

# PJUSD Consequences and Interventions Matrix



**Discipline is something done for students, not to them.**

The Consequences and Intervention Matrix is a tool for administrators to respond appropriately when students have committed serious violations, per the Code of Student Conduct. This tool is designed to offer consistency at all levels across the District so that students are disciplined fairly from school to school when their behavior requires punishment beyond the classroom. The matrix does not define responses to behaviors that are handled in the classroom. **For classroom and minor behaviors each school should create and have a matrix that clearly defines what those behaviors look like and how they are handled.**

**The Matrix is not intended to direct a required consequence or disciplinary action, but provides guidance to administrators that aims to achieve equity through providing the range of disciplinary options available for any given student behavior issue.**

At PJUSD we know that children need guidance and experience to make wise choices. Students make mistakes, and we allow for that, encouraging them to learn from their mistakes.

The purpose of this document is to fortify a system of effective discipline supported by students, school staff, and parents. We are making every effort to ensure that all of our sites are safe places for our students and staff members. Working together, we can provide a safe, pleasant, and academically rewarding environment in which students can achieve a maximum level of success. Please be aware that school regulations, as required by California State Law, apply during school hours, before school, after school, at any school-related activity, and when traveling to and from school.

Our discipline system is progressive and increases consequences each time a student is sent into the office by school staff. Consequences move from a conversation to a contract, to lunch detentions, in-school suspensions, and, as a last resort, home suspensions, and expulsions. In all of these situations, a Restorative Approach to intervention will be used by the classroom teacher, counselor, or administrator.

## Principles of the Restorative Approach

- Provide an opportunity for dialogue and understanding direct or indirect, between victim and offender as appropriate.
- Encourage collaboration and reintegration of both victims and offenders, rather than coercion and isolation.
- Focus on the harms of the violation rather than the rules that have been broken.
- Find meaningful ways to involve the community (family/class/school).
- Show equal concern and commitment to the victims **and** offenders.
- Work toward the restoration of victims, empowering them, and responding to their needs as they see them.

- Recognize that while obligations (consequences) may be difficult for offenders, those obligations should not be intended as punishment or harm, and they must be achievable.
- Support offenders, while encouraging them to understand, accept, and carry out their obligations.

We recognize we can't punish problems away. The restorative difference is taking the time to come together, to give students a voice and the opportunity for them to be heard, allowing them to be more open, more honest, and more eager to find a solution. A component of the restorative process involves asking offenders and victims a set of questions that allow them to reflect on the incident, to determine what might have prompted it, and what corrective actions need to take place to repair the damaged relationships.

#### **State Law and Suspension: [Ed Code 48900](#)**

Recent legislation was enacted to prevent students from losing learning opportunities for disciplinary reasons.

- **SB 274: Keep Kids in School: Ending Suspensions for Willful Defiance in Grades Kindergarten Through Twelfth:** won overwhelming approval in the state Assembly and Senate, and it takes effect July 1, 2024. SB 274 builds on Sen. Skinner's 2019 legislation, SB 419, which was signed into law by Gov. Newsom. It permanently banned willful defiance suspensions in grades TK-5 and prohibited them in grades 6-8 until 2025. Under SB 274, willful defiance suspensions are barred in grades 6 to 12, with a sunset of July 1, 2029, in all ([https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201920200SB419](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200SB419)). *Research indicates that students of color; students with disabilities; and lesbian, gay, bisexual, transgender, queer, intersex, and asexual students are more likely to be suspended for low-level subjective offenses such as willful defiance. We support the goals of this legislation and have included the resources below to support implementation of school-wide and district-/county-wide policies to better support students facing social-emotional and academic struggles.*
- **SB 291-Pupil Rights-Recess:** Commencing with the 2024-25 school year, EC Section 49056 requires local educational agencies (LEAs) that offer recess to provide recess of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. It also requires that elementary students receive at least 30 minutes every day and prohibits school staff members from restricting a pupil's recess unless there is an immediate threat to the physical safety of the pupil or the physical safety of one or more of the pupil's peers, as provided.  
<https://www.cde.ca.gov/fg/aa/pa/sb291letter.asp>
- **Assembly Bill 982: Homework for Students Suspended for Two or More Days:** ([https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201920200AB982](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB982)), also enacted in 2019, requires local educational agencies (LEAs), including charters, to provide homework assignments to students upon the request of the parent, guardian, or student during a suspension of two or more school days.

In recent years there have been other statutory provisions designed to limit the use of suspensions and promote alternatives to suspension. These provisions aim to address the root causes of the student's behavior and to improve academic outcomes:

- **Minimize Suspension for Attendance Issues:** California *Education Code (EC)* Section 48900(w)(1) states that it is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.
- **Instead of Suspension, Support:** *EC* Section 48900(v) provides that a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age-appropriate and designed to address and correct the pupil's specific misbehavior as specified in *EC* Section 48900.5.
- ***EC* Section 48900(w)(2)** adds that the MTSS, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help students gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.
- **Suspension as a Last Resort:** And finally, *EC* Section 48900.5 provides that, except for specified exceptions, suspension, including supervised suspension, shall be imposed only when other means of correction fail to bring about proper conduct, and then continues to provide an extensive list of suggested positive, non-exclusionary alternative practices. Other means of correction may include additional academic supports, to ensure, for example, that instruction is academically appropriate, culturally relevant, and engaging for students at different academic levels and with diverse backgrounds.

### Replacing Suspension with Support

Collectively, we must do more to reverse the reality that our most vulnerable students are disproportionately removed from their classes. Research on student engagement, academic success, dropout, and graduation rates has shown the need to replace punitive discipline practices with targeted student supports such as those referenced in state law above. The CDE and California's System of Support are your partners in establishing and strengthening LEA and school-level networks of support. Key resources include the following:

- The CDE Behavioral Intervention Strategies and Supports web page at [Behavioral Intervention Strategies and Supports - School Environment \(CA Dept of Education\)](#) outlines where LEAs and schools can learn about Fix School Discipline, suspension data on Dataquest and the California School Dashboard, and Restorative Justice programs. These practices and policies that many schools and districts are putting in place to address discipline issues proactively support students whose behaviors may signify a call for help.
- The CDE MTSS web page at [Multi-Tiered System of Supports - Curriculum and Instruction Resources \(CA Dept of Education\)](#) provides a research-proven framework aligned to address students' academic, behavior, and social success. It brings together the Response to Instruction and Intervention and Positive Behavioral Interventions and Supports to support the whole child through a data-driven tiered approach to academic and social emotional supports. An MTSS approach can ensure instruction and

interventions meet student needs, to address the reality that African American students and students with disabilities—two of the groups most often suspended—have lower literacy and math scores than other ethnic groups and students without disabilities.

- There are also resources on the CDE Mental Health web page at [Mental Health - Counseling/Student Support \(CA Dept of Education\)](#), which includes strategies, resources, and training in psychological and mental health issues, including coping with tragedy, crisis intervention and prevention, school psychology, and suicide prevention.
- The CDE Attendance Improvement web page at [Attendance Improvement - Learning Support \(CA Dept of Education\)](#) provides resources to address attendance improvement through prevention, early identification, and intervention instead of using punitive discipline.
- The CDE Asset-Based Pedagogies web page at [Asset-Based Pedagogies - Educator Excellence \(CA Dept of Education\)](#) has resources on culturally relevant and sustaining pedagogies, which focus on the strengths that diverse students bring to the classroom and school community. These approaches engage all learners through a curriculum that connects to students' cultural and linguistic identities. Asset-Based Pedagogy is also a key feature in California's State Literacy Plan, and aligned literacy resources are available on the California Educators Together web page at [Comprehensive Literacy State Development Grant Resource Repository :: Groups :: California Educators Together](#).
- Addressing bias of educators is an important piece of the puzzle. We are in the process of reviewing our district practices and beginning a discussion on equity for all students. We will begin with training staff at each site on Restorative Practices and expand in the future

#### Data-Driven Continuous Improvement to Strengthen Supports

Our state's focus on equity means addressing students' holistic needs, whether they are struggling with trauma, disability, or the effects of socio-economic disadvantage. Since the passage of the Local Control Funding Formula, the state has engaged in the data-driven continuous improvement process, with actions to address student needs informed by robust stakeholder input and thorough root-cause analysis. Tackling suspensions is part of this framework, with suspension data reported in the California School Dashboard and school climate as one of the eight state priorities. Every year, school and district communities should consult their suspension data and analyze the underlying causes and adjust programming as needed to better support students, especially students of color disproportionately impacted by unneeded suspensions. CDE resources include the following:

- The CDE Local Control Accountability Plan web page at [Local Control and Accountability Plan \(LCAP\) - Resources \(CA Dept of Education\)](#) includes references to the eight state priorities, the continuous improvement process, stakeholder engagement, and the whole child resource map.

Particularly as we grapple with continuing post-pandemic effects, students and families face unprecedented challenges that will inevitably affect students' stress levels, behaviors, and their ability to participate in school. Like suspensions, these challenges fall disproportionately on students of color, unhoused and other marginalized groups. Separate and apart from the pandemic, our communities are asking for support and education, not suspension. In this moment of extraordinary need, the most successful schools will partner with communities to better understand and support students' mental and physical health needs so they are able to

engage in accelerated learning at school. Systemic and targeted approaches can help realize our shared goals of making equity real.

The Patterson Joint Unified School District's Consequences and Intervention Matrix ("Matrix") is a tool that is **used by our school site administrators** when evaluating a student conduct matter and determining the student's disciplinary options when the student's behavior violates the California Education Code. The Matrix is helpful in ensuring fair and equitable student discipline outcomes across the District. The Matrix provides what options are available to administrators when deciding upon individual student discipline, based on the given facts and circumstances as evaluated by the administrator.

**PBIS Guide to Possible Interventions:**

**Click on a Behavior to Start-** buttons listed by the behavior the student is exhibiting. Descriptors and ideas on how to support with specific behaviors are provided: <https://www.pbisworld.com>

## Student Discipline Code

The student discipline code applies to all students attending school in the Patterson Joint Unified School District including the following circumstances:

- (1) while on any school grounds;
- (2) while going to or coming from any school;
- (3) during the lunch period, whether on or off the school campus; and
- (4) during, going to, or coming from a school- sponsored activity.

Where appropriate, discipline should be progressive. This means that a student's first violation will usually merit a consequence of a lesser degree than subsequent violations, taking into account all factors relevant to the severity of the current violation. Except where specified by Education Code Section 48900.5, *a student may be suspended only when there has been a determination that other means of correction have failed to bring about proper conduct or that the student's presence causes a danger to persons.*

The student discipline code also applies to:

- (1) all school-related trips and excursions approved according to governing board standards; and
- (2) optional District educational programs such as: (a) summer school; (b) after- school programs and (c) pre-kindergarten or preschool programs.

At the principal's discretion, a student with documented discipline problems not requiring expulsion may be removed from the remainder of an optional educational program. Before a removal occurs, the parent will receive a written notice and an opportunity to be heard in front of the principal or principal's designee.

### Consequences and Interventions

Understanding that consequences and interventions represent "teachable moments" is fundamental to a positive approach to discipline. The goal of progressive consequences and interventions is the teaching of prosocial behavior. Progressive consequences seek accountability and behavioral change. Prevention of negative behavior occurs by helping students learn from their mistakes. **Essential to progressive discipline is helping students who have engaged in unacceptable behavior to:**

1. Understand why the behavior is unacceptable and the harm it has caused
2. Understand what they could have done differently in the same situation
3. Take responsibility for their action
4. Be given the opportunity to learn prosocial strategies and skills to use in the future
5. Understand the progression of more stringent consequences if the behavior reoccurs

Consequences and interventions are most effective with students when they deal directly with the problem, in a way that is fair and impartial. These procedures were developed to establish a uniform discipline code for the District; it is expected that this code will be followed and consistently enforced throughout the Patterson Joint Unified School District. All District staff who are authorized to impose disciplinary actions are expected to do so in a prompt, fair, and lawful manner and to place emphasis on the student's ability to grow in self-discipline. To correct the behavior of any student who is subject to discipline, the principal/designee should, to the extent allowed by law, first use an alternative(s) to suspension. **Except** for single acts of a grave nature or multiple offenses, suspension or expulsion is used only when other means of correction have failed to bring about proper conduct or the student's presence causes a continuing danger to persons. All District staff are to assure due process for students. **When choosing interventions and consequences for a student's behavior, District staff should consider the following factors:**

1. Age, health, maturation and disability or special education status of the student
2. Student's prior conduct and record of behavior
3. Student's understanding of the impact of their behavior
4. Student's willingness to repair the harm caused by their behavior
5. Seriousness of the behavior offense and the degree of harm caused
6. Impact of the incident on overall school community
7. Whether the student's violation threatened the safety of any student or staff member
8. The likelihood that a lesser intervention or consequence would adequately address the violation

When students are disruptive or act inappropriately, and following consideration of the factors previously mentioned, District staff shall determine the level of consequence and intervention needed to assist the student in bringing about proper conduct. Consequences should be paired with an appropriate intervention. **The following levels of interventions and consequences shall be applied in a logical, appropriate, and consistent manner.**

## Levels of Response - Consequences and Interventions

| Level 1<br>(Classroom)                                                                                                                                                                                                                     | <p><b>Examples of Classroom Managed Responses</b></p> <p>These consequences and interventions aim to teach correct behavior so students may learn and demonstrate safe, respectful, and responsible behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies. Below are possible classroom consequences and interventions that may be used.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;"><i><b>Possible Consequences</b></i></th><th style="text-align: left; padding: 5px;"><i><b>Possible Interventions</b></i></th></tr> </thead> <tbody> <tr> <td style="padding: 5px;">• Contact parent</td><td style="padding: 5px;">• Establish positive relationship with student</td></tr> <tr> <td style="padding: 5px;">• Verbal corrective feedback</td><td style="padding: 5px;">• Seat change</td></tr> <tr> <td style="padding: 5px;">• In-class time out</td><td style="padding: 5px;">• Pre-correction and redirection</td></tr> <tr> <td style="padding: 5px;">• Parent/guardian conference</td><td style="padding: 5px;">• Role play replacement behavior</td></tr> <tr> <td style="padding: 5px;">• Student verbal or written apology</td><td style="padding: 5px;">• Establish buddy teacher system</td></tr> <tr> <td style="padding: 5px;">• Use buddy teacher system</td><td style="padding: 5px;">• Parent/guardian accompany student in class</td></tr> <tr> <td style="padding: 5px;">• Loss of classroom privileges</td><td style="padding: 5px;">• Daily progress report for behavior</td></tr> <tr> <td style="padding: 5px;">• Student written reflection</td><td style="padding: 5px;">• Increase positive recognition</td></tr> <tr> <td style="padding: 5px;">• Teacher and student conference/Pose logical consequences</td><td style="padding: 5px;">• Goal setting with student</td></tr> </tbody> </table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <i><b>Possible Consequences</b></i> | <i><b>Possible Interventions</b></i> | • Contact parent                        | • Establish positive relationship with student                 | • Verbal corrective feedback                                                                                                                                               | • Seat change                                                                          | • In-class time out                                                                                                                                                                                                                        | • Pre-correction and redirection                                                   | • Parent/guardian conference | • Role play replacement behavior                                              | • Student verbal or written apology | • Establish buddy teacher system           | • Use buddy teacher system | • Parent/guardian accompany student in class                | • Loss of classroom privileges          | • Daily progress report for behavior                   | • Student written reflection    | • Increase positive recognition | • Teacher and student conference/Pose logical consequences | • Goal setting with student    |                                   |                                                  |                            |                                                 |
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| <i><b>Possible Consequences</b></i>                                                                                                                                                                                                        | <i><b>Possible Interventions</b></i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                     |                                      |                                         |                                                                |                                                                                                                                                                            |                                                                                        |                                                                                                                                                                                                                                            |                                                                                    |                              |                                                                               |                                     |                                            |                            |                                                             |                                         |                                                        |                                 |                                 |                                                            |                                |                                   |                                                  |                            |                                                 |
| • Contact parent                                                                                                                                                                                                                           | • Establish positive relationship with student                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                     |                                      |                                         |                                                                |                                                                                                                                                                            |                                                                                        |                                                                                                                                                                                                                                            |                                                                                    |                              |                                                                               |                                     |                                            |                            |                                                             |                                         |                                                        |                                 |                                 |                                                            |                                |                                   |                                                  |                            |                                                 |
| • Verbal corrective feedback                                                                                                                                                                                                               | • Seat change                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                     |                                      |                                         |                                                                |                                                                                                                                                                            |                                                                                        |                                                                                                                                                                                                                                            |                                                                                    |                              |                                                                               |                                     |                                            |                            |                                                             |                                         |                                                        |                                 |                                 |                                                            |                                |                                   |                                                  |                            |                                                 |
| • In-class time out                                                                                                                                                                                                                        | • Pre-correction and redirection                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                     |                                      |                                         |                                                                |                                                                                                                                                                            |                                                                                        |                                                                                                                                                                                                                                            |                                                                                    |                              |                                                                               |                                     |                                            |                            |                                                             |                                         |                                                        |                                 |                                 |                                                            |                                |                                   |                                                  |                            |                                                 |
| • Parent/guardian conference                                                                                                                                                                                                               | • Role play replacement behavior                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                     |                                      |                                         |                                                                |                                                                                                                                                                            |                                                                                        |                                                                                                                                                                                                                                            |                                                                                    |                              |                                                                               |                                     |                                            |                            |                                                             |                                         |                                                        |                                 |                                 |                                                            |                                |                                   |                                                  |                            |                                                 |
| • Student verbal or written apology                                                                                                                                                                                                        | • Establish buddy teacher system                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                     |                                      |                                         |                                                                |                                                                                                                                                                            |                                                                                        |                                                                                                                                                                                                                                            |                                                                                    |                              |                                                                               |                                     |                                            |                            |                                                             |                                         |                                                        |                                 |                                 |                                                            |                                |                                   |                                                  |                            |                                                 |
| • Use buddy teacher system                                                                                                                                                                                                                 | • Parent/guardian accompany student in class                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                     |                                      |                                         |                                                                |                                                                                                                                                                            |                                                                                        |                                                                                                                                                                                                                                            |                                                                                    |                              |                                                                               |                                     |                                            |                            |                                                             |                                         |                                                        |                                 |                                 |                                                            |                                |                                   |                                                  |                            |                                                 |
| • Loss of classroom privileges                                                                                                                                                                                                             | • Daily progress report for behavior                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                     |                                      |                                         |                                                                |                                                                                                                                                                            |                                                                                        |                                                                                                                                                                                                                                            |                                                                                    |                              |                                                                               |                                     |                                            |                            |                                                             |                                         |                                                        |                                 |                                 |                                                            |                                |                                   |                                                  |                            |                                                 |
| • Student written reflection                                                                                                                                                                                                               | • Increase positive recognition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                     |                                      |                                         |                                                                |                                                                                                                                                                            |                                                                                        |                                                                                                                                                                                                                                            |                                                                                    |                              |                                                                               |                                     |                                            |                            |                                                             |                                         |                                                        |                                 |                                 |                                                            |                                |                                   |                                                  |                            |                                                 |
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| Level 2<br>Office Referral                                                                                                                                                                                                                 | <p><b>Examples of Administrative Responses</b></p> <p>These consequences and interventions, used in <b>response to an office discipline referral</b>, aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school. Interventions often involve support staff and aim to engage the student's support system to ensure successful learning, consistency, and change the conditions that contribute to the student's inappropriate or disruptive behavior. Below are possible consequences and interventions that may be used. Level 1 interventions may still apply.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;"><i><b>Possible Consequences</b></i></th><th style="text-align: left; padding: 5px;"><i><b>Possible Interventions</b></i></th></tr> </thead> <tbody> <tr> <td style="padding: 5px;">• Parent/guardian notification required</td><td style="padding: 5px;">• Refer to SST/Individual Education Plan (IEP)/504 team</td></tr> <tr> <td style="padding: 5px;">• Detention</td><td style="padding: 5px;">• Increase positive recognition</td></tr> <tr> <td style="padding: 5px;">• Student verbal or written apology</td><td style="padding: 5px;">• Collaborative problem solving/PBIS Intervention Team</td></tr> <tr> <td style="padding: 5px;">• Use buddy teacher system</td><td style="padding: 5px;">• Establish positive relationship with student</td></tr> <tr> <td style="padding: 5px;">• Change of class</td><td style="padding: 5px;">• Refer for substance abuse intervention</td></tr> <tr> <td style="padding: 5px;">• Conference with student</td><td style="padding: 5px;">• Mentoring (El Joven Noble, PLUS, Check-and-Connect, etc.)</td></tr> <tr> <td style="padding: 5px;">• Removed privilege/restricted activity</td><td style="padding: 5px;">• Develop/revise Behavior Response Plan (BRP)/contract</td></tr> <tr> <td style="padding: 5px;">• Restitution/community service</td><td style="padding: 5px;">• Refer to Tier II team</td></tr> <tr> <td style="padding: 5px;">• Time out</td><td style="padding: 5px;">• Social/Academic Skills Group</td></tr> <tr> <td style="padding: 5px;">• Relationship development action</td><td style="padding: 5px;">• Refer for educational/psychological evaluation</td></tr> <tr> <td style="padding: 5px;">• Restorative conferencing</td><td style="padding: 5px;">• Refer to school/community based mental health</td></tr> </tbody> </table> | <i><b>Possible Consequences</b></i> | <i><b>Possible Interventions</b></i> | • Parent/guardian notification required | • Refer to SST/Individual Education Plan (IEP)/504 team        | • Detention                                                                                                                                                                | • Increase positive recognition                                                        | • Student verbal or written apology                                                                                                                                                                                                        | • Collaborative problem solving/PBIS Intervention Team                             | • Use buddy teacher system   | • Establish positive relationship with student                                | • Change of class                   | • Refer for substance abuse intervention   | • Conference with student  | • Mentoring (El Joven Noble, PLUS, Check-and-Connect, etc.) | • Removed privilege/restricted activity | • Develop/revise Behavior Response Plan (BRP)/contract | • Restitution/community service | • Refer to Tier II team         | • Time out                                                 | • Social/Academic Skills Group | • Relationship development action | • Refer for educational/psychological evaluation | • Restorative conferencing | • Refer to school/community based mental health |
| <i><b>Possible Consequences</b></i>                                                                                                                                                                                                        | <i><b>Possible Interventions</b></i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                     |                                      |                                         |                                                                |                                                                                                                                                                            |                                                                                        |                                                                                                                                                                                                                                            |                                                                                    |                              |                                                                               |                                     |                                            |                            |                                                             |                                         |                                                        |                                 |                                 |                                                            |                                |                                   |                                                  |                            |                                                 |
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| • Detention                                                                                                                                                                                                                                | • Increase positive recognition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                     |                                      |                                         |                                                                |                                                                                                                                                                            |                                                                                        |                                                                                                                                                                                                                                            |                                                                                    |                              |                                                                               |                                     |                                            |                            |                                                             |                                         |                                                        |                                 |                                 |                                                            |                                |                                   |                                                  |                            |                                                 |
| • Student verbal or written apology                                                                                                                                                                                                        | • Collaborative problem solving/PBIS Intervention Team                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                     |                                      |                                         |                                                                |                                                                                                                                                                            |                                                                                        |                                                                                                                                                                                                                                            |                                                                                    |                              |                                                                               |                                     |                                            |                            |                                                             |                                         |                                                        |                                 |                                 |                                                            |                                |                                   |                                                  |                            |                                                 |
| • Use buddy teacher system                                                                                                                                                                                                                 | • Establish positive relationship with student                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                     |                                      |                                         |                                                                |                                                                                                                                                                            |                                                                                        |                                                                                                                                                                                                                                            |                                                                                    |                              |                                                                               |                                     |                                            |                            |                                                             |                                         |                                                        |                                 |                                 |                                                            |                                |                                   |                                                  |                            |                                                 |
| • Change of class                                                                                                                                                                                                                          | • Refer for substance abuse intervention                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                     |                                      |                                         |                                                                |                                                                                                                                                                            |                                                                                        |                                                                                                                                                                                                                                            |                                                                                    |                              |                                                                               |                                     |                                            |                            |                                                             |                                         |                                                        |                                 |                                 |                                                            |                                |                                   |                                                  |                            |                                                 |
| • Conference with student                                                                                                                                                                                                                  | • Mentoring (El Joven Noble, PLUS, Check-and-Connect, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                     |                                      |                                         |                                                                |                                                                                                                                                                            |                                                                                        |                                                                                                                                                                                                                                            |                                                                                    |                              |                                                                               |                                     |                                            |                            |                                                             |                                         |                                                        |                                 |                                 |                                                            |                                |                                   |                                                  |                            |                                                 |
| • Removed privilege/restricted activity                                                                                                                                                                                                    | • Develop/revise Behavior Response Plan (BRP)/contract                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                     |                                      |                                         |                                                                |                                                                                                                                                                            |                                                                                        |                                                                                                                                                                                                                                            |                                                                                    |                              |                                                                               |                                     |                                            |                            |                                                             |                                         |                                                        |                                 |                                 |                                                            |                                |                                   |                                                  |                            |                                                 |
| • Restitution/community service                                                                                                                                                                                                            | • Refer to Tier II team                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                     |                                      |                                         |                                                                |                                                                                                                                                                            |                                                                                        |                                                                                                                                                                                                                                            |                                                                                    |                              |                                                                               |                                     |                                            |                            |                                                             |                                         |                                                        |                                 |                                 |                                                            |                                |                                   |                                                  |                            |                                                 |
| • Time out                                                                                                                                                                                                                                 | • Social/Academic Skills Group                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                     |                                      |                                         |                                                                |                                                                                                                                                                            |                                                                                        |                                                                                                                                                                                                                                            |                                                                                    |                              |                                                                               |                                     |                                            |                            |                                                             |                                         |                                                        |                                 |                                 |                                                            |                                |                                   |                                                  |                            |                                                 |
| • Relationship development action                                                                                                                                                                                                          | • Refer for educational/psychological evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                     |                                      |                                         |                                                                |                                                                                                                                                                            |                                                                                        |                                                                                                                                                                                                                                            |                                                                                    |                              |                                                                               |                                     |                                            |                            |                                                             |                                         |                                                        |                                 |                                 |                                                            |                                |                                   |                                                  |                            |                                                 |
| • Restorative conferencing                                                                                                                                                                                                                 | • Refer to school/community based mental health                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                     |                                      |                                         |                                                                |                                                                                                                                                                            |                                                                                        |                                                                                                                                                                                                                                            |                                                                                    |                              |                                                                               |                                     |                                            |                            |                                                             |                                         |                                                        |                                 |                                 |                                                            |                                |                                   |                                                  |                            |                                                 |
| Level 3<br>BI/<br>Suspension                                                                                                                                                                                                               | <p><b>Examples of Administrative Removal Responses</b></p> <p>Level 3 consequences and interventions involve <b>short-term removal of a student</b> from the school environment due to the severity of the behavior or because Level 1 and Level 2 consequences have failed to bring about proper conduct. Level 1 and Level 2 interventions may still be applied in addition to those listed in Level 3. The duration of the suspension is to be limited as much as practicable while adequately addressing the behavior.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;"><i><b>Required Consequences</b></i></th><th style="text-align: left; padding: 5px;"><i><b>Possible Interventions</b></i></th></tr> </thead> <tbody> <tr> <td style="padding: 5px;">• Parent/guardian notification</td><td style="padding: 5px;">• Develop/revise Behavior Response Plan (BRP)</td></tr> <tr> <td style="padding: 5px;">• Suspension from school (one to five days)<br/>or In-School Suspension (one to five days)<br/>or Behavior Intervention class (one to five days)<br/>(Middle and High School)</td><td style="padding: 5px;">• Revise 504/IEP (for students with disabilities) and Behavior Intervention Plan (BIP)</td></tr> <tr> <td></td><td style="padding: 5px;">• SPED Develop Functional Behavioral Assessment and Behavior Intervention Plan</td></tr> <tr> <td></td><td style="padding: 5px;">• Restorative Justice re-entry plan w/support (student and staff)</td></tr> </tbody> </table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <i><b>Required Consequences</b></i> | <i><b>Possible Interventions</b></i> | • Parent/guardian notification          | • Develop/revise Behavior Response Plan (BRP)                  | • Suspension from school (one to five days)<br>or In-School Suspension (one to five days)<br>or Behavior Intervention class (one to five days)<br>(Middle and High School) | • Revise 504/IEP (for students with disabilities) and Behavior Intervention Plan (BIP) |                                                                                                                                                                                                                                            | • SPED Develop Functional Behavioral Assessment and Behavior Intervention Plan     |                              | • Restorative Justice re-entry plan w/support (student and staff)             |                                     |                                            |                            |                                                             |                                         |                                                        |                                 |                                 |                                                            |                                |                                   |                                                  |                            |                                                 |
| <i><b>Required Consequences</b></i>                                                                                                                                                                                                        | <i><b>Possible Interventions</b></i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                     |                                      |                                         |                                                                |                                                                                                                                                                            |                                                                                        |                                                                                                                                                                                                                                            |                                                                                    |                              |                                                                               |                                     |                                            |                            |                                                             |                                         |                                                        |                                 |                                 |                                                            |                                |                                   |                                                  |                            |                                                 |
| • Parent/guardian notification                                                                                                                                                                                                             | • Develop/revise Behavior Response Plan (BRP)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                     |                                      |                                         |                                                                |                                                                                                                                                                            |                                                                                        |                                                                                                                                                                                                                                            |                                                                                    |                              |                                                                               |                                     |                                            |                            |                                                             |                                         |                                                        |                                 |                                 |                                                            |                                |                                   |                                                  |                            |                                                 |
| • Suspension from school (one to five days)<br>or In-School Suspension (one to five days)<br>or Behavior Intervention class (one to five days)<br>(Middle and High School)                                                                 | • Revise 504/IEP (for students with disabilities) and Behavior Intervention Plan (BIP)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                     |                                      |                                         |                                                                |                                                                                                                                                                            |                                                                                        |                                                                                                                                                                                                                                            |                                                                                    |                              |                                                                               |                                     |                                            |                            |                                                             |                                         |                                                        |                                 |                                 |                                                            |                                |                                   |                                                  |                            |                                                 |
|                                                                                                                                                                                                                                            | • SPED Develop Functional Behavioral Assessment and Behavior Intervention Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                     |                                      |                                         |                                                                |                                                                                                                                                                            |                                                                                        |                                                                                                                                                                                                                                            |                                                                                    |                              |                                                                               |                                     |                                            |                            |                                                             |                                         |                                                        |                                 |                                 |                                                            |                                |                                   |                                                  |                            |                                                 |
|                                                                                                                                                                                                                                            | • Restorative Justice re-entry plan w/support (student and staff)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                     |                                      |                                         |                                                                |                                                                                                                                                                            |                                                                                        |                                                                                                                                                                                                                                            |                                                                                    |                              |                                                                               |                                     |                                            |                            |                                                             |                                         |                                                        |                                 |                                 |                                                            |                                |                                   |                                                  |                            |                                                 |
| Level 4<br>Suspension/<br>Expulsion                                                                                                                                                                                                        | <p><b>Examples of Administrative Removal Responses</b></p> <p>Level 4 involves the <b>removal of the student from the school environment due to the severity</b> of the behavior or because Level 1, 2, or 3 consequences and interventions have failed to bring about proper conduct. These consequences focus on protecting the safety of the school community and ending self-destructive and dangerous behavior. Level 1, 2 and 3 interventions may still be applied, if applicable.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;"><i><b>Required Consequences</b></i></th><th style="text-align: left; padding: 5px;"><i><b>Possible Interventions</b></i></th></tr> </thead> <tbody> <tr> <td style="padding: 5px;">• Parent/guardian notification</td><td style="padding: 5px;">• Manifestation determination (IEP only)/504 compliance review</td></tr> <tr> <td style="padding: 5px;">• Suspension from school (up to 5 days)</td><td style="padding: 5px;">• Gen Ed/ 504 Develop/revise Behavior Response Plan (BRP)</td></tr> <tr> <td style="padding: 5px;">• May refer for expulsion (total removal from school) if other means of correction have not brought about proper conduct <u>or</u> are not feasible <u>or</u> there is a continuing danger to the physical safety of the student or others</td><td style="padding: 5px;">• Revise IEP (for students with disabilities) and Behavior Intervention Plan (BIP)</td></tr> <tr> <td></td><td style="padding: 5px;">• IEP Develop Functional Behavioral Assessment and Behavior Intervention Plan</td></tr> <tr> <td></td><td style="padding: 5px;">• Alternative educational placement (DPHS)</td></tr> </tbody> </table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <i><b>Required Consequences</b></i> | <i><b>Possible Interventions</b></i> | • Parent/guardian notification          | • Manifestation determination (IEP only)/504 compliance review | • Suspension from school (up to 5 days)                                                                                                                                    | • Gen Ed/ 504 Develop/revise Behavior Response Plan (BRP)                              | • May refer for expulsion (total removal from school) if other means of correction have not brought about proper conduct <u>or</u> are not feasible <u>or</u> there is a continuing danger to the physical safety of the student or others | • Revise IEP (for students with disabilities) and Behavior Intervention Plan (BIP) |                              | • IEP Develop Functional Behavioral Assessment and Behavior Intervention Plan |                                     | • Alternative educational placement (DPHS) |                            |                                                             |                                         |                                                        |                                 |                                 |                                                            |                                |                                   |                                                  |                            |                                                 |
| <i><b>Required Consequences</b></i>                                                                                                                                                                                                        | <i><b>Possible Interventions</b></i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                     |                                      |                                         |                                                                |                                                                                                                                                                            |                                                                                        |                                                                                                                                                                                                                                            |                                                                                    |                              |                                                                               |                                     |                                            |                            |                                                             |                                         |                                                        |                                 |                                 |                                                            |                                |                                   |                                                  |                            |                                                 |
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| • Suspension from school (up to 5 days)                                                                                                                                                                                                    | • Gen Ed/ 504 Develop/revise Behavior Response Plan (BRP)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                     |                                      |                                         |                                                                |                                                                                                                                                                            |                                                                                        |                                                                                                                                                                                                                                            |                                                                                    |                              |                                                                               |                                     |                                            |                            |                                                             |                                         |                                                        |                                 |                                 |                                                            |                                |                                   |                                                  |                            |                                                 |
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|                                                                                                                                                                                                                                            | • IEP Develop Functional Behavioral Assessment and Behavior Intervention Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                     |                                      |                                         |                                                                |                                                                                                                                                                            |                                                                                        |                                                                                                                                                                                                                                            |                                                                                    |                              |                                                                               |                                     |                                            |                            |                                                             |                                         |                                                        |                                 |                                 |                                                            |                                |                                   |                                                  |                            |                                                 |
|                                                                                                                                                                                                                                            | • Alternative educational placement (DPHS)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                     |                                      |                                         |                                                                |                                                                                                                                                                            |                                                                                        |                                                                                                                                                                                                                                            |                                                                                    |                              |                                                                               |                                     |                                            |                            |                                                             |                                         |                                                        |                                 |                                 |                                                            |                                |                                   |                                                  |                            |                                                 |
| Level 5<br>Expulsion                                                                                                                                                                                                                       | <p><b>Mandatory Recommendation for School Expulsion</b></p> <p>Mandatory removal from school and referral for expulsion for acts as specified in the Education Code.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;"><i><b>Required Consequences</b></i></th><th style="text-align: left; padding: 5px;"><i><b>Possible Interventions</b></i></th></tr> </thead> <tbody> <tr> <td style="padding: 5px;">• Parent/guardian notification</td><td style="padding: 5px;">• Manifestation determination (IEP only)/504 compliance review</td></tr> <tr> <td style="padding: 5px;">• Suspension from school (5 days)</td><td style="padding: 5px;">• Alternative educational placement</td></tr> <tr> <td style="padding: 5px;">• Mandatory referral for expulsion</td><td></td></tr> </tbody> </table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <i><b>Required Consequences</b></i> | <i><b>Possible Interventions</b></i> | • Parent/guardian notification          | • Manifestation determination (IEP only)/504 compliance review | • Suspension from school (5 days)                                                                                                                                          | • Alternative educational placement                                                    | • Mandatory referral for expulsion                                                                                                                                                                                                         |                                                                                    |                              |                                                                               |                                     |                                            |                            |                                                             |                                         |                                                        |                                 |                                 |                                                            |                                |                                   |                                                  |                            |                                                 |
| <i><b>Required Consequences</b></i>                                                                                                                                                                                                        | <i><b>Possible Interventions</b></i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                     |                                      |                                         |                                                                |                                                                                                                                                                            |                                                                                        |                                                                                                                                                                                                                                            |                                                                                    |                              |                                                                               |                                     |                                            |                            |                                                             |                                         |                                                        |                                 |                                 |                                                            |                                |                                   |                                                  |                            |                                                 |
| • Parent/guardian notification                                                                                                                                                                                                             | • Manifestation determination (IEP only)/504 compliance review                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                     |                                      |                                         |                                                                |                                                                                                                                                                            |                                                                                        |                                                                                                                                                                                                                                            |                                                                                    |                              |                                                                               |                                     |                                            |                            |                                                             |                                         |                                                        |                                 |                                 |                                                            |                                |                                   |                                                  |                            |                                                 |
| • Suspension from school (5 days)                                                                                                                                                                                                          | • Alternative educational placement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                     |                                      |                                         |                                                                |                                                                                                                                                                            |                                                                                        |                                                                                                                                                                                                                                            |                                                                                    |                              |                                                                               |                                     |                                            |                            |                                                             |                                         |                                                        |                                 |                                 |                                                            |                                |                                   |                                                  |                            |                                                 |
| • Mandatory referral for expulsion                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                     |                                      |                                         |                                                                |                                                                                                                                                                            |                                                                                        |                                                                                                                                                                                                                                            |                                                                                    |                              |                                                                               |                                     |                                            |                            |                                                             |                                         |                                                        |                                 |                                 |                                                            |                                |                                   |                                                  |                            |                                                 |

## PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE

Note: If the problem behavior is assigned to two or more levels, then whenever possible, the lowest level of consequence and intervention should be used first. A Level 3 or above response may only be given if other means of correction have failed to bring about proper conduct; or due to the nature of the act, the student's presence causes a danger to persons; or suspension is authorized by law. In accordance with law, a Level 3 response may be used on a first offense for behaviors marked with an asterisk (\*).

| Problem Behavior                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Level 1 | Level 2 | Level 3            | Level 4            | Level 5 | Required Law Enforcement Notification |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|--------------------|--------------------|---------|---------------------------------------|
| <b>Absence from Class or School</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |         |         |                    |                    |         |                                       |
| Tardiness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | ●       | ●       |                    |                    |         |                                       |
| Cutting class                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | ●       | ●       |                    |                    |         |                                       |
| Excessive absences/truancy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | ●       | ●       |                    |                    |         |                                       |
| <b>We can not suspend for attendance reasons. 48900 (w) (1)</b> It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |         |         |                    |                    |         |                                       |
| <b>Bullying</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |         |         |                    |                    |         |                                       |
| Intentional physical or verbal act or conduct including communications made in writing or by means of an electronic act that has an effect described in law<br><i>(Susp. Gr. 4-8 only EC 48900 (r))</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | ●       | ●       | Grades 4 - 12 Only | Grades 4 - 12 Only |         |                                       |
| Severe or pervasive physical or verbal act(s) or conduct including communications made in writing or by means of an electronic act that has an effect described in law<br><i>(Susp. Gr. 4-8 only EC 48900 (r))</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |         | ●       | Grades 4 - 12 Only | Grades 4 - 12 Only |         |                                       |
| Engaged in, or attempted to engage in, hazing as defined in law <i>(EC 48900 (q))</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |         | ●       | ●                  | ●                  |         |                                       |
| <i>Bullying is one or more acts by a pupil or group of pupils directed against another pupil or school personnel which would reasonably cause fear of harm, detrimental mental impact, or infer with academic performance. Disciplinary action may be taken even if the acts occur off campus, or during non school hours, if the nexus to school can be made. Bullying can be physical (tripping, spitting, pushing), verbal (repeatedly taunting, malicious teasing, name calling), emotional (repeatedly spreading rumors, manipulating social relationships, extorting, or intimidating) or a combination of the three. An "electronic act" is defined as transmission of a communication, including, but not limited to, a message, text, sound, etc.</i> |         |         |                    |                    |         |                                       |
| <b>Contraband - Tobacco</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |         |         |                    |                    |         |                                       |
| Possession of tobacco or any products containing tobacco or nicotine <i>(EC 48900 (h))</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | ●       | ●       | ●                  |                    |         |                                       |
| Possession of nicotine delivery systems (e.g., vaporizers, hookah pens) <i>(EC 48900 (h))</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | ●       | ●       | ●                  |                    |         |                                       |
| Use of tobacco or any products containing tobacco or nicotine <i>(EC 48900 (h))</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |         | ●       | ●                  |                    |         |                                       |
| <i>Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to vape products, cigarettes, cigars, snuff, chew packets, etc. However, this section does not prohibit use or possession by a student of his or her own prescription products. *Confiscated materials will be returned to parents upon request. Confiscated materials will not be returned to students * No school shall permit the smoking or use of tobacco, or any product containing tobacco, or nicotine products, by pupils of the school while pupils are on campus, or while attending school-sponsored activities or while under the supervision and control of school district employees EC 48901.</i>                            |         |         |                    |                    |         |                                       |
| <b>Contraband - Alcohol and Intoxicants</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |         |         |                    |                    |         |                                       |
| Possessed or under the influence of an alcohol beverage or an intoxicant of any kind <i>(EC 48900 (c)) *</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         | ●       | ●                  | ●                  |         | ●                                     |
| Used, sold, or furnished an alcohol beverage or an intoxicant of any kind <i>(EC 48900 (c))</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |         |         | ●                  | ●                  |         | ●                                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |         |         |                    |                    |         |                                       |

## PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE

Note: If the problem behavior is assigned to two or more levels, then whenever possible, the lowest level of consequence and intervention should be used first. A Level 3 or above response may only be given if other means of correction have failed to bring about proper conduct; or due to the nature of the act, the student's presence causes a danger to persons; or suspension is authorized by law. In accordance with law, a Level 3 response may be used on a first offense for behaviors marked with an asterisk (\*).

| Problem Behavior                                                                                                                                                                       | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Required Law Enforcement Notification |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|---------------------------------------|
| <b>Contraband - Controlled Substances</b>                                                                                                                                              |         |         |         |         |         |                                       |
| Possessed, offered, arranged, or negotiated to sell any drug paraphernalia ( <b>EC 48900 (j)</b> )                                                                                     |         | •       | •       | •       |         |                                       |
| Possessed, or came to school under the influence of, a controlled substance ( <b>EC 48900 (c)</b> ) *                                                                                  |         | •       | •       | •       |         | •                                     |
| Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma ( <b>EC 48900 (p)</b> )                                                                   |         |         | •       | •       |         | •                                     |
| Used or offered a controlled substance ( <b>EC 48900 (c)</b> )                                                                                                                         |         |         | •       | •       |         | •                                     |
| Unlawfully offered, arranged, or negotiated to sell and delivered a "look alike" represented as a controlled substance, alcoholic beverage or other intoxicant ( <b>EC 48900 (d)</b> ) |         |         | •       | •       |         | •                                     |
| Sold a controlled substance ( <b>EC 48915 (c)(3)</b> )                                                                                                                                 |         |         |         |         | •       | •                                     |

A controlled substance is defined in [Section 11053 of Division 10 of the Health and Safety Code](#) to include an alcoholic beverage, or an intoxicant of any kind. \*Students appearing at school functions and having consumed or having in their possession alcoholic beverages or drugs may be handled by police action [PC 647](#), [Health and Safety Code 11550](#), [Health and Safety Code 1105](#)

|                                                                                         |  |   |   |   |   |   |
|-----------------------------------------------------------------------------------------|--|---|---|---|---|---|
| <b>Contraband - Weapons/Dangerous Objects</b>                                           |  |   |   |   |   |   |
| Possessed an imitation firearm ( <b>EC 48900 (m)</b> )                                  |  | • | • | • |   |   |
| Possessed a knife or other dangerous object ( <b>EC 48900 (b)</b> ) *                   |  | • | • | • |   |   |
| Sold or otherwise furnished any knife or other dangerous object ( <b>EC 48900 (b)</b> ) |  |   | • | • |   |   |
| Brandished a knife at another person ( <b>EC 48915 (c)(2)</b> )                         |  |   |   |   | • | • |
| Possessed an explosive as defined in federal law ( <b>EC 48915 (c)(5)</b> )             |  |   |   |   | • | • |
| Possessed, sold, or otherwise furnished a firearm ( <b>EC 48915 (c)(1)</b> )            |  |   |   |   | • | • |

\*A replica of a firearm is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

\*A knife includes, but is not limited to, a dirk, dagger, ice pick, razor, any folding blade knife, any locking blade knife, fixed blades longer than 3½", or objects with a fixed, sharpened blade designed to cut or stab EC 48915 (g).

\* An "injurious object" is defined in EC 49330 but may also mean an objects capable of inflicting substantial bodily damage (e.g. tear gas/pepper spray)

\*Objects on campus which could be considered dangerous objects (unless, in the case of possession of any such object, the student had obtained written permission to possess the item from a certificated school employee, which is concurred by the principal or the designee of the principal.

\*Less potent or injurious objects may result in the lower suspensions







incident EC 48915. \* Serious bodily injury” means 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 P.C. 243 (f) (4).

|                                                                                                                         |   |   |   |   |  |   |
|-------------------------------------------------------------------------------------------------------------------------|---|---|---|---|--|---|
| Unintentional, incidental physical contact with school personnel                                                        | ● | ● |   |   |  |   |
| Unintentional striking of a staff member who is intervening in a fight or other disruptive activity (EC 48900 (a)(1)) * |   | ● | ● |   |  |   |
| Intentional assault or battery upon any school employee (EC 48915 (a)(1)(E))                                            |   |   |   | ● |  | ● |

\*Any act against school staff, in which students continue when staff attempts to break up fighting, or show premeditation shall warrant consequences starting at Level 3.

### PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE

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| Problem Behavior                                          | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Required Law Enforcement Notification |
|-----------------------------------------------------------|---------|---------|---------|---------|---------|---------------------------------------|
| <b>Property Misuse/Damage</b>                             |         |         |         |         |         |                                       |
| Littering                                                 | ●       | ●       |         |         |         |                                       |
| Minor or accidental damage                                | ●       | ●       |         |         |         |                                       |
| Attempted to cause damage to property (EC 48900 (f))      | ●       | ●       | ●       |         |         |                                       |
| Caused damage to property (EC 48900 (f))                  |         | ●       | ●       | ●       |         |                                       |
| Breaking and entering on District property (EC 48900 (f)) |         | ●       | ●       | ●       |         |                                       |
| Set fire to property (EC 48900 (f))                       |         | ●       | ●       | ●       |         |                                       |

Parents/guardians will be held responsible for damage to school district property up to the State established limit. When the minor and parent are unable to pay for the damages, the school district shall provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Parents or guardians of the student are also liable for the amount of a reward paid for information leading to the apprehension of person(s) causing damage up to the State established limit EC 48904.

\*Any act of arson, or attempt of firesetting, will warrant consequences as step 3 and notification of appropriate law enforcement.

\*Damage valued in excess of \$500.00 will result in notification of appropriate law enforcement

|                                                                               |   |   |   |   |  |   |
|-------------------------------------------------------------------------------|---|---|---|---|--|---|
| <b>Stealing/Possessing Stolen Property</b>                                    |   |   |   |   |  |   |
| Stole school or private property (EC 48900 (g))                               | ● | ● | ● |   |  |   |
| Knowingly possessed stolen property (EC 48900 (I))                            | ● | ● | ● |   |  |   |
| Attempted to commit robbery or extortion (EC 48900 (e), EC 48915 (a)(1)(D)) * |   | ● | ● | ● |  | ● |
| Committed robbery or extortion (EC 48900 (e), EC 48915 (a)(1)(D))             |   |   | ● | ● |  | ● |

If a prior offense was committed during the previous school year, stolen items of value greater than \$25.00 will warrant consequences starting at Level 3

Robbery and Extortion also require notification of appropriate law enforcement.

|                                                                                                                          |   |   |  |  |  |  |
|--------------------------------------------------------------------------------------------------------------------------|---|---|--|--|--|--|
| <b>Tantrum</b>                                                                                                           |   |   |  |  |  |  |
| A combination of disruptive behavior (e.g., whining, yelling, throwing objects) to express frustration or gain attention | ● | ● |  |  |  |  |

## PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE

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| Problem Behavior                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Level 1 | Level 2 | Level 3              | Level 4          | Level 5 | Required Law Enforcement Notification |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|----------------------|------------------|---------|---------------------------------------|
| <b>Technology Violation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |         |         |                      |                  |         |                                       |
| Violation of school rules regarding use of personal technology not resulting in harm                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | ●       | ●       |                      |                  |         |                                       |
| Violation of District's Acceptable Use Agreement for using District technology not resulting in harm                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | ●       | ●       |                      |                  |         |                                       |
| Using District technology without permission                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | ●       | ●       |                      |                  |         |                                       |
| Repeated violations of school rules, District Acceptable Use Agreement, or using District technology without permission                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |         | ●       | Grades 7-12 BHI Only |                  |         |                                       |
| Use of electronic device(s) for which it is determined that such use directly causes physical or emotional harm to another person as defined in law                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |         | ●       | ●                    | ●                | ●       |                                       |
| <i>"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, 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.</i> |         |         |                      |                  |         |                                       |
| <b>Verbal and Written Aggression</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |         |         |                      |                  |         |                                       |
| Yelling or using aggressive language towards another student                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | ●       | ●       |                      |                  |         |                                       |
| Minor name calling or teasing, whether written or verbal, towards other students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | ●       | ●       |                      |                  |         |                                       |
| Repeated name calling or teasing, whether written or verbal, towards other students despite directions to stop by staff                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |         | ●       | Grades 7-12 BI Only  |                  |         |                                       |
| Use of profanity or vulgarity not directed at other                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | ●       | ●       | Grades 7-12 BI Only  |                  |         |                                       |
| Habitual use of profanity or vulgarity ( <i>EC 48900 (i)</i> )                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |         | ●       | ●                    | ●                |         |                                       |
| Threatened to cause an act of hate violence ( <i>Susp. Gr. 4-12 only EC 48900.3</i> )                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |         | ●       | Grades 4-12 Only     | Grades 4-12 Only |         |                                       |
| Threatened to cause physical injury ( <i>EC 48900 (a)(1)</i> ) *                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |         | ●       | ●                    | ●                |         |                                       |
| Made terroristic threats against school officials or school property or both ( <i>EC 48900.7</i> )                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |         | ●       | ●                    | ●                | ●       | ●                                     |

## BUS VIOLATIONS

**1st Offense:** Warning and parent contact.

**2nd Offense:** Warning, parent contact, and/or alternative consequences.

**3rd Offense:** Student will not be allowed to ride the bus for 3 days.

**4th Offense:** Student will not be allowed to ride the bus for 5 days. Student will be given an assigned seat location.

**5th Offense:** Student will not be allowed to ride the bus for 10 days. A meeting will be held before bus services resume (with bus company and an admin present).

**Note:** Offenses past 5 will follow a plan set up the previous meeting and may include losing bus privileges for a semester or school year.

**Note:** Depending on the seriousness of the act, the student may lose bus privileges on the first or succeeding offenses.

**Note:** Depending on the circumstances, alternatives to restriction from the bus may be used as determined by the site administrator.

## Restorative Practices Examples

Taken from: *Taking Restorative Justice to Schools: A Doorway to Discipline*. J. Holtham. (2009). Del Hayes Press.

| Infraction                                              | Punitive                                                      | Restorative                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Graffiti or property damage                             | Referral to law enforcement; pay a court fee or fine.         | Help clean, repair, or repaint and pay for damages.                                                                                                                                                                                                                                                                                                                     |
| Putdowns, gossip, or interpersonal conflicts            | Spend time in detention.                                      | Write a letter of apology to the individual(s) harmed; write a reflection paper on how it feels to be put down or gossiped about.                                                                                                                                                                                                                                       |
| Classroom disruption                                    | Be shamed in front of the class by the teacher.               | Verbally apologize to the teacher and fellow students with a promise to contribute more positively in the future. Request that peers hold him/her accountable. Spend a week assisting the teacher with classroom supervision or clean-up.                                                                                                                               |
| Bullying younger students                               | Sent to in-school suspension; have privileges reserved moved. | Set up a weekly book reading with the younger students and read to them out of <i>Touching Spirit Bear</i> , a book about restorative justice that addresses a serious assault. Facilitate a circle with individuals considered bullies and discover three reasons why they do it. Facilitate a circle with victims of bullies to find out how bullying affects others. |
| Ridicule or racial slurs of another individual or group | Given a sanction to stay away from the person in the future.  | Participate in a blanket drive for the homeless. Help on a project to raise community awareness to stop "hate crimes." Set up a panel of speakers who can talk to the entire class or school about intolerance and the effect it has on our communities. Write a letter of apology to the person harmed and his/her family.                                             |

| Infraction                               | Punitive                                               | Restorative                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Fighting                                 | Out-of-school suspension.                              | Prepare and deliver a speech to a classroom or larger school assembly about how to negotiate with words rather than fists. Teach a class during detention on anger management and self-control. Read the book <i>Boundaries for Kids</i> and give an oral report on it.                                                                                                                                                      |
| Theft                                    | Out-of-school suspension.                              | Return the stolen items with a sincere verbal or written apology. Pay for replacement of stolen items.                                                                                                                                                                                                                                                                                                                       |
| Use and possession of drugs              | Out-of-school suspension and/or expulsion              | Do community service in a drug rehab center or hospital where addicts are being treated. Spend a night under supervision in a rehab center.                                                                                                                                                                                                                                                                                  |
| Internet harassment                      | Out-of-school suspension                               | Contribute to a school newsletter article on how Internet harassment damages individual relationships. Write a research paper on recent Internet harassment incidents that have resulted in emotional depression or suicide of the person who was harmed.                                                                                                                                                                    |
| (Unintentional) arson or property damage | Suspension or expulsion.                               | Ride along with fire fighters. Visit a fire station. Interview paramedics.                                                                                                                                                                                                                                                                                                                                                   |
| Truancy                                  | Suspension; referral to law enforcement; truancy court | Write a reflection paper on assets for youth. Help facilitate a circle discussion on truancy and identify why some kids skip school. Interview a recent high school graduate that dropped out of school and returned after recognizing the value of a high school diploma. Interview a college student and ask why he or she wants to complete college. Ask for help with an underlying problem that is causing the truancy. |

## SUSPENSION CODES

### ***Mandatory Referral for Expulsion***

| E.C. Offense              | Description of Offense                                                         |
|---------------------------|--------------------------------------------------------------------------------|
| 48915 (c)(1)              | Possessing, selling, or otherwise furnishing a firearm                         |
| 48915 (c)(2)              | Brandishing a knife at another person                                          |
| 48915 (c)(3)              | Unlawfully selling a controlled substance listed in the Health and Safety Code |
| 48915 (c)(4)<br>48900 (n) | Committed a sexual battery                                                     |
| 48915 (c)(4)<br>48900 (n) | Committed or attempted to commit sexual assault                                |
| 48915 (c)(5)              | Possession of an explosive as defined in the United States Code                |

### ***Highly Recommend Referral for Expulsion***

| E.C. Offense    | Description of Offense                                                     |
|-----------------|----------------------------------------------------------------------------|
| 48915 (a)(1)(A) | Caused serious injury to another person, except in self defense            |
| 48915 (a)(1)(E) | Assault or battery, as defined in the Penal Code, upon any school employee |

### ***May Suspend on First Offense***

| E.C. Offense                 | Description of Offense                                                                                                                                                                                                                                                                                                      |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 48900 (a)(1)                 | Caused, attempted to cause, or threatened to cause physical injury to another person                                                                                                                                                                                                                                        |
| 48900 (a)(2)                 | Willfully used force or violence upon the person of another, except in self defense                                                                                                                                                                                                                                         |
| 48900 (b)                    | Possessed, sold, or otherwise furnished any knife, explosive, or other dangerous object                                                                                                                                                                                                                                     |
| 48900 (c)                    | Unlawfully possessed, used, sold, or otherwise furnished, or under the influence of, any controlled substance listed in the Health and Safety Code, an alcoholic beverage, or intoxicant of any kind                                                                                                                        |
| 48900 (d)                    | Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material representing it as a controlled substance, alcoholic beverage, or intoxicant |
| 48915 (a)(1)(D)<br>48900 (e) | Committed or attempted to commit robbery or extortion                                                                                                                                                                                                                                                                       |

## ***Other Offenses – Shall not Suspend on a First Offense per Education Code 48900.5***

| <b>E.C. Offense</b> | <b>Description of Offense</b>                                                                                                                                                                                                                                      |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 48900 (f)           | Caused or attempted to cause damage to school property or private property                                                                                                                                                                                         |
| 48900 (g)           | Stole or attempted to steal school property or private property                                                                                                                                                                                                    |
| 48900 (h)           | Possessed or used tobacco or any products containing tobacco or nicotine products                                                                                                                                                                                  |
| 48900 (i)           | Committed an obscene act or engaged in habitual profanity or vulgarity                                                                                                                                                                                             |
| 48900 (j)           | Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia as defined in the Health and Safety Code                                                                                                                        |
| 48900 (k)           | Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties – (Grades 9-12)                                     |
| 48900 (l)           | Knowingly received stolen school or private property                                                                                                                                                                                                               |
| 48900 (m)           | Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm  |
| 48900 (o)           | Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both |
| 48900 (p)           | Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma                                                                                                                                                                       |
| 48900 (q)           | Engaged in, or attempted to engage in, hazing as defined in Education Code Section 32050                                                                                                                                                                           |
| 48900 (r)           | Bullying directed toward a student or school personnel to include by means of an electronic act – (Grades 4-8)                                                                                                                                                     |
| 48900 (t)           | Aids or abets in the infliction or attempted infliction of physical injury on another person, as defined in the Penal Code (Note: Suspension only; expulsion recommendation permitted only if student adjudged by a juvenile court)                                |
| 48900.2             | Committed sexual harassment as defined in the Education Code – (Grades 4-12)                                                                                                                                                                                       |
| 48900.3             | Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in the Education Code – (Grades 4-8)                                                                                                                        |
| 48900.4             | Intentionally engaged in harassment, threats or intimidation directed against district personnel or students as defined in the Education Code – (Grades 4-12)                                                                                                      |

If a student's behavior is a threat to the safety, health or emotional wellbeing of others, and previous methods of prevention and intervention have not been successful, that student will be suspended in accordance with district policy and state law.

## Reasons for Suspension

State law allows for the suspension of a student if a school investigation shows the student--while on school grounds, going to or from school, during lunch period (on or off campus), or during, or while going to or from, a school-sponsored activity--has engaged in any of the following acts:

### Assault/Battery

Causing, attempting to cause, or threatening to cause physical injury to another person, including a school employee. Also included are attempted sexual assault, sexual assault and sexual battery. Exceptions may be made in a situation where witnesses and evidence support a case of self-defense.

### Weapons

Possessing, selling, or otherwise providing any weapon--including guns, knives, explosives, or simulated weapons, including toys such as pellet, airsoft, paintball and BB guns. Also applies to use of any object in a threatening manner, including traditional classroom supplies such as pencils, pens, and paperclips.

### Alcohol/Intoxicants/Controlled Substances

Unlawfully possessing, using, selling or otherwise providing alcohol, intoxicants (including inhalants such as glue, paint or liquid paper) or controlled substances, including prescribed medications. Also applies to being under the influence of alcohol, intoxicants or controlled substances.

### Substance in Lieu of Alcohol/Intoxicants/Controlled Substances

Delivering, providing or selling items which are claimed to be alcohol, intoxicants or controlled substances but were not such items.

### Drug Paraphernalia

Unlawfully possessing, offering, arranging for, or negotiating to sell any drug items.

### Tobacco or Nicotine Products

Possessing, providing or using tobacco, or any item containing tobacco or nicotine products, including but not limited to cigarettes, cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. Under district policy, a fourth offense requires an expulsion referral.

### Robbery and Extortion

Committing or attempting to commit robbery or extortion. Extortion occurs when threats are made with the intent to obtain money or something of value.

### Property Damage

Causing or attempting to cause damage to school property or private property. Parents or guardians are legally responsible to pay for any losses or damage to public property caused by a student.

### Property Theft

Stealing or attempting to steal school or private property, or receiving stolen property. Parents may be required to pay for damages.

### Obscenity

Committing an obscene act or engaging in regular profanity, swearing or vulgarity. Also applies to sexual acts, even if consensual.

### Sexual Harassment (Grades 4-12)

Making unwelcome advances; requesting sexual favors; and other verbal, visual or physical conduct of a sufficiently severe sexual nature; or having a negative impact on an individual's academic performance; or creating an intimidating, hostile or offensive educational environment.

### **Hate Violence (Grades 4-12)**

Causing, threatening to cause, attempting to cause, or participating in acts of hate against people or property. This includes but is not limited to negative behaviors that target members of a particular gender, race, ethnicity, religion, sexual orientation or the mentally or physically challenged.

### **Threats and Intimidation**

Harassing, intimidating, or threatening a student who is a witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both. Also applies to verbal or written threats against school officials or threats to cause major property damage.

### **Harassment (Grades 4-12)**

Harassing, intimidating, or threatening a student or group of students, or school personnel, with the actual or expected effect of disrupting class work, or creating substantial disorder, or creating a hostile educational environment.

### **Hazing**

Engaging in, or attempting to engage in any activities used for initiation or pre-initiation into a student organization, or student body or related activities, which causes or is likely to cause bodily danger, physical harm, or personal degradation or disgrace, resulting in physical or mental harm. Applies to any student attending any school or school event.

For more detailed information, consult District Procedure 6290 , *Suspension*, and California Education Code 48900.

## **SCHOOL DISCIPLINE RIGHTS**

- You cannot be suspended for more than 5 school days in a row or for more than 20 days in a school year.
- You have a right to be told why you are being suspended and the right to provide your version of events and evidence before you are suspended, unless there is an emergency. If the behavior for which you are being suspended could subject you to criminal charges, you should consult with your education rights holder or attorney before providing an oral or written statement to the school or police.
- Your attorney and social worker must be invited to a meeting before your suspension can be extended beyond 5 days and a suspension can only be extended if you are being considered for expulsion.
- You have a right to a formal hearing, and to be represented by an attorney at that hearing, before you are expelled.
- If you are facing a possible expulsion, your attorney and social worker must be notified. If you are in special education, your attorney and social worker must be invited to a meeting to decide whether your behavior was related to your disability.