

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.

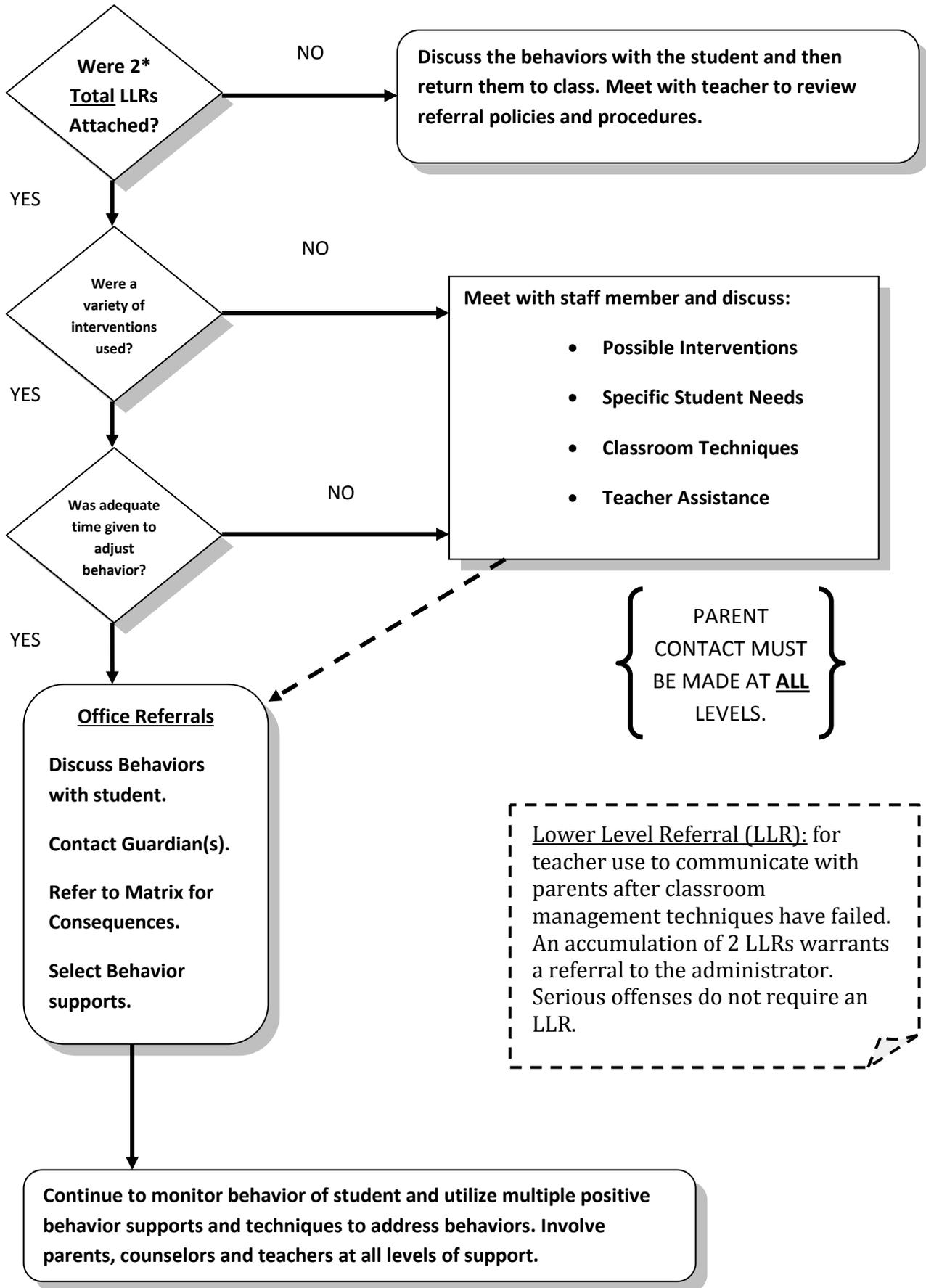
Implementation and Availability

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 Progressive Discipline Plan Matrix

OR

In-School Suspension

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

Out of School Suspension

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

DAEP placement or Expulsion

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

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

Return From Placement

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

High School

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

Student: _____

Staff Member: _____

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

MANDATORY PARENT CONTACT-- Date: _____ Time: ____:____

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

		Signature: _____

WHITE: student's file

YELLOW: guardian

PINK: teacher

Longview ISD High School Low Level Referral Form
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Staff Member: _____

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

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	<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

Menu of Interventions for Minor Offenses (Classroom Managed Misbehaviors)

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

Positive Behavior Supports (High School Specific)

Behavior Contracts

Student /Administrator Behavior Agreements

Positive Office Referrals

Principal Passes

Mascot Passes for Good Behavior

Life Skill of the Week

Good Citizen Awards

Free Dress Passes

On-Campus Store/Market Bucks

Individual Counseling Support

Group Counseling Support

Mentor Programs

Good Behavior Assemblies

Positive Discipline home calls

Family Discipline Support classes

SRO passes and free stuff

Future Men Society

Watch Dogs

Club & Organization Participation

Teaming for behavioral and academic interventions

Extra counseling position for behavioral and academic support

- Targeted student accountability and feedback

Student of the month celebrations

Field Trips

Counselor student accountability meetings

Administrator student reward meetings

Six week honor roll celebrations

Systematic counseling for identified students

Teen Court Programs

Any other support programs initiated by the individual campus

Longview High School

General Student Expectations

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

HIGH SCHOOL LOBO DISCIPLINARY DISPOSITIONS

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

	INFRACTION	Examples*	1st	2nd	3rd	4th
1 Minor	Disrupting Class/Misbehavior	Talking, not following rules, walking around class, sleeping, loud & obnoxious behavior	1 Day detention Counseling Contact Parent Principal's Interventions and PBS	1 Day ISS Counseling Contact Parent Principal's Interventions and PBS	1 Day OSS Counseling Contact Parent Principal's Interventions and PBS	Refer to persistent minor offenses Contact Parent
2 Minor	Skipping/Truancy/Out of Bounds	Late to class, walking out of class, not in assigned area, in parking lot without permission	1 day detention Contact Parent Principal's Interventions and PBS	2 day detention Contact Parent Principal's Interventions and PBS	4 day detention Contact Parent Principal's Interventions and PBS	Refer to persistent minor offenses Contact Parent
3 Minor	Talking back/insubordination/forgery	Failure to follow staff directive(s), being disrespectful, forged note or pass	1 Day ISS Contact Parent Principal's Interventions and PBS	2 Days ISS Contact Parent Principal's Interventions and PBS	1 Day OSS Contact Parent Principal's Interventions and PBS	Refer to persistent minor offenses Level 2 Contact Parent
4 Minor	Unauthorized Use of Cell Phone	Texting, talking on or playing with phone	Contact Parent 2 Days Detention	\$15 Fine Contact Parent	Banned Cell phone use on Campus Contact Parent	Refer to persistent minor offenses Contact Parent
5 Minor	Minor Vandalism	Less than \$25 value in damage: writing on desk or walls, breaking items, destroying property	2 Days ISS & Clean Up Contact Parent Principal's Interventions and PBS	3 Days ISS & Clean Up Contact Parent Principal's Interventions and PBS	1 Day OSS & Clean Up Contact Parent Principal's Interventions and PBS	Refer to persistent minor offenses Level 3 & Clean Up Contact Parent
6 Minor	Public Display of Affection	Kissing, hugging, touching, sexual contact	Warning Contact Parent	1 Day Detention Contact Parent	1 day ISS Contact Parent	Refer to persistent minor offenses Contact Parent
7 Minor	Minor Theft Less than \$50	Any theft wherein the replacement value of the stolen item is less than \$50. (Office supplies, decorative items, books, food)	Replace items & 2 days ISS Contact Parent Principal's Interventions and PBS	Replace Items & 2 days OSS Contact Parent Principal's Interventions and PBS	Replace items & Possible DADE Placement Contact Parent Principal's Interventions and PBS	

*These are not inclusive of all possible infractions.

HIGH SCHOOL LOBO DISCIPLINARY DISPOSITIONS

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

*These are not inclusive of all possible infractions.

HIGH SCHOOL LOBO DISCIPLINARY DISPOSITIONS

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

*These are not inclusive of all possible infractions.

HIGH SCHOOL LOBO DISCIPLINARY DISPOSITIONS

	INFRACTION	Examples*	1st	2nd	3rd	4th
22 Major	Videoing Fights, Videoing teachers, Taking pictures of teachers	The use of cameras, i-pads or other recording devices to video altercations between individuals, video or take a picture of a teacher without permission	2 Days ISS & \$15 Fine Contact Parent Principal's Interventions and PBS	2 Days OSS & \$15 fine & Removal of Phone Privileges Contact Parent Principal's Interventions and PBS	3 Days OSS & Possible Change of Placement Contact Parent	
23 Major	Assault	Causing intentional physical harm to an individual	3 Days ISS & 3 Days OSS Contact Parent Counseling Principal's Interventions and PBS	3 Days OSS & Possible Change of Placement Contact Parent Ticket		
24 Major	Threatening	The use of verbal, written, text, or social media to warn of impending harm	Contact Parent Principal's Interventions and PBS	2 Days ISS Contact Parent Counseling Principal's Interventions and PBS	3 Days OSS Contact Parent Counseling Principal's Interventions and PBS	10 Days Tank Contact Parent Principal's Interventions and PBS
25 Major	Vandalism	Destruction of property \$25 or greater. See minor offenses.	2 Days ISS & Repair or repay cost Contact Parent	3 Days ISS & Repair or repay cost Contact Parent	2 Days OSS Contact Parent	10 Days Tank Contact Parent
26 Major	Possession of Prohibited Items on Campus See Ch. 37	Look-alike weapons, fireworks, ammunition, knives, tobacco, lighters	3 Days suspension with possible DAEP placement Contact Parent			
27 Major	Possession or Use of Controlled Substance/Alcohol See Ch. 37	Sells, gives or delivers to another person or possesses or uses narcotics, marijuana, alcoholic beverages	DAEP Placement Contact Parent Principal's Interventions and PBS			
28 Major	Public Lewdness See Ch. 37	Exposure of one's genitalia, engaging in sexual act(s)	DAEP Placement Contact Parent Principal's Interventions and PBS			

*These are not inclusive of all possible infractions.

HIGH SCHOOL LOBO DISCIPLINARY DISPOSITIONS

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

*These are not inclusive of all possible infractions.

Lobo Discipline Plan Glossary

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.