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 progressive 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 progressive 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 progressive 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 Progressive 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

Were 5* Total LLRs Attached?  NO

Were a variety of interventions used?  NO

Was adequate time given to adjust behavior?  NO

Meet with staff member and discuss:
- Possible Interventions
- Specific Student Needs
- Classroom Techniques
- Teacher Assistance

Office Referrals
Discuss Behaviors with student.
Contact Guardian(s).
Refer to Matrix for Consequences.
Select Behavior supports.

PARENT CONTACT MUST BE MADE AT ALL LEVELS.

Continue to monitor behavior of student and utilize multiple positive behavior supports and techniques to address behaviors. Involve parents, counselors and teachers at all levels of support.

*from any category
Office Referrals for Major Infractions

Determine Administrative Action based on Progressive Discipline Plan Matrix

**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.

**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

PARENT CONTACT MUST BE MADE AT ALL LEVELS.
**Longview ISD Elementary Low Level Referral Form**

**BE SAFE!   BE RESPONSIBLE!   BE RESPECTFUL!**

<table>
<thead>
<tr>
<th>Location</th>
<th>Problem Behavior</th>
<th>Staff Intervention Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gate</td>
<td>Disruption: _____________</td>
<td>Taught/Re-taught expectations</td>
</tr>
<tr>
<td>On bus/bus area</td>
<td>Defiance: _______________</td>
<td>Taught/Role-played appropriate behavior</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>Disrespect: _____________</td>
<td>Pre-corrected: modeling appropriate behavior</td>
</tr>
<tr>
<td>Classroom</td>
<td>Non-compliance</td>
<td>Cued/Prompted student:</td>
</tr>
<tr>
<td>Library</td>
<td>Property Misuse</td>
<td>Clarified how behavior did not meet expectation</td>
</tr>
<tr>
<td>Office</td>
<td>Dress code</td>
<td>Provided warning(s) prior to low level referral</td>
</tr>
<tr>
<td>Hallway</td>
<td>Physical Contact</td>
<td>Checked student understanding of expectation</td>
</tr>
<tr>
<td>Restrooms</td>
<td>Inappropriate language</td>
<td>Provided a structured choice</td>
</tr>
<tr>
<td>Lunch area</td>
<td>Tardy</td>
<td>Collaborated with colleagues</td>
</tr>
<tr>
<td>PE area</td>
<td>Lying</td>
<td>Evaluated student's skill repertoire: academic/behavior</td>
</tr>
<tr>
<td>Playground</td>
<td>Cheating</td>
<td>Reviewed student data for patterns/trends</td>
</tr>
<tr>
<td></td>
<td>Out of bounds: __________</td>
<td>Discussed positive behavior approaches for appropriate behaviors</td>
</tr>
<tr>
<td></td>
<td>Trash/littering</td>
<td>Evaluate factors contributing to the behaviors</td>
</tr>
<tr>
<td></td>
<td>Stealing</td>
<td>Comments:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
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WHITE: student's file  YELLOW: guardian  PINK: teacher

**Longview ISD Elementary Low Level Referral Form**

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<td>Comments:</td>
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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)

<table>
<thead>
<tr>
<th>Location</th>
<th>Problem Behavior</th>
<th>Environmental Factors</th>
<th>Causes</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Gate</td>
<td>Fighting</td>
<td>Adult request/directive</td>
<td>Gain peer attention</td>
</tr>
<tr>
<td>□ On bus/bus area</td>
<td>Destruction of Property</td>
<td>Oral instruction</td>
<td>Gain adult attention</td>
</tr>
<tr>
<td>□ Cafeteria</td>
<td>Habitual Profanity</td>
<td>Individual seat work</td>
<td>Gain/obtain item</td>
</tr>
<tr>
<td>□ Classroom</td>
<td>Theft/Possess Stolen Property</td>
<td>Group work</td>
<td>Gain/obtain activity</td>
</tr>
<tr>
<td>□ Library</td>
<td>Harassment: _______________</td>
<td>Managing Materials</td>
<td>Avoid peer(s)</td>
</tr>
<tr>
<td>□ Office</td>
<td>Committed Obscene Act</td>
<td>External Interruptions (guest, PA, phone call, etc.)</td>
<td>Avoid adult(s)</td>
</tr>
<tr>
<td>□ Hallway</td>
<td>Weapon: _______________</td>
<td>Classroom transitions</td>
<td>Avoid seat work</td>
</tr>
<tr>
<td>□ Restrooms</td>
<td>Other: _______________</td>
<td>Teasing from peers</td>
<td>Avoid group work</td>
</tr>
<tr>
<td>□ Lunch area</td>
<td></td>
<td>Changes to routine</td>
<td>Avoid scheduled event</td>
</tr>
<tr>
<td>□ PE area</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Playground</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Chronic Minor Offenses

(Attach documentation)

Disruption
Non-compliance
Inappropriate Language
Property Misuse
Tardy
Other: _______________

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

Location

Gate
On bus/bus area
Cafeteria
Classroom
Library
Office
Hallway
Restrooms
Lunch area
PE area
Playground

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:
□ Evaluated skill level: Academic/Behavior
□ Discussed Functional/Environmental Factors
□ Developed behavior contract
□ Reviewed student data for patterns/trends
□ Developed BSP
□ Detention: __________
□ Referred to RTI
□ Suspension: __________
□ Checked understanding of expectations
□ Counselor intervention
□ Met with/talked to guardian
□ Assigned adult mentor
□ Forwarded copy of referral to guardian
□ Provided additional supports:
□ OCS: __________ □ Restricted Activity: __________

Positive Behavior Support:
______________________________________________________________

Administrator’s Signature: ______________________________________ Date: ____________

WHITE: Student File
YELLOW: Guardian
PINK: Teacher
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
# Longview Elementary Schools
## General Student Expectations

<table>
<thead>
<tr>
<th>School Area</th>
<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be Responsible</th>
</tr>
</thead>
</table>
| **Arrival** | - Wait in the cafeteria.  
- Do not enter the classrooms before 7:30 a.m. | - Enter the classroom quietly.  
- Follow adult directions. | - Be punctual.  
- Be prepared for class with your books, supplies, and assignments. |
| **Hallways** | - Walk the shortest distance in the hallways.  
- Walk quietly and in an orderly manner.  
- Keep hands, feet, and other objects to yourself. | - Stay quiet so that others can learn.  
- Wait for directions before leaving an area.  
- Follow rules without adult reminders. | - Walk with quick steps but do not run. |
| **Classrooms** | - Keep hands, feet, and other objects to yourself.  
- Walk at all times.  
- Sit with feet on the floor.  
- Follow teacher directions. | - 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. | - 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** | - Keep feet on the floor.  
- Walk at all times.  
- Keep water in the sink.  
- Wash hands before leaving. | - Give others privacy.  
- Stay quiet.  
- Take turns at the sink. | - Flush toilet/urinal.  
- Throw away your trash.  
- Return to class promptly.  
- Help keep restroom clean. |
| **Cafeteria** | - Walk at all times.  
- Sit with feet on floor.  
- Use a quiet voice.  
- Follow adult directions. | - Use good table manners.  
- Do not put your hands on others’ food/trays.  
- Use restaurant voices. | - 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** | - Stay within boundaries.  
- Keep hands, feet and other objects to yourself. | - Line up at the correct time.  
- Follow adult directions. | - Place all litter/trash in garbage cans.  
- Place all equipment in the playground ball cart. |
| **Dismissal** | - Walk quietly to bus or pick-up  
- Carry all backpacks. | - Wait for the teacher to dismiss you.  
- Leave in an orderly fashion.  
- Follow adult directions. | - Get all materials before leaving the classroom.  
- Be alert for your bus or ride. |
**ELEMENTARY PROGRESSIVE DISCIPLINARY DISPOSITIONS**

The following progressive 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.

<table>
<thead>
<tr>
<th>INFRACTION</th>
<th>Examples*</th>
<th>1st**</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Minor</strong> Persistent Disruptive Behavior</td>
<td>Repeated talking aloud, not following rules, walking around class, sleeping in class, loud &amp; obnoxious behavior</td>
<td>1-3 days Activity Restriction Contact Parent Parent Conference. Principals Interventions and PBS</td>
<td>The student is assigned 1 day of ISS Contact Parent Principals Interventions and PBS</td>
<td>The student is assigned 2 days of ISS Contact Parent Principals Interventions and PBS</td>
<td>The student is suspended for 1 day or 3 days ISS Contact Parent Readmitted with a parent conference. Principals Interventions and PBS</td>
<td>The student is suspended for 3 days Contact Parent Principals Interventions and PBS Counseling required upon return.</td>
</tr>
<tr>
<td><strong>2 Minor</strong> Leaving Class/School without Permission</td>
<td>Walking out of class and/or walking off campus without proper authorization</td>
<td>1-3 days Activity Restriction Contact Parent Parent Conference Principals Interventions and PBS</td>
<td>The student is assigned 1 day of ISS Contact Parent Principals Interventions and PBS</td>
<td>The student is assigned for 2 days of ISS Contact Parent Principals Interventions and PBS</td>
<td>Referral to Truancy Court Contact Parent Principals Interventions and PBS</td>
<td></td>
</tr>
<tr>
<td><strong>3 Minor</strong> Willful Disobedience/Refusal to Comply with a Reasonable Request</td>
<td>Failure to follow staff directive(s), being disrespectful Principal/Student Conference Contact Parent Parent Conference Principals Interventions and PBS</td>
<td>1-3 days Activity Restriction Contact Parent Parent Conference Principals Interventions and PBS</td>
<td>The student is assigned 1 day ISS Contact Parent Principals Interventions and PBS</td>
<td>The student is assigned 2 days of ISS Contact Parent Principals Interventions and PBS</td>
<td>The student is suspended for 1-3 days Contact Parent Principals Interventions and PBS</td>
<td>The student is suspended for 3 days Contact Parent Principals Interventions and PBS</td>
</tr>
<tr>
<td><strong>4 Minor</strong> Violation of General School Expectations</td>
<td>Not being prepared for class, littering, not sharing, intolerance of others, unaccountable for your actions Principal/Student Conference Contact Parent Parent Conference Principals Interventions and PBS</td>
<td>1-3 days Activity Restriction Contact Parent Parent Conference Principals Interventions and PBS</td>
<td>The student is assigned 1 day ISS Contact Parent Principals Interventions and PBS</td>
<td>The student is assigned 2 days of ISS Contact Parent Principals Interventions and PBS</td>
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<td>The student is suspended for 3 days Contact Parent Principals Interventions and PBS</td>
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<tr>
<td><strong>5 Minor</strong> Persistent Tardiness</td>
<td>Repeated tardies, pattern of tardiness 3 Tardies Contact Parent Parent Phone Conference Principals Interventions and PBS</td>
<td>5 Tardies Contact Parent Parent Meeting at School Principals Interventions and PBS</td>
<td>10+ Tardies Contact Parent File with Truancy Officer Principals Interventions and PBS</td>
<td></td>
<td></td>
<td></td>
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*These are not inclusive of all possible infractions.*
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<tr>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th><strong>INFRACTION</strong></th>
<th><strong>Examples</strong>*</th>
<th><strong>1st</strong></th>
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<tbody>
<tr>
<td>Minor</td>
<td>Violating Dress Code</td>
<td>See Dress Code sagging, inappropriate attire, obscene attire</td>
<td>The student is warned. Contact Parent A change of clothes is sought. Principals Interventions and PBS</td>
<td>The student is assigned 1 day of Lunch/Recess Detention. Contact Parent A change of clothes is sought. Principals Interventions and PBS</td>
<td>The student is assigned 2 days of Lunch/Recess Detention. Contact Parent A change of clothes is sought. Principals Interventions and PBS</td>
<td>The student is assigned 3 days of Lunch/Recess Detention. Contact Parent A change of clothes is sought. Principals Interventions and PBS</td>
<td>The student is assigned 4 days of Lunch/Recess Detention. Contact Parent A change of clothes is sought. Principals Interventions and PBS</td>
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<td></td>
</tr>
<tr>
<td>*3 LLRs not Required</td>
<td>Unauthorized use of cell phone (texting, talking, or playing with it) or personal tablet</td>
<td>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. Principals Interventions and PBS</td>
<td>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. Principals Interventions and PBS</td>
<td>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. Principals Interventions and PBS</td>
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<tr>
<td>Minor</td>
<td>Using Electronic Devices</td>
<td>Less than $25 value in damage: writing on desk or walls, breaking items, destroying property</td>
<td>1-3 days Activity Restriction Contact Parent Parent Conference Student Cleans up or pays for property Principals Interventions and PBS</td>
<td>The student is assigned 1 day of ISS. Contact Parent Student Cleans up or pays for property. Principals Interventions and PBS</td>
<td>The student is assigned 2 days of ISS. Contact Parent Student Cleans up or pays for property. Principals Interventions and PBS</td>
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<tr>
<td>Minor</td>
<td>Vandalism</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Inappropriate PDA</td>
<td>Kissing, hugging, touching, sexual contact</td>
<td>1-3 days Activity Restriction Contact Parent Parent Conference Principals Interventions and PBS</td>
<td>The student is assigned 1 day of ISS. Contact Parent Principals Interventions and PBS</td>
<td>The student is assigned 2 days of ISS. Contact Parent Principals Interventions and PBS</td>
<td>The student is assigned 3 days of ISS. Contact Parent Principals Interventions and PBS</td>
<td>The student is suspended for 1-3 days. Contact Parent Principals Interventions and PBS</td>
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</thead>
<tbody>
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<td>10 Minor</td>
<td>Theft</td>
<td>Any theft wherein the replacement value of the stolen item is less than $50. (Office supplies, decorative items, books, food)</td>
<td>1-3 days Activity Restriction Contact Parent Parent Conference Return property and/or pay restitution.</td>
<td>The student is assigned 1 day of ISS. Contact Parent Return property and/or pay restitution.</td>
<td>The student is assigned 2 days of ISS. Contact Parent Return property and/or pay restitution.</td>
<td>The student is assigned 3 days of ISS. Contact Parent Return property and/or pay restitution.</td>
</tr>
<tr>
<td>11 Minor</td>
<td>Using Profanity</td>
<td>Inappropriate language</td>
<td>1-3 days Activity Restriction Contact Parent Parent Conference Principal Interventions and PBS</td>
<td>The student is assigned 1 day of ISS. Contact Parent Principal Interventions and PBS</td>
<td>The student is assigned 2 days of ISS. Contact Parent Principal Interventions and PBS</td>
<td>The student is assigned 3 days of ISS. Contact Parent Principal Interventions and PBS</td>
</tr>
<tr>
<td>12 Major</td>
<td>Initiating/Instigating a Fight/Bullying</td>
<td>Encouraging others to fight or bully through verbal means, harassment, or social media</td>
<td>The student is assigned 3 days of ISS, receives counseling Contact Parent Principal Interventions and PBS</td>
<td>The student is suspended for 3 days, receives counseling, and is readmitted with a parent conference. Contact Parent Principal Interventions and PBS</td>
<td>The student is suspended for 3 days, receives counseling, and is readmitted with a parent conference. Contact Parent Principal Interventions and PBS</td>
<td>The student is suspended for 3 days and alternative placement is recommended. Contact Parent Principal Interventions and PBS</td>
</tr>
<tr>
<td>13 Major</td>
<td>Participating in a Fight</td>
<td>Physical altercation that may include kicking, slapping or other physical altercations between students</td>
<td>The student is assigned 3 days of ISS, receives counseling Contact Parent Principal Interventions and PBS</td>
<td>The student is suspended for 3 days, receives counseling, and is readmitted with a parent conference. Contact Parent Principal Interventions and PBS</td>
<td>The student is suspended for 3 days, receives counseling, and is readmitted with a parent conference. Contact Parent Principal Interventions and PBS</td>
<td>The student is suspended for 3 days and alternative placement is recommended. Contact Parent Principal Interventions and PBS</td>
</tr>
<tr>
<td>14 Major</td>
<td>Possession/Using Tobacco, Lighters and Matches</td>
<td>Possession or use of any tobacco product including cigarettes, snuff, dip (chewing tobacco), Ecigs, papers, lighters, or matches</td>
<td>The student is suspended for 2 days and is readmitted with a parent conference. Contact Parent Principal Interventions and PBS</td>
<td>The student is suspended for 3 days and is readmitted with a parent conference. Contact Parent Principal Interventions and PBS</td>
<td>The student is suspended for 3 days and is readmitted with a parent conference. Contact Parent Principal Interventions and PBS</td>
<td>The student is suspended for 3 days and expulsion or alternative placement is recommended. Contact Parent Principal Interventions and PBS</td>
</tr>
</tbody>
</table>

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

*These are not inclusive of all possible infractions.
# ELEMENTARY PROGRESSIVE DISCIPLINARY DISPOSITIONS

<table>
<thead>
<tr>
<th>INFRINGEMENT</th>
<th>Examples*</th>
<th>1st**</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 Major</td>
<td>Group Fighting/Gang Violence</td>
<td>Engaging in a mass altercation, any violence associated with one’s affiliation with a street gang</td>
<td>Same as above.</td>
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<tr>
<td>22 Major</td>
<td>Possessing/Using Any Controlled Substance or Alcohol</td>
<td>Sells, gives or delivers to another person or possesses or uses narcotics, marijuana, alcoholic beverages</td>
<td>Same as above.</td>
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</tr>
<tr>
<td>23 Major</td>
<td>Initiating False Alarms and/or Bomb Threats</td>
<td>Use of verbal, written, texting, or social media to warn of a non-existent bomb or threat</td>
<td>Same as above.</td>
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</tr>
<tr>
<td>24 Major</td>
<td>Possessing/Using Fireworks</td>
<td>Use of or possession of any item which contains gunpowder or any other flammable material or ignition component</td>
<td>Same as above.</td>
<td></td>
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</tr>
<tr>
<td>25 Major</td>
<td>Threatening School Personnel</td>
<td>Use of verbal, written, texting, or social media to intimidate, harass, or warn staff members of impending harm</td>
<td>Same as above.</td>
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</tr>
<tr>
<td>26 Major</td>
<td>Defacing, Stealing or Destroying School Property</td>
<td>Any act that results in the damage of, loss of, theft of, or destruction of any school property</td>
<td>Same as above. The parent pays for damages.</td>
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</tbody>
</table>

**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.

*These are not inclusive of all possible infractions.
**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.

**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.

**Progressive 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. Progressive 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.

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