With WONGs' Way:

Modifying student behavior using
A systems approach

[**Well-Being**]

Don Deresz
deresz_d@firn.edu
Biscayne Nature Center for Environmental Education
6767 Crandon Boulevard, Key Biscayne, FL 33149
M-DCPS Mail Code: 9771
305-361-6767 Ext. 115; Fax: 305-361-7061

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GOALS AND OBJECTIVES

AS A PROFESSIONAL TEACHER:

- MAINTAIN AN ENVIRONMENT CONDUCIVE TO STUDENT LEARNING

- MANAGE THE LEARNING COMMUNITY IN A PROFESSIONAL MANNER THAT CONFORMS TO SCHOOL DISTRICT GUIDELINES

OVERVIEW

With Wongs' Way: Modifying Student Behavior Using A Viable Systems Approach provides a framework to assist teachers to manage a classroom using suggestions from ***The First Days of School*** by Harry K. Wong and Rosemary T. Wong. Each class of students represents a different learning environment with a varied palette of learners; this suggested program has improved student learning by providing a process that promotes an environment for the classroom community that is conducive to learning. This program scaffolds from the procedures and structure recommended by the Wongs' book. This systems approach requires a "recording" process as suggested in ***The First Days of School*** and reflects a blend of strategies from several other pedagogical books and articles, as well as the Miami-Dade County Public Schools' *Code of Student Conduct* course of action.

Most importantly, this systems approach promotes student engagement to seize independent responsibility for their behavior.

THE STUDENT AND THE PROCESS

Harry K. and Rosemary T. Wong's excellent book that describes how to become an effective teacher, ***The First Days of School***, provides many helpful suggestions that a teacher can use to improve their management of the classroom. Certainly, every first year or struggling teacher should own this book as a reference. The authors note in the early pages of the book that their *manual* is *not a plan, nor a model*. They recognize that every class of students differs from every other class, as well as noting that differences exist between physical environments of any educational facility. In other words, no two learning communities are alike.

The ***systems approach*** suggested here to modify students' behavior recognizes that "no two learning communities are alike." However, to the delight of several teachers that have used this *systems approach*: it works!

****

Many school boards are demanding that teachers and guidance counselors document a plan to improve a students' chronic misbehavior in the classroom. Miami-Dade County Public Schools has published elementary and secondary documents in accordance with a School Board Rule (6Gx13-5D1.08) entitled *Code of Student Conduct*, (http://www.dadeschools.net/ehandbook/Code/index.htm) or the *Code*. The *Code* is a rather comprehensive review of the District policy regarding the rights and responsibilities of our Schools' students. The Elementary edition is especially very

student-reader friendly and contains worksheets and puzzles to assess comprehension of the material. There are chapters within the elementary and secondary documents that describe categories of violations as well as lists or plans of subsequent possible or mandatory disciplinary actions (see Appendix, p. 14). The Elementary edition cleverly adds the titles, "Breaking the School Rules" for the groups of violations "And What Happens Next…" for the ensuing plans.

The *Code* was published to provide disciplinary policy to students, parents, school administrators, and school personnel. An initial premise of the policy holds that "students need an environment that is safe and conducive to learning." Furthermore, "as students progress through the public schools, it is reasonable to assume that an increase in age and maturity implies a greater responsibility for their action."

Although, the last statement has an aura of existentialist philosophy, the assumption unfortunately, may require teacher intervention in an effort to modify student behavior.

Upon deconstructing the *Disciplinary Action Plans* written in the *Code*, the reader may note that delineated repetitively to students among the Plan are: "talking to your parents," "meeting with appropriate school personnel," "meeting with you and your parents, teachers, and administrators," "in-school and outdoor suspension," or other alternatives such as a "possible assignment to Opportunity School." It is important to note that there aren't any references at all to the simple action of *the teacher talking with* or *counseling the student*.

THE *SYSTEMS APPROACH*

This proposed ***systems approach*** to modify student behavior reflects, sequentially:

- **The teacher counseling the student about their misbehavior.**
- **Written or phone contact with the parent.**
- **Formal guidance by a counselor; informally poll the student's other teachers.**
- **Parent-teacher-(counselor)-student conference.**
- **Finally, other appropriate steps that the student's pattern of behavior warrants (e.g., administrative action, suspension, alternative-school placement).**

The disciplinary policies at many middle schools recognize that the early, adolescent years are a period of time when young adults seek independence. An *ideal* **systems approach** should utilize this prediction of their behavior and promote the development of student self-responsibility leading toward the students' goal to seek independence. Bordeaux (1982) suggests that the student's ability to mange their behavior should be a desired goal. This ***systems approach*** utilizes a professional documentation procedure to record teacher observations, both positive and negative, regarding an individual student's behavior and the teacher's reactions. It regards the student as an human individual and provides opportunities to improve behavior. Most importantly, the motivating factor for the student is that they will be awarded of a good and fair grade, not because of fear or tangible gifts.

On very first day of school, have the students write their name, address, phone number, parent's or guardian's names and work phone numbers, cell phone numbers, and e-mail address on one side of a simple 3" x 5" index card. Place the period number in the upper right hand corner. Alphabetize the cards, secure each class periods' cards with a rubber band, and toss them in the upper right hand drawer of your classroom desk.

The index card documents the teacher's plan as they attempt to positively modify a student's behavior. The information described above that was placed on one side of the card early in the school year, reflects the student's personal data.

On the other side of the index card, the teacher records short, dated observations of the student's classroom behavior. **Not only should patterns of misbehavior, parent contact, counseling, and conferences be recorded, but also, incidences of good behavior (Woodward, 1981).**

9/4: Not prepared.
9/7: Hit st.
9/8: Talking.
9/8: Counseled. St. requests seat change.
9/15: +
9/22: Hit st. Counseled.
9/27: + Picked up trash.
10/4: Out of seat.
10/5: Phoned parent. No contact.
10/6: Note to parent; returned
10/14: Hit st. To Counselor.
Rec: Prog. Report x 10d
10/11: Hit st.
10/12: P-T Conf.
10/19: +
10/26: + Volunteer

The documentation process of this *systems approach* provides the students with opportunities to earn a good, final conduct grade; be awarded a poor grade because of misbehavior; or, have the opportunity to improve their conduct during the grading period by providing good examples of behavior.

Also on the very first day of class, each student receives a copy of the "Basis for the Conduct Grade" procedure (see Appendix, p. 15) which is reviewed as a class and permanently posted on the bulletin board for referral.

If the student's conduct results in an informal counsel session after three (3) infractions of behavior, then the student is reminded of the sequential *systems approach*

consequences and the opportunity that the student has to improve his behavior and subsequently, improve his conduct grade.

RATIONALE

Having used this system of persistent documentation over several years, I and, more importantly, other teachers have observed the advantages, disadvantages, and effectiveness of a *systems approach* in modifying a middle school student's behavior. Several excellent books describing methods and techniques of classroom management are cited in the *References* (p. 13) of this document, especially ***The First Days of School*** (see **http://www.effectiveteaching.com**). However, a documentation procedure can be professionally advantageous to the teacher.

Foremost, index card documentation is not threatening to the student. The student should be made aware that a documentation procedure is used to enable improvement and praise in classroom behavior. (Corporal punishment is not considered as a tool for the modification of behavior or to assert discipline.)

Also, index cards are not impersonal. One index card per student reflects a particular student's ability to conduct themselves in a manner that maintains a proper consideration for the learning environment in the classroom.

Classroom management, using the index card documentation, appears to be effective with all possible environmental causes of misbehavior such as: divorced parents, prior arrests, severe or moderate learning disabilities, and socio-economic factors. All of the students realize that the *systems approach* is consistent for everyone, fair, courteous, and firm. In fact, documentation frequently manifests patterns of

behavior requiring extensive, professional counseling or professional outsourcing because of environmental causes.

Beginning and experienced teachers will find a *systems approach* of documenting student behavior to be efficient. A student-teacher plan to improve the student's conduct can be based on documented patterns of misbehavior. Periods of improvement demanding praise of the student's potential become evident. Furthermore, parents become aware of the teacher's professionalism during a conference: now the parents know exactly what has happened because they have become aware of specific instances of their child's behavior, the date of all offenses, a reminder of previous parent contact, administrative referrals, and the teacher's prescriptions or actions. Obvious exhibited patterns of misbehavior may be remedied. For example, patterns such as a chronic lack of notepaper, attitudinal remarks, physical actions toward other students, or constant talking during lectures, can be reversed by maximizing the student's sense of responsibility in desiring independence from the parental regulation of the student's actions and activities.

COUNSELOR REFERRAL NOTES

- A District *referral form* sent to the student's counselor should duplicate all of the information recorded on the index card for that student.
- The counselor can compare referrals from other teachers for that particular student in order to ascertain possible environmental influences,

complications, patterns, or non-patterns leading to a behavior-modification plan.

PARENT-TEACHER-(COUNSELOR)-STUDENT CONFERENCE NOTES

- During a conference, parents are usually cooperative, supportive, and may supply environmentally-influenced reasons for their child's classroom behavior that is not reflected in the student's cumulative folder.
- Usually all the of the student's subject area teachers should provide input of their observations with suggestions for student improvement. The amount of time and number of personnel involved in a parent-teacher conference can be maximized efficiently by demonstrating to the parent and the student all of the previous actions/prescriptions taken by all of the student's teachers.
- Significantly, the parent-teacher conference is not the "last resort" of this *systems approach*, but should be the "last step" of the plan as initiated by the student's conduct in the classroom. This sequence of design gives additional options to the teacher and the student by providing the student with every reasonable opportunity to develop a sense of responsibility to independently improve their behavior.

Obviously, a teacher can predict that the amount of time consumed by the writing of the student observations on the index cards is one disadvantage to this *systems approach* of documenting student behavior. At the beginning of the school year, this implication may be true, especially for a particularly unruly classroom. However, the necessity for negative behavioral observations soon ebbs.

Just the occasional appearance of the index cards itself, does serve to motivate students to maintain a behavior that is conducive to the learning environment, especially when a teacher-directed action is evident (e.g., students witnessing an unruly student being privately counseled just outside of the classroom door).

Recording observations of a student is equivalent to any professional making a documented entry in a journal. For example, a doctor keeping a patient's chart or a scientist noting a statistic; all recording their observations in an effort to promote a beneficial result, a remedy, or in the case of a teacher: a child's positive growth and maturity.

REFERENCES

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Gordon, T. (1974). *Teacher Effectiveness Training.* New York: Peter H. Wyden.

Woodward, G.L., et. al. (1981) A rapid, effective technique for controlling disruptive classroom behavior. *Journal of Educational Research. July/August,* 397-399.

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APPENDIX

THE PROCEDURE

BASIS OF THE CONDUCT GRADE

1.) The basis for the CONDUCT GRADE is on the general consideration of self and others.

- CONSIDERATION FOR SELF in being prompt to class and prepared (at the sound of the bell) with paper and pencil or pen. Examples: bathroom, drinking of water and sharpened pencils should be taken care of before the beginning of class.

- CONSIDERATION FOR ALL in keeping the classroom free of food and trash. Examples: chewing gum and drinks should be thrown into the trash can; writing on desks and leaning back on the chairs is NOT allowed.

- CONSIDERATION FOR ALL IN MAINTAINING A LEARNING ENVIRONMENT. Example: "Playing" frequently leads to fighting. Keep your hands and feet to yourself. The teacher is not a cop – more like an umpire: "I play 'em as I see 'em!" Remain in your seat "Ready to Engage!"

2.) An immediate CONTROL PROBLEM will be referred to the Office of the Assistant Principal for Administration. Examples of control problems are: fighting, defiance, obscenity, and chronic misbehavior.

3.) A chronic adjustment problem (e.g., "goofing off," not paying attention, talking inappropriately, and other forms of misbehavior) will undergo the following process:

1.) Counsel with the student.
2.) Contact parent.
3.) Referral to the counselor.
4.) Parent-teacher-student conference.
5.) Further appropriate and effective steps.

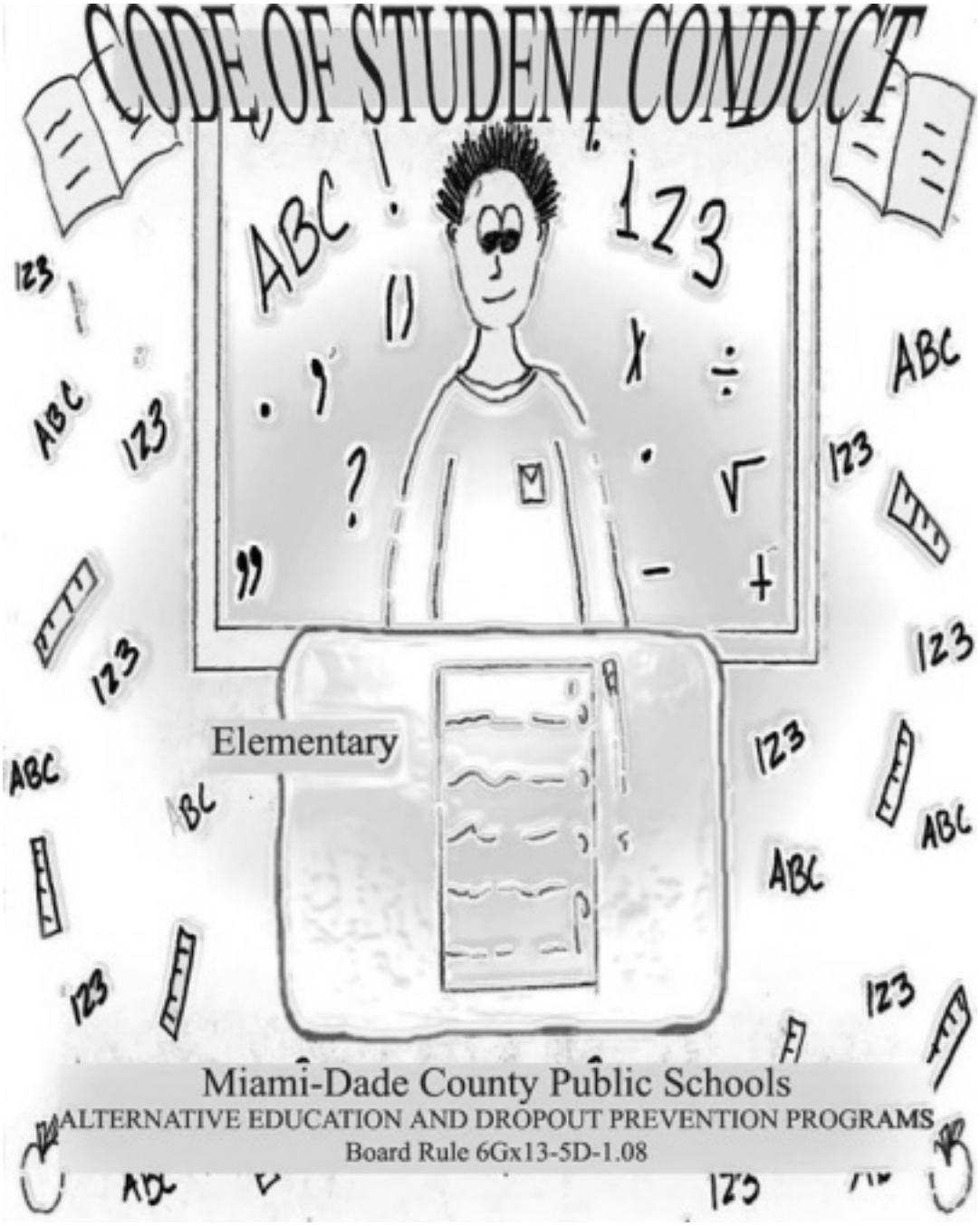
4.) Conduct is graded on the point system. **Good examples of conduct will be awarded +5 points.** A breech in conduct will be awarded -5 points: a *Conduct Cut* or *cc*.

Conduct point scale for the quarterly grade period:

A =	45 to 50 points	or	0 to 1 cc's
B =	35 to 40 points	or	2 to 3 cc's
C =	20 to 30 points	or	4 to 6 cc's
D =	10 to 15 points	or	7 to 8 cc's
F =	5 points or less	or	9 or more cc's

NOTE: **Improper behavior to an Interim Educator or in the laboratory** will be awarded -10 points.

Elementary Code of Student Conduct: Violations and Disciplinary Actions


CODE OF STUDENT CONDUCT
Elementary
Miami-Dade County Public Schools
ALTERNATIVE EDUCATION AND DROPOUT PREVENTION PROGRAMS
Board Rule 6Gx13-5D-1.08

BREAKING THE SCHOOL RULES

VIOLATIONS

GROUP ONE (I)

General disruptive conduct
Use of bad language such as curse words or threats
Possession of objects such as beepers, pagers, telephones, laser pointers, radios, CD players, and other recreational electronic devices
Violation of the school's dress code

The first time you break these rules, see **PLAN A.**
If you break the rules again, see **PLAN B (**Required).

GROUP TWO (II)

Bullying - repeated threatening behavior with the aim of physically or mentally hurting another individual
Cheating - Intentionally using another's work to receive credit or improve grades, plagiarizing, giving or receiving answers during testing
Refusal to obey teachers and administrators
Misbehavior on the school bus
Gambling (SPAR)
Threatening to hurt another person (SPAR)
Having or giving out indecent material
Stealing (SPAR)
Harassment
Sexual Harassment (SPAR)
Smoking
Vandalism (minor) (destruction, damage, or defacement of school or personal property) - The intentional destruction, damage, or defacement of public or private property without consent of the owner or the person having custody or control of it - under $100.00

The first time you break these rules, see **PLAN B**.
If you break the rules again, see **PLAN C** (Required).

GROUP THREE (III)

Damaging, tampering with, or destroying property (SPAR)
False accusation
False fire alarm
Physically hurting another student (SPAR)
Fighting
Joining in-school clubs or groups NOT APPROVED by the School Board
Possession of fireworks
Possession of chemical compounds like tear gas and mace (SPAR)
Possession of simulated weapons (toy guns, water guns, cap guns, toy knives, etc.) (SPAR)
Trespassing - To enter school grounds/campus, school transportation or a school-sponsored event off campus without authorization or invitation and remaining there after being directed to leave (SPAR)
Vandalism (major) The intentional destruction, damage, or defacement of public or private property without consent of the owner or the person having custody or control of it resulting in damage of $100 or more (SPAR)

The first time you break these rules, see **PLAN C.**
If you break the rules again, see **PLAN D** (Required).

GROUP FOUR (IV)

Breaking and Entering/Burglary - Unlawful entry with force, or unauthorized presence in a building or other structure, or conveyance with evidence of the intent to damage or remove property or to harm a person(s) (SPAR)
Disorderly Conduct (significantly disrupts all or portions of the campus activities, school sponsored events and school bus transportation) - Disruptive behavior that poses a serious threat to the learning environment, health, safety, and/or welfare of others (SPAR)
Motor Vehicle Theft - Unauthorized use, taking, or attempted taking, of a motor vehicle (SPAR)
Making someone give you money or things of value that do not belong to you by using force or threats (SPAR)
Threatening a staff member* (SPAR)
Robbery (SPAR)
Having and/or using illegal mood modifiers, including alcohol (drugs which change the way you act, think, and feel) (SPAR)
(The use of illegal drugs or alcohol is wrong and harmful.)

The first time you break these rules, see **PLAN D.**
If you break the rules again, see **PLAN D** (Required).

*REQUIRES PRINCIPAL TO MAKE RECOMMENDATION FOR EXPULSION

GROUP FIVE (V)

Threatening to hit or hitting another student with a weapon (SPAR)
Having and/or hiding a weapon (SPAR)
Continuous disruptive behavior (SPAR)
Sex violation (SPAR)
Hate Crime (SPAR)
Bringing mood modifiers, including alcohol, to school to sell or give to other students (SPAR)
Other Major (major incidents that do not fit within the other definitions) - Any serious, harmful incident resulting in the need for law enforcement intervention not previously classified (SPAR)
(The possession of illegal drugs or alcohol is wrong and harmful.)

If you break these rules, see **PLAN E** (Required).

GROUP SIX (VI)

Making a threat or false report involving school or school personnel's property, school transportation, or a school sponsored activity. (SPAR)
Threatening someone with a firearm, or concealing a firearm, knife, or other deadly weapon**(aggravated assault) (SPAR)
Physically hurting someone with a firearm, knife or other weapon (aggravated battery) (SPAR)
Intentionally hitting a school staff member (battery or aggravated battery on a teacher or other school personnel) (SPAR)
Taking someone's life (homicide - murder, manslaughter) (SPAR)
Sexual battery (SPAR)
Taking money or property of another by using force or a weapon (armed robbery) (SPAR)
Confining or holding another person against that person's will (Kidnaping or abduction) (SPAR)
Starting a fire which causes damage or is intended to cause damage (arson) (SPAR)
Possession, use, or sale of any firearms or destructive devices (SPAR)
Possession, use, or sale of any explosive device (SPAR)

If you break these rules, see **PLAN F** (Required).

*****THE POSSESSION OF A FIREARM ON SCHOOL PROPERTY MAY ALSO RESULT IN CRIMINAL PENALTIES IN ADDITION TO SUSPENSION, EXPULSION OR OTHER SCHOOL DISCIPLINARY ACTION.***

AND WHAT HAPPENS NEXT...

DISCIPLINARY ACTIONS

(One or more of these actions may be appropriate)

PLAN A

* calling and talking to your parents
* meeting with your teacher
* serving a detention, work assignment, or other in-class/school action
* repaying or replacing any damage, if appropriate

PLAN B

* calling and talking to your parents
* meeting with your teacher and appropriate school personnel
* being kept out of class
* work assignment
* loss of bus privileges
* participating in a session on the problem of harassment
* conducting research on the topic of harassment
* referring criminal acts to the Miami-Dade Schools Police and the local police
* repaying or replacing any damage, if appropriate

PLAN C

* calling and talking to your parents
* meeting with you and your parents, teachers, and administrator
* notifying you that you may be expelled
* participating in a series of sessions which focus on ending the student's harassing behavior. This may be considered an alternative to suspension.
* suspending you from school for up to 10 days
* referring criminal acts to the Miami-Dade Schools Police and the local police
* repaying or replacing any damage, if appropriate

PLAN D

* meeting with administrator and parents

* suspending you from school for up to 10 days
* telling you that you may be expelled
* referring criminal acts to the Miami-Dade Schools Police and the local police
* repaying or replacing any damage, if appropriate

(Mandatory where appropriate)

PLAN E

* meeting with administrator and parents
* suspending you from school for 10 days
* telling you that you are being recommended for expulsion
* referring criminal acts to the Miami-Dade Schools Police and the local police
* repaying or replacing any damage, if appropriate

(Mandatory where appropriate)

PLAN F

* meeting with administrator and parents
* suspending you from school for 10 days
* telling you that you are being recommended for expulsion
* referring criminal acts to the Miami-Dade Schools Police and the local police
* repaying or replacing any damage, if appropriate

* **sixth grade students who commit a Group VI violation, who are under 16 years of age, will be recommended for expulsion from the regular school program for the remainder of the school year, the summer session and all of the next school year.**

CRIMINAL ACTS SHALL BE REPORTED IN ACCORDANCE WITH THE DIRECTIVES CONTAINED IN THE DOCUMENT, ***"PROCEDURES FOR PROMOTING AND MAINTAINING A SAFE LEARNING ENVIRONMENT"***

Secondary Code of Student Conduct: Violations and Disciplinary Actions

CODE OF STUDENT CONDUCT
SECONDARY
Miami-Dade County Public Schools
ALTERNATIVE EDUCATION AND DROPOUT PREVENTION PROGRAMS
Board Rule 6Gx13-5D-1.08

Violations

GROUP I (Violations)

General Disruptive Conduct:
Unexcused tardiness, unexcused absences from class, truancy, possession of objects such as electronic beepers, telephone pagers, laser pointers, radios, CD players, other recreational electronic devices, unauthorized use of cellular telephones, violation of the school's dress code, and/or any other behavior which disrupts the orderly educational process.

FIRST VIOLATION - PLAN A
REPEATED VIOLATION - PLAN B (MANDATORY)

GROUP I I (Violations)

Assault /Threat/Intimidation (SPAR):
Intentional verbal or physical threat to do violence to someone by a student who possesses an apparent ability to do so, and in doing so creates a well-founded fear that such violence is imminent.

Bullying:
Repeatedly using hostile, intimidating, domineering, or threatening behavior with the aim or purpose of physically or mentally hurting another individual.

Cheating:
Intentionally using another's work to receive credit or improve grades, plagiarizing, giving or receiving answers during testing.

Defiance of School Personnel's Authority:
Refusal to comply with a reasonable request from school personnel.

Disruption of the School Bus:
Any misconduct on a school bus.

Gambling: (SPAR)
Participation in games of chance for money and/or other things of value.

Harassment: (SPAR)
Severe or repeated hostile treatment or violence against a student because of his/her gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, pregnancy, or disability

Indecent Proposition: (SPAR)
An unsolicited sexual proposal.

Obscene Material:
Possession and/or distribution of material which offends common decency and morals.

Petty Theft: (not over $300 dollars in value): (SPAR)
Unauthorized possession and/or sale of the property of another without the consent of the owner.

Sexual Harassment: (SPAR)
Unwelcome conduct of a sexual nature; sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature when such conduct substantially interferes with a student's academic performance, or creates an intimidating, hostile, or offensive school environment.

Use of Provocative Language:
Obscene language, profanity, threats and/or inflammatory statements.

Use of Tobacco Product:
Holding a lighted cigarette (cigar, etc.), drawing in and exhaling the smoke of tobacco or use of any tobacco product.

Vandalism (minor):
(Destruction, damage, or defacement of school or personal property) - The intentional destruction, damage, or defacement of public or private property without consent of the owner or the person having custody or control of it.

FIRST VIOLATION - PLAN B
REPEATED VIOLATION - PLAN C (MANDATORY)

Disciplinary Actions

(One or more of these actions may be appropriate)

PLAN A

- Parent contact/parent conference.
- Administrator/teacher/student conference.
- In-class/in-school disciplinary action.

PLAN B

- Parent contact/parent conference.
- Administrator/teacher/student conference.
- Removal from class, if appropriate.
- Suspension or other alternatives, e.g., School Center for Special Instruction, denial of bus privileges, with possible recommendation for administrative assignment to Opportunity School.*
- Participate in a session on the problem of harassment. Conduct research on the topic of harassment.
- Refer criminal acts to the Miami-Dade Schools Police and the local police agency for appropriate legal action.**
- When appropriate, seek restitution or restoration.

PLAN C

- Parent contact/parent conference.
- Administrator/teacher/student/parent conference.
- Suspension or alternative to suspension with possible recommendation for administrative assignment to Opportunity School or expulsion.*
- Participation in a series of sessions which focus on ending the student's harassing behavior. This may be considered an alternative to suspension.
- Refer criminal acts to the Miami-Dade Schools Police and the local police agency for appropriate legal action.**
- When appropriate, seek restitution or restoration.

* The notice of suspension must be mailed to the parent.

** ***Criminal acts shall be reported in accordance with the directives contained in the document Procedures for Promoting and Maintaining a Safe Learning Environment.***

Violations

GROUP III (Violations)

False Accusation: (SPAR)
The intentional making of false accusations that may jeopardize the professional reputation, employment, or professional certification of a teacher or member of the staff.

False Fire Alarm: (SPAR)
The intentional activation of a fire alarm, fire bell, or other signaling device with intent to deceive, mislead or otherwise misinform a school/center/school function concerning the presence of a fire.

Fighting:
(Mutual combat, mutual altercation) When two or more persons mutually participate in physical violence that may require physical restraint and/or results in injury.

Participation in Non-sanctioned Organizations:
Participation in clubs, fraternities, sororities, or secret societies that are not sanctioned by the School Board.

Possession, Use, or Sale of Fireworks:
The possession, use, or sale of fireworks which constitutes a danger to the students in school.

Possession of Aerosol/Chemical Weapons: (SPAR)
The possession of aerosol/chemical weapons, such as tear gas, pepper gas or mace.

Possession and/or Concealment of a Simulated Weapon: (SPAR)
The possession, concealment, or display of a simulated weapon including, but not limited to, toy guns, water guns, cap guns or toy knives.

Trespassing: (SPAR)
To enter school grounds/campus, school transportation, or a school-sponsored event off campus without authorization or invitation and remaining there after being directed to leave.

Vandalism (Major): (SPAR)
The willful or malicious destruction and/or damage of school property or the property of another resulting in damages of $100.00 or more.

FIRST VIOLATION - PLAN C
REPEATED VIOLATION - PLAN D (MANDATORY)

GROUP IV (Violations)

Assault on Staff Member:* (SPAR)
Intentional verbal or physical threat to do violence to a staff member by a student who possesses an apparent ability to do so and in doing so creates a well-founded fear that such violence is imminent.

Battery (Non-Staff Member): (SPAR)
An actual and intentional touching or striking of another person against his or her will or intentionally causing harm to an individual.

Breaking and Entering/Burglary: (SPAR)
The unlawful entry with force, or unauthorized presence in a building or other structure, or conveyance with evidence, of the intent to damage or remove property or harm a person(s).

* REQUIRES PRINCIPAL TO MAKE RECOMMENDATION FOR EXPULSION.

Disorderly Conduct: (SPAR)
Significantly disrupts all or portions of the campus' activities, school sponsored events and school bus transportation. Disruptive behavior that poses a serious threat to the learning environment, health, safety, and/or welfare of others.

Extortion: (SPAR)
Obtaining money, information, or anything of value from another by coercion or intimidation.

Grand Theft: (over $300 dollars in value) (SPAR)
Unauthorized possession and/or sale of the property of another without the consent of the owner.

Motor Vehicle Theft: (SPAR)
Unauthorized use, taking, or attempted taking, of a motor vehicle.

Possession of Mood Modifiers or Illegal Drugs: (SPAR)
Possession of any mood modifier, illegal drug, alcohol or similar items except cocaine. (The possession of illegal drugs and alcohol is wrong and harmful.)

Robbery: (SPAR)
The taking of money or other property from the person or custody of another by force, violence, assault, or placing in fear.

Using Mood Modifiers, including Alcohol: (SPAR)
Absorbing a substance, not medically prescribed for the student, capable of producing a change in behavior or altering a state of mind or feeling. (The use of illegal drugs and alcohol is wrong and harmful.)

FIRST VIOLATION - PLAN D
REPEATED VIOLATION - PLAN D (MANDATORY)

Disciplinary Actions

(One or more of these actions may be appropriate)

PLAN C

- Parent contact/parent conference.
- Administrator/teacher/student/parent conference.
- Suspension or alternative to suspension with possible recommendation for administrative assignment to Opportunity School or expulsion.*
- Refer criminal acts to the Miami-Dade Schools Police and the local police agency for appropriate legal action.**
- When appropriate, seek restitution or restoration.

PLAN D

- Parent contact/parent conference.
- Administrator/parent conference.
- Ten-day suspension.*
- Recommendation for expulsion, administrative assignment to Opportunity School Program, or placement in a substance abuse program.

- Refer criminal acts to the Miami-Dade Schools Police and the local police agency for appropriate legal action.**

- When appropriate, seek restitution or restoration.

* The notice of suspension must be mailed to the parent.

** ***Criminal acts shall be reported in accordance with the directives contained in the document Procedures for Promoting and Maintaining a Safe Learning Environment.***

Violations

GROUP V (Violations)

Continuous Disruptive Behavior: (SPAR)
Committing a combination of any of the violations listed in this Code that have resulted in more than 20 days of outdoor suspension.

Hate Crime: (SPAR)
Crimes or criminal acts motivated by hate due to some characteristics or perceived characteristics of the victim motivated all or in part by hostility to the victim's real or perceived race, religion, color, sexual orientation, ethnicity, ancestry, national origin, etc.

Other Major: (SPAR)
Major incidents that do not fit within the other definitions. Any serious, harmful incident resulting in the need for law enforcement intervention not previously classified.

Possession and/or Concealment of Weapons: (SPAR)
Any carrying, concealing, or displaying of knives, flammable agents, or any other items that may be used to cause bodily injury or death.

Possession of Cocaine or Heroin: (SPAR)
Possession of any amount of cocaine or heroin. (The possession of illegal drugs and alcohol is wrong and harmful.)

Sale or Distribution of Mood Modifiers or Illegal Drugs: (SPAR)
The act of distributing a mood modifier or illegal drug, including alcohol, to others. The possession of an amount that would be considered greater than that for personal use will be deemed to be for distribution/sale. (The sale and distribution of illegal drugs and alcohol is wrong and harmful.)

Sex Violations: (SPAR)
An offense against chastity or common decency.

PLAN E (MANDATORY)

Mandatory Disciplinary Actions

PLAN E

- Parent contact/parent conference.

- Administrator/parent conference.

- Ten-day suspension and recommendation for expulsion.*

- Refer criminal acts to the Miami-Dade Schools Police and the local police agency for appropriate legal action.**

- When appropriate, seek restitution or restoration.

* The notice of suspension must be mailed to the parent.

** ***Criminal acts shall be reported in accordance with the directives contained in the document Procedures for Promoting and Maintaining a Safe Learning Environment.***

Violations

GROUP VI (Violations)

Aggravated Assault: (SPAR)
An intentional verbal or physical threat to do violence to someone by a student who possesses an apparent ability to do so, while displaying a firearm, knife, other deadly weapon, or simulated weapon and which creates a well-founded fear in the victim that such violence is imminent.

Aggravated Battery: (SPAR)
Intentionally or knowingly causing great bodily harm, permanent disability, or permanent disfigurement or using a weapon or simulated weapon while committing a battery.

Armed Robbery: (SPAR)
The taking of money or other property from the person or custody of another, with intent to either permanently or temporarily deprive the person of the money or other property, when in the course of the taking, there is the use of any weapon or simulated weapon.

Arson: (SPAR)
Any willful or malicious igniting of a fire which causes damage or is intended to cause damage to school property or the property of another.

Battery or Aggravated Battery on a Teacher or Other School Personnel: (SPAR)
A battery or aggravated battery, as defined above, on any elected official or school district employee whether it is committed on school property, on school-sponsored transportation, during a school-sponsored activity or while the elected official or employee is on official school business.

Homicide (murder, manslaughter): (SPAR)
Murder - the unlawful killing of a human being;

Manslaughter: The unlawful killing of a human being without express or implied malice.

Kidnapping or Abduction: (SPAR)
Forcibly, secretly, or by threat, confining, abducting, or imprisoning another person against that person's will and without lawful authority, with intent to: (1) hold for ransom or reward or as a shield or hostage; (2) commit or facilitate commission of any felony; (3) inflict bodily harm upon or to terrorize the victim or another person; and (4) interfere with the performance of any governmental or political function.

Making a Threat or False Report: (SPAR)
It is unlawful to threaten to throw, project, place, or discharge any destructive device with intent to do bodily harm to any person or with intent to do damage to any property of any person. It is unlawful to make a false report, with intent to deceive, mislead, or otherwise misinform any person, concerning the placing or planting of any bomb, dynamite, or any other deadly explosive.

Possession, Use, or Sale of Any Explosive Device: (SPAR)
An explosive is any chemical compound or mixture that has the property of yielding readily to create an explosion, e.g., blasting caps, detonators.

Possession, Use or Sale of Any Firearm or Destructive Device★ (SPAR)
Possession, use, or sale of any firearm or destructive device on school property, school-sponsored transportation or during a school-sponsored activity. A firearm is any weapon (including a starter gun) which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon, e.g. any bullet; any firearm muffler or firearm silencer; any destructive device; or any machine gun.

"Destructive device" means any bomb, grenade, mine, rocket, missile, pipebomb, or similar device containing an explosive, incendiary, or poison gas and includes any frangible container filled with an explosive, incendiary, explosive gas, or expanding gas, which is designed or so constructed as to explode by such filler and is capable of causing bodily harm or property damage; any combination of parts either designed or intended for use in converting any device into a destructive device and from which a destructive device may be readily assembled.

Sexual Battery: (SPAR)
Oral, anal, or vaginal penetration by, or union with, the sexual organ of another or the anal or vaginal penetration of another by any other object.

PLAN F (MANDATORY)

Mandatory Disciplinary Actions

PLAN F

- Parent notification/conference by administrator.
- Ten-day suspension and recommendation for expulsion.*
- Refer criminal acts to the Miami-Dade Schools Police and the local police agency for appropriate legal action.**
- Students who are under 16 years of age and expelled under a Group VI violation must attend an alternative program for the remainder of the school year, the summer session, and all of the next school year, except as set forth on page 9.
- Students who are 16 years or older and expelled under a Group VI violation will be assigned to an alternative program for the remainder of their tenure in Miami-Dade County Public Schools.

* The notice of suspension must be mailed to the parent.

** ***Criminal acts shall be reported in accordance with the directives contained in the document Procedures for Promoting and Maintaining a Safe Learning Environment.***

★ *THE POSSESSION, USE, OR SALE OF A FIREARM OR EXPLOSIVE DEVICE ON SCHOOL PROPERTY MAY ALSO RESULT IN CRIMINAL PENALTIES IN ADDITION TO SUSPENSION, EXPULSION OR OTHER SCHOOL DISCIPLINARY ACTION.*