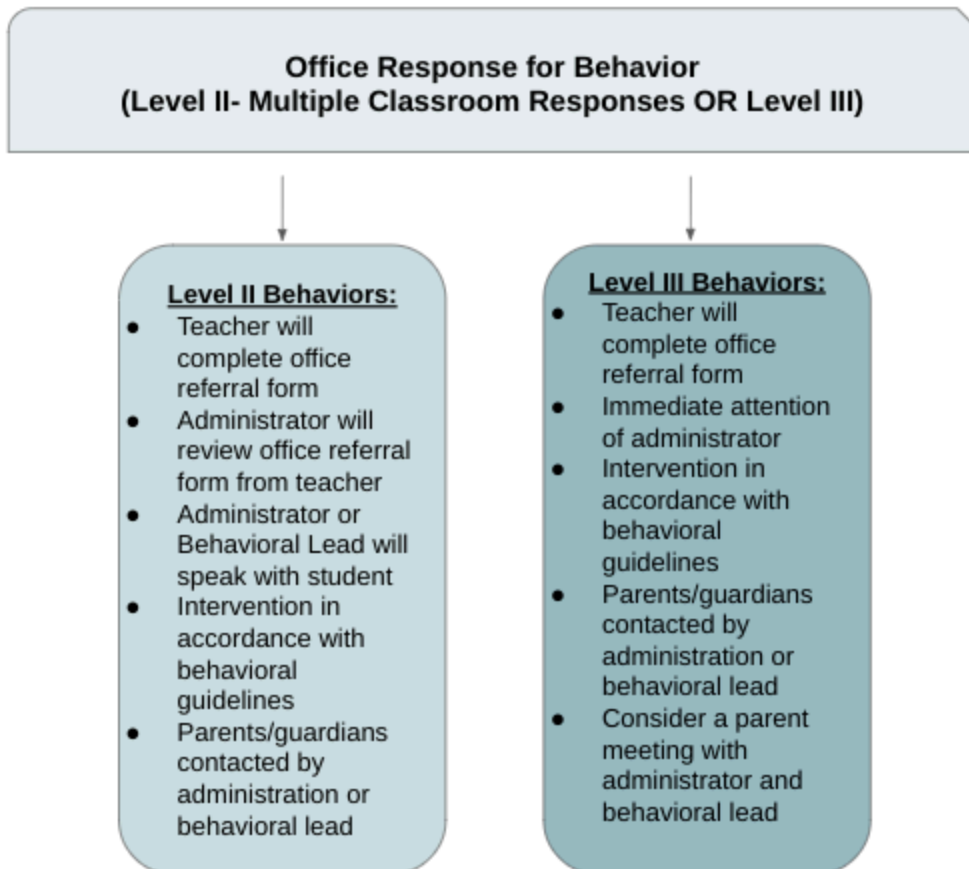
Appendix B - Response to Behavior Level 2 and 3 Flow Chart

Appendix C - Appendix C - Possible Disciplinary Action for Specific Behaviors

Classroom Response for Behavior (Level I)



Appendix B



Appendix C - Possible Disciplinary Action for Specific Behaviors

Staff-Managed/Classroom-Managed Behaviors for Level I			
Offense	Definition	Possible Disciplinary Action	Days
Misrepresentation of the truth, false information	Non-serious, untrue message which violates rules.	<p>Level I - depending on offense and severity of behavior, action by teacher can include: written reflection; lunch/recess detention, office referral. <i>Refer to flow chart</i></p> <p>Level II or III- Administrative Detention and/or ISS</p> <p>Possible restorative response</p>	1-3
Defiance/ Insubordination	Brief or low-intensity failure to follow directions Or talking back when given a direction.	<p>Level I - depending on offense and severity of behavior, action by teacher can include: written reflection; lunch/recess detention, office referral. <i>Refer to flow chart</i></p> <p>Level II or III- Administrative Detention and/or ISS</p>	1-3
Cell Phone/ Earbuds/ Smart Watches - Use between 7:45-2:50	Non-serious use of an electronic device that violates school guidelines. Any instance of the student having their cell phone out without prior permission from an adult.	<p>At the teacher's discretion, they can give a warning prior to it becoming a 1st offense.</p> <p>*1st offense - Teachers will confiscate, turn into the office, home contacted, parents will pick up.</p> <p>2nd offense -Teachers will confiscate, turn into the office, home contacted and /or lunch detention phone call home, parents will pick up.</p> <p>3rd offense - 2 lunch detentions or ISS, phone call home, parent must pick up phone</p>	
Unauthorized location	Not being where student is supposed to be or failure to notify teacher where they are going prior to going	<p>Level I - depending on offense and severity of behavior, action by teacher can include: written reflection; lunch/recess detention, office referral. <i>Refer to flow chart</i></p> <p>Level II or III</p> <p>1st Offense - Administrator Detention 1-3 days 2nd offense - ISS</p>	1-2
Inappropriate Language/ Obscene Language	Harmful verbal messages.	<p>Level I - depending on offense and severity of behavior, action by teacher can include: written reflection; lunch/recess detention, office referral. <i>Refer to flow chart</i></p> <p>Level II or III- Administrative Detention and/or ISS</p>	1-3
Irresponsible physical behavior or horseplay	Non-serious, physical contact that violates school guidelines.	<p>Level I - depending on offense and severity of behavior, action by teacher can include: written reflection; lunch/recess detention, office referral. <i>Refer to flow chart</i></p> <p>Level II or III- Administrative Detention</p>	1-3

		and/or ISS	
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Administration-Managed Behaviors			
Offense	Definition	Possible Disciplinary Action	Days
Damaging Chromebook or other school equipment	Destruction or disfigurement of property.	Level III - ISS, restitution	1-3
Disruption of Educational Process	An interruption in a class or school activity.	Level III 1st Offense - Administrator Detention 1-3 days 2nd offense - ISS	1-5
Leaving School Grounds	In an area outside of the school or activity boundaries (as defined by school).	Level III - ISS	1-3
Obscene Behavior	Cursing, lewd, offensive, or vulgar language or gestures, whether physical, written or spoken	Level III - ISS/OSS	1-5
Theft/Stealing	In possession of, has passed on, or is responsible for removing property that is not their own without permission.	Level III - ISS/OSS, possible police referral	1-5
Tobacco/Vape possession, sale, use	Possession or use of tobacco or nicotine products.	Level III - ISS/OSS, referral to counselor, possible police referral	3-10
Threats/intimidation/comments	Causing fear of injury or harm to people or property.	Level III - ISS/OSS, referral to counselor, possible police referral	1-10
Alcohol- Abuse/under the influence of, possession	Possession or use of alcohol.	Level III - ISS/OSS,referral to counselor, possible police referral	5-10
Physical Aggression/Fighting	Participation in an incident that involved a physical confrontation	Level III - ISS/OSS, possible police referral	1-5
Drugs - Abuse, under the influence of, paraphernalia,	Possession or use of drugs, medications, or other	Level III - OSS, referral to counselor, possible police referral, possible referral for expulsion	5-10

possession, sale, distribution, intent to sell	substances that are limited, controlled, or banned; misuse of allowed substances in an unapproved way.		
Property Aggression	Physical contact or threats of contact with an object where injury may occur	Level III - OSS, referral to counselor, possible police referral	5-10
False alarms	Falsely pulling fire alarm, lock down alarm, bomb threats, etc.	Level III - OSS, referral to counselor, possible police referral	5-10
Technology - Unauthorized use of/unauthorized access of school computer networks and/ or recordings	Serious use of an electronic device that violates school guidelines.	Level III - ISS/OSS, referral to counselor, possible police referral - see Technology - Acceptable Use Policy	3-10
Vandalism	Willful destruction or defacement of school property (destroying school computers, carving a desk, spray painting walls, damaging vehicles, etc.).	Level III - ISS/OSS; possible police referral	3-10
Weapons - possession/use	Possession or use of knives, guns, or other objects readily capable of causing bodily harm.	Level III - ISS/OSS, possible police referral, mandatory referral for expulsion	10
Inappropriate behavior	All other behavior not otherwise specified that do not align with the school matrix	Level I - depending on offense and severity of behavior, action by teacher can include: written reflection; lunch/recess detention, office referral. <i>Refer to flow chart on pg 2.</i> Level II or III- Administrative Detention and/or ISS	1-10
Harassment (nonsexual)	Annoying or physically attacking a student (or school personnel), creating an intimidating or hostile educational (or work) environment.	Level II or III- Administrative Detention and/or ISS/OSS	1-10
Harassment (Sexual)	Inappropriate and unwelcome sexual advances, requests for sexual favors, other physical or verbal conduct, or communication of a sexual nature	Level II or III- Administrative Detention and/or ISS/OSS, possible police referral	1-10

Acts of Hate-Based conduct (Racial Slurs/Hate Crimes)	An incident involving characteristics or perceived characteristics of the victim including race, gender, religion, color, sexual orientation, ethnicity, ancestry, national origin, political beliefs, marital status, social or family background, linguistic preference, or disability.	Level II or III- Administrative Detention and/or ISS/OSS, possible police referral	1-10
Bullying	Repeated negative behaviors intended to frighten or cause discomfort. For example, verbal or written threats of physical harm.	Level II or III- Administrative investigation, ISS/OSS, possible police referral	1-10
Retaliatory behavior	Act of reprisal against students who were part of a disciplinary investigation.	Level II or III- Administrative investigation, ISS/OSS	1-10

Important information to consider:

- The disciplinary guidelines outlined here are not meant to be all-inclusive or restrictive, but rather to provide students and parents with relative information as to how various disciplinary situations are typically actioned.
- *Lunch/Recess Detention issued by a teacher must be accompanied by a phone call home and inform the school counselor for PS Log entry.
- **ISS** = In School Suspension - All student work delivered to the office
- **OSS** = Out of School Suspension - All student work posted in Google Classroom, student is responsible for all missed work.
- Student can not participate in school sponsored activities during suspension for both ISS and OSS
- For all offenses at all levels, additional disciplinary action up to and including possible expulsion as indicated by Board policy, may be required depending on the nature, severity or frequency of the offense. Incidents involving police referral may result in arrest.
- Incidents involving damages, theft, cleanup or other services require restitution
- A student whose discipline record shows habitual and repeated behavior infractions of at least five (5) individual suspension actions or 15 total days of suspension within one year may be brought before the school administration team for review. The team may also consider for review any student who has accumulated eight suspension actions or a total of 24 days of suspension within a two-year span.
- **Expulsion** - Any student whose conduct on school grounds or at a school-sponsored activity violates a publicized policy of the Board, or seriously disrupts the educational process or endangers persons or property may be expelled. Expulsion proceedings are required (Conn. Gen. State Statutes, Sec. 10-233d) when there is reason to believe that a pupil 1) possessed or used a firearm, deadly weapon, dangerous instrument or martial arts weapon on school grounds or at a school-sponsored activity: 2) off school grounds possessed a firearm or used or possessed a firearm, instrument or weapon in the

commission of a crime; or 3) on or off school grounds offered for sale or distribution of a controlled substance. Any such exclusion shall take place in accordance with sections 10-233a to 10-233h of the Conn. Gen. State Statutes. Cases of possession of controlled substances shall be brought to the Superintendent for consideration of additional action including the initiation of expulsion proceedings. The Superintendent may also recommend expulsion proceedings for other serious violations of school policy or for any student referred by the principal through the Disciplinary Review process.