

# **Longview Independent School District**

## **Lobo Discipline Plan**

### **Plan Summary**

The plan provides a variety of methods and options for managing student behavior in the classroom and on school grounds, disciplining students, and intervening in student discipline concerns. The gradual methodology of the plan includes techniques to be used by classroom teachers and by campus administration. Techniques address classroom behavior as well as minor and major campus wide behaviors. This plan provides students and parents with general expectations for student behavior, a detailed set of gradual disciplinary actions in the form of a matrix, and a system for the administration of positive behavior supports in lieu of disciplinary action.

### **Guiding Principles & Goals**

This plan will act to facilitate improved communication, increase parental involvement, and provide for a clearly defined discipline process that includes parental and student engagement through access to positive discipline approaches and well defined guidelines. The overall purpose of the plan is to address behaviors in a gradual manner, provide opportunities for students to change their behavior, avoid removing students from the classroom for disciplinary issues, and provide a fair and consistent mode of assigning discipline in order to ensure that LISD does not discriminate on the basis of race, religion, color, national origin, sex, disability or genetic information, in accordance with Title VI of the Civil Rights Act.

### **Development Process**

The Lobo Discipline Plan was developed over a lengthy period of time with the advice of a district level committee of campus administrators as well as input from faculty and staff. Meetings were held with elementary, middle, and high school administrators in order to formulate plans that are tailored to the needs of the three campus levels within Longview ISD.

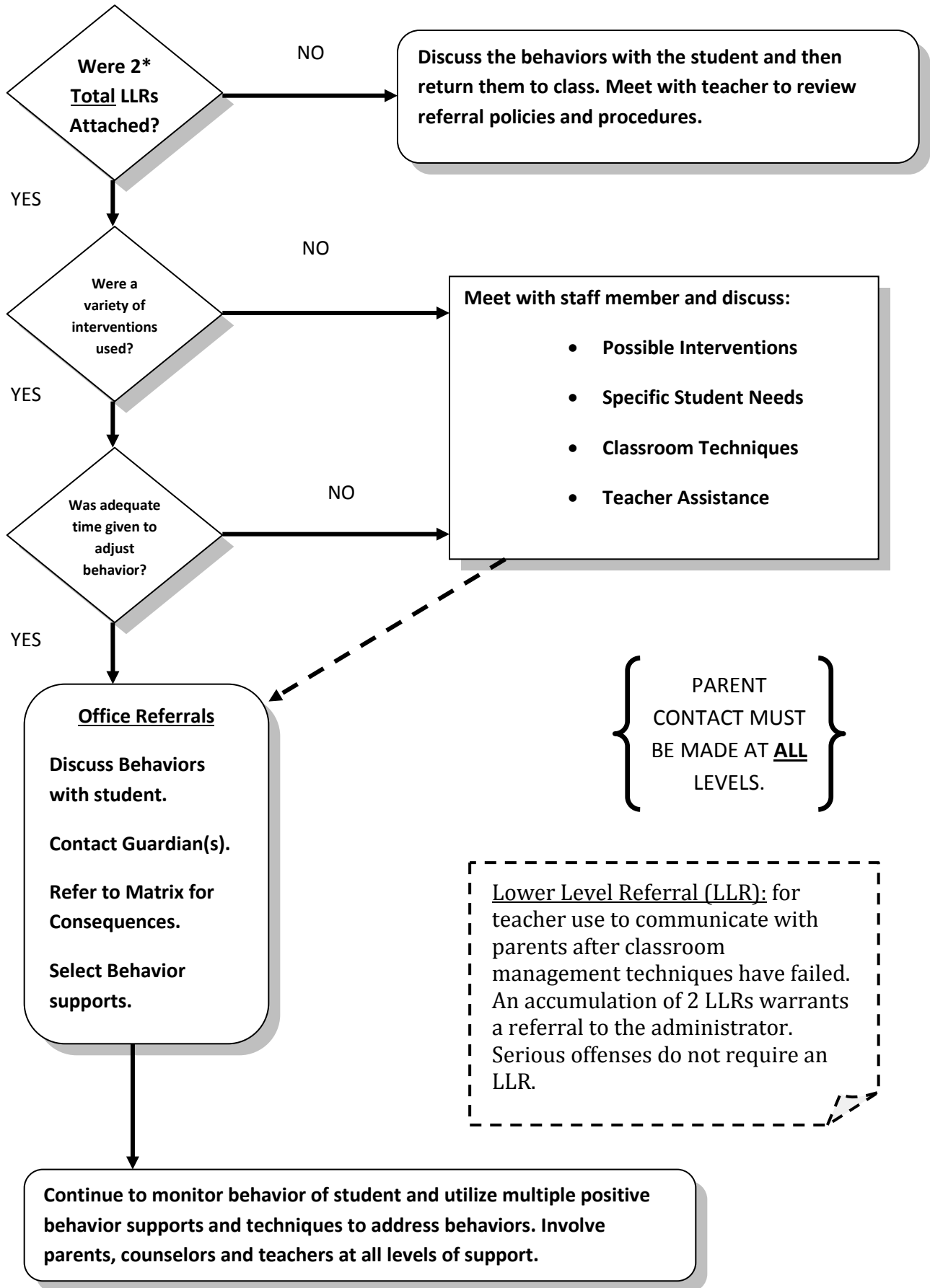
### **Implementation and Availability**

The plan remains in effect for this school year and throughout summer school. It is applicable for all activities on campus and all school-related and school-sponsored activities off campus. The plan will be updated annually. It will be made available on each campus and on the district's website at [w3.lisd.org](http://w3.lisd.org). The plan will be monitored at a district and a campus level every six weeks. Staff and administrators will attend yearly training and will meet on a monthly basis to review data, make adjustments and conduct additional training as needed.

### **Components**

- General Student Expectations
- Interventions for Minor Classroom Offenses
- Office Referrals for Minor Offenses (flowchart)
- Office Referrals for Major Infractions (flowchart)
- Lower Level Referral Forms (classroom discipline)
- Office Referrals Forms
- Discipline Matrix
- Positive Behavior Supports

# Office Referrals for Minor Offenses



\*from any category

# Office Referrals for Major Infractions

## Determine Administrative Action based on Lobo Discipline Plan Matrix

OR

### In-School Suspension

- 3 Days Maximum
- Contact Guardian(s)
- Conference with Student
- Select Consequences from Matrix
- Select Positive Behavior Supports to be used
- Notify Teachers, Counselors and Guardian(s)

### Out of School Suspension

- 3 Days Maximum
- Contact Guardian(s)
- Conference with Student
- Select Consequences from Matrix
- Select Positive Behavior Supports to be used
- Notify Teachers, Counselors and Guardian(s)

### DAEP placement or Expulsion

- Contact Guardian(s)
- Conference with Student
- Select Consequences from/or based upon Ch. 37/ Board Policy/matrix.
- Select Positive Behavior Supports to be used.
- Notify Teachers, Counselors, Guardian(s), DAEP and Central Admin. *(if expulsion is recommended)*
- Provide due process to guardian(s) through placement hearing.

PARENT CONTACT MUST BE MADE AT **ALL** LEVELS.

### Return From Placement

- Prepare student re-entry plan
- Schedule individual or group counseling
- Evaluate effectiveness of disciplinary placement
- Provide parent with school and community resources
- Develop a behavior support plan for the student

Middle

## Longview ISD Middle School Low Level Referral Form

**BE SAFE!**

**BE RESPONSIBLE!**

**BE RESPECTFUL!**

Student: \_\_\_\_\_

Staff Member: \_\_\_\_\_

Time of incident: \_\_\_\_:\_\_\_\_

Date of incident: \_\_\_\_\_

Grade: \_\_\_\_\_

MANDATORY PARENT CONTACT-- Date: \_\_\_\_\_ Time: \_\_\_\_:\_\_\_\_

Location	Problem Behavior	Staff Intervention Administered
<input type="checkbox"/> Gate	<input type="checkbox"/> Disruption: _____	<input type="checkbox"/> Taught/Re-taught expectations
<input type="checkbox"/> On bus/bus area	<input type="checkbox"/> Defiance: _____	<input type="checkbox"/> Taught/Role-played appropriate behavior
<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Disrespect: _____	<input type="checkbox"/> Pre-corrected: modeling appropriate behavior
<input type="checkbox"/> Classroom	<input type="checkbox"/> Non-compliance	<input type="checkbox"/> Cued/Prompted student: _____
<input type="checkbox"/> Library	<input type="checkbox"/> Property Misuse	<input type="checkbox"/> Clarified how behavior did not meet expectation
<input type="checkbox"/> Office	<input type="checkbox"/> Dress code	<input type="checkbox"/> Provided warning(s) prior to low level referral
<input type="checkbox"/> Hallway	<input type="checkbox"/> Physical Contact	<input type="checkbox"/> Checked student understanding of expectation
<input type="checkbox"/> Restrooms	<input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Provided a structured choice
<input type="checkbox"/> Lunch area	<input type="checkbox"/> Tardy	<input type="checkbox"/> Collaborated with colleagues
<input type="checkbox"/> PE area	<input type="checkbox"/> Lying	<input type="checkbox"/> Evaluated student's skill repertoire: academic/behavior
<input type="checkbox"/> Playground	<input type="checkbox"/> Cheating	<input type="checkbox"/> Reviewed student data for patterns/trends
<input type="checkbox"/> _____	<input type="checkbox"/> Out of bounds: _____	<input type="checkbox"/> Discussed positive behavior approaches for appropriate behaviors
	<input type="checkbox"/> Trash/littering	<input type="checkbox"/> Evaluate factors contributing to the behaviors
	<input type="checkbox"/> Stealing	<input type="checkbox"/> Classroom level consequence (i.e. _____)
	<input type="checkbox"/> _____	<input type="checkbox"/> Comments: _____
		_____
		<b>Parent Signature:</b> _____
		<b>Staff Signature:</b> _____

WHITE: student's file

YELLOW: guardian

PINK: teacher

## Longview ISD Middle School Low Level Referral Form

**BE SAFE!**

**BE RESPONSIBLE!**

**BE RESPECTFUL!**

Student: \_\_\_\_\_

Staff Member: \_\_\_\_\_

Time of incident: \_\_\_\_:\_\_\_\_

Date of incident: \_\_\_\_\_

Grade: \_\_\_\_\_

MANDATORY PARENT CONTACT-- Date: \_\_\_\_\_ Time: \_\_\_\_:\_\_\_\_

Location	Problem Behavior	Staff Intervention Administered
<input type="checkbox"/> Gate	<input type="checkbox"/> Disruption: _____	<input type="checkbox"/> Taught/Re-taught expectations
<input type="checkbox"/> On bus/bus area	<input type="checkbox"/> Defiance: _____	<input type="checkbox"/> Taught/Role-played appropriate behavior
<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Disrespect: _____	<input type="checkbox"/> Pre-corrected: modeling appropriate behavior
<input type="checkbox"/> Classroom	<input type="checkbox"/> Non-compliance	<input type="checkbox"/> Cued/Prompted student: _____
<input type="checkbox"/> Library	<input type="checkbox"/> Property Misuse	<input type="checkbox"/> Clarified how behavior did not meet expectation
<input type="checkbox"/> Office	<input type="checkbox"/> Dress code	<input type="checkbox"/> Provided warning(s) prior to low level referral
<input type="checkbox"/> Hallway	<input type="checkbox"/> Physical Contact	<input type="checkbox"/> Checked student understanding of expectation
<input type="checkbox"/> Restrooms	<input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Provided a structured choice
<input type="checkbox"/> Lunch area	<input type="checkbox"/> Tardy	<input type="checkbox"/> Collaborated with colleagues
<input type="checkbox"/> PE area	<input type="checkbox"/> Lying	<input type="checkbox"/> Evaluated student's skill repertoire: academic/behavior
<input type="checkbox"/> Playground	<input type="checkbox"/> Cheating	<input type="checkbox"/> Reviewed student data for patterns/trends
<input type="checkbox"/> _____	<input type="checkbox"/> Out of bounds: _____	<input type="checkbox"/> Discussed positive behavior approaches for appropriate behaviors
	<input type="checkbox"/> Trash/littering	<input type="checkbox"/> Evaluate factors contributing to the behaviors
	<input type="checkbox"/> Stealing	<input type="checkbox"/> Classroom level consequence (i.e. _____)
	<input type="checkbox"/> _____	<input type="checkbox"/> Comments: _____
	<input type="checkbox"/> _____	_____
		<b>Parent Signature:</b> _____
		<b>Staff Signature:</b> _____

WHITE: student's file

YELLOW: guardian

PINK: teacher

# Longview ISD Middle School Office Referral Form

**BE SAFE!**

**BE RESPONSIBLE!**

**BE RESPECTFUL!**

Student: \_\_\_\_\_ Referring Staff Member: \_\_\_\_\_

Time of incident: \_\_\_\_:\_\_\_\_ Date of incident: \_\_\_\_\_ Grade: \_\_\_\_\_

Offense Level:  Minor  Major (OSS, ISS, DAEP)

Location	Problem Behavior	Environmental Factors
<input type="checkbox"/> Gate	<input type="checkbox"/> Fighting	<input type="checkbox"/> Adult request/directive
<input type="checkbox"/> On bus/bus area	<input type="checkbox"/> Destruction of Property	<input type="checkbox"/> Oral instruction
<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Habitual Profanity	<input type="checkbox"/> Individual seat work
<input type="checkbox"/> Classroom	<input type="checkbox"/> Theft/Possess Stolen Property	<input type="checkbox"/> Group work
<input type="checkbox"/> Library	<input type="checkbox"/> Harassment: _____	<input type="checkbox"/> Managing Materials
<input type="checkbox"/> Office	<input type="checkbox"/> Committed Obscene Act	<input type="checkbox"/> External Interruptions <i>(guest, PA, phone call, etc.)</i>
<input type="checkbox"/> Hallway	<input type="checkbox"/> Weapon: _____	<input type="checkbox"/> Classroom transitions
<input type="checkbox"/> Restrooms	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Teasing from peers
<input type="checkbox"/> Lunch area	<b>Chronic Minor Offenses</b> <i>(Attach documentation)</i>	<input type="checkbox"/> Changes to routine
<input type="checkbox"/> PE area		<input type="checkbox"/> Sub Teacher
<input type="checkbox"/> Playground		<input type="checkbox"/> Assembly
<input type="checkbox"/> _____		<input type="checkbox"/> Recess
<input type="checkbox"/> _____		<input type="checkbox"/> _____
<input type="checkbox"/> _____		<input type="checkbox"/> Disruption
<input type="checkbox"/> _____		<input type="checkbox"/> Non-compliance
<input type="checkbox"/> _____		<input type="checkbox"/> Inappropriate Language
<input type="checkbox"/> _____		<input type="checkbox"/> Property Misuse
<input type="checkbox"/> _____		<input type="checkbox"/> Tardy
<input type="checkbox"/> _____	<input type="checkbox"/> Dress Code/ID Card	
<input type="checkbox"/> _____	<input type="checkbox"/> Other: _____	

**Additional Comments:**

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**Others involved in incident:**

- None
  Peers
  Staff
  Sub Teacher

**MANDATORY Contact with Parent/Guardian:**

- Phone: \_\_\_\_/\_\_\_\_/\_\_\_\_
  Conference: \_\_\_\_/\_\_\_\_/\_\_\_\_
  Note Home: \_\_\_\_/\_\_\_\_/\_\_\_\_

Received in Office by: \_\_\_\_\_ Received in Office at: \_\_\_\_:\_\_\_\_

**Administrative Action Taken (check only those that apply):**

- |   |   |
|---|---|
| <input type="checkbox"/> Evaluated skill level: Academic/Behavior   | <input type="checkbox"/> Checked understanding of expectations                          |
| <input type="checkbox"/> Discussed Functional/Environmental Factors | <input type="checkbox"/> Counselor intervention   |
| <input type="checkbox"/> Developed behavior contract                | <input type="checkbox"/> Met with/talked to guardian                                    |
| <input type="checkbox"/> Reviewed student data for patterns/trends  | <input type="checkbox"/> Assigned adult mentor  |
| <input type="checkbox"/> Developed BSP                              | <input type="checkbox"/> Forwarded copy of referral to guardian                         |
| <input type="checkbox"/> Referred to RTI                            | <input type="checkbox"/> Provided additional supports:                                  |
| <input type="checkbox"/> Detention: _____                           | <input type="checkbox"/> ISS: _____ <input type="checkbox"/> Restricted Activity: _____ |
| <input type="checkbox"/> Suspension: _____                          | <input type="checkbox"/> Dade Placement*  |

# Days of Susp: \_\_\_\_\_ Dates of Susp: \_\_\_\_\_

# Days of assigned to Dade: \_\_\_\_\_ Dates of Placement: \_\_\_\_\_

**Positive Behavior Support:** \_\_\_\_\_

**Parent's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Administrator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

WHITE: Student File

YELLOW: Guardian

PINK: Teacher

*\*students placed at Dade are not allowed to be on any LISD campus or attend any LISD activities.*

## **Menu of Interventions for Minor Offenses (Classroom Managed Misbehaviors)**

- ❑ **Clearly define/post** the behavioral expectations.
- ❑ **Implement procedures** for all class routines ---- entering the room, handing in assignments, sharpening the pencil, welcoming a guest, etc.
- ❑ **TEACH and ROLE-PLAY** the behavioral expectations, classroom procedures, use of materials, etc. Demonstrate what the expected behavior “looks like” (positive example) as well as what it “does not look like” (non-example).
- ❑ **Pre-correct** – Prior to directing students to perform a task, provide a description of what the expected behavior will look like. “In two minutes we will break for lunch. I expect everyone to put their materials away, push in all chairs and quietly line up for lunch.”
- ❑ **Cue/Prompt/Remind** – Provide a pre-arranged/previously taught cue to remind specific students to engage in the appropriate behavior.
- ❑ **Acknowledge students** who are appropriately demonstrating the expected behavior.
- ❑ **Specifically explain HOW** the behavior did not meet the stated/taught expectation. “It is disrespectful to other students when you \_\_\_\_\_.”
- ❑ **Provide a warning** --- “Respect is one of our school rules. All students are expected to talk respectfully to all adults and students here at ABC School. This is an official warning.”
- ❑ **Check for student understanding of the behavioral expectations** – “Please summarize for me what we have discussed so I am sure there is no confusion.” (written or verbal)
- ❑ **Evaluate the student’s skill repertoire** – Determine if the student is capable of demonstrating the behavioral expectation. Make sure to evaluate both behavior and academic domains.
- ❑ **Determine the FUNCTION** of the misbehavior. All misbehaviors serve a purpose (function). Determine what the student is *gaining* or *avoiding* by engaging in the misbehavior.
- ❑ **Provide a structured choice** -- clearly offer a choice between two alternatives and state the consequence for each. “You can work quietly on your assignment now and leave with the class or work with me during lunch.”
- ❑ **Evaluate ENVIRONMENTAL factors** within the classroom which may be contributing to the misbehavior: Space, Time, Materials, Interactions (peers, adults).
- ❑ **Collaborate with colleagues** to identify behavior patterns and trends (class to class, year to year, etc.).
- ❑ **Use a variety of consequences** – Positive Reinforcement, Negative Reinforcement, Penalties and Punishments. Remember, punishment is the least effective consequence for students with anti-social behaviors.
- ❑ **Evaluate the effectiveness of consequences.** Ineffective consequences must be analyzed and modified. Seek assistance for “out of the box” ideas.
- ❑ **Document interventions with a Low Level Referral (LLR)**
- ❑ **Involve a problem-solving team** (grade, team, family, SST, 504, IEP)

## **Positive Behavior Supports**

Behavior Contracts

Student /Administrator Behavior Agreements

Positive Office Referrals

Principal Passes

Mascot Passes for Good Behavior

Tickets and Store Cash for Good Behavior

Life Skill of the Week

Good Citizen Awards

Free Dress Passes

FAB Fridays for Behavior Goals

On-Campus Store/Market Bucks

Individual Counseling Support

Group Counseling Support

Mentor Programs

Watch Dog Assistant

Bucket Fillers

Good Behavior Assemblies

Positive Discipline home calls

Family Discipline Support classes

Color Systems

Treasure Chest

Principal for a Day

Teen Court Programs

Any other support programs initiated by the individual campus

## **Positive Behavior Supports (Middle School Specific)**

Eagles Nest/Dragons Den/ Devils Den-

Eagle Buck

Caught You Doing Good Coins

SRO passes and free stuff

Future Men Society

Watch Dogs

Counseling Programs

Mentors- Forever Friends

Principal Passes



# Longview Middle Schools

## *General Student Expectations*

<b>School Area</b>	<b>Be Safe</b>	<b>Be Respectful</b>	<b>Be Responsible</b>
<b>Arrival</b>	<ul style="list-style-type: none"> <li>• Wait in the designated area.</li> <li>• Do not enter the classrooms until released.</li> </ul>	<ul style="list-style-type: none"> <li>• Enter the classroom quietly.</li> <li>• Follow adult directions.</li> </ul>	<ul style="list-style-type: none"> <li>• Be punctual.</li> <li>• Be prepared for class with your books, supplies, and assignments.</li> </ul>
<b>Hallways</b>	<ul style="list-style-type: none"> <li>• Walk the shortest distance through the hallways.</li> <li>• Walk quietly and in an orderly manner.</li> <li>• Keep hands, feet, and other objects to yourself.</li> </ul>	<ul style="list-style-type: none"> <li>• Stay quiet so that others can learn.</li> <li>• Wait for directions before leaving an area.</li> <li>• Follow rules without adult reminders.</li> </ul>	<ul style="list-style-type: none"> <li>• Walk with quick steps on the right side of the hall but do not run.</li> </ul>
<b>Classrooms</b>	<ul style="list-style-type: none"> <li>• Keep hands, feet, and other objects to yourself.</li> <li>• Walk at all times.</li> <li>• Sit with feet on the floor.</li> <li>• Follow teacher directions.</li> </ul>	<ul style="list-style-type: none"> <li>• Always show respect for your own possessions, the possessions of others and school property.</li> <li>• Share materials, classroom resources, and equipment.</li> <li>• Show tolerance and acceptance for yourself and others.</li> <li>• Accept the consequences of your behavior and actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Be punctual.</li> <li>• Complete assignments on time.</li> <li>• Be self-motivated.</li> <li>• Be a self-directed problem solver.</li> <li>• Accept responsibility and consequences for your own decisions and actions.</li> </ul>
<b>Restrooms</b>	<ul style="list-style-type: none"> <li>• Keep feet on the floor.</li> <li>• Walk at all times.</li> <li>• Keep water in the sink.</li> <li>• Wash hands before leaving.</li> </ul>	<ul style="list-style-type: none"> <li>• Give others privacy.</li> <li>• Stay quiet.</li> <li>• Take turns at the sink.</li> </ul>	<ul style="list-style-type: none"> <li>• Flush toilet/urinal.</li> <li>• Throw away your trash.</li> <li>• Return to class promptly.</li> <li>• Help keep restroom clean.</li> </ul>
<b>Cafeteria</b>	<ul style="list-style-type: none"> <li>• Walk at all times.</li> <li>• Sit with feet on floor.</li> <li>• Use a quiet voice.</li> <li>• Follow adult directions.</li> </ul>	<ul style="list-style-type: none"> <li>• Use good table manners.</li> <li>• Do not put your hands on others' food/trays.</li> <li>• Use restaurant voices.</li> </ul>	<ul style="list-style-type: none"> <li>• Have your lunch money counted and ID # ready to enter.</li> <li>• Get all utensils, milk, etc., when you first go through the line.</li> <li>• Clean up after yourself.</li> <li>• Do not take food out of the cafeteria.</li> </ul>
<b>Playground</b>	<ul style="list-style-type: none"> <li>• Stay within boundaries.</li> <li>• Keep hands, feet and other objects to yourself.</li> </ul>	<ul style="list-style-type: none"> <li>• Line up at the correct time.</li> <li>• Follow adult directions.</li> </ul>	<ul style="list-style-type: none"> <li>• Place all litter/trash in garbage cans.</li> <li>• Place all equipment in the playground ball cart.</li> </ul>
<b>Dismissal</b>	<ul style="list-style-type: none"> <li>• Walk quietly to bus or pick-up.</li> <li>• Carry all backpacks.</li> </ul>	<ul style="list-style-type: none"> <li>• Wait for the teacher to dismiss you.</li> <li>• Leave in an orderly fashion.</li> <li>• Follow adult directions.</li> </ul>	<ul style="list-style-type: none"> <li>• Get all materials before leaving the classroom.</li> <li>• Be alert for your bus or ride.</li> </ul>

## Middle School Discipline Matrix

The following gradual disciplinary dispositions will only take place after the teacher has taken the student down the hierarchy's three steps of the campus/classroom behavior management plan or the student has had a major infraction. The offense may be the same or an accumulation of different offenses.

Level	Infraction	Examples*	1st**	2nd	3rd	4th	5th
1 Minor	<b>Disruptive Classroom behavior (interfering with the learning / teaching process)</b>	Talking, not following rules, walking around class, sleeping, loud & obnoxious behavior	2 days of Detention Contact Parent Parent Conf. Counseling *Principal's Interventions & PBS	3 days of Detention Contact Parent Parent Conf. Counseling *Principal's Interventions & PBS	1 day in ISS Contact Parent Parent Conf. Counseling *Principal's Interventions & PBS	Refer to Major Offenses Persistent Misbehavior Contact Parent	
2 Minor	<b>Leaving class without permission / skipping</b>	Walking out of class, failure to be in class during class time	2 days of Detention Contact Parent Parent Conf. Counseling *Principal's Interventions & PBS	3 days of Detention 1 day of ISS Contact Parent Parent Conf. Counseling *Principal's Interventions & PBS	1 day in ISS Contact Parent Parent Conf. Counseling *Principal's Interventions & PBS	Refer to Major Offenses Persistent Misbehavior Contact Parent	
3 Minor	<b>Willful disobedience / refusal to comply with reasonable request</b>	Failure to follow staff directive(s), being disrespectful	2 days of Detention Contact Parent Counseling *Principal's Interventions & PBS	3 days of Detention Contact Parent Parent Conf. Counseling *Principal's Interventions & PBS	1 day in ISS Contact Parent Parent Conf. Counseling *Principal's Interventions & PBS	Refer to Major Offenses Persistent Misbehavior Contact Parent	
4 Minor	<b>Unauthorized use of electronic device</b>	Use of any personal electronics without permission (playing games, being on social media, personal messaging)	1 day of Detention Contact Parent Counseling *Principal's Interventions & PBS	2 days of Detention Contact Parent Parent Conf. Counseling *Principal's Interventions & PBS	3 days of Detention Contact Parent Parent Conf. Counseling *Principal's Interventions & PBS	Refer to Major Offenses Persistent Misbehavior Contact Parent	
5 Minor	<b>Student cell phone out and seen or heard</b>	Texting, talking, playing with or looking at cell phone	Phone confiscated Contact Parent Parents pick up no cost	Phone confiscated Contact Parent Parents pick up \$15.00 fine	Phone confiscated Contact Parent Parents pick up \$15.00 fine	Refer to Major Offenses Persistent Misbehavior Contact Parent	
6 Minor	<b>Minor vandalism (student can repair)</b>	Less than \$25 value in damage: writing on desk or walls, breaking items, destroying property	2 days of Detention and Clean up Contact Parent Counseling *Principal's Interventions & PBS	3 days of Detention and Clean up Contact Parent Counseling *Principal's Interventions & PBS	3 day(s) In-School Susp. and Clean up Contact Parent Counseling *Principal's Interventions & PBS	Refer to Major Offenses Persistent Misbehavior Level 4 Contact Parent	
7 Minor	<b>Public Display of Affection</b>	Kissing, hugging	1 day of Detention Contact Parent *Principal's Interventions & PBS	2 days of Detention Contact Parent *Principal's Interventions & PBS	3 days of Detention Contact Parent *Principal's Interventions & PBS	Refer to Major Offenses Persistent Misbehavior Contact Parent	
8 Minor	<b>Minor Theft less than \$25.00</b>	Any theft wherein the replacement value of the stolen item is less than \$25. (Office supplies, decorative items, books, food)	2 days of Detention Contact Parent Return item(s) or pay restitution. *Principal's Interventions & PBS	3 days of Detention Contact Parent Return item(s) or pay restitution. *Principal's Interventions & PBS	1 day of ISS Contact Parent Return item(s) or pay restitution. *Principal's Interventions & PBS	Refer to Major Offenses Persistent Misbehavior Return item(s) or pay restitution. Contact Parent	

\*These are not inclusive of all possible infractions.

## Middle School Discipline Matrix

Level	Infraction	Examples*	1st**	2nd	3rd	4th	5th
9 Minor	<b>Obscene/vulgar gesture</b>	Hand signs, body motions, inappropriate pictures/signs/photos	2 days of Detention Contact Parent *Principal's Interventions & PBS	3 days of Detention Contact Parent *Principal's Interventions & PBS	1 day of ISS Contact Parent *Principal's Interventions & PBS	Refer to Major Offenses Persistent Misbehavior Contact Parent	
10 Minor	<b>Disruptive hallway behavior (i.e., running, yelling, horse play)</b>	Loud talk, running, yelling, pushing, shoving, playing	1 day of Detention Contact Parent *Principal's Interventions & PBS	2 days of Detention Contact Parent *Principal's Interventions & PBS	3 days of Detention Contact Parent *Principal's Interventions & PBS	Refer to Major Offenses Persistent Misbehavior Contact Parent	
11 Minor	<b>Disruptive behavior outside bus area or parent pick-up area (i.e., running, yelling, horse play)</b>	Loud talk, running, yelling, pushing, shoving, playing	1 day of Detention Contact Parent *Principal's Interventions & PBS	2 days of Detention Contact Parent *Principal's Interventions & PBS	3 days of Detention Contact Parent *Principal's Interventions & PBS	Refer to Major Offenses Persistent Misbehavior Contact Parent	
12 Minor	<b>Disruptive cafeteria behavior (i.e., horse play, throwing food, eating/taking others' food)</b>	Loud talk, running, yelling, pushing, shoving, playing, throwing food, taking/eating/touching others' food	1 day of Detention Contact Parent *Principal's Interventions & PBS	2 days of Detention Contact Parent *Principal's Interventions & PBS	3 days of Detention Contact Parent *Principal's Interventions & PBS	Refer to Major Offenses Persistent Misbehavior Contact Parent	
13 Minor	<b>Harrassment</b>	Calling names, making fun of others, laughing at others, continual negative comments	3 days of Detention Contact Parent *Principal's Interventions & PBS	1 day of ISS Contact Parent *Principal's Interventions & PBS	2 days of ISS Contact Parent *Principal's Interventions & PBS		
14 Minor	<b>Tardies</b>	Late to class, not in seat when class begins	2 tardies 1 day of Detention Contact Parent *Principal's Interventions & PBS	4 tardies 2 days of Detention Contact Parent *Principal's Interventions & PBS	6 tardies 3 days of Detention Contact Parent *Principal's Interventions & PBS	Refer to Major Offenses Persistent Misbehavior Contact Parent	
15 Major	<b>4-9 Minor Infractions Persistent Misconduct</b>	Accumulate 4-9 infractions as shown under minor categories	2 Days ISS Contact Parent	3 Days ISS Contact Parent	1 Day OSS Contact Parent	2 Days OSS Contact Parent	3 days OSS Contact Parent
16 Major	<b>10+ Minor Infractions Persistent Misconduct Change of Placement</b>	Accumulate 10+ infractions as shown under minor categories	3 days Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	3 days Out-School Susp. Contact Parent Possible change of placement			
17 Major	<b>Viewing/Possession/ Sharing of Pornography/Sexting</b>	To possess, view, or to share (in person or by text, email, or social media) any drawing, photo, or video which depicts nudity and/or a sex act(s)	2 day(s) Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	3 day(s) Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	3 day(s) Out-School Susp. Contact Parent Parent Conf. Possible change of placement		
18 Major	<b>Using profanity toward adult school personnel</b>	Inappropriate language addressed about or towards any adult employed by the District	2 day(s) Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	3 day(s) Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	3 day(s) Out-School Susp. Contact Parent Parent Conf. Possible change of placement		

\*These are not inclusive of all possible infractions.

## Middle School Discipline Matrix

Level	Infraction	Examples*	1st**	2nd	3rd	4th	5th
19 Major	<b>Possession/using tobacco, lighter and matches</b>	Possession or use of any tobacco product including cigarettes, snuff, dip (chewing tobacco), E-cigs, papers, lighters, or matches	3 day(s) In-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	1 day(s) Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	2 day(s) Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	Change of Placement Contact Parent	
20 Major	<b>Fighting</b>	Physical altercation that may include pushing, hitting, kicking, slapping or other physical altercations between students	3 day(s) Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	3 day(s) Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	Change of Placement Contact Parent		
21 Major	<b>Purposely avoiding cameras (blind spots or restrooms)</b>	Intentionally covering one's face in view of security cameras, intentionally going out of a camera's sight in order to commit a conduct violation undetected & untraceable	3 day(s) Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	3 day(s) Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	Change of Placement Contact Parent		
22 Major	<b>Instigating a fight between others</b>	Encouraging others to fight through verbal means, harassment, or social media	2 day(s) Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	3 day(s) Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	3 day(s) Out-School Susp. Contact Parent Parent Conf. Possible change of placement *Principal's Interventions & PBS		
23 Major	<b>Attack on a student or staff member</b>	Causing intentional physical harm to an individual	3 day(s) Out-School Susp. Contact Parent Change of placement	3 day(s) Out-School Susp. Contact Parent Change of placement	Change of Placement Contact Parent		
24 Major	<b>Interfering with Disciplinary Actions</b>	Congregating, failure to disperse,	2 day(s) Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	3 day(s) Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	3 day(s) Out-School Susp. Contact Parent Parent Conf. Possible change of placement *Principal's Interventions & PBS		
25 Major	<b>Videeing without Permission</b>	Videeing fights, hallways, restrooms	2 day(s) Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	3 day(s) Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	3 day(s) Out-School Susp. Contact Parent Parent Conf. Possible change of placement *Principal's Interventions & PBS		

\*These are not inclusive of all possible infractions.

## Middle School Discipline Matrix

Level	Infraction	Examples*	1st**	2nd	3rd	4th	5th
26 Major	<b>Bullying/Cyberbullying /threatening other students</b>	Engaging in physical conduct OR in written, verbal, or electronic expression which exploits an imbalance of power & creates an intimidating and abusive educational environment for another student(s).	3 day(s) In-School Susp. Contact Parent Parent Conf. Counseling *Principal's Interventions & PBS	3 day(s) Out-School Susp. Contact Parent Parent Conf. Counseling *Principal's Interventions & PBS	3 day(s) Out-School Susp. Contact Parent Parent Conf. Counseling Possible Change of Placement *Principal's Interventions & PBS	3 day(s) Out-School Susp. Contact Parent Parent Conf. Counseling Discretionary Placement in DAEP *Principal's Interventions & PBS	
27 Major	<b>Gang-related Activities</b>	Clothing, activity, initiations, tags	3 day(s) In-School Susp. Contact Parent Parent Conf. Counseling *Principal's Interventions & PBS	3 day(s) Out-School Susp. Contact Parent Parent Conf. Counseling *Principal's Interventions & PBS	3 day(s) Out-School Susp. Contact Parent Parent Conf. Counseling Possible Change of Placement *Principal's Interventions & PBS		
28 Major	<b>Possessing prohibited item</b>  <b>See Ch. 37</b>	Look-alike weapons, fireworks, ammunition, knives, tobacco, lighters	3 day(s) Out-School Susp. Contact Parent Counseling Possible Change of placement				
29 Major	<b>Willfully striking school personnel</b>	Making physical contact with a staff member in an intentional, hostile manner	3 day(s) Out-School Susp. Contact Parent Counseling Change of placement				
30 Major	<b>Threatening school personnel</b>	Use of verbal, written, texting, or social media to intimidate, harass, or warn staff members of impending harm	3 day(s) Out-School Susp. Contact Parent Counseling Change of placement				
31 Major	<b>Possessing / using any controlled substance or alcohol</b>  <b>See Ch. 37</b>	Sells, gives or delivers to another person or possesses or uses narcotics, marijuana, alcoholic beverages	3 day(s) Out-School Susp. Contact Parent Counseling Change of placement				
32 Major	<b>Inappropriate Sexual Contact/Public Lewdness</b>  <b>See Ch. 37</b>	Exposure of one's genitalia, engaging in sexual act(s), touching	3 day(s) Out-School Susp. Contact Parent Counseling Change of placement				

\*These are not inclusive of all possible infractions.

### Middle School Discipline Matrix

Level	Infraction	Examples*	1st**	2nd	3rd	4th	5th
33 Major	<b>Major theft or vandalism of \$25.00 or more</b>	Any theft wherein the replacement value of the stolen item is more than \$25. (Electronics, furniture, books, bulk food)	3 day(s) Out-School Susp. Contact Parent Counseling Parent Conf. *Principal's Interventions & PBS	3 day(s) Out-School Susp. Contact Parent Counseling Parent Conf. *Principal's Interventions & PBS	Change of Placement Contact Parent		

\*\*Corporal punishment as defined by board policy may be used at the discretion of the parent in accordance with district policy. If a parent chooses for their child to receive corporal punishment, then it will be in lieu of, and not in addition to, the prescribed discipline action.

## Lobo Discipline Plan Glossary

**Corporal Punishment:** The use of a paddle to discipline a student.

**DAEP:** Disciplinary Alternative Education Program.

**General School Expectations:** A list of general rules that students are expected to follow while on a school campus.

**Gradual Discipline:** A system that provides a graduated range of responses to student conduct problems. Disciplinary measures range from mild to severe, depending on the nature and frequency of the misconduct. Gradual discipline is focused around a structured set of rules, responses and actions which provide positive interventions and programs that keep students at school and in class.

**ISS:** In-School Suspension. The student remains at school but will be relocated for disciplinary action.

**LLR:** Lower Level Referral form which is written by a classroom teacher to document a student's offense.

**ORF:** Office Referral Form which is sent to the Principal with the appropriate number of LLRs.

**OSS:** Out of School Suspension. The student is sent home for 1-3 days and is not allowed to be at school during that time.

**PDA:** Public Display of Affection---kissing, holding hands, hugging, touching, sexual contact.

**Persistent Disruptive Behavior:** Behavior that is continuous and is disruptive to the learning environment of the student and others.

**Positive Behavior Supports:** Actions or programs that provide a positive as compared to a punitive disciplinary response.

**Principal's Interventions:** Interventions, PBS, counseling or other programs that a Principal can utilize to assist students with their behaviors.

**Tank:** A 10 day in school suspension that is an alternative to a DAEP placement.