

AUSD Positive Behavior Expectations and Discipline Matrix



CA Education Code Section 48900 and 48915 states that school districts must notify the parents/guardians of all pupils registered in schools of the district's expectations pertaining to student discipline. CA Education Code Section 35291.5 authorizes each school to develop discipline expectations and procedures. Schools shall provide this information in writing to continuing pupils at the beginning of each school year and to any other pupils. And their parents/guardians at the time of enrollment.

TABLE OF CONTENTS

[INTRODUCTION](#)

[SHARING RESPONSIBILITY](#)

[MULTI-TIERED SYSTEMS OF SUPPORT \(MTSS\):](#)

[RESTORATIVE PRACTICES](#)

[CLASSROOM MANAGED BEHAVIORS VS. OFFICE MANAGED BEHAVIORS](#)

[RESPONSE TO HATE SPEECH & ACTS](#)

[DISCIPLINARY RESPONSE DEFINITIONS](#)

[DISCIPLINE AND STUDENTS WITH DISABILITIES](#)

[REQUIRED ACTIONS](#)

[OTHER MEANS OF CORRECTION \(OMC\) OR ALTERNATIVES TO SUSPENSION](#)

[DISCIPLINE PROTOCOLS](#)

[EDUCATION CODE 48900 \(k\) OFFENSES](#)

[ELEMENTARY BEHAVIOR MATRIX](#)

[SECONDARY BEHAVIOR MATRIX](#)

[GLOSSARY](#)

INTRODUCTION

AUSD Vision: Each and every child is compassionate, confident, and feels successful, academically prepared, and able to make meaningful, positive impact in their lives, the lives of others, and the world around them.

AUSD Mission: Alameda Unified School District is committed to upholding our community's core values of equity and excellence for every student by providing inclusive and safe conditions for learning that challenge and support every student to be culturally competent and prepared for college, career, and community participation.

AUSD Guiding Principles:

- We believe there is value in diversity, and that by providing equitable educational opportunities for all students, everyone can succeed.
- We believe that education should be student-centered and focused on the whole child.
- We believe that social, emotional, and mental well-being are crucial to the success of students.
- We believe that inequities exist within our current educational system and that it is our responsibility to diminish them.
- We believe that students deserve the opportunity to explore and pursue their interests and that it is the responsibility of employees to support them in this.
- We believe that clear and transparent communication with stakeholders is vital to the success of students.
- We believe that staff and administration should work alongside stakeholders to ensure that students are being given the services they need and are being challenged appropriately.

The Alameda Unified School District is committed to providing a quality educational environment that is safe, secure, and positive. This document explains the enforcement of school expectations and procedures as they apply to student behavior:

Per BP 5144 (Discipline): *The District and staff are committed to establishing positive learning environments that ensure that all students have access to a quality education. The District recognizes that a key aspect of maintaining a healthy and safe environment is establishing order and maintaining discipline in our schools. This goal can only be achieved through the cooperative efforts of our school personnel, students, parents, guardians, and our community.*

The District believes that developing strong relationships with families is the first step in establishing safe and healthy schools. The District and staff desire to work collaboratively with families to establish positive relationships that aid in the development and achievement of all students. School staff members are encouraged to contact parents early in the school year to proactively establish positive school-home communication and throughout the school year to share student successes and challenges and develop plans to help students have access to a quality education.

The District is committed to eliminating disparity in school discipline with respect to its under-served populations by reducing the number of referrals, suspensions, and expulsions. The staff will engage in restorative practices that enhance school culture and improve discipline systems to address equity.

The Positive Behavior Matrix is developed for all schools within Alameda Unified School District and establishes a uniform discipline code for the district. Additionally, the Positive Behavior Matrix outlines the Other Means of Correction (OMC) and interventions that school sites may use, as well as consequences that may be issued for inappropriate behaviors. Interventions and consequences are most effective with students when they deal directly with the problems fairly, impartially, and equitably and are culturally responsive. Therefore, the AUSD Positive Behavior Matrix provides schools with supportive responses to behavior practices.

Each administrator must consider several factors in determining the appropriate interventions, OMC's, and consequences to correct appropriate student behaviors. These factors include, but are not limited to:

- Age, health, and maturation of the student
- Cultural considerations
- Behaviors that may be related to a student's disability (IEP or Section 504)
- Student's understanding of the impact of their behavior
- Student's willingness to repair the harm caused by their behavior
- Seriousness of the behavior offense and the degree of harm caused
- Impact of the incident on overall school community
- Whether the student's violation threatened the safety of any student or staff member
- The likelihood that a lesser intervention, consequence or OMC would adequately address the violation.

When parents, students and staff are aware of our mutual responsibilities, we can effectively promote positive student participation in learning programs of our District.

Parent Involvement

The Alameda Unified School District Board of Education encourages harmonious, constructive working relationships with individual parents as well as parent/teacher/student organizations in each school. AUSD will continue to encourage and welcome the fullest participation in these groups by all parents, teachers, students, and administrators of each school.

Disciplinary Policy

AUSD subscribes to the principle that discipline should be viewed as a positive concept. In exercising discipline, the ultimate goal should be to help each student develop self-control and self-discipline. AUSD believes in the principle that a student grows from dependence to independence. As students grow toward independence, acceptable behavior includes respect for constituted authority, respect for the rights of others, and development of high personal standards. It is therefore an obligation of the schools to provide experiences which lead toward a student's self-discipline and independence.

AUSD recognizes its responsibility to provide an orderly environment that is conducive to the development of self-discipline and academic achievement. An individual who fails to develop sufficient self-discipline to function properly in a classroom constitutes an impediment to the progress of their classmates. In that event, it is the responsibility of the educators to protect the rights of all students to an education.

The best alternative to suspension is prevention. Alternatives to suspension are utilized with all students in a consistent and age-appropriate manner with an emphasis on teaching and learning the skills necessary to enhance a positive school climate. No student shall be suspended or expelled for willful defiance.

SHARING RESPONSIBILITY

We believe that a positive and productive learning community is created through trust and accountability for all of its members. With that in mind, we ask all of our students, parents, and staff members make a commitment to the following actions:

The Student is responsible for:

1. Maintaining high personal standards for empathy, compassion, patience, and self-advocacy
2. Sharing with school staff when they feel uncomfortable or threatened; telling school staff about any dangerous behavior of bullying
3. Assuming responsibility for the proper use and respect for property
4. Respecting and meeting school expectations and regulations
5. Pursuing to the best of their ability the educational opportunities made available
6. Avoiding distractions, refrain from using personal electronic devices (phones, earbuds, smart watches, etc) during instructional time.
7. Avoid participation in any activity or event that may intentionally or unintentionally cause harm to themselves or others
8. Refraining from the use of hate speech, acts of disrespect towards other cultures, and speech/acts that are meant to intimidate or denigrate students in relation to their class/race/religion/sexual orientation/gender, etc.

The Guardian is responsible for:

1. Familiarizing themselves with District policies and school expectations and regulations and partnering with the school to support their student's behavioral needs and the implementation of the Positive Discipline Matrix.
2. Ensuring their student attends school regularly and on time, having adequate sleep and nutrition, practicing proper personal hygiene, and providing overall support for healthy habits.
3. Establishing and maintaining positive relationships with everyone on campus
4. Encouraging their child(ren) to be friendly to peers and hold one another accountable for respectful interactions.
5. Maintaining an open dialogue about digital citizenship and healthy use of technology. This includes ensuring that the student is using their personal and school devices responsibly, consuming or creating positive and affirming social media, and setting healthy limits and habits.
6. Sharing with school staff when they feel that their child(ren) feel uncomfortable or threatened
7. Seeking resources to help their child(ren) if needed
8. Cooperating with school personnel in carrying out appropriate disciplinary practices when such action is necessary.
9. Making provisions for off-campus supervision for the student in the case of suspension, illness or accident.

School Staff is responsible for:

1. Seeing that students are aware of and understand behavior expectations and regulations regarding behavior expectations, and also model these expectations
2. Using culturally appropriate strategies, Positive Behavior Intervention Supports, and/or Restorative Practices in their classrooms to fairly and consistently enforce school expectations and District policy related to discipline
3. Communicating concerns and partnering in supports needed related to behavior with the parent/guardian
4. Implementing tiered behavior supports and reporting promptly any continuing student behavior problem to appropriate administrative personnel
5. Inviting a parent/guardian to attend classes to monitor and observe student behaviors and interactions.

The Principal - Administrator is responsible for:

1. Supporting teachers in performing their duties within the framework of this policy, listed above.
2. Providing leadership that will establish, encourage and promote good teaching and an effective learning environment
3. Establishing school expectations and regulations that conform with the District discipline policy to ensure an educational program free from disruption for all students.
4. Enforcing the District and school site discipline policy and school expectations consistently and fairly
5. Communicating to parents/guardians, staff, and students about established District policies and school expectations regarding positive student behavior and discipline.

The Superintendent is responsible for:

1. Establishing procedures to carry out this policy and holding school personnel responsible for the proper execution of the procedures.
2. Supporting school personnel in the performance of their duties within the framework of the Board's policy.

All District and Site Administrators are committed to utilizing tiered interventions and disciplinary supports and consequences that are consistent, fair, age-appropriate, take into account cultural considerations, take into account behaviors that may be related to a disability, the seriousness of the behavior offense and the degree of harm caused, and the willingness of the student to repair the harm caused by their behavior.

AUSD has a healing-centered vision. The primary goal of the District is to be a trauma-engaged and culturally-responsive school district. Which means not only understanding and being aware of trauma, but proactively promoting collective healing as a whole school system while responsively meeting the individual wellness needs of each student (trauma-engaged) and centering equity in healing by recognizing a broad understanding of trauma (including historic and generational trauma), and affirming all cultures in the healing process (culturally-responsive).

AUSD does not encourage exclusionary discipline, especially if a lesser intervention, consequence, or other means of correction will adequately address the violation. The best alternative to suspension is prevention. Other means of correction or alternatives to suspension are utilized with all students in a consistent and age-appropriate manner with an emphasis on teaching and learning the skills necessary to enhance a positive school climate.

Multi-Tiered Systems of Support (MTSS):

Per [Board Policy 5144](#):

The Board desires the adoption of a Multi Tiered System of Support to facilitate a consistent approach for positive, prosocial behavior management. The District expects teachers to attempt interventions prior to making a referral out of the classroom except where suspension for a first offense is permitted or mandated by law.

Each school is responsible for incorporating a Multi Tiered System of Support (MTSS) wherein schools provide a tiered system of academic and behavioral supports to enable all students to equitably access the core curriculum. Each school site will incorporate these practices... to reduce referrals and suspensions through proactive intervention, positive behavioral support, restorative practices, and other non-punitive approaches to discipline.

What are Multi-Tiered Systems of Support? (MTSS)

MTSS is a framework that our schools use to provide targeted support to all students. The framework supports academic growth and achievement, but it also supports many other areas of a student's well-being such as behavior, social and emotional needs, and absenteeism. Learn more about our systems of support here:

■ [AUSD Student Supports Brochure 2022.pdf](#)

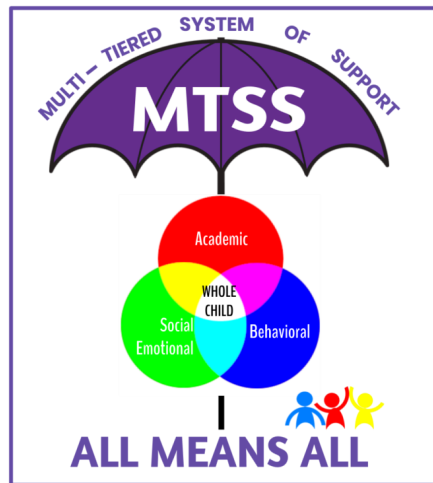
How is MTSS designed to support students?

Tier 1: Universal – All students receive these supports

Tier 1 encompasses the whole school with core instruction and essential interventions as the largest tier and the entire framework's foundation. This structure helps to build positive relationships between staff and students. It includes proactive classroom management strategies aimed at creating a supportive atmosphere. Students who do not respond to this instruction and embedded interventions may move into Tier 2.

Tier 2: Secondary – Small groups of students needing additional support

Some students need a little extra assistance in meeting academic and behavioral goals, and it is in Tier 2 that this help is provided. Often these interventions and supports are delivered in small group settings and are determined and monitored by the school's Coordination of Services Team (COST).



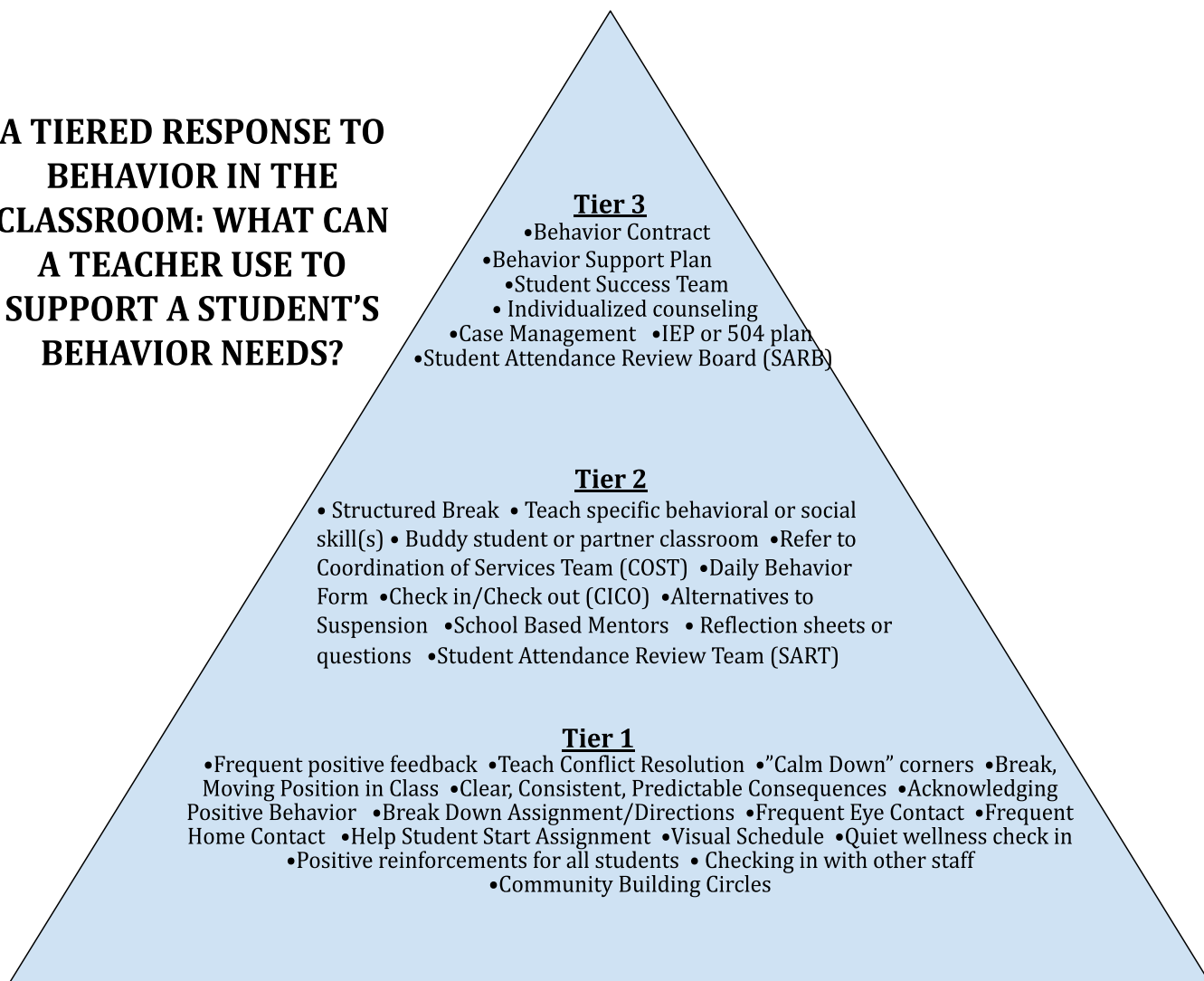
Tier 3: Tertiary – Individual students needing additional support

A subset of students has significant challenges that do not respond to the interventions and supports in Tier 1 or Tier 2. Tier 3 gives these students individualized support and can include outside agencies such as behavioral counselors or family therapists.

How does MTSS connect to AUSD's positive behavior expectations and discipline matrix?

AUSD utilizes Positive Behavior Interventions & Supports as well as Restorative Practices as part of our Tier 1 (universal) behavior system. That means, all students will have behavior expectations taught, modeled and acknowledged. Restorative Practices are utilized to build and repair relationships when behavior expectations are not met. A tiered approach can also be used to respond to behavior needs in the individual classroom.

A TIERED RESPONSE TO BEHAVIOR IN THE CLASSROOM: WHAT CAN A TEACHER USE TO SUPPORT A STUDENT'S BEHAVIOR NEEDS?



In Alameda Unified School District, we believe that students should be partners in their learning and that teachers and families should be in continual conversation about needed supports.

We have created age-appropriate tools that teachers, students, and families can use to be in conversation *with* one another about the kind of tiered support that would most benefit the student.

Here are a few examples:

- ☰ Tier 1/2 Classroom Supports Checklist: Students Gr. K-5
- ☰ Behavior Reflection Form & Contract
- ☰ AUSD Behavior Support Plan template

RESTORATIVE PRACTICES

What are Restorative Practices?

Restorative practices are all about building community and strengthening relationships. They represent a positive step forward in helping all community members learn to resolve disagreements, take ownership of their behavior, and engage in acts of empathy and forgiveness. Restorative approaches are based on the idea that when we feel part of a supportive community, we respect others in that community and become accountable to it.

How are Restorative Practices different from traditional discipline?

Restorative practices focus on resolving conflict and healing harm. It seeks to address the root cause behind an individual's behavior rather than treating the behavior as an isolated symptom and punishing it out of context or judging the student as good or bad based on an isolated incident. Some examples of Restorative responses to behavior needs are mediation, formal apology (written or verbal), social action or service assignment, personal development opportunity or assignment, teacher/student agreement, and Tier 2 (small group) intervention support.

Traditional Discipline Paradigm	Restorative Discipline Paradigm
What rule was broken?	What harm occurred and how has it impacted our relationships?
Who broke it?	What needs and obligations have arisen from the harm?
How do we punish them?	What harm occurred and how has it impacted our relationships?

What Restorative Practices are...	What Restorative Practices are NOT...
High expectations and accountability are central to RP. Community members are held responsible for their actions and are required to take an active role in repairing the harm caused by their behavior.	A "soft response" to behavior or consequence-free
Restorative Circles are healing and might feel therapeutic, but they are not therapy and do not require training as a therapist. RP is really about modeling how to have equity of voice, share control, and practice empathetic listening.	A form of therapy
Restorative Practices allow for all community members to express how they are being impacted by a behavior and what they need to be able to be forward.	Disempowering for those impacted by problematic behavior
Restorative Practices may take time up front because it is relational, and building relationships takes time. Ultimately, students gain the self-awareness, skills and self-control to make more responsible decisions and resolve their own conflicts, thus requiring less adult intervention.	Time/labor-intensive
Restorative Practices go well beyond circles. They are actually a collection of tools and practices for developing and maintaining a respectful, inclusive community.	Simply sitting in circles

How are Restorative Practices used in the classroom?

1. Regularly holding classroom community circles. These can either be content-specific or general community-building circles with questions like, “Where do you see yourself in ten years?”
2. When responding to a conflict or need: Asking a student to recount what happened, listening to them as they discuss their emotions and thinking and working to create a mutual plan of action for making the situation right again is a core Restorative Practice.
3. Incorporate the entire class when determining potential responses to a problem. Bringing student voice into the decision-making process will likely result in a greater understanding of how actions affect the classroom as a whole.

How are Restorative Practices used by site administrators?

1. When responding to a conflict or need: Asking a student to recount what happened, listening to them as they discuss their emotions and thinking and working to create a mutual plan of action for making the situation right again is a core Restorative Practice.
2. Determining appropriate consequences, ideally in partnership with those impacted by the behavior, for problematic behavior.
3. Co-constructing with student/family meaningful next steps that allow for re-teaching of behavior or an otherwise educative experience for the student.



Why does AUSD utilize Restorative Practices instead of punitive and exclusionary discipline?

We want all of our community members to be supported in taking responsibility for their behavior, and we want our discipline procedures to be a learning process and responsive to the needs of the community. **The person who caused harm has a chance to truly understand the impact of their actions, to be heard and understood themselves, to repair the harm, and to be welcomed back (restored) to the community.** That can have a far more positive and lasting effect on a person than punishment or exile.

RP Welcome Back Re-Entry Support Plan In addition to building an equitable and productive community, these practices help students acquire valuable social and emotional skills. Students practice listening with empathy; constructively communicating needs; problem-solving; honoring and embracing differences in opinion, perspective, and experience; and taking responsibility for personal feelings and actions to repair harm. With regular engagement in ongoing dialogue and reflection, students also build leadership, facilitation, and critical thinking skills. **You can view the Restorative Questions used with students here:** **Restorative Questions for Students** .

If you would like to see Restorative Practices in action [this video](#) shows two elementary students who attend Edna Brewer in Oakland Unified resolve a physical altercation that they had in a meaningful, positive, restorative way.

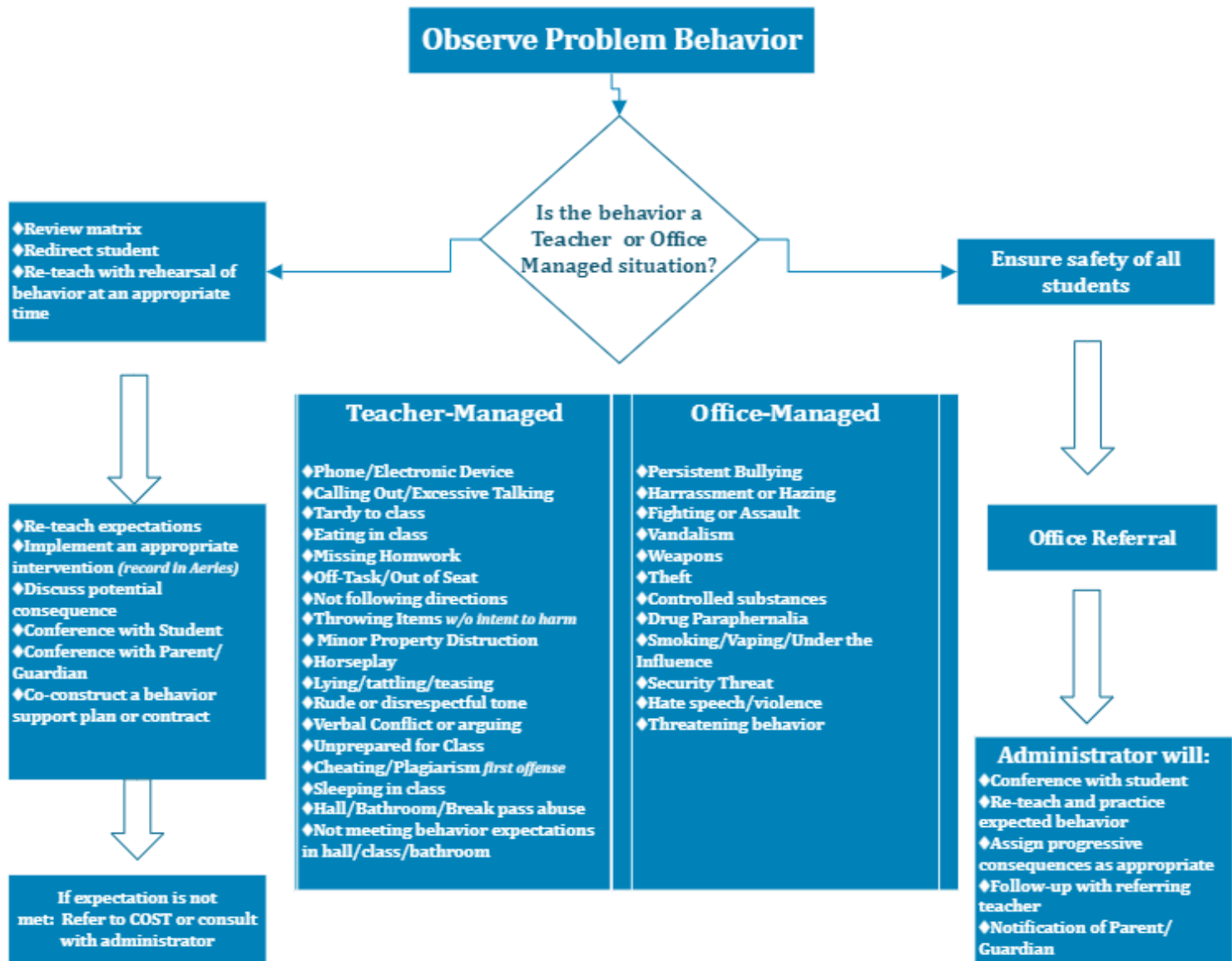
Classroom & Office Managed Behaviors & Interventions Table

These interventions aim to reinforce positive behavior so that students may learn and demonstrate self-control, have empathy for others, and engage in positive school involvement. Teachers are encouraged to try a variety of teaching and classroom management strategies.

Teacher/Classroom Managed Behaviors <i>(opportunities for teachable moments)</i>	Tier 1 Universal Interventions for all students
<ul style="list-style-type: none"> • Phone/Electronic device • Calling out/Excessive talking • Tardy to class • Eating in class • Missing Homework • Off task, out of seat, • Not following direction • Throwing items (without intent to harm) • Minor property destruction • Horseplay • Lying/tattling/teasing • Rude or disrespectful tone • Verbal conflict or arguing • Unprepared for class • Sleeping in class • Cheating/plagiarism (first offense) • Hall/Bathroom/Break Pass abuse • Not meeting behavior expectations in hall/class/bathroom 	<ul style="list-style-type: none"> • Private, positive conference with student (building positive relationship) • Seat change • Correction & Redirection: Re-state expectations in a short and positive manner • Modeling replacement behavior • Buddy Classroom: student reflects in another classroom and is allowed extended time away • Parent/Guardian contact (phone or email) • Parent/Guardian accompanies student in class • Daily/Weekly progress report for behavior • Increase positive acknowledgement and recognition (PBIS tickets) • Goal-setting and reflection with student • Provide student with breaks • Develop and use cueing systems to prompt student to engage in positive behavior • Other <p style="text-align: center;"><i>If multiple interventions are not successful, refer to COST or consult with Administrator</i></p>

Office Managed Behavior <i>(involve school and student physical or emotional safety)</i>	Possible Interventions <i>(after Administrator conferences with student)</i>	Possible Consequences <i>(after ensuring due process)</i>
<ul style="list-style-type: none"> • Persistent Bullying • Harassment or hazing • Fighting or assault • Vandalism • Weapons • Theft • Controlled Substances • Drug paraphernalia • Smoking/vaping/under the influence • Security threat • Hate speech/violence • Threatening behavior 	<ul style="list-style-type: none"> • Restorative Practices (affective statements, listening circles, etc..) • Peer Mentoring/Conflict Resolution • Parent/Guardian Teacher Conference • Check in/Check out (CICO) • Referral to counseling • Other: <i>See Other Means of Correction Chart</i> 	<ul style="list-style-type: none"> • Exclusion from Extra Curricular Activities (10 school days) • Restitution • Detention • In-School Suspension • Suspension • Other: <i>See Other Means of Correction and Discipline Matrix</i>

Classroom Managed Behaviors vs. Office Managed Behaviors Flow Chart



RESPONSE TO HATE SPEECH & ACTS

Superintendent Addresses Hate Speech in our School Communities

Excerpts from the above linked message:

*"Expressions intended to unsettle, frighten, or assault the psychological safety of [any] community member are unacceptable in all forms. Whether those expressions are anti-black, antisemitic, or feature components of any other form of prejudice, we will both condemn this behavior and address it with every consequence that state and local policies allow. **From a discipline standpoint, students need to be taught why hate speech is wrong.***

While a hard line on this issue is appropriate, it does not mean that we will abandon our function as educators and we will continue to utilize Restorative Practices and educational components as many of our educators already do in our ethnic studies courses, in a cross section of our social studies offerings, advisory periods, and a variety of assigned literature and projects."

REMEMBER: In each scenario, context and situational nuance matter. Due process and investigation of the incident will determine the level of harm and specific response. Harm levels are further explained on pages 21 and 29.

<p><u>Example Scenarios (Harm Level 1)</u> <i>*This could be inappropriate jokes or teasing.</i></p> <p>Elementary students of mixed ethnicities playing on the playground are calling each other names, like "King Kong", "Dora the Explorer" or "Mulan".</p> <p>A group of BIPOC secondary students are using the "N" word while laughing and joking with one another.</p>	<p><u>POSSIBLE Responses (not an exhaustive list)</u></p> <ul style="list-style-type: none"> ● Hold a Restorative dialogue between the students, including someone from the maligned affinity group - <i>this is a teachable moment</i> ● Partner with families around continuing education ● Include the students in school-wide campaigns or efforts aimed at reducing harmful language
<p><u>Example Scenario (Harm Level 2)</u> <i>*This could look like students continuing to use offensive and inflammatory language after correction/education/teachable moments..</i></p> <p>A large group of middle school students are using the phrase "that's so gay" while joking around with one another. These students do not identify as LGBTQ+. They continue to use the term "gay" even after education, or they use the term knowing there is a nearby group of LGBTQ+ students that can hear them.</p>	<p><i>These are possible Ed. Code 48900.3 violations that could lead to exclusionary discipline (4th-12th grade only). Mandatory restorative re-entry or other means of correction after suspension.</i></p> <ul style="list-style-type: none"> ● Notify family members about what's happening and partner with them on next steps ● Facilitate a Listening circle involving the students and maligned affinity group members ● Ask students to interview adults on campus about the harmful effects of hate speech on the community and have them share findings with Culture and Climate team
<p><u>Example Scenarios (Harm Level 3)</u> <i>*These are egregious and malicious words and/or acts of hate violence.</i></p> <p>A high school student draws swastikas on a Jewish peer's assignment.</p> <p>An African-American student has a noose made of paper towels placed on her desk. It is unknown who placed the noose on the desk.</p>	<p><i>These are Ed. Code 48900.3 violations that would lead to exclusionary discipline (4th-12th grade only). Mandatory restorative meeting or other means of correction after suspension.</i></p> <ul style="list-style-type: none"> ● Hold a formal Restorative Conference, inclusive of victim, offender, guardians, and other impacted parties (the victim will be empowered to determine if this is an option) ● Facilitate a whole-class Listening Circle inclusive of Fair Process engaging students in tangible ways to repair the harm caused

DISCIPLINARY RESPONSE DEFINITIONS

In certain circumstances, disciplinary responses that remove students from the classroom or school environment may be necessary. In these cases, the goal is to make sure that students receive educational services, learn alternative behaviors, and work to repair any harm they may have caused. These responses could include:

Detention: Detention is a consequence, usually consisting of sitting and working quietly, for a specified amount of time outside of school hours or during break times within the day.

Loss of Privilege: Removal of a school privilege for cause of action committed on school property, during lunch break of campus, or at a school sponsored event. Privileges include but are not limited to: after school activities, school rallies, school dances, Prom and other extracurricular activities.

Structured Recess: A regularly scheduled period in the school day of physical activity and play that is monitored by trained staff or volunteers.

Timeout/Buddy Class: A procedure in which a student is briefly removed from an environment that is reinforcing inappropriate behavior, and placed in a safe space that is not reinforcing behavior.

Teacher Issued Suspension (Class Suspension): Per CA Ed Code 48910, a teacher may suspend a student from their class for up to 2 days, including the day of the incident. The Teacher must contact the parent/guardian, set up a parent/guardian conference, and arrange to have work for the student to do in an in-school alternate setting. The teacher is responsible for collaborating with the site administrator to determine the most appropriate alternate setting.

Out of School Suspension: The removal of a student from school for up to but not more than 5 school days.

Extended Suspension (Expulsion Recommendation): The removal of a student from his or her regular school program by the Superintendent of designee for not more than 20 school days. A student may only be recommended for expulsion if Education Code criteria has been met regarding 48900 (a-t), 48915 (a)(1)(A-E), or 48915 (C). For such referrals, the student's behavior has seriously endangered the health, welfare or safety of other students or school personnel; or the student's continued presence in the school constitutes a significant safety risk. An expulsion may include the current and following semester or the totality of one school year. Specific legal provisions must be followed for students with Section 504 plans and IEPs.

Alternative Educational Placement: Applicable students will be placed in alternative educational settings while serving an expulsion for behavior that has seriously endangered the health, welfare, or safety of other students or school staff. Students serving an expulsion are not permitted to receive instruction in the comprehensive campus or program within the school district where the behavior occurred. Students serving a full expulsion are referred to educational programs and schools operated by Alameda County Office of Education for the duration of the expulsion term.

Interim Alternative Educational Setting (only legal in very specific circumstances for a student with an IEP): This setting can be inside or outside a school that enables students with IEPs to continue to progress in the general curriculum and to continue to receive special education related services and accommodations needed to meet the goals of their IEPs.

STUDENTS WITH DISABILITIES

All District and Site Administrators are committed to utilizing tiered interventions and disciplinary supports and consequences that take into account behaviors that may be related to a student's disability.

Suspension of students with exceptional needs requires that the school administrators and Section 504 or IEP team members understand the limits of suspension of students with disabilities, requirements for plan review following suspension, and other means of correction (alternatives to suspension).

Limits of Suspension of Students with Disabilities

As noted previously, the principal of the school, the principal's designee, or the superintendent of schools may suspend a pupil from the school for any of the reasons enumerated in CA Ed Code 48900. An individual with exceptional needs may be suspended for up to, but not more than five (5) consecutive school days. The student may be suspended for up to 10 days before an IEP or Section 504 team manifestation determination meeting is required. The student can be removed for more than 10 days for separate acts of misconduct, as long as the removals do not constitute a pattern. During any removal of more than 10 days the school must provide services to the extent determined necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals on his or her IEP.

Section 504 or IEP Review Following Suspension

A Section 504 or IEP meeting is not required prior to suspending a student with a disability for up to 10 days in a school year. However, it is recommended that the team should meet to review a pupil's placement and program when the pupil is experiencing serious discipline problems leading to multiple suspensions. It is required that the team conducts a manifestation determination review when a pupil's suspensions total 10 days. The team must determine how the student will receive FAPE on the 11th and any subsequent days of suspension. The team will also determine if additional assessment is needed, if the misconduct was caused by, or had a direct and substantial relationship to the pupil's identified disability, and if the pupil is appropriately placed.

According to CA Education Code 48900.5: *a suspension shall be imposed only when other means of correction fail to bring about proper conduct. A superintendent or principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a student subject to discipline under this section. However, a student, **including an individual with exceptional needs as defined in §56026**, may be suspended for any of the reasons enumerated in §48900 upon a first offense, if the principal or superintendent of schools determines that the student violated subdivision (a), (b), (c), (d), or (e) of §48900 or that the student's presence causes a danger to persons or property or threatens to disrupt the instructional process.*

More information can be found here: [**F3-Discipline- Students and SpecEd.pdf**](#)

REQUIRED ACTIONS

For every potential education code violation, the following courses of action MUST be done:

- De-escalate student, attempt to identify root or ancillary cause for behavior, reteach identified behavior skills, facilitate student re-entry to class/school without formal discipline (*if possible*)
- Conduct a thorough investigation and ensure due process
- Review discipline history to determine if there were prior occurrences of the behavior
- Document current incident in Aeries, along with the discipline decision.
 - If this was a suspendable offense and the student was not suspended, other means of correction must be documented in Aeries.
- Hold Welcome Back meeting with student if suspended (upon return to class/school)

In accordance with Education Code 48911:

All home suspensions shall be preceded by an informal conference conducted by the principal or the principal's designee, the pupil, and whenever practicable, the teacher or supervisor or school employee who referred the pupil to the principal. At this conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. At the time of the suspension, a school employee shall make a reasonable effort to contact the pupil's parent or guardian in person or by telephone, and the parent or guardian shall be notified in writing of the suspension within 24 hours.

OTHER MEANS OF CORRECTION (OMC) OR ALTERNATIVES TO SUSPENSION

The key to reducing suspensions and expulsions is implementing a proactive, preventive schoolwide Multi-Tiered Systems of Support (MTSS) Framework and a robust set of strategies for other means of correction (OMC). This promotes the teaching, modeling, and acknowledgment of expected behaviors for all students to develop the social-emotional, mental, and academic success of the whole child, whole classroom, whole school, and whole community.

Healing-centered practices create safe spaces, establish predictability, build a sense of trust, offer choices and help students and adults stay regulated. School and district staff must work to acknowledge and address these unconscious biases about the decisions they make and recognize their own triggers. It is only when someone is calm or regulated, that they are able to form trusting relationships or relate, and access their ability to understand, think, and reflect or reason. Prior to responding to a behavior, school staff should ask themselves:

- Am I okay?
- Am I having an emotional response to this?
- How might my lived experience or biases impact my decision making at this moment?
- What might be the function or reason for the student's behavior?

The following table provides alternatives to suspension or other means of correction where students remain engaged in their school community, while reflecting and learning from their mistakes. These suggestions are intended to provide guidance and are not inclusive of all possible alternatives or other means of correction. Other means of correction, when implemented with fidelity, can reduce suspensions, recurrence of problem behaviors, and create a safe, healthy, welcoming, and affirming school community.

Note: For any OMC applied, a clear goal should be established in partnership with the student and family, with progress monitoring to determine the effectiveness of the supportive measure, response, or intervention.

Other Means of Correction	Description	Suggested Strategies	Participants
Brief Intervention Class/Mini Course	Staff led units of self-study related to the student's challenging behavior. These minicourses should be designed to teach students about self-awareness of the specific behavior exhibited and should be taught during the academic day.	<ul style="list-style-type: none"> • Mindfulness activities • Self-management strategies • Healthy coping skills • Conflict Resolution techniques • District adopted SEL programs 	<p>Desired: Teacher/Staff, student</p> <p>Optional: Admin or designees, site support staff, guardian</p>
Social Action or Service	A student completes an act of service that is commiserate with the impact of the problem behavior (s). The goal is not to shame or punish, but rather to give the student an opportunity to heal or rectify any intended or unintended consequences of their actions.	<ul style="list-style-type: none"> • Campus beautification or supporting campus custodial staff • Schoolwide campaign (signage, videos, flyers) raising awareness of a connected issue • Assisting school teaching staff (ex: classroom mentor) • Participating in a school club or activity that leads to learning or engagement 	<p>Desired: School Staff, student, guardian</p> <p>Optional: Admin or designees, site support staff, custodial staff, campus assistants</p>
Referral to Counseling	Consult with COST, school counselor or other appropriate mental health staff when a student is exhibiting a pattern of challenging behavior. Collaborate to teach student replacement skills and offer strategies to decrease the behavior.	<ul style="list-style-type: none"> • Individual or small group counseling sessions with school-based mental health provider(s) • Substance Use Counseling • Extended services provided by an outside mental health professional • Referral to Family counseling services 	<p>Desired: Student, Counselor(s), guardian, school support staff</p> <p>Optional: Administrator or designee</p>
Teach Replacement Behavior, Behavior Agreement, Behavior Monitoring	Focus on increasing desirable behavior and replacing challenging behavior.	<ul style="list-style-type: none"> • Check-in/check-out • Adult mentor/monitor • School-to-home communication log • Reinforcement of targeted behavior (4:1 acknowledgement) • Behavior Contract • No Contact Contract 	<p>Desired: Student, Teacher(s) Counselor(s), guardian, school support staff</p> <p>Optional: Administrator or designee, paraprofessionals</p>
Educational Projects	Project meant to bring self-awareness and offer self-management skills by integrating learning objectives to address challenging behaviors.	<ul style="list-style-type: none"> • Project on a specific topic related to the incident (e.g., research the laws/rules associated with the incident) • Connect with community organizations for information • Interview trusted adults about impact of issue • Video or public service announcement • Partnership with student council, student leadership clubs, etc. 	<p>Desired: Student, teacher(s), guardian</p> <p>Optional: School support staff, paraprofessional(s)</p>

Other Means of Correction	Description	Suggested Strategies	Participants
Peer Mentoring or Mediating/Conflict Resolution	Peer mediators are trained to assist their classmates in developing communication, interpersonal, or conflict resolution skills.	<ul style="list-style-type: none"> • Involve older peers to help model and mentor • Restorative Circle or Dialogue 	<p>Desired: Student, teacher(s), student leaders,</p> <p>Optional: Guardian, admin or designee</p>
Personal Development Project	Student support team identifies an area of interest and links learning to a necessary skill for the student.	<ul style="list-style-type: none"> • Shadowing adult mentor or school staff • Participating in a community based organization's activity • College and career research, goal setting, long-term planning 	<p>Desired: Student, guardian, site support staff</p> <p>Optional: Community-based organization partner or liaison</p>
Reflective Task	Provide students with the time, opportunity, and structures to reflect on their challenging behavior and how it impacts their environment or community.	<ul style="list-style-type: none"> • Journaling • Create a story (e.g., written, visual, drawings, video) about their learning • Write a letter to yourself • Role play • Written or verbal apology 	<p>Desired: Student, teacher(s)</p> <p>Optional: Guardian, Administrator or designee, school support staff</p>
Restorative/Healing Centered Practices	Utilizing Restorative Practices in an effort to repair the harm and promote healing. The focus is on personal accountability and well-being for all affected.	<ul style="list-style-type: none"> • Guardian, teacher, student dialogue utilizing restorative questions • Conduct restorative circles or conferences • Follow-up support plan for those involved and co-constructed by the group 	<p>Desired: Student, teacher(s), school support staff, guardian</p> <p>Optional: Administrator or designee</p>
Loss of Privilege	Removing a desired activity or privilege as a consequence for challenging behavior. Co-construct the consequence and/or explain the reason for the decision with the student and/or family.	<ul style="list-style-type: none"> • Exclusion from extra-curricular activities, school events, clubs, or sports teams • Involuntary Transfer • Detention • Parent/guardian escort to and from school OR guardian shadows student at school 	<p>Desired: Student, guardian, administrator or designee</p> <p>Optional: Site support staff, athletic coaches or club advisors (as needed)</p>

DISCIPLINE PROTOCOLS

Communication between school and home is critical to our students' success. Therefore, all disciplinary interventions and supports shall include parent/guardian contact and/or conference. We want our families to be partners in education at all times.

Per CA Ed Code 48910, a teacher may suspend a student from their class for up to two days, including the day of the incident. The teacher must contact the parent/guardian, set up a parent/guardian conference, and arrange to have work for the student to do in an in-school alternate setting. The teacher is responsible for collaborating with the site administrator to determine the most appropriate alternate setting. These incidents must be documented in Aeries.

In accordance with Education Code 48911, all home suspensions shall be preceded by an informal conference conducted by the principal (or the principal's designee), the pupil, and whenever practicable, the teacher or supervisor or school employee who referred the pupil to the principal.

- At this conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.
- At the time of the suspension, a school employee shall make a reasonable effort to contact the pupil's parent/guardian in person or by telephone, and the parent/guardian shall be notified in writing of the suspension within 24 hours. If the parent/guardian cannot be reached, the student's emergency contact number will be called.
- If the student is released to someone other than the parent/guardian, the school will make arrangements to meet to discuss the situation with the parent/ guardian as soon as it is practicable to do so.

Some unauthorized items brought to school and confiscated by staff may be returned to the student at the end of the school day on the first offense unless the items are held as evidence. Items that would not be returned to the student would include (but are not limited to) weapons (knives, mace, brass knuckles, etc) drugs, tobacco, alcohol, vape pens, Upon the second offense, confiscated items may be released by the administration to a parent/ guardian, unless held as evidence. Items not recovered by the end of the school year may be discarded.

Neither the District nor its employees are liable for damage or loss to confiscated items. The primary objective of requiring students not to bring restricted materials to school is to ensure students' focus on educational tasks, safety, and to prevent the loss or damage of private property.

Education Code 48900 (k) Offenses

Effective July 2020, Senate Bill No. 419 added grades 4-5 and 6-8 shall not be suspended and K-12 recommended for expulsion. 08/04/2022. AUSD has expanded this, as noted below.

Willful defiance and/or disruption of school activities and/or the learning environment cannot be used for any offense for Grades TK-12 students per AUSD Board Policy 5144.1. (You can view the entire AR 5144.1 [here](#)). The following excerpt specifically addresses defiance:

As provided in California Education Code section 48900(k), no student enrolled in grades T-Kindergarten through third grade may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel ("disruption and willful defiance") and no student regardless of grade may be expelled for willful defiance or disruption.

Effective July 1, 2019, no student enrolled in grades T-Kindergarten through twelve (TK-12) grades may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel. Suspension and expulsion shall not be imposed for a violation of Education Code section 48900(k), including disruption of school activities or willful defiance. The District expects schools to develop appropriate interventions, for example, behavioral plans, restorative circles, or SEL groups for students who engage in a pattern of defiant behavior.

AUSD definition of defiance is “when a student continues to disobey a school official, teacher, or administrator after having been taught the expectations and expectations of the school and the student displays behavior that directly interferes with the rights of others to learn”

Examples of 48900(k) violations and interventions

Disruptive Behaviors (Examples - not inclusive of all disruptive behavior)	1st Occurrence Intervention	2nd Occurrence intervention	Additional Occurrences Intervention
Bicycle/skateboard/ Scooter - unsafe riding practices	OMC Warning (Stress safety concerns)	OMC Parent/Guardian notification	OMC Administrator Referral
Plagiarism, or other act of academic dishonesty (oral or written)	OMC Parent/Guardian notification (site to determine if additional consequences are warranted)	OMC Conference (all parties) (site to determine if additional consequences are warranted)	OMC Conference (all parties) (site to determine if additional consequences are warranted)
Detention - Failure to Attend or disruption during Detention	OMC Reschedule Detention	OMC Parent/Guardian Notification	OMC Parent/Guardian Conference
Electronic devices used on campus (see 48900(r) specific for bullying)	Warning Review Responsible Use Policy	OMC Parent/Guardian notification	OMC Administrator Conference
Failure to leave classroom when requested by staff member	OMC Parent/Guardian Notification	OMC Parent/Guardian Conference (Stress safety concerns)	OMC Administrator Conference (Stress safety concerns)
Failure to report to administrator's office when sent	OMC Parent/Guardian Notification (Stress safety concerns)	OMC Parent/Guardian Conference (Stress safety concerns)	OMC Administrator Conference (Stress safety concerns)
False fire alarm (this is not 48900.4)	OMC Parent/Guardian Notification (Stress safety concerns)	OMC Parent/Guardian Conference (Stress safety concerns)	OMC Administrator Conference (Stress safety concerns)
Forgery of school personnel name or initials	OMC Warning Parent/Guardian Notification	OMC Parent/Guardian Conference	OMC Administrator Conference
Gambling	OMC Warning	OMC Parent/Guardian notification	OMC Parent/Guardian Conference Loss of Privileges

Disruptive Behaviors (Examples - not inclusive of all disruptive behavior)	1st Occurrence Intervention	2nd Occurrence intervention	Additional Occurrences Intervention
Leaving class without permission/ Violation of Closed Campus/ On another school campus	OMC Warning	OMC Parent/Guardian notification Referral to COST Behavior Supports such as: <ul style="list-style-type: none"> • Daily/Weekly Behavior Form • Check In Check Out (CICO) 	OMC Parent/Guardian Conference
Inappropriate dress/ dress code violations	OMC Parent/Guardian notification (Stress safety concerns)	OMC Parent/Guardian Conference (Stress safety concerns)	OMC Administrator conference/ Counseling Referral
Replicas of dangerous objects (possession of)	OMC Parent/Guardian notification (Stress safety concerns)	OMC Parent/Guardian Conference	OMC Administrator Conference
Running away from school authorities, failure to identify oneself or giving false identity to school personnel, loitering on or about campus without an apparent and lawful purpose.	OMC Parent/Guardian notification	OMC Parent/Guardian Conference	OMC Administrator conference Counseling Referral Loss of Privileges
Roughhousing/ Horseplay (<i>pushing, shoving, playing roughly, play fighting, wrestling, etc</i>)	OMC Warning (Stress safety concerns)	OMC Parent/Guardian notification (Stress safety concerns) Behavior Support Plan	OMC Parent/Guardian Conference Behavior Contract
School bus misbehavior	OMC Warning Teach appropriate behaviors	OMC Parent/Guardian notification (Stress safety concern)	OMC Bus Suspension Parent/Guardian conference
Technology -Inappropriate/unauthorized use of computers or other personal electronic devices	OMC Warning (Refer to Responsible Use Policy)	OMC Parent/Guardian notification (Refer to Responsible Use Policy)	OMC Computer rights revoked Parent/Guardian conference

ELEMENTARY BEHAVIOR MATRIX

The following matrix outlines the California State Education Code Violations and the disciplinary interventions and consequences for each violation. Education Code 48900(a)-48900.7 offenses are outlined below. Interventions are offered and consequences are given based on the level of harm caused when a student commits one of these violations.

We define Level of Harm by the breadth and depth of the impact:

- **Nature of Harm Level 1:** Offense that had a minor impact on the individual(s) involved and the community.
 - *Examples: A student is cutting class; inappropriate use of electronic devices in class, etc. These are typically teacher managed behavior and are NOT suspendable offenses.*
- **Nature of Harm Level 2:** Offense that moderately impacted the individual(s) involved and the community.
 - *Examples: Inappropriate jokes (racist, sexist, homophobic, transphobic, ableist, body shaming, etc) without malicious intent; multiple students involved in substance use; extreme classroom disruption with harmful language/actions; repeated refusal to follow staff direction or reteaching of expected behavior; etc.*
- **Nature of Harm Level 3:** Offense that significantly impacted the individual(s) involved and the community.
 - *Examples: Malicious acts or speech of hate (racist, sexist, homophobic, transphobic, ableist, body shaming, etc) intended to cause serious harm ; sale or distribution of controlled substances; sexual assault/battery; sales of controlled substances; serious physical injury; etc.*

Education Code 48900.5 states: "Suspension shall be imposed only when other means of correction fail to bring about proper conduct."

- *Suspension may occur on the first offense only if " the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process."*
- **Other Means of Correction (OMC)** should be utilized as a first choice in all circumstances where outlined. If appropriate, the administrator is not limited to one OMC per occurrence.
- **Not on First Offense (NOFO):** Instances where we do not suspend on first offense per EC 48900.5

Education Code 48900 (a) – 48900.7 offenses. For these charges, the school has jurisdiction for those behaviors occurring: while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; and during or while going to or coming from, a school activity.

Administrators must consult with the Assistant Superintendent of Educational Services before utilizing 48915 (a) and (c) charges. Recommendation for expulsion must be reported to the Assistant Superintendent of Educational Services on the day of suspension.

Education Codes 48900 (a)(1)-48900.7

Ed Code	Violation	Harm Level	1st Occurrence Intervention	2nd Occurrence Intervention	Additional Occurrences Intervention
48900(a)(1)	Physical Injury Caused, attempted to cause, or threatened to cause physical injury to another person	2	OMC <ul style="list-style-type: none"> • Parent/Guardian notification • Reflection Sheet • Restorative Circle • Referral to COST team • Teach Conflict Resolution Skills • Daily/Weekly Behavior Form or Check In Check Out 	OMC or 1 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> • Formal Restorative conference • Behavior Contract or Behavior Support Plan (BSP) 	OMC or 1-3 day out of school suspension, may be required to check in with administration upon return, may notify Law Enforcement
48900(a)(2)	Force/Violence Willfully used force or violence upon the person of another, except in self defense	2	OMC <ul style="list-style-type: none"> • Parent/Guardian notification • Reflection Sheet • Restorative Circle • Referral to COST team • Teach Conflict Resolution Skills 	OMC or 1 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> • Formal Restorative conference • Behavior Contract or Behavior Support Plan (BSP) • Daily/Weekly Behavior Form or Check In Check Out 	OMC or 1-3 day out of school suspension, may be required to check in with administration upon return, may notify Law Enforcement
48900(b)	Dangerous Objects Possessed, sold, or furnished a firearm, knife, explosive, or other dangerous object <i>Knife is less than 3.5 inches and non-locking blade</i>	2	OMC <ul style="list-style-type: none"> • Parent/Guardian notification • Reflection sheet • Restorative Circle • Referral to COST team • Referral to Counseling <p><i>*Possession of a firearm results in charge of 48915 (c)(1)</i></p>	OMC or 1 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> • Formal Restorative conference • Behavior Contract or Behavior Support Plan (BSP) • Daily/Weekly Behavior Form or Check In Check Out 	OMC or 1-3 day out of school suspension, may be required to check in with administration upon return, Principal's Conference, may notify Law Enforcement, and possible recommendation for expulsion if principal finds that the expulsion is appropriate due to the particular circumstance
48900(c)	Under the Influence Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of a controlled substance, alcoholic beverage, intoxicant	2	OMC <ul style="list-style-type: none"> • Parent/Guardian notification • Reflection sheet • Referral to COST team • Referral to Counseling <p><i>*Sale of a controlled substance will result in charge of 48915 (c)(3)</i></p>	OMC or 1 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> • Formal Restorative conference • Behavior Contract or Behavior Support Plan (BSP) • Substance use counseling 	OMC or 1-3 day out of school suspension, may be required to check in with administration upon return, Principal's Conference, may notify Law Enforcement, and possible recommendation for expulsion if principal finds that the expulsion is appropriate due to the particular circumstance
48900(d)	Controlled Substance Unlawfully offered, arranged, or negotiating to sell a controlled substance, alcoholic beverage, intoxicant of any kind, either sold, delivered, furnished to a person another liquid	2	OMC <ul style="list-style-type: none"> • Parent/Guardian notification • Reflection sheet • Referral to COST team • Personal Development Project <p><i>*Sale of a controlled substance will result in charge of 48915 (c)(3)</i></p>	OMC or 1 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> • Formal Restorative conference • Behavior Contract or Behavior Support Plan (BSP) • Social Action or Service 	OMC or 1-3 day out of school suspension, may be required to check in with administration upon return, Principal's Conference, may notify Law Enforcement and possible recommendation for expulsion if principal finds that the expulsion is appropriate due to the particular circumstance

Ed Code	Violation	Harm Level	1st Occurrence Intervention	2nd Occurrence Intervention	Additional Occurrences Intervention
48900(g)	Stole/Steal Property Stole, or attempting to steal school property or private property	2	OMC (NOFO) <ul style="list-style-type: none"> • Parent/Guardian notification • Reflection sheet • Referral to COST team • Behavior Agreement • Social Action or Service 	OMC or 1 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> • Formal Restorative conference • Behavior Contract or Behavior Support Plan (BSP) • Daily Behavior Form or Check In Check Out 	OMC or 1-3 day out of school suspension, may be required to check in with administration upon return, may notify Law Enforcement
48900(h)	Tobacco Tobacco or tobacco products (possessed, used)	1	OMC (NOFO) <ul style="list-style-type: none"> • Parent/Guardian notification • Referral to Brief Intervention Class or counseling • Referral to COST team 	OMC or 1 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> • Formal Restorative conference • Behavior Contract or Behavior Support Plan (BSP) • Attending Tier 2 or 3 support 	OMC or 1-3 day out of school suspension, may be required to check in with administration upon return
48900(i)	Obscene Act/Profanity/Vulgarity Committed an obscene act or engaged in habitual profanity or vulgarity	2	OMC (NOFO) <ul style="list-style-type: none"> • Parent/Guardian notification • Reflection sheet • Referral to COST team • Restorative Circle • Social Action or Service 	OMC or 1 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> • Formal Restorative conference • Behavior Contract or Behavior Support Plan (BSP) • Daily Behavior Form or Check In Check Out 	OMC or 1-3 day out of school suspension, may be required to check in with administration upon return
48900(j)	Drug Paraphernalia Unlawfully possessed or unlawfully offered, arranged or negotiated to sell drug paraphernalia	2	OMC (NOFO) <ul style="list-style-type: none"> • Parent/Guardian notification • Reflection sheet • Referral to COST team • Restorative Circle • Daily Behavior Form or Check In Check Out (CICO) 	OMC or 1 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> • Formal Restorative conference • Behavior Contract or Support Plan (BSP) • Referral to Counseling 	OMC or 1-3 day out of school suspension, may be required to check in with administration upon return
48900(k)	Defiance/Disruption Willful defiance and/or disruption of school activities and/or the learning environment	1	OMC (Never Suspend) <ul style="list-style-type: none"> • Parent/Guardian notification • Reflection sheet • Referral to COST team • Behavior Agreement <p>See 48900 (k) chart above</p>	OMC See 48900 (k) chart above	OMC See 48900 (k) chart above

Ed Code	Violation	Harm Level	1st Occurrence Intervention	2nd Occurrence Intervention	Additional Occurrences Intervention
48900(l)	Stolen Property/Private Property Knowingly received stolen school or private property	1	OMC (NOFO) <ul style="list-style-type: none"> ● Parent/Guardian notification ● Reflection Sheet ● Restorative Circle ● Referral to COST team ● Social Action or Service ● Personal Development Project 	OMC or possible 1-2 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> ● Formal Restorative Conference ● Behavior Contract or Behavior Support Plan (BSP) 	OMC or possible 2-5 day out of school suspension, may be required to check in with administration upon return, may notify Law Enforcement
48900(m)	Imitation Firearm Possession of an imitation firearm, means a replica of a firearm that is similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm Penal Code 12556.	2	OMC (NOFO) <ul style="list-style-type: none"> ● Parent/Guardian notification ● Reflection Sheet ● Referral to COST team ● Daily Behavior Form or Check In Check Out (CICO) ● Social Action or Service 	OMC or 1 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> ● Formal Restorative conference ● Behavior Contract or Behavior Support Plan (BSP) 	OMC or 1-3 day out of school suspension, Principal's Conference, may notify Law Enforcement and possible recommendation for expulsion if the Principal finds that the expulsion is appropriate due to the particular circumstance
48900(n)	Sexual Assault/Battery Committed or attempted to commit a sexual assault or committed a battery (as defined by CA Penal Code) <i>*First occurrence or minor offense</i>	2	OMC (*NOFO) <ul style="list-style-type: none"> ● Parent/Guardian notification ● Referral to Counseling ● Behavior Agreement ● No contact contract ● Restorative Circle 	OMC or 1 day out of school suspension, may be required to check in with administration upon return <i>*May result in a charge of 48915 (c)(4)</i> <ul style="list-style-type: none"> ● Formal Restorative conference ● Behavior Contract or Behavior Support Plan (BSP) 	OMC or 1-3 day out of school suspension, may be required to check in with administration upon return, may notify Law Enforcement <i>*May result in a charge of 48915 (c)(4)</i>
48900(o)	Harassed, threatened, intimidated a witness Harassed, threatened, or intimidated a pupil who is a witness in a school disciplinary proceeding for the purpose of intimidation or retaliation	2	OMC (NOFO) <ul style="list-style-type: none"> ● Parent/Guardian notification ● Referral to Counseling ● Behavior Agreement ● No contact contract ● Restorative Circle 	OMC or 1 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> ● Formal Restorative Conference ● Behavior Contract or Behavior Support Plan (BSP) 	OMC or 1-3 day out of school suspension, may be required to check in with administration upon return

Ed Code	Violation	Harm Level	1st Occurrence Intervention	2nd Occurrence Intervention	Additional Occurrences Intervention
48900(p)	Prescription Drug/Soma Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma	2	<u>OMC (NOFO)</u> <ul style="list-style-type: none"> ● Parent/Guardian notification ● Referral to COST ● Personal Development Project or Social Action or Service ● Daily Wellness Check-in 	<u>OMC</u> or 1 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> ● Formal Restorative Conference ● Referral to Counseling ● Behavior contract or Support Plan (BSP) 	<u>OMC</u> or 1-3 day out of school suspension, may be required to check in with administration upon return
48900(q)	Hazing Engaged in, or attempted to engage in, hazing. For full definition/Ed Code, click this link	2	<u>OMC (NOFO)</u> <ul style="list-style-type: none"> ● Parent/Guardian notification ● Reflection Sheet ● Restorative Circle ● Referral to COST team ● No contact contract 	<u>OMC</u> or 1 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> ● Formal Restorative Conference ● Behavior contract or Behavior Support Plan (BSP) ● Daily Behavior Form or Check In Check Out 	<u>OMC</u> or 1-3 day out of school suspension, may be required to check in with administration upon return
48900(r)	Bullying Engaged in an act of bullying, including, but not limited to electronic act, directed toward a pupil or school personnel	2	<u>OMC (NOFO)</u> <ul style="list-style-type: none"> ● Parent/Guardian notification ● Reflection Sheet ● Restorative Circle ● Referral to COST team ● No contact contract ● Personal Development Project 	<u>OMC</u> or 1 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> ● Formal Restorative Conference ● Behavior contract or Behavior Support Plan (BSP) ● Social Action or Service 	<u>OMC</u> or 1-3 day out of school suspension, may be required to check in with administration upon return, may notify Law Enforcement
48900(t)	Aids or Abets A pupil who aids or abets, infliction or attempted infliction of physical injury to another person	2	<u>OMC (NOFO)</u> <ul style="list-style-type: none"> ● Parent/Guardian notification ● Restorative Circle ● Personal Development Project ● Social Action or Service 	<u>OMC</u> or 1 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> ● Formal Restorative Conference ● Behavior contract or Behavior Support Plan (BSP) 	<u>OMC</u> or 1-3 day out of school suspension, may be required to check in with administration upon return
48900.2	Sexual Harassment Committed sexual harassment (Grades 4 – 12 only)	2	<u>OMC</u> or 1 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> ● Parent/Guardian notification ● Referral to Counseling ● Behavior Contract ● No contact contact 	<u>OMC</u> or 1 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> ● Formal Restorative Conference ● Behavior contract or Behavior Support Plan (BSP) 	<u>OMC</u> or 1-5 day out of school suspension, Principal's Conference, may notify Law Enforcement and possible recommendation for expulsion if the Principal finds that the expulsion is appropriate due to the particular circumstance

Ed Code	Violation	Harm Level	1st Occurrence Intervention	2nd Occurrence Intervention	Additional Occurrences Intervention
48900.3	Hate Violence Caused, attempted to cause, threatened to cause, or participated in any act of hate violence <i>(Grades 4 – 12 only)</i>	2	<u>OMC</u> or 1 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> • Parent/Guardian notification • Behavior Contract • No contact contract • Referral to COST team • Personal Development Project • Social Action or Service 	<u>OMC</u> or 1 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> • Formal Restorative Conference • Behavior contract or Behavior Support Plan (BSP) • Referral to Counseling 	<u>OMC</u> or 1-5 day out of school suspension, Principal's Conference, may notify Law Enforcement and possible recommendation for expulsion if the Principal finds that the expulsion is appropriate due to the particular circumstance
48900.4	Harassment/Threats/Intimidation Engaged in harassment, threats, or intimidation, directed against school District personnel or pupils <i>(Grades 4 – 12 only)</i>	2	<u>OMC</u> or 1 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> • Parent/Guardian notification • Behavior Contract • No contact contract • Referral to COST team • Restorative Circle • Personal Development Project • Social Action or Service 	<u>OMC</u> or 1 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> • Formal Restorative Conference • Behavior contract or Behavior Support Plan (BSP) • Attend Tier 2 or 3 support 	<u>OMC</u> or or 1-3 day out of school suspension, Principal's Conference, may notify Law Enforcement and possible recommendation for expulsion if the Principal finds that the expulsion is appropriate due to the particular circumstance
48900.7	Terroristic threats Terroristic threats against school officials, school property or both	2	<u>OMC</u> or 1 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> • Parent/Guardian notification • Behavior Contract • No contact contract • Referral to Counseling 	<u>OMC</u> or 1 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> • Formal Restorative Conference • Behavior contract or Behavior Support Plan (BSP) • Attend Tier 2 or 3 support 	<u>OMC</u> or or 1-3 day out of school suspension, Principal's Conference, may notify Law Enforcement and possible recommendation for expulsion if the Principal finds that the expulsion is appropriate due to the particular circumstance

Education Code 48915 (a) offenses, which are more serious in nature and will result in mandatory suspension and possible recommendation for expulsion from Alameda Unified School District. For 48915 (a) charges, the administrator has jurisdiction for behaviors occurring: while on school grounds and at a school activity.

Administrators must consult with the Assistant Superintendent of Educational Services before utilizing a 48915 (a) charge. Recommendation for expulsion must be reported to the Assistant Superintendent of Educational Services on the day of suspension.

Education Codes 48915(a)

Ed Code	Violation	Harm Level	Initial Occurrence	Additional Occurrences	Interventions/Supports
48915(a)(1)(A)	Serious Physical Injury Causing serious physical injury to another person except in self-defense	3	OMC or possible 1-3 day out of school suspension, Principal's Conference, may notify Law Enforcement and possible recommendation for expulsion if the Principal finds that the expulsion is appropriate due to the particular circumstance	OMC or possible 3-5 day out of school suspension, Principal's Conference, may notify Law Enforcement, and possible recommendation for expulsion if the Principal finds that the expulsion is appropriate due to the particular circumstance	Counseling Support Check In Check Out (CICO) Referral to COST team Formal Restorative Conference
48915(a)(1)(B)	Knife/Dangerous Object Possession of any knife, or other dangerous object of no reasonable use to the pupil <i>*Knife is longer than 3.5 inches and/or locking blade</i>	2	OMC or possible 1-3 day out of school suspension, Principal's Conference, may notify Law Enforcement and possible recommendation for expulsion if the Principal finds that the expulsion is appropriate due to the particular circumstance	OMC or possible 3-5 day out of school suspension, Principal's Conference, may notify Law Enforcement and possible recommendation for expulsion if the Principal finds that the expulsion is appropriate due to the particular circumstance	Counseling Support Check In Check Out (CICO) Referral to COST team
48915(a)(1)(C)	Controlled Substance Unlawful possession of any controlled substance <i>except for the first offense of possession of not more than one avoirdupois ounce of marijuana</i>	2	OMC or possible 1-3 day out of school suspension, Principal's Conference, may notify Law Enforcement and possible recommendation for expulsion if the Principal finds that the expulsion is appropriate due to the particular circumstance	OMC or possible 3-5 day out of school suspension, Principal's Conference, may notify Law Enforcement, and possible recommendation for expulsion if the Principal finds that the expulsion is appropriate due to the particular circumstance	Substance Use Counseling Other Counseling Support Check In Check Out (CICO) Referral to COST team
48915(a)(1)(D)	Robbery or Extortion Robbery or Extortion	2	OMC or possible 1-3 day out of school suspension, Principal's Conference, may notify Law Enforcement and possible recommendation for expulsion if the Principal finds that the expulsion is appropriate due to the particular circumstance	OMC or possible 3-5 day out of school suspension, Principal's Conference, may notify Law Enforcement and possible recommendation for expulsion if the Principal finds that the expulsion is appropriate due to the particular circumstance	Counseling Support Check In Check Out (CICO) Referral to COST team Formal Restorative Conference
48915(a)(1)(E)	Assault or Battery/School Employee Assault or battery upon any school employee	3	OMC or possible 1-3 day out of school suspension, Principal's Conference, may notify Law Enforcement and possible recommendation for expulsion if the Principal finds that the expulsion is appropriate due to the particular circumstance	OMC or possible 3-5 day out of school suspension, Principal's Conference, may notify Law Enforcement and possible recommendation for expulsion if the Principal finds that the expulsion is appropriate due to the particular circumstance	Counseling Support Check In Check Out (CICO) Referral to COST team Formal Restorative Conference

Education Code 48915 (c) violations represent the MOST egregious offenses and will result in the mandatory recommendation for expulsion from AUSD.

For 48915 (c) violations, the behavior must have occurred at school or at a school activity.

Administrators must consult with the Assistant Superintendent of Educational Services before utilizing a 48915 (c) charge. Recommendation for expulsion must be reported to the Assistant Superintendent of Educational Services on the day of suspension.

Education Codes 48915(c)

Ed Code	Violation	Initial Occurrence
48915(c)(1)	Possessing, selling, or otherwise furnishing a firearm. <i>*Must be verified/witnessed/observed by District employee</i>	5 day out of school suspension, Notify Assistant Superintendent of Educational Services, hold a Principal's Conference, notify Law Enforcement and mandatory recommendation for expulsion Level of Harm 3
48915(c)(2)	Brandishing a knife	5 day out of school suspension, Notify Assistant Superintendent of Educational Services, hold a Principal's Conference and mandatory recommendation for expulsion Level of Harm 3
48915(c)(3)	Unlawful selling a controlled substance	5 day out of school suspension, Notify Assistant Superintendent of Educational Services, hold a Principal's Conference and mandatory recommendation for expulsion Level of Harm 3
48915(c)(4)	Committing or attempting to commit sexual assault or battery	5 day out of school suspension, Notify Assistant Superintendent of Educational Services, hold a Principal's Conference and mandatory recommendation for expulsion Level of Harm 3
48915(c)(5)	Possession of an explosive	5 day out of school suspension, Notify Assistant Superintendent of Educational Services, hold a Principal's Conference, notify Law Enforcement and mandatory recommendation for expulsion Level of Harm 3

Definitions:

- **Brandishing:** "with reference to a dangerous weapon (including a firearm) means that all or part of the weapon was displayed, or the presence of the weapon was otherwise made known to another person, in order to intimidate that person, regardless of whether the weapon was directly visible to that person. Accordingly, although the dangerous weapon does not have to be directly visible, the weapon must be present."
- **Explosives:** are chemical compounds or mixtures that undergo rapid burning or decomposition with the generation of large amounts of gas and heat, leading to sudden pressure effects.
- **Firearm:** The term firearm includes rifles, shotguns, revolvers, pistols, or any other device designed to be used as a weapon from which a projectile is expelled by the force of any form of combustion. The term firearm includes the frame or receiver. (Penal Code § 12001.)
- **Selling:** to exchange possession and ownership of goods or property for money or something of value.
- **Sexual Assault:** Committed or attempted to commit an act of sexual battery, rape, or statutory rape, lewd and lascivious conduct, molestation, etc.
- **Sexual Battery:** As defined in Penal Code Section 243.4(d)(1): "Any person who touches an intimate part of another person, if the touching is against the will of the person touched, and is for specific purpose of sexual arousal, sexual gratification, or sexual abuse." Intimate part means the "sexual organ, anus, groin, or buttocks of any person, and the breast of a female."

SECONDARY BEHAVIOR MATRIX

The following matrix outlines the California State Education Code Violations and the disciplinary interventions and/or supports for each violation. Education Code 48900(a)-48900.7 offenses are outlined below. Interventions are offered and consequences are given based on the level of harm caused when a student commits one of these violations.

We define Level of Harm by the breadth and depth of the impact:

- Nature of Harm Level 1: Offense that had a minor impact on the individual(s) involved and the community.
 - *Examples: A student is cutting class; inappropriate use of electronic devices in class, etc. These are typically teacher managed behavior and are NOT suspendable offenses.*
- Nature of Harm Level 2: Offense that moderately impacted the individual(s) involved and the community.
 - *Examples: Inappropriate jokes (racist, sexist, homophobic, transphobic, ableist, body shaming, etc) without malicious intent; multiple students involved in substance use; extreme classroom disruption with harmful language/actions; repeated refusal to follow staff direction or reteaching of expected behavior; etc.*
- Nature of Harm Level 3: Offense that significantly impacted the individual(s) involved and the community.
 - *Examples: Malicious acts or speech of hate (racist, sexist, homophobic, transphobic, ableist, body shaming, etc) intended to cause serious harm ; sale or distribution of controlled substances; sexual assault/battery; sales of controlled substances; serious physical injury; etc.*

Education Code 48900.5 states: "Suspension shall be imposed only when other means of correction fail to bring about proper conduct."

- *Suspension may occur on the first offense only if " the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process."*
- **Other Means of Correction (OMC)** should be utilized as a first choice in all circumstances where outlined. If appropriate, the administrator is not limited to one OMC per occurrence.
- **Not on First Offense (NOFO)**: Instances where we do not suspend on first offense per EC 48900.5

Education Code 48900(a) – 48900.7 offenses. For these charges, the school has jurisdiction for those behaviors occurring: while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; and during or while going to or coming from, a school sponsored activity.

Administrators must consult with the Assistant Superintendent of Educational Services before utilizing 48915(a) and (c) charges. Recommendation for expulsion must be reported to the Assistant Superintendent of Educational Services on the day of suspension.

Education Codes 48900(a)(1)-48900.7

Ed Code	Violation	Harm Level	1st Occurrence	2nd Occurrence	Additional Occurrences
48900(a)(1)	Physical Injury Caused, attempted to cause, or threatened to cause physical injury to another person	2	OMC <ul style="list-style-type: none"> • Parent/Guardian notification • Reflection Sheet • Restorative Circle • Teach Conflict Resolution Skills • Referral to COST team 	OMC or possible 1-2 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> • Formal Restorative Conference • Behavior Contract or Behavior Support Plan (BSP) • Daily Behavior Form or Check In Check Out • Referral to Counseling 	OMC or 2-4 day out of school suspension, may be required to check in with administration upon return, may notify Law Enforcement
48900(a)(2)	Force/Violence Willfully used force or violence upon the person of another, except in self- defense	2	OMC <ul style="list-style-type: none"> • Parent/Guardian notification • Reflection Sheet • Restorative Circle • Teach Conflict Resolution Skills • Referral to COST team 	OMC or possible 1-2 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> • Formal Restorative Conference • Behavior Contract or Behavior Support Plan (BSP) • Referral to Counseling 	OMC or possible 2-5 day out of school suspension, may be required to check in with administration upon return, may notify Law Enforcement
48900(b)	Dangerous Object Possession, sold, or furnished a firearm, knife, explosive, or other dangerous object <i>Knife is less than 3.5 inches and non-locking blade</i>	2	OMC <ul style="list-style-type: none"> • Parent/Guardian notification • Reflection Sheet • Restorative Circle • Referral to COST team • Personal Development Project <p><i>*Possession of a firearm will result in charge of 48915 (c)(1)</i></p>	OMC or possible 1-2 day out of school suspension, may be required to check in with administration upon return a Parent Teacher conference <ul style="list-style-type: none"> • Formal Restorative Conference • Behavior Contract or Behavior Support Plan (BSP) • Referral to Counseling 	OMC or possible 2-5 day out of school suspension, Principal's Conference, may notify Law Enforcement and possible recommendation for expulsion if principal finds that the expulsion is appropriate due to the particular circumstance
48900(c)	Under the Influence Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, intoxicant	2	OMC <ul style="list-style-type: none"> • Parent/Guardian notification • Reflection Sheet • Restorative Circle • Referral to COST team • Brief Intervention Class/counseling <p><i>*Sale of a controlled substance will result in charge of 48915 (c)(3)</i></p>	OMC or possible 1-2 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> • Formal Restorative Conference • Behavior Contract or Behavior Support Plan (BSP) • Referral to Counseling 	OMC or possible 2-5 day out of school suspension, Principal's Conference, may notify Law Enforcement, and possible recommendation for expulsion if the principal finds that the expulsion is appropriate due to the particular circumstance

Ed Code	Violation	Harm Level	1st Occurrence	2nd Occurrence	Additional Occurrences
48900(d)	Controlled Substance Unlawfully offered, arranged, or negotiating to sell a controlled substance, alcoholic beverage, intoxicant of any kind, either sold, delivered, furnished to a person another liquid	2	OMC <ul style="list-style-type: none"> • Parent/Guardian notification • Reflection Sheet • Restorative Circle • Referral to COST team • Brief Intervention Class/counseling • Personal Development Project <p><i>*Sale of a controlled substance will result in charge of 48915 (c)(3)</i></p>	OMC or possible 1-2 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> • Formal Restorative Conference • Behavior Contract or Behavior Support Plan (BSP) • Referral to Counseling 	OMC or possible 2-5 day out of school suspension, Principal's Conference, may notify Law Enforcement, and possible recommendation for expulsion if the principal finds that the expulsion is appropriate due to the particular circumstance
48900(e)	Robbery/Extortion Committed or attempted to commit robbery or extortion	2	OMC <ul style="list-style-type: none"> • Parent/Guardian notification • Reflection Sheet • Restorative Circle • Referral to COST team • No Contact Contract <p><i>*Robbery or extortion could result in charge of 48915 (a)(1)(D)</i></p>	OMC or possible 1-2 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> • Formal Restorative Conference • Behavior Contract or Behavior Support Plan (BSP) • Referral to Counseling 	OMC or possible 2-5 day out of school suspension, Principal's Conference, may notify Law Enforcement, and possible recommendation for expulsion if the principal finds that the expulsion is appropriate due to the particular circumstance
48900(f)	Damage to School/Private Property Caused or attempted to cause damage to school or private property (including Graffiti and Tagging)	2	OMC (NOFO) <ul style="list-style-type: none"> • Parent/Guardian notification • Reflection Sheet • Restorative Circle • Referral to COST team • Social Action or Service 	OMC or possible 1-2 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> • Formal Restorative Conference • Behavior Contract or Behavior Support Plan (BSP) • Daily Behavior Form or Check In Check Out 	OMC or possible 2-5 day out of school suspension, may be required to check in with administration upon return, may notify Law Enforcement if damage was of significant value
48900(g)	Theft Stole, or attempting to steal school property or private property	2	OMC (NOFO) <ul style="list-style-type: none"> • Parent/Guardian notification • Reflection Sheet • Restorative Circle • Referral to COST team • Social Action or Service • Personal Development Project 	OMC or possible 1-2 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> • Formal Restorative Conference • Behavior Contract or Behavior Support Plan (BSP) 	OMC or possible 2-5 day out of school suspension, may be required to check in with administration upon return, may notify police

Ed Code	Violation	Harm Level	1st Occurrence	2nd Occurrence	Additional Occurrences
48900(h)	Tobacco/Vaping Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel	1	OMC (NOFO) <ul style="list-style-type: none"> • Parent/Guardian notification • Reflection Sheet • Restorative Circle • Referral to COST team • Brief Intervention Class/counseling • Personal Development Project 	OMC or possible 1-2 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> • Formal Restorative Conference • Behavior Contract or Behavior Support Plan (BSP) • Referral to Counseling 	OMC or possible 1-3 days out of school suspension
48900(i)	Obscene Act/Profanity/Vulgarity Committed an obscene act or engaged in habitual profanity or vulgarity	2	OMC (NOFO) <ul style="list-style-type: none"> • Parent/Guardian notification • Reflection Sheet • Restorative Circle • Referral to COST team • Social Action or Service • Personal Development Project 	OMC or possible 1-2 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> • Formal Restorative Conference • Behavior Contract or Behavior Support Plan (BSP) • Referral to Counseling 	OMC or possible 2-5 day out of school suspension, may be required to check in with administration upon return
48900(j)	Drug Paraphernalia Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia	2	OMC (NOFO) <ul style="list-style-type: none"> • Parent/Guardian notification • Reflection Sheet • Restorative Circle • Referral to COST team • Brief Intervention Class/counseling • Personal Development Project 	OMC or possible 1-2 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> • Formal Restorative Conference • Behavior Contract or Behavior Support Plan (BSP) • Referral to Counseling 	OMC or possible 1-3 days out of school suspension, may be required to check in with administration upon return
48900(k)	Defiance/Disruption Willful defiance and/or disruption of school activities and/or the learning environment	1	OMC (Never suspend) See 48900 (k) chart <ul style="list-style-type: none"> • Parent/Guardian notification • Reflection Sheet • Restorative Circle 	OMC See 48900 (k) chart	OMC See 48900 (k) chart

Ed Code	Violation	Harm Level	1st Occurrence	2nd Occurrence	Additional Occurrences
48900(l)	Stolen Property/Private Property Knowingly received stolen school or private property	1	OMC (NOFO) <ul style="list-style-type: none"> • Parent/Guardian notification • Reflection Sheet • Restorative Circle • Referral to COST team • Social Action or Service • Personal Development Project 	OMC or possible 1-2 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> • Formal Restorative Conference • Behavior Contract or Behavior Support Plan (BSP) 	OMC or possible 2-5 day out of school suspension, may be required to check in with administration upon return, may notify Law Enforcement
48900(m)	Imitation Firearm Possession of an imitation firearm, means a replica of a firearm that is similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a Firearm	2	OMC (NOFO) <ul style="list-style-type: none"> • Parent/Guardian notification • Reflection Sheet • Restorative Circle • Referral to COST team • Social Action or Service • Personal Development Project 	OMC or possible 1-2 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> • Formal Restorative Conference • Behavior Contract or Behavior Support Plan (BSP) 	OMC or possible 2-5 day out of school suspension, may be required to check in with administration upon return, may notify Law Enforcement, and possible recommendation for expulsion if the Principal if the principal finds that the expulsion is appropriate due to the particular circumstance
48900(n)	Sexual Assault/Battery Committed or attempted to commit a sexual assault or committed a battery	2-3	OMC (*NOFO) <i>(possible 1-2 day out of school suspension depending on severity level)</i> <ul style="list-style-type: none"> • Parent/Guardian notification • Reflection Sheet • Restorative Circle • Referral to COST team <p><i>*Minor offense (ex. accidental contact)</i></p>	OMC or possible 1-3 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> • Formal Restorative Conference • Behavior Contract or Behavior Support Plan (BSP) • Referral to Counseling <p>*May result in a charge of 48915 (c)(4).</p>	OMC or possible 2-5 day out of school suspension, may be required to check in with administration upon return, may notify Law Enforcement *May result in charge 48915 (c)(4).
48900(o)	Harassed/Threatened/Intimidated a Witness Harassed, threatened, or intimidated a pupil who is a witness in a school disciplinary proceeding for the purpose of intimidation or retaliation	2	OMC (NOFO) <ul style="list-style-type: none"> • Parent/Guardian notification • Reflection Sheet • Restorative Circle • Referral to COST team • No Contact Contract 	OMC or possible 1-2 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> • Formal Restorative Conference • Behavior Contract or Behavior Support Plan (BSP) • Referral to Counseling 	OMC or possible 2-5 day out of school suspension, may be required to check in with administration upon return, may notify Law Enforcement

Ed Code	Violation	Harm Level	1st Occurrence	2nd Occurrence	Additional Occurrences
48900(p)	Prescription Drug/Soma Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma	2	OMC (NOFO) <ul style="list-style-type: none"> • Parent/Guardian notification • Referral to COST • Personal Development Project or Social Action or Service • Daily Wellness Check-in 	OMC or possible 1-2 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> • Formal Restorative Conference • Behavior Contract or Behavior Support Plan (BSP) • Referral to Counseling 	OMC or possible 2-5 day out of school suspension, may be required to check in with administration upon return, may notify Law Enforcement
48900(q)	Hazing Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing"	2	OMC (NOFO) <ul style="list-style-type: none"> • Parent/Guardian notification • Reflection Sheet • Restorative Circle • Referral to COST team • No contact contract 	OMC or possible 1-2 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> • Formal Restorative Conference • Behavior contract or Behavior Support Plan (BSP) • Daily Behavior Form or Check In Check Out) 	OMC or possible 2-5 day out of school suspension, may be required to check in with administration upon return, may notify Law Enforcement
48900(r)	Bullying Engaged in an act of bullying, including, but not limited to electronic act, directed toward a pupil or school personnel	2	OMC (NOFO) <ul style="list-style-type: none"> • Parent/Guardian notification • Reflection Sheet • Restorative Circle • Referral to COST team • No contact contract • Personal Development Project 	OMC or possible 1-2 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> • Formal Restorative Conference • Behavior contract or Behavior Support Plan (BSP) • Referral to Counseling • Social Action or Service 	OMC or possible 2-5 day out of school suspension, may be required to check in with administration upon return, may notify Law Enforcement
48900(t)	Aids or Abets A pupil who aids or abets, infliction or attempted infliction of physical injury to another person	2	OMC (NOFO) <ul style="list-style-type: none"> • Parent/Guardian notification • Restorative Circle • Personal Development Project • Social Action or Service 	OMC or possible 1-2 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> • Formal Restorative Conference • Behavior contract or Behavior Support Plan (BSP) 	OMC or possible 2-5 day out of school suspension, may be required to check in with administration upon return, may notify Law Enforcement

Ed Code	Violation	Harm Level	1st Occurrence	2nd Occurrence	Additional Occurrences
48900.2	Sexual Harassment Committed sexual harassment <i>(Grades 4 – 12 only)</i>	2	OMC or 1 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> • Parent/Guardian notification • Referral to Counseling • Behavior Contract • No contact contract 	OMC or possible 1-2 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> • Formal Restorative Conference • Behavior contract or Behavior Support Plan (BSP) 	OMC or possible 2-5 day out of school suspension, may be required to check in with administration upon return, may notify Law Enforcement
48900.3	Hate Violence Caused, attempted to cause, threatened to cause, or participated in any act of, hate violence <i>(Grades 4 – 12 only)</i>	2 -3	OMC or 1 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> • Parent/Guardian notification • Behavior Contract • No contact contract • Referral to COST team • Personal Development Project or Social Action or Service 	OMC or possible 1-2 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> • Formal Restorative Conference • Behavior contract or Behavior Support Plan (BSP) 	OMC or possible 2-5 day out of school suspension, may be required to check in with administration upon return, may notify Law Enforcement
48900.4	Harassment of personnel or pupils Engaged in harassment, threats, or intimidation, directed against school District personnel or pupils <i>(Grades 4 – 12 only)</i>	2	OMC or 1 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> • Parent/Guardian notification • Behavior Contract • No contact contract • Referral to COST team • Restorative Circle • Personal Development Project • Social Action or Service 	OMC or possible 1-2 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> • Formal Restorative Conference • Behavior contract or Behavior Support Plan (BSP) • Attend Tier 2 or 3 support 	OMC or possible 2-5 day out of school suspension, may be required to check in with administration upon return, may notify Law Enforcement
48900.7	Terroristic Threats Terroristic threats against school officials, school property or both	2	OMC or 1 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> • Parent/Guardian notification • Behavior Contract • No contact contract • Referral to Counseling 	OMC or possible 1-2 day out of school suspension, may be required to check in with administration upon return <ul style="list-style-type: none"> • Formal Restorative Conference • Behavior contract or Behavior Support Plan (BSP) • Attend Tier 2 or 3 support 	OMC or possible 2-5 day out of school suspension, may be required to check in with administration upon return, may notify Law Enforcement

Education Code 48915 (a) offenses, which are more serious in nature and will result in mandatory suspension and possible recommendation for expulsion from Alameda Unified School District.

For 48915 (a) charges, the administrator has jurisdiction for behaviors occurring: while on school grounds and at a school activity. Administrators must consult with the Assistant Superintendent of Educational Services before utilizing a 48915 (a) charge. Recommendation for expulsion must be reported to the Assistant Superintendent of Educational Services on the day of suspension.

Education Codes 48915(a)(1)(A) - (a)(1)(E)

Ed Code	Violation	Harm Level	Initial Occurrence	Additional Occurrences	Interventions/Supports
48915(a)(1)(A)	Serious Physical Injury Causing serious physical injury to another person except in self - defense	3	OMC or possible 1-2 day out of school suspension, Principal's Conference, may notify Law Enforcement, and possible recommendation for expulsion if the Principal finds that the expulsion is appropriate due to the particular circumstance	OMC or possible 3-5 day out of school suspension, Principal's Conference, may notify Law Enforcement, and possible recommendation for expulsion if the Principal finds that the expulsion is appropriate due to the particular circumstance	Counseling Support Check In Check Out (CICO) Referral to COST team
48915(a)(1)(B)	Knife/Dangerous Object Possession of any knife or other dangerous object of no reasonable use to the pupil <i>Knife is longer than 3.5 inches and/or locking blade</i>	2	OMC or possible 1-2 day out of school suspension, Principal's Conference, may notify Law Enforcement and possible recommendation for expulsion if the Principal finds that the expulsion is appropriate due to the particular circumstance	OMC or possible 3-5 day out of school suspension, Principal's Conference, may notify Law Enforcement, and possible recommendation for expulsion if the Principal finds that the expulsion is appropriate due to the particular circumstance	Counseling Support Check In Check Out (CICO) Referral to COST team
48915(a)(1)(C)	Controlled Substance Unlawful possession of any controlled substance except for the first offense of possession of not more than one avoirdupois ounce of marijuana	2	OMC or possible 1-2 day out of school suspension, Principal's Conference, may notify Law Enforcement, and possible recommendation for expulsion if the Principal finds that the expulsion is appropriate due to the particular circumstance	OMC or possible 3-5 day out of school suspension, Principal's Conference, may notify Law Enforcement, and possible recommendation for expulsion if the Principal finds that the expulsion is appropriate due to the particular circumstance	Substance Use Counseling Counseling Support Check In Check Out (CICO) Referral to COST team
48915(a)(1)(D)	Robbery/Extortion Robbery or Extortion	3	OMC or possible 1-2 day out of school suspension, Principal's Conference, may notify Law Enforcement, and possible recommendation for expulsion if the Principal finds that the expulsion is appropriate due to the particular circumstance	OMC or possible 3-5 day out of school suspension, Principal's Conference, may notify Law Enforcement, and possible recommendation for expulsion if the Principal finds that the expulsion is appropriate due to the particular circumstance	Counseling Support Check In Check Out (CICO) Referral to COST team

Ed Code	Violation	Harm Level	Initial Occurrence	Additional Occurrences	Interventions/Supports
48915(a)(1)(E)	Assault/Battery School Employee Assault or battery upon any school employee	3	OMC or possible 1-2 day out of school suspension, Principal's Conference, may notify Law Enforcement, and possible recommendation for expulsion if the Principal finds that the expulsion is appropriate due to the particular circumstance	OMC or possible 3-5 day out of school suspension, Principal's Conference, may notify Law Enforcement, and possible recommendation for expulsion if the Principal finds that the expulsion is appropriate due to the particular circumstance	Counseling Support Check In Check Out (CICO) Referral to COST team

Education Code 48915 (c) violations represent the MOST serious offenses and will result in the mandatory recommendation for expulsion from Alameda Unified School District. For 48915 (c) violations, the behavior must have occurred at school or at a school activity. Administrators must consult with the Assistant Superintendent, Educational Services before utilizing a 48915 (c) charge, with the recommendation for expulsion reported on the day of suspension.

Education Codes 48915(c)(1-5)

Ed Code	Violation	Initial Occurrence
48915(c)(1)	Possession, selling, or otherwise furnishing a firearm. Must be verified/witnessed/observed by District employee	5 day out of school suspension, Notify Assistant Superintendent of Educational Services, hold a Principal's Conference, notify Law Enforcement and mandatory recommendation for expulsion Level of Harm 3
48915(c)(2)	Brandishing a knife	5 day out of school suspension, Notify Assistant Superintendent of Educational Services, hold a Principal's Conference, and mandatory recommendation for expulsion Level of Harm 3
48915(c)(3)	Selling a controlled substance	5 day out of school suspension, Notify Assistant Superintendent of Educational Services, hold a Principal's Conference and mandatory recommendation for expulsion Level of Harm 3
48915(c)(4)	Committing or attempting to commit sexual assault or battery	5 day out of school suspension, Notify Assistant Superintendent of Educational Services, hold a Principal's Conference and mandatory recommendation for expulsion Level of Harm 3
48915(c)(5)	Possession of an explosive	5 day out of school suspension, Notify Assistant Superintendent of Educational Services, hold a Principal's Conference, notify Law Enforcement and mandatory recommendation for expulsion Level of Harm 3

Definitions:

- **Brandishing:** "with reference to a dangerous weapon (including a firearm) means that all or part of the weapon was displayed, or the presence of the weapon was otherwise made known to another person, in order to intimidate that person, regardless of whether the weapon was directly visible to that person. Accordingly, although the dangerous weapon does not have to be directly visible, the weapon must be present."

- **Explosives:** are chemical compounds or mixtures that undergo rapid burning or decomposition with the generation of large amounts of gas and heat, leading to sudden pressure effects.
- **Firearm:** a shotgun or rifle having a barrel of less than eighteen inches in length, or any other weapon, except a pistol or revolver, from which a shot is discharged by an explosive if such weapon is capable of being concealed on the person.
- **Selling:** to exchange possession and ownership of goods or property for money or something of value.
- **Sexual Assault:** Committed or attempted to commit an act of sexual battery, rape, or statutory rape, lewd and lascivious conduct, molestation, etc.
- **Sexual Battery:** As defined in Penal Code Section 243.4(d)(1): “Any person who touches an intimate part of another person, if the touching is against the will of the person touched, and is for specific purpose of sexual arousal, sexual gratification, or sexual abuse.” Intimate part means the “sexual organ, anus, groin, or buttocks of any person, and the breast of a female.”

GLOSSARY

Terms and definitions as defined in Federal and State Education codes, and used in Alameda Unified School District's Administrative Regulations and Board Policies.

Absence (Unexcused) and Truancy - EC § 48200 - Any absence that has not been both excused by a parent/guardian or legal guardian and approved by the appropriate school official.

Aiding or abetting - EC § 48900 - Assisting, encouraging, supporting others in the act of inflicting injury to another person.

Arson - Starting or setting a fire on a school campus.

Assault - EC § 48915(a)(1)(E) - An unlawful attempt, coupled with present ability, to commit a violent injury to someone.

Battery-EC § 48900(n) - A willful and unlawful use of force or violence upon another and where there is a clear victim and clear abuser.

Battery on a School Employee - EC § 48915(a)(1)(E) - Assault or battery, as defined in Section 240 and 242 of the Penal Code, upon any school employee.

Behavior Contract: Written agreement between student and teacher (or admin) that outlines expectations

Behavior Support Plan: More intensive General Education behavior support plan

Behavior Intervention Plan: Intensive Special Education behavior plan

Brandishing - EC § 48915(c)(2) - “with reference to a dangerous weapon (including a firearm) means that all or part of the weapon was displayed, or the presence of the weapon was otherwise made known to another person, in order to intimidate that person, regardless of whether the weapon was directly visible to that person. Accordingly, although the dangerous weapon does not have to be directly visible, the weapon must be present.”

Bullying, Cyberbullying - EC § 48900(r): “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- (B) Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.
- (C) Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.
- (D) Causing a reasonable pupil to experience substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by a school.

“Electronic act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication.

For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Bus Conduct - Students who ride school buses are expected to adhere to the same rules of conduct and behavior on the school bus as in school. Engages in misconduct, disrupts school bus travel, disrespects the school bus driver or jeopardizes the safety of school bus rides.

Bystander - This is a student who verbally encourages negative behavior to continue. These behaviors may include, but are not limited to: remaining at a fight even when directed to leave, saying things to encourage the fight to continue.

Cheating - Dishonesty on a test or school related assignment.

Check in/Check out - Student engagement intervention. Students check in with adults before and at the end of the school day. Adults give student behavioral reminders about expected behavior and positive and corrective feedback.

Closed Campus Without A Pass - Leaving campus without proper authorization.

Controlled Substance - EC § 48900(c), (d), EC § 48915(c)(3) - Controlled substances are drugs that are regulated by state and federal laws that aim to control the danger of addiction, abuse, physical and mental harm, the trafficking by illegal means, and the dangers from actions of those who have used the substances. Examples are: methamphetamines, cocaine, crack, heroin, LSD, PCP, or unauthorized prescription drugs.

Schedule I. Depressants. Stimulants. (i.e. Methaqualone, GHB, Fenethylline) **Schedule II.** Narcotics. Opiates. (i.e. Opium, Codeine, Morphine, Oxycodone, Cocaine, Fentanyl) **Schedule III.** Stimulants. Depressants. Anabolic Steroids. (i.e. Testosterone, Pentobarbital) **Schedule IV.** Narcotics. Depressants. (i.e. Butorphanol, Barbitol) **Schedule V.** Narcotics. (i.e. Buprenorphine)

Coordination of Services Team (COST) - is a multidisciplinary team of school staff and providers who: Meet regularly to review the needs of individual students, support students' academic success, healthy behavioral and social emotional development and collaborate on connecting referred students to resources and interventions

Dangerous Object - EC § 48900(b) - Any object used in a dangerous way or an object that could cause harm to themselves or others. Examples include, but are not limited to: firearm, explosive, safety pins, laser pointers, paper clips that are opened. Consider a knife with a blade smaller than 3.5 inches as a dangerous object.

Defiance of School Personnel's Authority - EC § 48900(k) - Refusal to comply with reasonable requests of school personnel.

Destruction or Defacement of Property - EC § 48900(f) - Destroying or mutilating property or materials belonging to the school, school personnel or other persons. This includes graffiti/ tagging.

Discipline - To instruct, to train in accordance with the rules, an activity or exercise to improve a skill. Equipping students for behavioral and social success is a school-wide responsibility which requires the commitment and efforts of all adults – not just a select few are perceived as “disciplinarians.”

Disorderly Conduct, Including Profanity And Obscene Behavior - EC § 48900(i) - Conduct and/or behavior that is disruptive to the orderly educational procedure of the school.

Drug/Alcohol - EC § 48900(c) - The use, possession or sale of a controlled substance, or alcoholic beverage, or the selling of other substances or materials and representing such substances or material as a controlled substance or alcoholic beverage.

Drug Paraphernalia - EC § 48900(j) - any equipment, product, or material of any kind which is primarily intended or designed for use in manufacturing, compounding, converting, concealing, producing, processing, preparing, injecting, ingesting, inhaling, or otherwise introducing into the human body a controlled substance, possession of which is unlawful. (ie, scales, balances, hypodermic syringe, needles, bongs, roach clips, pipes)

Due Process - Whenever a student is deprived of their right to education through disciplinary actions such as suspension or expulsion, the student is entitled to due process. This right to due process includes the right to notice and a fair hearing prior to the administration of long-term suspension or expulsion.

Electronic Devices - Included are cellular phones, smartphone type devices, PDAs, MP3 players, iPod type devices, and portable computers such as laptops, iPads, tablets and netbooks, as well as portable storage devices.

Electronic Act - EC § 48900(r) - means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- (i) A message, text, sound, video, or image.

- (ii) A post on a social network internet website, including, but not limited to:

- (I) Posting to or creating a burn page. "Burn page" means an internet website created for the purpose of having one or more of the effects listed in paragraph (1).

- (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

- (iii) (I) An act of cyber sexual bullying.

- (II) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this subclause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- (III) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Explosives - EC § 48915(c)(5), EC § 48900(b) - Chemical compounds or mixtures that undergo rapid burning or decomposition with the generation of large amounts of gas and heat, leading to sudden pressure effects. (Firecrackers are considered dangerous objects)

Explosive Devices - EC § 48915(c)(5) - The use, possession, or sale of explosive devices. Examples are: self or handmade explosive devices, M-80, M-100, Silver Salute, M-250, M-1000, Quarter Stick, etc. Illegal explosive devices are not fireworks.

Expulsion EC § 48918 - Removal of a pupil from (1) immediate supervision and control, or (2) the general supervision of school personnel. When a Principal recommends expulsion, the Administrator will forward the request to the Director of Student Services on or before the fifth day of suspension. The Principal will hold a Principal's Conference (PC) by the fifth day of suspension. The Student Services Administrator will notify the family to arrange for a meeting to discuss the recommendation.

Extortion/Robbery - EC § 48900(e) - The solicitation of money, or something of value, from another person, in return for protection, or in connection with a threat to inflict harm.

False Fire Alarm - Deliberately pulling or setting off school fire alarms.

Fighting/Mutual Combat - Engaging in or threatening an act which causes or might cause harm to another person; mutual combat between two people.

Fighting/Assault - Willfully using force or violence upon another except in self-defense.

Firearm - EC § 48915(c)(1) - A shotgun or rifle having a barrel of less than eighteen inches in length, or any other weapon, except a pistol or revolver, from which a shot is discharged by an explosive if such weapon is capable of being concealed on the person.

Forgery - Writing and using the signature or initials of another person.

Gambling - Participating in games of chance for the purpose of exchanging money or something of value.

Gang Behavior/Attire - Engaging in behavior (writings, hand signals, intimidation, "stare down", etc.) or wearing attire (caps, shirts, "rags") or symbols (notebooks, tattoos, etc.) that signify gang affiliation or membership.

Harassment, Threats and Intimidation - EC § 48900.4 - Intentionally engaged in harassment, threats or intimidation directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and expected effect of materially disrupting class work, creating substantial disorder and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

Hate Crimes/Violence - EC § 48900.3 - Actions committed because of the victim's race, color, religion, nationality, country or origin, ancestry, disability, or sexual orientation. (a) "Hate crime" means a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim:

- Disability
- Gender
- Nationality
- Race or ethnicity
- Religion
- Sexual orientation

Hazing - EC § 48900(q) - Any method of initiation into a student organization or group that causes or may cause physical harm or personal degradation or disgrace resulting in physical or mental harm to a student.

Horseplay - rough, boisterous, or rowdy play, esp. when people push each other as a joke.

Intervention - Behavior interventions are specific actions taken for the purpose of changing the behavior of either an individual or a group of people.

Knife - EC § 48915(c)(5) - “Knife” means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 ½ inches, a folding blade that locks into place, or a razor with an unguarded blade (EC 48915(g)).

Multi-Tiered System of Support (MTSS) - is a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students.

Obscene Act/Gesture - Any act or gesture that is considered offensive to others. Examples include, but are not limited to: using inappropriate hand gestures, rotating ones hips in a suggestive manner, or other similar behaviors.

Other Means of Correction - Possible alternatives to suspension that may be utilized by administrators.

Positive Behavior Interventions and Supports (PBIS) - a proactive approach that schools use to improve school safety and promote positive behavior. The focus of PBIS is prevention, not punishment.

Profanity - EC § 48900(i) - Vulgarity or acts which are considered obscene.

RecklessDrivingOn/Around Campus - Excessive speed or careless driving.

Reflection Sheet

Restitution - a monetary payment sometimes ordered to be made as part of a judgment in negligence and/or contracts cases to restore a loss.

Retaliation - EC § 48900(o) - is the act of seeking revenge upon another.

Restorative Practice - A framework or series of practices that promote building respectful relationships as a foundation for teaching and learning. It is a way of dealing with the inappropriate behaviors in a manner that requires individuals to take responsibility for their behavior by acknowledging what happened and the people who have been affected by their behavior, focusing on repairing the harm.

Robbery - EC § 48900(e) - Taking property by the use of violence (PC 211).

Roughhouse: act in a boisterous, violent manner

Self-defense - EC § 48900a(2) - The right to use reasonable force to protect oneself from bodily harm, or to a lesser extent, one's property, from the attack of an aggressor, if the defender has reason to believe he/she/they is/are in danger.

Selling - EC § 48915(e) - To exchange possession and ownership of goods or property for money or something of value.

Serious Bodily Injury - EC § 48915(a)(1)(A) - A serious impairment of physical condition including, but not limited to, the following: loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; and serious disfigurement (PC 243). “Injury” means any physical injury which requires professional medical treatment.

Sexual Assault - EC § 48915(c)(4), EC § 48900(n) - Committed or attempted to commit an act of sexual battery, rape, statutory rape, lewd and lascivious conduct, molestation, etc.

Sexual Battery - EC § 48915(c)(4) - As defined in Penal Code Section 243.4(d)(1): “Any person who touches an intimate part of another person, if the touching is against the will of the person touched, and is for the specific purpose of sexual arousal, sexual gratification, or sexual abuse.” Intimate part means the “sexual organ, anus, groin, or buttocks of any person, and the breast of a female.”

Sexual Harassment - EC § 48900.2 - Unwelcome sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature, if this behavior is sufficiently severe or pervasive to have a negative impact on the individual's academic performance, or creates an intimidating, hostile or offensive educational environment.

Suspension - EC § 48925 - Removal of a pupil from ongoing instruction for adjustment purposes.

Social Emotional Learning (SEL) - The process through which children and adults understand and manage emotions, set and achieve goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. (CASEL.org)

Student Success Team (SST) - Is a positive school-site team, which identifies effective strategies to meet the needs of individual students. Used as an intervention.

Tardy - Arriving late to school or class.

Terroristic Threat - EC § 48900.7 - Is defined by Education Code Section 48900.7 subdivision (b) “as any written or oral statement specifically intended to be taken as a threat even if there is no actual intent of carrying it out. The statement must be threatening death, great bodily injury to another, or property damage over \$1,000. The threat is considered a terrorist threat if, on its face and under the situation in which it is made, it is “so unequivocal, unconditional, immediate and specific as to convey...a gravity of purpose and an immediate prospect of execution of the threat...causes that person reasonably to be in sustained fear for his or her own safety, his or her immediate family’s safety, the protection of school district property, the personal property of the person threatened or his or her immediate family.”

Theft/Possession of Stolen Property - EC § 48900(g) - Taking or attempting to take property that does not belong to you, or knowingly being in possession of stolen property.

Tobacco Use/Possession - EC § 48900(h) - The possession or use of tobacco or nicotine products on school property. Prohibited products include, but not limited to cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, betel, electronic cigarettes, electronic hookahs, and vapor-emitting devices.

Truancy - EC § 48260(a) - A pupil subject to compulsory full-time education or to compulsory education who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, shall be classified as truant and shall be reported to the attendance supervisor or to the superintendent of the school district.

Weapon - EC § 48915(g) - Is generally something used to injure, defeat, or destroy and may cover many types of instruments, such as a blackjack, slingshot, billy, metal knuckles, dagger, knife, pistol, revolver, or any other firearm, razor with an unguarded blade, and any metal pipe or bar used or intended to be used as a club, among others. Consider a knife with a blade 2.5 to 3.5 inches a “weapon” not a knife.

Weapons/Dangerous Objects - The possession, use or sale of any object that might be used to inflict bodily injury to another person.