

## **MODEL PROGRESSIVE DISCIPLINE - ELEMENTARY**

This progressive discipline model is divided into five levels. Each level represents progressively more serious misbehavior and consequences. The level of discipline imposed shall be based on the severity of the misbehavior.

### **Level I Discipline**

Level I discipline is used for minor acts of misconduct which interfere with orderly school procedures, school functions, extracurricular programs, approved transportation, or a student's own learning process. Students may be disciplined by the professional staff member involved or may be referred directly to the principal.

Professional staff members may utilize any of the discipline management techniques appropriate for the situation, including, but not limited to the following:

1. Classroom detention after-school.
2. Loss of recess or other free choice time.
3. Isolation during lunch.
4. Classroom isolation from peers.
5. Student participation in conference with parent/guardian and teacher.
6. Participation in a school-service project which enables the student to be engaged in the desired character trait(s).
7. Development of a written or graphic representation that reflects understanding of the specific misbehavior, the nature of the expected behavior, and the related character trait(s).

The principal may utilize any of the above discipline management techniques, and/or may employ:

1. Student participation in conference with parent/guardian, teacher, and/or principal.
2. Restriction from school programs and special assemblies.
3. Assignment to after-school detention hall.
4. Partial day in-school suspension (ISS).
5. Full day in-school suspension (ISS) for one school day.
6. Participation in the cleaning/repair of any damage caused to the school-related environment.
7. Any other disciplinary technique that positively promotes the student code of conduct and desired character trait(s).

### **Level II Discipline**

Level II discipline offenses are intermediate acts of misconduct that require administrative intervention. These acts include, but are not limited to, repeated, unrelated acts of minor misconduct and misbehaviors directed against persons or property, but which do not seriously endanger the health, safety or well being of others. Consideration of necessary behavior support services should be given, if not already provided.

Students guilty of a Level II offense may receive any of the discipline management techniques appropriate for the situation as determined by the principal or designee, including, but not limited to the following:

1. Student participation in conference with parent/guardian, teacher and/or principal.
2. Restriction from programs and special assemblies.
3. Assignment to after-school detention hall.
4. Assignment to lunchtime detention hall.

5. Partial day in-school suspension (ISS).
6. Full day in-school suspension (ISS) for up to five school days.
7. Suspension from school for up to three school days, which shall include any time during which the student was subject to suspension pending Investigation.
8. Participation in the cleaning/repair of any damage caused to the school-related environment.
9. Financial restitution for the repair of any damage caused to the school-related environment.
10. Development of a written or graphic representation that reflects understanding of the specific misbehavior, the nature of the expected behavior, and the related character trait(s).
11. Participation in a school service project which enables the student to be engaged in the desired character trait(s).
12. Any other disciplinary technique that positively promotes the student code of conduct and desired character trait(s).

Note: Level II differs from Level I in that it omits classroom detention, classroom isolation, loss of recess, and lunch isolation, while adding assignment to lunch detention hall, increasing the maximum number of days in ISS from one to five, adding financial restitution for the repair of any damage caused to the school-related environment, providing for out-of-school suspension for up to three days, and prompting consideration of behavior support services.

### Level III Discipline

Level III discipline offenses are serious acts of misconduct including, but not limited to, repeated misbehavior that is similar in nature, serious disruptions of the school environment, threats to health, safety, or property, and other acts of serious misconduct. These offenses must be reported to the principal. Offenses that threaten the health, safety, or well-being of others may result in immediate suspension of the student from the school and/or school-sponsored activities for up to three school days, pending disciplinary investigation of the allegations. Student and parent/guardian participation in a conference with the principal is an element of all discipline actions in this category, even if such a conference has previously occurred. Initiation of necessary behavior support services should be given, if not already provided.

Students guilty of a Level III offense may receive any of the discipline management techniques appropriate for the situation as determined by the principal or designee, including, but not limited to the following:

1. Restriction from programs and special assemblies.
2. Full day in-school suspension (ISS) for up to ten school days.
3. Suspension from school for up to five school days, which shall include any time during which the student was subject to suspension pending investigation.
4. Participation in the cleaning/repair of any damage caused to the school-related environment.
5. Financial restitution for the repair of any damage caused to the school-related environment.
6. Development of a written or graphic representation that reflects understanding of the specific misbehavior, the nature of the expected behavior and the related character trait(s).
7. Participation in a school-service project which enables the student to be engaged in the desired character trait(s).
8. Any other disciplinary technique that positively promotes the student code of conduct, and desired character trait(s).

Note: Level III differs from Level II in that it requires student and parent/guardian participation in a conference with the principal for any discipline incident in this category, omits assignments to detention hall, omits partial day assignments to ISS, increases the maximum number of days

in ISS from five to ten, provides an option to immediately suspend a student from school for up to three school days in situations in which the health, safety, or well-being of others is at-risk during the disciplinary investigation, and increases the maximum number of out-of-school suspension days from three to five.

### Level IV Discipline

Level IV discipline offenses represent the most serious acts of misconduct. These offenses must be immediately reported to the principal. These violations are so serious that they may require use of outside agencies and/or law enforcement. Such acts may also result in criminal penalties being imposed. Any misconduct that threatens the health, safety, or well-being of others may result in immediate suspension of the student from the school and/or school-sponsored activities for up to three school days, pending disciplinary investigation of the allegations. Student and parent/guardian participation in a conference with the principal is an element of all discipline actions in this category, even if such a conference has previously occurred. Initiation of necessary behavior support services should be given if not already provided.

Students guilty of a Level IV offense may receive any of the discipline management techniques appropriate for the situation as determined by the principal or designee, including but not limited to the following:

1. Restriction from programs and special assemblies.
2. Suspension from school for up to ten school days, which shall include any time during which the student was subject to suspension pending investigation.
3. Participation in the cleaning/repair of any damage caused to the school-related environment.
4. Financial restitution for the repair of any damage caused to the school-related environment.
5. Development of a written or graphic representation that reflects understanding of the specific misbehavior, the nature of the expected behavior, and the related character trait(s).
6. Participation in a school-service project which enables the student to be engaged in the desired character trait.
7. Any other disciplinary technique that positively promotes the student code of conduct and desired character trait(s).
8. Expulsion.

Note: Level IV differs from Level III in that it requires student and parent/guardian participation in a conference with the principal for all discipline incidents in this category, and increases the maximum number of days suspended from school from five to ten.

### Level V Discipline

Level V discipline is utilized for students in grade six or the age equivalent whose behaviors cause them to be excluded from the regular school program. Examples of Level V behavior include chronically disruptive behavior, extremely violent behavior, and weapon possession.

Because Level V discipline results in placement in a separate alternative educational program for no less than ten days, students in this discipline level have benefit of due process, such as the process provided by the school discipline tribunal or the procedural safeguards and other requirements identified in the 1997 federal Individuals with Disabilities Education Act and the Georgia Board of Education's special education rules.

## **MODEL PROGRESSIVE DISCIPLINE - MIDDLE AND HIGH SCHOOL**

This progressive discipline model is divided into four levels. Each level represents progressively more serious misbehavior and consequences. The level of discipline imposed shall be based on the severity of the misbehavior.

### **Level I Discipline**

Level I discipline is used for minor acts of misconduct which interfere with orderly school procedures, school functions, extracurricular programs, approved transportation, or a student's own learning process. Students may be disciplined by the professional staff member involved or may be referred directly to the principal.

Professional staff may utilize any of the discipline management techniques appropriate for the situation, including but not limited to the following:

1. Classroom detention after school.
2. Isolation during lunch.
3. Classroom isolation from peers.
4. Student participation in conference with parent/guardian and teacher.
5. Participation in a school-service project which enables the student to be engaged in the desired character trait(s).
6. Development of a written or graphic representation that reflects understanding of the specific misbehavior, the nature of the expected behavior and the related character trait(s).

The principal may utilize any of the above discipline management techniques, and/or may employ:

1. Student participation in conference with parent/guardian, teacher, and/or principal.
2. Restriction from school programs and special assemblies.
3. Assignment to after-school detention hall.
4. Partial day in-school suspension (ISS).
5. Full day in-school suspension (ISS) for up to three school days.
6. Participation in the cleaning/repair of any damage caused to the school-related environment.
7. Any other disciplinary technique that positively promotes the student code of conduct and desired character trait(s).

### **Level II Discipline**

Level II discipline offenses are intermediate acts of misconduct which requires administrative intervention. These acts include, but are not limited to, repeated, but unrelated, acts of minor misconduct and misbehaviors directed against persons or property but which do not seriously endanger the health, safety or well-being of others. Consideration of necessary behavior support services should be given, if not already provided.

Students guilty of a Level II offense may receive any of the discipline management techniques appropriate for the situation as determined by the principal or designee, including, but not limited to the following:

1. Student participation in conference with parent/guardian, teacher, and/or principal.
2. Restriction from programs and special assemblies.
3. Assignment to after-school detention hall.
4. Assignment to lunchtime detention hall.
5. Partial day in-school suspension (ISS).

6. Full day in-school suspension (ISS) for up to five school days.
7. Suspension from school for up to three school days, which shall include any time during which the student was subject to suspension pending investigation.
8. Participation in the cleaning/repair of any damage caused to the school-related environment.
9. Financial restitution for the repair of any damage caused to the school-related environment.
10. Development of a written or graphic representation that reflects understanding of the specific misbehavior, the nature of the expected behavior, and the related character trait(s).
11. Participation in a school-service project which enables the student to be engaged in the desired character trait(s).
12. Any other disciplinary technique that positively promotes the student code of conduct and desired character trait(s).

Note: Level II differs from Level I in that it omits classroom detention, classroom isolation, and lunch isolation, adds assignment to lunch detention hall, increases the maximum number of days in ISS from three to five, adds financial restitution for the repair of any damage caused to the school-related environment, provides for out-of-school suspension for up to three days, and prompts consideration of behavior support services.

### Level III Discipline

Level III discipline offenses are serious acts of misconduct including, but not limited to, repeated misbehavior that is similar in nature, serious disruptions of the school environment, threats to health, safety, or property and other acts of serious misconduct. These offenses must be reported to the principal. Offenses that threaten the health, safety, or well-being of others may result in immediate suspension of the student from the school and/or school-sponsored activities for up to three school days pending disciplinary investigation of the allegations. Student and parent/guardian participation in a conference with the principal is an element of all discipline actions in this category, even if such a conference has previously occurred. Initiation of necessary behavior support services should be given, if not already provided. Due process procedures required by federal and state law will be followed. These may include such procedures as the school disciplinary tribunal and/or procedural safeguards provided by the 1997 Individuals with Disabilities Education Act.

Students guilty of a Level III offense may receive any of the discipline management techniques appropriate for the situation as determined by the principal or designee, including, but not limited to the following:

1. Restriction from programs and special assemblies.
2. Full day in-school suspension (ISS) for up to 15 school days.
3. Suspension from school for up to five school days, which shall include any time during which the student was subject to suspension pending investigation.
4. Placement in an alternative education program for up to one semester, and until such a time as the student meets the exit requirements for the alternative school program.
5. Participation in the cleaning/repair of any damage caused to the school-related environment.
6. Financial restitution for the repair of any damage caused to the school-related environment.
7. Development of a written or graphic representation that reflects understanding of the specific misbehavior, the nature of the expected behavior and the related character trait(s).
8. Participation in a school-service project which enables the student to be engaged in the desired character trait(s).
9. Any other disciplinary technique that positively promotes the student code of conduct and desired character trait(s).

Note: Level III differs from Level II in that it requires student and parent/guardian participation in a conference with the principal for any discipline incident in this category, omits assignments to detention hall, omits partial day assignments to ISS, increases the maximum number of days in ISS from five to 15, increases the number of days for out-of-school suspension from three to five days, provides an option to immediately suspend a student from school for up to three school days in situations in which the health, safety or well-being of others is at-risk during the disciplinary investigation, and adds alternative school placement options.

## Level IV Discipline

Level IV discipline offenses are the most serious acts of misconduct. These offenses must be immediately reported to the principal. These violations are so serious that they may require use of outside agencies and/or law enforcement. Such acts may also result in criminal penalties being imposed. Any misconduct that threatens the health, safety, or well-being of others may result in immediate suspension of the student from the school and/or school-sponsored activities for up to three school days, pending disciplinary investigation of the allegations. Student and parent/guardian participation in a conference with the principal is an element of all discipline actions in this category, even if such a conference has previously occurred. Initiation of necessary behavior support services should be given, if not already provided. Due process procedures required by federal and state law will be followed. These may include such procedures as the school disciplinary tribunal and/or procedural safeguards provided by the 1997 Individuals with Disabilities Education Act.

Students guilty of a Level IV offense may receive any of the discipline management techniques appropriate for the situation as determined by the principal or designee, including, but not limited to the following:

1. In-school suspension (ISS) for up to 30 school days.
2. Suspension from school for up to ten school days, which shall include any time during which the student was subject to suspension pending investigation.
3. Placement in an alternative education program for up to two semesters, and until such a time as the student meets the exit requirements for the alternative school program.
4. Expulsion from the regular school program for up to one calendar year.
5. Participation in the cleaning/repair of any damage caused to the school-related environment.
6. Financial restitution for the repair of any damage caused to the school-related environment.
7. Development of a written or graphic representation that reflects understanding of the specific misbehavior, the nature of the expected behavior and the related character trait(s).
8. Participation in a school-service project which enables the student to be engaged in the desired character trait.
9. Any other disciplinary technique that positively promotes the student code of conduct and desired character trait(s).

Note: Level IV differs from Level III in that it requires student and parent/guardian participation in a conference with the principal for all discipline incidents in this category, eliminates restriction from programs and activities as an independent consequence, increases the maximum number of days in ISS from 15 to 30, increases the length of placement in an alternative school program from up to one semester to up to two semesters, increases the maximum number of days suspended from school from five to ten, and provides for expulsion for up to one calendar year.

### Model Progressive Discipline Chart - Elementary

Consequence	Level I	Level II	Level III	Level IV	Level V
Implemented by professional staff					
	Classroom detention after school				
	Loss of recess or other free-choice time				
	Isolation during lunch				
	Classroom isolation from peers				
	Student participation in conference with parent/guardian and teacher				
	Participation in a school service project which enables the student to be engaged in the desired character trait(s)				
	Development of a written or graphic representation that reflects understanding of the specific misbehavior, the nature of the expected behavior, and the related character trait(s)				
Implemented by principal					
	Student participation in conference with parent/guardian, teacher, and/or principal	Student participation in conference with parent/guardian, teacher, and/or principal			
	Restriction from school	Restriction from school	Restriction from school	Restriction from school	

Consequence	Level I	Level II	Level III	Level IV	Level V
	programs and special assemblies	programs and special assemblies	programs and special assemblies	programs and special assemblies	
	Assignment to after-school detention hall	Assignment to after-school detention hall			
		Assignment to lunchtime detention hall			
	Partial day in-school suspension (ISS)	Partial day in-school suspension (ISS)			
	Full day in-school suspension (ISS) for one school day	Full day in-school suspension (ISS) for a specified number of days (up to five)	Full day in-school suspension (ISS) for a specified number of days (up to ten)		
		Suspension from school for up to <b>three</b> school days, which shall include any time during which the student was subject to suspension pending investigation	Suspension from school for up to <b>five</b> school days, which shall include any time during which the student was subject to suspension pending investigation	Suspension from school for up to <b>ten</b> school days, which shall include any time during which the student was subject to suspension pending investigation	
		Development of a written or graphic representation that reflects understanding of the specific misbehavior, the nature of the expected behavior, and the related character trait(s)	Development of a written or graphic representation that reflects understanding of the specific misbehavior, the nature of the expected behavior, and the related character trait(s)	Development of a written or graphic representation that reflects understanding of the specific misbehavior, the nature of the expected behavior, and the related character trait(s)	
		Participation in a school service project which enables the student to be engaged in the desired character trait(s)	Participation in a school service project which enables the student to be engaged in the desired character trait(s)	Participation in a school service project which enables the student to be engaged in the desired character trait(s)	
	Participation in the cleaning/repair of any	Participation in the cleaning/repair of any	Participation in the cleaning/repair of any	Participation in the cleaning/repair of any	



Consequence	Level I	Level II	Level III	Level IV	Level V
	damage caused to the school-related environment	damage caused to the school-related environment	damage caused to the school-related environment	damage caused to the school-related environment	
		Financial restitution for the repair of any damage caused to the school-related environment	Financial restitution for the repair of any damage caused to the school-related environment	Financial restitution for the repair of any damage caused to the school-related environment	

Progressive Discipline Chart - Middle and High School Levels

Consequence	Level I	Level II	Level III	Level IV
Implemented by professional staff				
	Classroom detention after school			
	Classroom detention during lunch			
	Isolation in lunch room			
	Classroom isolation from peers			
	Student participation in conference with parent/guardian and teacher			
	Participation in a school service project which enables the student to be engaged in the desired character trait(s)			
	Development of a written or graphic representation that reflects understanding of the specific misbehavior, the nature of the expected behavior, and the related character trait(s)			
Implemented by principal	Any of the above discipline management techniques and/or:			
	Student participation in conference with parent/guardian, teacher, and/or principal	Student participation in conference with parent/guardian, teacher, and/or principal	Requires student participation in conference with parent/guardian, teacher, and/or principal, even if such a	Requires student participation in conference with parent/guardian, teacher, and/or principal, even if such a

Consequence	Level I	Level II	Level III	Level IV
			conference has previously occurred	conference has previously occurred
	Restriction from school programs and special assemblies	Restriction from school programs and special assemblies	Restriction from school programs and special assemblies	
	Assignment to after-school detention hall	Assignment to after-school detention hall		
		Assignment to lunchtime detention hall		
	Partial day in-school suspension (ISS)	Partial day in-school suspension (ISS)		
	Full day in-school suspension (ISS) for a specified number of days ( <b>up to three</b> )	Full day in-school suspension (ISS) for a specified number of days ( <b>up to five</b> )	Full day in-school suspension (ISS) for a specified number of days ( <b>up to 15</b> )	Full day in-school suspension (ISS) for a specified number of days ( <b>up to 30</b> )
			Offenses that threaten the health, safety, or well-being of others may result in immediate suspension of the student from school and/or school-sponsored activities for up to three school days, pending disciplinary investigation of the allegations	Offenses that threaten the health, safety, or well-being of others may result in immediate suspension of the student from school and/or school-sponsored activities for up to three school days, pending disciplinary investigation of the allegations
		Suspension from school for up to <b>three</b> school days, which shall include any time during which the student was subject to suspension pending investigation	Suspension from school for up to <b>five</b> school days, which shall include any time during which the student was subject to suspension pending investigation	Suspension from school for up to <b>ten</b> school days, which shall include any time during which the student was subject to suspension pending investigation
		Development of a written or graphic representation that reflects understanding of the specific	Development of a written or graphic representation that reflects understanding of the specific	Development of a written or graphic representation that reflects understanding of the specific

Consequence	Level I	Level II	Level III	Level IV
		misbehavior, the nature of the expected behavior, and the related character trait(s)	misbehavior, the nature of the expected behavior, and the related character trait(s)	misbehavior, the nature of the expected behavior, and the related character trait(s)
		Participation in a school service project which enables the student to be engaged in the desired character trait(s)	Participation in a school service project which enables the student to be engaged in the desired character trait(s)	Participation in a school service project which enables the student to be engaged in the desired character trait(s)
	Participation in the cleaning/repair of any damage caused to the school-related environment	Participation in the cleaning/repair of any damage caused to the school-related environment	Participation in the cleaning/repair of any damage caused to the school-related environment	Participation in the cleaning/repair of any damage caused to the school-related environment
		Financial restitution for the repair of any damage caused to the school-related environment	Financial restitution for the repair of any damage caused to the school-related environment	Financial restitution for the repair of any damage caused to the school-related environment
			Placement in an alternative education program <b>for up to one semester</b> , and until such time as the student meets the exit requirements for the alternative school program	Placement in an alternative education program <b>for up to two semesters</b> , and until such time as the student meets the exit requirements for the alternative school program
				Expulsion from the regular school program for up to one calendar year
	Any other disciplinary technique that positively promotes the student code of conduct and the desired character trait(s)	Any other disciplinary technique that positively promotes the student code of conduct and the desired character trait(s)	Any other disciplinary technique that positively promotes the student code of conduct and the desired character trait(s)	Any other disciplinary technique that positively promotes the student code of conduct and the desired character trait(s)
				Convene a disciplinary tribunal