

## **Osceola Middle School Discipline Philosophy**

All Osceola Middle School students are guaranteed important rights and privileges. Among these are the right to live and learn in a safe, orderly, and clean environment. Students have the right to be respected and to have their property respected and protected. In order to safeguard these rights, students are expected to assume and fulfill equally important responsibilities. The Osceola Middle School staff believes that well-informed students will make good decisions, thereby avoiding the need for disciplinary or punitive consequences.

### **Discipline Policy**

The discipline policy at Osceola Middle School is a collaborative effort on the part of the school, parents, and students. Discipline does not necessarily mean punishment. Discipline does mean the development of attitudes which lead the student to respect the need for rules and the willingness to follow them. Our expectations for student behavior are based on common sense, respect for the rights of others, and self-respect. Good self-discipline reflects good character. It sends a message about one's commitment to do what is right. This commitment comes from within. It cannot be forced upon an individual. The rules that are outlined here enable the school to function within a safe environment. Each person must provide the self-discipline that shapes the decisions that he/she makes about specific behaviors.

To support our discipline policy, the students have developed, through the democratic process, a social contract that they all agreed would allow them to fulfill their goals.

Be Respectful  
Be Responsible  
Be Safe and healthy  
Persevere

### **The Osceola Middle School Discipline Policy is based on the following assumptions:**

- The school's job is to provide academic instruction while helping to develop the emotional and psychological aspects of all students.
- The objectives of the school can best be accomplished in an environment characterized by learning, respect for the individual, structure and/or organization, enthusiasm, friendliness, and cooperation.
- An effective school discipline policy will encourage a positive learning environment with fewer opportunities for distraction.
- Schools should help students develop an attitude of self-discipline based on common sense, as well as respect for oneself and others.
- The Osceola Middle School community expects the school staff to maintain effective controlled supervision of its students throughout the school day.
- Students, staff, and the community need to be aware of the school's expectations for student behavior and the consequences if these expectations are not met.
- The Osceola Middle School Discipline Policy must be in accordance with District policy.

## **Behavior Intervention Protocol**

The staff at Osceola Middle School believe that every student should have the opportunity to learn the skills necessary to develop their own personal and social order in a democratic society. In order to achieve this goal, it is necessary for students to behave in a safe, orderly way for an effective learning environment.

A discipline protocol has been established to support a climate of high expectations, teaching, learning, and maximized instruction. We feel that students rise or fall to the level of expectations that are presented to them.

### **Step 1- Preventative- Relationship-based Behavior Management**

Relationship-based behavior management always includes the following: Knowing our students; building and maintaining good relationships with them; creating community in our classrooms; establish agreements for the community; modeling and practicing the way those agreements should look, sound, and feel; maintaining community through remodeling, empowering language, and the power of play; correcting every break in the rules; and when students make mistakes they are coached in the importance of self-control/responsible independence while preserving the relationship. The focus being on directing students with authority while preserving dignity (directing language, reinforcing language, reminding language, redirecting language, reflecting language).

### **Step 2- Reflective- Take a Break**

Take a Break (TAB) is used after another kind of redirection fails to change behavior. TAB is an opportunity for the student to have a few minutes to quietly gain self-control. While in TAB, the student sits quietly and listens to what is happening in the classroom but has lost the privilege to participate. Once the student has regained self-control s/he may rejoin the class activity.

*Steps 1 and 2 may be repeated as many times as is deemed necessary.*

### **Step 3- Proactive- Take A Break Out**

If TAB is not effective for a student to gain self control, then the student will be asked to Take A Break Out (TAB Out). TAB Out is a practice that gives students a chance to get back on track by moving to a separate classroom to reflect and refocus. The student goes to a predetermined room and fills out a written reflection. The student brings the reflection back to their teacher and they have a quick conference before moving on to his/her next class.

### **Step 4- Proactive- Team conference with student (parent contact)**

The team will schedule a conference with the student. The team will discuss the student's reflection statement(s) and why his/her behavior is continuing.

#### Step 5- Proactive- **Detention/Parent Contact**

The teacher will assign lunch detention (completing the appropriate detention form) and contact the parent.

*All previous steps should be completed prior to step 6.*

#### Step 6- **Administrative Referral**

The teacher will complete the referral form and provide any additional documentation. The student will be referred to an administrator.

The six step OMS Behavior Intervention Protocol will help ensure that a standardized policy is in place to help make children more accountable and responsible for their choices.

#### **Immediate Administrative Referral**

Behaviors/situations which require immediate Administrative Referral include, but are not limited to, the following:

- Drugs, Alcohol, or Tobacco — Possession/Use of
- Firearms; Weapons; Bombs — Possession/Use of/Threats
- Fighting
- Hate/Violence
- Threats
- Noncompliance
- Racial Slurs
- Sexual Harassment/Bullying
- Skipping Class
- Theft/Vandalism
- Physical Violence