

# GLO Lab Referral for Behavioral Intervention for C/D offenses

*Repeated low-intensity behaviors that are prohibited on campus that may escalate to serious behaviors*

Teacher: \_\_\_\_\_ Student: \_\_\_\_\_

Date: \_\_\_\_\_ Period: \_\_\_\_\_ Time: \_\_\_\_\_ Grade: \_\_\_\_\_

## Classroom Interventions:

- Implemented a classroom behavior contract or behavior support plan (BC or BSP)
- Sent home syllabus that described classroom expectations
- Home-School Notebook used by teacher for current behavior on \_\_\_\_\_
- Phone call to parent for current behavior on \_\_\_\_\_
- E-mailed parent about current behavior on \_\_\_\_\_
- Other interventions: \_\_\_\_\_

*(\*Parent contact does not have to be made BEFORE student is sent to Learning Lab. Attempt to make a contact within 24 hours of the referral and record that contact in the lotus notes parent contact log. Document C/D offenses on the C & D Referral form and distribute as instructed on those forms.)*

- **Insubordination – disregard or refusal to obey an order which a teacher is entitled to give**
- **Classroom Disruption – student engages in low-intensity, inappropriate disruption**
- **Abusive Language - verbal messages that use words in an inappropriate way and may include but is not limited to swearing, name-calling, or profanity**

### Choose the infraction that best describes the reason for this referral. Complete requested information.

- \_\_\_ Insubordination:  
What was the directive? \_\_\_\_\_  
What was the student response? \_\_\_\_\_  
How did this disrupt the class? \_\_\_\_\_
- \_\_\_ Classroom Disruption:  
Describe the behavior: \_\_\_\_\_  
How did this disrupt the class? \_\_\_\_\_
- \_\_\_ Abusive Language:  
Describe the behavior: \_\_\_\_\_  
How did this disrupt the class? \_\_\_\_\_
- \_\_\_ Personal electronic device: student refuses to hand over the contraband to teacher (insubordination)  
Describe the behavior: \_\_\_\_\_  
How did this disrupt the class? \_\_\_\_\_
- \_\_\_ **Dress Code Violation – Student is out of uniform or uniform has been altered – SEND TO OFFICE**

\_\_\_ **Teacher requests that student be counseled.**  
Student may return if student is able to comply with teacher expectations.

\_\_\_ **Teacher requests that student be kept in Lab for the period due to repeated incidences or due to the severity of the disruption. Counseling requested.**

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

Intervention: \_\_\_\_\_

Student was: \_\_\_\_\_ Counseled and returned to class at \_\_\_\_\_ (Time)\*  
\_\_\_\_\_ Counseled and kept in Lab for period

**\*Student returned to class MUST present this completed form to the teacher**

## **Tardy / Class Cut Policy**

**On time to class – in class before the tardy bell rings**

**Tardy to class – after the tardy bell, but with a note from another teacher, counselor, or administrator**

**Cutting class – after the tardy bell or out of class without written permission from the teacher or other authorized staff**

**Expectation: Students are expected to be in class on time**

### **Tardy to Class**

If a student comes to class late with a pass from another teacher, counselor, or an administrator, the student should be admitted and marked tardy.

Students who are not in class by the tardy bell will go directly to the GLO lab for the duration of that class period.

### **Cutting Class**

Students who are out of class after the tardy bell are considered to be “cutting class.” Students who cut class will be counted as an unexcused absence. Parents will receive an automated call for the absence from class. Students will be sent to the GLO lab for the duration of that class period.

Students out of class without proper passes will be processed as cutting class. Students who cut class will be counted as an unexcused absence from class. Parents should receive an automated call for the absence from class. Students will be sent to the GLO lab for the duration of that class period.

