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# **Bullying, Harassment and Hazing Prevention and Intervention Program**

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Homer Community School District

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# Bullying, Harassment and Hazing Prevention and Intervention Program

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## Introduction

The Board of Education of the Homer Community School District is committed to providing all students with a safe and civil school environment. The school district expects that all members of the school community, students and adults will treat each other in a civil manner and with respect for differences. Bullying, hazing, or harassment of students, staff or visitors by other students will not be tolerated in the school district. Board of Education policies regarding this type of behavior are in effect while students are on school grounds, school district property, or on property within the jurisdiction of the school district; while on school-owned and/or school-operated transportation; while attending or engaged in school activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school district.

Students whose behavior is found to be in violation of this policy will be subject to the investigation procedure which may result in discipline, up to and including, suspension and expulsion.

## What are harassment, bullying, and hazing?

Harassment prohibited by the school district includes, but is not limited to, harassment on the basis of actual or perceived traits or characteristics due to age, race, creed, color, national origin, religion, sex, marital status, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status.

Bullying is defined as any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by the school being used for a school purpose by a school employee or designee, or at school-sponsored activities or school-sponsored athletic events.

Hazing occurs when a person intentionally or recklessly engages in any act or acts involving forced activity which endangers the physical health or safety of a student for the purpose of initiation or admission into a group or any organization connected to the school.

Harassment and bullying may include, but are not limited to, the following behaviors and circumstances:

## Bullying, Harassment and Hazing Prevention and Intervention Program

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- Verbal, nonverbal, physical or written harassment, bullying, hazing, or other victimization that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Repeated remarks of a demeaning nature that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Implied or explicit threats concerning one's grades, achievements, property, etc. that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Demeaning jokes, stories, or activities directed at the student that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim; and/or
- Unreasonable interference with a student's performance or creation of an intimidating, offensive, or hostile learning environment.

Sexual harassment means unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- Submission to the conduct is made either implicitly or explicitly a term or condition of the student's education or benefits;
- Submission to or rejection of the conduct by a school employee is used as the basis for academic decisions affecting that student; or
- The conduct has the purpose or effect of substantially interfering with the student's academic performance by creating an intimidating, hostile, or offensive education environment.

Harassment, bullying, or hazing by electronic, written, verbal, or physical actions or conduct toward a student or employee that creates an objectively hostile school environment that meets one or more of the following conditions is strictly prohibited:

- Places the student in reasonable fear of harm to the student's person or property;
- Has a substantially detrimental effect on students' physical or mental health; has the effect of substantially interfering with the student's academic performance; or
- Has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by the school.

### Prevention Program Goals

The bullying prevention program in the Homer Community School District is designed to teach students the skills needed for appropriate positive behaviors as well as life-long behavior skills. Appropriate and positive interactions will improve peer relations and make our school a safer and more positive place for students to learn, solve problems effectively, think critically, and act responsibly.

## Bullying, Harassment and Hazing Prevention and Intervention Program

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We believe our students are individuals and will develop our strengths, self-worth, respect for others, and will become productive, responsible citizens and life-long learners with the support of family, school and community. We believe that the family, school and community need to work together to ensure that students develop a code of moral and ethical principles.

The approach used to prevent bullying goes beyond providing consequences for the behaviors. It emphasizes awareness, knowledge, and training for everyone in an effort to bring a halt to bullying, hazing and harassment. We believe that cooperation and open communication between student, family, community and school is conducive to developing high standards that lead to quality education for students of all abilities and learning styles.

### School Level Components

- Students are taught skills for learning and life. These include but are not limited to:
  - Skills for learning (ex: listening, showing respect, focusing on learning, following instructions, etc.)
  - Empathy
  - Problem solving
  - Emotion management
  - Recognition of bullying
- Educational opportunities are provided to teachers and support staff. These opportunities include but are not limited to:
  - Training
    - How to recognize bullying and harassment
    - Procedures for reporting and intervention
    - Behavioral skills for learning and problem solving
  - Consultation
  - Dissemination of research and effective practices
- Informational opportunities for parents will be provided annually.
- Consultation services are provided for students and parents. A school counselor, a school psychologist, the Student Assistance Team, and administration are available to provide support and intervene as needed.
- Small group and individual counseling are utilized to support at risk or in crisis.
- Intensive targeted instruction is available to groups or individuals as needed.
- Empowering students to take ownership in addressing issues as well as leadership roles (i.e. local “Stand for the Silent” chapter)
- Supervision of students’ activities
- Written reports of all allegations, investigations, conclusions, corrective action and follow up reports will be kept by the Guidance Counselor as the Bullying/Harassment Coordinator.

## Bullying, Harassment and Hazing Prevention and Intervention Program

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### Individual Level Components

- Immediate intervention by staff when reported or observed
- Immediate investigation upon all reports
  - Interviews
  - Video recordings
- Hold individual meetings with students involved in bullying
- Parent contacts
  - Phone and/or email
  - Meetings
  - Strategies for addressing bullying
- Frequent on-going communication between involved staff members
- Consequences and education for those engaging in bullying behavior

# Bullying, Harassment and Hazing Prevention and Intervention Program

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## Responding to a Report of Bullying, Hazing, or Harassment

### Reporting

Individuals who feel that they have been bullied, harassed, or affected by hazing should:

- Communicate to the bully or harasser that the individual expects the behavior to stop, if the individual is comfortable doing so. If the individual wants assistance communicating with the bully or harasser, the individual should ask a teacher, counselor or principal to help.
- If the bullying, harassment or hazing does not stop or the individual does not feel comfortable confronting the harasser, the individual should take one or more of the following actions:
  - Tell a teacher, counselor or principal; and/or
  - Write down exactly what happened, keep a copy and give another copy to the teacher, counselor or principal including:
    - What, when and where it happened;
    - Who was involved;
    - Exactly what was said or what the harasser did;
    - Witnesses to the harassment;
    - What the student said or did, either at the time or later;
    - How the student felt; and
    - How the harasser responded.
  - Complete a TIPS Incident Report. The link is located on the school's website.

### Students

Students who believe they have been subjected to bullying, hazing, or harassment, or who witness or become aware of an instance of bullying or retaliation involving a student, are to report it to the nearest adult staff member.

### Parents/Guardians

The district expects parents or guardians, and others who witness or become aware of an instance of bullying, harassment, or hazing involving a student to report it to the principal or designee. Reports may be made anonymously, but no disciplinary action will be taken on an alleged aggressor solely on the basis of an anonymous report.

### District Employees

Staff members are to respond promptly to any bullying, hazing, harassment, or misbehavior of any kind. The accused harasser and the target should be separated and the appropriate disciplinary action should be taken. Staff members will report any incidents to the principal or

## **Bullying, Harassment and Hazing Prevention and Intervention Program**

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designee as soon as possible when he/she witnesses or becomes aware of conduct that may be bullying, harassment, hazing or retaliation. Retaliation will be treated as a separate incident.

Written reports must be completed by the district employee, victim (depending upon age) and witnesses. The requirement to report to the principal or designee does not limit the authority of the staff member to respond immediately to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

Points to remember in the investigation:

- Evidence uncovered in the investigation is confidential,
- Complaints must be taken seriously and investigated,
- No retaliation will be taken against individuals involved in the investigation process, and
- Retaliators will be disciplined up to and including suspension and expulsion.

### **Anonymous Reports**

Anonymous reports of bullying, hazing, or harassment by students or parent/guardians who wish to remain anonymous may be submitted to teachers and school administrators in writing or through the TIPS reporting system found on the school's website. All reported incidents will be investigated. No disciplinary action will be taken based solely on an anonymous report.

### **False Reports**

False reports submitted knowingly alleging bullying, hazing, or harassment will be subject to disciplinary action as determined by the principal.

## Bullying, Harassment and Hazing Prevention and Intervention Program

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### Checklist for Investigating Bullying and Harassment Allegations

#### Before the Investigation

- A Bullying Incident Form OR Harassment Form is completed by the person making the allegation or a district employee upon report of an incident of bullying, hazing or harassment.
  
- The forms are submitted to the principal or designee when completed.

#### During the Investigation

Interviews with the victims, witnesses, and perpetrator will be conducted individually and in private.

- The principal or designee conducts interviews with everyone with relevant information.
  - The same questions are asked of each witness during the interviews as appropriate.
  - Open-ended questions are asked of each witness.
  - Students are informed that confidentiality must be maintained.
  - Honesty and cooperation is reinforced and supported.
- Written documentation of the incident is completed by the principal.
- Other forms of evidence including video recordings are reviewed as evidence.
- Parents are contacted by principal.

#### After the Investigation

- A summary of the findings are documented in an Incident Report by the principal.
- A decision is made whether policy or state law has been violated.
- The appropriate disciplinary action is determined.
- The complaining party is contacted and received an appropriate appraisal of the incident and actions taken.
- The appropriate support or intervention is provided to the victim.
- A report is made to the superintendent, law enforcement, and others if necessary.
- A copy of the Incident Report and other pertinent documentation is sent to the guidance counselor as the bullying/harassment coordinator.

**CONFIDENTIALITY MUST BE MAINTAINED THROUGHOUT THE PROCESS**



## Bullying, Harassment and Hazing Prevention and Intervention Program

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### Interventions and Consequences

A range of intervention methods are used for solving behavioral issues and assigned on an individual basis. The most appropriate and effective methods for resolving each individual case will be used. The interventions and consequences that are used include, but are not limited to the following actions.

#### Range of Interventions

- Prevention Plans developed by a team of professionals
- Individual Behavior Contracts
- Individual counseling or consultation as needed
- Student Assistance Team referrals
- Increased awareness and supervision by district employees

#### Range of Consequences

- Re-teaching seminars for all incidents reported or witnessed
- Loss of free time with re-teaching seminars
- Mediation essay
- Notify the parents or guardians (of the target and the aggressor)
- After school detention
- Parent meeting
- Detention
- In-school suspension
- Out of school suspension
- Alternative placement
- Expulsion

# Bullying, Harassment and Hazing Prevention and Intervention Program

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## Appendix

Reporting Forms

Bullying Policy

Harassment Policies

Discipline Charts

BULLYING INCIDENT FORM

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Place: \_\_\_\_\_

Name of those involved:

Victim(s): \_\_\_\_\_

Perpetrator(s): \_\_\_\_\_

Witness(es): \_\_\_\_\_

\_\_\_\_\_

Reported to (staff member): \_\_\_\_\_

Specifically describe the incident:

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Action taken by staff:

Staff member signature: \_\_\_\_\_ Date \_\_\_\_\_

Other Actions:

\_\_\_ Classroom teacher(s) notified \_\_\_ Administrator notified \_\_\_ Parent/Guardian notified

**HARASSMENT COMPLAINT FORM**

Name of complainant: \_\_\_\_\_

Position of complainant: \_\_\_\_\_

Date of complaint: \_\_\_\_\_

Name of alleged harasser: \_\_\_\_\_

Date and place of incident or incidents: \_\_\_\_\_

\_\_\_\_\_

Description of misconduct: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name of witnesses (if any) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Evidence of harassment, i.e., letters, photos, etc. (attach evidence if possible): \_\_\_\_\_

\_\_\_\_\_

Any other information: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**WITNESS DISCLOSURE FORM**

Name of witness: \_\_\_\_\_

Position of witness: \_\_\_\_\_

Date of testimony, interview: \_\_\_\_\_

Description of instance witnessed: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Any other information: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I agree that all of the information of this form is accurate and true to the best of my knowledge.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **BULLYING PREVENTION**

Bullying is defined as any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by the school being used for a school purpose by a school employee or designee, or at school-sponsored activities or school-sponsored athletic events.

One of the missions of the District is to provide a physically safe and emotionally secure environment for students and staff. The School Board recognizes the negative impact that bullying has on student health, welfare, safety, and the school's learning environment and prohibits such behavior.

The administration and staff are to implement strategies and practices to reinforce and encourage positive behaviors by students. Positive behaviors include non-violence, cooperation, teamwork, understanding, and acceptance of others.

The administration and staff are to implement strategies and practices to identify and prevent inappropriate behaviors by all students, including anti-bullying/bullying prevention education for all students.

Inappropriate behaviors include bullying, intimidation, and harassment may constitute grounds for long-term suspensions, expulsion or mandatory reassignment, subject to state and federal statutes and the district's student discipline and due process procedures.

The school district shall review the bullying prevention policy annually.

Approved: August 18, 2008

Reviewed: Reviewed: June 14, 2016

Revised:

**Legal Reference:** Laws 2008, LB 205; Neb. Rev. Stat. §§ 79-254 to 79-296 (Student Discipline Act)

## **HARASSMENT BY STUDENTS**

Harassment of students, staff or visitors by other students will not be tolerated in the school district. This policy is in effect while students are on school grounds, school district property, or on property within the jurisdiction of the school district; while on school-owned and/or school-operated transportation; while attending or engaged in school activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school district.

Harassment prohibited by the school district includes, but is not limited to, harassment on the basis of race, sex, creed, color, national origin, religion, marital status or disability. Students whose behavior is found to be in violation of this policy will be subject to the investigation procedure which may result in discipline, up to and including, suspension and expulsion.

Sexual harassment means unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

- submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of an individual's participation in school programs or activities;
- submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student; or
- such conduct has the purpose or effect of unreasonably interfering with an individual's performance or creating an intimidating, offensive or hostile learning or work environment.

Sexual harassment as set out above, may include, but is not limited to the following:

- verbal or written harassment or abuse, or unwelcome communication implying sexual motives or intentions;
- pressure for sexual activity; repeated remarks to a person with sexual or demeaning implications;
- unwelcoming touching
- unwelcome and offensive public sexual display of affection;
- suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades, achievements, etc.

Harassment on the basis of race, creed, color, religion, national origin, marital status or disability means conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble individuals when:

- submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of an individual's participation in school programs or activities;
- submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student; or

- such conduct has the purpose or effect of unreasonably interfering with an individual's performance or
- creating an intimidating, offensive or hostile learning or work environment.

Harassment as set forth above may include, but is not limited to the following:

- verbal, physical or written harassment or abuse;
- repeated remarks of a demeaning nature;
- implied or explicit threats concerning one's grades, achievements, etc.;
- demeaning jokes, stories, or activities directed at an individual.

The district will promptly and reasonably investigate allegations of harassment. The building principal or his/her designee will be responsible for handling all complaints by students alleging harassment.

Retaliation against an individual because the individual has filed a harassment complaint or assisted or participated in a harassment investigation or proceeding is also prohibited. A student who is found to have retaliated against an individual in violation of this policy will be subject to discipline, up to and including, suspension and expulsion.

It shall also be the responsibility of the superintendent, in conjunction with the investigator and principals, to develop administrative rules regarding this policy. These rules will be printed and distributed to students and parents in the student handbook.

Legal Reference:       20 U.S.C. §§ 1221-1234i (1994).  
                              20 U.S.C. § 1681 et seq.  
                              29 U.S.C. § 794 (1994).  
                              42 U.S.C. § 1983  
                              42 U.S.C. §§ 2000d-7 (1994).  
                              42 U.S.C. §§ 12101 et seq. (1994).

Cross References:     404.06 Harassment  
                              504     Student Rights and Responsibilities  
                              505     Student Discipline  
                              507     Student Records

Adopted: January 13, 2011



## **HARASSMENT BY STUDENTS INVESTIGATION PROCEDURES**

Harassment of students by other students will not be tolerated in the school district.

Harassment is a violation of school district policies, rules and regulations and, in some cases, may also be a violation of criminal or other laws. The school district has the authority to report students violating this rule to law enforcement officials.

Students or individuals who feel that they have been harassed by other students should:

- Communicate to the harasser that the individual expects the behavior to stop, if the individual is comfortable doing so. If the individual needs assistance communicating with the harasser, he/she should ask a teacher, counselor or principal to help.
- If the harassment does not stop, or the individual does not feel comfortable confronting the harasser, he/she should:
  - › tell a teacher, counselor or principal; and
  - › write down exactly what happened, keep a copy and give another copy to the teacher, counselor or principal including;
    - what, when and where it happened;
    - who was involved;
    - exactly what was said or what the harasser did;
    - witnesses to the harassment;
    - what the individual said or did, either at the time or later;
    - how the individual felt; and
    - how the harasser responded

### **Complaint Procedure**

An individual who believes he/she has been harassed shall notify the principal, the designated investigator. An alternate investigator shall be assigned by the principal or superintendent as needed. The investigator may request that the individual complete the Harassment Complaint form and turn over evidence of the harassment, including, but not limited to, letters, tapes, or pictures. Information received during the investigation shall be kept confidential to the extent possible.

The investigator, with the approval of the superintendent, or the superintendent has the authority to initiate a harassment investigation in the absence of a written complaint.

### **Investigation Procedure**

The investigator shall reasonably and promptly commence the investigation upon receipt of the complaint. The investigator shall interview the complainant and the alleged harasser. The alleged harasser may file a written statement refuting or explaining the behavior outlined in the complaint. The investigator may also interview witnesses as deemed appropriate.

Upon completion of the investigation, the investigator shall make written findings and conclusions as to each allegation of harassment and report the findings and conclusions to the principal. The investigator will outline the findings of the investigation to the principal.

### **Resolution of the Complaint**

Following receipt of the investigator's report, the principal may investigate further, if deemed necessary, and make a determination of the appropriate next step which may include discipline, up to and including, suspension and expulsion.

Prior to the determination of the appropriate remedial action, the principal may, at the principal's discretion, interview the complainant and the alleged harasser. The principal shall file a written report closing the case and documenting any disciplinary action taken or any other action taken in response to the complaint. The complainant, the alleged harasser and the investigator shall receive notice as to the conclusion of the investigation.

### **Points to Remember in the Investigation**

- Evidence uncovered in the investigation is confidential.
- Complaints must be taken seriously and investigated.
- No retaliation will be taken against individuals involved in the investigation process.
- Retaliators will be disciplined up to and including suspension and expulsion

### **Conflicts**

If the investigator is a witness to an incident, the alternate investigator shall conduct the investigation.

Adopted: January 13, 2011

## **Elementary Behavioral Expectations/Consequences**

The following are expectations for behavior for every elementary student. Following these actions will ensure that we have a safe and effective learning environment. We expect all of our students to be responsible and respectful.

### **Expectations:**

- Treat others how you want to be treated
- Use polite words
- Cooperate with and encourage others
- Be respectful toward teachers and toward other students
- Be respectful of property

Failure to adhere to the behavioral expectations will result in consequences and re-teaching. The following are examples of consequences that can be expected for the types of incidents listed below.

### **Consequences:**

- Seminar every time something is reported or witnessed
- Seminar and loss of one recess
- Seminar and loss of five recesses
- Phone call home (student calls)
- Seminar and 30 minute detention after school (parents must provide transportation)
- Seminar and office referral
- Seminar and parent meeting
- Seminar and one day In School Suspension
- Seminar and one day Out of School Suspension
- Seminar and five days Out of School Suspension
- Alternative placement
- Expulsion

**Examples of behaviors that constitute an “incident”:** name calling, rolling eyes, glaring (dirty looks), mocking, scowling, making fun of, laughing at, whispering about, inappropriate gestures, arguing, refusal to follow directions, provoking others, disruption of class time, pushing, shoving, “bumping into” intentionally, inappropriate physical contact of any kind, excluding others intentionally, hurtful and/or threatening notes, throwing items, cyber bullying at school, and graffiti,

**Reporting of Inappropriate Behaviors:** Students who experience disrespectful or bullying behavior should immediately report that behavior to the teacher in charge of the class or a teaching assistant.

Intensity/Duration/ Frequency	Behaviors	Consequence
Less Intense Behaviors	<ul style="list-style-type: none"> <li>• Rolling eyes</li> <li>• Glaring (dirty looks)</li> <li>• Scowling</li> <li>• Laughing at</li> <li>• Whispering about</li> <li>• Inappropriate gestures</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar</li> <li>• Loss of one recess</li> <li>• Parent contact</li> </ul>
Moderately Intense Behaviors	<ul style="list-style-type: none"> <li>• Increase in frequency of less intense behaviors</li> <li>• Provoking</li> <li>• Excluding others intentionally</li> <li>• Mocking (making fun of or mimicking)</li> <li>• Arguing</li> <li>• Refusal to follow directions</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar and loss of one recess</li> <li>• Seminar and loss of five recesses</li> <li>• Seminar and 30 minute detention after school (parents must provide transportation).</li> <li>• Parent contact/student calls</li> <li>• Seminar and parent meeting</li> </ul>
More Intense Behaviors	<ul style="list-style-type: none"> <li>• Increase in frequency of moderately intense behaviors</li> <li>• Disruption of class time</li> <li>• Pushing/shoving</li> <li>• Intentionally “bumping”</li> <li>• Inappropriate physical contact of any kind</li> <li>• Throwing things</li> <li>• Verbal threats</li> <li>• Hurtful/threatening notes</li> <li>• Cyber-bullying at school</li> <li>• Graffiti</li> <li>• Possession of a weapon or other potentially dangerous objects</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar and office referral</li> <li>• Seminar and parent meeting</li> <li>• Seminar and one day In School Suspension</li> <li>• Seminar and one day Out of School Suspension</li> <li>• Seminar and five days Out of School Suspension</li> <li>• Alternative placement</li> <li>• Expulsion</li> </ul>

\*All reports will be investigated

## Discipline - Secondary

Along with academic and vocational skills, students learn discipline in all courses. Discipline in the areas of self-control, orderliness, and efficiency (effort put into an assignment) are key factors that determine a student's educational growth. We want our students to experience success in school, so we encourage students to have good conduct and consideration for other people. We encourage you to be proactive and let the administration, counselors, teachers, or staff members know when you need our help in solving a problem before it becomes a Discipline Referral. The following are guidelines for staff use when dealing with potential discipline scenarios and consequences may vary depending on the situation.

	1 <sup>ST</sup> OFFENSE	2 <sup>ND</sup> OFFENSE	3 <sup>RD</sup> OFFENSE
Disruptive Behavior	<ul style="list-style-type: none"> <li>➤ Detention</li> <li>➤ ISS</li> </ul>	<ul style="list-style-type: none"> <li>➤ Saturday Detention</li> <li>➤ ISS/OSS</li> <li>➤ Law Enforcement Contacted</li> </ul>	<ul style="list-style-type: none"> <li>➤ Parent Mtg. with administrator</li> <li>➤ ISS/OSS/ Alternate Placement</li> <li>➤ Law Enforcement Contacted</li> </ul>
Tardy to Class/School	1-3 Teacher Warning	4-9 <ul style="list-style-type: none"> <li>➤ Detention/ Saturday Detention</li> <li>➤ Parent/guardian Notification</li> </ul>	9 or more <ul style="list-style-type: none"> <li>➤ Parent and student meeting with teacher</li> <li>➤ Possible ISS/OSS</li> <li>➤ Law Enforcement Contacted</li> </ul>
Unauthorized use of cell phones & electronic devices during class time	Student Warning	Cell phone/device is given to Principal; returned after school	<ul style="list-style-type: none"> <li>➤ Cell phone/device is given to Principal; returned to parent</li> <li>➤ Saturday Detention</li> <li>➤ ISS/OSS</li> </ul>
Truant from school	ISS	<ul style="list-style-type: none"> <li>➤ ISS/OSS</li> <li>➤ Saturday Detention</li> <li>➤ Law Enforcement Contacted</li> </ul>	<ul style="list-style-type: none"> <li>➤ Attendance Hearing</li> <li>➤ Law Enforcement contacted</li> <li>➤ Possible loss of school activities</li> </ul>
No Show for Detention	Double Detention	Saturday Detention	<ul style="list-style-type: none"> <li>➤ Parent Mtg.</li> <li>➤ Saturday Detention</li> <li>➤ ISS/OSS</li> </ul>
Harassment/ Bullying towards student	<ul style="list-style-type: none"> <li>➤ Conference with Principal</li> <li>➤ Law Enforcement Contacted</li> </ul>	<ul style="list-style-type: none"> <li>➤ ISS/OSS</li> <li>➤ Law Enforcement contacted</li> </ul>	<ul style="list-style-type: none"> <li>➤ ISS/OSS</li> <li>➤ Possible Alternate Placement</li> <li>➤ Law Enforcement Contacted</li> </ul>
Possession and/or Use of Tobacco	<ul style="list-style-type: none"> <li>➤ ISS/OSS</li> <li>➤ Law Enforcement Contacted</li> </ul>	<ul style="list-style-type: none"> <li>➤ OSS</li> <li>➤ Law Enforcement Contacted</li> </ul>	<ul style="list-style-type: none"> <li>➤ OSS</li> <li>➤ Disciplinary Hearing</li> <li>➤ Law Enforcement Contacted</li> </ul>
Alcohol/ Drugs	<ul style="list-style-type: none"> <li>➤ OSS until Disciplinary Hearing</li> <li>➤ Law Enforcement Contacted</li> </ul>	<ul style="list-style-type: none"> <li>➤ OSS until Disciplinary Hearing</li> <li>➤ Law Enforcement Contacted</li> </ul>	<ul style="list-style-type: none"> <li>➤ OSS until Disciplinary Hearing</li> <li>➤ Law Enforcement Contacted</li> </ul>
Vandalism	<ul style="list-style-type: none"> <li>➤ Detention</li> <li>➤ Repair or Replace</li> <li>➤ ISS/OSS</li> <li>➤ Law Enforcement Contacted</li> </ul>	<ul style="list-style-type: none"> <li>➤ Repair or Replace</li> <li>➤ ISS/OSS</li> <li>➤ Law Enforcement Contacted</li> </ul>	<ul style="list-style-type: none"> <li>➤ Possible Alternate Placement</li> <li>➤ Repair or Replace</li> <li>➤ ISS/OSS</li> <li>➤ Law Enforcement Contacted</li> </ul>
Fighting	<ul style="list-style-type: none"> <li>➤ ISS/OSS</li> <li>➤ Law Enforcement Contacted</li> </ul>	<ul style="list-style-type: none"> <li>➤ ISS/OSS</li> <li>➤ Law Enforcement Contacted</li> </ul>	<ul style="list-style-type: none"> <li>➤ Possible Alternate Placement</li> <li>➤ Law Enforcement Contacted</li> </ul>
Weapons	<ul style="list-style-type: none"> <li>➤ OSS until Disciplinary Hearing</li> <li>➤ Law Enforcement Contacted</li> </ul>	<ul style="list-style-type: none"> <li>➤ OSS until Disciplinary Hearing</li> <li>➤ Law Enforcement Contacted</li> </ul>	<ul style="list-style-type: none"> <li>➤ OSS until Disciplinary Hearing</li> <li>➤ Law Enforcement Contacted</li> </ul>

- **Any crimes may result in citations, legal charges, or transportation to juvenile detention.**
- **Students are not eligible for school-sponsored activities or practices until ISS & OSS are served.**
- **Detentions will be served with Teacher or Administrator or designee.**
- **SCHOOL ADMINISTRATION WILL FOLLOW DISTRICT POLICY CONCERNING DISCIPLINE AND CAN DEVIATE FROM DISCIPLINE GRID IF NECESSARY.**