**DISCIPLINE FLOWCHART**

*POST IN CLASSROOM FOR TEACHER REFERENCE*

1. **Observe Problem Behavior**
   - Implement General Classroom Discipline Strategies
   - Write a Classroom Incident Log

2. **Is behavior Major? (See definitions below)**
   - **NO**
     - Does the student have 3 incident logs violating the same expectation in a nine week period?
     - **NO**
       - File in PBS Binder/Turn in with Lesson Plans
     - **YES**
       - On the third occurrence, write office discipline referral, and attach previous incident logs
   - **YES**
     - Teacher to Call for immediate response or call office when sending a Major referral
     - Administrator to determine office consequence (e.g., in-school suspension, suspension)

**COMPARISON OF DEFINITIONS MINOR VERSUS MAJOR**

<table>
<thead>
<tr>
<th>EXPECTATION VIOLATED</th>
<th>Classroom Managed BEHAVIOR</th>
<th>Definition</th>
<th>Office Managed BEHAVIOR</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOT CARING</td>
<td>Inappropriate verbal language</td>
<td>Low intensity instance of inappropriate language, name calling, teasing</td>
<td>Abusive language/Bullying/threatening</td>
<td>Verbal messages that include swearing, name calling, bullying language or use of words in an inappropriate way. Profane/disrespectful messages (verbal or gestured) to another person that includes threats or intimidation.</td>
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<tr>
<td></td>
<td>Noncompliance/Defiance/Disrespect</td>
<td>Brief or low-intensity failure to respond to adult requests, refusal to follow directions, talking back and/or socially rude interactions.</td>
<td>Open Defiance insubordination/non-compliance</td>
<td>Fratrant or hostile challenge of the authority of a school staff member, bus driver, or any other adult in authority</td>
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<tr>
<td>NOT RESPONSIBLE</td>
<td>Disruption</td>
<td>Low-intensity, but inappropriate disruption, noise with materials; horseplay or roughhousing;</td>
<td>Disruption</td>
<td>Behavior causing an interruption in a class or activity; includes sustained loud talk, yelling, or screaming; and/or sustained out-of-seat behavior.</td>
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<tr>
<td></td>
<td>Property Misuse</td>
<td>Low-intensity misuse of property</td>
<td>Property Damage</td>
<td>Student deliberately impairs the usefulness of property.</td>
</tr>
<tr>
<td>NOT SAFE</td>
<td>Physical Contact</td>
<td>Non-serious, but inappropriate physical contact, scuffling</td>
<td>Fighting/physical aggression</td>
<td>Actions involving serious physical contact where injury occurs (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.)</td>
</tr>
</tbody>
</table>

***Vandalism, Weapons Use/Possession, Drugs, Tobacco- MUST be reported immediately to the SRO and administration for investigation.***

**Initial Teacher Response Examples**

- Loss of Privileges (e.g. Natural consequences)
- Send Note Home
- Call Parent
- Reinforce others for appropriate behavior
- Make student state expectation

**Sample Office Consequences**

- Loss of Privileges
- Call Parent
- Time in Office
- In-School suspension
- Suspension