

MEMORANDUM OF UNDERSTANDING #9
between the
FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT
and
FOLSOM CORDOVA EDUCATION ASSOCIATION

Article 15.5 – Suspension of Pupil by Teacher
April 10, 2024

This Memorandum of Understanding (“MOU”) is agreed to between the Folsom Cordova Unified School District (“District”) and the Folsom Cordova Education Association (FCEA). The Folsom Cordova Unified School District (“District”) and the Folsom Cordova Education Association (FCEA or “Association”) are parties to a collective bargaining agreement (CBA) which expires on June 30, 2026. The parties have agreed that Article 15.5 – Suspension of Pupil by Teacher, shall be modified as shown on this MOU. This MOU is educational in nature and not intended to be restrictive. This shall fully and finally resolve all bargaining regarding Article 15.5 for the 2023/2024 school year.

Current Language:

15.5 Suspension of Pupil by Teacher

15.5.1 A teacher may suspend any pupil from his/her class for any of the acts enumerated in California Education Code, Section 48900, for the day of the suspension and the day following. The teacher shall immediately report the suspension to the principal of the school and send the pupil to the principal or the principal’s designee for the appropriate action. If that action requires the continued presence of the pupil at the school site, the pupil shall be under appropriate supervision, as defined in policies and related regulations adopted by the governing board of the school District. As soon as possible, the teacher shall ask the parent or guardian of the pupil to attend a parent-teacher conference regarding the suspension. Whenever practicable, a school counselor or a school psychologist shall attend the conference. A school administrator shall attend the conference if the teacher or the parent or guardian so requests. The pupil shall not be returned to the class from which he/she was suspended, during the period of the suspension, without the concurrence of the teacher of the class and the principal.

Proposed Language:

15.5 Classroom Suspension of Pupil by Teacher

15.5.1 For as long as required by education code, a teacher may suspend any pupil from his/her class for any of the acts enumerated in California Education Code, Section 48900, for the day of the suspension and the day following. The teacher shall notify the suspension to the principal of the school and send the pupil to the principal or the principal’s designee for the appropriate action. Per site policy, if that action requires the continued presence of the pupil at the school site, the pupil shall be under appropriate supervision, as defined in policies and related regulations adopted by the governing board of the school District. As soon as possible, the teacher shall ask the parent or guardian of the pupil to attend a parent-teacher conference regarding the suspension. Whenever practicable, a school counselor or a school psychologist shall attend the conference. A school administrator shall attend the conference if the teacher or the parent or guardian so requests. The pupil shall not be returned to the class from which he/she was suspended, during the period of the

suspension, without the concurrence of the teacher of the class and the principal. This article is educational in nature and not intended to be restrictive.

15.5.1.1 A student may not be suspended from class without first providing “other means” of addressing the behavior (15.5.1.2). However, a student may be suspended from class without “other means” when the behavior violates 48900 a-e or if the behavior poses a danger to others. 48900 a-e includes Assault (caused/attempted/threatened injury), Battery (willful use of force), Possession of dangerous object, Controlled substances/alcohol/intoxicants, Look alike controlled substance/alcohol /intoxicants, or Robbery/extortion.

15.5.1.2 “Other means” of correction include, but are not limited to, the following:

- (1) A conference between school personnel, the pupil's parent or guardian, and the pupil.
- (2) Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.
- (3) Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and the pupil's parents.
- (4) Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).
- (5) Enrollment in a program for teaching prosocial behavior or anger management.
- (6) Participation in a restorative justice program.
- (7) A positive behavior support approach with tiered interventions that occur during the school day on campus.
- (8) After school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.
- (9) Any of the alternatives described in Section 48900.6.

Current Language:

15.5.2 A pupil suspended from a class shall not be placed in another regular class during the period of suspension. However, if the pupil is assigned to more than one class per day this subdivision shall apply only to other regular classes scheduled at the same time as the class from which the pupil was suspended.

15.5.3 A teacher may also refer a pupil, for any of the acts enumerated in California Education Code, Section 48900, to the principal or the principal's designee for consideration of a suspension from the school.

15.5.4 The term “day” is applied as follows:

15.5.4.1 For secondary students, it is an instructional period.

15.5.4.2 For elementary students, it is a regularly calendared school day.

No cost estimated.

FOR THE FOLSOM CORDOVA
UNIFIED SCHOOL DISTRICT

By: _____

Donald Ogden, Associate
Superintendent Human Resources

Date: _____

4-16-2024

FOR THE FOLSOM CORDOVA
EDUCATION ASSOCIATION

By: _____

Tracy Suter, FCEA Executive Officer/
Bargaining Chair

Date: _____

4-18-24

Board Approved: _____

INTERVENTIONS AND SUPPORT SERVICES FOR STUDENTS

All District administrators are committed to utilizing interventions and disciplinary supports/ consequences that are consistent, reasonable, fair, age appropriate, and reflective of the severity of the student's misconduct. Even though there are situations that might signal suspension from school, it is the District's goal to support students in learning the skills necessary to function in the school environment and to avoid negative behavior.

There is a wide range of support interventions used to minimize suspension and expulsions, and to provide our students with meaningful experiences in our learning communities. The following are some representative examples of the interventions our school and district staff employ in order to improve climate and reduce or eliminate behavior exhibited by students that may result in suspension from school or possible recommendation for expulsion:

Parent Outreach

- School to Home Communication
- Parent-Teacher Conferences
- Parent Outreach
- Campus Parent Portal
- Parent Observation of Child in Class
- District Knock and Talks/Tap and Chats
- BlackBoard Mass
- Technology outreach
- District Digest/social media outreach
- Informational Parent Nights
- Parent Group Meetings for At-Risk Students
- Parent Focus Groups
- Anti-Bullying Campaigns and annual policy distribution to parents and other members of our school communities
- Strengthening Families

Counseling & Mental Health Support

- School Counselor Contacts
- Mental Health Specialist/School Social Worker referral, school Psychologist
- Resource Referrals
- Conflict Mediation
- Counseling for Skill Building
- Focus Groups
- Brief Interventions
- SRO

Academic Support

- Student Study Team (SST) meetings
- Peer Tutoring
- Homework Center/Homework Help
- Study Hall
- Every Child by Name
- MTSS
- Response to Intervention (RtI) Programs with Tiered Support
- Online Credit Recovery Programs
- Student Government/Leadership/ASB, Link Crew Opportunities at the middle and high schools

Accommodations and Special Education

- IEP Team Meetings
- Behavior Intervention Plan
- PBIS Plan
- Behavior Specialist Services
- Manifestation
- Classroom Modifications
- Specialized Academic Instruction and related services
- Alternative Dispute Resolution (ADR) Meetings

Behavioral Interventions

- Response to Intervention (RtI)
- Programs with Tiered Support
- Positive Behavior Interventions and Supports (PBIS)
- Behavior Support
- Curriculum/Character Education
- Campus Clean-up, Community Service
- Warnings/Formal Reprimands/Teachable Moments
- Saturday School/detention
- Timeouts/Referrals to SRO
- Loss of Recess/Free time
- Individual Crisis Management Plan
- Section 504 Accommodations
- Alternative to Expulsion Program
- Administrative Transfers to other comprehensive school sites
- Student Handbooks reviewed with students in class
- School Attendance Review Board (SARB) and School Attendance Review Team (SART)
- Mentor programs (Link Crew and WEB) at all comprehensive middle and high schools.
- Restitution
- Reintegration meetings
- Check in/Check out
- Restorative practices
- Mediation

Community Partnerships & Resources

- Folsom Cordova Community Partnerships
- Faith Based Partnerships
- Sacramento Sheriff Department
- Folsom Police Department

STUDENT DISCIPLINE CODE

The student discipline code applies to all students attending school in the Folsom Cordova 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 when there has been a determination that other means of correction have failed to bring about proper conduct or are not currently feasible, 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/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 pro-social 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 pro-social 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 would be followed and consistently enforced throughout the Folsom Cordova 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. 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	Examples of Classroom Managed Responses 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 consequences and interventions that may be used. <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <i>Possible Consequences</i> • Contact parent • Verbal corrective feedback • In-class time out, Teacher detention • Parent/guardian conference, Teacher meeting • Student verbal or written apology • Use buddy teacher system • Loss of classroom privileges • Student written reflection • Teacher and student conference/Pose logical consequences </td><td style="vertical-align: top; width: 50%;"> <i>Possible Interventions</i> • Establish positive relationship with student • Seat change • Pre-correction and redirection • no contact contract • Establish buddy teacher system • Parent/guardian accompany student in class • Daily progress report for behavior • Increase positive recognition • Goal setting with student, Possible counseling check-in </td></tr> </table>	<i>Possible Consequences</i> • Contact parent • Verbal corrective feedback • In-class time out, Teacher detention • Parent/guardian conference, Teacher meeting • Student verbal or written apology • Use buddy teacher system • Loss of classroom privileges • Student written reflection • Teacher and student conference/Pose logical consequences	<i>Possible Interventions</i> • Establish positive relationship with student • Seat change • Pre-correction and redirection • no contact contract • Establish buddy teacher system • Parent/guardian accompany student in class • Daily progress report for behavior • Increase positive recognition • Goal setting with student, Possible counseling check-in
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Level 2	Examples of Administrative Responses These consequences and interventions, used in response to an office discipline referral, 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. <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <i>Possible Consequences</i> • Parent/guardian notification required • Detention, Saturday School • Student verbal or written apology • Use buddy teacher system • Change of class/withdrawal from class • Conference with student • Removed privilege/restricted activity • Restitution/community service • Time out • Relationship development action • Restorative conferencing </td><td style="vertical-align: top; width: 50%;"> <i>Possible Interventions</i> • Refer to SST/Individual Education Plan (IEP)/504 team • Increase positive recognition • Collaborative problem solving • Establish positive relationship with student • Refer for substance abuse intervention • Mentoring, Social/Academic Skills Group • Develop/revise Behavior Support Plan (BSP) or contract • Check In/Check Out • Refer to counseling program • Refer for educational/psychological evaluation • Refer to school/community based mental health </td></tr> </table>	<i>Possible Consequences</i> • Parent/guardian notification required • Detention, Saturday School • Student verbal or written apology • Use buddy teacher system • Change of class/withdrawal from class • Conference with student • Removed privilege/restricted activity • Restitution/community service • Time out • Relationship development action • Restorative conferencing	<i>Possible Interventions</i> • Refer to SST/Individual Education Plan (IEP)/504 team • Increase positive recognition • Collaborative problem solving • Establish positive relationship with student • Refer for substance abuse intervention • Mentoring, Social/Academic Skills Group • Develop/revise Behavior Support Plan (BSP) or contract • Check In/Check Out • Refer to counseling program • Refer for educational/psychological evaluation • Refer to school/community based mental health
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Level 3	Examples of Administrative Removal Responses Level 3 consequences and interventions involve short-term removal of a student 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. <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <i>Required Consequences</i> • Parent/guardian notification • Suspension from school (one to five days) • <u>or</u> In-School Suspension (one to four days) • <u>or</u> Alternative to Suspension class, Saturday School (one to five days) <i>Saturday School applicable to middle and high school students</i> </td><td style="vertical-align: top; width: 50%;"> <i>Possible Interventions</i> • Develop/revise Behavior Support Plan (BSP) • Revise 504/IEP (for students with disabilities) and Behavior Support Plan (BSP) • Develop Functional Behavioral Assessment and Behavior Intervention Plan • Restorative Justice re-entry conferencing </td></tr> </table>	<i>Required Consequences</i> • Parent/guardian notification • Suspension from school (one to five days) • <u>or</u> In-School Suspension (one to four days) • <u>or</u> Alternative to Suspension class, Saturday School (one to five days) <i>Saturday School applicable to middle and high school students</i>	<i>Possible Interventions</i> • Develop/revise Behavior Support Plan (BSP) • Revise 504/IEP (for students with disabilities) and Behavior Support Plan (BSP) • Develop Functional Behavioral Assessment and Behavior Intervention Plan • Restorative Justice re-entry conferencing
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Level 4	Examples of Administrative Removal Responses Including Possible Expulsion Level 4 involves the removal of the student from the school environment due to the severity 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. <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <i>Required Consequences</i> • Parent/guardian notification • Suspension from school (5 days) • May refer for Expulsion (total removal from school if other means of correction have not brought about proper conduct or are not feasible <u>or</u> there is a continuing danger to the physical safety of the student or others) • Mandatory recommendation for Expulsion for violations of CA Ed.Code 48915 (a1A-E) </td><td style="vertical-align: top; width: 50%;"> <i>Possible Interventions</i> • Manifestation determination (IEP only)/504 compliance review • Develop/revise Behavior Support Plan (BSP) • Revise IEP (for students with disabilities) and Behavior Support Plan (BSP) • Develop Functional Behavioral Assessment and Behavior Intervention Plan (BIP) • Alternative educational placement </td></tr> </table>	<i>Required Consequences</i> • Parent/guardian notification • Suspension from school (5 days) • May refer for Expulsion (total removal from school if other means of correction have not brought about proper conduct or are not feasible <u>or</u> there is a continuing danger to the physical safety of the student or others) • Mandatory recommendation for Expulsion for violations of CA Ed.Code 48915 (a1A-E)	<i>Possible Interventions</i> • Manifestation determination (IEP only)/504 compliance review • Develop/revise Behavior Support Plan (BSP) • Revise IEP (for students with disabilities) and Behavior Support Plan (BSP) • Develop Functional Behavioral Assessment and Behavior Intervention Plan (BIP) • Alternative educational placement
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Level 5	Mandatory Recommendation for Expulsion and Mandatory Expulsion Mandatory removal from school and referral for expulsion for acts as specified in CA Ed. Code 48915 (C1-5)		

Required Consequences

- Parent/guardian notification
- Suspension from school (5 days)
- Mandatory referral for expulsion, mandatory expulsion

Possible Interventions

- Manifestation determination (IEP only)/504 compliance review
- Alternative educational placement

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
Absence from Class or School						
Tardiness	•	•				
Cutting class	•	•				
Excessive absences/truancy	•	•				
Bullying						
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 (EC 48900 (r))	•	•	•	•		
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 (Suspension. Gr. 4-12 only EC 48900 (r))		•	Grade 4-12 only			
Engaged in, or attempted to engage in, hazing as defined in law (EC 48900 (q))		•	•	•		
Contraband – Tobacco						
Possession of tobacco or any products containing tobacco or nicotine (EC 48900 (h))	•	•	•			
Possession of nicotine delivery systems (e.g., vaporizers, hookah pens) (EC 48900 (h))	•	•	•			
Use of tobacco or any products containing tobacco or nicotine (EC 48900 (h))		•	•			
Contraband - Alcohol and Intoxicants						
Possessed or under the influence of an alcohol beverage or an intoxicant of any kind (EC 48900 (c)) *		•	•	•		•
Used, sold, or furnished an alcohol beverage or an intoxicant of any kind (EC 48900 (c))			•	•		•
Contraband - Controlled Substances						
Possessed, offered, arranged, or negotiated to sell any drug paraphernalia (EC 48900 (j))		•	•	•		
Possessed, or came to school under the influence of, a controlled substance (EC 48900 (c), 48915 (a1C)) *		•	•	•		•
Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (EC 48900(p), 48915(c3))			•	•	•	•
Used or offered a controlled substance (EC 48900 (c))			•	•		•
Unlawfully offered, arranged, or negotiated to sell and delivered a "look alike" represented as a controlled substance, alcoholic beverage or other intoxicant (EC 48900 (d))			•	•		•

Sold a controlled substance (EC 48915 (c3))							
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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
Contraband – Weapons						
Possessed an imitation firearm (<i>EC 48900 (m)</i>)		•	•	•		
Possessed a knife or other dangerous object (<i>EC 48900 (b), 48915 (a1B)</i>) *		•	•	•		•
Sold or otherwise furnished any knife or other dangerous object (<i>EC 48900 (b)</i>)			•	•		
Brandished a knife at another person (<i>EC 48915 (c2)</i>)					•	•
Possessed an explosive as defined in federal law (<i>EC 48915 (c5)</i>)					•	•
Possessed, sold, or otherwise furnished a firearm (<i>EC 48915 (c1)</i>)					•	•
Contraband - Other items						
Possession of unauthorized items not otherwise included in this code	•	•				
Unauthorized sale or distribution of goods not otherwise included in this code	•	•	•	•		
Use of over-the-counter or prescription medicine in a manner other than prescribed by a physician or Education Code (<i>EC 48900 (a1), (b), (c), (d)</i>) *		•	•	•		•
Disruption						
Engaged in behavior causing an interruption during class or other school activity	•	•				
Ran, made excessive noise, or loitered in a hallway or between classes	•	•				
Engaged in gambling	•	•	•			
Repeated and chronic behavior that creates an environment preventing teaching and learning (<i>Susp. Gr. 9-12 only EC 48900 (k)</i>)		•				
False activation of a fire alarm (<i>Susp. Gr.9-12 only EC 48900k</i>)		•	Grades 9 - 12 Only			
Caused a major disruption to the atmosphere of order and safety in the school, such as a riot (<i>Susp. Gr. 9-12 only EC 48900(k)</i>)						
Dress Code Violation						
Wearing clothing that does not fit within dress code guidelines established by the District or school in accordance with BP/AR 5132 - Pupil Dress and Grooming (<i>EC 35183</i>)	•	•				
Wearing clothing that does not fit within dress code guidelines and causes a major disruption to a safe school environment (<i>Susp. Gr. 9-12 only EC 48900 (k)</i>)	•	•	Grades 9 - 12 Only			

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
Harassment						
Minor annoying behavior or negative gestures toward other students	•	•				
Repeated annoying behavior or negative gestures toward other students despite directions to stop by staff (<i>Susp. Gr. 9-12 only EC 48900 (k)</i>)		•	9-12 Only			
Intentionally engaged in harassment, threats or intimidation directed against District personnel or student(s) causing disorder and creating a hostile school setting (<i>Susp. Gr. 4-12 only EC 48900.4</i>)		•	Grades 4-12 Only			
Harassed/threatened/intimidated a student victim/witness in a school disciplinary proceeding (<i>EC 48900 (o)</i>)		•	•	•		
Immodest/Offensive Behavior						
Inappropriate display of affection	•	•				
Viewing or displaying obscene or sexually explicit content (<i>EC 48900 (i)</i>)		•	•	•		
Intentional physical or verbal act or conduct that is of a sexual nature or considered obscene by a reasonable person (<i>EC 48900 (i)</i>)		•	•	•		
Sexual harassment; Severe or pervasive physical or verbal act(s) or conduct of a sexual nature that has an effect described in law (<i>Susp. Gr. 4-12 only EC 48900.2</i>)			Grades 4-12 Only			
Committed a sexual battery (<i>EC 48915 (c4)</i>)					•	•
Committed or attempted to commit a sexual assault (<i>EC 48900 (n), 48915 (c4)</i>)					•	•
Lying/Cheating						
Lying to get self or others out of trouble	•	•				
Intentional lying to get another person(s) in trouble (<i>Susp. Gr. 9-12 only EC 48900 (k)</i>)		•	9-12 Only			
Cheating or plagiarism	•	•				
Non-cooperative Behavior						
Trespassing; Unauthorized attendance at school activities	•	•				
Failure to follow directions, share, respond to staff requests, or allow others to participate in an activity	•	•				
Failure to follow directions leading to potential disruption or harm to self or others (<i>Susp. Gr. 9-12 only EC 48900 (k)</i>)	•	•	9-12 Only			
Failure to follow directions that directly leads to disruption or the harm of self or others (<i>Susp. Gr. 9-12 only EC 48900 (k)</i>)		•	9-12 Only	9-12 Only		

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
Physical Aggression						
Minor physical aggression without injury	•	•				
Mutual fight (EC 48900 (a1))	•	•	•			
Mutual fight (repeat instance and/or with moderate physical injury)			•	•		
Attack on student, attempting to cause physical injury (EC 48900 (a1)(a2)) *		•	•	•		
Aides or abets in the infliction or attempted infliction of physical injury (EC 48900 (t))		•	•	•		
Caused or attempted to cause or participated in an act of hate violence (Susp. Gr. 4-12 only EC 48900.3)		•	4-12 Only	4-12 Only		
Attack on student, causing physical injury (EC 48900 (a1))			•	•		
Willfully used force or violence upon the person of another, except in self-defense (EC 48900 (a2))			•	•		•
Caused serious injury to another person, except in self-defense (EC 48915 (a1))				•		•
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 (a1)) *		•	•	•		
Intentional assault or battery upon any school employee (EC 48915 (a1))				•		•
Property Misuse/Damage						
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))		•	•	•		•
Stealing/Possessing Stolen Property						
Stole school or private property (EC 48900 (g))	•	•	•			
Knowingly possessed stolen property (EC 48900 (l))	•	•	•			
Attempted to commit robbery or extortion (EC 48900 (e), 48915 (a1D)) *		•	•	•		
Committed robbery or extortion (EC 48900 (e), 48915 (a1D))			•	•		•

Tantrum						
A combination of disruptive behavior (e.g., whining, yelling, throwing objects) to express frustration or gain attention	•	•				

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
Technology Violation						
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 (<i>Susp. Gr. 9-12 only EC 48900 (k)</i>)		•	Grades 9-12 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>Susp. Gr. 4-12 only EC 48900 (r)</i>)		•	Grades 4-12 Only			
Verbal and Written Aggression						
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 (<i>Susp. Gr. 9-12 only EC 48900 (k)</i>)		•	9-12 Only			
Use of profanity or vulgarity not directed at others (<i>Susp. Gr. 9-12 only EC 48900 (k)</i>)	•	•	9-12 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>)		•	4-12 Only	4-12 Only		
Threatened to cause physical injury (<i>EC 48900 (a1)</i>) *		•	•	•		
Made terroristic threats against school officials or school property or both (<i>EC 48900.7</i>)		•	•	•		•