

Wesley Chapel High School:

Discipline Procedures!



We Are CATS!

Every student and staff member is a Wildcat and specific traits define what a Wildcat is.

All “CATS” are:

- C – Cooperative
- A – Attentive
- T – Timely
- S – Successful



It is a privilege to be called a Wildcat and these specific criteria are what we all expect a Wildcat to possess.

We Are CATS: Cooperative

A **Cooperative** Wildcat is one that works in partnership with their teacher and fellow students:

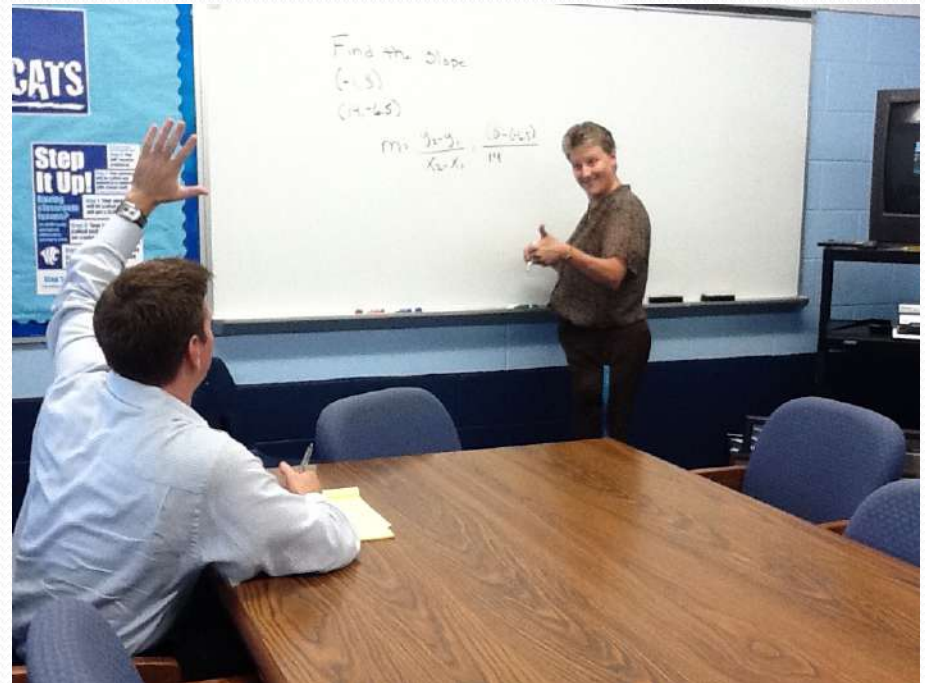
- Cooperative Cats follow directions.
- Cooperative Cats work with fellow Wildcats efficiently.
- Cooperative Cats help others achieve their highest potential.



We Are CATS: Attentive

An **Attentive** Wildcat is aware of expectations and focuses on the goals of each of their classes by:

- Paying attention in class
- Staying on task during lessons
- Being aware of important due dates
- Concentrating on Tests



We Are CATS: Timely

Being **Timely** is at the center of being a Wildcat:

- Attending classes on time
- Turning in assignments when they are due
- Completing projects and being prepared
- Following directions as soon as they are presented



We Are CATS: Successful

Wildcats make choices to ensure they are **Successful** in attaining their goals by:

- Utilizing their time
- Choosing to complete tasks to the best of their ability
- Understanding what is expected of them

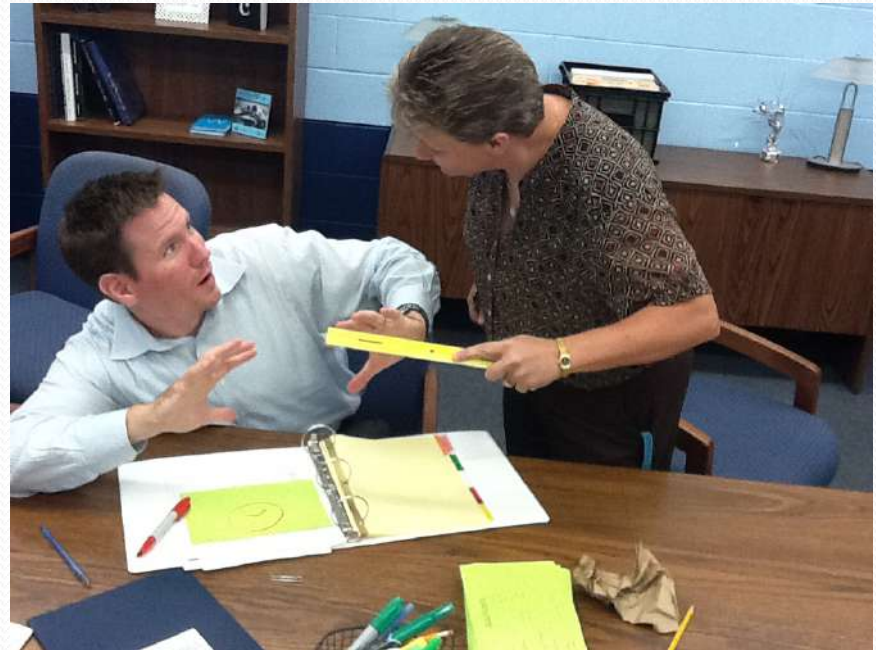


Examples of Not Being CATS...



Uncooperative

- **Uncooperative** – Verbal outbursts between students or teachers, disagreements with other students, unproductive behavior (group or individual), etc.



Inattentive

- **Inattentive** – Head down in class, listening to music at inappropriate times, being off task during assignments or lecture, etc.



Untimely

- **Untimely** – Excessive tardiness to class, turning in assignments late, not being prepared for tests or project deadlines, etc.



Unsuccessful

- **Unsuccessful** – Refusing to do assignments, not choosing to follow directions, making poor decisions, etc.



How do you document students who are not being CATS?



What is “Step It Up?”

Step-It-Up is a classroom management program devised to address and solve issues that are not immediate referable offenses.

When a student is not fulfilling his or her duties of being a Wildcat, you need to help them “Step-It-Up!”

Must have 3 steps to redirect behavior before administration steps in.

Step 4 is where you reach outside of your classroom for help. This does NOT automatically result in a referral. This is a step where administration works with you to determine an appropriate plan on action.

Why use “Step-It-Up?”

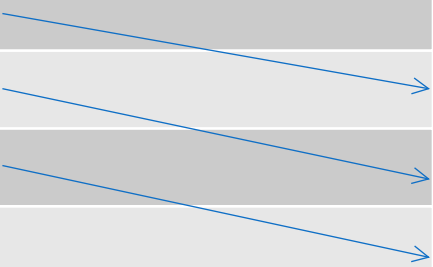
- Step-It-Up addresses the classroom teacher’s concerns with negative student behavior(s).
- Allows the instructional staff member to review the expectation for a student with a consequence.
- Places teachers in the driver’s seat when it comes to their student’s successful outcomes and discipline interventions.
- **Not to be used for high grade problematic behaviors that require immediate administrative attention**

Reasons to Involve Administrator ASAP

- Fighting
- Drugs, Alcohol, or Tobacco
- Possession of a Weapon
- Theft
- Sexual Harassment
- Major campus disruption; riot
- Arson
- Bomb Threat, False Fire Alarms
- Extortion or robbery
- Intimidating school staff or students
- Pattern of bullying or harassment
- Violations of other criminal laws
- Defacing and/or destroying school or personal property
- Lewd or obscene behavior or sexual misconduct
- Defiance of Authority
- ***Call front office to have us radioed

This is What Happens When You Use “Step-It-Up!”

<u>Grade Level</u>	<u>2012 Referrals</u>	<u>2013 Referrals</u>
9 th Grade	186	143
10 th Grade	271	161
11 th Grade	151	164
12 th Grade	130	93
Total	738	561



Name: _____ Grade: _____ Student Number: _____

Class/Period: _____ Teacher: _____

Step 1: Address the student.

Date of Discussion: _____

Please check part of "We are WildCATS" addressed:

Cooperative ____ Attentive ____

Timely ____ Successful ____

Please describe the behavior being addressed:

Step 2: Speak with the student and parent and assign an in-class intervention.

Date of Discussion: _____

Please check part of "We are WildCATS" addressed:

Cooperative ____ Attentive ____

Timely ____ Successful ____

Retrieve contact numbers for a parent from the student. Please check eSembler, the clinic emergency cards, or with administration if parent contact is not made with numbers given by student. Record all of the phone numbers called below and indicate the phone number where the parent was reached.

Date of Parent Contact: _____

Please describe the behavior being addressed:

In-class intervention assigned:

Date assignment was served: _____

(Note: if student refusal, move on to Step 3)

Pawsitive Follow-Up (if student has improved):

Please check the positive reinforcement that was used.

Pawsitive Paw: ____ Parent Contact: ____

Step 3: Speak with student and parent and assign an on-campus intervention.

Date of Discussion: _____

Please check part of "We are WildCATS" addressed:

Cooperative ____ Attentive ____

Timely ____ Successful ____

Date of parent contact: _____

Behavior addressed with student and parent:

Intervention assigned:

Date assignment was served: _____

(Note: if student refusal, move on to Step 4)

Pawsitive Follow-Up (if student has improved):

Please check the positive reinforcement that was used.

Pawsitive Paw: ____ Parent Contact: ____

NOTES:

Step 4: Speak with student and parent, and develop SLIDE.

Date of Discussion: _____

Please check part of "We are WildCATS" addressed:

Cooperative ____ Attentive ____

Timely ____ Successful ____

Date of parent contact: _____

Behavior addressed with student and parent:

Other teachers contributing to creating SLIDE:

Please attach SLIDE form to Step It Up form.

Pawsitive Follow-Up (If student has improved):

Please check the positive reinforcement that was used.

Pawsitive Paw: ____ Parent Contact: ____

Step 5: Speak with student and parent, schedule and hold a conference with parent, student and school staff.

Date of Discussion: _____

Please check part of "We are WildCATS" addressed:

Cooperative ____ Attentive ____

Timely ____ Successful ____

Date of parent contact: _____

Behavior addressed with student and parent:

Date of conference: _____

Outcome of conference:

Pawsitive Follow-Up (If student has improved):

Please check the positive reinforcement that was used.

Pawsitive Paw: ____ Parent Contact: ____

Step 6: Student receives a referral (for behavioral issues only).

Date referral sent to administrator: _____

Please check part of "We are WildCATS" addressed: Cooperative ____ Attentive ____ Timely ____ Successful ____

Behavior addressed with student:

Please bring the completed Step It Up form to the student's administrator and complete the referral.

Pawsitive Follow-Up (If student has improved): Pawsitive Paw: Parent Contact:

SLIDE

Strategic Lessons for Individualized Discipline Experiences

Student Name

Student Number

Teacher Name

CATS INFRACTION:

- Cooperative
- Attentive
- Timely
- Successful

STRATEGIES ATTEMPTED:

PRODUCTIVE CONSEQUENCE THAT WOULD PRODUCE RESULTS:

ADDITIONAL COMMENTS:

STRATEGIC LESSONS USED FOR INDIVIDUAL DISCIPLINE EXPERIENCES:



Wesley Chapel High School
30651 Wells Road, Wesley Chapel, FL 33545
813.794.8700 Fax: 813.794.8791

Carin Nettles, Principal

Shelley Carrino
Assistant Principal

Danielle Castro
Assistant Principal

Tim Light
Assistant Principal

Rebecca Sadusky
Assistant Principal

Dear Parent or Guardian,

Based on current discipline actions based on your child's behavior, he/she has been selected as a participant in Wesley Chapel High School's anger management program entitled C.H.O.I.C.E.S.

CHOICES (Changing Harmful Outcomes Into Creative Effective Solutions) is an anger management group that focuses on an alternative path to constructively reacting during life's everyday frustrations, anxieties, and challenges. Our program stresses that an individual is in control of diverse options to difficult situations and that each option results in consequences. By selecting which consequence is most advantageous to us as an individual, reveals to us the most practical life CHOICES.

The facilitator for this program is Heather Farnsworth, a WCHS Guidance Counselor. The location for this program is in room 127 which is located in the 100 building. We will work on a rotating schedule with classes beginning each Monday afternoon at 2:00. Students will be assigned to 5 consecutive sessions beginning on the date indicated below.

If you have any questions, please contact Heather Farnsworth at 813-794-8700. I look forward to making a difference in your student's life actions.

Sincerely,

Heather Farnsworth
Behavior Specialist

Beginning Date _____

C.H.O.I.C.E.S.

Changing Harmful Outcomes Into Creative Effective Solutions

Student Name: _____ Student #: _____ Date: _____

Behavioral Code: _____ This infraction is a: ___ Primary Incident ___ Repeated Offense

Comments: _____

Other individuals involved in incident: _____ The individual is a: ___ Teacher ___ Student

Administrators Signature: _____ Urgency of program admittance: Low Med High

Failure to complete the program in full will result in _____ Contact Phone Number _____

Wesley Chapel High School

Saturday Detention Notice

Today's Date: _____ Date of Assigned Saturday Detention: _____

Student Name: _____ Student #: _____

Reason for Saturday Detention: _____

Parent/Guardian Contact:

Individual Contacted: _____ Telephone Number: () _____

Date and Time of Contact: _____ Consent Given: Yes No

1. You have been assigned **Saturday Detention** at Wesley Chapel High School. Report to Wesley Chapel High School Room # _____ before 8:00 AM on the above assigned Saturday.
2. Your detention time is **from 8:00 AM until 11:00 AM**. Showing up late for Saturday detention will not be tolerated – **YOU MUST ARRIVE NO LATER THAN 8:00 AM**. The classroom door will be locked at 8:00 AM and if you arrive after the door is locked you **WILL NOT BE ALLOWED TO ENTER**. If you fail to attend or arrive late for Saturday Detention you will be issued a level three consequence (3 days I.S.S. or Out of School Suspension).
3. Please bring with you any homework/classwork you need to complete. If you do not have any schoolwork, bring one of your textbooks or an appropriate book to read.
4. If an emergency arises and you cannot attend your assigned detention, you must notify an **ADMINISTRATOR 24 HOURS** before your scheduled detention. Failure to notify an administrator that you cannot attend your detention will result in further disciplinary action.

I am aware of my Saturday Detention date and my responsibility to attend.

Student Signature

Date

Staff Member Assigning Detention: _____



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Carin Nettles, Principal

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Assistant Principal

Tim Light
Assistant Principal

Danielle Castro
Assistant Principal

Rebecca Sadusky
Assistant Principal

ISS Lunch Detention Program

You have been assigned an ISS lunch detention for violation of the student code of conduct. Administration, as well as other school staff members, have the availability to utilize the ISS lunch detention program for various student infractions.

ISS lunch detention is defined as a social isolation and remediation of infraction when students commit acts not permitted by the school's code of conduct. This discipline action results in:

1. Attending ISS in place of the student's lunch period.
2. Restriction of lunch choices to the most basic menu items.
3. Assignment(s) correlating to the student's discipline infraction.

Your infraction will result in _____ day(s) of ISS lunch detention. If the lunch detention is missed in fault of the student, the lunch detention will be extended to the original day assigned for the initial infraction as well as an additional day.

Completion of the lunch detention entails the following:

1. Attendance of ISS lunch detention.
2. Adherence of ISS rules and procedures.
3. Completion of remedial assignments pertaining to infractions.

Date(s) ISS LD
to be served

Staff Signature: _____ Date: _____

ISS Lunch Detention (to be given to the ISS teacher)

Student Name: _____ Student #: _____ Date: _____

CATS infraction: Cooperative: _____ Attentive: _____ Timely: _____ Successful: _____ Other: _____

Comments/Dates tardy: _____

_____ Lunch Period: _____

Date(s) that student will spend in ISS lunch detention: _____ Student food allergies: _____

Detention Referral

Student _____

Date _____

I.D. # _____

Period _____

Teacher _____

Reason: _____ Tardies Other _____

Please report to _____ at _____

Detention Date →	M	T	W	TH	F	S
_____ →	_____	_____	_____	_____	_____	_____

Proactive Measures

- Greet students at door; be visible
- Establish a rapport with students
- Proximity control
- Actively Listen
- Actively Engage Students in Learning
- Model tolerant, patient, dignified, and respectful behavior.
- Catch students being good and let them know they are behaving like wildCATS should!!!

Discipline Teachers Can Assign

- Lunch Detention
- Classroom Lunch Detention
- ISS Lunch Detention
- Work Detail
- SLIDE
- Saturday Detention (Must contact parent)
- After School Detention

Behavior Specialists

- John Sarnecki
- Heather Farnsworth

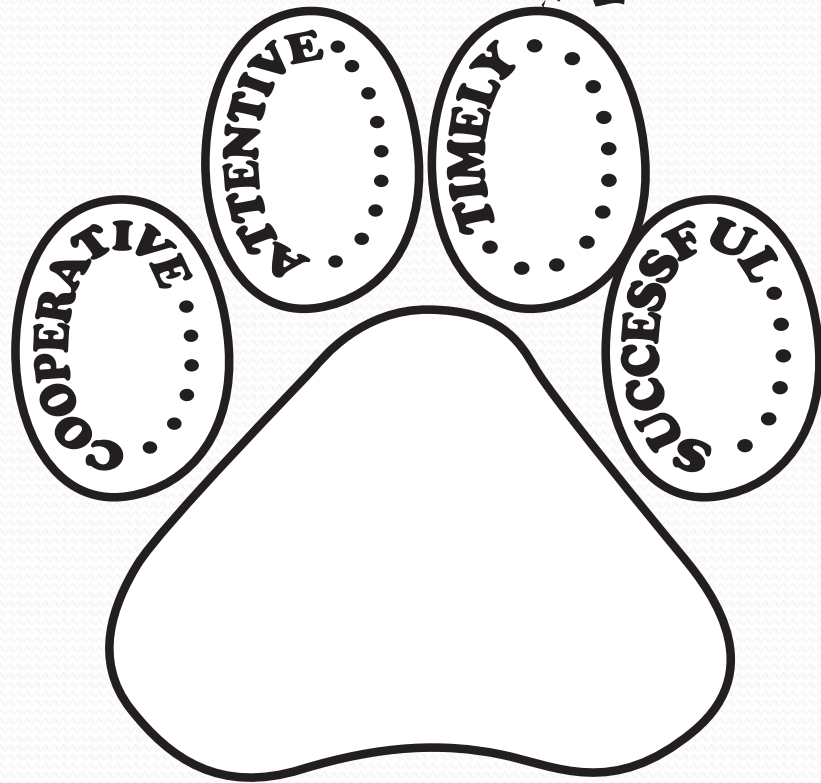
Campus-wide Safety

- Be Visible
 - At door
 - During passing
- Actively engaged at duties
- Report information
- Communication

How to Recognize Good Behavior

- Catch a student doing a random act of kindness
 - Slushy Coupons
 - Cookie Coupons
- Make a Good Phone Call Home
- Share at PLC Meetings
- Write a Pawsitive Paw

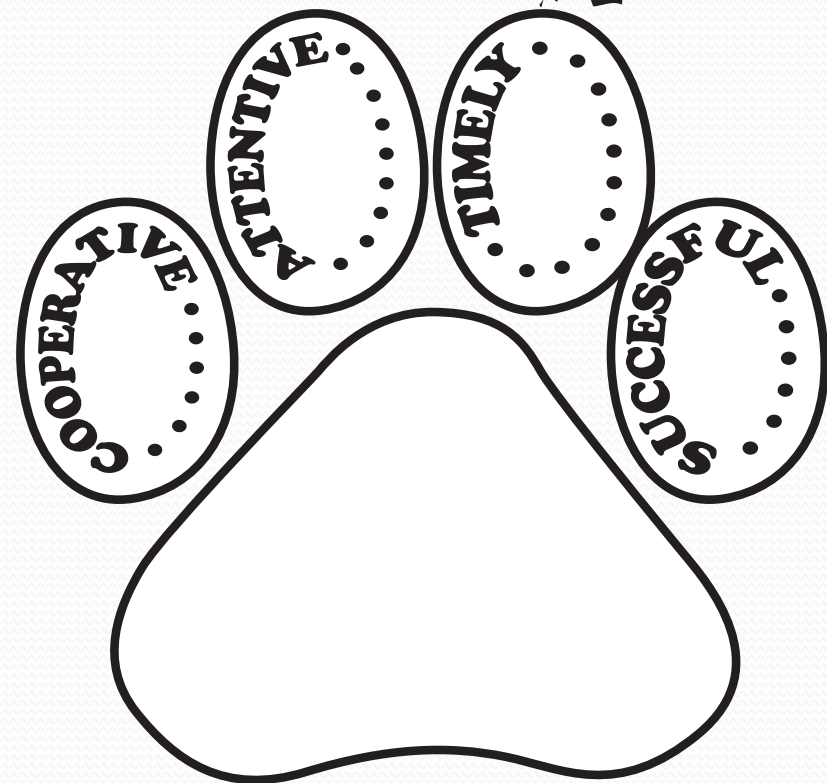
We are WILDCATS



Student _____

Teacher/Staff Member _____

We are WILDCATS



Student _____

Teacher/Staff Member _____

Questions

