

Longview Independent School District

Progressive Discipline Plan

2015-2016

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.

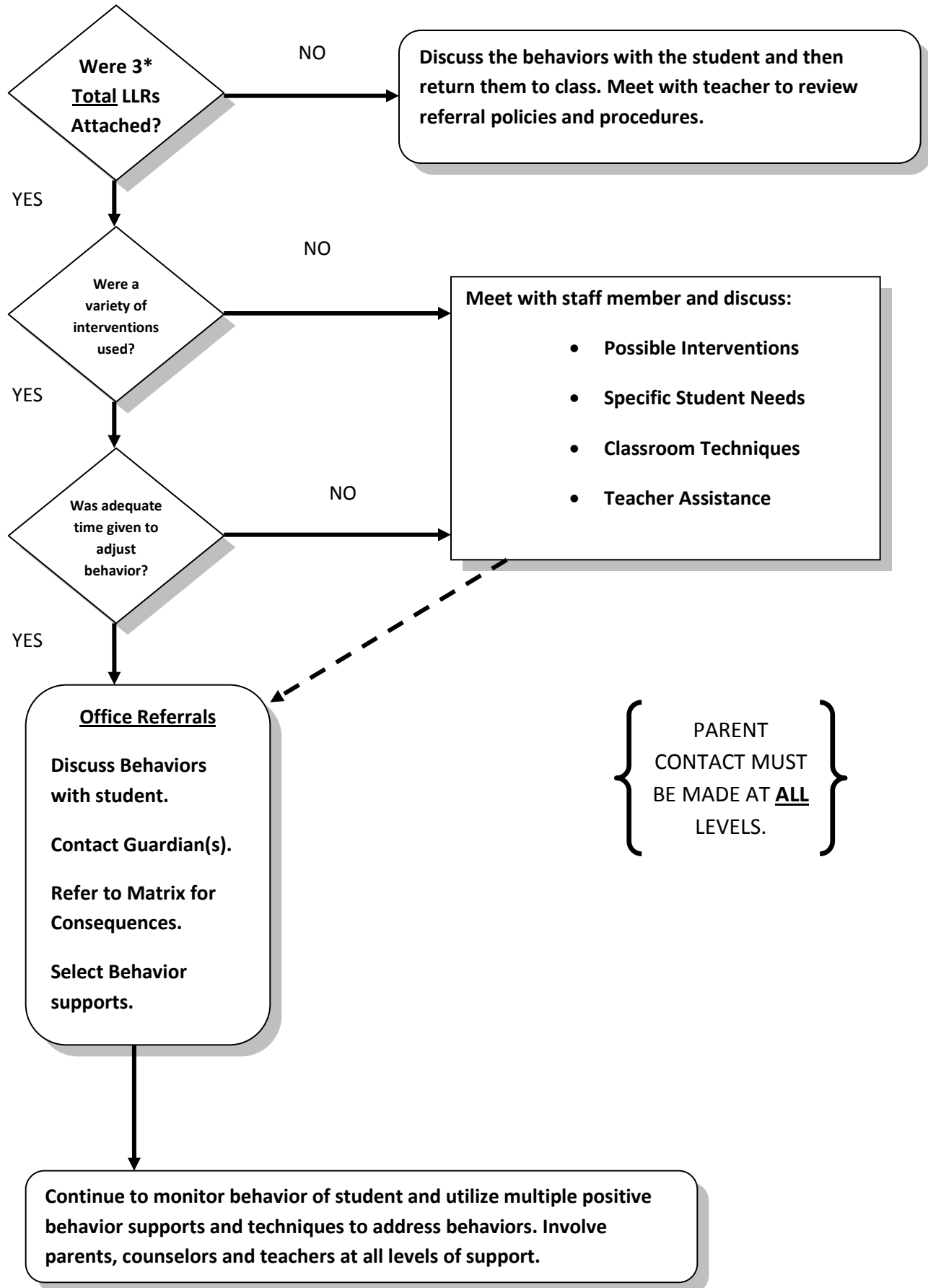
Implementation and Availability

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



*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

Longview ISD Middle School Low Level Referral Form
BE SAFE! BE RESPONSIBLE! BE RESPECTFUL!

Student: _____

Staff Member: _____

Time of incident: ____:____

Date of incident: _____

Grade: _____

MANDATORY PARENT CONTACT-- Date: _____ Time: _____

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

		Signature: _____

WHITE: student's file

YELLOW: guardian

PINK: teacher

Longview ISD Middle School Low Level Referral Form
BE SAFE! BE RESPONSIBLE! BE RESPECTFUL!

Student: _____

Staff Member: _____

Time of incident: ____:____

Date of incident: _____

Grade: _____

MANDATORY PARENT CONTACT-- Date: _____ Time: _____

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

		Signature: _____

WHITE: student's file

YELLOW: guardian

PINK: teacher

Longview ISD Middle School Office Referral Form
BE SAFE! BE RESPONSIBLE! BE RESPECTFUL!

Student: _____ Referring Staff Member: _____

Time of incident: ____:____ Date of incident: _____ Grade: _____

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

Location	Problem Behavior	Environmental Factors
<input type="checkbox"/> Gate	<input type="checkbox"/> Fighting	<input type="checkbox"/> Adult request/directive
<input type="checkbox"/> On bus/bus area	<input type="checkbox"/> Destruction of Property	<input type="checkbox"/> Oral instruction
<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Habitual Profanity	<input type="checkbox"/> Individual seat work
<input type="checkbox"/> Classroom	<input type="checkbox"/> Theft/Possess Stolen Property	<input type="checkbox"/> Group work
<input type="checkbox"/> Library	<input type="checkbox"/> Harassment: _____	<input type="checkbox"/> Managing Materials
<input type="checkbox"/> Office	<input type="checkbox"/> Committed Obscene Act	<input type="checkbox"/> External Interruptions <i>(guest, PA, phone call, etc.)</i>
<input type="checkbox"/> Hallway	<input type="checkbox"/> Weapon: _____	<input type="checkbox"/> Classroom transitions
<input type="checkbox"/> Restrooms	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Teasing from peers
<input type="checkbox"/> Lunch area	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:

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

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

Behavior Contracts

Student /Administrator Behavior Agreements

Positive Office Referrals

Principal Passes

Mascot Passes for Good Behavior

Tickets and Store Cash for Good Behavior

Life Skill of the Week

Good Citizen Awards

Free Dress Passes

FAB Fridays for Behavior Goals

On-Campus Store/Market Bucks

Individual Counseling Support

Group Counseling Support

Mentor Programs

Watch Dog Assistant

Bucket Fillers

Good Behavior Assemblies

Positive Discipline home calls

Family Discipline Support classes

Color Systems

Treasure Chest

Principal for a Day

Teen Court Programs

Any other support programs initiated by the individual campus

Positive Behavior Supports (Middle School Specific)

Eagles Nest/Dragons Den/ Devils Den-

Eagle Buck

Caught You Doing Good Coins

SRO passes and free stuff

Future Men Society

Watch Dogs

Counseling Programs

Mentors- Forever Friends

Principal Passes

Longview Middle Schools

General Student Expectations

School Area	Be Safe	Be Respectful	Be Responsible
Arrival	<ul style="list-style-type: none"> • Wait in the designated area. • Do not enter the classrooms until released. 	<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 through 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 on the right side of the hall 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.

Middle School Discipline Matrix

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

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

*These are not inclusive of all possible infractions.

Middle School Discipline Matrix

Level	Infraction	Examples*	1st**	2nd	3rd	4th	5th	6th
8 Minor	Minor Theft less than \$50.00	Any theft wherein the replacement value of the stolen item is less than \$50. (Office supplies, decorative items, books, food)	1 day(s) Lunch detention Contact Parent Return item(s) or pay restitution. *Principal's Interventions & PBS	2 day(s) Lunch detention Contact Parent Return item(s) or pay restitution. *Principal's Interventions & PBS	3 day(s) Lunch detention Contact Parent Return item(s) or pay restitution. *Principal's Interventions & PBS	Refer to Major Offenses Persistent Misbehavior Return item(s) or pay restitution. Contact Parent		
9 Minor	Obscene/vulgar gesture	Hand signs, body motions, inappropriate pictures/signs/photos	1 day(s) Lunch detention Contact Parent *Principal's Interventions & PBS	2 day(s) Lunch detention Contact Parent *Principal's Interventions & PBS	3 day(s) Lunch detention Contact Parent *Principal's Interventions & PBS	Refer to Major Offenses Persistent Misbehavior Contact Parent		
10 Minor	Disruptive hallway behavior (i.e., running, yelling, horse play)	Loud talk, running, yelling, pushing, shoving, playing	1 day(s) Lunch detention Contact Parent *Principal's Interventions & PBS	2 day(s) Lunch detention Contact Parent *Principal's Interventions & PBS	3 day(s) Lunch detention Contact Parent *Principal's Interventions & PBS	Refer to Major Offenses Persistent Misbehavior Contact Parent		
11 Minor	Disruptive behavior outside bus area or parent pick-up area (i.e., running, yelling, horse play)	Loud talk, running, yelling, pushing, shoving, playing	1 day(s) Lunch detention Contact Parent *Principal's Interventions & PBS	2 day(s) Lunch detention Contact Parent *Principal's Interventions & PBS	3 day(s) Lunch detention Contact Parent *Principal's Interventions & PBS	Refer to Major Offenses Persistent Misbehavior Contact Parent		
12 Minor	Disruptive cafeteria behavior (i.e., horse play, throwing food, eating/taking others' food)	Loud talk, running, yelling, pushing, shoving, playing, throwing food, taking/eating/touching others' food	1 day(s) Lunch detention Contact Parent *Principal's Interventions & PBS	2 day(s) Lunch detention Contact Parent *Principal's Interventions & PBS	3 day(s) Lunch detention Contact Parent *Principal's Interventions & PBS	Refer to Major Offenses Persistent Misbehavior Contact Parent		
13 Minor	Tardies	Late to class, not in seat when class begins	3 tardies 1 day(s) Lunch detention Contact Parent *Principal's Interventions & PBS	5 tardies 2 day(s) Lunch detention Contact Parent *Principal's Interventions & PBS	7 tardies 3 day(s) Lunch detention Contact Parent *Principal's Interventions & PBS	Refer to Major Offenses Persistent Misbehavior Contact Parent		
14 Major	4-9 Minor Infractions Persistent Misconduct	Accumulate 4-6 infractions as shown under minor categories	1 Day ISS Contact Parent	2 Days ISS Contact Parent	3 Days ISS Contact Parent	1 Day OSS Contact Parent	2 Days OSS Contact Parent	3 days OSS Contact Parent
15 Major	10+ Minor Infractions Persistent Misconduct Change of Placement	Accumulate 10+ infractions as shown under minor categories	2 day(s) Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	3 day(s) Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	3 day(s) Out-School Susp. Contact Parent Possible change of placement			

*These are not inclusive of all possible infractions.

Middle School Discipline Matrix

Level	Infraction	Examples*	1st**	2nd	3rd	4th	5th	6th
16 Major	Viewing/Possession/ Sharing of Pornography	To possess, view, or to share (in person or by text, email, or social media) any drawing, photo, or video which depicts nudity and/or a sex act(s)	2 day(s) Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	3 day(s) Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	3 day(s) Out-School Susp. Contact Parent Parent Conf. Possible change of placement			
17 Major	Using profanity toward adult school personnel	Inappropriate language addressed about or towards any adult employed by the District	2 day(s) Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	3 day(s) Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	3 day(s) Out-School Susp. Contact Parent Parent Conf. Possible change of placement			
18 Major	Possession/using tobacco, lighter and matches	Possession or use of any tobacco product including cigarettes, snuff, dip (chewing tobacco), E-cigs, papers, lighters, or matches	3 day(s) In-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	1 day(s) Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	2 day(s) Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	Change of Placement Contact Parent		
19 Major	Fighting	Physical altercation that may include pushing, hitting, kicking, slapping or other physical altercations between students	3 day(s) Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	3 day(s) Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	Change of Placement Contact Parent			
20 Major	Purposely avoiding cameras (blind spots or restrooms)	Intentionally covering one's face in view of security cameras, intentionally going out of a camera's sight in order to commit a conduct violation undetected &	3 day(s) Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	3 day(s) Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	Change of Placement Contact Parent			
21 Major	Instigating a fight between others	Encouraging others to fight through verbal means, harassment, or social media	1 day(s) Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	2 day(s) Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS	3 day(s) Out-School Susp. Contact Parent Parent Conf. *Principal's Interventions & PBS			
22 Major	Assault	Causing intentional physical harm to an individual	3 day(s) Out-School Susp. Contact Parent Change of placement	3 day(s) Out-School Susp. Contact Parent Change of placement	Change of Placement Contact Parent			

*These are not inclusive of all possible infractions.

Middle School Discipline Matrix

Level	Infraction	Examples*	1st**	2nd	3rd	4th	5th	6th
23 Major	Bullying/threatening other students	Engaging in physical conduct OR in written, verbal, or electronic expression which exploits an imbalance of power & creates an intimidating and abusive educational environment for another student(s).	2 day(s) In-School Susp. Contact Parent Parent Conf. Counseling *Principal's Interventions & PBS	3 day(s) In-School Susp. Contact Parent Parent Conf. Counseling *Principal's Interventions & PBS	1 day(s) Out-School Susp. Contact Parent Parent Conf. Counseling *Principal's Interventions & PBS	Change of Placement Contact Parent		
24 Major	Possessing prohibited item See Ch. 37	Look-alike weapons, fireworks, ammunition, knives, tobacco, lighters	3 day(s) Out-School Susp. Contact Parent Counseling Change of placement					
25 Major	Willfully striking school personnel	Making physical contact with a staff member in an intentional, hostile manner	3 day(s) Out-School Susp. Contact Parent Counseling Change of placement					
26 Major	Threatening school personnel	Use of verbal, written, texting, or social media to intimidate, harass, or warn staff members of impending harm	3 day(s) Out-School Susp. Contact Parent Counseling Change of placement					
27 Major	Possessing / using any controlled substance or alcohol See Ch. 37	Sells, gives or delivers to another person or possesses or uses narcotics, marijuana, alcoholic beverages	3 day(s) Out-School Susp. Contact Parent Counseling Change of placement					
28 Major	Public lewdness See Ch. 37	Exposure of one's genitalia, engaging in sexual act(s)	3 day(s) Out-School Susp. Contact Parent Counseling Change of placement					
29 Major	Major theft of \$50.00 or more	Any theft wherein the replacement value of the stolen item is more than \$50. (Electronics, furniture, books, bulk food)	3 day(s) Out-School Susp. Contact Parent Counseling Parent Conf. *Principal's Interventions & PBS	3 day(s) Out-School Susp. Contact Parent Counseling Parent Conf. *Principal's Interventions & PBS	Change of Placement Contact Parent			

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

Progressive 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.

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.