

# Harbor Lights Middle School

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## Harbor Lights Middle Discipline Plan and Guidelines

### Positive School Climate Program

Our approach to student discipline involves teaching expected behaviors to students (Teach To's), rewarding those who follow those behaviors, and holding those accountable who misbehave. Your child may use the term "Refocus" or "Think-About". This term is what we use for "time out" when a child has chosen not to follow expected behaviors. When a child is in "refocusing" s/he will be seated in a quiet area (either in their classroom, another teacher's classroom, or in the Reset Room) and asked to think about their inappropriate behavior. Children are asked to either fill out a form or orally explain their actions and develop appropriate alternatives.

The goals of this program are:

- To provide a safe and orderly learning environment.
- To help students cooperate with others.
- To help students manage one's self.
- To help students learn to respect the rights and property of others.

### Positive School Climate Philosophical Assumptions

- We must use a proactive rather than a reactive approach to eliminating misbehavior in school settings.
- Conflict is a fundamental part of social and intellectual development.
- A majority of problem behavior is learned.
- Behavior is reciprocal in nature. It is weakest at the beginning of the chain.
- School staff must take the "nurturing" path in working with students. Developing self-control takes a great deal of practice

### Bandon School's Teach-To's

To make our school safe and enjoyable for all our students we "Teach To" the following expectations each year. After the students are taught the expectations, we expect them to make choices accordingly. Please help by reviewing these with your child. "Please" and "Thank you" are kind words. I will use them all the time. To interrupt others, I say, "Excuse me. May I talk to you?" I then wait until the person is ready to talk to me. I keep hands, feet, and objects to myself.

### Entry Behavior Expectations

- I line up in my classroom's location.
- I wait quietly to be let into the building
- I walk into the building quickly and quietly.
- I keep hands, feet, and objects to myself.

### Hallway Behavior Expectations

- I talk in a quiet voice when walking in the halls.
- I walk on the right-hand side of the hallway.
- I walk in line with a forearm space between myself & others.
- I do not spray products in the hall.
- I carry a hall pass when I am away from my class.

### Classroom Behavior Expectations

- I follow directions.
- I keep hands, feet, and objects to myself.
- I am punctual and prepared to participate.
- I respect the rights and property of others and do not use put-downs.
- I raise my hand and wait to be recognized before speaking.

Teachers may have additional rules and expectations posted in their classrooms.

### Playground Behavior Expectations

- I remain outside until the bell rings.
- I ask permission to enter the school.
- I stay inside the proper boundaries.

- I walk around someone else's game.
- I use equipment and play areas safely and properly.
- I go to the duty aide if there is a problem.
- I respect the duty aide and obey their directions.
- I won't leave school without permission.
- I will not partake in Public Displays of Affection.

#### Cafeteria Behavior Expectations

- I follow directions from adults.
- I use acceptable table manners.
- I sit in my assigned seat in my own space.
- I keep my hands, feet, and objects to myself.
- I eat my own food.
- I use a quiet voice.
- I keep the lunchroom neat and clean.
- I take my turn when returning my tray.
- I walk through the exit door quietly.
- I am polite (please, thank you) and respectful to others.

#### Library Behavior Expectations

- I follow directions from adults.
- I will show respect to fellow classmates and staff.
- I use a library voice.
- I will use the OPAC System when looking for books.
- I will be responsible with items I choose to borrow.

#### Assembly Behavior Expectations

- I enter and exit with quiet hands and feet.

- I display appropriate behavior at all times.

#### Emergency Drill Behavior Expectations

- I exit the building by walking.
- I walk to the designated location (teacher will direct).
- I will stand quietly when roll is called.
- I will re-enter the building quickly and quietly when directed.

#### Student Dress Code

The school's policy concerning student dress and grooming is as follows: The student's dress and grooming shall not lead school officials to believe that such dress or grooming will disrupt, interfere with, or distract from school activities, i.e. advertising of alcohol, tobacco products, drugs, illegal controlled substances, advocating violence, obscene or sexually suggestive phrases or images. The district prohibits any clothing or grooming that, in a staff member's judgment, may reasonably be expected to cause disruption or interference with normal school operations. Students' dress and grooming are expected to be in keeping with the accepted community standards. Students who disregard the dress code will be asked to change, given discipline consequences, sent home, and/or be placed in an alternative educational setting. All building administrative decisions regarding student dress are final.

The following statements about dress and grooming are to assist the students and parents in selecting the appropriate school attire:

- Attire or grooming which disrupts the learning of others is not appropriate.
- Footwear should be appropriate for all school activities, including PE and the playground. If staff determines a student's footwear is unsafe for the activity the student may be required to change footwear or sit out of that activity.
- Shorts or skirts should be either at or below the fingertips when the fingers are extended straight down the side of the leg when standing, or 4 inches from the top of the knee.
- See-through clothing is not appropriate for the educational setting.
- Tight or revealing clothes, which draw undue attention to the student, are not appropriate for the educational setting.
- Halter or tube tops, backless dresses or shirts, blouses, or dresses that allow midriff exposure or the revealing of undergarments during normal activities are not appropriate for the educational setting.
- No sleepwear or pajamas.

- Students are not allowed to wear hoods.

### Positive Incentives

Teachers and administrators will develop appropriate positive consequences for following school rules. The following incentives may be used to reward students who choose to follow the school rules.

- Note or phone call home
- Verbal praise and recognition
- Positive activities for students with NO DETENTIONS throughout each quarter
- Classroom parties
- Field trips or special events
- Lunch with the Principal, Superintendent, or a staff member

The administration will do everything possible to support teachers and students to provide a positive and consistent learning environment.

### Refocuses

Refocuses are not a punishment. They are an opportunity for a student to take a time-out from a situation and to think about making better choices in the future. The approach we use in dealing with problem behavior is based on the treatment of student noncompliance.

We have identified three critical elements for an effective approach to classroom management.

- Element I centers on the reduction or elimination of warnings and/or repeated requests with early intervention.
- Element II focuses on stopping the inappropriate behavior through a time-out.
- Element III centers on achieving appropriate behavior through a process of “Refocus” or “Think About”.

- a. What was your behavior?
- b. What did you want? (Revenge, attention, to not do the homework, etc.)
- c. What should you have done instead?
- d. Are you ready to join your class?

Students may be asked to fill out the refocus form in the Reset Room, in class, or in another appropriate location.

Any student receiving 3 refocuses during one week may be assigned to detention or may receive disciplinary action following the step discipline plan.

Any student receiving 3 refocuses in one day will be referred to the administration and may receive ISS or OSS for the rest of the day.

\*\*Students who are assigned to refocus by a substitute teacher may be assigned immediate discipline consequences by the principal. If refocuses become an ongoing issue for a student, other options may be considered.

### Reset Room Rules

Be Respectful and Follow directions.

Must have permission to talk or leave the seat.

Work on assignments in a timely manner.

Reset Room Rules Infraction Consequences

1st Offense - Warning is given verbally

2nd Offense – Asked to leave OR referral to Principal

3rd Offense - Parents contacted and disciplinary consequence

If a student does not arrive in the Reset Room when assigned, they will receive a referral to the Principal.

### Cheating

1st Offense: Zero on Assignment and Disciplinary Referral

2nd Offense: Conference with Parent, Zero on Assignment and Disciplinary Referral.

3rd Offense: Student will fail the semester for that class and Disciplinary Referral

4th Offense: OSS and Recommendation to Board for expulsion.

### Tardy Policy

1st Tardy Student is warned

2nd Tardy Student is warned and parent contacted

3rd & 4th Tardies Lunch detention and parent will be contacted

5th Tardy and after Consequences determined by the administrator

### Severe School Rule Offenses

Severely inappropriate behavior will be referred to the Principal for disciplinary action. The Principal will notify the parent(s) or guardian(s). The following is a guide of some severe offenses; it is not inclusive of all possible severe offenses.

- Insubordination: Disobeying directives from any staff or school personnel, or disobeying rules and regulations governing student conduct.
- Truancy: Unexcused absences from school and assigned class.
- Fighting: Physically hurting someone in anger. (i.e. Hitting, kicking, biting, pushing)
- Disrespectfulness: Refusing to follow directions, using inappropriate language or symbols, deceit, spitting
- Harassment/Sexual Harassment: Unwelcome touching, sexual or verbal intimidation in any form including electronic.
- Possession of Weapons
- Possession of any controlled substance or device, including but not limited to tobacco, alcohol, drugs, drug paraphernalia, alcohol powders, vaping devices, or vaping products.
- Vandalism or Theft: Damage or defacement of any property, stealing or act of stealing.
- Extreme disruption of the educational process.
- Three Refocuses in one day.
- Threats: Student-initiated threats will always be taken seriously by the administration. Students making threatening statements or engaging in threatening action can expect to face severe school consequences as well as referral to law enforcement. Severe offenses accumulate through a school year and receive progressively strong consequences.

See the Step Plans that follow a guideline of the typical consequence assigned for a severe offense.

Any of the Steps may be circumvented depending on the severity of the offense. 8th Grade students and their parents should be aware that persistent and repeated or severe behavioral violations may lead to a student losing the opportunity to participate in 8th Grade recognition activities. Special plans will be written for individual students who refuse to follow the rules.

Step Plan

1st Referral 2 Afterschool detentions

2nd Referral 4 Afterschool detentions

3rd Referral 1 day In-School Suspension (ISS)

4th Referral 3 days ISS

5th Referral 1 day Out of School Suspension (OSS)

6th Referral 3 days OSS

7th Referral 5 days OSS

8th Referral Long Term OSS with Recommendation to the Board for Expulsion of the student for the remainder of the school year

Any of the Steps may be circumvented depending on the severity of the offense.

### Disciplinary Definitions

Detention will occur during lunch hour or after school and is assigned by the Principal. Supervised students will do assigned homework or read a library book. Detention is served in the Reset Room from 3:20-3:50 PM.

Detention slips need to be signed by the parent/guardian. Failure to return this signed notice will result in detention during lunch recess until the slip has been signed and returned. The student is still expected to serve the assigned detention.

### In-School Suspension (ISS)

ISS is administered by the Principal. The student is permitted to come to school but is assigned to a room apart from the instructional classroom. Teachers prepare assignments and students are responsible for assignment completion during the assigned suspension. ISS will be from 8:28 AM to 3:14 PM. Every attempt will be made to contact the parent(s)/guardian(s) prior to ISS. If the parent(s)/guardian(s) cannot be reached by phone, ISS will take place and the parent(s)/guardian(s) will be notified as soon as possible.

### Out-of-School Suspension

(OSS) Short-term OSS is administered by the Principal. The student is sent home for one to nine days and is not permitted to come to school or be on school property. Parent(s)/guardian(s) will be contacted prior to the OSS dates. Homework will be made available upon request to prepare students to return to school. Credit will be given for missed tests, projects, and assignments due the day the student returns.

### Expulsion (EXP)

Expulsion is the exclusion of a student from school by the action of the Board of Trustees, for not less than the rest of the semester and for not more than one complete academic year after that semester. If a student is expelled during a semester, he or she may not receive credit for that semester.

If you have any questions or concerns regarding the Harbor Lights Middle School discipline plan and guidelines, please contact Mr. Ardiana directly at 541-347-4411 or [dardiana@bandon.k12.or.us](mailto:dardiana@bandon.k12.or.us) thank you.



