



DISCIPLINE PLAN

Eight Key Features to School-Wide Positive Behavior Support

- Administrative leadership
- Team-based implementation
- Information used for decision-making
- Behavioral expectations defined
- Behavioral expectations taught
- Appropriate behavior acknowledged and rewarded
- Behavioral errors monitored and corrected
- Build family and community collaboration



Lockhurst Drive School Behavioral Expectations

Our School Rules	Be Safe	Be Respectful	Be Responsible
Lunch Pavilion	<ul style="list-style-type: none"> ➤ Walk to your table. ➤ Stay at table until dismissed. 	<ul style="list-style-type: none"> ➤ Keep your hands to yourself. ➤ Eat your own lunch. ➤ Follow adult directions. 	<ul style="list-style-type: none"> ➤ Throw trash in appropriate trash bins. ➤ Clean your table area (including the ground).
Auditorium	<ul style="list-style-type: none"> ➤ Walk quietly to your seat. ➤ Sit with back against the chair. ➤ Keep hands in lap. 	<ul style="list-style-type: none"> ➤ Sit quietly in your seat. ➤ Show appreciation with applause only. ➤ Be a good listener. 	<ul style="list-style-type: none"> ➤ Stay seated until told to line up. ➤ Raise hand if you need assistance.
Office	<ul style="list-style-type: none"> ➤ Always walk carefully in and out of the office. 	<ul style="list-style-type: none"> ➤ Be quiet while in the office. ➤ Do not interrupt office staff when they are helping others or on the phone. 	<ul style="list-style-type: none"> ➤ Remember lunch or \$ everyday. ➤ Students communicate plans with parents before school instead of using office phones to do so.
Playground	<ul style="list-style-type: none"> ➤ Stay in assigned area ➤ Walk to and from area ➤ Keep hands and feet to yourself 	<ul style="list-style-type: none"> ➤ Share equipment. ➤ Play fairly. ➤ Everyone can play. 	<ul style="list-style-type: none"> ➤ Use bathroom and get water 5 min. before the bell rings when the flag is raised and the whistle blown.
Hallway	<ul style="list-style-type: none"> ➤ Walk on pathways only. ➤ Watch for others passing by. 	<ul style="list-style-type: none"> ➤ Walk quietly. ➤ Be considerate of others. 	<ul style="list-style-type: none"> ➤ Be aware of others. ➤ Use trashcans. ➤ Stay dry.
Bathrooms	<ul style="list-style-type: none"> ➤ Walk quietly to and from. 	<ul style="list-style-type: none"> ➤ Always flush. ➤ Respect other's personal privacy. 	<ul style="list-style-type: none"> ➤ Paper towels go in trash; toilet paper goes in toilet. ➤ Always wash your hands.
Cafeteria/Line-up	<ul style="list-style-type: none"> ➤ Keep hands and feet to self. ➤ Walk at all times. ➤ Wait your turn in line. 	<ul style="list-style-type: none"> ➤ Use kind words. ➤ Help others in need. ➤ Use soft voices. 	<ul style="list-style-type: none"> ➤ Follow directions at all times. ➤ Have money or ticket ready. ➤ Be on time.
Library	<ul style="list-style-type: none"> ➤ Use story stairs for seating. ➤ Sit with your chair flat on the ground. 	<ul style="list-style-type: none"> ➤ Keep voice to a whisper. ➤ Wait your turn. ➤ Be a good listener. 	<ul style="list-style-type: none"> ➤ Handle books with care. ➤ Return books on time. ➤ Use shelf markers when looking for a book.



LOCKHURST DRIVE SCHOOL MISCONDUCT/CONSEQUENCES

BEHAVIOR	LEVEL I	LEVEL II	LEVEL III
		❖ Frequent repeat of level one behavior	❖ Frequent repeat of level one and level two behaviors
Verbal Misuse	<ul style="list-style-type: none"> ○ Hurtful words (stupid, shut up) ○ Divisiveness (gossip, cliques) ○ Talking at inappropriate times ○ Isolated incident of inappropriate language ○ Inappropriate noises ○ Tatling ○ Disrespectful tone 	<ul style="list-style-type: none"> ○ Initial bullying behavior ○ Disrespectful to adults ○ Arguing with adults ○ Crying and yelling ○ Foul language/Profanity 	<ul style="list-style-type: none"> ○ Vulgar Language-Directed toward others ○ Verbal assaults ○ Ethnic, religious or hateful slur(s)
Physical/Contact	<ul style="list-style-type: none"> ○ Impulsive Touching ○ Playful contact ○ Irritating others ○ Aggressive play in context of recess games 	<ul style="list-style-type: none"> ○ Pushing with intent ○ Hitting ○ Kicking ○ Pinching ○ Throwing objects randomly ○ Spitting (random) ○ Misuse of property 	<ul style="list-style-type: none"> ○ Violent outburst ○ Fighting ○ Throwing an object with intent to injure ○ Spitting at a person ○ Self-inflicting wounds ○ Bringing weapons to school
Defiance	<ul style="list-style-type: none"> ○ Rolling eyes ○ Situational refusal to follow directions ○ Posturing with body in an act of defiance 	<ul style="list-style-type: none"> ○ Refusing to follow directions on a regular basis ○ Passive-aggressive behaviors 	<ul style="list-style-type: none"> ○ Refusing to leave or enter a room, move to a different seat, etc. ○ Walking/running out of classroom or away from adult supervision
Harassment	<ul style="list-style-type: none"> ○ Teasing ○ Repeating 3rd party information ○ Passive participation in ○ Hurtful activities 	<ul style="list-style-type: none"> ○ Bullying ○ Hurtful acts or words against others 	<ul style="list-style-type: none"> ○ Sexual Harassment ○ Cyber bullying or harassment

BEHAVIOR	LEVEL I	LEVEL II	LEVEL III
Property Damage (School/Others)	<ul style="list-style-type: none"> ○ Writing on desk (random) ○ Ripping someone's paper or school materials 	<ul style="list-style-type: none"> ○ Writing on furniture/walls/etc. ○ Carving symbols on furniture 	<ul style="list-style-type: none"> ○ Vandalism (substantial destruction or disfigurement of property) ○ Deliberately impairing the usefulness of school property/another's student's or staff member personal property.
Gestures	<ul style="list-style-type: none"> ○ Poor Manners ○ Gross behaviors 	<ul style="list-style-type: none"> ○ Giving the finger in isolated incident 	<ul style="list-style-type: none"> ○ Exposing one's own privates ○ Touching another student inappropriately ○ Gestures involving any sexual behavior
Impulsiveness/ Disruptiveness	<ul style="list-style-type: none"> ○ Off task ○ Shouting out in class ○ Disruptive ○ Out of seat ○ Noise making ○ Rocking in chair/Tipping chair 	<ul style="list-style-type: none"> ○ Outbursts ○ Lack of personal boundaries 	<ul style="list-style-type: none"> ○ Violent outburst or tantrum ○ Explosive behavior ○ Running from designated area ○ Repeated behavior causing a sustained and significant interruption of a class or activity.

LEVELS OF CONSEQUENCES

	Level 1	Level 2	Level 3
Consequences- Interventions and Support	Supervision Personnel/Teacher/Classroom <ul style="list-style-type: none"> ❖ 2nd Step (Social Skills Training) ❖ Model/Teach appropriate behavior ❖ Warning ❖ Instructional prompt ❖ Privilege removed ❖ Behavior Thinking Map ❖ Possible parent contact ❖ Refer to IEP for Behavior Support Plan 	Teacher/Teacher Team Mtg./PBS Team/Home-School Connection <ul style="list-style-type: none"> ❖ Behavior Thinking Map/Contract/parent signature/return to school ❖ Instructional Prompt ❖ Model/Teach appropriate behavior ❖ Behavior action plan ❖ Teacher Monitors Goal ❖ Parent contacted ❖ PBS and Follow-ups 	Administration Intervention <ul style="list-style-type: none"> ❖ PBS Team ❖ Parent Collaboration/Conference ❖ Behavior Support Plan ❖ District/School Counseling ❖ Office Referral (See List of Behaviors) ❖ Partnership with school and community resources ❖ Suspension