

Longview Independent School District

Lobo Discipline Plan

2016-2017

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.

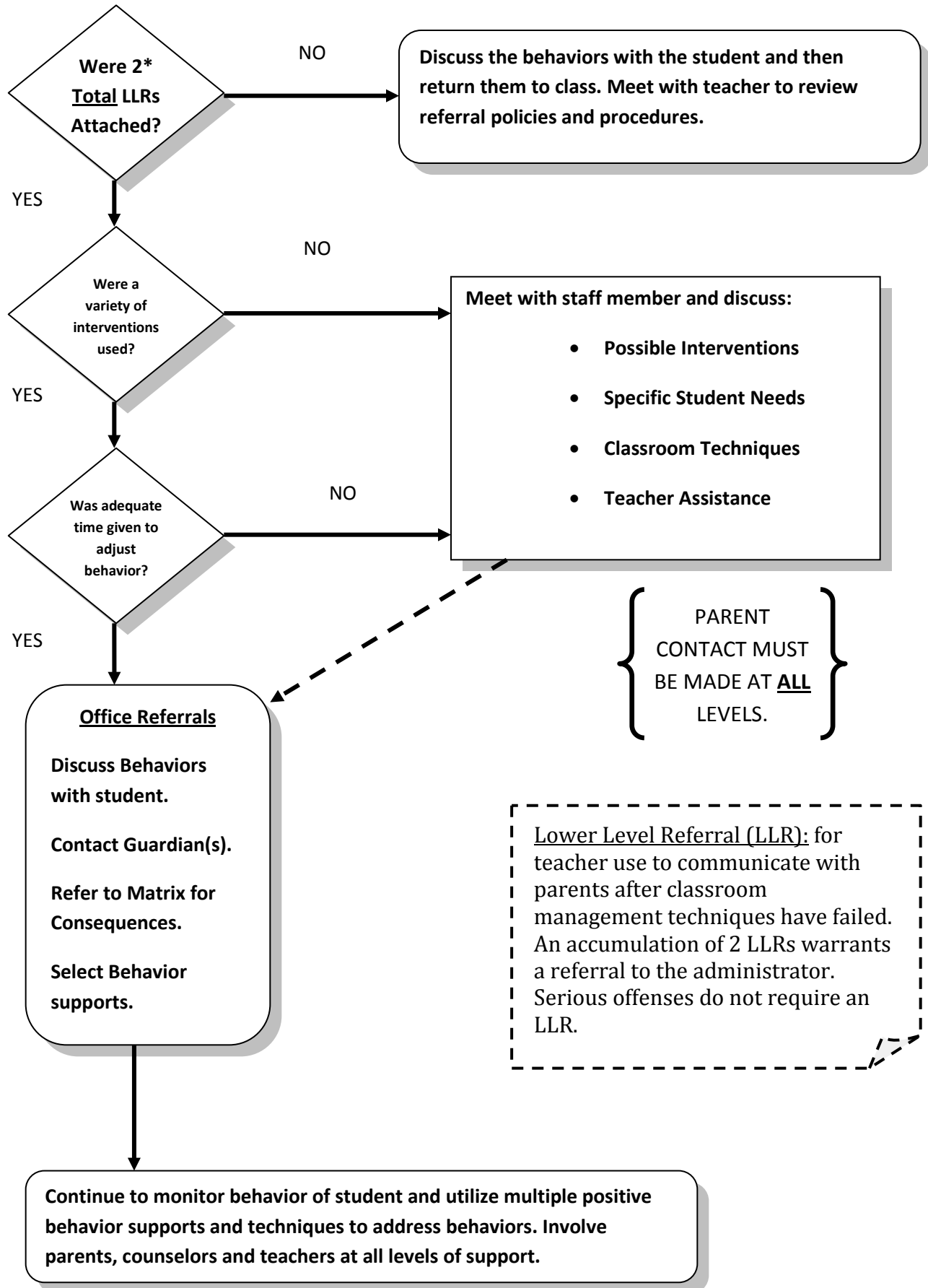
Implementation and Availability

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. 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 Progressive 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

High School

Longview ISD High 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: _____ |
| | | _____ |
| | | _____ |
| | | Signature: _____ |

WHITE: student's file

YELLOW: guardian

PINK: teacher

Longview ISD High 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: _____ |
| | | _____ |
| | | _____ |
| | | Signature: _____ |

WHITE: student's file

YELLOW: guardian

PINK: teacher

Longview ISD High 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 | Chronic Minor Offenses <i>(Attach documentation)</i> | <input type="checkbox"/> Changes to routine |
| <input type="checkbox"/> PE area | <input type="checkbox"/> Disruption | <input type="checkbox"/> Sub Teacher |
| <input type="checkbox"/> Playground | <input type="checkbox"/> Non-compliance | <input type="checkbox"/> Assembly |
| <input type="checkbox"/> _____ | <input type="checkbox"/> Inappropriate Language | <input type="checkbox"/> Recess |
| | <input type="checkbox"/> Property Misuse | <input type="checkbox"/> _____ |
| | <input type="checkbox"/> Tardy | |
| | <input type="checkbox"/> Dress Code/ID Card | |
| | <input type="checkbox"/> Other: _____ | |

Additional Comments:

******1st Office Referral MUST be accompanied by 3 LLRs. 2nd Office Referral MUST be accompanied by 3 NEW LLRs.******

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"/> Suspension: _____ | <input type="checkbox"/> Restricted Activity: _____ |

Days of Susp: _____ Dates of Susp: _____

Positive Behavior Support: _____

Administrator's Signature: _____ **Date:** _____

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 (High School Specific)

Behavior Contracts

Student /Administrator Behavior Agreements

Positive Office Referrals

Principal Passes

Mascot Passes for Good Behavior

Life Skill of the Week

Good Citizen Awards

Free Dress Passes

On-Campus Store/Market Bucks

Individual Counseling Support

Group Counseling Support

Mentor Programs

Good Behavior Assemblies

Positive Discipline home calls

Family Discipline Support classes

SRO passes and free stuff

Future Men Society

Watch Dogs

Club & Organization Participation

Teaming for behavioral and academic interventions

Extra counseling position for behavioral and academic support

- Targeted student accountability and feedback

Student of the month celebrations

Field Trips

Counselor student accountability meetings

Administrator student reward meetings

Six week honor roll celebrations

Systematic counseling for identified students

Teen Court Programs

Any other support programs initiated by the individual campus

Longview High School

General Student Expectations

| School Area | Be Safe | Be Respectful | Be Responsible |
|--------------------|---|---|---|
| Arrival | <ul style="list-style-type: none"> • Wait in the cafeteria or breezeway. • Do not enter the buildings before 7:30 a.m. | <ul style="list-style-type: none"> • Enter the classroom quietly. • Follow adult directions. | <ul style="list-style-type: none"> • Be punctual. • Be prepared for class with your books, supplies, and assignments. |
| Hallways | <ul style="list-style-type: none"> • Walk the shortest distance in the hallways. • Walk quietly and in an orderly manner. • Keep hands, feet, and other objects to yourself. | <ul style="list-style-type: none"> • Stay quiet so that others can learn. • Wait for directions before leaving an area. • Follow rules without adult reminders. | <ul style="list-style-type: none"> • Walk with quick steps but do not run. |
| Classrooms | <ul style="list-style-type: none"> • Keep hands, feet, and other objects to yourself. • Walk at all times. • Sit with feet on the floor. | <ul style="list-style-type: none"> • Always show respect for your own possessions, the possessions of others and school property. • Share materials, classroom resources, and equipment. • Show tolerance and acceptance for yourself and others. • Accept the consequences of your behavior and actions. | <ul style="list-style-type: none"> • Be punctual. • Complete assignments on time. • Be self-motivated. • Be a self-directed problem solver. • Accept responsibility and consequences for your own decisions and actions. |
| Restrooms | <ul style="list-style-type: none"> • Keep feet on the floor. • Walk at all times. • Keep water in the sink. • Wash hands before leaving. | <ul style="list-style-type: none"> • Give others privacy. • Stay quiet. • Take turns at the sink. | <ul style="list-style-type: none"> • Flush toilet/urinal. • Throw away your trash in the trash can. • Return to class promptly. • Help keep restroom clean. |
| Cafeteria | <ul style="list-style-type: none"> • Walk at all times. • Sit with feet on floor. • Use a quiet voice. • Follow adult directions. | <ul style="list-style-type: none"> • Use good table manners. • Do not put your hands on others' food/trays. • Use restaurant voices. | <ul style="list-style-type: none"> • Have your lunch money counted and ID # ready to enter. • Get all utensils, milk, etc., when you first go through the line. • Clean up after yourself. • Do not take food out of the cafeteria. |
| Breezeway | <ul style="list-style-type: none"> • Stay within boundaries. • Keep hands, feet and other objects to yourself. | <ul style="list-style-type: none"> • Be respectful of each other. • Follow adult directions. | <ul style="list-style-type: none"> • Place all litter/trash in garbage cans. • Place all equipment in the appropriate ball cart. |
| Dismissal | <ul style="list-style-type: none"> • Walk quietly to bus or pick-up. • Carry all backpacks. | <ul style="list-style-type: none"> • Wait for the teacher to dismiss you. • Leave in an orderly fashion. • Follow adult directions. | <ul style="list-style-type: none"> • Get all materials before leaving the classroom. • Be alert for your bus or ride. |

HIGH SCHOOL LOBO DISCIPLINARY DISPOSITIONS

The following lobo disciplinary dispositions will only take place after the teacher has taken the student down the hierarchy of the campus/classroom behavior management plan or the student has a severe offense. The offense may be the same or an accumulation of different offenses.

| | INFRACTION | Examples* | 1st | 2nd | 3rd | 4th |
|------------|---------------------------------------|--|--|---|--|--|
| 1 Minor | Disrupting Class/Misbehavior | Talking, not following rules, walking around class, sleeping, loud & obnoxious behavior | 1 Day detention Counseling Contact Parent Principal's Interventions and PBS | 1 Day ISS Counseling Contact Parent Principal's Interventions and PBS | 1 Day OSS Counseling Contact Parent Principal's Interventions and PBS | Refer to persistent minor offenses Contact Parent |
| 2 Minor | Skipping/Truancy | Late to class, walking out of class, not in assigned area | 1 day detention Contact Parent Principal's Interventions and PBS | 2 day detention Contact Parent Principal's Interventions and PBS | 4 day detention Contact Parent Principal's Interventions and PBS | Refer to persistent minor offenses Contact Parent |
| 3 Minor | Talking back/insubordination | Failure to follow staff directive(s), being disrespectful | 1 Day ISS Contact Parent Principal's Interventions and PBS | 2 Days ISS Contact Parent Principal's Interventions and PBS | 1 Day OSS Contact Parent Principal's Interventions and PBS | Refer to persistent minor offenses Level 2 Contact Parent |
| 4 Minor | Unauthorized Use of Cell Phone | Texting, talking on or playing with phone | Contact Parent 2 Days Detention | \$15 Fine Contact Parent | Banned Cell phone use on Campus Contact Parent | Refer to persistent minor offenses Contact Parent |
| 5 Minor | Minor Vandalism | Less than \$25 value in damage: writing on desk or walls, breaking items, destroying property | 2 Days ISS & Clean Up Contact Parent Principal's Interventions and PBS | 3 Days ISS & Clean Up Contact Parent Principal's Interventions and PBS | 1 Day OSS & Clean Up Contact Parent Principal's Interventions and PBS | Refer to persistent minor offenses Level 3 & Clean Up Contact Parent |
| 6 Minor | Public Display of Affection | Kissing, hugging, touching, sexual contact | Warning Contact Parent | 1 Day Detention Contact Parent | 1 day ISS Contact Parent | Refer to persistent minor offenses Contact Parent |
| 7 Minor | Minor Theft Less than \$50 | Any theft wherein the replacement value of the stolen item is less than \$50. (Office supplies, decorative items, books, food) | Replace items & 2 days ISS Contact Parent Principal's Interventions and PBS | Replace Items & 2 days OSS Contact Parent Principal's Interventions and PBS | Replace items & Possible DADE Placement Contact Parent Principal's Interventions and PBS | |

*These are not inclusive of all possible infractions.

HIGH SCHOOL LOBO DISCIPLINARY DISPOSITIONS

| | INFRACTION | Examples* | 1st | 2nd | 3rd | 4th |
|-----------------------|--|--|--|--|---|---|
| 8 Minor | Horseplay | Loud talk, running, pushing, shoving, playing | Contact Parent | 2 day detention Contact Parent Principal's Interventions and PBS | 2 Days ISS Contact Parent Principal's Interventions and PBS | Refer to persistent minor offenses Contact Parent |
| 9 Minor | Obscene/Vulgar Gesture | Hand signs, body motions, inappropriate pictures/signs/photos | 2 days detention Contact Parent Principal's Interventions and PBS | 1 Days ISS Contact Parent Principal's Interventions and PBS | 1 Days OSS Contact Parent Principal's Interventions and PBS | Refer to persistent minor offenses Level 2 Contact Parent |
| 10 Minor | Gambling | Playing dice, quarters, cards or any other games of chance | 2 days detention Contact Parent Principal's Interventions and PBS | 2 Days ISS Contact Parent Principal's Interventions and PBS | 1 Day OSS Contact Parent Principal's Interventions and PBS | Refer to persistent minor offenses Level 2 Contact Parent |
| 11 Minor | Cursing | Inappropriate language | 1 Day Detention Contact Parent Principal's Interventions and PBS | 2 days ISS Contact Parent Principal's Interventions and PBS | 1 Day OSS Contact Parent Principal's Interventions and PBS | Refer to persistent minor offenses Contact Parent |
| 12 Minor | Dress Code Violations | <u>See Dress Code</u> sagging, inappropriate attire, obscene attire | Contact Parent 1 Day Detention | 2 days detention Contact Parent | 4 Days Detention Contact Parent | Refer to persistent minor offenses Contact Parent |
| 13 Minor | Tardies | Late to class, not in seat when class begins | 1-3 offense Contact Parent | 2 Days Detention Contact Parent Principal's Interventions and PBS | 2 Days ISS Contact Parent Principal's Interventions and PBS | Refer to persistent minor offenses Contact Parent |
| MAJOR OFFENSES | | | | | | |
| 14 Major | Transporting Student off campus without permission | Allowing other students to ride off campus in your vehicle | Contact Parent 1 Day ISS 2 Days ISS for Driver | 2 Days ISS 3 Days ISS for Driver Contact Parent Principal's Interventions and PBS | 1 day OSS 2 Days OSS for Driver Contact Parent Principal's Interventions and PBS | Refer to persistent minor offenses Contact Parent |
| 15 Major | Accumulated 4-6 minor infractions Persistent Minor Offenses | Accumulate 4-6 infractions as shown under minor categories | 2 Day ISS Contact Parent Counseling Principal's Interventions and PBS | 2 Days ISS & 1 day OSS Contact Parent Principal's Interventions and PBS | 2 Days OSS Contact Parent Principal's Interventions and PBS | |

*These are not inclusive of all possible infractions.

HIGH SCHOOL LOBO DISCIPLINARY DISPOSITIONS

| | INFRACTION | Examples* | 1st | 2nd | 3rd | 4th |
|-------------|--|---|---|---|--|------------|
| 16 Major | Accumulated 7-8 Minor Infractions | Accumulate 7-8 infractions as shown under minor categories | 3Day OSS Contact Parent Principal's Interventions and PBS | Change of Placement Contact Parent Principal's Interventions and PBS | | |
| 17 Major | Tobacco or tobacco products use or possession Includes E Cigs | Possession or use of any tobacco product including cigarettes, snuff, dip (chewing tobacco), E-cigs, papers, lighters, or matches | 1 Day ISS & Drug/Alcohol Counseling Contact Parent Principal's Interventions and PBS | 2 Days ISS & Drug/Alcohol Counseling Contact Parent Principal's Interventions and PBS | 3 Days ISS & Drug/Alcohol Counseling Contact Parent Principal's Interventions and PBS | |
| 18 Major | Profanity Towards Teacher/Staff | Inappropriate language addressed about or towards a teacher | 2 Days OSS Contact Parent Counseling Principal's Interventions and PBS | 3 Days OSS Contact Parent Counseling Principal's Interventions and PBS | 3 Days OSS Contact Parent Change of Placement Principal's Interventions and PBS | |
| 19 Major | Disrespect to Staff | Talking back, failure to follow direction, cursing, threatening, intimidation | 2 Days ISS Contact Parent Counseling Principal's Interventions and PBS | 2 Days OSS Contact Parent Counseling Principal's Interventions and PBS | 3 Days OSS & Possible DAEP placement Contact Parent Principal's Interventions and PBS | |
| 20 Major | Instigating Fight/Harassment/Bullying | Encouraging others to fight through verbal means, harassment, or social media | 1 Day ISS Contact Parent Counseling Principal's Interventions and PBS | 2 Days ISS Contact Parent Counseling Principal's Interventions and PBS | 2 Days OSS & Possible Change of Placement Contact Parent Principal's Interventions and PBS | |
| 21 Major | Fighting | Physical altercation that may include pushing, hitting, kicking, slapping or other physical altercations between students | 3 Days OSS & Change of Placement Contact Parent Ticket Principal's Interventions and PBS | | | |

*These are not inclusive of all possible infractions.

HIGH SCHOOL LOBO DISCIPLINARY DISPOSITIONS

| | INFRACTION | Examples* | 1st | 2nd | 3rd | 4th |
|-------------|--|---|--|---|---|---|
| 22 Major | Videoinfights | The use of cameras, i-pads or other recording devices to video altercations between individuals | 2 Days ISS & \$15 Fine Contact Parent Principal's Interventions and PBS | 2 Days OSS & \$15 fine & Removal of Phone Privileges Contact Parent Principal's Interventions and PBS | 3 Days OSS & Possible Change of Placement Contact Parent | |
| 23 Major | Assault | Causing intentional physical harm to an individual | 3 Days ISS & 3 Days OSS Contact Parent Counseling Principal's Interventions and PBS | 3 Days OSS & Possible Change of Placement Contact Parent Ticket | | |
| 24 Major | Threatening | The use of verbal, written, text, or social media to warn of impending harm | Contact Parent Principal's Interventions and PBS | 2 Days ISS Contact Parent Counseling Principal's Interventions and PBS | 3 Days OSS Contact Parent Counseling Principal's Interventions and PBS | 10 Days Tank Contact Parent Principal's Interventions and PBS |
| 25 Major | Vandalism | Destruction of property \$25 or greater. See minor offenses. | 2 Days ISS & Repair or repay cost Contact Parent | 3 Days ISS & Repair or repay cost Contact Parent | 2 Days OSS Contact Parent | 10 Days Tank Contact Parent |
| 26 Major | Possession of Prohibited Items on Campus See Ch. 37 | Look-alike weapons, fireworks, ammunition, knives, tobacco, lighters | 3 Days suspension with possible DAEP placement Contact Parent | | | |
| 27 Major | Possession or Use of Controlled Substance/Alcohol See Ch. 37 | Sells, gives or delivers to another person or possesses or uses narcotics, marijuana, alcoholic beverages | DAEP Placement Contact Parent Principal's Interventions and PBS | | | |
| 28 Major | Public Lewdness See Ch. 37 | Exposure of one's genitalia, engaging in sexual act(s) | DAEP Placement Contact Parent Principal's Interventions and PBS | | | |

*These are not inclusive of all possible infractions.

HIGH SCHOOL LOBO DISCIPLINARY DISPOSITIONS

| | INFRACTION | Examples* | 1st | 2nd | 3rd | 4th |
|-------------|---|--|--|---|------------|------------|
| 29 Major | Major Theft \$50 or more | Any theft wherein the replacement value of the stolen item is more than \$50. (Electronics, furniture, books, bulk food) | Replace Items & 2 days OSS Contact Parent Principal's Interventions and PBS | Replace Items & Dade Placement Contact Parent | | |
| 30 Major | All other Chapter 37 <u>Offenses not listed here</u> | Indecency with a child, rape, murder | Contact Parent SEE Chapter 37 See Student Code of Conduct and CH. 37 requirements Principal's Interventions and PBS | | | |

*These are not inclusive of all possible infractions.

Lobo Discipline Plan Glossary 2016-2017

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.