

Roadmap to Progressive Discipline

Utilizing the M-DCPS Code of Student Conduct ([COSC](#))

Level I Behaviors are acts that disrupt the orderly operation of the classroom, school function, and extracurricular activities or approved transportation.

The principal or designee **must** select at least one of the following strategies from below. Principals may authorize use of **PLAN II** for serious or habitual **Level I** infractions.

Behaviors

Disruptive Behaviors

Unauthorized location
Confrontation with another student
Cutting class
Misrepresentation
Disruptive behavior (including behavior on the school bus and at the school bus stop)
Failure to comply with class and/or school rules
Possession of items or materials that are inappropriate for an educational setting
See Special Notes in [COSC](#)
Inappropriate public display of affection
Repeated use of profane or crude language (general, not directed at someone)
Unauthorized use of electronic devices
Violation of dress code: See Special Notes in [COSC](#)

Range of Corrective Strategies

PLAN I:

Parent/guardian contact (See Special Notes in [COSC](#))
Resources: [Parent Academy](#)
Reprimand
Student, parents/guardians/staff conference
Peer mediation
Revocation of the right to participate in social and/or extracurricular activities
Confiscation of wireless communication devices
Detention or other Board-approved in-school program
Temporary assignment from class where the infraction occurred
Student contract
School Center for Special Instruction (SCSI) (See Special Notes in [COSC](#))
Replacement or payment for any damaged property (if appropriate)
Temporary loss of bus privileges (if appropriate)
Participation in counseling session related to the infraction
Refer to outside agency/provider (See Special Notes in [COSC](#))
Behavior Plan
Refer to page(s) 43-48 in [COSC](#) for additional corrective strategies on the RtIB/MTSS.
Refer to page 34 in [COSC](#) for the prescribed corrective strategies for the violation of the dress code.

Level II Behaviors are more serious than Level I because they significantly interfere with learning and/or the well-being of others.

Behaviors

Seriously Disruptive Behaviors

Cheating
Confrontation with a staff member
Defiance of school personnel
Distribution of items or materials that are inappropriate for an educational setting (See Special Notes in [COSC](#))
Failure to comply with previously prescribed corrective strategies
False accusation
Fighting (minor)
Harassment (non-sexual or isolated)
Instigative behavior
Leaving school grounds without permission
Joining clubs or groups not approved by the School Board
Libel
Petty theft (under \$300.00)
Use of profane or provocative language directed at someone
Prohibited sales on school grounds
(other than controlled substances)
Possession of and/or use of tobacco products
or smoking devices. (See Glossary)
Slander
Vandalism (minor)

The principal or designee **must** select at least one of the following strategies from **PLAN II**. The use of appropriate strategies from previous PLAN may be used in conjunction with this PLAN.

Range of Corrective Strategies

PLAN II

Parent/guardian contact (See Special Notes in [COSC](#))

Resources: [Parent Academy](#)

School-based program that focuses on modifying the student's inappropriate behavior or promotes positive behavior

Corrective Strategies from Level I

Participation in counseling session related to the infraction Refer to outside agency/provider (See Special Notes in [COSC](#))

Refer to page(s) 43-48 for additional corrective strategies on the RtIB/MTSS

Recommendation for assignment in alternative setting:

School Center for Special Instruction (SCSI)

(See Special Notes in [COSC](#))

Assignment to "Student Success Center" [FM#6810](#) based on region approval for **serious or habitual** infractions (See Special Notes in [COSC](#)).

*Utilize **Request for Assignment to Student Success Center (SSC) Complete** [FM#7604](#) for all Level II infractions.

LEVEL III Behaviors are more serious than Level II because they endanger health and safety, damage property, and/or cause serious disruptions to the learning environment.

Behaviors

Offensive/Harmful Behaviors

Assault/Threat against a non-staff member

Breaking and Entering/Burglary

Bullying (repeated harassment)

(See Special Notes in [COSC](#))

Disruption on campus/Disorderly conduct

Fighting (serious)

Harassment (Civil Rights) (See Special Notes in [COSC](#))

Hazing (misdemeanor)

Possession or use of alcohol, unauthorized over-the-counter medications, drug paraphernalia, controlled substances and/or anything that alters mood or is used for mood altering (See Special Notes in [COSC](#))

Possession of simulated weapons

Sexting (1) (see page 35)

Sexual harassment (Special Notes in [COSC](#))

Trespassing

The principal or designee **must** select at least one of the following strategies from **PLAN III**. The use of appropriate strategies from previous PLANS may also be used in conjunction with this PLAN. Principals may authorize the use of **PLAN IV** for repeated, serious or habitual **Level III** infractions.

Range of Corrective Strategies

Plan III

Parent/guardian contact (See Special Notes in [COSC](#))

Resources: [Parent Academy](#)

Corrective Strategies from Level I & II

Participation in counseling session related to the infraction

Refer to outside agency/provider (See Special Notes in [COSC](#))

Permanent removal from class (placement review committee decision required)

Recommendation for assignment in alternative educational setting:

"Student Success Center" Complete [FM#6810](#)

*For repeated, serious, or habitual Level III infractions: "Student Success Center" pending outcome of expulsion request.

LEVEL IV Behaviors are more serious acts of unacceptable behavior than Level III. They seriously endanger the health and well-being of others and/or damage property.

The principal or designee **must** use the following strategies from **PLAN IV**. The use of appropriate strategies from previous PLANS may also be used in conjunction with this PLAN.

Behaviors

Dangerous or Violent Behaviors

Battery against a non-staff member

Grand theft (over \$300.00)

Hate crime

Hazing (felony)

Motor vehicle theft

Other major crimes/incidents

Intent to sell and/or distribute alcohol, unauthorized over-the-counter medications, drug paraphernalia, controlled substances and/or anything that alters mood or is used for mood altering

Sale and/or distribution of alcohol, unauthorized over-the-counter medications, drug paraphernalia, controlled substances and/or anything that alters mood or is used for mood altering
(See Special Notes in [COSC](#))

Sexting (2) (See pages 35 in [COSC](#))

Sex offenses (other)

(including possession and/or distribution of obscene or lewd materials)

Range of Corrective Strategies

Plan IV

Parent/guardian contact (See Special Notes in [COSC](#))

Participation in counseling session related to the infraction

Refer to outside agency/provider (See Special Notes in [COSC](#))

Recommendation for assignment in alternative educational setting:

"Student Success Center" Complete [FM#6810](#)

Recommendation for expulsion and temporary assignment in **"Pathways"**
Complete [FM#7603](#)

(See **Pathways** Assignment Procedures)



LEVEL V Behaviors are the most serious acts of misconduct and violent actions that threaten life.

Behaviors

Most Serious, Dangerous, or Violent Behaviors

Aggravated assault

Aggravated battery against a non-staff member

Armed robbery

Arson

Assault/Threat against M-DCPS employees or persons conducting official business

Battery or Aggravated battery against M-DCPS employees or persons conducting official business (See Special Notes in [COSC](#))

Homicide

Kidnapping/Abduction

Making a false report/threat against the school
(See Special Notes in [COSC](#))

Sexting (3) Offense (See page 36 in [COSC](#))

Sexual battery

Possession, use, sale, or distribution of firearms, explosives, destructive devices, and other weapons.
(See Special Notes in [COSC](#))

The principal or designee **must** use the following strategies from **PLAN V**. The use of appropriate strategies from previous PLANS may also be used in conjunction with this PLAN.

Range of Corrective Strategies

Plan V

Parent/guardian contact (See Special Notes in [COSC](#))

Participation in counseling session related to the infraction

Refer to outside agency/provider (See Special Notes in [COSC](#))

Recommendation for expulsion and temporary assignment in "Pathways"

Complete [FM#7603](#)

(See Procedures for Placement in "Pathways")

