
CONSEQUENCES for RULE VIOLATIONS

Overview

Once school-wide behavioral expectations are established, incentives and consequences are needed to support the school-wide behavioral expectations. Incentives are used to reward appropriate behaviors that support the school-wide behavioral expectations whereas the consequences address behaviors not meeting the school-wide expectations. SWPBS is a proactive program aimed at focusing on positive behavior in the classroom and around the campus. The traditional method to handle discipline problems is to focus on the problem behaviors and stop those behaviors through punishment. With SWPBS, discipline focuses on replacing undesired behaviors with new behaviors through the teaching of appropriate behaviors.

All stakeholders (especially the students) need a clear picture of what are the problem behaviors occurring in all areas of campus. The difference between minor and major infractions is defined and the steps to handle these minor and major infractions are outlined in a user-friendly format. These consequences for minor and major infractions are school-wide within the classroom and around campus. The keys to success as you revisit and refine your discipline procedures are communication, teamwork, and consistency in all components and among all stakeholders.

Concepts

Effective Procedures for Dealing with Discipline

- Discipline process described in narrative format or depicted in graphic format
- Process includes documentation procedures
- Discipline referral form includes information useful in decision-making
- Behaviors defined
- Major/minor behaviors are clearly identified/understood
- Suggested array of appropriate responses to minor (non office-managed) problem behaviors.
- Suggested array of appropriate responses to major (office-managed) problem behaviors.

Strategies

- Create a list problem behaviors occurring in the classroom and around campus. Communication and input from all stakeholders (especially the students) are important in identifying and resolving these problem behaviors. This is a good activity to complete individually, then discuss as a faculty. Keep in mind what one teacher considers disrespectful may not be disrespectful to another person.
- Define and categorize these problem behaviors as minor and major infractions. Develop a discipline referral process of how to handle these minor and major infractions within the classroom and around campus. **For a list of “Office Referral Definitions” and “Referral Form Examples” visit www.swis.org*
- Document consequences for minor and major offenses in chart/grid for all stakeholders to understand. This chart/grid is a step-by-step guide of how each minor and major infraction is handled. Include this chart/grid in the student and teacher handbook. Share this information with the students’ family through the school webpage, newsletter, and open house. Knowledge is a great prevention. If the students know the consequences of their actions, this may detour them from engaging in these actions.
- Create or modify minor/major infraction forms (referral office) of how to handle problem behaviors within the classroom and around campus. Design these minor/major infractions to fit your school’s needs and the SWPBS components. Remember that office discipline referral form need who, what, where, why, and when on the form.
- Analyze these minor and major infractions that are occurring in the classroom and around campus with a data collection system; for example, SWIS (School-wide Information System). It is critical to know where, when, how, and why these problem behaviors are occurring. Once these behaviors are identified, a plan of action to resolve these problems can occur. As a school, discuss if these infractions are a resolve of student problem or is it the system.

A collection of examples of implementation from Louisiana schools with varied population, sizes, and grade levels follow. Each school has listed a scenario and provided sample evaluative tools used to evaluate SWPBS in their individual school settings.

Examples of Consequences for Rule Violations

Horseshoe Drive Elementary (Pre-K – 5th)

Luling Elementary School (Pre-K -5th)

George Cox Elementary (Pre-K – 6th)

Linwood Middle (6th-8th)

Denham Springs Freshman High (9th grade)

Waggaman Special School

HORSESHOE DRIVE ELEMENTARY (Pre-K – 5)

The Leadership Team guided the faculty and staff in the defining of minor and major behaviors. Once definitions were established, the group brainstormed possible consequences for each major and minor problem behavior. From the list of definitions, the consequences were formed. Upon consensus of the staff, a flow chart was developed on the steps to follow as the faculty and staff progressed through tracking and handling staff managed and office managed behaviors.

Consequences for Staff–Managed Behaviors

Staff Managed	Warning/ Re-teach Expectations	Parental Contact	Loss of Privileges	PBS Team meet with student	Behavior Contract	Office Referral
Sagging pants, no belt, shirt un-tucked	1, 2	3	4, 5	6	7	8
Willful disobedience, uncooperative behavior, failure to participate	1, 2	3, 4	5	6	7	8
Talking back, eye rolling, lip smacking, inappropriate body language, lying, cheating	1	2, 3, 4	5, 6	X	7	8
Yelling, talking out, passing notes, instigating minor disturbance/fighting	1, 2, 3	4	5, 6	7	X	8
Touching, hitting others, horseplay, tripping others, teasing	1, 2	3	4, 5	6	7	8
Name calling, cursing at other students	1, 2, 3	4	5, 6	X	7	8
Throwing objects, destroying text/workbooks, writing on desk/walls	1, 2	3, 4, 5	6	X	7	8
Possession of stolen tokens, pencils, books, ect.	Confiscate 1, 2, 3,4	5, 6	7	X	X	8
Unexcused tardy	X	1, 2, 3	4, 5, 6	7	X	8
Possession of CD's, cell phones, trading cards, toys, etc.	Confiscate 1, 2, 3	4	5	6	7	8
Chewing gum, eating during instruction time	Confiscate 1, 2, 3, 4	5, 6	7	X	X	8
Sleeping in class	1, 2	3, 4, 5, 6	X	7	X	8

Consequences for Office-Managed Behaviors

Office Managed	Conference with Principal	Conference with Principal/Teacher	Parent Contact	Counselor	Conference Parent/ Teacher/ Child	ISS
All Major Problem Behaviors	1, 2	3	4	5	6, 7	8

In developing the tracking forms for major and minor behaviors, the team had to review current reporting forms to insure they provided the necessary information needed to make informed decisions about behaviors on our campus. Forms should be able to reveal where, when, and the type of incident that has occurred. It should also state who was involved, possible motivations, and any prior interventions that have been used to correct the problem behavior. Major reporting forms should be in compliance with the Louisiana State Behavior Reporting Form.

HORSESHOE DRIVE ELEMENTARY SCHOOL

(Staff Managed)

Behavior Tracking Form # _____

Student Name (Last, First, Middle Initial)		Grade Level	Date	Time	Reporting Staff
Incident Location: (Circle One) 1. Playground 2. Classroom 3. Common Area 4. Cafeteria 5. Restroom 6. Gymnasium 7. Car Loading Area 8. Bus Loading Area 9. Bus # _____ 10. Other _____		Possible Motivation: (Circle One) 1. Avoid Adult 2. Avoid Peers 3. Avoid Task/Activities 4. Don't Know 5. Obtain Adult Attention 6. Obtain Items/Activities 7. Obtain Peer Attention 8. Other _____		Others Involved: 1. Peers 2. Staff 3. Teacher 4. Substitute 5. Unknown 6. Other _____	
Incident Type: 1. Dress Code 2. Inappropriate Language 3. Disruption 4. Defiance 5. Lying/Cheating 6. Harassment/Tease/Bullying/Hitting 7. Property Damage 8. Forgery/Theft 9. Chewing Gum			Reporter Comments:		
Intervention: (Mark all that apply) 1. Student Conference _____ 2. Re-Teach Expectation _____ 3. Loss of Class Privileges _____ 4. Other a. Seating change b. Curriculum modification c. Peer mediation d. Time out e. Sent to room _____ 5. Parental Contact 6. Student Contact 7. Refer to Counselor 8. Parent Conference					
(On 3rd Report please have Parent sign and return to school)					
Reporter Signature _____		Student Signature _____			
Parent Signature _____					
Parent Opportunity to Respond: <input type="checkbox"/> My e-mail _____ <input type="checkbox"/> Please call me at _____ <input type="checkbox"/> I would like a conference				<input type="checkbox"/> My comments:	

**HORSESHOE DRIVE ELEMENTARY SCHOOL
(Office Managed)
Student Referral Incident Form**

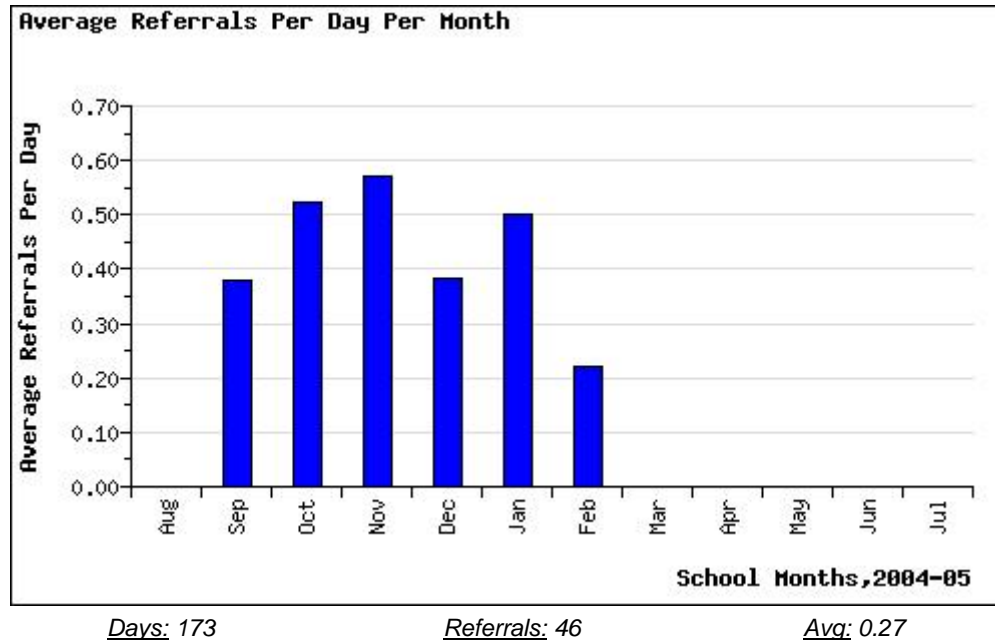
Student Name	Grade Level	Reporting Staff	Date	Time	
Incident Location (Check One): <input type="checkbox"/> Playground <input type="checkbox"/> Classroom <input type="checkbox"/> Common Area <input type="checkbox"/> Cafeteria <input type="checkbox"/> Restroom <input type="checkbox"/> Gymnasium		Possible Motivation (Check all that may apply) <input type="checkbox"/> Car Loading Area <input type="checkbox"/> Bus Loading Area <input type="checkbox"/> On Bus # _____ <input type="checkbox"/> Other: _____ <input type="checkbox"/> Avoid Peer(s) <input type="checkbox"/> Avoid Task/Activities <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Obtain Items/Activities <input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Other _____ <input type="checkbox"/> Unknown		Others Involved: <input type="checkbox"/> Peers <input type="checkbox"/> Staff <input type="checkbox"/> Teacher <input type="checkbox"/> Substitute <input type="checkbox"/> Unknown <input type="checkbox"/> Other	
Incident Type (Check One): <input type="checkbox"/> Defiance/Disrespect/Non-compliance (1,2) <input type="checkbox"/> Abusive Language/Inappropriate Language (4,12) <input type="checkbox"/> Fighting/Physical Aggression (15,16) <input type="checkbox"/> Disruption (10) <input type="checkbox"/> Theft/Forgery(20) <input type="checkbox"/> Property Damage/Vandalism <input type="checkbox"/> Use/Possession of Drugs (7) <input type="checkbox"/> Use/Possession of Tobacco/Lighter (8)					
<input type="checkbox"/> Tardy (19) <input type="checkbox"/> Skip Class/Truancy (18) <input type="checkbox"/> Harassment/Tease/Taunt <input type="checkbox"/> Lying/Cheating <input type="checkbox"/> Dress Code Violation (11) <input type="checkbox"/> Use/Possession of Alcohol (9) <input type="checkbox"/> Use/Possession of Weapons (13,14) <input type="checkbox"/> Other _____ (3,5,6,17,21)					
Action Taken By Teacher or Other School Employee The student named above is hereby reported for inappropriate behavior as indicated in this report. This is the student's <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 4 th behavioral referral. I have taken the following action: <input type="checkbox"/> 1. conference with the Student <input type="checkbox"/> 2. Referred for counseling <input type="checkbox"/> 3. Parent contact <input type="checkbox"/> 4. Assigned for Remedial Work <input type="checkbox"/> 5. Loss of privileges <input type="checkbox"/> 6. Other action _____					
Teacher/Staff Signature: _____ Teacher/Staff Comments: _____ _____					
<u>Action Taken By Administration (To Be Completed by Office Only)</u>					
<input type="checkbox"/> Conference with Student (1,5) <input type="checkbox"/> Referred to School Counselor <input type="checkbox"/> Out-of-School Suspension (9) (# of days _____)					
<input type="checkbox"/> Time with School Resource Officer <input type="checkbox"/> Parent Contact (2,6) <input type="checkbox"/> Other _____					
<input type="checkbox"/> In-School Suspension (9) (# of days _____) <input type="checkbox"/> Expulsion <input type="checkbox"/> Bus Suspension (9) (# of days _____)					
Administrative Signature: _____					
Comments by Parent/Guardian: _____ _____ _____					
Parent/Guardian Signature: _____					

Distribution: White/Administration Yellow/Teacher's Student File Pink/PBS file Golden Rod/Parent

NOTE: The principal shall return a completed copy of this form to the staff member who initiated the referral within 48 (excluding non-work days) of the time it was submitted.

Data generated from reporting forms guide the PBS Team in determining which consequences are most effective. The TEAM reviews this data with the staff to develop additional interventions. Data can be generated to report on time, area, students, problem behavior, number of referrals, race, gender, reporting staff member, and frequency of problems.

SAMPLE OF DATA GENERATED FOR MONTHLY REFERRALS



Barriers for Establishing Consequences:

- Consistency among staff members in following flow chart.
- Developing a range of consequences to address different students.

Successes in Establishing Consequences:

- Consequences are effective in that problem behaviors are decreasing.
- Staff developed and agreed upon working definitions for major and minor behaviors.

Questions and Answers:

Q. How do you track to know which consequence to apply from your flow chart?

A. Teachers and Staff members maintain logs for their individual students. Students that are not assigned to the reporting staff member can be looked up under our data collection system. The administration looks up each student when a major reporting form is turned in to the office.

LULING ELEMENTARY SCHOOL (Pre-K -5th)**Minor Infractions**

Minor infractions are low intensity discipline concerns that are to be handled by the observing teacher.

Inappropriate verbal language

Low intensity instance of inappropriate language. (Just slips)

Physical Contact

Non-serious, but inappropriate physical contact. This includes pushing in line, shoving, minor/aggravating tapping, nudging.

Non-compliance

Brief or low intensity failure or hesitation in responding to adult requests. This includes lip smacking, delayed response to authority, gestures.

Disruption

Low intensity, but inappropriate disruption. This includes noise making, tapping, humming.

Property Misuse

Low intensity misuse of property. This includes rocking in chairs, making slight marks on desks and books that can be erased.

Other

Any other minor problems behaviors that do not fall within the above categories.

Correction Procedures for Minor Infractions

Consequences/Interventions

General Procedures

- ✦ Students should begin with a clean record each day
- ✦ Weekly minor tracking documentation should be kept on file and turned in with report cards.
- ✦ An office discipline referral due to multiple minor offenses will be completed by the classroom teacher

1st Warning

The student is given a verbal warning. A teacher/student conference is necessary for the student to be taught the correct replacement behavior.

2nd Think time/Reflection with a logical consequence

The student is advised to take some think time to reflect and cool off. The teacher will invite the student back to resume classroom activities.

3rd Time out with a buddy teacher with a logical consequence

The student is to go to another teacher's classroom for think time.

4th Phone call to parent with a logical consequence.

5th Conference with an Administrator

At this time, the teacher should call the office for an administrator to speak to the student.

6th Office Discipline Referral

The student has been given ample opportunities to correct behavior. An office discipline referral should be written based on Multiple Minor Offenses.

**Luling Elementary School
Weekly Minor Behavior Tracking Chart (3rd – 5th Grade)**

Student: _____

Week of: _____

Minor Behaviors	Monday	Tuesday	Wednesday	Thursday	Friday
Inappropriate Language					
Physical Contact					
Non-Compliance					
Disruption					
Property Misuse					
Other					

**8 or more marks in a week will result in an “N” in conduct*

***5 or more “N’s” in conduct during the 9 weeks grading period will result in an “N” in conduct on Report Card.*

Weekly Conduct Mark _____

S or N

Parent’s Signature: _____

Interventions
1 st Infraction – Warning (Teacher/Student conference)
2 nd Infraction – Think Time (reflection)
3 rd Infraction – Time out with Buddy Teacher
4 th Infraction – Phone Call to Parent – Logical Consequence
5 th Infraction – Conference with an Administrator
6 th Infraction – Office Discipline Referral

Luling Elementary School Office Discipline Referral Form- School Wide Information System (SWIS)

Student _____ Referring Staff _____	
Special Ed Yes ___ No ___ Grade _____ Date _____ Time _____	
Location: (Check ONLY one)	
<input type="checkbox"/> Classroom <input type="checkbox"/> Playground <input type="checkbox"/> Hallway/Breezeway <input type="checkbox"/> Cafeteria <input type="checkbox"/> Bathroom/restroom	<input type="checkbox"/> Library <input type="checkbox"/> Bus loading zone <input type="checkbox"/> On bus <input type="checkbox"/> Special event/assembly/field trip Other _____
Problem Behaviors (Check ONLY one behavior): Definitions on back	
<input type="checkbox"/> Abusive language/inappropriate language (04) <input type="checkbox"/> Fighting/physical aggression (16) <input type="checkbox"/> Defiance (01) <input type="checkbox"/> Disrespect/Insubordination/non-compliant (02) <input type="checkbox"/> Harassment/tease/taunt (05) <input type="checkbox"/> Disruption (10) <input type="checkbox"/> Skip class/truancy (18) <input type="checkbox"/> Forgery (21) <input type="checkbox"/> Theft (20) <input type="checkbox"/> Lying (03)	<input type="checkbox"/> Cheating (21) <input type="checkbox"/> Tobacco (08) <input type="checkbox"/> Alcohol/drugs (09) <input type="checkbox"/> Combustibles (21) <input type="checkbox"/> Vandalism (11) <input type="checkbox"/> Property damage (11) <input type="checkbox"/> Bomb threat (21) <input type="checkbox"/> Arson (21) <input type="checkbox"/> Weapons (13) Other _____ (21)
Possible Motivation: (Best Guess) (Check ONLY one)	
<input type="checkbox"/> Obtain peer attention <input type="checkbox"/> Obtain adult attention <input type="checkbox"/> Obtain items/activities <input type="checkbox"/> Avoid tasks/activities	<input type="checkbox"/> Avoid peer(s) <input type="checkbox"/> Avoid adult(s) <input type="checkbox"/> Don't know <input type="checkbox"/> Other _____
Others Involved: (Check ONLY one)	
<input type="checkbox"/> None <input type="checkbox"/> Peers <input type="checkbox"/> Staff <input type="checkbox"/> Teacher	<input type="checkbox"/> Substitute <input type="checkbox"/> Unknown <input type="checkbox"/> Other _____
Administrative Decision: (Check ONLY one)	
<input type="checkbox"/> Time in office <input type="checkbox"/> Loss of privilege <input type="checkbox"/> Conference with student <input type="checkbox"/> Detention <input type="checkbox"/> Parent Contact	<input type="checkbox"/> In school detention <input type="checkbox"/> Out of school suspension <input type="checkbox"/> After school detention <input type="checkbox"/> Time out (Sp. Ed. Only) <input type="checkbox"/> Other
<u>Documentation of Classroom Interventions</u>	
Please check off at least 5 classroom interventions executed for minor infractions prior to submitting a major referral form. Bolded interventions must be checked.	
_____ verbal warning with redirect _____ time out/think time (student decides when to return) _____ time out/think time (teacher decides when student can return) _____ time out in buddy teacher's class _____ letter of apology	

Major Problem Behavior	Definition
Abusive language/inappropriate language/profanity	Verbal messages that include swearing, name calling or use of words in an inappropriate way.
Fighting/physical aggression	Actions involving serious physical contact where injury may occur (i.e., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).
Defiance / disrespect / insubordination / non-compliance	Talking back and/or socially rude interactions
Harassment / tease / taunt	Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. Disrespectful messages include negative comments based on race, religion, gender, age, and and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.
Disruption	Behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Skip class / truancy	Student leaves class / school without permission or stays out of class / school without permission.
Forgery / theft	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a persons name without that person's permission.
Lying / cheating	Student delivers message that is untrue and/or deliberately violates rules.
Tobacco	Student is in possession of or is using tobacco.
Alcohol	Student is in possession of or is using alcohol.
Other Drugs	Student is in possession of or is using illegal drugs/substances or imitations.
Combustibles	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).
Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property.
Property Damage	Student deliberately impairs the usefulness of property
Bomb threat / False alarm	Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.
Arson	Student plans and/or participates in malicious burning of property.
Weapons	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm.
Other	Problem behavior causing this referral is not listed above. Staff using this area will specify the problem behavior observed.

Luling Elementary School-wide Discipline Ladder

- Step 1:** After School Detention: Parental Contact is made by an Administrator
- Step 2:** After School Detention: Parental Contact, Behavior Conference with Administrator and/or Counselor
- Step 3:** In-School Detention: Parental Conference, Administrator, Teacher, Counselor and Parent to develop Behavior Plan
- Step 4:** Out of School Suspension #1 (1day): Parental Reinstatement Conference, Review and/or Revise Behavior Plan
- Step 5:** After School Detention: Parental Contact
- Step 6:** In-School Detention: Referred to Counselor
- Step 7:** Out of School Suspension #2 (2days): Parental Reinstatement Conference, SBLC referral
- Step 8:** After School Detention (2days): Parental Contact
- Step 9:** In-School Detention (2days): Parental Contact
- Step 10:** Out of School Suspension #3 (3days): Parental Reinstatement Conference
- Step 11:** Out of School Suspension #4 (4days): Parental Conference
- Step 12:** Mandatory Recommendation for Expulsion

If a student does not receive a Referral in a twenty (20) school day period, the student will return to the previous step (only allowed once) and the plan will continue from that step.

Luling Elementary Bus Discipline Ladder

Step 1: Warning

Step 2: Parent Contact

Step 3: Bus Suspension (1day)

Step 4: Bus Suspension (2 days)

Step 5: Bus Suspension (3 days)

Step 6: Permanent Suspension off of the Bus

Severe behavior may result in an immediate suspension off of the bus. Before a bus referral is written all documentation must accompany the referral.

Barriers for Establishing Consequences:

- Concerns about the consistency of how the minor (classroom) consequences are being carried out when students are under the supervision of other support teachers (i.e. enrichment teachers, reading specialists, speech...).
- Addressing the fine line between allowing for teacher tolerance/individuality when handling the discipline consequences and the consistency of implementing a school-wide plan.

Successes in Establishing Consequences:

- Including the principal, our school has 4 administrators who handle office discipline referrals. Following the administrators' ladder of consequences helped with the consistency office discipline decisions.

Questions and Answers:

Q. How do you ensure consistency?

A. There are several suggestions:

- Make sure to revisit the guidelines, terms and the usage of the consequences system on a regular basis.
- Listen to the teachers' concerns when something is not working properly. Ask them for suggested solutions.
- The team should be open minded and flexible.

GEORGE COX ELEMENTARY (Pre-K – 6th)

Consequences was one area that we failed to address during our first year of implementation. This is something that we had to go back and revisit before beginning our second year. Too many of our teachers were writing referrals for minor infractions and had nothing set up in their classroom on how to deal with minor infractions and /or multiple minor infractions.

Before our second year of training the team discussed and established the infractions that office referrals should be written for. We developed our **Referral Attachment** sheet. This document lists the major infractions, the type of incident, who was involved, possible motivation, location, time of incident and action taken by administrator. We then use this attachment and log into SWIS to document and track major infractions. SWIS is the web based program that we use to collect and analyze our data. With this data we make decisions to evaluate and improve our program.

We then discussed how multiple minor infractions should be handled. All minor infractions should be handled in the classroom. Each teacher is responsible for setting up the consequences system in his/her classroom. However, if multiple minor infractions occur then the teacher should document this and use the following document titled **Classroom Behavior Management**. This is a step-by-step procedure to help teachers document and decide on what the next step should be. This document helps teachers record and track the steps taken and it helps the administrator review and evaluate the documentation when it gets to the office.

Once a student earns a band and then decides not to continue to follow the rules and expectations he/she can have the band removed. If a student is receives a referral for a major infraction the band is automatically cut off by one of the administrator. A student would have to receive at least three minor infractions before having a band removed. If a student receives three minor infractions the teacher must fill out a **Band Removal** form and send it to an administrator before a band is removed. Probably the ultimate consequence a student can receive for not doing the right thing is seeing the rewards that are received by the students with bands. This has changed the behavior for quite a few in our school.

**Classroom Behavior Management
Behavior/Discipline Record
Student Contract**

Student Name: _____ Grade: _____
 Homeroom Teacher: _____

Behavior reports should be issued for minor behaviors only after a student has exhausted in class remedies. The supervising adult that gave the behavior report is the person responsible for getting the signed copy returned. If it is not returned after 2 days the adult that gave the behavior report should hold a phone conference. If a student does not have a working phone number then a Parental Conference form should be issued by that person giving the parent/guardian one week to attend. If a parent/guardian does not attend the conference then an administrator should give a UPR.

Behavior Report #:	Date:	Action by Homeroom Teacher or Administrator:
1		The adult writing the report should put the specifics of the behavior on the report.
2		The homeroom teacher conferences with the student and reminds him/her what will happen if he/she receives a 3 rd behavior report. Date of student/teacher conference: _____
3		Homeroom teacher has a telephone conference with parent. Date of telephone conference: _____
4		Student is issued a parental conference form with the 4 th behavior report. The parent has one week to come in for the conference with the teacher, parent and student. If parent does not show a UPR is issued. Date of conference: _____
5		Teacher should schedule an appointment with the GSCAT team to set up a BIP (Behavior Intervention Plan) if behavioral related. Date with team: _____
6		A referral recommending a 1-day suspension should be written with a copy of all behavior reports, a copy of this chart and a copy of the BIP attached. A conference with parent, student, teacher and administrator should be held to discuss behavior and BIP. BIP should be revised if it is not working. Date of conference: _____
7		A phone conference by the teacher should be held the day the 7 th behavior report is given out. Date of phone conference: _____
8		A phone conference should be held again. Teacher should notify parent of possible 3day suspension for next behavior report. Date of conference: _____
9		A referral recommending a 3-day suspension should be written with a copy of all behavior reports, a copy of this chart with documentation and a copy of the BIP. The administrator should arrange a conference with parent, student, teacher, administrator and social worker before the student can return. Behavior, BIP and a potential referral to the Juvenile Court System should be discussed. Date of conference: _____
10		A referral recommending a 5-day suspension is given. Administrator, parent, student and social worker will hold a conference. Social Worker refers the student to FINS (Families in Need of Services). Date of conference: _____
11		A parent conference request form is issued for a conference with the administrator, parent, student and social worker. Student is placed on probation for possible expulsion from school. Date of conference: _____
12		Student is referred to head administrator for further action.

**George Cox Elementary
Student Referral Attachment Report**

Student Name:	Grade:	Referring Adult:	Date:	Time:
Gender: M or F		Race: W B H Asian AI (Amer, Indian) Other		
Administrative Decision:				
Incident Location: (Check One)				
<input type="checkbox"/> Playground <input type="checkbox"/> P.E. <input type="checkbox"/> Classroom <input type="checkbox"/> Hallway <input type="checkbox"/> Breezeway <input type="checkbox"/> Restroom <input type="checkbox"/> Water Fountain <input type="checkbox"/> Special Event/ Field Trip <input type="checkbox"/> Bus Loading Area <input type="checkbox"/> Cafeteria <input type="checkbox"/> Butterfly Garden <input type="checkbox"/> Office <input type="checkbox"/> On Bus #: _____ <input type="checkbox"/> Other: _____				
Possible Motivation: (Check One)			Others Involved:	
<input type="checkbox"/> Avoid Peer(s) <input type="checkbox"/> Avoid Task/Activities <input type="checkbox"/> Avoid Work <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Obtain Items/Activities <input type="checkbox"/> Other: _____ <input type="checkbox"/> Unknown			<input type="checkbox"/> Peers <input type="checkbox"/> Staff <input type="checkbox"/> Teacher <input type="checkbox"/> Substitute <input type="checkbox"/> Unknown Other: _____	
Incident Type: (Check One)				
<input type="checkbox"/> Defiance/Disrespect/Non-Compliance (1,2) <input type="checkbox"/> Abusive Language/Inappropriate Language(4,12) <input type="checkbox"/> Fighting/Physical Aggression (15,16) <input type="checkbox"/> Disruption (10) <input type="checkbox"/> Theft/Forgery (20) <input type="checkbox"/> Property Damage/Vandalism (11) <input type="checkbox"/> Use/Possession of Drugs (7) <input type="checkbox"/> Use/Possession of Tobacco/lighter (8) <input type="checkbox"/> Tardy (19) <input type="checkbox"/> Skip Class/Truancy (18) <input type="checkbox"/> Harassment/Tease/Taunt/Bullying <input type="checkbox"/> Lying/Cheating <input type="checkbox"/> Dress Code Violation <input type="checkbox"/> Use/Possession of Alcohol (9) <input type="checkbox"/> Use/Possession of Weapon (13,14) <input type="checkbox"/> Other _____				



Band Removal Form

Only administrators are allowed to remove bands. Please send this form to Mrs. Gurtner.

Any supervising adult can fill out this form. It should be attached to regular referrals for major infractions and/or it can be filled out and turned in by the homeroom teacher after 3 minor infractions.

Student Name: _____

Homeroom Teacher: _____

Teachers please list the 3 minor infractions that have occurred:

Administrator's Comments:

Signature of adult making request: _____

Date: _____

This form should be returned to homeroom teacher after administrator's decision.

Barriers in Establishing Consequences:

- As a team, we had trouble deciding if we should track majors and minors. Also, there is a difference in opinion on selecting which behaviors are major, what is a major to some is not to others. In the end we decided that for the time being we would focus on just the major incidents around campus. Each homeroom teacher establishes the rules and consequences for his/her classroom.

Successes in Establishing Consequences:

- We did set up a form that we use to try and be consistent on how we handle the minor and major incidents. This document helps that teacher document steps he/she has taken in tracking a students behavior.

Questions and Answers:

Q. Why do you just track the major incidents and not all of them?

A. We felt that it would be too time consuming to track minor incidents. We do not have a person on campus who has the time to do this.

LINWOOD MIDDLE (6th-8th)

Developing consistent and fair consequences is a major component of SWPBS. Linwood went through that process in the 2003/04 school year and then had to re-visit the entire process in the second semester of the 2004/05 year when data indicated that teachers were not consistent in what behaviors were being handled in the classroom as opposed to being referred to the office. The first step in working through the consequences module is to develop a distinction between minor (classroom managed) and major (office managed) infractions. Linwood asked each academic team to develop a list of the behaviors that they felt comfortable managing through typical classroom interventions. After receiving the list from the six academic teams as well as physical education and elective teachers the SWPBS team compiled a list that represented the consensus decision. This list was then presented to all contributing teams to assure that everyone could accept the final document. Re-visiting this process did not actually change the decisions that were made the previous year; but it re-confirmed the decisions and led to more consistent implementation.

The SWPBS team detailed how infractions would be handled by developing a flow chart. The chart was reviewed by all administrators and then sent out to the entire faculty for review and approval. This graphic representation made it easier for everyone to understand exactly how the process was designed to work.

A consequence grid was printed up that detailed the possible consequences for behaviors that would be managed in the office. This grid is consistent with parish and state policy that determines allowable consequences for described behaviors.

The SWPBS team, with administrative input, developed a minor infraction card that is used for classroom-managed behaviors. This card details the agreed upon consequences for minor infractions and allows teachers and the office to have a record of what is happening in the classrooms. This information is now also entered into SWISS so that individual teachers and the SWPBS team can analyze classroom intervention data.

Linwood teachers and staff reviewed all of these procedures during part of a professional development day so that everyone involved in the process could hear the information at the same time. Teachers were given a chance to ask questions and express any concerns. At this time definitions for such terms as “disrespect” and “defiance”, etc. were re-visited to assure that

everyone was speaking the same language. Examples and non-examples of common behavior concerns were acted out and agreed upon. Administrators and the SWPBS team leader also met with academic teams in small groups during job embedded planning time to discuss any concerns that might only be expressed in that setting.

Re-visiting all of the pieces of the consequences portion of the SWPBS led to an immediate drop in office referrals. Now that data is kept on the minor infractions, teachers are more comfortable with implementing classroom interventions and knowing that a record of their efforts is being made. The following pages show the minor infraction card, the offenses it is used for and the directions for completion.

Linwood Middle School Minor Discipline/Incident Report

Infraction 1 2 3 4*

Student Name (Last, First, MI)		Date/Time	Grade	Student No.	Referring Teacher
Incident Location: (Circle One)		Possible Motivations: (Circle One)			
1. Classroom	7. Library	1. Avoid adult	7. Other		
2. Hallway	8. Office	2. Obtain adult attention			
3. Cafeteria	9. Bus #	3. Avoid peers			
4. Gym	10. Hardcourt	4. Obtain items/activities			
5. Auditorium	11. Courtyard	5. Avoid task/activities			
6. Bus ramp	12. Parking Lot	6. Obtain peer attention			
Expectation Violated: Circle COOPERATIVE	PROBLEM SOLVER	RESPECTFUL	RESPONSIBLE		
Incident Type: (Circle)		6. Defiance/Disrespect	Incident Description:		
1. Talking	7. Dress Code				
2. Refusal/failure to work	8. Food/Eating in class				
3. Lack of classroom supplies	9. Electronics on campus				
4. Inappropriate language	10. Sleeping/head on desk				
5. Disruption	11. Chewing gum				
Intervention: (Check all that apply)		5. Parent contact (Phone/Conf Only)	Document each intervention (Date, Phone # , etc.)		
1. Student conference (Date)	6. Detention (Date)				
2. Re-teach expectation	*7. Parent Return (4 th Time)				
3. Seating change	8. Loss of privilege				
4. Student contract					
On FIFTH infraction COMPLETE REFERRAL and attach all four goldenrod copies					
Student signature _____					
Parent signature _____ Date _____ Conference: Y N					
Required					
White - Student		Yellow – Office/SWIS		Pink – Teacher File	
				Goldenrod – Teacher File	

Upon the 4th infraction a student may not return to class until a Parent Return Conference is held. Students who return without a parent will be subject to further disciplinary action such as assignment to ISS or a suspension, depending on their disciplinary record.

Your conference has been scheduled for: _____

(updated 6/08/05)

LINWOOD MIDDLE SCHOOL
MINOR INFRACTIONS THAT TEACHERS ARE TO HANDLE IN THEIR CLASSES

- + **TALKING**
- + **EATING AND CHEWING GUM**
- + **NO SUPPLIES**
- + **DRESS CODE VIOLATIONS**
- + **REFUSAL TO WORK**
- + **SLEEPING IN CLASS/HEAD ON THE DESK**
- + **FAILURE TO COMPLETE WORK**
- + **DISRUPTIVE BEHAVIOR (Singing, beating, tapping, pencil whacking)**
- + **THROWING PAPER**
- + **WALKING IN CLASS WITHOUT PERMISSION**
- + **CD PLAYERS AND CELL PHONES (Take up, bring to the office)**
- + **VERBAL CONFLICT (If both are willing to resolve conflict)**
- + **TARDIES (See policy)**

Linwood Middle School
Minor Discipline/Incident Report Directions

Use this form to document minor classroom incidents and the interventions you employ.

1. Complete form and have student sign. They are to take their copy home, have the parent sign it and return it to school. If the student refuses to sign, write “refused to sign” on the form and tell the student he/she is expected to take it home. If you do not receive a copy back with the parent’s signature, document that on the copy you retain. If the student refuses to take the paper or throws it away, send it to the office and it will be mailed.
2. Place the yellow copy in a mailbox labeled “Minor Incident Report” in the teachers lounge by the end of the day. This copy will be filed in the student’s behavior folder.
3. You will retain the pink and goldenrod copies as well as the white copy after the student returns it.
4. On the 4th occurrence when the intervention is a parent return, have security pick up the paperwork to deliver to Mrs. Bendow so the name can be added to the parent return list on the afternoon sheet.
5. If you feel that a parent return would be beneficial earlier in the cycle, as long as you have made a phone contact and some type of other intervention, you can ask an administrator to approve a parent return.
6. If the student commits the fifth offense that results in a referral, complete the referral; attach all four goldenrod copies and place in the mailbox.
7. Mrs. Petteway will check the mailbox several times a day. She will enter the SWISS data and forward the referral to the appropriate assistant principal.
8. A “Code 2” should only be called when it is necessary for a student to be removed immediately because of a major infraction. Do not hesitate to call if you need assistance intervening in a situation that is potentially violent.

This documentation of interventions will be very helpful during parent conferences.

Barriers for Establishing Consequences:

- All administrators must work very hard to be consistent and provide the prescribed consequence or teachers will not trust the system.
- Teacher resistance to implementing a classroom intervention plan rather than just writing a referral when a behavior problem occurs.

Successes for Establishing Consequences:

- Creating infraction and referral documents that are teacher-friendly and had the final approval of all stakeholders.
- Developing a graphic representation of the total discipline process and providing a copy to all teachers.

Questions and Answers:**Q. What is the best way to assure faithful implementation?**

A. Clearly defining all terms that are part of infraction cards and office referrals and being willing to re-visit any areas that do not appear to be consistently followed to uncover what the problem is and brainstorm solutions.

Q. How do you allow for extenuating circumstances?

A. Although consistency cannot be over-emphasized, it will never outweigh professional judgment. Administrators must be allowed to take the needs and challenges of certain students and families into consideration. It is important for teachers to understand and accept these instances.

DENHAM SPRINGS FRESHMAN HIGH (9th grade)

All schools have discipline plans, but several of the activities of SWPBS have required DSFH to revisit and revise the current discipline plan. Prior to SWPBS, every teacher at DSFH handled discipline in the classroom differently. As a result of SWPBS, the SWPBS team created consistent, school-wide steps to handle discipline in the classroom. First, the SWPBS team had to define and differentiate between a minor and major infraction and outline the steps to handle these infractions. The discipline problems that occur in the classroom are now classified as minor infractions. Once a student reaches his/her fourth minor infraction the offense becomes a major infraction, which is an office referral. The steps to handle major infractions in the office were revisited and compiled into a grid to share with the students, teachers, and parents. This chart was placed in the student and teacher handbook.

The key to success is communication. Before SWPBS, every teacher handled the discipline problems in their classroom differently. The SWPBS team created the steps to handle minor infractions in the classroom and the faculty and staff had an opportunity to provide input. This school year, the teachers brought up the idea of changing minor infraction 2 and 3. The suggestion was posted on the blackboard site and discussed at a staff development meeting. As a school, we decided to change the order of minor infraction 2 and 3 for the 2005 – 2006 school year.

Prior to SWPBS, the office had consistent procedures to handle major discipline in the office. These procedures were not communicated directly with the teachers. SWPBS has opened these lines of communication and all stakeholders to have a better understanding of how discipline is handled through the school.

Once DSFH developed procedures to handle discipline in the classroom and throughout the school, a system to identify and track minor and major infractions was needed. Our school went with SWIS, School-Wide Information System, as the software program to analyze our discipline. Two members of our faculty attended the SWIS training. A system was created to input the data into SWIS daily. One of the SWIS trainers was responsible for inputting the data from the morning during her lunch period and the other person was responsible for inputting the data from the afternoon before she left for the day. SWIS gave DSFH a system to analyze our discipline data. Once you have this data, it was necessary to share it with our faculty and staff. During the

Spring 2004, the discipline data was shared with the faculty and staff during staff development meeting in hardcopy form (paper). During the 2004–2005 school year, the discipline data were put into SWIS by a teacher who had an hour in the office. This data was analyzed monthly and posted on our school’s blackboard site for all to view.

Now that we have data in user-friendly form, behavior problems are easily identified by type, location, time, and student. The red and yellow students were identified and additional support provided to these students. Systemic decisions are made based on this data. ID violations were identified as being a high infraction for both minor and major infractions every month. As a school, we had to decide if there was a problem with the system or the students. The problem was identified with the system and the system was altered to meet the needs of the students. Prior to creating a consistent discipline referral process and system to analyze discipline data, our school made a guess as to what were the major problems at DSFH. Today we know exactly what are our problems, where they are occurring, and can handle them appropriately.

Discipline Referral Process

Classroom Minor Infractions:

Disobeying classroom/school expectations

Examples:

Sleeping in Class

Class disruption

Uncooperative behavior

Willful disobedience

Handled by:

School personnel in charge of the setting in which problem behavior occurs

Procedure:

- 1) Conference with student and restate behavioral expectations.
- 2) Contact parent/guardian to explain the behavioral problem and the discipline consequence(s) if problem continues.
- 3) Alternate assignment (parent/guardian must sign punish work form). Alternate assignment will be doubled if not completed by assigned date and time.
- 4) Office referral (**Teacher Action Taken section on referral must be completed**).

Major Infractions:

4th minor classroom offense or major offense (see DSFH Campus Infraction Chart)

Examples:

Disrespect

Profanity

Threats

Property damage

Alteration of school documents

Fighting

Stealing

Unauthorized area

Handled by:

Administration

Procedure:

- Identify problem and discuss appropriate behavioral expectations.
- Determine appropriate corrective action. Corrective action will be based on the student's developmental level, past history, as well as the frequency and severity of their behavior.
- Contact parent either verbally and/or written.

Consequences:

Conference

Recess Detention

Afternoon Detention

Friday Clinic

Suspension

Expulsion

CLASSROOM MINOR INFRACTION TRACKING FORM

Teacher _____ Student _____ Hour _____

_____ 1st offense: Conference with student and restate behavioral expectations.

Date: _____

_____ Disobeyed Classroom Rule Explanation: _____

_____ Disobeyed School Expectation

Explanation: _____

_____ 2nd offense: Contact parent/guardian to explain the behavioral problem and the discipline consequence(s) if problem continues. Date: _____

_____ Disobeyed Classroom Rule Explanation: _____

_____ Disobeyed School Expectation

Explanation: _____

Number called: _____ Date: _____ Time: _____ Spoke with: _____

Action Plan: _____

_____ 3rd offense: Alternative Assignment Date: _____

_____ Disobeyed Classroom Rule Explanation: _____

_____ Disobeyed School Expectation

Explanation: _____

Due Date: _____ Double Due Date: _____ Referral Date: _____

_____ 4th offense: Office Referral Date: _____

_____ Disobeyed Classroom Rule Explanation: _____

_____ Disobeyed School Expectation

Explanation: _____

Consequence: _____

_____ 5th offense: Office Referral Date: _____

_____ Disobeyed Classroom Rule Explanation: _____

_____ Disobeyed School Expectation

Explanation: _____

Consequence: _____

3rd Minor Infraction Assignment

Student: _____ Due Date: _____

Reason for Minor Infraction:

Directions:

1. You must write the following paragraph on “Respect” as it appears 3 times in black ink and on loose-leaf paper. If it is not legible, it is unaccepted!
2. Parent/Guardian MUST sign the minor infraction form or it is incomplete.
3. Return the minor infraction assignment to the teacher on the given due date as soon as you enter the classroom with this completed form signed by you and your parent/guardian. If the minor infraction assignment is not completed on the given due date, it will be doubled and due the next school day. If the double assignment is not completed, the minor infraction becomes a major infraction and you will be sent to the office with a referral.

RESPECT

It is something everyone wants, not many have, and few want to give. Most people would appreciate “just a little bit,” and most should give just that. Unfortunately, a great deal of the time, this does not happen. Perhaps this is because the concept of respect is not understood. What exactly is respect? The dictionary defines it as an act of giving particular attention or high or special regard. This does not explain what it is; it only outlines what it may be. In general, though, respect can be broken down into three main forms.

The first is the respect of others. “Others” includes your peers, teachers, parents, and everyone else. It is adding a ma’am or sir to the end of a sentence. It is obeying in class and not being rowdy in the hallway. It is the respect of other’s ideas and what they stand for. It is what brings people together, and if not used, it is what can tear people apart.

The second form of respect is the respect of property. This includes anything from writing on a desk at school to stealing from a department store. Property, whether it is the school’s, a company’s, a stranger’s, or a friend’s, should always be respected. Respect means taking that extra few seconds to drive the speed limit so as not to hit anyone or anything. It means not smashing a pumpkin at Halloween just for fun. It means not throwing that piece of trash on the ground. That is respect.

Lastly, one must respect his or her self. This respect is holding your head high and respecting your own opinions. It’s acknowledging that you have ideas and then sharing them because you are not afraid of what others may think. It is not letting peer pressure and other things affect the way you think or want to think. Respect for yourself is the most important of all because without it, you would have no respect for others.

Now that you know a brief, but clearer, explanation of respect, practice it. Practice at school, at home, or at work. Say “thank you”, “please”, and “you’re welcome”. Clear your dishes, don’t beat up your little brother, and try not to block the hallway. Don’t be afraid to share your thoughts and opinions. Respect other people, their property, and above all, respect yourself.

Action Plan: (To be completed by the student) What can you do to prevent this minor infraction from occurring in the future?

Student Signature

Parent Signature

Consequences for Minor and Major Infractions Handled by Office

MINOR OFFENSES	Warning	Recess Detention	Detention	Friday Clinic	Short Term Suspension	Long Term Suspension	Expulsion
Possession of beepers, pagers, or cell phones	Confiscated 1,2,3,4						
Possession of inappropriate personal items (CD players, playing/baseball cards, etc.)	Confiscated 1,2,3,4						

MINOR/MAJOR OFFENSES	Warning	Rec. Det.	Detention	Friday Clinic	Short Term Suspension	Long Term Suspension	Expulsion
Disruptive/uncooperative behavior/failure to participate ***			X	X	X		
Dress Code Violations	1,2		3	4	5		
No I.D., Defaced, or Misuse	1		2,3,4,5				
No Organizer	1		2,3,4,5				
Public Display of Affection	1		2,3	4,5	6		
Unexcused Tardies	1,2		3,4	5,6	7		

***If minor infractions have taken place in the classroom and documented on the referral, then the discipline action would be classed as a major offense.

MAJOR OFFENSES	Warning	Recess Detention	Detention	Friday Clinic	Short Term Suspension	Long Term Suspension	Expulsion
Alteration of grade reporting, medical excuses, school documents, etc.					X	X	
Assault and battery of school personnel							X
Breaking and entering school property						X	X
Buying/Selling of personal items at school			X	X	X	X	X
Campus Disruption			X	X	X	X	X
Disrespect for authority			X	X	X	X	X
Distribution/Possession/ Use of CDS with intent to distribute (Law enforcement officers notified)							X Period of 12-24 calendar months
Extortion (Reimbursement)						X	X
Failure to attend detention			1 (2 Det.)		2		
Failure to comply with detention rules/dismissed				X	X		
Failure to comply with Friday Clinic rules/dismissed					X		
Failure to do/complete punish work ***			1,2				

MAJOR OFFENSES	Warning	Recess Detention	Detention	Friday Clinic	Short Term Suspension	Long Term Suspension	Expulsion
False charges against authority				X	X	X	X
Fighting					X	X	
Fighting (Continuing to fight after school personnel's request to stop)						X	X
Fighting (multiple offenses)						X	X
Forgery of administrator, teacher, or parent's signature					X	X	
MAJOR OFFENSES	Warning	Recess Detention	Detention	Friday Clinic	Short Term Suspension	Long Term Suspension	Expulsion
Gambling				X	X	X	X
Harassing student or school personnel	X		X	X	X	X	X
Hooky/Skipping School			2 (5 Det)	1	3		
Instigating major disturbance/fight				X	X	X	X
Indecent Behavior			X	X	X	X	X
Leaving campus- unauthorized check out					X		
Leaving Class without Permission				X	X	X	
Lying to school personnel				X	X		
Possession/Use of alcohol/medication					1 (w/assessment)		2 Period of 12-24 calendar months
Possession/use of fireworks			X	X	X	X	X
Profane Language				X	X	X	X
Sleeping in Class***			X	X	X		
Smoking, dipping, possession					X		
Stealing (Reimbursement)					X	X	X
Threatening student or school personnel			X	X	X	X	X
Throwing Objects			X	X	X		
Unacceptable/unauthorized use of computers/ Internet			X	X	X	X	
Unauthorized area			X	X	X	X	
Use of any object as a firearm or weapon							X
Use of cell phone, CD player, camera, other electronic devices on campus	Confiscated		X	X	X		
Vandalism/destruction of school property (suspension until reimbursement is made)				X	X	X	X
Violation of medication policy					X		
Willful Disobedience***			X	X	X	X	
Other offenses and punishments may be added if necessary.							

Cafeteria Infractions

OFFENSES	Warning	Recess Detention	Detention	Friday Clinic	Short Term Suspension	Long Term Suspension	Expulsion
Cutting in line		1,2	3,4	5,6	7		
Disrespect towards cafeteria employees			X	X	X	X	X
Disruption at Recess Detention table			X	X	X		
Inappropriate noise level		1,2	3,4	5,6	7		
Leaving without permission			X	X	X		
Not at assigned table		1,2	3,4	5,6	7		
Throwing food		1,2	X	X	X		

Bus and Bus Stop Infractions

OFFENSES	Warning	Recess Detention	Detention	Friday Clinic	Short Term Suspension	Long Term Suspension	Expulsion	Bus Suspension
Distracting Driver			X	X	X	X		X
Throwing Objects out of or in bus			X	X	X	X		X
Not staying in seat			X	X	X	X		X

X - All offenses

Louisiana Department of Education Behavior Report

Denham Springs Freshman High
940 N.E. Range Avenue Denham Springs, LA 70726 Phone: (225) 665 – 7890

In accordance with R.S. 17:416 (A) the purpose of this report is to inform parents/guardians of a behavior incident on the school campus, in the classroom, cafeteria, gymnasium, auditorium, elsewhere at school or during school-related activities, and of subsequent disciplinary action taken by school officials. Because this or other incidents may jeopardize the safety, well-being, or education of other students, parents are urged to discuss the incident and possible implications with the student to prevent further occurrences.

Student: _____ Phone: _____ Check One: Regular Education Special Education 504

Teacher/Staff: _____ Grade: _____ Rm #/Location: _____ Date: _____ Time: _____

Nature of Incident (Check Appropriate Space(s) and list specific incidents(s) under "Remarks".)

- | | | |
|--|---|--|
| <input type="checkbox"/> Willful Disobedience (01) | <input type="checkbox"/> Uses/possesses tobacco and/or lighter (08) | <input type="checkbox"/> Possesses firearms, knives, or other implements, not prohibited by federal law, which can be used as weapons, the careless use of which might inflict harm or injury (14) |
| <input type="checkbox"/> Treats authority with disrespect (02) | <input type="checkbox"/> Uses/possesses alcoholic beverages (09) | <input type="checkbox"/> Throws missiles liable to injure others (15) |
| <input type="checkbox"/> Makes an unfounded charge against authority (03) | <input type="checkbox"/> Disturbs the school and habitually violates any rule (10) | <input type="checkbox"/> Instigates or participates in fights while under school supervision (16) |
| <input type="checkbox"/> Uses profane and/or obscene language (04) | <input type="checkbox"/> Cuts, defaces, or injures any part of public school buildings/vandalism (11) | <input type="checkbox"/> Violates traffic and safety regulations (17) |
| <input type="checkbox"/> Is guilty of immoral or vicious practices (05) | <input type="checkbox"/> Writes profane and/or obscene language or draws obscene pictures (12) | <input type="checkbox"/> Leaves school premises/classroom without permission (18) |
| <input type="checkbox"/> Is guilty of conduct or habits injurious to his/her associates (06) | <input type="checkbox"/> Possesses weapon(s) prohibited under federal law, as defined in Section 921 of Title 18 of the U. S. Code. | <input type="checkbox"/> Is habitually tardy and/or absent (19) |
| <input type="checkbox"/> Uses/possesses any controlled dangerous substances governed by the Uniform Controlled Dangerous Substances Law, in any fom (07) | NOTE: Use of CODE 13 requires additional submission of "Weapon Type". (13) | <input type="checkbox"/> Is guilty of stealing (20) |
| | | <input type="checkbox"/> Commits any other serious offense (21) |

REMARKS: _____

Description of Incident: _____

Action Taken by Teacher or Other School Employee

<input type="checkbox"/> 1st Minor Conference with student <i>Date</i> _____	<input type="checkbox"/> 2nd Minor Contact Parent/guardian <i>Date</i> _____	<input type="checkbox"/> 3rd Minor Remedial Work <i>Date</i> _____	<input type="checkbox"/> Conference Parent/guardian <i>Date</i> _____	<input type="checkbox"/> Referred to Counselor <i>Date</i> _____	Other Action _____ _____
--	--	--	--	---	---------------------------------------

POSSIBLE MOTIVIATION Obtain peer attention Obtain adult attention Obtain items/activities
 Avoid Peer(s) Avoid Adult Avoid task or activity Don't know
 Other: _____

Others Involved None Peers Staff Teacher Substitute Other: _____

RECOMMENDATION(S) BY TEACHER OR OTHER SCHOOL EMPLOYEE

(Current Date) *(Signature of School Employee)*
 SIGNATORY DESIRES TO BE INFORMED OF ACTION TAKEN OR THE REASONS FOR NOT TAKING ACTION

Action Taken by School Administration

<input type="checkbox"/> Conference with Student <input type="checkbox"/> Student Reprimanded <i>Date</i> _____	<input type="checkbox"/> Assigned Remedial Work <i>Date</i> _____	<input type="checkbox"/> Contact Parent/Guardian <i>Date</i> _____	<input type="checkbox"/> Friday/Saturday Clinic <i>Date</i> _____	<input type="checkbox"/> Referred to Counselor <i>Date</i> _____
<input type="checkbox"/> Lunch/Recess Detention <i>Date</i> _____	<input type="checkbox"/> Afternoon Detention <i>Date</i> _____	<input type="checkbox"/> Conference Parent/Guardian <i>Date</i> _____	<input type="checkbox"/> Suspension (out-of-school) <input type="checkbox"/> Suspension (in-school) <input type="checkbox"/> Suspension (alternative site) <i>Date</i> _____	Other (describe): _____

(Current Date)

(Signature of Administrator)

COMMENTS BY STUDENT, PARENT/GUARDIAN:

(Signature of Student)

(Signature of Parent/Guardian)

(Current Date)

Check appropriate blocks as copies of the document are supplied: Parent/Guardian School's Pupil File

Employee Filing This Report Principal

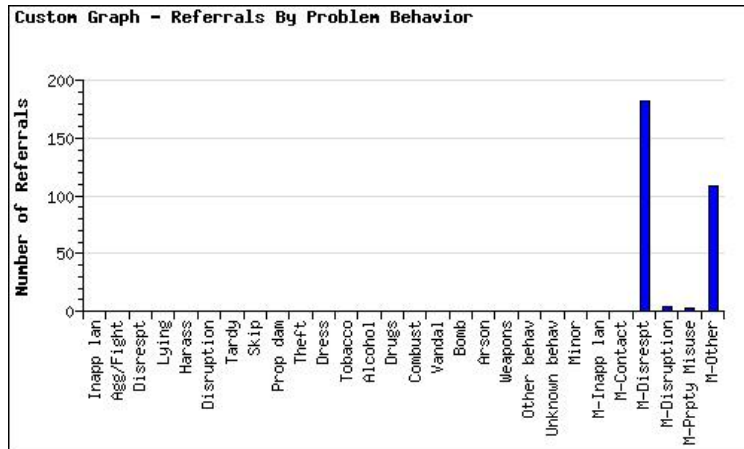
Principal - Patty Dumiller

Assistant Principal – Ken Magee

Assistant Principal – Monica Ballay

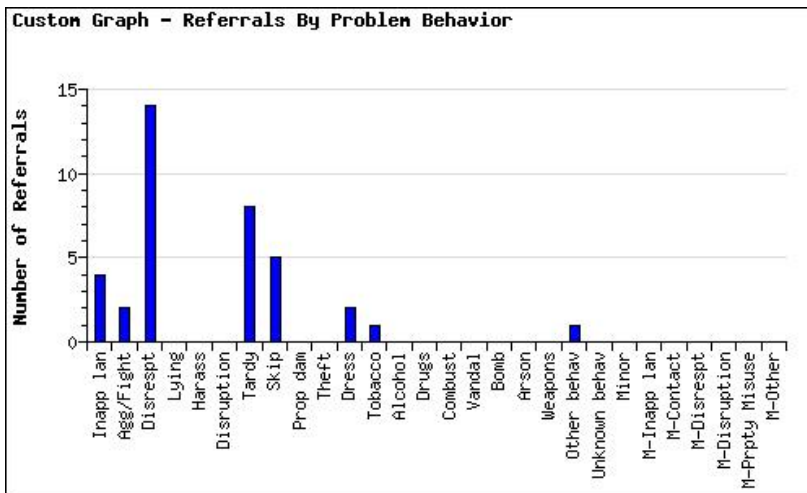
Denham Springs Freshman High

Minor Infractions for August 2004 SWIS DATA



- There were 298 violations:**
- 2 cell phone
 - 2 cut in lunch line
 - 2 body piercing
 - 16 Gum
 - 1 hair
 - 51 ID
 - 81 Uniform violation
 - 134 Tardy
 - 4 throwing food
 - 2 no show teacher recess detention
 - 3 No organizer

Major Infractions for August 2004 SWIS DATA

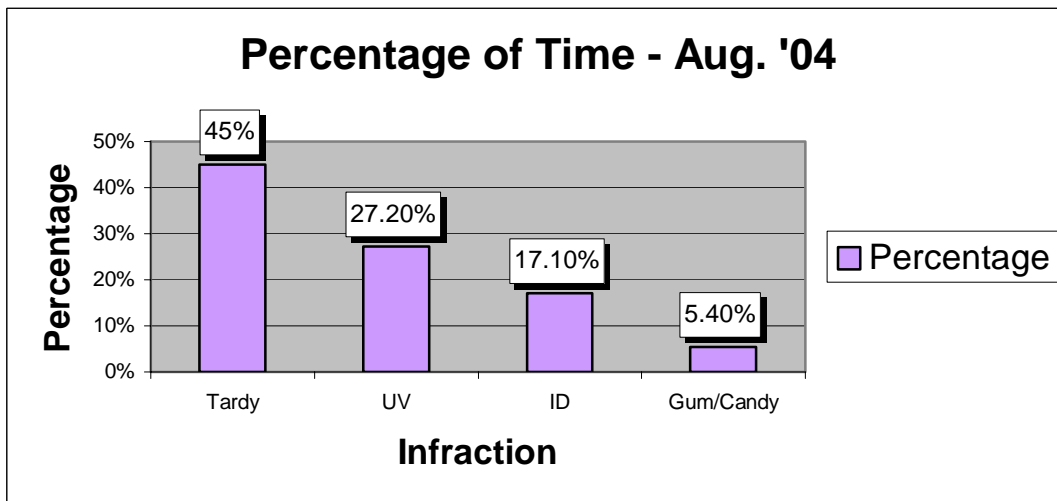
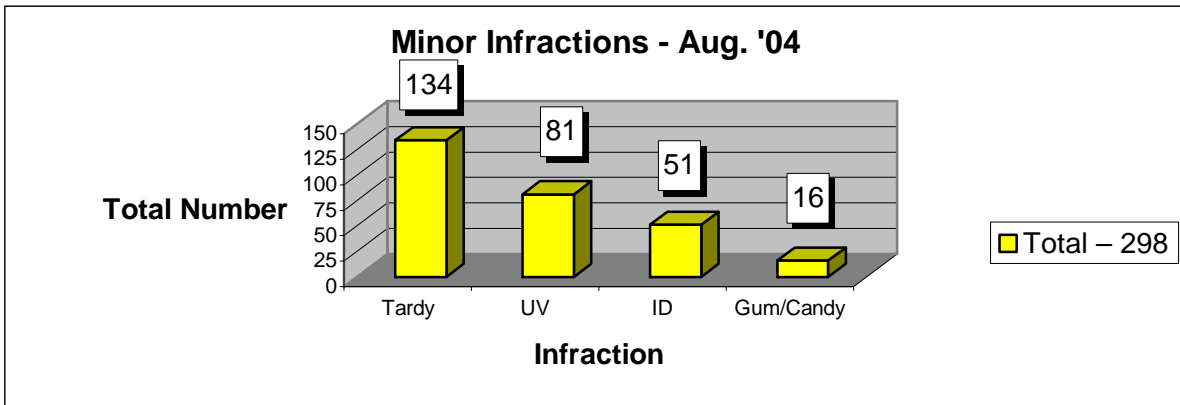


- There were 37 major violations:**
- 2 Body piercing
 - 7 Disrespect
 - 2 Fighting
 - 3 No ID
 - 2 No Show Detention
 - 4 Profanity
 - 8 Tardy
 - 2 Dress code
 - 1 Willful Disobedience
 - 5 Unauthorized area
 - 1 Possession of tobacco

**Denham Springs Freshman High
Discipline Data broken into Minor and Major**

August 2004 - Minor Infractions

AUGUST	1	2	3	4
Top Infractions	Tardy	UV	ID	Gum/Candy
Total – 298	134	81	51	16
Percentage	45%	27.2%	17.1%	5.4%



August 2004 - Major Infractions

AUGUST	1	2	3	4
Top Infractions	Tardy	Disrespect	Unau. Area	Inapp. Lang.
Total – 37	8	7	5	4
Percentage	21.6%	18.9%	13.5%	10.8%

Barriers for Establishing Consequences:

- Changing the way teachers handle discipline in the classroom.
- Getting everyone on the same page of what is disrespect, everyone has a different view of what is disrespectful.
- Time and a system to input discipline data into SWIS or district program.

Successes in Establishing Consequences:

- The exact steps to handle minor infractions in the classroom have been established, consistent steps school-wide.
- The lines of communication have been opened between all stakeholders (faculty, staff, family members, students). The students know the consequence for minor infractions in classroom and major infractions in the office. These consequences have been placed in the student handbook, school web page, and teacher handbook.
- Everyone is now the same page with handling minor infractions in the classroom.

Questions and Answers:**Q. When, who and how do you put infractions into SWIS.**

A. The first year of SWPBS, the data was inputted into SWIS twice a day. A teacher trained in SWIS would input the data from the morning at lunchtime, and then an administrator trained in SWIS would input the afternoon data before she left at the end of the day. The second year, the teacher trained in SWIS was freed up one hour a day from her teaching assignment to work in the office and input/analyze discipline data as well as help with the whole SWPBS program. The key is to use your people, but you must give them the time.

Q. How do you share your discipline data with your faculty and staff?

A. During the first year of implementation, the discipline data was printed quarterly and shared with the teachers at staff development meetings. During the second year, the teacher trained in SWIS analyzes the data monthly and post it to the faculty/staff blackboard site for all to view.

WAGGAMAN SPECIAL SCHOOL (K-7 Alternative)

The Discipline Department at Waggaman has at least one person who serves as a member of the SWPBS Team. This person supplies the SWPBS Team with reports of the data collected from students' referrals. These two entities work closely to align appropriate consequences with minor and major offences committed by students. The students at Waggaman participate in a Tri-Level Management Program. Students start the program on Level I and work their way up to Level III with good behavior. Being an alternative school, Waggaman has more severe behavior concern than a regular school campus. These behavior concerns also change based on the behavioral management level of each student. Meaning, each student's level is taken into consideration when an offence is committed or school rules have been broken. However, general consequences are established and to set a frame work for good behavior.

Consequences For Breaking A Rule In Class

- 1st Time – Verbal Warning
- 2nd Time – Record on Goal Sheet
- 3rd Time – Time Out In Class]
- 4th Time – Detention (Lunch, PE, Breakfast, Computer Lab)
- 5th Time – Remove from Class (Intervention Room)
- 6th Time – Probation (Level Watch)
- 7th Time – Parent Conference

Walk Out Policy

- 1st Walkout – 10 minutes detention / loss of point
- 2nd Walkout –
 1. Loss of one free time/organized activity with the class
 2. Parent notification
 3. 10 minutes detention/loss of points
- 3rd Walkout – Sent to Intervention
- 4th Walkout – In-School Suspension
- 5th Walkout – Mandatory parent conference
- 6th Walkout – Referral/Possible Suspension

Profanity Policy**1st Offense –**

1. Verbal Warning
2. Teacher/Student conference

2nd Offense –

1. Loss of one free time/organized activity with the class
2. Parent notification
3. 10 minutes detention/loss of points

3rd Offense - Sent to Intervention**4th Offense – In-School Suspension****5th Offense - Mandatory parent conference****6th Offense - Referral/Possible Suspension**

The student referral form used at Waggaman, was redesigned to address all data required by the SWIS data program to include locations, times, and persons involved. A sample referral form is listed below.

Student Referral/Incident Report

Student Name:		Race: C AA H O		Grade:	Regular/ Special Education (Circle One)	Incident Date:	Incident Time:
The student named above is hereby reported for inappropriate behavior as indicated below.				This is the student's 1 st 2 nd 3 rd 4 th 5 th 6 th 7 th 8 th behavioral referral.			
Minor Infraction (Check Incident Type):		Major Infraction (Check Incident Type):					
<input type="checkbox"/> Defiance/ Disrespect <input type="checkbox"/> Disruption <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Physical Contact <input type="checkbox"/> Property Misuse <input type="checkbox"/> Other (i.e. dress code, gum, etc.)		<input type="checkbox"/> Abusive Language/ obscene picture (Verbal - 04, Written - 12) <input type="checkbox"/> Defiance/ Disrepect (01, 02) <input type="checkbox"/> Disruption / Habitually violates a rule (10) <input type="checkbox"/> Fights/Physical Aggression /Injurious to Others (16, 06) <input type="checkbox"/> Lie/Cheat (03 , 05) <input type="checkbox"/> Property Damage (11) <input type="checkbox"/> Tardy (19) <input type="checkbox"/> Theft/ Forgery (20) <input type="checkbox"/> Truant/ leaves school without permission (18)			<input type="checkbox"/> Use/Possess alcohol (09) <input type="checkbox"/> Use/Possess tobacco (08) <input type="checkbox"/> Use/Possess combustibles (08) <input type="checkbox"/> Use/Possess a controlled dangerous substance (07) <input type="checkbox"/> Use/Possess weapons (Weapons – 13, Firearms /knives – 14) <input type="checkbox"/> Use/Possess weapons (Throws Missiles – 15) <input type="checkbox"/> Violation of safety regulation (17) <input type="checkbox"/> Other (20 – specify)		
Incident Location (Check one):		Possible Motivation (Check One):				Others	
<input type="checkbox"/> Bus # _____ <input type="checkbox"/> Cafeteria <input type="checkbox"/> Gymnasium <input type="checkbox"/> Office <input type="checkbox"/> Playground/ P.E. <input type="checkbox"/> Other (specify)		<input type="checkbox"/> Bus Loading Zone <input type="checkbox"/> Classroom <input type="checkbox"/> Hallway <input type="checkbox"/> Restroom <input type="checkbox"/> Special Event <input type="checkbox"/> Field Trip		<input type="checkbox"/> Avoid Peer(s) <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Obtain Items / Activities <input type="checkbox"/> Other (specify):		<input type="checkbox"/> Avoid Tasks / Activities <input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Unknown <input type="checkbox"/> Peers <input type="checkbox"/> Staff <input type="checkbox"/> Teacher <input type="checkbox"/> Substitute <input type="checkbox"/> Unknown <input type="checkbox"/> Other (specify):	
Teacher Comments/ Remarks:							
						Teacher Signature/Date:	
Teacher Intervention:		Administrator Action (Required in case of suspension)			Student Explanation:		Administration Signature/Date:
<input type="checkbox"/> Conference with student <input type="checkbox"/> Detention <input type="checkbox"/> Loss of Privileges <input type="checkbox"/> Parent Contact (Circle One: phone / letter / conference / behavior report) <input type="checkbox"/> Remedial Work <input type="checkbox"/> Refer to Social Worker <input type="checkbox"/> Other (specify)		<input type="checkbox"/> Conference with student <input type="checkbox"/> Detention <input type="checkbox"/> Loss of Privileges <input type="checkbox"/> Parent Contact (Circle One: phone / letter / conference / behavior report) <input type="checkbox"/> Remedial Work <input type="checkbox"/> Refer to Social Worker	<input type="checkbox"/> Suspension (in-school) _____ # of days <input type="checkbox"/> Suspension (out of school) _____ # of days <input type="checkbox"/> Bus Suspension _____ # of days				
						Comments:	