

**Blackmon Road Middle School  
Defined Minor and Major Offenses**

For all minor offenses, teacher should consider the frequency, duration, and intensity of the behavior. If the behavior doesn't affect others, the adult should diffuse, not intensify the event. The adult must first build relationships with students to help determine which teaching strategy will most likely be effective. Also, develop teacher relationships to include a teacher buddy that can help when an adult becomes stressed with a particular student/situation.

For all major offenses, teacher must provide a completed office discipline referral.  
  
State reportable offenses impact the state school climate rating.

<b>Minor Offense</b>	<b>Definition</b>	<b>Examples</b>	<b>Teaching strategy Adult's response to behavior</b>	<b>Major Offense</b>	<b>Definition</b>
Defiance, insubordination, or non-compliance  (state reportable if major offense)	Student fails to follow directions but doesn't affect other students' learning	Student doesn't turn in homework, refuses to do assignment, gets out of seat, falling asleep	-Conference with student -Give a friendly reminder -Proximity -Offer help with the assignment -Use a choice board -Chunk the assignment and provide frequent check-in -Use classroom buddy to motivate -Offer alternative seat	Defiance, insubordination, or non-compliance  (state reportable)	Student's failure to follow directions is so extreme that it prevents other students from learning. The adult has taken steps to diffuse the situation.
Disrespect  (state reportable if major offense)	Student delivers low-intensity rude or dismissive messages to adults or students	Student argues, talks back, rolls eyes, tells others to shut up, name calling, borrowing without permission	-Do not be disrespectful to the student -Conference privately with student -Model socially appropriate language that validates others -Use 7 habits to help student decide on more appropriate actions -Provide positive messages to students who are displaying respect -Ignore behavior that does not interfere with instruction -Model how to ask to use other's property; return property	Disrespect  (state reportable)	Student's dismissive messages are so extreme that they prevent other students from learning. The adult has taken steps to diffuse the situation.
Disruption	Student purposefully disturbs others who are trying to learn	Student blurts out, throws/plays with items in class, uses loud voice, inappropriate language	-Use de-escalation technique* -Teach cooperative behaviors -Allow student to have a break in a designated area in the classroom or with a preferred adult -Use teacher buddy	Disorderly Conduct	Student disturbs the school environment to such an extent that teaching and learning can no longer occur.

Physical contact	Student engages in inappropriate physical contact with no serious harm	pushing, bumping, shoving, kicking, play-fighting, horseplay, rough-housing	-Address specific students immediately -Reteach appropriate interactions - personal space; walking away from conflict -Allow students to express what they are feeling -Separate students -Continue to monitor	Battery (state reportable)	Student engages in physical aggression to harm another person
				Fighting (state reportable)	Student participates in physical violence with another student
				Bullying (state reportable)	Can be verbal or physical; Per MCS D policy, report all allegations for investigation. Teachers should not report bullying on a discipline form. Admin will provide discipline form after investigation has occurred.
<p>Do not threaten students with punishment.          Remind students of consequences that have been established in the classroom.          The student is making the choice to receive the consequence.          Do not assign a consequence that can't be enforced.          Do not publicly discipline the student. <u>Let the student have the last word.</u>          Contact the parent with a calm tone. Explain the strategies that are being used.          Dojo or Remind can be used for quick short messages.          For more concerning behaviors, teacher should make a phone call.</p>				<p>Administrators will provide disciplinary action for office level major offenses.</p> <p>Immediate office referrals are required for drugs, weapons, leaving school property, and physical aggression towards staff</p>	

**\*De-escalation technique:**

1. Say what you see and/or hear – “I see that you are... (kicking the chair). I hear you raising your voice.” (Factual, nonjudgmental)
2. Establish feeling – “It seems to me that you are... (upset, sad, etc.). I understand how you feel.”
3. Connect the feeling to the source – Ask who, what, when, where, how questions. (Avoid “why”)
4. Create plan of action – Include strategies for calming down, focusing on keeping everyone safe.
5. Correct misbehavior – “I need for you to... (move away from the chair) and ... (sit beside me).”