



# **Code of Student Conduct**

DeSoto Middle School

# Code of Conduct

## DeSoto Middle School

### Introduction

This comprehensive discipline plan communicates the school's philosophy and implementation of discipline to the faculty, the students, parents, administrators, and members of the community. The primary purposes of creating and using this plan are (1) to have a detailed, written guide which will ensure consistency in enforcing discipline and (2) to address and resolve the causes behind misbehavior.

### Outline of contents

- I. Philosophy and School Rules**
- II. Expectations
- III. General Expectations
  - A. Expectations in School Settings
- IV. Behaviors**
  - A. Clusters
  - B. Causes
- V. Interventions**
  - A. In-Class Interventions
    - 1. Descriptions
    - 2. Implementing Interventions
  - B. Out of Class Interventions
    - 1. Descriptions
    - 2. Implementing Interventions



## I. Philosophy

At DeSoto Middle School we believe everyone has the right and responsibility to achieve his or her educational best. Successful student education results from a safe, supportive, and challenging environment that gives the early adolescent an opportunity to explore, discover, and learn. To be the best we can be, we will:

- ❖ **Honor individual differences**
- ❖ **Clearly define the things we expect from everyone**
- ❖ **Hold each person accountable for his or her own behavior**

### DeSoto Middle School School Rules

1. I respect personal space and will not touch or speak to another in any way that offends that person or others.
2. I respect the need for my school to be a safe and inviting place to learn.
3. I respect other students' right to learn.
4. I respect the teacher's responsibility to teach.
5. I respect my duty to be prepared, on time, and in the right place.



## **II. Expectations**

### **A. General Expectations**

#### **1. We expect students to:**

- treat others as they wish to be treated
- refrain from using profanity
- be on time
- turn in completed work on time
- be active participants in learning
- take care of school property
- ask permission to use others' property
- bring necessary materials and supplies to class
- follow dress code (see attachment #a)
- follow directions from adults
- be honest
- allow others to learn
- refrain from bringing candy, gum, or electronic devices/headphones to school
- stay in assigned areas
- attend school daily

#### **2. We expect teachers to:**

- provide passes for students leaving class
- maintain a positive and caring environment
- provide a safe environment
- work with and support others
- communicate with families
- be a good role model for students and other teachers
- value individual opinions and ideas
- teach well-planned lessons that provide for individual differences
- be on time
- be at assigned areas on time
- support and implement the discipline program

#### **3. We expect administrators, guidance counselors, media specialist, and technology coordinator to:**

- follow through with and follow up on decisions
- communicate with teachers
- gather input from appropriate sources for effective decision making
- encourage family support and participation
- promote teacher morale
- provide a safe environment
- be a good role model for students and other teachers
- be strong leaders
- work with and support others
- communicate with families
- value individual opinions and ideas
- be consistent
- visit and participate in classroom activities

**4. We expect School Support Staff (Aides, Data Entry Operator, Secretaries, Cafeteria Maintenance, Custodial, Bus Drivers, SRO, and Health Aide) to:**

- provide a safe environment
- be a good role model
- work with and support others
- maintain a positive and caring environment
- be on time

**5. We expect parents to:**

- send students to school fed, rested, in compliance with dress code, and ready to learn
- send students on time daily prepared with needed supplies
- be active participants in their child's learning
- openly communicate with school personnel
- reinforce that their child is accountable for his/her own actions
- be involved in school activities
- support school philosophy and discipline program
- make "after school arrangements" prior to the beginning of the school day
- become involved with their child's learning process (by checking over child's work, reviewing graded papers, calling Homework Hotline, and accessing Grade 2, etc.)

**6. We expect district support staff to:**

- provide clear guidelines for district policy
- acknowledge differences between schools
- participate in school activities
- provide financial support
- provide personnel training



# Expectations in School Settings

## Halls

### **We expect students to:**

- Speak in a quiet voice.
- Move quickly to destination/class.
- Have a student pass at all times when not accompanied by an adult.
- Keep hands, feet, objects to self.
- Respect school property.
- Use appropriate language.
- Walk on the right.

### **We expect teachers to:**

- Issue hallway passes that specify time and destination.
- Monitor hallways before, during, and after school.
- Correct students as needed.
- Stand at door during class change and student movement.

### **We expect administrators to:**

- Be visible on campus before, during, and after school and during special assemblies, and activities.
- Correct students as needed.
- Make sure school resource deputy is accessible on campus.

## Lockers

**Lockers are the property of the school and are subject to search.**

### **We expect students to:**

- Be responsible for the contents of their lockers.
- Access lockers quickly and safely.
- Access lockers at posted building times.
- Use one locker per student (do not share lockers).
- Keep lockers locked, clean and orderly.

## Before School

### **We expect students to:**

- Go to breakfast immediately upon arrival to school (bikers, walkers, and parent drop off) by 7:50 a.m.
- Wait quietly in designated areas.

### **We expect teachers to:**

- Be prepared and on time.
- Check mailboxes and e-mail.
- Open doors, turn on lights so that students can enter when the 1<sup>st</sup> bell rings.

### **We expect administrators to:**

- Be visible on school campus.
- Make sure that school resource deputy is accessible on campus.
- Be accessible to teachers.

## **Bus**

### **We expect students to:**

- Load and unload bus quietly and orderly.
- Go directly to breakfast and/or classroom/designated areas.

### **While on the bus, we expect students to:**

- Follow guidelines given by the transportation department.
- No fighting, abusive, or profane language.
- No alcohol, tobacco products, drugs, knives, guns, weapons, or vandalism.
- No standing or moving while the bus is in motion or pushing and tripping while loading/unloading.
- No throwing objects from bus window.
- No animals (dead or alive), glass, sharp objects, bats, batons, basketballs, balloons, or large flags allowed on the bus.
- No hands, arms, or head outside the bus window.
- All talking should be kept at a low tone and no talking at railroad crossings.
- Each student is required to stay seated and face the front of the bus.
- A new student or any student with a change in his/her bus schedule should get a bus pass from the discipline office, before 9:00 am.

### **We expect bus drivers to:**

- Serve as positive role models for students.
- Respect uniqueness and individuality.
- Turn in bus referrals on time.
- Enforce posted rules.

### **We expect teachers to:**

- Monitor student behavior before and after school while on bus duty.
- Go over bus safety rules at least twice a year.
- Be at their assigned bus duty area on time, before and after school.

### **We expect administrators to:**

- Continue to monitor bus area mornings and afternoons.
- Deal with bus referrals firmly, but fairly.

## **Classroom**

### **We expect students to:**

- Be prepared, on time, and with appropriate materials.
- Stay on task.
- Complete assignments.
- Speak at the appropriate time.
- Keep hands, feet, and objects to themselves.
- Be respectful and kind.
- Treat others as they would like to be treated.
- Keep classroom neat, orderly, and safe.

**We expect teachers to:**

- Be positive.
- Post classroom assignments.
- Post classroom expectations.
- Speak in a controlled voice.
- Post and enforce rules/expectations.
- Be prepared with appropriate materials.
- Be on time.
- Complete assignments.
- Be respectful and kind.
- Keep classroom neat, orderly, and safe.
- Treat others as they would like to be treated.

**We expect administrators to:**

- Make regular classroom visits.
- Provide feedback to teachers and students.
- Use the implementation of classroom expectations as one criterion for teacher assessment.

## **Cafeteria**

**We expect students to:**

- Proceed to and from cafeteria in an orderly manner and sit down at designated tables.
- Talk quietly in line and at tables where seated.
- Use proper table manners.
- Keep hands, feet, and objects to self.
- No throwing food or objects.
- Put trash/trays in proper receptacles.
- Clean tables, chairs, and floor in their areas.
- Obtain permission to leave their seats.

**We expect teachers and cafeteria monitors to:**

- Bring students on time, in order, and to their tables.
- Pick up students on time and check table areas.
- Enforce cafeteria rules.
- Move about and monitor behavior in, to, and from cafeteria.

**We expect administrators to:**

- Move about and help monitor student behavior.
- Support cafeteria monitors.
- Remain visible and interact with students.

## **P.E.**

**We expect students to:**

- Dress out.
- Not share lockers.
- Remain in assigned areas.
- Adhere to safety rules.

- Play fairly.
- Refrain from horse-play/fighting.
- Participate in physical education activities cooperatively.
- Respect the authority of the physical education teachers/classroom teacher.

**We expect P.E. teachers to:**

- Monitor P.E. areas, including locker rooms at all times.
- Be prepared, on time, and provide engaging, well-planned physical education activities for the students.
- Be a positive role model for students.
- Stop inappropriate behaviors immediately, fairly, and firmly.
- Interact positively with students.

**We expect administrators to:**

- Make visits to P.E. area as much as possible.
- Provide feedback to teachers and students.

## **Assembly**

**We expect students to:**

- Proceed to and from assemblies in an orderly manner.
- Use aisle ways when entering and leaving bleachers.
- Be seated in assigned areas.
- Be respectful of guests, speakers, or performers.
- Keep hands, feet, and objects to themselves.
- Refrain from hooting, booing, whistling, and hollering.

**We expect teachers to:**

- Attend all assemblies.
- Accompany students on time and in order.
- Monitor student behavior.
- Sit with assigned students.

**We expect administrators to:**

- Move about and help monitor behavior of students.

## **Media Center**

**We expect students to:**

- Proceed in and out in an orderly manner.
- Proceed to assigned areas.
- Speak in quiet voices.
- Come with hall passes, if not with a class.
- Have specific reasons for being there.
- Check in with Media Specialist and show pass.
- Follow Media Specialist's routine and procedures.
- Return materials on time.
- Look up only appropriate materials on-line.
- Respect media materials and equipment.

**We expect teachers to:**

- Send student with pass and assignment.
- Schedule media activities in a timely manner.
- Use the media center for academic purposes (AR tests if needed, book checkout, reference research).
- Work with Media Center specialist to get assignment done.

**We expect administrators to:**

- Make visits to Media Center as much as possible.
- Monitor use of media material and equipment.

## **Computer Lab**

**We expect students to:**

- Respect school property, both hardware and software.
- Use time efficiently.
- Remain on task and complete assignments.
- Perform to their maximum potential.
- Use computers in appropriate manner and for assigned tasks.
- Secure permission to access the internet.

**We expect teachers/monitors to:**

- Access and utilize appropriate class reports.
- Monitor and assist students in the lab.
- Keep students in lab on task and working.
- Report computer problems immediately and in writing to the computer resource technician.

**We expect administrators to:**

- Monitor teacher use of evaluative reports in planning lessons and assessing students.

## **Restrooms**

**We expect students to:**

- Go directly to and from the bathroom.
- Refrain from disturbing classes when going to and from the bathroom.
- Keep the bathrooms clean.
- Immediately report vandalism to the teacher.

**We expect teachers to:**

- Provide a bathroom log for students to sign.
- Report vandalism or inappropriate behavior to administrators.

**We expect administrators to:**

- Periodically monitor bathrooms.
- Ensure custodial staff maintains restroom facilities.

## After –School

### **We expect students to:**

- Be in assigned areas by 3:05 p.m.
- Walkers depart campus immediately after 3:05 p.m.

### **We expect teachers to:**

- Proceed to assigned areas when students are dismissed.
- Secure their rooms upon leaving campus.
- Make sure bus duty area is covered.

### **We expect administrators to:**

- Be accessible.

### **We expect sponsors of after-school activities to:**

- Begin supervision of students at 3:05 p.m.
- Keep students under direct supervision until picked up by parent.

### **We expect parents to:**

- Pick up car riders in designated area only.
- Pick up students by 3:20 p.m.
- Pick up students participating in after-school activities on time.



# III. Behaviors

## Clusters

All behaviors cluster into categories. These categories provide the basis for interventions. The following outline identifies the clusters and provides examples of common behaviors in each cluster. (The lists of examples are not all-inclusive.) These clusters can help define appropriate interventions and ensure consistency.

### 1. Untrustworthy Behavior

- ◆ cheating
- ◆ lying
- ◆ theft

### 2. Rebellious Behavior

- ◆ refusal to follow directions
- ◆ refusal to follow class/school rules
- ◆ leaving assigned area without permission
- ◆ turning away from or ignoring teacher
- ◆ talking back
- ◆ disrespectful behavior to adults
- ◆ dress code violations

### 3. Aggressive Behavior

- ◆ abuse of class materials
- ◆ abuse of others' property
- ◆ excessive horseplay
- ◆ swearing (directed at someone)
- ◆ inappropriate gestures/language (directed at someone)
- ◆ simple battery
- ◆ pushing/shoving
- ◆ harassment

### 4. Inappropriate Class/School Behavior

- ◆ excessive talking
- ◆ invading personal space
- ◆ pranks
- ◆ horseplay
- ◆ inappropriate gestures/language
- ◆ swearing
- ◆ gambling
- ◆ possession of obscene or inappropriate materials,
- ◆ public display of affection (kissing, hugging, hand holding, or other public displays of affection which are not appropriate behavior for school)
- ◆ disruptive and/or exaggerated noises

## **5. Irresponsible Behavior**

- ◆ unexcused tardiness
- ◆ violation of safety rules
- ◆ violation of class/school rules
- ◆ cell phone violations
- ◆ being in possession of . . .
  - CD's or CD players
  - cameras
  - tapes or tape players
  - skateboards
  - other electronic devices
  - laser pointers
  - collectible cards
  - correction fluid/white-out (bottles/pens)
  - radios
  - other nuisances

## **6. Zero Tolerance Behavior (School Policy which requires immediate RA)**

- ◆ fighting
- ◆ threats/intimidation
- ◆ vandalism under \$20.00
- ◆ Internet violations
- ◆ fireworks/explosives
- ◆ class truancy (skipping)
- ◆ sexual harassment
- ◆ selling items on school grounds (unless approved by administration)
- ◆ failing to follow school guidelines as listed below:
  - being in possession of: lighters and/or matches
  - being in possession of: prescription/nonprescription drugs
  - look-a-like drugs
  - other \_\_\_\_\_

## **7. Zero Tolerance/Unlawful Behavior**

- ◆ alcohol (possession, use, or sale)
- ◆ arson (intentionally setting a fire on school property)
- ◆ aggravated battery (physical attack/harm)
- ◆ breaking and entering/burglary (illegal entry into a facility)
- ◆ disorderly conduct (serious campus disruption)
- ◆ drugs (illegal drug possession, sale or use/under the influence)
- ◆ larceny/theft
- ◆ weapons possession (possession of firearms and other instruments which can cause harm)
- ◆ robbery (using force)
- ◆ sexual battery (including attempt)
- ◆ trespassing (school property or school function)
- ◆ vandalism (destruction of school property over \$20.00)

- ◆ sexual offenses (lewd behavior, indecent exposure)
- ◆ gang related/occult activities
- ◆ fireworks/explosions
- ◆ extortion
- ◆ being in possession of tobacco products
- ◆ other major

### **Causes**

Behavior, both positive and negative, occurs for a reason. In order to stop misbehavior, the cause must be taken into consideration. For example, a student refuses to complete the worksheet because he does not understand the work. The teacher must address the cause for the rebellious behavior, which is lack of ability, in order to solve the real problem. Most student behavior is a result of one of the following causes:

- ◆ **defiance** (lack of respect for authority)
- ◆ **ability/curriculum** (inability to perform classroom task or poorly defined curriculum due to inappropriate level of content)
- ◆ **interpersonal conflicts** (inability to resolve conflicts with others)
- ◆ **intrapersonal conflicts** (inability to resolve internal conflicts, i.e., family crisis such as divorce, death, financial, and other hardships)



# Intervention Descriptions

## Clarification

Clarification is an initial intervention when undesirable behaviors first occur, when a student needs to be reminded of expectations or when a teacher is not sure of cause of misbehavior. Clarification interventions should be used only once for each occurrence; this prevents “preaching” and communicates to the student the need for meaningful response. (If response is not meaningful, more restrictive interventions will be used.)

## Contracts

A contract is a written agreement between student and teacher outlining the following: a description of inappropriate behavior, how to prevent repeating the inappropriate behavior, guidelines for self-monitoring the onset of inappropriate behavior, and the consequence for future behavior of related nature. The document will be signed and dated by the student, teacher(s), and/or administrator. Parental signature is optional.

## Curriculum Modification

In many instances, misbehavior occurs when the curriculum, lesson, or activity is misunderstood or does not meet the ability level of the student. Teachers should be able to assess students and have the ability to modify the task (including the use of peer tutors) and still ensure other students are appropriately attended to.

## Guidance

Guidance is to be used as a personal conference between a student and a trained professional (i.e., counselor, administrator, school resource deputy, etc.) in an attempt to determine causes and to develop solutions. This intervention is primarily for interpersonal and intrapersonal conflicts. A guidance referral is to be submitted via principal viewer prior to sending a student to guidance. Parent contact may be made by counselor or designee.

## Parent Contact

Parent contact is communication between parent and teacher through written exchange, phone contact, or conference. **If a communication is sent home to a parent via a student, and no verification is returned by the parent, a teacher will be required to mail a copy of the communication home.** Communication will address the specific behavior, previous interventions that were used, and possible solutions. Communication should end with restating expectations for the student, teacher, and parent. This intervention may be helpful in determining the cause.

## Peer Assistance

Peer assistance is pairing a student with a classmate to give assistance.

## Relocation

Relocation is an effective intervention when a student, for whatever reason, disrupts the learning process. Relocation is the movement of a student from one location to another. The relocation may be within the classroom setting or a temporary movement into another teacher’s room. Teachers in each team should develop reciprocal relocation plans. **Students should not be unsupervised at any time. Do not relocate students in the hall.** At implementation, reasons for relocation and expectations for reentry are clearly defined to the student.

### **Teacher/Student Counseling**

Teacher/student counseling is used as an intervention when repeated undesirable behavior occurs. The purpose of counseling is to provide an opportunity for the student and teacher to determine the cause and to resolve the issue in a confidential manner.

### **Team Conferencing**

Team conferencing is the **student and two or more** of any teachers, administrators, and resource officer meeting to prevent unwanted behaviors from continuing and planning strategies to change behavior. Documentation of the team conference will be completed, and parents will be telephoned and/or the team conference report sent home documenting the intervention.

### **Token Economy**

A token system is a proactive intervention where specific appropriate behaviors are rewarded. Tokens may assume various forms such as points on a chart, bonus “bucks”, and tangible or intangible rewards. Individual creation is encouraged.

### **Other *Proactive* Interventions**

#### **“Fun Days”**

Every nine weeks students who have received no more than one **RA** during the nine week grading period will be allowed to attend Fun Day during their exploratory time.

### **Implementing Interventions**

The interventions listed on the following **Guides for Implementing In-Class Interventions** are mandatory. The support staff will expect each teacher to have implemented the outlined interventions before issuing a Request For Assistance (R.A.) Form. All in-class interventions require parent contact before requesting out-of-class assistance. In addition to the ones which are required, any of the other interventions can be implemented at any time according to the teacher’s discretion. Other interventions (i.e., giving 0’s for cheating) may also be developed using professional judgment. If interventions affect grades, immediate parent contact is strongly encouraged.



# Guide for Implementing In-Class Interventions

## Cluster # 1: Untrustworthy Behavior

**Behaviors:** lying, cheating, theft (under \$10.00/restitution)

### Lying:

#### 1<sup>st</sup> offense

- clarify
- counsel

#### 2<sup>nd</sup> offense

- parent contact  
(telephone, contract,  
parent conf., notes)

#### 3<sup>rd</sup> offense

- guidance
- parent contact (optional)

### Cheating:

#### 1<sup>st</sup> offense

- clarify
- counsel
- Zero (0) given

#### 2<sup>nd</sup> offense

- parent contact  
(telephone, contract,  
parent conf., notes)
- Zero (0) given

#### 3<sup>rd</sup> offense

- guidance
- parent contact (optional)
- Zero (0) given

### Theft:

#### 1<sup>st</sup> offense

- clarify
- counsel
- Theft report filed

#### 2<sup>nd</sup> offense

- parent contact  
(telephone, contract  
parent conf., notes)
- Theft report filed

#### 3<sup>rd</sup> offense

- guidance
- parent contact (optional)
- Theft report filed

**Extenuating circumstances:** crisis (i.e., stealing test, distributing answers to more than one student, etc.)

## Cluster # 2: Rebellious Behavior

**Behaviors:** refusal to follow directions or class/school rules, leaving assigned area without permission, turning away from or ignoring teacher, talking back, disrespectful behavior to adults, dress code, gum/candy

#### 1<sup>st</sup> offense

- clarify
- counsel

#### 2<sup>nd</sup> offense

- guidance
- parent contact (optional)

#### 3<sup>rd</sup> offense\*

- team conf. / report  
(telephone / mail)
- parent contact

\*3<sup>rd</sup> Offense: Parent contact is the only requirement if the teacher and student have previously participated in a documented team conference.

**Extenuating circumstances:** crisis

**Cluster # 3: Aggressive Behavior**

**Behaviors:** abuse of class materials or others' property, excessive horseplay, swearing or inappropriate gestures/language (directed at someone), simple battery, pushing/shoving

1<sup>st</sup> offense

- clarify
- counsel

2<sup>nd</sup> offense

- parent contact  
(telephone, contract)

3<sup>rd</sup> offense

- guidance
- parent contact

**Extenuating circumstances:** crisis (violent behavior that has potential to cause bodily harm to self or others)

**Causes:** defiance, ability/curriculum, interpersonal conflicts, intrapersonal conflicts

**Additional interventions to be used at any time to address specific causes include the following:** clarification, contract, curriculum modification, guidance, parent contact, peer mediation, relocation, teacher/student counseling, team conferencing, token economy, other.

**Note: If a communication is sent home to a parent via a student, and no verification is returned by the parent, a teacher will be required to mail a copy of the communication home.**

## Guide for Implementing In-Class Interventions

### Cluster # 4: Inappropriate Behavior

**Behaviors:** excessive talking, invading personal space, pranks, horseplay, inappropriate gestures/language, swearing, possession of obscene or inappropriate materials, public display of affection, disruptive and/or exaggerated noises, gambling

#### 1<sup>st</sup> offense

- clarify
- counsel

#### 2<sup>nd</sup> offense

- parent contact  
(telephone, contract,  
parent conf., mail, etc.)

#### 3<sup>rd</sup> offense\*

- team conf. / report
- parent contact  
(telephone / mail)

\*3<sup>rd</sup> Offense: Parent contact is the only requirement if the teacher and student have previously participated in a documented team conference.

*Extenuating circumstances:* crisis

### Cluster # 5: Irresponsible Behavior

**Behaviors:** unexcused tardiness, violation of safety rules, violation of class/school rules, being in possession of: CDs or CD players, cell phones, tapes or tape players, skateboards, other electronic devices, collectible cards, laser pointers, radios, whiteout, other nuisances

#### 1<sup>st</sup> offense

- clarify
- counsel
- ♦ confiscate item  
(for student)

#### 2<sup>nd</sup> offense

- parent contact  
(telephone, contract,  
parent conf., mail, etc.)
- after-school detention
- ♦ confiscate item (for  
parent)

#### 3<sup>rd</sup> offense

- team conf. / report
- parent contact  
(telephone / mail)
- after-school detention
- ♦ confiscate item (for  
parent)

\*3<sup>rd</sup> Offense: Parent contact is the only requirement if the teacher and student have previously participated in a documented team conference.

*Extenuating circumstances:* crisis

**Causes:** defiance, ability/curriculum, interpersonal conflicts, intrapersonal conflicts

**Additional interventions to be used at any time to address specific causes include the following:** clarification, contract, curriculum modification, guidance, parent contact, peer mediation, relocation, teacher/student counseling, team conferencing, token economy, other.

## Guide for Implementing In-Class Interventions

### **Cluster # 6: Zero Tolerance Behavior -School policies which require immediate RA**

**Behaviors:** fighting, threats/intimidation, vandalism (under \$20.00), Internet violations, occult and gang related activities, class truancy (skipping), selling items (w/out prior approval from admin), failing to follow school guidelines as listed: being in possession of lighters and matches, being in possession of prescription/nonprescription drugs, possession/distribution of look-a-like drugs, other nuisances

**All offenses:** Immediate R.A.

### **Cluster # 7: Zero Tolerance/Unlawful Behavior**

**Behaviors:** (see student discipline plan, cluster #7 for examples)

**All offenses:** R.A. required; a note documenting the incident will be completed by the teacher and sent to the office.

**Causes:** defiance, ability/curriculum, interpersonal conflicts, intrapersonal conflicts

**Additional interventions to be used at any time to address specific causes include the following:** clarification, contract, curriculum modification, guidance, parent contact, peer mediation, relocation, teacher/student counseling, team conferencing, token economy, other.

## Out-of-Class Interventions

After in-class interventions have been implemented, yet the behavior has persisted, a Request for Assistance initiates the out-of-class intervention. The following procedures outline the process for requesting Short Term Support interventions:

- a) teacher completes R.A. (top portion only)
- b) the student may or may not accompany the R.A. to the office
- c) the R.A. must be turned into the office by the end of the class period in which the incident occurs
- d) the designated support staff member then makes a determination for the appropriate action

When a student exhibits a behavior which disrupts the class to the point of preventing the teacher from continuing the lesson/activity and in-class interventions have proven ineffective or are an inappropriate response to the behavior, teachers need immediate and consistent support. The following procedures outline the process for requesting Crisis Support interventions:

- a) teacher completes Request for Assistance (top portion only checking **both** the appropriate cluster and crisis)
- b) the Request and the student are sent to the office within 20 min. of the offense.
- c) the designated support staff member then makes a determination for the appropriate action

**Out-of-class interventions will be cumulative for the year.**



## Out-of-Class Interventions

**Title:** ADMINISTRATIVE CONFERENCE

**Description:** Administrator, student, and parent meeting to discuss misbehavior and the discipline action taken.

**Purpose:**

- to keep parents informed of the child's behavior and needs as indicated by the RA.
- to seek parent's assistance and support.
- to provide student with a consequence following misbehavior.
- to give student opportunity to think about and change inappropriate behavior.
- to prevent the situation from occurring again.

**Entrance Criteria:** (students must meet one of the following criteria).

- previous out-of-class interventions have not been successful in changing the student's behavior and OSS is assigned.
- any unlawful behavior occurrence.

**Duration:** N/A

**Frequency:** as needed

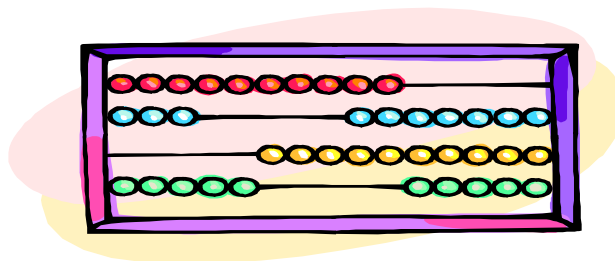
**Procedures:**

1. Teacher completes RA.
2. Support Staff meets with the student to discuss behavior.
3. Support Staff decides that an Administrative Conference is the appropriate intervention and informs student of disciplinary action.
4. Support Staff attempts to contact parent by phone to set up conference time.
5. Written notification of the disciplinary action is sent home with the student.
6. Written notification of the disciplinary action is mailed home.
7. Teacher receives notification of Out-of-Class intervention implemented.
8. Documentation of the Administrative Conference is completed and filed in the student discipline folder.

**Exit Criteria:**

- Parents and students attend conference.

**Documentation:** RA



# Out-of-Class Interventions

**Title:** AFTER SCHOOL DETENTION (ASD)

**Description:** After School Detention (work detail) is held Monday-Friday from 3:15-5:00 P.M.

**Purpose:**

- to provide an alternative to IR and/or OSS

**Entrance Criteria:** (students must meet one of the following criteria)

- the student's behavior is disruptive to the class or to the school.
- the student violates a law, School Board rules, school rules or guidelines.
- previous in-class interventions have not been successful in changing the student's behavior.
- previous out-of-class interventions have not been successful in changing the student's behavior.

**Duration:** one to three days

**Frequency:** no more than four times for the same behavior cluster

**Procedures:**

1. Teacher completes RA.
2. Support Staff meets with the student to discuss behavior.
3. Support Staff decides that ASD is the appropriate intervention and informs student of disciplinary action.
4. Support Staff must contact parent.
5. Written notification of the disciplinary action is sent home with the student.
6. Written notification of the disciplinary action is mailed home.
7. Teacher receives notification of Out-of-Class intervention implemented.
8. Student serves specified number of days of ASD (time 3:15-5:00 P.M.).
9. Parents assume responsibility for their child's transportation.

**Exit Criteria:**

- Student successfully completes specified days of ASD.
- Student completes contract and behavior modification packet.

**Documentation:** RA, behavior modification packet

## **Out-of-Class Interventions**

**Title:** CONTRACT

**Description:** A contract should:

- 1) specify work to be done or behavior to be established,
- 2) indicate responsibility of parties involved in the contract (student, teacher, parent, etc.),
- 3) indicate a deadline for completion and reward for successful accomplishment.
- 4) include signature of all parties,

**Purpose:**

- to develop a written agreement between two or more parties specifying a plan to keep a behavior from reoccurring
- to provide reinforcement for positive behavior or completion of the contract

**Entrance Criteria:** (students must meet one of the following criteria)

- student has exhibited a lack of knowledge or skill to correct misbehavior
- student needs reinforcement to correct misbehavior

**Duration:** N/A

**Frequency:** One specific measurable behavior per contract.

**Procedures:**

1. Teacher completes RA.
2. Support Staff meets with the student to discuss behavior.
3. Support Staff and student decide behavior needs to change and agree to develop a plan for making the change.
4. Contract is developed to include the following components: statement of why contract has been developed; statement of specific behaviors student must perform to receive reward or incur consequence; use of reinforcers or punishers to be employed.
5. Contract is implemented by parties and monitored by adult.
6. Reward or consequence is employed according to terms of contract.
7. Administrator attempts to contact parent by phone.
8. Written notification of the disciplinary action is sent home with the student.
9. Written notification of the disciplinary action is mailed home.
10. Teacher receives notification of Out-of-Class intervention implemented and copy of contract.

**Exit Criteria:**

- Student successfully completes contract.

**Documentation:** RA, contract

## Out-of-Class Interventions

**Title:** CORPORAL PUNISHMENT

**Description:** Administrator will administer corporal punishment following guidelines as stated in DMS Handbook and the District Code of Conduct.

**Purpose:**

- to provide an alternative to extended time out of classroom

**Entrance Criteria:** (students must meet one of the following criteria)

- the student's behavior is disruptive to the class or to the school
- previous in-class interventions have not been successful in changing the student's behavior
- parent request

**Duration:** no more than five swats with a paddle as per board policy

**Frequency:** N/A

**Procedures:**

1. Teacher completes RA.
2. Administrator meets with the student to discuss behavior.
3. Administrator and/or parent decide(s) that corporal punishment is the appropriate intervention and inform(s) child of disciplinary action.
4. Administrator attempts to contact parent by phone.
5. Written notification of the disciplinary action is sent home with the student.
6. Written notification of the disciplinary action is mailed home.
7. Teacher receives notification of Out-of-Class intervention implemented.

**Exit Criteria:**

- Student receives corporal punishment.
- Student is aware of appropriate behavior for reentry into the classroom.

**Documentation:** RA



## **Out-of-Class Interventions**

**Title:** COUNSELING

**Description:** Provides an opportunity for students to complete a clarifying activity related to behavior and cause, to problem solve with an adult, and to make a plan for future behavior. This intervention can be implemented individually or in small groups.

**Purpose:**

- to provide, through appropriate counseling, other choices and alternatives for coping or dealing with problems or behavior after the classroom discipline plan has been executed and parent contact has been made by the teacher.

**Entrance Criteria:** (students must meet one of the following criteria)

- previous in-class interventions have not been successful in changing the student's behavior
- a special academic skill deficit has been identified
- a social skill deficit has been identified

**Duration:** N/A

**Frequency:** N/A

**Procedures:**

1. Teacher completes RA.
2. Support Staff decides that counseling is the appropriate intervention and informs student of disciplinary action.
3. Support Staff meets with the student to discuss behavior, cause, and choices for alternatives for coping or dealing with the problem.
4. Support Staff attempts to contact parent by phone.
5. Teacher receives notification of Out-of-Class intervention implemented.

**Exit Criteria:**

- Student is aware of appropriate behavior for reentry into the classroom and alternatives for coping or dealing with problems.

**Documentation:** RA



# Out-of-Class Interventions

**Title:** LIMITED IN-SCHOOL PLACEMENT (LIP)

**Description:** A temporary removal of a student from the student's regular school program to the IR. Students will be assigned to LIP by class period.

**Purpose:**

- to provide an alternative to OSS.

**Entrance Criteria:** (students must meet one of the following criteria)

- the student's behavior is disruptive to the class or school.
- the student violates a class or school rule or guideline.

**Duration:** one period – one to three days.

**Frequency:** No more than six LIP's - IR per year.

**Procedures:**

1. Teacher completes RA.
2. Support staff meets with the student to discuss behavior.
3. Support staff decides that KIP is the appropriate intervention and informs student of disciplinary action.
4. Support staff attempts to contact parent by phone.
5. Written notification of the Out-of-Class intervention implemented.
6. Written notification of the disciplinary action is mailed home.
7. Teacher receives notification of the Out-of-Class intervention.
8. Student serves specified period(s) in IR .

**Exit Criteria:**

- Student successfully completes specified periods of LIP.

**Documentation:** RA

# Out-of-Class Interventions

**Title:** INTERVENTION ROOM (IR)

**Description:** A temporary removal of a student from the student's regular school program. IR provides an opportunity for students to remain in school and complete academic work.

**Purpose:**

- to provide an alternative to OSS

**Entrance Criteria:** (students must meet one of the following criteria)

- the student's behavior is disruptive to the class or to the school
- the student violates a law, School Board rules, school rules or guidelines
- previous in-class interventions have not been successful in changing the student's behavior
- previous out-of-class interventions have not been successful in changing the student's behavior

**Duration:** one to three days

**Frequency:** No more than six LIP's - IR per year.

**Procedures:**

1. Teacher completes RA
2. Support Staff meets with the student to discuss behavior.
3. Support Staff decides that LIP is the appropriate intervention and informs student of disciplinary action.
4. Support Staff attempts to contact parent by phone.
5. Written notification of the disciplinary action is sent home with the student.
6. Written notification of the disciplinary action is mailed home.
7. Teacher receives notification of Out-of-Class intervention implemented.
8. Student asks teachers for academic work.
9. Student serves specified days in IR.

**Exit Criteria:**

- Student successfully completes specified days of IR.

**Documentation:** RA

## **Out-of-Class Interventions**

**Title:** OUT-OF-SCHOOL SUSPENSION (OSS)

**Description:** Student is not allowed to come to school or participate in any school-related activities.

**Purpose:**

- to provide students with a consequence following a serious violation of School Board Policy
- to allow the instructional process to continue for other students

**Entrance Criteria:** (students must meet one of the following criteria)

- previous out-of-class interventions have not been successful in changing the student's behavior
- severity, intensity, and duration of violation does not warrant placement in IR.

**Duration:** one to ten days

**Frequency:** N/A

**Procedures:**

1. Teacher completes RA.
2. Administrator meets with the student to discuss behavior.
3. Administrator decides that OSS is the appropriate intervention and informs student of disciplinary action.
4. Administrator attempts to contact parent by phone.
5. Written notification of the disciplinary action is sent home with the student.
6. Written notification of the disciplinary action is mailed home.
7. Teacher receives notification of Out-of-Class intervention implemented.
8. Student serves specified days of suspension.
9. Administrator may hold a conference with student on the day of return to school (parents are urged to attend).
10. Administrative conference may be requested.

**Exit Criteria:**

- Student completes specified days of suspension.
- Student obtains pass to class form from office upon returning to school.

**Documentation:** RA

## Out-of-Class Interventions

**Title:** PARENT CONTACT

**Description:** Parent contact includes telephoning parents, written notice taken home by the student, and/or written notice mailed home, as well as parent conferences with the support staff, student, and teachers when applicable.

**Purpose:**

- to keep parents informed of the child's behavior and needs as indicated by the Request for Assistance
- to seek parent's assistance and support

**Entrance Criteria:** (students must meet one of the following criteria)

- the student receives a RA.

**Duration:** N/A

**Frequency:** N/A

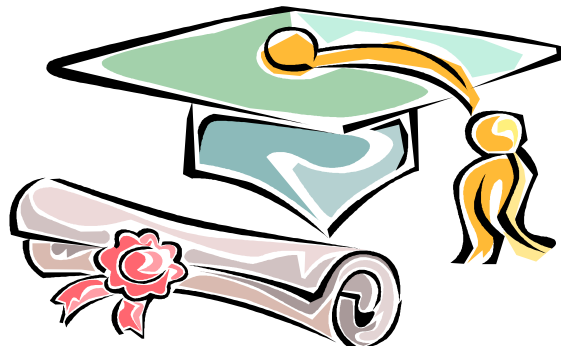
**Procedures:**

1. Teacher completes RA
2. Support Staff meets with the student to discuss behavior.
3. Support Staff informs student of required behavior for reentry to classroom.
4. Support Staff attempts to contact parent by phone.
5. Written notification of the disciplinary action is sent home with the student.
6. Written notification of the disciplinary action is mailed home.
7. Teacher receives notification of Out-of-Class intervention implemented.

**Exit Criteria:**

- Parent contact and documentation is completed.

**Documentation:** RA



## Out-of-Class Interventions

**Title:** WORK DETAIL

**Description:** Student is assigned a task to be completed within a given time frame or until the objective of the task has been met. Examples might include picking up trash or cleaning an assigned area.

**Purpose:**

- to provide students a consequence following misbehavior

**Entrance Criteria:** (students must meet one of the following criteria)

- the student's behavior is disruptive to the class or to the school
- the student's action has caused damage (abuse) to school property

**Duration:** 30 to 90 minutes

**Frequency:** as needed

**Procedures:**

1. Teacher completes RA.
2. Support Staff meets with the student to discuss behavior.
3. Support Staff decides that work detail is the appropriate intervention and informs student of disciplinary action.
4. Support Staff attempts to contact parent by phone.
5. Written notification of the disciplinary action is sent home with the student.
6. Written notification of the disciplinary action is mailed home.
7. Teacher receives notification of Out-of-Class intervention implemented.

**Exit Criteria:**

- Student successfully completes work detail.

**Documentation:** RA



## Out-of-Class Interventions

**Title:** SHADOWING

**Description:** Parent follows the student's schedule, observing behavior as a nonparticipating visitor in the classroom.

**Purpose:**

- to provide parents an opportunity to monitor their child's behavior
- to demonstrate a partnership between school and home
- to provide an alternative to IR or OSS

**Entrance Criteria:**

- student receives a RA

**Duration:** one to three class periods

**Frequency:** no more than once for the same behavior cluster

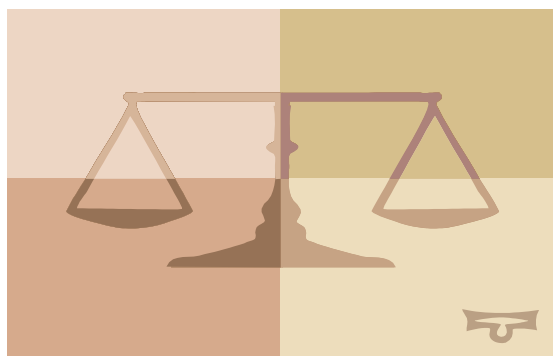
**Procedures:**

1. Teacher completes RA.
2. Support Staff meets with the student to discuss behavior.
3. Support Staff and teacher decide that shadowing is the appropriate intervention and establish possible dates for visit.
4. Support Staff contacts parent by phone offering shadowing as an option to IR or OSS.
5. A time is set, as soon as possible, for the parent's on-campus visit.
6. Teacher receives notification of Out-of-Class intervention implemented.

**Exit Criteria:**

- The parent visits the classroom during the scheduled time.

**Documentation:** RA



## Out-of-Class Interventions

**Title:** TIME-OUT

**Description:** Time-Out provides an opportunity for students to complete academic work and a Time-Out worksheet.

**Purpose:**

- to give student an opportunity to think about and change inappropriate behavior

**Entrance Criteria:** (students must meet one of the following criteria)

- the student's behavior is disruptive to the class or to the school
- previous in-class interventions have not been successful in changing the student's behavior

**Duration:** one, two or three class periods

**Frequency:** no more than once for the same behavior cluster (exception to ESE & 504 plan)

**Procedures:**

1. Teacher completes RA.
2. Support Staff meets with the student to discuss behavior.
3. Support Staff decides that T/O is the appropriate intervention and informs student of disciplinary action.
4. Support Staff attempts to contact parent by phone.
5. Written notification of the disciplinary action is sent home with the student.
6. Written notification of the disciplinary action is mailed home.
7. Student completes assigned work.

**Exit Criteria:**

- Student successfully completes assigned period(s) of T/O.
- Student successfully completes work assigned by both the T/O supervisor and academic teacher.

**Documentation:** RA, T/O Assignment sheet



# Guide for Implementing Out-of-Class Interventions

## Cluster # 1: Untrustworthy Behavior

**Behaviors:** lying, \*\* cheating, theft

### Interventions:

#### MANDATORY

- parent contact
- counseling
- choose 1 option

#### OPTIONAL\*

- time-out
- ASD (1-3 days)
- IR (1-3 days)
- LIP (1-3 periods)
- corporal punishment ♦
- OSS (1-10 days)
- OSS (10 days with possible recommendation for expulsion)

\*\*Zero (0) given

\*optional interventions may be used in addition to the mandatory interventions according to the discretion of the support staff (based on the cause as indicated on the Request for Assistance and previous optional interventions used on prior requests)

♦ corporal punishment may be administered by parent in administrative office with administrator as witness

**Repeated offense may mandate a police report**



## Guide for Implementing Out-of-Class Interventions

### Cluster # 2: Rebellious Behavior

**Behaviors:** refusal to follow directions or class rules, leaving assigned area without permission, turning away from or ignoring teacher, talking back, disrespectful behavior to adults, dress code violation, gum/candy

#### Interventions:

#### MANDATORY

- parent contact
- counseling
- time-out

#### OPTIONAL\*

- parent contact
  - Time-Out
  - ASD ( 1-3 days)
  - LIP (1-3 periods)
  - IR (1-3 days)
  - corporal punishment♦
  - OSS (1-10 days)
  - shadowing (1-3 periods)
  - OSS (10 days with possible recommendation for expulsion)
- Ineligible participation in extracurricular activities.\*\*

\*optional interventions may be used in addition to the mandatory interventions according to the discretion of the support staff (based on the cause as indicated on the Request for Assistance and previous optional interventions used on prior requests)

♦ corporal punishment may be administered by parent in administrative office with administrator as witness

\*\* Dress code only – Second Offense 1-5 days  
Third Offense 1-30 days and IR 1-3 days



# Guide for Implementing Out-of-Class Interventions

## Cluster # 3: Aggressive Behavior

**Behaviors:** abuse of class materials or others' property, horseplay, swears or inappropriate gestures/language (directed at someone), simple battery, pushing/shoving, harassment

### Interventions:

#### MANDATORY

- parent contact
- counseling
- choose 1 option

#### ADMIN. OPTION\*

- time-out
- ASD (1-3 days)
- LIP (1-3 periods)
- IR (1-3 days)
- corporal punishment ♦
- OSS (1-10 days)
- shadowing (1-3 periods)
- OSS (10 days with possible recommendation for expulsion)

\*optional interventions may be used in addition to the mandatory interventions according to the discretion of the support staff (based on the cause as indicated on the Request for Assistance and previous optional interventions used on prior requests)

♦ corporal punishment may be administered by parent in administrative office with administrator as witness



# Guide for Implementing Out-of-Class Interventions

## Cluster # 4: Inappropriate Behavior

**Behaviors:** excessive talking, invading personal space, pranks, horseplay, inappropriate gestures/language, swearing, possession of obscene or inappropriate material, public displays of affection, disruptive and/or exaggerated noises, gambling

### Interventions:

#### MANDATORY

- parent contact
- counseling
- choose 1 option

#### OPTIONAL\*

- work detail
- time-out
- corporal punishment ♦
- ASD (1-3 days)
- LIP (1-3 periods)
- IR (1-3 days)
- OSS (1-10 days)
- shadowing (1-3 periods)
- OSS (10 days with possible recommendation for expulsion)

\*optional interventions may be used in addition to the mandatory interventions according to the discretion of the support staff (based on the cause as indicated on the Request for Assistance and previous optional interventions used on prior requests)

♦ corporal punishment may be administered by parent in administrative office with administrator as witness



# Guide for Implementing Out-of-Class Interventions

## Cluster # 5: Irresponsible Behavior

**Behaviors:** unexcused tardiness, violation of safety rules, violation of class/school rules, being in possession of: CDs or CD players, cell phones, IPODs, tapes or tape players, skateboards, other electronic devices, collectible cards, laser pointer, radios, other nuisances

### Interventions:

#### MANDATORY

- parent contact
- counseling
- choose 1 option

#### OPTIONAL\*

- confiscation/parent contact
- work detail
- time-out
- corporal punishment ♦
- ASD (1-3 days)
- LIP (1-3 periods)
- IR (1-3 days)
- OSS (1-10 days)
- shadowing (1-3 periods)
- OSS (10 days with possible recommendation for expulsion)

\*optional interventions may be used in addition to the mandatory interventions according to the discretion of the support staff (based on the cause as indicated on the Request for Assistance and previous optional interventions used on prior requests)

♦ corporal punishment may be administered by parent in administrative office with administrator as witness



## Guide for Implementing Out-of-Class Interventions

### Cluster # 6: Zero-Tolerance Behavior (School Policy)

**Behaviors:** fighting, threats/intimidation, vandalism (under \$20.00), Internet violation, class truancy (skipping), sexual harassment, selling items on school grounds, failing to follow school guidelines – being in possession of matches and lighters, being in possession of prescription/nonprescription drugs, possession/distribution of look-a-like drugs, other nuisances.

<b>Interventions:</b>	<b><u>MANDATORY</u></b>	<b><u>OPTIONAL*</u></b>
	<ul style="list-style-type: none"> <li>• parent contact</li> <li>• counseling</li> <li>• contract</li> </ul>	<ul style="list-style-type: none"> <li>• work detail</li> <li>• time-out</li> <li>• ASD (1-3 days)</li> <li>• IR (1-3 days)</li> <li>• OSS (1-10 days)</li> <li>• OSS (10 days with possible recommendation for expulsion)</li> <li>• corporal punishment ♦</li> </ul>
<b>*Fighting/Threats/Intimidation (Extension)</b>		
<b>Interventions:</b>	<b><u>MANDATORY</u></b>	<b><u>OPTIONAL</u></b>
<b>First Occurrence:</b>	<ul style="list-style-type: none"> <li>• parent contact</li> <li>• counseling</li> <li>• OSS (3 days)</li> </ul>	N/A
<b>Second Occurrence:</b>	<ul style="list-style-type: none"> <li>• parent contact</li> <li>• OSS (5 days)</li> <li>• Administrative Conference</li> </ul>	N/A
<b>Third Occurrence:</b>	<ul style="list-style-type: none"> <li>• parent contact</li> <li>• OSS (10 days)</li> </ul>	N/A
<b>Severe Incidents:</b>	10 days OSS and possible expulsion or alternative placement	N/A

\*optional interventions may be used in addition to the mandatory interventions according to the discretion of the support staff (based on the cause as indicated on the Request for Assistance and previous optional interventions used on prior requests).

♦ corporal punishment may be administered by parent in administrative office with

administrator as witness.

## Guide for Implementing Out-of-Class Interventions

### Cluster # 7: Zero Tolerance/Unlawful Behavior

**Behaviors:** alcohol, arson, aggravated battery, breaking and entering/burglary, disorderly conduct, drugs, larceny/theft, weapons possession, robbery, sexual battery, threat/intimidation, trespassing, vandalism (over \$20.00), sexual offenses, sexting, being in possession of tobacco, gang related/occult activities, fireworks/explosives, extortion.

**Interventions:** **MANDATORY**

**All Occurrences:**

- parent contact
- OSS (1-10 days with possible recommendation for expulsion)
- Administrative Conference

Law Enforcement will be advised of any of the above infractions.

**Weapon Statute: 790.115,2b**



## DMS School Uniform and Dress Code Policy

On June 9, 2009, the DeSoto County School Board approved the following uniform policy for DeSoto Middle School for the 2009-2010 school year:

- **Solid blue, black, or khaki pants**, walking shorts, slacks, skirts, skorts, jumpers, or similar clothing made of twill, corduroy, or denim fabric. (A small logo no bigger than your fist is acceptable)
- **Any solid color shirts with collars** such as a polo, oxford, or dress shirt (A small logo no bigger than your fist is acceptable)
- DeSoto Middle School (Panther) or club shirts are permitted for wear on Fridays.

The new uniform policy also includes the following:

- **Shoes/Footwear:** All students shall wear shoes. We encourage athletic shoes. Covered toes and heel shoes are acceptable. **No sandals.** Platforms and shoes with wheels may not be worn.
- The size of shirts and pants must be appropriate to the student's body size and not oversized or undersized.
- Shirts must be tucked into the waistband of the pants or skirt. Exceptions will be allowed in individual cases at administration's discretion.
- No Drop Pants. Pants or shorts must be worn so that the waistband is worn at the waist and not below. Shorts are no shorter than mid-thigh.
- The hem of the girls' skirts or dresses must be no shorter than mid-thigh.

No student will be denied attendance at school or be penalized for failing to wear a school uniform due to financial hardship. DMS and The School Advisory Council will be developing procedures and criteria to offer assistance to these students. Parents are asked to notify administration if they need assistance.

### STUDENT APPEARANCE & DRESS CODE POLICY

Students are required to wear appropriate clothing to school. Inappropriate clothing and appearance are disruptive to the school program and administration will enforce adherence to this policy. **School administrators have final authority to decide if clothing complies with the dress code policy.**

When it is determined that a student's clothing does not comply with the dress code, a parent/guardian may be asked to bring an appropriate change of clothes to school. The student may, with parental permission, be sent home in order to change clothes. In addition, the student may also receive a disciplinary consequence for violating the school's dress code policy.

#### Violations of this Policy

Violations of this policy shall be treated as rebellious behavior in violation of the Student Code of Conduct. However, policy violations shall not carry over on the student's discipline record to subsequent years. This policy shall apply to students at all times when they attend school or any school sponsored event. Administration may exercise discretion and permit exceptions to this policy for extracurricular activities.

#### General Dress Code Policy Requirements

**Appropriate Sizes:** Students shall wear clothing of appropriate size as determined by administration exercising his or her judgment. The size of shirts and pants shall be appropriate to the student's body size and shall not be unduly oversized or undersized.

**Shirts:** Shirts shall be tucked into the waistband of the pants or skirt. Exceptions will be allowed in individual cases based upon the discretion of the principal or designee. All shirts must have sleeves.

**Pants:** Pants shall be worn so that the waistband is worn at the waist and not below the waist.

**Skirts and Dresses:** The hem of girls' skirts or dresses shall be no shorter than mid-thigh as determined by administration in the exercise of his or her judgment.

**Shoes/Footwear:** All students shall wear shoes. We encourage athletic shoes. Covered toes and heel shoes are acceptable. **No sandals.** Platforms and shoes with wheels may not be worn.

### **Unacceptable Attire**

Students are not allowed to wear clothing, jewelry (including body piercing jewelry and “grills”), buttons, haircuts, tattoos, or other attire or markings which are offensive, suggestive, disruptive, or indecent such as:

1. Clothing associated with gangs,
2. Clothing encouraging the use of tobacco, drugs, alcohol, or violence,
3. Clothing associated with discrimination on the basis of age, color, handicap, national origin, sexual orientation, marital status, race, religion, or sex.
4. Clothing exposing the torso or upper thighs such as see-through garments, mini-skirts or mini-dresses, halters, backless dresses, tube tops or tank tops without over shirts, spaghetti strap garments without over shirts, bare midriff outfits, or shirts tied at the midriff.
5. Clothing not properly fastened or with tears.
6. Clothing traditionally designed as undergarments such as boxer shorts, bloomers, tights, hosiery, and sleepwear should not be worn as outer garments.
7. Hats, headgear, sunglasses, or any head covering except when approved by administration.
8. Armbands, wristbands, belts, wallet chains, oversized chains of any size (example: dog chain style necklace, on wallets, etc.), or other items with heavy metal projections are prohibited.
9. Students may not display inappropriate markings (i.e., signs, graffiti, symbols, etc.) on themselves or any items they have at school.
10. Gang paraphernalia, jewelry, tattoos, clothing, or other insignias, (including writings), which provoke and/or promote violence or disruptions may not be worn.

### **Unacceptable Shorts**

Athletic shorts including spandex-style “bicycle” shorts, basketball style shorts, cut-off jeans, frayed jeans or pants, cut-off sweat pants, short-shorts, and running shorts, are not permitted.

### **Winter/Cold Weather**

On very cold days, students who walk, bike, etc, may need to wear sweatpants, etc. over their school clothes on their way to/from school. However, any clothing that doesn't meet dress code requirements must be removed before school begins. Blankets are not permitted.

### **Jackets, sweaters, coats, etc.**

Any kind of jacket/coat/cardigan is OK if it meets regular dress code rules

- May not be disruptive, distracting, display offensive language/symbols, etc.
- School staff may ask students to remove jackets.
- Any pullover garment that is worn all day (sweater, sweater vest, sweatshirt) should:
  - Have a collar OR be worn with a collared uniform shirt or official school t-shirt underneath.

- Must be a solid color (school sweatshirts are OK) Must not have any colored trim, stripes, decoration, etc. (small logos are OK)

**Exceptions** to the uniform dress code shall be permitted when:

- a. A student wears a uniform of a nationally recognized youth organization, such as the Boy Scouts or Girl Scouts, on regular meeting days.
- b. A student wears a costume or special clothing necessary for a school play or other school-sponsored activity as permitted by administration.
- c. A student's parent requests a reasonable accommodation to address the student's disability. Such request shall be reduced to writing and submitted to the principal for approval.

**Violation of the Policy of Unacceptable Appearance (Not Necessarily Clothing)**

It will be a violation of this Policy for a student to attend school or any school-sponsored event or function held during the school day with any visible body piercing, except for earrings on the ears, all other body piercing jewelry/items must be removed and not concealed. It will also be a violation of this Policy for any student to have his or her hair cut or worn in such a manner, or colored in such a manner, in an extreme fashion such that administration, within reasonable exercise of his or her discretion, determines it is so distracting or disruptive that it interferes with the orderly educational process.

By way of illustration only, and not by way of limitation, examples of unacceptable hair color or style would be extremely garish neon colors, orange, purple, green (or other unnatural colors), color patterns such as plaid or stripes, Mohawk style, extreme spiked hair and similarly unusual and distracting hairstyles.

Further, it will be a violation of the Policy for a student to wear makeup that is not within the acceptable standards for the school or community such that administration, within the reasonable exercise of his or her discretion, determines it is so distracting or disruptive that it interferes with the orderly educational process.

**Breach of Conduct**

Repeated violations of the Dress Code Policy shall be treated as rebellious behavior under the Code of Student Conduct.



## IR

**The Intervention Room (IR) is provided as an alternative learning environment for students who have difficulty in meeting the behavior expectations of DeSoto Schools.** The goal of the IR is to help the students understand the incorrect behavior choices that has been made and to help the student be successful in the classroom. Students may be assigned to the IR by period, Limited In-school Placement (LIP) or by day, In School Placement (IR), as determined by administration. **Students will be limited to no more than six (6) IR placements in a school year.** The IR is a quiet environment, monitored by the administration and a paraprofessional where students receive assignments to complete during their stay in IR. Students are expected to be in the IR by the tardy bell, or beginning of the assigned class period, and to bring appropriate supplies (pen, pencil, paper and textbooks). **Disruption of the IR may result in an Out of School suspension** as outlined in the school's discipline code.

Students are not permitted to participate in normal school functions for the time they are assigned to the IR. They will not change classes with their peers until their IR time is over. Lunch will be available and served in the IR at the normal student price.



## **Tardy To School Policy**

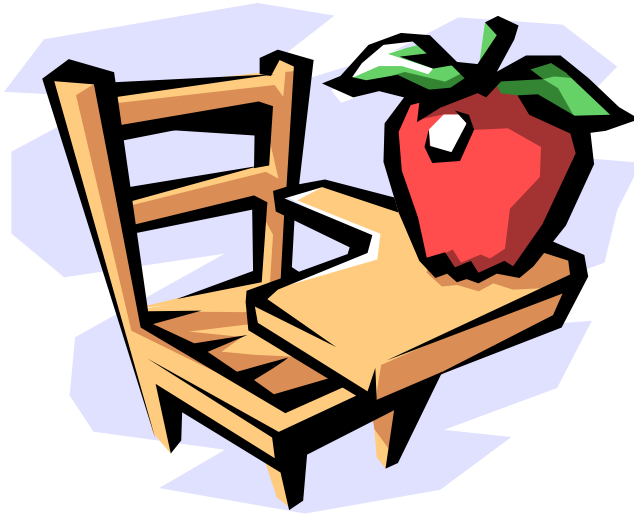
Students who arrive to school late should report to the office for an admit to class slip. The tardy will not be determined as excused or unexcused. However, after four tardies to school the student will receive a student discipline referral. The tardies will be cumulative for the semester.

### **Procedure:**

- 1<sup>st</sup> tardy - Student will be given an admit to class and a copy of this policy.
- 2<sup>nd</sup> tardy - Student will be given an admit to class and a copy of this policy.
- 3<sup>rd</sup> tardy - Student will be given an admit to class and parents will be notified of the tardy and a copy of the policy will be given to the student.
- 4<sup>th</sup> tardy - Student will meet with an administrator or designee and complete a contract to be taken home and signed by the parents and returned the following school day. A copy of this policy will be attached to the contract. An admit to class will be given to the student.
- 5<sup>th</sup> tardy - Students will receive a student discipline referral and assigned to After

School Detention. Parents will be notified. An admit to class will be given to the student.

6 or more - tardies Student will receive a student discipline referral and assigned to After School Detention or one day of IR. Parents will be notified. An admit to class will be given to the student.



## DeSoto County School Board Acceptable Use Policy

The DeSoto County School Board's telecommunications network provides an exciting opportunity to expand learning for students, parents, and educators. The fundamental goal of the network is to provide DeSoto County students and educators with equal access to the computing resources, which serve public education. Schools in the district will have the capacity to connect to the Internet. However, with this opportunity comes the responsibility for appropriate use.

