

**Harding Middle School
Student Handbook
2017-2018**



**203 East Euclid Ave
Des Moines, IA 50313
515-242-8445
harding.dmschools.org**

Dear Harding Middle School Families and Students:

The Warren G. Harding Middle School staff has created a Student Handbook to increase the understanding of expectations at Harding Middle School. Families and students can use this handbook as a reference guide. In the handbook you will find policies for attendance, behavior, cell phone use, dress code, detention, night school, in/out of school suspension and after school activities. In addition, you will also find the Seven Steps of Intervention and an explanation of how teachers will use these levels while supporting positive behavior. In addition, you will find a brief description of Harding's Wolf Pack. Please do not hesitate to contact the office with any questions or concerns.

The Des Moines Public Schools Middle School Handbook is available at the Des Moines Public Schools website at www.dmschools.org

In an effort to meet the diverse needs of Harding students, we ask that families make an appointment with us should you require additional supports for your students. You may do that by contacting the Harding office at 242-8445. We look forward to serving the families of Harding Middle School!

Thank you,

Joy Linqvist
Principal

Jason Snow
Vice Principal

Maria Lantz
SIL

Mike Pentek
SIL

Des Moines Public Schools Vision & Mission

The vision of Des Moines Public Schools is to become the model for urban education in the United States. The mission of Des Moines Public Schools is that graduates possess the knowledge, skills, and abilities to be successful at the next stage of their lives.

Harding Middle School Mission & Vision

The vision of Harding Middle School is to be an **innovative school** that **empowers all students** to be **academically, socially, and emotionally** prepared for life. The mission of Harding Middle School is to ensure a **safe space** in which **all students** are afforded **unique opportunities** to learn and grow.

District Equity/Non Discrimination Statement

It is the policy of the Des Moines Community School District not to illegally discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you believe you have (or your child) has been discriminated against or treated unjustly at school, please contact the Equity Coordinator at 2323 Grand Avenue, Des Moines, IA 50312, 515-242-7972 or nancy.vanwyk@dmschools.org.

Standards Referenced Grading

Harding Middle School uses Standards Referenced Grading to help students, teachers, and families know whether work in the classroom is heading in the right direction and pointing towards the goals and dreams of our students. The term *standards-referenced* refers to instructional approaches that are aligned to learning standards- i.e., written descriptions of what students are expected to know and be able to do at a specific stage of their education. In other words, *standards-referenced* refers to the use of learning standards to guide what gets taught and assessed in schools.

In Standards Referenced Grading, a consistent 4-point interval grading scale will be used. Letter grades, derived from this 4-point scale, will be based solely on achievement of course/grade level standards. Student participation, work completion, and ability to work with others will be reported separately using the "DMPS Citizenship and Employability Skills Rubric." Students will have multiple opportunities to demonstrate proficiency, and accommodations and modifications will be provided to students with special needs.

For more information about Standards Referenced Grading, or for particular content and/or curriculum materials, please visit the Des Moines Public Schools website at www.dmschools.org

Turnaround Arts Model

Harding Middle School is uniquely the Turnaround Arts Middle School within Des Moines Public Schools. Turnaround Arts brings arts education resources to priority and focus schools as a strategic tool for targeting larger school challenges and opportunities.

At Harding Middle School, we use the arts to create unique opportunities for students to learn and grow. Students engage in arts integrated instruction to deepen their understanding of core content skills through connecting, responding to, creating and presenting music, theater, dance, visual and media arts. The Harding Middle School learning community employs community art experiences, beautification projects and classroom residencies with local teaching artists and Kennedy Center artists, including Harding's PCAH Artist Actor Kal Penn, to prepare students for the next stage of life.

Our Core Norms (CPR)

Harding Timberwolves are **collaborative, professional, and respectful**. We are **collaborative** because we work together and look for ways to support each other to achieve common goals and create a positive school community. We are **professional** because we understand that school is our job. We act, dress, and carry ourselves in a mature manner. We are **respectful** to others, our school, and ourselves. We respect each person in our building despite our differences in opinions, backgrounds, and abilities.

Dress Code

Our goal is to continue to promote a **safe and healthy environment that cultivates strong academics and school pride** through the implementation of a school dress code. We believe that minimizing the distractions plaguing our students will empower them to focus on academic achievement and build on our culture of learning. **All students are required to be in dress code during the school day at Harding.**

Students who are not in dress code will not be able to attend their regularly scheduled classes until one of the following outcomes occurs:

1. Student remedies the article in violation.
2. Student calls home and replaces the article in violation.

Dress Code Guidelines

Article of Clothing	Approved Style	Approved Color	Approved Design	Dress Code Violation
Tops	Any official school shirt, or solid, plain black polo. Undershirts (long or short-sleeve) when worn, must be white or black with no markings, logos, or hoods. Fridays Only: Official North High School apparel may be worn.	Any of the official school shirts or a solid, plain black polo (no markings).	Any of the official school shirts or a solid, plain black polo (no markings).	NO: Any top that is not an official school shirt or a solid, plain black polo. No hoodies. No jackets, coats, or sweatshirts covering an approved shirt.
Bottoms	Pants or Capris. If a belt is worn, it must be school appropriate and stay within the belt loops. Students may opt not to wear a belt if their pants stay around their waist independently.	Khaki or solid black	Plain, solid-colored and sized to fit. Pants must have pockets and/or zippers. No more than one size larger than the student's size.	NO: Designs or patterns (plaid, print, floral, checkered, or striped) Writing or messages Logos or insignias Visible undergarments Leggings or sweatpants

Cooler Bottoms	Shorts, skirts, and skorts	Khaki or solid black.	Plain, solid-colored and sized to fit. Must be school appropriate in length. If leggings or tights are worn underneath, they must be plain (no logos, insignias, etc.) and be white, brown or black in color.	NO: Designs or patterns (plaid, print, floral, checkered, or striped) Writing or messages Logos or insignias Visible undergarments
Shoes	Lace-up shoes or sandals. Slides are okay. (Any shoe worn must have solid bottom.)	Any color	Must be safe and appropriate for weather and conditions.	NO: Flip-flops or slippers, mismatched shoes.
Jewelry	Bracelets, necklaces, rings, earrings, and watches.	Not applicable	Not applicable	NO: Spiked jewelry Obscene jewelry Jewelry that is disruptive to the educational process Jewelry that could endanger students
Coats, Hats, Gloves, Bandanas, Scarves & Sunglasses	Are not allowed to be worn in the building from 7:45-2:30pm.	Not applicable	Not applicable	NO: Wearing of coats, hats, gloves, bandanas, scarves, and sunglasses

School Attendance Procedures

Students who choose to eat early breakfast may enter the building at the Southeast Doors at **7:00 am**. All other students may enter through the Northeast and Northwest doors starting at **7:20 am**, and should report to their assigned area. At **7:35 am**, students are dismissed to Homeroom. Students must be in Homeroom at **7:45 am** in order to be marked "Present" for class.

The school day ends at **2:40 pm (1:10 pm on Wednesday)**. All students must be out of the building **10 minutes** after dismissal and off-campus **15 minutes** after dismissal. The only exception is students who are staying after school to participate in activities or work with staff members. Any student in the building 10 minutes after dismissal should be under the supervision of a staff member.

Attendance is the foundation for learning and achievement. If children don't show up for school regularly, they miss out on fundamental reading and math skills and the chance to build a habit of good attendance that will carry them into post-secondary opportunities. Excused and unexcused absences count toward a student's total absence minutes.

Parents should make every attempt to notify a school in a timely manner when their child will be gone from school.

Teachers will take attendance within the first 10 minutes of class. Harding Middle School teachers will update attendance at the end of each class.

Excused Absences

Excused absences are defined as:

- Medical appointment (notes are encouraged)

- Medical injury
- Illness excused by parent/guardian
- Illness excused by health care provider
- Other than medical/illness (Examples: a religious holiday; court; death or illness in immediate family; other as approved by school administrator, such as college visits, weather related incidents)
- In-school suspension
- Out-of-school suspension

Unexcused Absences

Unexcused absences are defined as all other absences. Examples include skipping school, babysitting, family vacations, gone without contact.

When a student reaches 10 days absent (excused and unexcused) a school may request, in writing, that a parent provide medical excusal documentation for further absences. If the student continues to be ill without medical excusal, the absences will be considered unexcused.

Tardy to school/Early leave. Tardy to class

Elementary/Middle School –

- Students who arrive to school up to 60 minutes after the first bell will be considered tardy.
- Students who arrive more than 61 minutes after the first bell will be considered absent, the number of minutes will accumulate to an overall total minutes absent.
- Students who leave school before the last bell of the day will be considered absent for the time missed, the number of minutes will accumulate to an overall total minutes absent.

Excessive and Consecutive Absences

Excessive absences are defined as five or more absences (excused and/or unexcused) in a semester. Building-based teams will review student attendance data on all students who have excessive absences and provide appropriate intervention as needed.

Consecutive absences are defined as full days in a row and are unexcused.

Parents/Guardians will be formally notified of absences (including excused and unexcused) within each semester in the following manner:

Protocol for Response to Absences per semester/Elementary-Middle School	
Daily/unexcused	Office Manager/Attendance Clerk calls/emails
Daily/unexcused	Automated Dialer calls
3 days/consecutive	Teachers will call home
5 days consecutive	Teacher will call home
5 days excessive	Tier 2 team will review for interventions
10 days excessive	Schools will send out letters to all students with 10 or more day's absence.
11 days consecutive	Student will be unenrolled K-6, dropped 7-8

Cell Phones/Personal Electronics

All cell phones and portable electronics may only be used in the Auditorium and/or cafeteria during approved times (before school, after school, lunch). If a staff member grants permission for a student to use their cell phone or electronic device during instructional time, the student may do so. Otherwise, **the device should be put away and not be used.** Any student using a device (including ear pieces) in the classroom or during instructional time without permission will be asked to lock it up in their locker for the remainder of the class period. Harding is not responsible for any personal electronics lost or stolen while at school. Students are not allowed to use cell phones in the hallways.

If students are in violation of using their electronics and refuse to put it away in their locker, administration or the campus monitor will be called. The electronic will be taken away and locked up in the main office until the end of the school day, and parents will be notified. Students who continue to have issues with using their electronics during inappropriate times will lose this privilege and will no longer be allowed to bring personal electronics to school.

The Rule of 3

The Rule of 3 applies to tardies, detentions, and night schools. Any student tardy to class **3 times** and any time after, will be issued a 30 minute detention and a Level 1 office referral by their teacher. At tardy #6, a parent conference will be scheduled by the classroom teacher. Students will have **3 school days** to serve their detention. If the detention is not served, parent contact will be made again and a referral will be made to the Vice Principal, who will determine the next consequence, which may include lunch detentions or Night School.

Students will have 3 school days to serve the night school. If the night school is not served within the scheduled time, 1 day of in-school suspension will be issued. Students serving detentions the day issuance, will only serve 15 minutes.

Common Area Out of Bounds & Hall Passes

Any student not in class during their designated class time and who does not have a pass is considered out of bounds. It is all students' responsibility to be in class. Being out of bounds will result in a Level 2 referral and a night school will be assigned. If these issues continue, additional consequences will be determined by administration, including loss of passing time or escorted passing.

All students in the hallway during class time must have permission from their teacher and a pass. If a student is in the hall without a pass, he/she will be considered out of bounds. In an effort to engage all learners in instruction, students will not be allowed to leave the classroom for the first 10 minutes or last 10 minutes of class time, unless there are extenuating circumstances.

Any student wanting to meet with any support staff (Nurse, Success, Social worker,

Counselor, etc.) or administration (Office manager, Principal, VP, SILs,) must first check in with their classroom teacher. If a student does not have a pass to go see the staff member, the teacher will email the appropriate staff to check their availability, and then write the student a pass once the staff member is available.

General School Information

Advisory is offered every day for students. The main purpose of Advisory is to offer time for students and staff to build positive relationships. Each Advisory will focus on building students' social skills through group processing, individual goal setting, and self-evaluation. Every Monday, students will receive their CPR rating and feedback for the previous week. This information is kept private for each student, unless they choose to discuss it with the group. All **Wolf Pack** students are expected to process with group. On Wednesdays, students will review building wide expectations and social growth through individual lessons and group social skills activities. Topics covered include grade level goals, bullying and harassment, conflict resolution, goal setting, leadership development, peer-to-peer interventions, positive peer relationships, and student empowerment. Students will reflect and give themselves a suggested CPR rating on Thursday.

Attendance at school functions is voluntary and a privilege. All students attending must be in good standing behaviorally and academically. In addition, students must not owe any detentions, night school, or suspensions. Before any school function, a list of students owing detentions or night school will be generated in the Vice Principal's office and used for admittance to the event. Any student absent from school for more than ½ the day will not be allowed to attend any event that same day.

Food can only be consumed in the cafeteria. No food should be visible during school hours (7:45am- 2:30pm) unless a student is transporting to breakfast (7:20-7:35am) or lunch (noon-2pm). If food is visible, it will be confiscated and returned to the student at the end of the school day upon the student's request. Appropriate use of gum is expected and may be allowed per teacher discretion. Exceptions may be made for special events and occasions determined by Harding staff. Students are able to carry a **clear water bottle** with them to class. The container must be clear and only water is allowed to be consumed during instructional time. Only student lunches should be stored in academic lockers. No other food should be stored in school lockers.

Binders should be carried by students every day. Binders will be issued to students on their first day of school, or students may use a personal binder of their choice. Binders will hold all needed materials for class each day. Students must bring their binders to school each day. If binders are lost, students will be charged \$5 to their account for the replacement. This charge can occur only once; students must pay \$5 for each replacement thereafter. Students will be provided with instructional materials in their binder.

Wolf Pack is Harding's student leadership group. Students in Wolf Pack have taken a pledge to model our CPR norms and to be positive leaders among their peers. Our expectation is that Wolf Pack members support building wide norms and expectations, model positive behavior, and work with staff to solve problems when they arise. We know that no student will be perfect and that all kids will make mistakes, but we expect Wolf Pack members to own

their behavior, except feedback, and work to correct errors when they occur.

Any Harding student can pledge to be a member of Wolf Pack. In order to get into Wolf Pack, students should get a pledge packet from their Advisory teacher. Once their packet is completed, they turn it into their Advisory teacher and must earn 2 “Positive” ratings on the Force Field to earn Wolf Pack status. Any Wolf Pack member with active status is eligible for Wolf Pack rewards and privileges. Wolf Pack status can be suspended for members who are struggling to meet the group’s expectations. If a student’s Wolf Pack status is suspended, their Advisory teacher will work with them to get them back to active status.

Activity Code of Conduct and Program Information

Activity Philosophy: Harding believes that interscholastic athletics supplement the curricular program and become a vital part of a student’s total educational experiences. These experiences contribute to the development of learning skills and emotional patterns that enable the student to make maximum use of his/her education. **Student participation in any part of our activities program is a privilege which carries with it responsibilities to the school, to the activity, to the student body, to the community, and to the student him/herself.** Commitment, loyalty, comradely, discipline, citizenship and sportsmanship will be fostered through the activities participation experience. This participation will enable the student to develop physically, mentally, socially and emotionally.

Program Goals: The ultimate goals of the athletic program are to realize the value of participation without overemphasizing the importance of winning; and to develop and improve positive citizenship traits among the program’s participants.

Equipment for Athletics: In order to give the student a sense of responsibility and an appreciation of their equipment, each will be held accountable for the abuse or loss of it. **Any equipment lost or stolen must be paid for by the student in whose name it was checked out.** Students will adhere to the following guidelines to reduce the chances for lost or stolen equipment, or injury:

1. Do not exchange or loan any of the equipment checked out to you to another teammate.
2. Any loss of equipment should be reported immediately to the head coach.
3. Any protective equipment that does not fit properly or that has any defective parts should be reported to a coach immediately. Do not wear the equipment until the necessary adjustments have been made.
4. Athletes are not to wear athletic uniforms or warm-ups to school as if it were their personal clothing, unless it in on game days and allowed by the head coach.

Students who will be missing school for school related activities are expected to make up all work before the absence. If this is not possible, the teacher will provide two days for the student to make up the work. All assignments due or tests to be taken must be fulfilled immediately upon the return of the student. Any assignment given during the student’s absence will be given special consideration unless advance arrangements were not made. If it is necessary to be absent from practice, the student is expected to notify the head coach **prior** to the scheduled practice. School sport practices are very important. Other activities or personal needs should be scheduled at times not in conflict with school sport practice times.

Participation in activities is a privilege. Students who miss more than ½ day because of

illness or un-excused absences cannot practice or participate in after school or evening activities but may attend the event. Going to the doctor for illness does not exempt one from this policy. Students may not have any failing grades to participate in athletic events. Students may also not participate if they owe outstanding Night Schools or have served a suspension the day of the event. Administration and athletic coaching staff reserves the right for the final decision regarding student participation.

Physical exams and insurance requirements: Regulations of the Department of Education, IHSA and the IGHSAA states: The school shall require of each student participating in athletics a physician's certificate stating that he or she is physically able to participate in athletic contests of his or her school. The medical certificate is valid for the purpose of this rule for one calendar year. This certificate must be on file before the student will be allowed to practice with any of the high school/middle school's athletic teams. Another regulation states: A student shall not be permitted to practice or compete for a school until it has verification that he or she has basic athletic insurance coverage. School district rule requires filing of an "Assumption of Risk" form by the student and parent/guardian before participation will be permitted.

Statement of Non-Discrimination for Gender Identity

The Des Moines Independent Community School District does not discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices.

The District strives to create a supportive environment for its students. Discrimination, harassment, and bullying of students for any reason, including on the basis of gender identity and/or sexual orientation are prohibited by state law and District policy. Students who believe they have experienced or witnessed discrimination, bullying, or harassment should refer to school administration to file or make an internal complaint.

Complaints of discrimination or harassment based on a student's actual or perceived gender identity or sexual orientation must be handled in accordance with District Policy.

Definitions

1. Gender identity: A person's gender-related identity, which may be the same as or different from the person's sex assigned at birth.
2. Transgender: an umbrella term used to describe a person whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.
3. Sexual orientation: an individual's enduring pattern of physical, romantic, or other attraction to another person. Sexual orientation is not the same as gender identity.

Privacy

In accordance with the Family Educational Rights and Privacy Act (FERPA), only those

District employees with a legitimate educational interest are permitted to access a student's records. Absent consent from the parent or adult student (18 years or older), information contained in a student's records, including information regarding a student's sex, sexual orientation, gender identity, or transgender status may only be disclosed under the limited circumstances set forth in FERPA.

Students have the ability to discuss and express their gender identity openly and decide when, with whom, and how much of their private information to share with others. Schools should work closely with the student and parent(s)/guardian(s) to devise an appropriate plan regarding the confidentiality of the student's gender identity.

Requesting Support

The District recognizes that it is a highly personal decision for a student to determine whether they identify with a different gender than their sex assigned at birth. Students are encouraged to speak with a building administrator or guidance counselor if they need support or accommodations at school.

In some cases, transgender students may not want their parents to know about their transgender status. These situations must be addressed on a case-by-case basis and will require schools to balance the goal of supporting the student with the requirement that parents be kept informed about their children. The paramount consideration for school officials in such situations will be the health and safety of the student.

Student Names and Pronouns

Every student is entitled to be addressed by the name and pronoun that correspond to the student's identity including gender identity that is consistently asserted at school. Students are not required to obtain parental consent or a court-ordered name or gender change as a prerequisite to being addressed by the name and pronoun that correspond to their gender identity. Teachers and school staff should be made aware of and honor a student's request to be referred to by their preferred name and gender that correspond to their gender identity.

District-Maintained Records

The District may be required to maintain certain records including the student's name and sex assigned at birth (including, but not limited to, the student's permanent record). These records will only be maintained and used as required by law, policy, or rule, and will only be disclosed in accordance with such law, policy, or rule.

Any student, regardless of gender identity, must file appropriate court documents to get their legal name changed in their permanent record. Under the Family Educational Rights and Privacy Act ("FERPA"), a parent or eligible student may ask to have the student's education records amended if they are inaccurate, misleading, or in violation of a student's privacy rights. The District will respond to requests to amend information in

student records for transgender students consistent with how other students' records are amended.

Other than documents where the students name and sex assigned at birth are required to be listed, any reference to the student's name and gender should match the gender identity of the student.

Student "directory information," as defined by FERPA, is information that may generally be disclosed without prior consent from the parent or eligible student. Directory information is defined by District policy and families must receive notice each year of their rights under FERPA. Directory information shall not be used by the District in any way that intrudes on the privacy interests of students with respect to gender identity.

Restrooms and Locker Rooms

Administrators should discuss options available to the student and parent(s), including the use of the restroom or locker room of the gender with which the student identifies. While open discussions about safety, comfort-levels, and other situations are helpful, the student should be allowed to use the facility that corresponds to the student's gender identity. Students, including but not limited to transgender students, who are uncomfortable using a restroom deemed available for more than one person or for a particular gender should be provided with a safe alternative, such as a single gender-neutral restroom. Transgender students will not be required to use a separate or single-use facility if they do not voluntarily wish to do so.

In locker rooms that involve undressing in front of others, any student who voluntarily wishes to have additional privacy, regardless of that student's sex or gender identity, will be provided with an accommodation that best meets the needs and privacy concerns of that student. These accommodations may include, but are not limited to:

1. Use of a private area in a larger room such as a bathroom stall in a multi user restroom, an area separated by a curtain, or a nurse's or PE instructor's office.
2. A separate changing schedule, before or after other students use the facility.

Extra-Curricular Activities and Interscholastic Sports

The District encourages participation in District-sponsored activities for all students regardless of their gender identity. In general, student will participate in sex segregated interscholastic sports consistent with their gender identity. However, participation in interscholastic sports may be subject to the rules and requirements of the Iowa High School Athletic Association and/or the Iowa Girls High School Athletic Union. Participation in activities and sports will be determined on a case-by-case basis by a team consisting of the appropriate Executive Director, Principal, and Activities Director of the school. If there is no Activities Director assigned to the school, the Executive Director shall choose one from another school within the District.

Physical Education/Gym Class

Transgender students shall not be denied the opportunity to participate in physical education, nor shall they be forced to have physical education outside of the regularly scheduled class time. In general, students should be permitted to participate in gender-segregated recreational gym and physical education classes in accordance with their gender identity.

Student Dress

Students are allowed to dress in clothing consistent with their gender identity, including at school-sponsored special events (e.g., school dances, 8th Grade Formal, etc.).

Notification

Each building Principal or designee is responsible for ensuring that school staff and students are familiar with these guidelines

Questions/Inquiries

Questions about these guidelines should be directed to Jason Snow, Harding Vice Principal, at 515-242-8445.

State of Iowa Annual Notice

Notice: Corporal Punishment, Restraint, and Physical Confinement and Detention

State law forbids school employees from using corporal punishment against any student. Certain actions by school employees are not considered corporal punishment. Additionally, school employees may use “reasonable and necessary force, not designed or intended to cause pain” to do certain things, such as prevent harm to persons or property.

State law also places limits on school employees’ abilities to restrain or confine and detain any student. The law limits why, how, where, and for how long a school employee may restrain or confine and detain a child. If a child is restrained or confined and detained, the school must maintain documentation and must provide certain types of notice to the child’s parent.

If you have any questions about this state law, please contact your school. The complete text of the law and additional information is available on the Iowa Department of Education’s web site: www.iowa.gov/educate.

Seven Steps of Intervention

The seven steps of intervention were created and used by all staff and students at Warren G. Harding Middle School. These seven steps give staff members and students a uniform guide and process to follow while *supporting positive norms by intervening negative student behavior*. These seven steps will be used to unify the approach across campus and help establish common student behavior expectations. In addition, the seven steps are a *de-escalation technique* which helps students recognize and change their behavior. **Our ultimate goal, at all times, is to maximize both the amount of time that students spend in class and the instruction they receive.**

The seven steps of intervention are a tool used to help students support our core norms of being collaborative, professional, and respectful. The steps of intervention will be followed and not skipped, but interventions will start at the appropriate step as dictated by the behavior. Below is a list and description of each step.

1. **Friendly Non-verbal:** letting student know in an unobtrusive way, without speaking, that their behavior needs to change.
2. **Concerned Non-verbal:** a repeat of step 1, but with a change in intensity and or proximity.
3. **Friendly Verbal:** a polite question or request of the student to change their behavior.
4. **Concerned Verbal:** a clear statement of the behavior and expectations, along with the consequence if the behavior continues.
5. **Staff CPR Re-teach:** Staff will use this step to restate their CPR expectations for the student and, if necessary, reteach those expectations to student. Staff will work to determine what the student needs to be successful in the classroom. In addition, the student will be reminded of the next step and possible consequences.
6. **Staff/Student Processing:** *A teacher level consequence may be added* – in addition students will be isolated and wait for the staff member to process. When ready, the staff and student will quickly process about the situation and develop next steps to help the student be successful. **A Level 1 referral will be written, and staff will make guardian contact.** At this step, if a student refuses step 6, he/she will be referred to the office and receive a consequence from administration.
7. **Removal from Class:** Any student who continues negative behavior after processing with staff will be removed from class and will receive a Level 2 referral and possible further consequences from administration. Some behavior may result in automatic removal from class, including bullying, harassing, physical fighting, verbal threatening, severe insubordination, destruction of property, or self-injury.