

DISCIPLINE

It is the position of the school district that a fair and equitable school discipline policy will contribute to the quality of a student's educational experience. Without discipline in the schools, learning cannot occur.

Discipline is intended to foster student growth while ensuring each student an acceptable environment with which to learn. The most effective teaching is done in a positive manner; disciplinary efforts are to be as positive as possible. Positive means of working with students include individual discussion; involvement of students in defining acceptable behavior standards, application of appropriate motivational strategies, and involvement of the parent(s) in cases where a student is exhibiting lack of responsibility or self-discipline.

It is the responsibility of the school board, administrators, and teachers to safeguard the health and safety of each student. The school board and district administrators will support district personnel who, in dealing with student on disciplinary matter, act in accordance with the state statute, state board of education regulations and this policy.

The staff at Lowell works very hard, on a daily basis, to create positive learning environments where all students have the opportunity to learn. If a student makes a poor choice and breaks a school policy or procedure, it is not our intention to punish the student for the behavior, but rather to use the situation as a "teachable moment", with the intent on teaching the appropriate behavior. We believe that an effective discipline program incorporates the following steps:

1. Students must acknowledge that a behavior is inappropriate.
2. Students must self-evaluate that behavior.
3. Students must take ownership for their actions.
4. Students need to develop a plan for improvements so they learn from the situation and it does not repeat itself.

DISCIPLINARY ACTIONS

Disciplinary actions at Lowell may include but are not limited to the following consequences:

1. Student meeting with the teacher(s) or principal.
2. Loss of school privileges.
3. Parental conference with school staff.
4. Modified school programs.
5. Behavior intervention.
6. Out-of-school suspension.
7. Exclusion
8. Expulsion

If a student chooses to misbehave on school grounds, they will be given a **minor or major violation** depending on the severity of the issue.

MINOR VIOLATIONS in the Classroom or within the School:

1. Unprepared for class (No pencil, paper, books, homework, etc. occurring two times or more per week.)
2. Class disruption
3. Disrespect to fellow students
4. Not following teacher directions/expectations
5. Overly aggressive behavior - Physical or verbal (threatening posture, pushing, or

- rough-housing.)
6. Inappropriately dressed
 - Clothing that is sexually explicit, advertises drugs, alcohol, tobacco, or other illegal substances that is not appropriate for school.
 - Shirts or blouses that expose the midriff are not allowed.
 - Chains or any other pieces of clothing or jewelry that could be a danger to others are not allowed.
 - When a student's appearance is felt to be detrimental or distracting, he/she will be asked to see the Principal.
 7. Other

Consequences for Minor Violations

1. After each minor violation, some form of disciplinary action will be taken by the staff and recorded (i.e.... eye-to-eye, phone calls home, timeout...)
2. After three (3) minor violations, the student will serve from 1 hour to one day of **B.I. (Behavior Intervention)** depending on their grade level and number of offenses.
3. The B.I. assignment will be scheduled as soon as possible following the third violation.

Physical Education and Lunch/Recess Minors

Minors that occur during physical education class or lunch/recess time will be recorded and consequences will be given during these times. For example, if a child receives a minor during lunch/recess, the consequence would be that they may have a timeout by the wall or miss the following day's recess time.

MAJOR VIOLATIONS

1. Fighting
2. Assault or battery
3. Chemical use or possession - - including, but not limited to all controlled drugs, alcohol, tobacco, inhalants, or any other illegal drug including paraphernalia, lighters, matches, etc...
4. Theft
5. Harassment of others – as outlined by the district harassment policy.
6. Swearing or vulgar language
7. Graffiti
8. Spitting
9. Use of suggestive body language, gestures or communication
10. Cheating
11. Falsification or ongoing plagiarism
12. Destruction of school property
13. Destruction of property belonging to others
14. Disrespect to staff
15. Misuse of technology / equipment – including web site, chat room and email.
16. Other



Consequences for Major Violations

1. In the event of a major violation, every effort will be made to contact parents before the B.I. (Behavior Intervention) is implemented.
2. Parents who desire further discussion may appeal directly to the principal at the time of the phone call.

3. In the event Parents could not be reached, the student will complete the B.I. time given.
 4. A student assigned to B.I. must be in school all day of the scheduled B.I. If they miss any part of the full day of B.I., the day will not be counted.
 5. After the second major violation, the parents will be called and a meeting may be arranged between parents, student and principal.
- * Parents will be contacted via telephone or mail after any infraction (major or minor) of the discipline policy.**
- ** Violations will be accumulated for one (1) trimester and then we start over.**

<u>Number of Offenses</u>	<u>Major</u> (After each major)	<u>Minor</u> (After every three minors)
First Offense	K: 1-2 hours of B.I. (Behavior Intervention) 1-2: ½ day of B.I. 3-4: 1 full day of B.I.	K: 30 min of B.I. 1-2: 1 hour of B.I. 3-4: 2 hours of B.I.
Second Offense	K: 2 hours of B.I. 1-2: ½ to 1 full day of B.I. 3-4: 1 full day of B.I.	K: 1 hour of B.I. 1-2: 2 hours of B.I. 3-4: 1/2 day of B.I.
Third Offense	K: ½ Day of B.I. 1-2: 1 full day of B.I. 3-4: 1-2 full days of B.I.	K: 2 hours of B.I. 1-2: ½ day of B.I. 3-4: 1 full day of B.I.

EYE TO EYE

Eye to Eye will be used as a means for students to work through their problems. Eye to Eyes are guided conversations used to resolve problems between two people or among a small group. One or more of the people who are in conflict or by a person not involved in the conflict can lead the conversations. A third-party facilitator is most useful in two kinds of circumstances: one, when those in the conflict situation don't have the skills to resolve it without help, and two, when the people in conflict want the objectivity and support of a neutral facilitator. In school, particularly as students are learning the Eye to Eye process, the facilitator will most likely be a staff person - a teacher, an aide, the custodian, or principal. As students become more skilled, they will be able to resolve some conflicts on their own