

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.

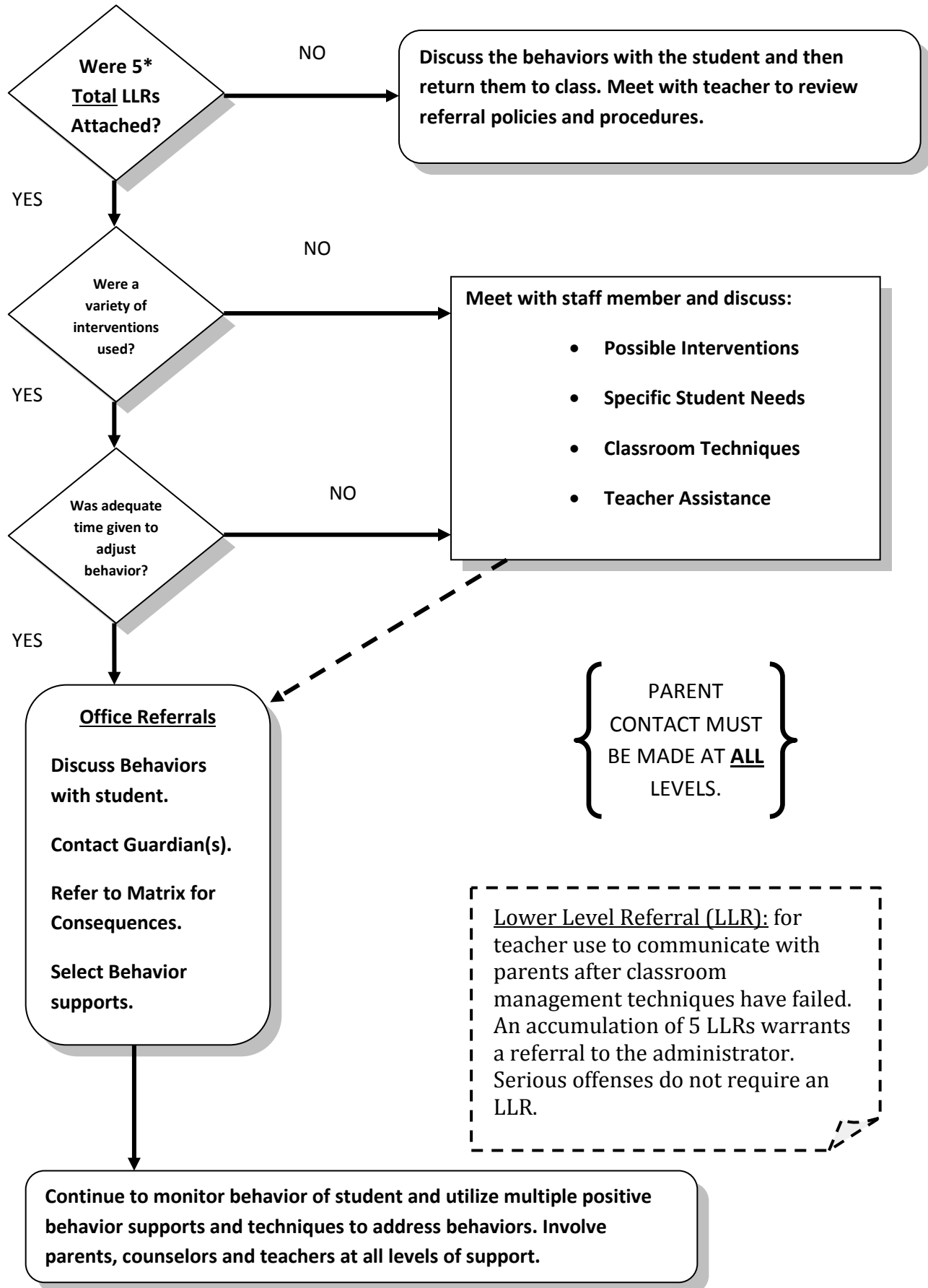
Implementation and Availability

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. 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

Elementary

Longview ISD Elementary Low Level Referral Form

BE SAFE!

BE RESPONSIBLE!

BE RESPECTFUL!

Student: _____

Staff Member: _____

Time of incident: ____:____

Date of incident: _____

Grade: _____

Teacher: _____

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"/> Comments: _____
	<input type="checkbox"/> _____	_____
		Parent Signature: _____
		Staff Signature: _____

WHITE: student's file

YELLOW: guardian

PINK: teacher

Longview ISD Elementary Low Level Referral Form

BE SAFE!

BE RESPONSIBLE!

BE RESPECTFUL!

Student: _____

Staff Member: _____

Time of incident: ____:____

Date of incident: _____

Grade: _____

Teacher: _____

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"/> Comments: _____
	<input type="checkbox"/> _____	_____
		Parent Signature: _____
		Staff Signature: _____

WHITE: student's file

YELLOW: guardian

PINK: teacher

Longview ISD Elementary 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	Causes
<input type="checkbox"/> Gate <input type="checkbox"/> On bus/bus area <input type="checkbox"/> Cafeteria <input type="checkbox"/> Classroom <input type="checkbox"/> Library <input type="checkbox"/> Office <input type="checkbox"/> Hallway <input type="checkbox"/> Restrooms <input type="checkbox"/> Lunch area <input type="checkbox"/> PE area <input type="checkbox"/> Playground <input type="checkbox"/> _____	<input type="checkbox"/> Fighting <input type="checkbox"/> Destruction of Property <input type="checkbox"/> Habitual Profanity <input type="checkbox"/> Theft/Possess Stolen Property <input type="checkbox"/> Harassment: _____ <input type="checkbox"/> Committed Obscene Act <input type="checkbox"/> Weapon: _____ <input type="checkbox"/> Other: _____ <p style="text-align: center;">Chronic Minor Offenses <i>(Attach documentation)</i></p> <input type="checkbox"/> Disruption <input type="checkbox"/> Non-compliance <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Property Misuse <input type="checkbox"/> Tardy <input type="checkbox"/> Other: _____	<input type="checkbox"/> Adult request/directive <input type="checkbox"/> Oral instruction <input type="checkbox"/> Individual seat work <input type="checkbox"/> Group work <input type="checkbox"/> Managing Materials <input type="checkbox"/> External Interruptions <i>(guest, PA, phone call, etc.)</i> <input type="checkbox"/> Classroom transitions <input type="checkbox"/> Teasing from peers <input type="checkbox"/> Changes to routine <input type="checkbox"/> Sub Teacher <input type="checkbox"/> Assembly <input type="checkbox"/> Recess <input type="checkbox"/> _____	<input type="checkbox"/> Gain peer attention <input type="checkbox"/> Gain adult attention <input type="checkbox"/> Gain/obtain item <input type="checkbox"/> Gain/obtain activity <input type="checkbox"/> Avoid peer(s) <input type="checkbox"/> Avoid adult(s) <input type="checkbox"/> Avoid seat work <input type="checkbox"/> Avoid group work <input type="checkbox"/> Avoid scheduled event <input type="checkbox"/> _____

Additional Comments:

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"/> Detention: _____ | <input type="checkbox"/> Provided additional supports: |
| <input type="checkbox"/> Referred to RTI | <input type="checkbox"/> ISS: _____ |
| <input type="checkbox"/> Suspension: _____ | <input type="checkbox"/> Restricted Activity: _____ |

Positive Behavior Support: _____

Parent's Signature: _____ **Date:** _____

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

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

Any other support programs initiated by the individual campus

Longview Elementary Schools

General Student Expectations

School Area	Be Safe	Be Respectful	Be Responsible
Arrival	<ul style="list-style-type: none"> • Wait in the cafeteria. • Do not enter the classrooms 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. • Follow teacher directions. 	<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. • 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.
Playground	<ul style="list-style-type: none"> • Stay within boundaries. • Keep hands, feet and other objects to yourself. 	<ul style="list-style-type: none"> • Line up at the correct time. • Follow adult directions. 	<ul style="list-style-type: none"> • Place all litter/trash in garbage cans. • Place all equipment in the playground 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.

ELEMENTARY PROGRESSIVE DISCIPLINARY DISPOSITIONS

The following gradual disciplinary dispositions will only take place after the teacher has taken the student down the hierarchy's five 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.

	INFRACTION	Examples*	1st**	2nd	3rd	4th	5th
1 Minor	Persistent Disruptive Behavior	<u>Repeated</u> talking aloud, not following rules, walking around class, sleeping in class, loud & obnoxious behavior	1-3 days Activity Restriction Contact Parent Parent Conference. <i>Principals Interventions and PBS</i>	The student is assigned 1 day of ISS Contact Parent <i>Principals Interventions and PBS</i>	The student is assigned 2 days of ISS Contact Parent <i>Principals Interventions and PBS</i>	The student is suspended for 1 day or 3 days ISS Contact Parent Readmitted with a parent conference. <i>Principals Interventions and PBS</i>	The student is suspended for 3 days Contact Parent <i>Principals Interventions and PBS Counseling required upon return.</i>
2 Minor	Leaving Class/School without Permission	Walking out of class and/or walking off campus without proper authorization	1-3 days Activity Restriction Contact Parent Parent Conference <i>Principals Interventions and PBS</i>	The student is assigned 1 day of ISS Contact Parent <i>Principals Interventions and PBS</i>	The student is assigned for 2 days of ISS Contact Parent <i>Principals Interventions and PBS</i>	The student is suspended for 1 day or 3 days ISS Contact Parent Readmitted with a parent conference. <i>Principals Interventions and PBS</i>	The student is suspended for 3 days Contact Parent <i>Principals Interventions and PBS Counseling required upon return.</i>
3 Minor	Willful Disobedience/Refusal to Comply with a Reasonable Request	Failure to follow staff directive(s), being disrespectful	1-3 days Activity Restriction Contact Parent Parent Conference <i>Principals Interventions and PBS</i>	The student is assigned 1 day ISS Contact Parent <i>Principals Interventions and PBS</i>	The student is assigned 2 days of ISS Contact Parent <i>Principals Interventions and PBS</i>	The student is suspended for 1-3 days Contact Parent <i>Principals Interventions and PBS</i>	
4 Minor	Violation of General School Expectations	Not being prepared for class, littering, not sharing, intolerance of others, unaccountable for your actions	1-3 days Activity Restriction Contact Parent Parent Conference <i>Principals Interventions and PBS</i>	The student is assigned 1 day ISS Contact Parent <i>Principals Interventions and PBS</i>	The student is assigned 2 days of ISS Contact Parent <i>Principals Interventions and PBS</i>	The student is suspended for 1-3 days Contact Parent <i>Principals Interventions and PBS</i>	
5 Minor	Persistent Tardiness	Repeated tardies, pattern of tardiness	3 Tardies Contact Parent Parent Phone Conference <i>Principals Interventions and PBS</i>	5 Tardies Contact Parent Parent Meeting at School <i>Principals Interventions and PBS</i>	10+ Tardies Contact Parent File with Truancy Officer <i>Principals Interventions and PBS</i>		

*These are not inclusive of all possible infractions.

ELEMENTARY PROGRESSIVE DISCIPLINARY DISPOSITIONS

	INFRACTION	Examples*	1st**	2nd	3rd	4th	5th
6 Minor	Possession of Prohibited Items not under Ch. 37	Toys, video games, food, ...	1-3 days Activity Restriction Contact Parent Parent Conference <i>Principals Interventions and PBS</i>	The student is assigned 1 day ISS Contact Parent <i>Principals Interventions and PBS</i>	The student is assigned 2 days of ISS Contact Parent <i>Principals Interventions and PBS</i>	The student is suspended for 1-3 days Contact Parent <i>Principals Interventions and PBS</i>	
7 Minor	Using Electronic Devices	Unauthorized use of cell phone (texting, talking, or playing with it) or personal tablet	The item is confiscated and returned to parent. (Contact Parent) Telecommunications devices (cell phones) will be confiscated and may be picked up in the principal's office for a fee of \$15.00. <i>Principals Interventions and PBS</i>	The item is confiscated and held by administration for 5 school days and returned to parent or the student and is assigned 3 days of ISS. Contact Parent Telecommunications devices (cell phones) will be confiscated and may be picked up in the principal's office for a fee of \$15.00. <i>Principals Interventions and PBS</i>	The item is confiscated and held by administration for the remainder of the school term. Contact Parent Telecommunications devices (cell phones) will be confiscated and may be picked up in the principal's office for a fee of \$15.00. <i>Principals Interventions and PBS</i>		
8 Minor	Vandalism	Less than \$25 value in damage: writing on desk or walls, breaking items, destroying property	1-3 days Activity Restriction Contact Parent Parent Conference Student Cleans up or pays for property <i>Principals Interventions and PBS</i>	The student is assigned 1 day of ISS. Contact Parent Student Cleans up or pays for property. <i>Principals Interventions and PBS</i>	The student is assigned 2 days of ISS. Contact Parent Student Cleans up or pays for property. <i>Principals Interventions and PBS</i>	The student is assigned 3 days of ISS. Contact Parent Student Cleans up or pays for property. <i>Principals Interventions and PBS.</i>	The student is suspended for 3 days. Contact Parent Student Cleans up or pays for property. <i>Principals Interventions and PBS</i>
9 Minor	Inappropriate PDA	Kissing, hugging	1-3 days Activity Restriction Contact Parent Parent Conference <i>Principals Interventions and PBS</i>	The student is assigned 1 day of ISS. Contact Parent <i>Principals Interventions and PBS</i>	The student is assigned 2 days of ISS. Contact Parent <i>Principals Interventions and PBS</i>	The student is assigned 3 days of ISS. Contact Parent <i>Principals Interventions and PBS</i>	The student is suspended for 1-3 days. Contact Parent <i>Principals Interventions and PBS</i>

*These are not inclusive of all possible infractions.

ELEMENTARY PROGRESSIVE DISCIPLINARY DISPOSITIONS

	INFRACTION	Examples*	1st**	2nd	3rd	4th	5th
10 Minor	Theft Less than \$25 value	Any theft wherein the replacement value of the stolen item is less than \$50. (Office supplies, decorative items, books, food)	1-3 days Activity Restriction Contact Parent Parent Conference Return property and/or pay restitution. <i>Principals Interventions and PBS</i>	The student is assigned 1 day of ISS. Contact Parent Return property and/or pay restitution. <i>Principals Interventions and PBS</i>	The student is assigned 2 days of ISS. Contact Parent Return property and/or pay restitution. <i>Principals Interventions and PBS</i>	The student is assigned 3 days of ISS. Contact Parent Return property and/or pay restitution. <i>Principals Interventions and PBS</i>	The student is suspended for 1-3 days. Contact Parent Return property and/or pay restitution. <i>Principals Interventions and PBS</i>
11 Minor	Using Profanity	Inappropriate language	1-3 days Activity Restriction Contact Parent Parent Conference <i>Principals Interventions and PBS</i>	The student is assigned 1 day of ISS. Contact Parent <i>Principals Interventions and PBS</i>	The student is assigned 2 days of ISS. Contact Parent <i>Principals Interventions and PBS</i>	The student is assigned 3 days of ISS. Contact Parent <i>Principals Interventions and PBS</i>	The student is suspended for 1-3 days. Contact Parent <i>Principals Interventions and PBS</i>
12 Major	Initiating/Instigating a Fight/Bullying/Cyberbullying	Encouraging others to fight or bully through verbal means, harassment, or social media	The student is assigned 3 days of ISS, receives counseling. Contact Parent <i>Principals Interventions and PBS</i>	The student is suspended for 3 days, receives counseling, and is readmitted with a parent conference. Contact Parent <i>Principals Interventions and PBS</i>	The student is suspended for 3 days, receives counseling, and is readmitted with a parent conference. Contact Parent <i>Principals Interventions and PBS</i>	The student is suspended for three days, receives counseling, and possible DAEP placement. Contact Parent <i>Principals Interventions and PBS</i>	
13 Major	Participating in a Fight	Physical altercation that may include kicking, slapping or other physical altercations between students	The student is assigned 3 days of ISS, receives counseling. Contact Parent <i>Principals Interventions and PBS</i>	The student is suspended for 3 days, receives counseling, and is readmitted with a parent conference. Contact Parent <i>Principals Interventions and PBS</i>	The student is suspended for 3 days, receives counseling, and is readmitted with a parent conference. Contact Parent <i>Principals Interventions and PBS</i>	The student is suspended for three days and alternative placement is recommended. Contact Parent <i>Principals Interventions and PBS</i>	
14 Major	Possession/Using Tobacco, Lighters and Matches	Possession or use of any tobacco product including cigarettes, snuff, dip (chewing tobacco), E-cigs, papers, lighters, or matches	The student is suspended for 2 days and is readmitted with a parent conference. Contact Parent <i>Principals Interventions and PBS</i>	The student is suspended for 3 days and is readmitted with a parent conference. Contact Parent <i>Principals Interventions and PBS</i>	The student is suspended for 3 days and is readmitted with a parent conference. Contact Parent <i>Principals Interventions and PBS</i>	The student is suspended for 3 days and expulsion or alternative placement is recommended. Contact Parent <i>Principals Interventions and PBS</i>	

*These are not inclusive of all possible infractions.

ELEMENTARY PROGRESSIVE DISCIPLINARY DISPOSITIONS

	INFRACTION	Examples*	1st**	2nd	3rd	4th	5th
15 Major	Threatening or using profanity toward school personnel	Inappropriate language/threat addressed to any person employed by the District	The student is assigned 2 days of ISS, receives counseling. Contact Parent <i>Principals Interventions and PBS</i>	The student is suspended for 1 day and is readmitted with a parent conference. Contact Parent <i>Principals Interventions and PBS</i>	The student is suspended for 2 days and is readmitted with a parent conference. Contact Parent <i>Principals Interventions and PBS</i>	The student is suspended for 3 days and is readmitted with a parent conference. Contact Parent <i>Principals Interventions and PBS</i>	The student is suspended for 3 days and is recommended for expulsion or alternative placement. Contact Parent <i>Principals Interventions and PBS</i>
16 Major	Failure to Attend All Classes/Skipping	Walking out of class without permission, absent during class time without permission	The student is assigned 1 day of ISS. Contact Parent <i>Principals Interventions and PBS</i>	The student is assigned 2 days of ISS. Contact Parent <i>Principals Interventions and PBS</i>	Referred to Truancy Court Contact Parent <i>Principals Interventions and PBS</i>		
17 Major	Theft Greater than \$25	Any theft wherein the replacement value of the stolen item is more than \$50. (Electronics, furniture, books, bulk food)	The student is suspended for 1-3 days, receives counseling. Return property or make restitution. Contact Parent <i>Principals Interventions and PBS</i>	The student is suspended for 3 days, receives counseling. Return property or make restitution. Contact Parent <i>Principals Interventions and PBS</i>	Change of Placement. Return property or make restitution. Contact Parent		
18 Major	Committing Any Other Serious Offense See Ch. 37	All offenses not listed here.	Due process is rendered. The student is suspended for 1 day. Contact Parent <i>Principals Interventions and PBS</i>	The student is suspended for 2 days. Contact Parent <i>Principals Interventions and PBS</i>	The student is suspended for 3 days. Contact Parent <i>Principals Interventions and PBS</i>	Recommended DAEP placement. Contact Parent <i>Principals Interventions and PBS</i>	
19 Major	Possessing Prohibited Item(s) See Ch. 37	Look-alike weapons, fireworks, ammunition, knives, tobacco, lighters	The student is given due process. See Code of Conduct. Suspension, DAEP placement or Expulsion Required. Contact Parent <i>Principals Interventions and PBS</i>				
20 Major	Willfully Striking School Personnel	Making physical contact with a staff member in an intentional, hostile manner	Same as above.				

*These are not inclusive of all possible infractions.

ELEMENTARY PROGRESSIVE DISCIPLINARY DISPOSITIONS

	INFRACTION	Examples*	1st**	2nd	3rd	4th	5th
21 Major	Group Fighting/Gang Violence	Engaging in a mass altercation, any violence associated with one's affiliation	Same as above.				
22 Major	Possessing/Using Any Controlled Substance or Alcohol	Sells, gives or delivers to another person or possesses or uses narcotics, marijuana,	Same as above.				
23 Major	Initiating False Alarms and/or Bomb Threats	Use of verbal, written, texting, or social media to warn of a non-existent bomb or threat	Same as above.				
24 Major	Possessing/Using Fireworks	Use of or possession of any item which contains gunpowder or any other flammable material or	Same as above.				
25 Major	Inappropriate Sexual Contact	Touching, Sexual contact, exposure, sexual language	The student is assigned 3 days of ISS, receives counseling. Contact Parent <i>Principals Interventions and PBS</i>	The student is suspended for 3 days, receives counseling, and is readmitted with a parent conference. Contact Parent <i>Principals Interventions and PBS</i>	The student is suspended for 3 days, receives counseling, and is readmitted with a parent conference. Contact Parent <i>Principals Interventions and PBS</i>	The student is suspended for three days and alternative placement is recommended. Contact Parent <i>Principals Interventions and PBS</i>	
26 Major	Defacing, Stealing or Destroying School Property	Any act that results in the damage of, loss of, theft of, or destruction of any	Same as above. The parent pays for damages.				

**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.