

# **SBCUSD Progressive Discipline Matrix Elementary & Secondary**

**District-wide Multi-tiered Disciplinary Support Structure**

**Student Services Division**



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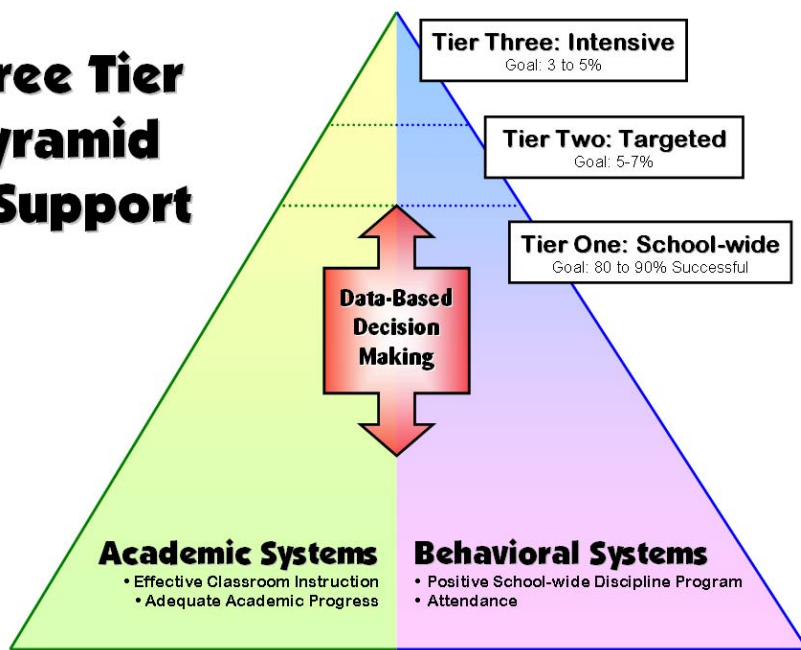
# SBCUSD Progressive Discipline Matrix

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<p><b>EC 48900 A-2: SAFETY</b> <span style="float: right;"><b>14</b></span></p> <p><i>Willfully used force or violence upon the person of another, except in self-defense.</i></p> <ul style="list-style-type: none"> <li>• Fight: Gang Related</li> <li>• Fighting: Serious Injury / Assault — <b>EC48915 (a)(1)</b></li> <li>• Assault / Battery (staff member) — <b>EC48915 (a)(5)</b></li> </ul>	<p><b>EC 48900 G: NON-SAFETY</b> <span style="float: right;"><b>27</b></span></p> <p><i>Stole, or attempted to steal, school or private property.</i></p> <ul style="list-style-type: none"> <li>• Stole, or Attempted to Steal, School Property (Petty Theft)</li> <li>• Grand Theft (Over \$400.00)</li> </ul>
<p><b>EC 48900 B: SAFETY</b> <span style="float: right;"><b>17</b></span></p> <p><i>Possessed, sold, or otherwise furnished any firearm knife, explosive, or other dangerous object.</i></p> <ul style="list-style-type: none"> <li>• Possession of a Knife or Other Dangerous Object</li> <li>• Brandishing a Knife or Other Dangerous Object</li> <li>• Possession or Brandishing of Gun</li> <li>• Possession of an Explosive Device</li> </ul>	<p><b>EC 48900 H: NON-SAFETY</b> <span style="float: right;"><b>29</b></span></p> <p><i>Possessed or used tobacco and/or tobacco products.</i></p> <ul style="list-style-type: none"> <li>• Possession and / or Use of Tobacco</li> </ul>
	<p><b>EC 48900 I: NON-SAFETY</b> <span style="float: right;"><b>31</b></span></p> <p><i>Committed an obscene act or engaged in habitual profanity or vulgarity.</i></p> <ul style="list-style-type: none"> <li>• Committed Obscene Act — not sexual harassment</li> <li>• Habitual Profanity</li> <li>• Habitual Profanity Toward an Employee</li> </ul>

<b>EC 48900 J: NON-SAFETY</b> <i>Possessed, offered, arranged or negotiated to sell any drug paraphernalia.</i>	<b>33</b>	<b>EC 48900 Q: SAFETY</b> <i>Hate Violence — Education Code section 48900.3.</i>	<b>46</b>
<ul style="list-style-type: none"> <li>• Possession of Drug Paraphernalia / Selling Drug Paraphernalia</li> </ul>		<ul style="list-style-type: none"> <li>• Hate Violence</li> </ul>	
<b>EC 48900 K: NON-SAFETY</b> <i>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.</i>	<b>35</b>	<b>EC 48900 R: SAFETY</b> <i>Intentionally engaged in harassment, threats or intimidation against a pupil, groups of pupils or staff — Education Code section 48900.4.</i>	<b>48</b>
<ul style="list-style-type: none"> <li>• Severe Classroom Disruption</li> <li>• Disruption to School Activities</li> <li>• Gambling</li> <li>• Forgery</li> <li>• Possession of Electronic Device</li> <li>• Verbal Abuse</li> <li>• Continued Willful Disobedience, Refusal to Follow School Rules and Regulations, Defiance</li> <li>• Interference and / or Obstruction</li> </ul>		<ul style="list-style-type: none"> <li>• Harassed, Threatened or Intimidated Individual, Groups or Staff</li> </ul>	
<b>EC 48900 L: NON-SAFETY</b> <i>Knowingly received stolen school or private property.</i>	<b>38</b>	<b>EC 48900 S: SAFETY</b> <i>Pupil has made terrorist threats against school officials, school property or both — Education Code section 48900.7.</i>	<b>50</b>
<ul style="list-style-type: none"> <li>• Knowingly Received Stolen Property</li> </ul>		<ul style="list-style-type: none"> <li>• Terrorist Threats</li> </ul>	
<b>EC 48900 M: SAFETY</b> <i>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 the replica is a firearm.</i>	<b>39</b>	<b>EC 48900 T: SAFETY</b> <i>Unlawfully offered or arranged to sell the drug Soma — Education Code section 48900 (P).</i>	<b>51</b>
<ul style="list-style-type: none"> <li>• Possession of an Imitation Weapon</li> </ul>		<ul style="list-style-type: none"> <li>• Unlawfully Arranged to Sell Drug Soma</li> </ul>	
<b>EC 48900 N: SAFETY</b> <i>Committed, or attempted to commit, a sexual assault as defined in section 261, 266C, 286, 288, 288A or 289 of the Penal Code or committed a sexual battery as defined in section 243.4 of the Penal Code.</i>	<b>41</b>	<b>EC 48900 U: SAFETY</b> <i>Aided or abetted the infliction, or attempted infliction, of physical injury — Education Code section 48900 (S).</i>	<b>53</b>
<ul style="list-style-type: none"> <li>• Sexual Assault — EC 48915(c)(4)</li> </ul>		<ul style="list-style-type: none"> <li>• Aid or Abet in the Infliction, or Attempted Infliction of Physical Injury</li> </ul>	
<b>EC 48900 O: SAFETY</b> <i>Harassed, threatened, or intimidated a witness.</i>	<b>42</b>	<b>EC 48900 V: SAFETY</b> <i>Engaged in, or attempted to engage in, hazing as defined in Education Code section 32050 — Education Code section 48900 (Q).</i>	<b>55</b>
<ul style="list-style-type: none"> <li>• Harassed, Threatened or Intimidated a Witness</li> </ul>		<ul style="list-style-type: none"> <li>• Hazing</li> </ul>	
<b>EC 48900 P1 &amp; P2: SAFETY &amp; NON-SAFETY</b> <i>Sexual Harassment — Education Code section 48900.2.</i>	<b>44</b>	<b>EC 48900 W</b> <i>Mandatory Expulsion — Education Code section 48915 (C).</i>	<b>57</b>
<ul style="list-style-type: none"> <li>• P1: Sexual Harassment, as Defined by EC 212.5 (SAFETY)</li> <li>• P2: Sexual Harassment, Inappropriate Verbal (NON-SAFETY)</li> </ul>		<ul style="list-style-type: none"> <li>• Special Education Guidelines</li> <li>• Federal Law — No Child Left Behind</li> </ul>	
		<b>EC 48900 X, X1, X2 &amp; X3: SAFETY</b> <i>Engaged in harassment, threats, or intimidation against a pupil, groups of pupils or staff</i>	<b>58</b>
		<ul style="list-style-type: none"> <li>• X: Cyber Bullying</li> <li>• X1: Bullying based on sexual orientation</li> <li>• X2: Bullying based on ethnicity or race</li> <li>• X3: Bullying based on physical or mental disability</li> </ul>	
		<b>Special Education Guidelines</b>	<b>60</b>
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# Three Tier Pyramid of Support



## Tier One Supports (School-wide):

Tier One Supports are proactive and preventative in nature. Since Tier One (school-wide) supports are built into the structure of the school, all students may benefit from these academic and behavioral supports.

### School-wide behavior supports include:

- explicit teaching of expected behaviors
- consistent acknowledgement and correction of student behavior
- data-based decision making
- active supervision
- safe and welcoming culture

## Tier Two Supports (Targeted):

Tier Two supports (academic / behavioral) are short-term, scientifically-based interventions which are highly efficient and provide rapid response for students who are not making adequate progress with Tier One supports alone.

### Targeted behavior supports include:

- targeted skill development
- function-based interventions
- increased support and feedback
- increased progress monitoring

## Tier Three Supports (Individual):

Tier Three supports (academic / behavioral) are long-term, intensive interventions which focus on individual students.

Tier Three supports are appropriate for students identified, through the systematic review of data, as unable to make adequate progress with Tier One and Two supports alone. Tier Three supports may or may not include special education identification and placement.

## SBCUSD Guidelines for Tiered Support

Elements for Student Success:	Structural Standards	Progress Monitoring Tools & Data Analysis	TIER ONE: School-wide (80 to 90%)	TIER TWO: Targeted (5 to 7%)	TIER THREE: Intensive (3 to 5%)
<b>Effective Classroom Instruction</b>	<ul style="list-style-type: none"> <li>California Standards for the Teaching Profession</li> </ul>	<p><b>TIER ONE:</b> Teacher Evaluation, Admin Observations (classroom walkthroughs, participation in site team work, demonstrated understanding of use of assessment data to guide instruction, monitoring of student progress)</p> <p><b>TIER TWO &amp; THREE:</b> Teacher Evaluation, Assistance Plan, Admin Observations (classroom walkthroughs, participation in site team work, assisted/directed monitoring of student progress), PAR Support Progress</p>	<ul style="list-style-type: none"> <li>Administrative Feedback on Observations</li> <li>Focused Site Professional Development</li> <li>Structured Collaborative Site Teams                             <ul style="list-style-type: none"> <li>Team Goal Setting &amp; Monitoring</li> </ul> </li> <li>Use of Data &amp; Research-based Practices</li> <li>Development &amp; Use of School-wide Intervention System                             <ul style="list-style-type: none"> <li>Professional Goals</li> <li>Professional Library</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Administrative Feedback/Coaching on Observations                             <ul style="list-style-type: none"> <li>Coaching on Collaborative Skills                                     <ul style="list-style-type: none"> <li>BTSA Support</li> <li>PAR Support</li> </ul> </li> </ul> </li> <li><b>Mandated Professional Development in:</b> <i>Use of assessment data to drive instruction; Strategies for differentiation; Working with identified populations (EL, African-American, Advanced Learners, Special Education)</i></li> </ul>	<ul style="list-style-type: none"> <li>Administrative Feedback/Coaching on Observations                             <ul style="list-style-type: none"> <li>Modeling &amp; Coaching of Expected Changes</li> <li>Head to Head Planning Opportunities with a Successful Teacher                                     <ul style="list-style-type: none"> <li>PAR Support</li> </ul> </li> </ul> </li> <li>Mandated Professional Development in: <i>Use of assessment data to drive instruction, Lesson design/delivery, Classroom management &amp; discipline</i></li> </ul>
<b>Adequate Academic Progress for All Students</b>	<ul style="list-style-type: none"> <li>California Grade Level Standards</li> <li>SBCUSD Pacing Schedules</li> <li>California High School Exit Exam (CAHSEE)</li> <li>ESSENTIALS</li> <li>Basics<sup>2</sup> — Curriculum Framework for Students with Severe Disabilities</li> <li>ELD Standards</li> <li>National Standards for School Counselors</li> </ul>	<p><b>TIER ONE:</b> District Prescribed Universal Screenings, District Unit/ Benchmark Assessments, OARS, CST, STAR, CAHSEE, Home Language Survey</p> <p><b>TIER TWO:</b> <i>High Point, Read 180, Kaleidoscope Assessments, CELDT, ELD, ESSENTIALS Benchmarks, AIMSweb Probes (Sp Ed.), SST/504/IEP goals, Progress Monitoring</i></p> <p><b>TIER THREE:</b> <i>Basics<sup>2</sup> Benchmarks, CAPA, AIMSweb Probes, SST, 504, IEP goals</i></p>	<ul style="list-style-type: none"> <li>Professional Development</li> <li>Parent / Guardian Contact</li> <li>Core Curriculum: <i>Houghton Mifflin Harcourt Brace / Prentice Hall / McDougal Littell</i></li> <li>Formative Assessment with Feedback                             <ul style="list-style-type: none"> <li>Co-planning &amp; Collaboration (Reflection Meetings)</li> </ul> </li> <li><b>Differentiated Instruction:</b> Universal Access, Scaffolding, Learning Communities, Culturally Relevant Instruction, English Language Development</li> <li>Guidance / Academic Planning                             <ul style="list-style-type: none"> <li>Matrix of Test Variations, Accommodations &amp; Modifications</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Targeted Professional Development</li> <li>Parent / Guardian Involvement — District Liaison</li> <li>Universal Access and Differentiated Learning                             <ul style="list-style-type: none"> <li>On-Site Learning Center                                     <ul style="list-style-type: none"> <li>Co-Teaching</li> </ul> </li> <li>Alternative Core: <i>High Point, Read 180</i></li> <li>Literacy Interventions: <i>Kaleidoscope, Waterford</i></li> <li>Programs: AP, AVID, ELD, GATE, IB, <i>Catch Up, SANKOFA</i>, Reading First, Cal Safe, etc.</li> <li>Targeted Support Classes: CASHEE Prep, etc.                                     <ul style="list-style-type: none"> <li>Small Group / Individual Counseling</li> <li>Alternative Education — Academic</li> <li>Matrix of Test Variations, Accommodations &amp; Modifications</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Professional Academic Academy</li> <li>Parent / Guardian Academy Series</li> <li>Universal Access and Differentiated Learning                             <ul style="list-style-type: none"> <li>Co-Teaching / Inclusion</li> <li>504, IEP Eligibility / Accommodation Plan</li> <li>Designated &amp; Instructional Services (DIS)                                     <ul style="list-style-type: none"> <li>Mild to Moderate Specialist</li> <li>Mild to Moderate Inclusion   <ul style="list-style-type: none"> <li>Self-Contained</li> </ul> </li> </ul> </li> <li>Alt Core/SDC: <i>Kaleidoscope, High Point, Read 180</i> <ul style="list-style-type: none"> <li>Basics<sup>2</sup> Curriculum</li> <li>Content Area Reading Intervention</li> <li>Intensive Special Education Services</li> <li>Matrix of Test Variations, Accommodations &amp; Modifications</li> </ul> </li> </ul> </li> </ul>
<b>Positive School-wide Discipline</b>	<ul style="list-style-type: none"> <li>Positive Behavior Support (PBS) Framework</li> <li>National Standards for School Counselors</li> </ul>	<p><b>TIER ONE:</b> Referral Information System (RIS) reports, suspension reports, monthly &amp; annual Framework reviews, surveys (staff, students, parents)</p> <p><b>TIER TWO:</b> Group referral / suspension reports, mentor logs, counselor logs, surveys, SSTs, 504s, IEPs, Program evaluation(s)</p> <p><b>TIER THREE:</b> Individual referral / suspension data, SST / 504 / IEP goals</p>	<p><b>&lt;2% SPECIAL ED. SERVICES RECEIVED*</b></p> <ul style="list-style-type: none"> <li>PBS Staff Training</li> <li>Parent / Guardian Contact</li> <li>Positive School-wide Discipline</li> <li>Active Supervision and Monitoring</li> <li>School-wide Acknowledgement System</li> <li>School-wide Rules &amp; Expectations</li> <li>Rule-Following Behaviors Taught, Practiced &amp; Reinforced</li> <li>Developmentally Appropriate Social Skills Instruction</li> <li>Firm / Fair / Consistent Consequences                             <ul style="list-style-type: none"> <li>Guidance Curriculum</li> <li>Community Partnerships</li> </ul> </li> </ul>	<p><b>2-49% SPECIAL EDUCATION SERVICES RECEIVED*</b></p> <ul style="list-style-type: none"> <li>Targeted Professional Development</li> <li>Parent / Guardian Involvement — District Liaison                             <ul style="list-style-type: none"> <li>Student / Teacher Mentors</li> </ul> </li> <li>Guidance / Counseling / Small Group</li> <li>Targeted Skill Development: <i>Insight, Social Skills, Conflict Resolution, Anger Management, etc.</i> <ul style="list-style-type: none"> <li>Student Assistance Programs                                     <ul style="list-style-type: none"> <li>Youth Development</li> </ul> </li> <li>Functional Behavioral Assessments (FBA)</li> <li>Behavior Goals / Contracts / Support Plans                                     <ul style="list-style-type: none"> <li>Alternative Education — Behavior</li> </ul> </li> <li>Community Supports &amp; Services</li> </ul> </li> </ul>	<p><b>50-100% SPECIAL EDUCATION SERVICES RECEIVED*</b></p> <ul style="list-style-type: none"> <li>Professional Behavior Academy</li> <li>Parent / Guardian Participation</li> <li>Functional Behavioral Assessments (FBA) &amp; Behavior Support Planning (BSP)                             <ul style="list-style-type: none"> <li>Case Management</li> <li>DIS Counseling (IEP)</li> </ul> </li> <li>Individual Intensive Services and/or Placement                             <ul style="list-style-type: none"> <li>Community Day School (CDS)</li> <li>Non-Public School (NPS) Placement</li> </ul> </li> <li>Multi-Agency Involvement &amp; Collaboration</li> <li>Functional Analysis Assessment (FAA) / Positive Behavior Intervention Plan (PBIP) — IEP only</li> </ul>
<b>Regular Attendance</b>	<ul style="list-style-type: none"> <li>CA Education Code</li> <li>Board Policies &amp; Administrative Regulations</li> <li>National Standards for School Counselors</li> </ul>	<p><b>TIER ONE:</b> Systematic data entry and review of attendance (K-12 district-wide database)</p> <p><b>TIER TWO:</b> Systematic review of targeted attendance reports, Program evaluation(s)</p> <p><b>TIER THREE:</b> Systematic review of individual data and/or reports</p>	<ul style="list-style-type: none"> <li>Parent / Guardian Contact (automated / daily)</li> <li>School-wide Policy</li> <li>School-wide Incentive Program(s)                             <ul style="list-style-type: none"> <li>Guidance Curriculum</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Parent / Guardian Involvement — District Liaison, Attendance Verifiers</li> <li>Check-in and/or Sign-in with Adult Mentor</li> <li>Small Group Intervention / Support</li> <li>Small Group / Individual Counseling                             <ul style="list-style-type: none"> <li>Alternative Classes</li> </ul> </li> <li>Alternative Education — Attendance</li> <li>Student Attendance Review Team (SART) Process</li> </ul>	<ul style="list-style-type: none"> <li>Parent / Guardian Participation</li> <li>Student Attendance Review Board (SARB)</li> <li>Multi-Agency Involvement &amp; Collaboration                             <ul style="list-style-type: none"> <li>Referral to District Attorney</li> </ul> </li> </ul>

School-wide Problem-Solving Team (Academic and Behavior)

Intervention Response Team(s)

Student Success Team(s)



## SBCUSD Guidelines for Tiered Support: Positive School-wide Discipline Strand

Structural Standards	Discipline Data	TIER ONE Behavior Supports	TIER TWO Behavior Supports	TIER THREE Behavior Supports:
<p><b>Positive Behavior Support (PBS) Framework</b></p> <ul style="list-style-type: none"> <li>• Positive Behavior Support Initiative</li> <li>• PBS Team</li> <li>• Data-Based Decision Making</li> <li>• Communication Systems</li> <li>• School-wide PBS Trainings</li> <li>• Referral Procedures</li> <li>• Referral Information System</li> <li>• Universal Expectations &amp; Rules</li> <li>• School-Wide Social Skills Instruction</li> <li>• School-Wide Acknowledgement System</li> <li>• School-wide Interventions &amp; Consequences</li> <li>• Managing Common Areas</li> <li>• Individual Behavior Support Planning</li> <li>• Behavior Emergency Procedures</li> <li>• Comprehensive Network of Support</li> </ul>	<p><b>TIER ONE:</b></p> <ul style="list-style-type: none"> <li>• Office Referral Reports                             <ul style="list-style-type: none"> <li>✓ By Location</li> <li>✓ By Problem Behavior</li> <li>✓ By Environmental Factors</li> <li>✓ By Functional Factors</li> <li>✓ By Ethnicity</li> <li>✓ By Staff</li> <li>✓ By Team</li> <li>✓ By Time/Period</li> <li>✓ By Top Offenders</li> <li>✓ By Percent</li> </ul> </li> <li>• Suspension Reports                             <ul style="list-style-type: none"> <li>✓ By Incidents</li> <li>✓ By Days Missed</li> <li>✓ By Violation</li> <li>✓ By Top Offenders</li> </ul> </li> </ul> <p><b>TIER TWO:</b></p> <ul style="list-style-type: none"> <li>• Selected Office Referral Reports</li> <li>• Selected Suspension Reports</li> <li>• Group and Individual Progress Monitoring Data</li> </ul> <p><b>TIER THREE:</b></p> <ul style="list-style-type: none"> <li>• Office Referral Reports                             <ul style="list-style-type: none"> <li>✓ By Student Details</li> </ul> </li> <li>• Suspension Reports                             <ul style="list-style-type: none"> <li>✓ By Student Details</li> </ul> </li> <li>• Individual Progress Monitoring Data</li> </ul>	<ul style="list-style-type: none"> <li>❑ <b>Commitment to PBS</b></li> <li>❑ <b>Universal Expectations &amp; Rules</b></li> <li>❑ <b>Office Referral Procedures</b></li> <li>❑ <b>School-Wide Acknowledgement System</b></li> <li>❑ <b>School-Wide Social Skills Instruction</b></li> <li>❑ <b>Active Supervision</b></li> <li>❑ <b>Enforcement of Expectations</b></li> <li>❑ <b>Data-Based Decision Making</b></li> <li>❑ <b>Safe &amp; Welcoming Climate</b></li> </ul>	<ul style="list-style-type: none"> <li>❑ <b>Strategic Skill Development</b> <ul style="list-style-type: none"> <li>• School Success:                                     <ul style="list-style-type: none"> <li>* Attendance</li> <li>* Classroom Survival Skills</li> <li>* Interacting with Confidence</li> <li>* Organization</li> </ul> </li> <li>• Targeted Skill Development:                                     <ul style="list-style-type: none"> <li>* Anti-Social</li> <li>* Conflict with Authority</li> <li>* Drug/Alcohol</li> <li>* Impulse Control</li> <li>* Problems with Peers</li> <li>* Withdrawal</li> </ul> </li> </ul> </li> <li>❑ <b>Function-Based Intervention</b> <ul style="list-style-type: none"> <li>• Gain                                     <ul style="list-style-type: none"> <li>* Check In/Check Out</li> <li>* Mentoring</li> </ul> </li> <li>• Escape                                     <ul style="list-style-type: none"> <li>* Academic support</li> <li>* Accommodations</li> </ul> </li> </ul> </li> <li>❑ <b>School-Based Network of Support</b> (Team, Counselor, Psychologist, Behavior Interventionist, Administration, Mentor, etc.) <ul style="list-style-type: none"> <li>• Planned staff collaboration</li> <li>• Intentional staff/student interactions</li> <li>• Increased monitoring &amp; feedback</li> </ul> </li> <li>❑ <b>School-Based Structured Alternative Setting</b> <ul style="list-style-type: none"> <li>• <i>Specialized Classroom Management (SCM) System</i> — Boys Town                                     <ul style="list-style-type: none"> <li>* Behavior goals</li> <li>* Proactive Teaching</li> <li>* Effective Praise</li> <li>* Corrective Teaching</li> <li>* Crisis Teaching</li> <li>* Progress monitoring</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>❑ <b>Functional Behavioral Assessment (FBA) → Behavior Support Plan (BSP)</b> <ul style="list-style-type: none"> <li>• Environmental modifications</li> <li>• Functionally Equivalent Replacement Behaviors (FERBs)</li> <li>• Curriculum modifications</li> <li>• Reinforcement system</li> <li>• Reactive strategies</li> <li>• Behavior goals</li> <li>• Communication systems</li> </ul> </li> <li>❑ <b>Wrap Around Support</b> <ul style="list-style-type: none"> <li>• School-based network of support</li> <li>• Inter-agency collaboration</li> <li>• Continuous monitoring &amp; feedback</li> </ul> </li> <li>❑ <b>District-Based Structured Alternative Setting</b> <ul style="list-style-type: none"> <li>• School-wide Behavior Management System                                     <ul style="list-style-type: none"> <li>* proactive supervision and monitoring</li> <li>* SCM (all staff)</li> <li>* on-site community agency personnel (probation, mental health)</li> </ul> </li> </ul> </li> <li>❑ <b>Behavior Emergency Protocols</b> <ul style="list-style-type: none"> <li>• Crisis Prevention Institute (CPI) — trained teams</li> <li>• Victims: physical/sexual assault</li> <li>• Danger to Self and/or Others: threat assessment, suicide risk</li> <li>• Penal Violations: violent crime, sexual predators, fire starters</li> </ul> </li> </ul>

# Minor Offenses and Major Infractions

<p><b>Minor Offenses:</b>          Minor Offenses are misbehaviors managed “on the spot” (classroom, common areas, etc.). Interventions used to address and correct minor offenses are documented on <i>Low Level Referrals</i>.</p>	<p><b>Major Infractions:</b>          Major Infractions are violations of the Education Code which require the immediate attention of administrative staff. The interventions used to address and correct major infractions are documented on an <i>Office Referral Form</i> (High Level).</p>
<ul style="list-style-type: none"> <li>• Disruption</li> <li>• Defiance</li> <li>• Non-compliance</li> <li>• Property misuse</li> <li>• Dress code</li> <li>• Mild physical contact</li> <li>• Inappropriate language</li> <li>• Tardy</li> <li>• Lying</li> <li>• Cheating</li> <li>• Out of bounds</li> <li>• Trash / littering</li> <li>• Refusal to dress: PE</li> </ul>	<p><b>Safety (High Level) EC 48915:</b>          A1, A2, A3, A4, A5, C1, C2, C3, C4, C5</p> <p><b>Safety EC 48900:</b></p> <ul style="list-style-type: none"> <li>• A &amp; A-2 —fight (see also above, EC48915)</li> <li>• B — weapon</li> <li>• C — controlled substance, under influence (see also EC48915)</li> <li>• D — controlled substance, sale</li> <li>• E — robbery / extortion</li> <li>• M — imitation firearm</li> <li>• N — sexual assault</li> <li>• O — harass / threaten / intimidate witness</li> <li>• P1 — sexual harassment (see also below — P.2, Non-Safety)</li> <li>• Q — hate violence</li> <li>• R — harass / threaten / intimidate individual, groups or staff</li> <li>• S — terrorist threat</li> <li>• T — soma</li> <li>• U — aid / abet physical injury</li> <li>• V — hazing</li> <li>• X, X1, X2, X3 — bullying (cyber, sexual orientation, race/ ethnicity, physical/mental disability)</li> </ul> <p><b>Non-Safety EC 48900:</b></p> <ul style="list-style-type: none"> <li>• F — damaged property</li> <li>• G — stole</li> <li>• H — tobacco</li> <li>• I — obscene acts / vulgarity</li> <li>• J — drug paraphernalia — sale</li> <li>• K — disruption / defiance</li> <li>• L — received stolen property</li> <li>• P2 — sexual harassment (see also above — P.1, Safety)</li> </ul>

<p><b>Minor Offenses &amp; Interventions:*</b></p>	<p><b>Clearly define / post</b> the behavioral expectations.</p>
<p><b>Disrespect, Defiance &amp; Non-Compliance:</b> Failure to respond to adult requests and / or directives.</p>	<p><b>Implement procedures</b> for all class routines - entering the room, handing in assignments, sharpening the pencil, welcoming a guest, etc.</p>
<p><b>Disruption:</b> Interruption to the classroom / learning environment.</p>	<p><b>TEACH and ROLE-PLAY</b> the behavioral expectations, classroom procedures, use of materials, etc. Demonstrate what the expected behavior “looks like” (positive example) as well as what it “does not look like” (non-example).</p>
<p><b>Property Misuse:</b> Low level misuse / damage of school property.</p>	<p><b>Pre-correct</b> - Prior to directing students to perform a task, provide a description of what the expected behavior will look like. “Lunch will be in two minutes. At that time, everyone will put away all materials, push in chairs and line up.”</p>
<p><b>Dress Code:</b> Failure to comply to dress code standards.</p>	<p><b>Cue / Prompt / Remind</b> - Provide a pre-arranged / previously taught cue to remind specific students to engage in the appropriate behavior.</p>
<p><b>Physical Contact:</b> Inappropriate touching — horseplay, “friendly touching,” etc.</p>	<p><b>Acknowledge students</b> who appropriately demonstrate the expected behavior.</p>
<p><b>Inappropriate Language:</b> Language which is inappropriate yet not used in an abusive / threatening manner.</p>	<p><b>Specifically explain</b> HOW the behavior did not meet the stated / taught expectation. “It is disrespectful to other students when you _____.”</p>
<p><b>Tardy:</b> Failure to be in a designated place at the designated time.</p>	<p><b>Provide a warning</b> - “Respect a school rule. All students are expected to talk respectfully to staff and students here at ABC School. This is your official warning.”</p>
	<p><b>Check for student understanding of the behavioral expectations</b> - “Please summarize what we discussed so I ensure there is no confusion.”</p> <p><b>Evaluate the student’s skill repertoire.</b> Determining if the student is capable of demonstrating the behavioral expectation. Evaluate behavior &amp; academic domains.</p> <p><b>Determine the FUNCTION</b> of the misbehavior. All behaviors serve a purpose (function). Determine what the student is <i>gaining</i> or <i>avoiding</i> by misbehaving?</p> <p><b>Provide a structured choice</b> - clearly offer a choice between two alternatives and state the consequence for each. “You can work quietly on your assignment now and leave with the class or work with me during lunch.”</p> <p><b>Evaluate ENVIRONMENTAL factors</b> within the classroom which may be contributing to the misbehavior: Space, Time, Materials, Interactions.</p> <p><b>Collaborate with colleagues</b> to identify behavior patterns and trends (class to class, year to year, etc.).</p> <p><b>Use a variety of consequences:</b> Positive Reinforcement, Negative Reinforcement, Penalties and Punishments. Remember, punishment is the least effective consequence for students with anti-social behaviors.</p> <p><b>Evaluate the effectiveness of consequences.</b> Ineffective consequences must be analyzed and modified. Seek assistance for “out of the box” ideas.</p> <p><b>Involve a problem-solving team</b> (grade, team, family, SST, 504, IEP).</p>



<p><b>Minor Offenses &amp; Interventions:*</b> (continued)</p>	<p>Clearly define / post the behavioral expectations.</p> <p>Implement procedures for all class routines - entering the room, handing in assignments, sharpening the pencil, welcoming a guest, etc.</p>
<p><b>Lying:</b> Stating / repeating statements that are untrue.</p>	<p>TEACH and ROLE-PLAY the behavioral expectations, classroom procedures, use of materials, etc. Demonstrate what the expected behavior "looks like" (positive example) as well as what it "does not look like" (non-example).</p> <p>Pre-correct - Prior to directing students to perform a task, provide a description of what the expected behavior will look like. "Lunch will be in two minutes. At that time, everyone will put away all materials, push in all chairs and line up."</p>
<p><b>Cheating:</b> Presenting the work of others as one's own.</p>	<p>Cue / Prompt / Remind - Provide a pre-arranged / previously taught cue to remind specific students to engage in the appropriate behavior.</p> <p>Acknowledge students who appropriately demonstrate the expected behavior.</p> <p>Specifically explain HOW the behavior did not meet the stated / taught expectation. "It is disrespectful to other students when you _____."</p>
<p><b>Out of Bounds:</b> Loitering or participating in activities outside designated areas.</p>	<p>Provide a warning - "Respect a school rule. All students are expected to talk respectfully to staff and students here at ABC School. This is your official warning."</p> <p>Check for student understanding of the behavioral expectations - "Please summarize what we discussed so I ensure there is no confusion."</p>
<p><b>Trash / Littering:</b> Discarding of items or dumping of trash in any location other than a trash can.</p>	<p>Evaluate the student's skill repertoire. Determining if the student is capable of demonstrating the behavioral expectation. Evaluate behavior &amp; academic domains.</p> <p>Determine the FUNCTION of the misbehavior. All behaviors serve a purpose (function). Determine what the student is <i>gaining</i> or <i>avoiding</i> by misbehaving?</p>
<p><b>Refusal to Dress: PE</b> Failure to bring / dress in proper PE attire.</p>	<p>Provide a structured choice - clearly offer a choice between two alternatives and state the consequence for each. "You can work quietly on your assignment now and leave with the class or work with me during lunch."</p> <p>Evaluate ENVIRONMENTAL factors within the classroom which may be contributing to the misbehavior: Space, Time, Materials, Interactions.</p>
<p><b>Repeated Ed Code Violations (48900 K):</b> In order for disruptive and defiant behaviors to reach the level of <i>Education Code Violation 48900 K</i>, clear documentation of the student's behavior pattern, as well as site interventions to correct the behavior, must be established.</p>	<p>Collaborate with colleagues to identify behavior patterns and trends (class to class, year to year, etc.).</p> <p>Use a variety of consequences: Positive Reinforcement, Negative Reinforcement, Penalties and Punishments. Remember, punishment is the least effective consequence for students with anti-social behaviors.</p> <p>Evaluate the effectiveness of consequences. Ineffective consequences must be analyzed and modified. Seek assistance for "out of the box" ideas.</p> <p>Involve a problem-solving team (grade, team, family, SST, 504, IEP).</p>

# District-wide Referral Forms

SBCUSD Low Level Referral Form		
Student: _____ Staff Member: _____ Grade / Track: _____		
<b>1st Incident</b>	<b>Date:</b> _____	<b>Time:</b> _____
<b>Location</b>	<b>Problem Behavior</b>	<b>Staff Intervention Administered</b>
<input type="checkbox"/> Classroom <input type="checkbox"/> Quad/Playground <input type="checkbox"/> Office <input type="checkbox"/> Hallway <input type="checkbox"/> Restrooms <input type="checkbox"/> Lunch area <input type="checkbox"/> PE Area <input type="checkbox"/>	<input type="checkbox"/> Disruption: _____ <input type="checkbox"/> Defiance: _____ <input type="checkbox"/> Disrespect: _____ <input type="checkbox"/> Property misuse <input type="checkbox"/> Dress code <input type="checkbox"/> Inappropriate language (not directed toward staff) <input type="checkbox"/>	<input type="checkbox"/> Clarified how behavior did not meet expectations <input type="checkbox"/> Cued / Prompted student: _____ <input type="checkbox"/> Provided a structured choice <input type="checkbox"/> Teacher collaborated with: <input type="checkbox"/> team <input type="checkbox"/> counselor <input type="checkbox"/> admin <input type="checkbox"/> Student met with Team to discuss additional supports <input type="checkbox"/> Reviewed CST results: ELA _____ Math _____ <input type="checkbox"/> Reviewed discipline data for patterns & trends <input type="checkbox"/> Informed parent: ___/___/___ <input type="checkbox"/> phone call <input type="checkbox"/> copy sent <input type="checkbox"/>
<b>2nd Incident</b>	<b>Date:</b> _____	<b>Time:</b> _____
<b>Location</b>	<b>Problem Behavior</b>	<b>Staff Intervention Administered</b>
<input type="checkbox"/> Classroom <input type="checkbox"/> Quad/Playground <input type="checkbox"/> Office <input type="checkbox"/> Hallway <input type="checkbox"/> Restrooms <input type="checkbox"/> Lunch area <input type="checkbox"/> PE area <input type="checkbox"/>	<input type="checkbox"/> Disruption: _____ <input type="checkbox"/> Defiance: _____ <input type="checkbox"/> Disrespect: _____ <input type="checkbox"/> Property misuse <input type="checkbox"/> Dress code <input type="checkbox"/> Inappropriate language (not directed toward staff) <input type="checkbox"/>	<input type="checkbox"/> Clarified how behavior did not meet expectations <input type="checkbox"/> Cued / Prompted student: _____ <input type="checkbox"/> Provided a structured choice <input type="checkbox"/> Teacher collaborated with: <input type="checkbox"/> team <input type="checkbox"/> counselor <input type="checkbox"/> admin <input type="checkbox"/> Student met with Team to discuss additional supports <input type="checkbox"/> Reviewed CST results: ELA _____ Math _____ <input type="checkbox"/> Reviewed discipline data for patterns & trends <input type="checkbox"/> Informed parent: ___/___/___ <input type="checkbox"/> phone call <input type="checkbox"/> copy sent <input type="checkbox"/>
<b>3rd Incident</b>	<b>Date:</b> _____	<b>Time:</b> _____
<b>Location</b>	<b>Problem Behavior</b>	<b>Staff Intervention Administered</b>
<input type="checkbox"/> Classroom <input type="checkbox"/> Quad/Playground <input type="checkbox"/> Office <input type="checkbox"/> Hallway <input type="checkbox"/> Restrooms <input type="checkbox"/> Lunch area <input type="checkbox"/> PE area <input type="checkbox"/>	<input type="checkbox"/> Disruption: _____ <input type="checkbox"/> Defiance: _____ <input type="checkbox"/> Disrespect: _____ <input type="checkbox"/> Property misuse <input type="checkbox"/> Dress code <input type="checkbox"/> Inappropriate language (not directed toward staff) <input type="checkbox"/>	<input type="checkbox"/> Clarified how behavior did not meet expectations <input type="checkbox"/> Cued / Prompted student: _____ <input type="checkbox"/> Provided a structured choice <input type="checkbox"/> Teacher collaborated with: <input type="checkbox"/> team <input type="checkbox"/> counselor <input type="checkbox"/> admin <input type="checkbox"/> Student met with Team to discuss additional supports <input type="checkbox"/> Reviewed CST results: ELA _____ Math _____ <input type="checkbox"/> Reviewed discipline data for patterns & trends <input type="checkbox"/> Informed parent: ___/___/___ <input type="checkbox"/> phone call <input type="checkbox"/> copy sent <input type="checkbox"/>
<b>4th Incident</b>	<b>Date:</b> _____	<b>Time:</b> _____
<b>Location</b>	<b>Problem Behavior</b>	<b>Staff Intervention Administered</b>
<input type="checkbox"/> Classroom <input type="checkbox"/> Quad/Playground <input type="checkbox"/> Office <input type="checkbox"/> Hallway <input type="checkbox"/> Restrooms <input type="checkbox"/> Lunch area <input type="checkbox"/> PE area <input type="checkbox"/>	<input type="checkbox"/> Disruption: _____ <input type="checkbox"/> Defiance: _____ <input type="checkbox"/> Disrespect: _____ <input type="checkbox"/> Property misuse <input type="checkbox"/> Dress code <input type="checkbox"/> Inappropriate language (not directed toward staff) <input type="checkbox"/>	<input type="checkbox"/> Clarified how behavior did not meet expectations <input type="checkbox"/> Cued / Prompted student: _____ <input type="checkbox"/> Provided a structured choice <input type="checkbox"/> Teacher collaborated with: <input type="checkbox"/> team <input type="checkbox"/> counselor <input type="checkbox"/> admin <input type="checkbox"/> Student met with Team to discuss additional supports <input type="checkbox"/> Reviewed CST results: ELA _____ Math _____ <input type="checkbox"/> Reviewed discipline data for patterns & trends <input type="checkbox"/> Informed parent: ___/___/___ <input type="checkbox"/> phone call <input type="checkbox"/> copy sent <input type="checkbox"/>
<b>5th Incident — See attached Office Referral Form</b>		

SU-276B (Estab. 1/08) White: Teacher Copy Green: Office Yellow: Guardian Pink: Guardian Goldenrod: Guardian

- Low Level Referral Form:**
- English SU-276B
  - Spanish SU-276B—Sp

SBCUSD Office Referral Form			
<b>BE SAFE! BE RESPONSIBLE! BE RESPECTFUL!</b>			
Student: _____ Referring Staff (print name): _____			
Time of incident: _____: _____		Date of incident: _____ Grade / Track: _____	
<b>Location</b>	<b>Problem Behavior</b>	<b>Environmental Factors</b>	<b>Possible Function</b>
<small>(Check only 1)</small> <input type="checkbox"/> Gate <input type="checkbox"/> On bus/bus area <input type="checkbox"/> Cafeteria <input type="checkbox"/> Classroom <input type="checkbox"/> Library <input type="checkbox"/> Office <input type="checkbox"/> Hallway <input type="checkbox"/> Quad <input type="checkbox"/> Restrooms <input type="checkbox"/> Lunch area <input type="checkbox"/> PE area <input type="checkbox"/> Playground <input type="checkbox"/> Other (specify): _____	<small>(Check only 1)</small> <input type="checkbox"/> Fighting <input type="checkbox"/> Destruction of Property <input type="checkbox"/> Habitual Profanity <input type="checkbox"/> Theft / Possession of Stolen Property <input type="checkbox"/> Harassment: _____ <input type="checkbox"/> Committed Obscene Act <input type="checkbox"/> Weapon: _____ <input type="checkbox"/> Other (specify): _____  <b>Chronic Minor Offenses</b> <small>(Attach Low Level Referrals)</small> <input type="checkbox"/> Disruption <input type="checkbox"/> Non-Compliance <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Property Misuse <input type="checkbox"/> Tardy <input type="checkbox"/> Other (specify): _____	<small>(Check only 1)</small> <input type="checkbox"/> Adult request/directive <input type="checkbox"/> Oral instruction <input type="checkbox"/> Individual seat work <input type="checkbox"/> Group work <input type="checkbox"/> Managing materials <input type="checkbox"/> External interruptions (guest, PA, phone call, etc.) <input type="checkbox"/> Classroom transitions <input type="checkbox"/> Passing period <input type="checkbox"/> Teasing from peers <input type="checkbox"/> Changes to routine <input type="checkbox"/> Guest Teacher <input type="checkbox"/> Assembly <input type="checkbox"/> Recess <input type="checkbox"/> Other (specify): _____	<small>(Check only 1)</small> <input type="checkbox"/> Gain peer attention <input type="checkbox"/> Gain adult attention <input type="checkbox"/> Gain/obtain item <input type="checkbox"/> Gain/obtain activity <input type="checkbox"/> Avoid peer(s) <input type="checkbox"/> Avoid adult(s) <input type="checkbox"/> Avoid seat work <input type="checkbox"/> Avoid group work <input type="checkbox"/> Avoid scheduled event <input type="checkbox"/> Other (specify): _____
Provide a behaviorally specific description: _____ _____ _____ _____			
Referring Staff Signature: _____		Date: _____	
Received in Office by: _____		Received in office at: _____	
<b>Administrative Action Taken</b>			
<b>Skill/Relationship Development:</b> <input type="checkbox"/> Student Completed Incident Summary <input type="checkbox"/> Identified Academic Deficit(s): _____ <input type="checkbox"/> Identified Functional Factors: _____ <input type="checkbox"/> Identified Environmental Factors: _____ <input type="checkbox"/> Identified Behavior Skill Deficit(s): _____ <input type="checkbox"/> Assigned Targeted Skill Development: <input type="checkbox"/> Conducted Crisis Teaching & Facilitated Student Re-entry <input type="checkbox"/> Scheduled meeting with: ___ Team ___ Guardian ___/___/___ <input type="checkbox"/> Developed a Behavior Contract <input type="checkbox"/> Assigned an Adult Mentor: <input type="checkbox"/> Scheduled Behavior Support Plan (BSP): ___/___/___		<b>Removal/Penalty:</b> <input type="checkbox"/> Removed Privilege: <input type="checkbox"/> Restricted Activity: <input type="checkbox"/> Assigned Time-out: _____ min <input type="checkbox"/> Assigned Detention: _____ min <input type="checkbox"/> Assigned OCS: _____ periods <input type="checkbox"/> Assigned Suspension: _____ days <input type="checkbox"/> Recommended Expulsion <input type="checkbox"/> Other: _____	
Administrator's Signature: _____		Date: _____	

SU-275B (Modified 7/09) White: Student File Yellow: Guardian Pink: Teacher Goldenrod: Other

- Office Referral Form:**
- English SU-275B
  - Spanish SU-275B—Sp

## **CHRONIC MISBEHAVIORS: Questions to Consider**

- Is the student consistently receiving Tier One (school-wide) behavior supports?**
- Does the student possess the skills necessary to:**
  - ✓ appropriately resolve conflicts with peers and/or adults?
  - ✓ successfully complete academic requirements?
  - ✓ resist peer recruitment (gangs, drugs, hazing, etc.)?If no, what targeted skill development is necessary?
- What INTERVENTIONS, as opposed to punishments, have been implemented?**
- What ENVIRONMENTAL FACTORS\* (triggers) at school are contributing to the misbehavior?**  
What is missing or present in the environment which supports the continued use of the misbehavior?
- What FUNCTION\* does the misbehavior serve? What is gained or avoided by engaging in the misbehavior?**
- Has the student been seen by the school counselor?**
- Has the student been provided targeted skill development? i.e., anger management, conflict resolution**
- Has the student been seen by a private agency?**
- Has the student been paired with an adult mentor to help build positive school relationships?**
- Does the student have a behavior contract or Behavior Support Plan (BSP)?**
- Has the student been referred to the Student Success Team (SST)?**
- Has the student been diagnosed with a medical / psychiatric condition which requires medication?**

**REMINDER:** Punishments are one of the LEAST EFFECTIVE responses to students who demonstrate a pattern of anti-social behavior. Students with chronic behavior concerns, will require interventions which are thoughtfully constructed and routinely evaluated for effectiveness.

## **CONDUCTING A THOROUGH INVESTIGATION: Points to Consider**

**California Education Code**, in response to *Goss vs. Lopez*, requires the Governing Board of a school district to establish strict procedures and protocols regarding the suspension and expulsion of students. According to Ed. Code, any decision to suspend or expel a pupil must be based upon “substantial evidence” which follows a thorough investigation by school officials.

**Substantial Evidence** is a legal term which requires evidence to be: 1) reasonable in nature, 2) credible, and of 3) solid value. When conducting an investigation for the purpose of suspension or expulsion, administrators must ensure they gather evidence which would be considered “substantial” by a group of “reasonable people.”

The following types of evidence may be used alone, or in any combination, to establish “substantial evidence” so long as it is of the quality and credibility to prove the allegation.

- 1) Direct Evidence** (legal definition): Evidence which directly/conclusively proves a fact without inference or presumption (credible eyewitness testimony, sworn written student admission, video).
- 2) Circumstantial Evidence:** Evidence which requires an inference or presumption of fact (a weapon found on the scene, controlled substance found on the scene).

Prior to suspending or recommending a student for expulsion, administrators must conduct a thorough investigation following all due process requirements. Suspensions and expulsion recommendations which do not follow a thorough investigation may be reversed (i.e., suspension expunged, expulsion recommendation terminated and student returned to the recommending site).

### **Procedures for Gathering Evidence:**

- 1) Disciplinary notes must:**
  - ✓ clearly document incident: brief, easily understood, chronological order, accurate portrayal
  - ✓ exact time/date of incident
  - ✓ name of person(s) present or involved in any degree: adult witnesses, student witnesses and potential suspects
  - ✓ location of incident

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**2) Witnesses statements must:**

- ✓ be collected from all witnesses
- ✓ be conducted at the time of the incident -- if circumstances prohibit interviewing witnesses at the time, interviews must be conducted as soon as possible
- ✓ be in original handwriting
- ✓ be specific and as detailed as possible
- ✓ be reviewed for clarity
- ✓ include date/location where written
- ✓ contain all names of accused or victims

**3) Administrator statements must be accurate and factually based**

**4) Submitted evidence must clearly relate to the alleged violation (photographs, maps, diagrams, etc.)**

**5) Conclusions must be based on facts (premature or personal opinions cannot be considered)**

**6) Appropriate Education Code violation must be determined once all facts are gathered (refer to the *Progressive Discipline Matrix* to determine if the violation requires a suspension or recommendation for expulsion)**

**7) Written documentation of findings must be included in the discipline file for all suspensions (see Appendix: *Suspension Justification* form)**

School officials have a responsibility to conduct thorough investigations and respond immediately to Ed. Code violations. The Progressive Discipline Matrix is a district-wide document created to assist site administrators in the consistent: **1) application of administrative action(s)**, and **2) provision of student intervention(s)**.



## UNIQUE BUS VIOLATIONS & DISCIPLINE: for all other behaviors follow progressive discipline matrix

SBCUSD recognizes that students who regularly ride the school bus may present disciplinary problems. EC 44807 states, "public schools shall hold pupils to a strict account for their conduct on the way to and from school," and EC 48900 provides school districts the authority to discipline students going to/from school. Consequently, students who exhibit adverse behavior while being transported via school bus, are subject to the disciplinary actions outlined in the *Progressive Discipline Matrix (PDM)*, and Board Policy (BP): Bus Conduct 5131.1.

The principal/designee is responsible for ensuring all rules, procedures, policies, and EC requirements are enforced. It is the responsibility of the Transportation Department to notify appropriate administrative staff of all disciplinary concerns. It is the responsibility of site administration to follow the guidelines outlined in the *PDM* to address the student's bus conduct. All suspensions/disciplinary actions must be entered into SB2000 and/or Passport.

The following is a list of transportation behaviors as they relate to the PDM. All other disciplinary issues are addressed within the *PDM*.

Offense	Definition	Administrative Action
<b>Body Parts Exposed from Window</b>	Exposing arms or other body parts through bus windows	BP 5131.1, <b>General:</b> EC 48900 K, <b>Body part exposed:</b> EC 48900 I, if applicable
<b>Boisterous or Loud</b>	Talking and/or yelling loudly, refusing to maintain quiet while on board the bus	BP 51.31.1, <b>General:</b> EC 48900 K, <b>Obscenity/Vulgarity:</b> EC 48900 I, if applicable
<b>Bus Pass</b>	A) MS/HS: Failure to provide a valid bus pass or producing a fraudulent pass B) Issuing one's bus pass to another student for the purpose of boarding	BP 51.31.1, EC 48900 K
<b>Cell Phones and/or Electronic Devices</b>	SBCUSD Policy 5140 C, 11: Using a cell phone or electronic device while on the bus	BP 51.31.1, EC 48900 K
<b>Eating and/or Drinking</b>	Eating or drinking while on board the bus	BP 51.31.1, EC 48900 K
<b>Emergency Exits</b>	Tampering with an Emergency Exit	BP 51.31.1, <b>Stationary:</b> EC 48900 K, <b>Moving:</b> EC 48900 B
<b>Harassment</b>	Intentionally harassing, threatening, or intimidating other students, driver, or attendant	BP 51.31.1, <b>Grades 4-12:</b> EC 48900 R
<b>Lighter/Matches</b>	Lighting a cigarette lighter or striking a match	BP 51.31.1, EC 48900 B
<b>Seating</b>	A) Refusing to remain seated, changing seats, climbing over or under seats B) Refusing to share a seat with other students	BP 51.31.1, EC 48900 K
<b>Sexual Harassment</b>	Education Code 48900.2	BP 51.31.1, <b>Grades 4-12 EC212.5:</b> EC 48900 P1, <b>OR</b> Verbal Harassment: EC 48900 P2
<b>Throwing Objects</b>	Throwing objects in or out of the bus	BP 51.31.1, EC 48900 B
<b>Unauthorized Exits</b>	Climbing through windows or exiting the Emergency Exit without authorization	BP 51.31.1, EC 48900 K

## EC 48900 (A-1) — SAFETY

Caused, attempted to cause, or threatened to cause physical injury to another person.

The following must be submitted in order to substantiate an expulsion recommendation:

- Evidence the student has participated in a verbal or physical altercation or has attempted to cause injury to someone by making a verbal or written threat to another person on school grounds.
- Documentation by the administrator and statements by the victim and witness(es).
- Statement by accused agreeing they committed the violation, as stated by the administration.

### A-1: ELEMENTARY — SAFETY

EC 48900, A-1	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>SAFETY: LEVEL 1 (K-6)</b></p> <ul style="list-style-type: none"> <li>• <b>Verbal Altercation</b></li> <li>• <b>Verbal Altercation: Threatening Bodily Harm</b></li> <li>• <b>Fighting: Pushing, Shoving</b> (resulting in minor scuffle)</li> <li>• <b>Fighting: Mutual Combat without Injury</b></li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1 day suspension</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—3 day suspension</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meet with counselor</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract:* assign adult mentor</li> <li><input type="checkbox"/> Parent attends school</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1 day suspension</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—3 day suspension</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prevention Program — targeted skill development</li> <li><input type="checkbox"/> Evaluate consequences and intervention effectiveness</li> <li><input type="checkbox"/> Review behavior contract</li> <li><input type="checkbox"/> Parent attends school</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—3 day suspension</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Provide Tier Two supports</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Develop BSP</li> <li><input type="checkbox"/> Refer to SST</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Review BSP</li> <li><input type="checkbox"/> Review SST process and interventions</li> <li><input type="checkbox"/> Consider Tier Three supports</li> </ul>

## A-1: ELEMENTARY — SAFETY

EC 48900, A-1	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>SAFETY: LEVEL 2 (K-6)</b></p> <ul style="list-style-type: none"> <li>• <b>Fighting: Mutual Combat Minor Injury without Medical Attention</b> (black eye without lacerations to nose, small scratches or cuts without severe bleeding)</li> <li>• <b>Fighting or Assault on a Student: Unprovoked</b></li> <li>• <b>Fighting: Gang Related</b></li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—3 day suspension</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—5 day suspension</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor: targeted skill development</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract:* assign adult mentor</li> <li><input type="checkbox"/> Parent conference</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—5 day suspension</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prevention Program — targeted skill development</li> <li><input type="checkbox"/> Provide Tier Two supports</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Develop BSP</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Review BSP</li> <li><input type="checkbox"/> Refer to SST</li> <li><input type="checkbox"/> Consider Tier Three supports</li> </ul>	

## A-1: SECONDARY — SAFETY

EC 48900, A-1	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>SAFETY: LEVEL 1 (6-12)</b></p> <ul style="list-style-type: none"> <li>• <b>Verbal Altercation</b></li> <li>• <b>Verbal Altercation: Threatening Bodily Harm</b></li> <li>• <b>Fighting: Pushing, Shoving</b> (resulting in minor scuffle)</li> <li>• <b>Fighting: Mutual Combat WITHOUT Injury</b></li> </ul>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• OCS — 3 day suspension</li> <li>• Contact School Police</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meet with counselor</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract:* assign adult mentor</li> <li><input type="checkbox"/> Parent attends school</li> </ul>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 1—3 day suspension</li> <li>• Contact School Police</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prevention Program — targeted skill development</li> <li><input type="checkbox"/> Evaluate consequence and intervention effectiveness</li> <li><input type="checkbox"/> Review behavior contract</li> <li><input type="checkbox"/> Parent attends school</li> </ul>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Provide Tier Two supports</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Develop BSP</li> <li><input type="checkbox"/> Refer to SST</li> </ul>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Review BSP</li> <li><input type="checkbox"/> Review SST process and interventions</li> <li><input type="checkbox"/> Consider Tier Three supports</li> </ul>

## A-1: SECONDARY — SAFETY

EC 48900, A-1	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>SAFETY: LEVEL 2 (6-12)</b></p> <ul style="list-style-type: none"> <li>• <b>Fighting: Mutual Combat Minor Injury without Medical Attention</b> (lacerations to nose, small scratches or cuts without suturing)</li> <li>• <b>Fighting or Assault on a Student: Unprovoked</b></li> <li>• <b>Fighting: Gang Related</b></li> </ul>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 1—3 day suspension</li> <li>• Contact School Police</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor: targeted skill development</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract:* assign adult mentor</li> <li><input type="checkbox"/> Parent conference</li> </ul>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prevention Program — targeted skill development</li> <li><input type="checkbox"/> Provide Tier Two supports</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Develop BSP</li> </ul>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Review BSP</li> <li><input type="checkbox"/> Refer to SST</li> <li><input type="checkbox"/> Consider Tier Three supports</li> </ul>	

## EC 48900 (A-2) — SAFETY

Willfully used force or violence upon the person of another, except in self-defense.

**The following must be submitted in order to substantiate an expulsion recommendation:**

- Evidence the student, while under the jurisdiction of the school and without provocation, participated in a physical altercation causing minor trauma to the victim.
- Statements by: victim, credible witness(es).
- Statement by accused agreeing they committed the violation, as stated by administration.
- Photographic evidence of the injury — extent of injury must be visible.
- Documentation of medical intervention(s) for victim.

## A-2: ELEMENTARY — SAFETY

EC 48900, A-2	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>SAFETY: LEVEL 3 (K-6)</b></p> <p><b>Fight: Gang Related</b></p>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• 1—3 day suspension</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prevention Program — targeted skill development</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract:* assign adult mentor</li> <li><input type="checkbox"/> Parent conference</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Develop BSP</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Consider Tier Three supports</li> </ul>		
<p><b>SAFETY: LEVEL 4 (K-6)</b></p> <ul style="list-style-type: none"> <li>• <b>Fighting: Serious Injury / Assault</b> (broken bones, contusions, convulsions, unconscious due to fight, stitches, shot, stabbed) EC 48915 (a)(1) <i>MUST notify victim / parent of their right to transfer under NCLB</i></li> <li>• <b>Assault / Battery</b> (staff member) EC 48915 (a) (5)</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion — extension of suspension</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Mandatory expulsion</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Consider Tier Three supports</li> </ul>			



## A-2: SECONDARY — SAFETY

EC 48900, A-2	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>SAFETY: LEVEL 3 (6-12)</b></p> <p><b>Fight: Gang Related</b></p>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prevention Program — targeted skill development</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract: assign adult mentor</li> <li><input type="checkbox"/> Parent conference</li> </ul>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Develop BSP</li> <li><input type="checkbox"/> Parent conference</li> <li><input type="checkbox"/> Consider Tier Three supports</li> </ul>		
<p><b>SAFETY: LEVEL 4 (6-12)</b></p> <p>• <b>Fighting: Serious Injury / Assault</b> (broken bones, contusions, convulsions, unconscious due to fight, stitches, shot, stabbed)</p> <p>EC 48915 (a)(1) <i>MUST notify victim/parent of their right to transfer under NCLB</i></p> <p>• <b>Assault / Battery</b> (staff member)</p> <p>EC 48915 (a) (5)</p>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Mandatory expulsion — extension of suspension</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Mandatory expulsion — extension of suspension</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Consider Tier Three supports</li> </ul>			

## **EC 48900 (B) — SAFETY**

**Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.**

**The following must be submitted in order to substantiate an expulsion recommendation:**

Education Code section 48915(a) requires the principal of a school to recommend expulsion for possession of any firearm, knife, explosive, or any other dangerous object at school or at a school activity off school grounds (see Appendix).

- Description (length, color, size) and photograph of the object.
- Statements by: accused, witness(es).
- Documentation from anonymous witness(es), EC 48918(f).
- Copy of mandatory Police Report.

Students in possession of a knife (threatening manner) or a gun fall under this violation.

The following weapons apply to this violation: firearms, knives, daggers, explosives of any sort, other dangerous weapons such as: brass knuckles, razor blades, and tools, such as: a screwdriver that has been sharpened at the end. Other dangerous objects would be throwing stars, ballistic knives, black jacks, billy clubs, sand clubs, and nunchakus.

Illegal explosives are not fireworks but vary in size and color. Among those are the M-80, M-100, Silver Salute, M-250, M-1000, and Quarter Stick. All these explosives are dangerous and can cause severe damage to the body (see Appendix). Violation of Education Code section 48915(c)(5) should also be included if student is found with a self-made or hand-made explosive device.

## B: ELEMENTARY — SAFETY

EC 48900, B	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>SAFETY: LEVEL 4 (K-6)</b></p> <ul style="list-style-type: none"> <li>• <b>B-1: Possession of a Knife or Other Dangerous Object</b> EC 48915 (a)(2)</li> <li>• <b>B-2: Brandishing a Knife or Other Dangerous Object at Another Person</b> EC 48915 (c) (2) <b>MANDATORY</b> <i>Must notify victim/parent of their right to transfer under NCLB</i></li> <li>• <b>B-3: Possession of, or Brandishing, Gun</b> EC 48915 (c) (1) <b>MANDATORY</b> <i>Must notify victim/parent of their right to transfer under NCLB</i></li> <li>• <b>B-4: Possession of Explosive Device</b> (M80, M100, or other powerful explosives) EC 48915 (c) (5)</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion — extension of suspension</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Mandatory expulsion — extension of suspension</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Consider Tier Three supports</li> </ul>			

**B: SECONDARY — SAFETY**

EC 48900, B	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>SAFETY: LEVEL 4 (6-12)</b></p> <ul style="list-style-type: none"> <li>● <b>B-1: Possession of a Knife or Other Dangerous Object</b> EC 48915 (a)(2)</li> <li>● <b>B-2: Brandishing a Knife or Other Dangerous Object at Another Person</b> EC 48915 (c)(2) <b>MANDATORY</b> <i>Must notify victim/parent of their right to transfer under NCLB</i></li> <li>● <b>B-3: Possession of, or Brandishing, Gun</b> EC 48915 (c)(1) <b>MANDATORY</b> <i>Must notify victim/parent of their right to transfer under NCLB</i></li> <li>● <b>B-4: Possession of Explosive Device</b> (M80, M100, or other powerful explosives) EC 48915 (c)(5)</li> </ul>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Mandatory expulsion — extension of suspension</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Mandatory expulsion — extension of suspension</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Consider Tier Three supports</li> </ul>			

## **EC 48900 (C) — SAFETY**

**Possessed, used, sold, or otherwise furnished; or been under the influence of any controlled substance, alcohol or intoxicant.**

### **The following must be submitted in order to substantiate an expulsion recommendation:**

- Evidence the student was found in possession of, or under the influence of, an identified controlled substance (alcohol or other intoxicant). Trained professionals such as: school nurses, police officers, school security or resource officers may provide this evidence.
- Photographic evidence of the controlled substance.
- If applicable, test results which identify the substance found. Both school security and School Police are qualified to conduct such testing.
- Admission by the accused of possession or use of the controlled substance while under the jurisdiction of the school site.
- Statements by witness(es).
- Documentation from anonymous witness(es), EC 48918(f).

All controlled substances must be confiscated as evidence.

District policy mandates all first-time drug violations (solely 48900[c]) be assigned to a mandatory district Insight Program. A parent conference must be held, in which the parent agrees to the terms of this program in lieu of a recommendation for expulsion. Failure to adhere to this program may result in a mandatory recommendation for expulsion. This, however, does not apply to the selling of illegal drugs on campus. See Appendix for Board Policy and Insight Contract; Contact Student Assistance Program for more information.



## C: ELEMENTARY — SAFETY

Ed Code 48900, C	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>SAFETY: LEVEL 3 (K-6)</b></p> <ul style="list-style-type: none"> <li>• <b>Possession of Drugs, Alcohol or any Controlled Substance</b> EC 48915 (a) (3) - on campus</li> <li>• <b>Under the Influence of Drugs, Alcohol or any Controlled Substance</b> EC 48915 (a)(3) - on campus</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• 1-3 days suspension (marijuana only) &amp; Mandatory Insight</li> <li>• Mandatory Expulsion (all other drugs)</li> <li>• Contact School Police</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• 1-5 days suspension (marijuana only) &amp; Mandatory Insight</li> <li>• Mandatory Expulsion (all other drugs)</li> <li>• Contact School Police</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prevention Program — targeted skill development</li> <li><input type="checkbox"/> Identify Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop contract:* assign mentor</li> <li><input type="checkbox"/> Parent conference</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Develop BSP</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Consider Tier Three supports</li> </ul>		

## C: SECONDARY — SAFETY

Ed Code 48900, C	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>SAFETY: LEVEL 3 (6-12)</b></p> <ul style="list-style-type: none"> <li>• <b>Possession of Drugs, Alcohol or any Controlled Substance</b> EC 48915 (a) (3) - on campus</li> <li>• <b>Under the Influence of Drugs, Alcohol or any Controlled Substance</b> EC 48915 (a)(3) - on campus</li> </ul>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 1-5 days suspension (marijuana only) &amp; Mandatory Insight</li> <li>• Mandatory Expulsion (all other drugs)</li> <li>• Contact School Police</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension (marijuana only) &amp; Mandatory Insight</li> <li>• Mandatory Expulsion (all other drugs)</li> <li>• Contact School Police</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prevention Program with targeted skill development</li> <li><input type="checkbox"/> Identify Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop contract:* assign mentor</li> <li><input type="checkbox"/> Parent conference</li> </ul>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Develop BSP</li> <li><input type="checkbox"/> Parent conference</li> <li><input type="checkbox"/> Consider Tier Three supports</li> </ul>		

## **EC 48900 (D) — SAFETY**

**Offered, arranged, or negotiated to sell any controlled substance, alcohol, or intoxicant or representation of items thereof.**

**The following must be submitted in order to substantiate an expulsion recommendation:**

- Photographic evidence of the sold controlled substance, or substance represented as such.
- Test results of the controlled substance.
- Statements by: witness(es) reporting sales (i.e. money collected for drugs, etc.).

The sale of a controlled substance or substances represented as controlled substances is grounds for suspension or recommendation for expulsion.

Confiscate all evidence and give to School Police.

Controlled substances are identified as heroin, cocaine, crack, LSD, PCP, amphetamines, methamphetamines, marijuana, hashish, and alcohol. Intoxicants include, but are not limited to toxic inhalants such as spray cans, nitrous oxide, etc.

An example of substances being represented as a controlled substance would be a student selling oregano as marijuana, or the selling of an over-the-counter look-alike non-prescription drug as a controlled substance.

## D: ELEMENTARY — SAFETY

EC 48900, D	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>SAFETY: LEVEL 4 (K-6)</b></p> <p><b>Possession of Drugs for Sale</b> EC 48915 (c) (3) <i>Must notify victim/parent of their right to transfer under NCLB</i></p>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion — extension of suspension</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Mandatory expulsion — extension of suspension</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Consider Tier Three supports</li> </ul>			

## D: SECONDARY — SAFETY

EC 48900, D	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>SAFETY: LEVEL 4 (6-12)</b></p> <p><b>Possession of Drugs for Sale</b> EC 48915 (c) (3) <i>Must notify victim/parent of their right to transfer under NCLB</i></p>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Mandatory expulsion — extension of suspension</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Mandatory expulsion — extension of suspension</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Consider Tier Three supports</li> </ul>			

## EC 48900 (E) — SAFETY

Committed or attempted robbery or extortion.

The following must be submitted in order to substantiate an expulsion recommendation:

- Statements by: victim, direct witness(es) and supporting witness(es) to the act of robbery or extortion.
- Interviews from: accused and witness(es) named by the accused.

**Extortion** is defined as blackmail. Example: A student demands money from another person — “Give me money or I’ll get you later!” (see Appendix for Penal Code section 520).

**Robbery** is defined as the taking of personal property in the possession of another, against his/her will, accomplished by means of fear and force (see Appendix for Penal Code section 211).

### E: ELEMENTARY — SAFETY

Ed Code 48900, E	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>SAFETY: LEVEL 3 (K-6)</b></p> <p><b>Robbery, Extortion, Grand Theft: Violence Indicated</b> EC 48915 (a) (4) <i>Must notify victim/parent of their right to transfer under NCLB</i></p>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• 1—3 day suspension</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prevention Program — targeted skill development</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract:* assign adult mentor</li> <li><input type="checkbox"/> Parent conference</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Develop BSP</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Consider Tier Three supports</li> </ul>		

## E: SECONDARY — SAFETY

Ed Code 48900, E	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>SAFETY: LEVEL 3 (6-12)</b></p> <p><b>Robbery, Extortion, Grand Theft: Violence Indicated</b></p> <p>EC 48915 (a) (4)</p> <p><i>Must notify victim/parent of their right to transfer under NCLB</i></p>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prevention Program — targeted skill development</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract:* assign adult mentor</li> <li><input type="checkbox"/> Parent conference</li> </ul>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Develop BSP</li> <li><input type="checkbox"/> Parent conference</li> <li><input type="checkbox"/> Consider Tier Three supports</li> </ul>		

## EC 48900 (F) — NON-SAFETY

Caused or attempted to cause damage to school or private property.

The following must be submitted in order to substantiate an expulsion recommendation:

- Photographic evidence of the defaced property — school / private
- Statements by: witness(es), accused
- Statement by the Campus Security Officer (CSO) — recommended
- Assessment of damage to the school site — Fiscal Services

According to SBCUSD Board Policy, site administrators are entitled to recommend expulsion for graffiti (defacement of school property).



## F: ELEMENTARY — NON-SAFETY

EC 48900, F	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>NON-SAFETY: LEVEL 3 (K-6)</b></p> <p><b>Defacing School Property, Graffiti: Permanent Damage</b></p>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• Assign detention</li> <li>• 1—3 day suspension</li> <li>• Restitution</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• Assign detention</li> <li>• 1—3 day suspension</li> <li>• Restitution</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor: targeted skill development</li> <li><input type="checkbox"/> Evaluate skill level — academic and behavioral</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract:* assign adult mentor</li> <li><input type="checkbox"/> Review student data for patterns and trends</li> <li><input type="checkbox"/> Parent attends school</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion — extension of suspension</li> <li>• Restitution</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion — extension of suspension</li> <li>• Restitution</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent multiple district/community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Develop BSP and/or SST</li> <li><input type="checkbox"/> Consider Tier Three Supports</li> </ul>		

## F: SECONDARY — NON-SAFETY

EC 48900, F	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>NON-SAFETY: LEVEL 3 (6-12)</b></p> <p><b>Defacing School Property, Graffiti: Permanent Damage</b></p>	<p><b>Administrative Action (6-12):</b></p> <ul style="list-style-type: none"> <li>• On Campus Suspension</li> <li>• 1—3 day suspension</li> <li>• Contact School Police</li> <li>• Restitution</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor: targeted skill development</li> <li><input type="checkbox"/> Evaluate skill level — academic and behavioral</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract:* assign adult mentor</li> <li><input type="checkbox"/> Review student data for patterns and trends</li> <li><input type="checkbox"/> Parent attends school</li> </ul>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion — extension of suspension</li> <li>• Restitution</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion — extension of suspension</li> <li>• Restitution</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent multiple district/community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Develop BSP and/or SST</li> <li><input type="checkbox"/> Consider Tier Three supports</li> </ul>		

## EC 48900 (G) — NON-SAFETY

Stole, or attempted to steal, school or private property.

The following must be submitted in order to substantiate an expulsion recommendation:

- Direct evidence or testimony supporting the act of stealing.
- Amount or cost of the item stolen or attempted to be stolen.
- Statements by: witness(es), accused.
- Interview with the accused.

### G: ELEMENTARY — NON-SAFETY

Ed Code 48900, G	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>NON-SAFETY: LEVEL 1 (K-6)</b></p> <p><b>Stole, or Attempted to Steal, School Property</b> (petty theft)</p>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• Restitution</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• Restitution</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure student is receiving Tier One supports</li> <li><input type="checkbox"/> Meet with counselor</li> <li><input type="checkbox"/> Check student understanding of rules / expectations</li> <li><input type="checkbox"/> Provide structured choice</li> <li><input type="checkbox"/> Evaluate skill level—academic and behavioral</li> <li><input type="checkbox"/> Parent conference — phone</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1 day suspension</li> <li>• Restitution</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1–3 day suspension</li> <li>• Restitution</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract:* assign adult mentor</li> <li><input type="checkbox"/> Parent conference — school</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1–3 day suspension</li> <li>• Restitution</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1–5 day suspension</li> <li>• Restitution</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor: targeted skill development</li> <li><input type="checkbox"/> Evaluate consequences and intervention effectiveness</li> <li><input type="checkbox"/> Review student data for patterns and trends</li> <li><input type="checkbox"/> Review behavior contract</li> <li><input type="checkbox"/> Parent attends school</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Continue progressive discipline and intervention plan: may lead to expulsion</li> <li>• Restitution</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Continue progressive discipline and intervention plan: may lead to expulsion</li> <li>• Restitution</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Provide Tier Two supports</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Develop BSP</li> <li><input type="checkbox"/> Refer to SST</li> </ul>

## G: ELEMENTARY — NON-SAFETY

Ed Code 48900, G	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>NON-SAFETY: LEVEL 3 (K-6)</b></p> <p><b>Grand Theft</b> (Amount over \$400.00)</p>	<p><b>Administrative Action (K-6):</b></p> <ul style="list-style-type: none"> <li>• Assign detention</li> <li>• 1—3 day suspension</li> <li>• Contact School Police</li> <li>• Restitution</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor: targeted skill development</li> <li><input type="checkbox"/> Evaluate skills: academic/behavioral</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract:* assign adult mentor</li> <li><input type="checkbox"/> Review student data: patterns/trends</li> <li><input type="checkbox"/> Parent attends school</li> </ul>	<p><b>Administrative Action (K-6):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> <li>• Restitution</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent multiple district/community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Provide Tier Two supports</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Develop BSP, Refer to SST</li> <li><input type="checkbox"/> Consider Tier Three Supports</li> </ul>		

## G: SECONDARY — NON-SAFETY

Ed Code 48900, G	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>NON-SAFETY: LEVEL 1 (6-12)</b></p> <p><b>Stole, or Attempted to Steal, School Property</b> (petty theft)</p>	<p><b>Administrative Action (6-12):</b></p> <ul style="list-style-type: none"> <li>• On Campus Suspension</li> <li>• 1 day suspension</li> <li>• Contact School Police</li> <li>• Restitution</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meet with counselor</li> <li><input type="checkbox"/> Provide structured choice</li> <li><input type="checkbox"/> Evaluate skill level — academic and behavioral</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract:* assign adult mentor</li> <li><input type="checkbox"/> Parent conference — phone</li> </ul>	<p><b>Administrative Action (6-12):</b></p> <ul style="list-style-type: none"> <li>• On Campus Suspension</li> <li>• 1—3 day suspension</li> <li>• Contact School Police</li> <li>• Restitution</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Evaluate consequence and intervention effectiveness</li> <li><input type="checkbox"/> Review behavior contract</li> <li><input type="checkbox"/> Parent conference — school</li> </ul>	<p><b>Administrative Action (6-12):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Restitution</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor: targeted skill development</li> <li><input type="checkbox"/> Review student data for patterns and trends</li> <li><input type="checkbox"/> Provide Tier Two supports</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Develop BSP</li> </ul>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Continue progressive discipline and intervention plan: may lead to expulsion</li> <li>• Restitution</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> <li>• Restitution</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent multiple district/community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Review BSP</li> <li><input type="checkbox"/> Refer to SST</li> </ul>

## G: SECONDARY — NON-SAFETY

Ed Code 48900, G	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>NON-SAFETY: LEVEL 3 (6-12)</b></p> <p><b>Grand Theft</b> (Amount over \$400.00)</p>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion — extension of suspension OR Rationale</li> <li>• Restitution</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion — extension of suspension OR Rationale</li> <li>• Restitution</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor: targeted skill development</li> <li><input type="checkbox"/> Evaluate skill level — academic and behavioral</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract: assign adult mentor</li> <li><input type="checkbox"/> Review student data for patterns and trends</li> <li><input type="checkbox"/> Parent attends school</li> </ul>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion — extension of suspension</li> <li>• Restitution</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion — extension of suspension</li> <li>• Restitution</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Develop BSP</li> <li><input type="checkbox"/> Refer to SST</li> <li><input type="checkbox"/> Consider Tier Three supports</li> </ul>		

## EC 48900 (H) — NON-SAFETY

Possessed or used tobacco or tobacco products.

The following must be submitted in order to substantiate an expulsion recommendation:

- Evidence administration has provided three or more warnings regarding smoking or having cigarettes on campus.

Refer student to a Smoking Cessation Program. Contact Student Assistance Programs for further information.

## H: ELEMENTARY — NON-SAFETY

EC 48900, H	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>NON-SAFETY: LEVEL 1 (K-6)</b></p> <p><b>Possession and/or use of Tobacco</b></p>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure student is receiving Tier One supports</li> <li><input type="checkbox"/> Meet with counselor</li> <li><input type="checkbox"/> Check student understanding of rules / expectations</li> <li><input type="checkbox"/> Provide structured choice</li> <li><input type="checkbox"/> Evaluate skill level—academic and behavioral</li> <li><input type="checkbox"/> Parent conference — phone</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1 day suspension</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1–3 day suspension</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tobacco Cessation</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract:* assign adult mentor</li> <li><input type="checkbox"/> Parent conference — school</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1–3 day suspension</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1–5 day suspension</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tobacco Cessation</li> <li><input type="checkbox"/> Counselor: targeted skill development</li> <li><input type="checkbox"/> Evaluate consequences and intervention effectiveness</li> <li><input type="checkbox"/> Review student data for patterns and trends</li> <li><input type="checkbox"/> Review behavior contract</li> <li><input type="checkbox"/> Parent attends school</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• 1–5 day suspension</li> <li>• Continue progressive discipline and intervention plan: may lead to expulsion</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• 1–5 day suspension</li> <li>• Continue progressive discipline and intervention plan: may lead to expulsion</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Provide Tier Two supports</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Develop BSP</li> <li><input type="checkbox"/> Refer to SST</li> </ul>

## H: SECONDARY — NON-SAFETY

EC 48900, H	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>NON-SAFETY: LEVEL 1 (6-12)</b></p> <p><b>Possession and/or use of Tobacco</b></p>	<p><b>Administrative Action (6-12):</b></p> <ul style="list-style-type: none"> <li>• On Campus Suspension</li> <li>• 1 day suspension</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tobacco Cessation</li> <li><input type="checkbox"/> Meet with counselor</li> <li><input type="checkbox"/> Provide structured choice</li> <li><input type="checkbox"/> Evaluate skill level — academic and behavioral</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract:* assign adult mentor</li> <li><input type="checkbox"/> Parent conference — phone</li> </ul>	<p><b>Administrative Action (6-12):</b></p> <ul style="list-style-type: none"> <li>• On Campus Suspension</li> <li>• 1–3 day suspension</li> <li>• Contact School Police</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tobacco Cessation</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Evaluate consequence and intervention effectiveness</li> <li><input type="checkbox"/> Review behavior contract</li> <li><input type="checkbox"/> Parent conference — school</li> </ul>	<p><b>Administrative Action (6-12):</b></p> <ul style="list-style-type: none"> <li>• 1–5 day suspension</li> <li>• Contact School Police</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor: targeted skill development</li> <li><input type="checkbox"/> Review student data for patterns and trends</li> <li><input type="checkbox"/> Provide Tier Two supports</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Develop BSP</li> </ul>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 1–5 day suspension</li> <li>• Contact School Police</li> <li>• Continue progressive discipline and intervention plan: may lead to expulsion</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Review BSP, Refer to SST</li> </ul>

## EC 48900 (I) — NON-SAFETY

Committed an obscene act or engaged in habitual profanity or vulgarity.

The following must be submitted in order to substantiate an expulsion recommendation:

- Direct evidence and admission by the accused.
- Documentation of the incident(s) involving the use of profanity, obscenity, or habitual profanity.
- Anecdotal record, if continuous violation.
- Statements by: witness(es).

This act pertains to the use of vulgar, profane language or an act as defined by proper society as obscene. Examples: Prolonged cursing toward staff, exposing oneself in public, etc.

While it is not typical for a student to be expelled for this violation alone, it is possible when the misbehavior results in extreme problems on campus. Generally this violation is coupled with a more severe Education Code violation.

### I: ELEMENTARY — NON-SAFETY

EC 48900, I	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>NON-SAFETY: LEVEL 1 (K-6)</b></p> <ul style="list-style-type: none"> <li>● Committed an Obscene Act (excluding sexual harassment)</li> <li>● Habitual Profanity</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>● Restrict activity</li> <li>● Assign detention</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>● Restrict activity</li> <li>● Assign detention</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure student is receiving Tier One supports</li> <li><input type="checkbox"/> Meet with counselor</li> <li><input type="checkbox"/> Check student understanding of rules / expectations</li> <li><input type="checkbox"/> Provide structured choice</li> <li><input type="checkbox"/> Evaluate skill level—academic and behavioral</li> <li><input type="checkbox"/> Parent conference — phone</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>● Restrict activity</li> <li>● Assign detention</li> <li>● 1 day suspension</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>● Restrict activity</li> <li>● Assign detention</li> <li>● 1–3 day suspension</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract:* assign adult mentor</li> <li><input type="checkbox"/> Parent conference — school</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>● Restrict activity</li> <li>● Assign detention</li> <li>● 1–3 day suspension</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>● Restrict activity</li> <li>● Assign detention</li> <li>● 1—5 day suspension</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor: targeted skill development</li> <li><input type="checkbox"/> Evaluate consequences and intervention effectiveness</li> <li><input type="checkbox"/> Review student data for patterns and trends</li> <li><input type="checkbox"/> Review behavior contract</li> <li><input type="checkbox"/> Parent attends school</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>● 1—5 day suspension</li> <li>● Continue progressive discipline and intervention plan: may lead to expulsion</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>● 1—5 day suspension</li> <li>● Continue progressive discipline and intervention plan: may lead to expulsion</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Provide Tier Two supports</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Develop BSP</li> <li><input type="checkbox"/> Refer to SST</li> </ul>

## I: ELEMENTARY — NON-SAFETY

EC 48900, I	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>NON-SAFETY: LEVEL 2 (K-6)</b></p> <p><b>Habitual Profanity Toward a School Employee</b></p>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1 day suspension</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—3 day suspension</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Evaluate skill level — academic and behavioral</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract:* assign adult mentor</li> <li><input type="checkbox"/> Parent conference — school</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—3 day suspension</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—5 day suspension</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor: targeted skill development</li> <li><input type="checkbox"/> Evaluate consequences and intervention effectiveness</li> <li><input type="checkbox"/> Review student data for patterns and trends</li> <li><input type="checkbox"/> Review behavior contract</li> <li><input type="checkbox"/> Parent attends school</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Provide Tier Two supports</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Develop BSP</li> <li><input type="checkbox"/> Refer to SST</li> </ul>	

## I: SECONDARY — NON-SAFETY

EC 48900, I	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>NON-SAFETY: LEVEL 1 (6-12)</b></p> <ul style="list-style-type: none"> <li>• <b>Committed an Obscene Act</b> (excluding sexual harassment)</li> <li>• <b>Habitual Profanity</b></li> </ul>	<p><b>Administrative Action (6-12):</b></p> <ul style="list-style-type: none"> <li>• On Campus Suspension</li> <li>• 1 day suspension</li> <li>• Obscene Act: Contact School Police</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meet with counselor</li> <li><input type="checkbox"/> Provide structured choice</li> <li><input type="checkbox"/> Evaluate skill level — academic and behavioral</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract:* assign adult mentor</li> <li><input type="checkbox"/> Parent conference — phone</li> </ul>	<p><b>Administrative Action (6-12):</b></p> <ul style="list-style-type: none"> <li>• On Campus Suspension</li> <li>• 1—3 day suspension</li> <li>• Obscene Act: Contact School Police</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Evaluate consequence and intervention effectiveness</li> <li><input type="checkbox"/> Review behavior contract</li> <li><input type="checkbox"/> Parent conference — school</li> </ul>	<p><b>Administrative Action (6-12):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Obscene Act: Contact School Police</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor: targeted skill development</li> <li><input type="checkbox"/> Review student data for patterns and trends</li> <li><input type="checkbox"/> Provide Tier Two supports</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Develop BSP</li> </ul>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Continue progressive discipline and intervention plan: may lead to expulsion</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Review BSP</li> <li><input type="checkbox"/> Refer to SST</li> </ul>



**I: SECONDARY — NON-SAFETY**

EC 48900, I	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>NON-SAFETY: LEVEL 2 (6-12)</b></p> <p><b>Habitual Profanity Toward a School Employee</b></p>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• Assign detention</li> <li>• On Campus Suspension</li> <li>• 1 day suspension</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• On Campus Suspension</li> <li>• 1—3 day suspension</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Evaluate skill level — academic and behavioral</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract:* assign adult mentor</li> <li><input type="checkbox"/> Parent conference — school</li> <li><input type="checkbox"/> Community service</li> <li><input type="checkbox"/> Youth Development</li> </ul>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• On Campus Suspension</li> <li>• 1—3 day suspension</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor: targeted skill development</li> <li><input type="checkbox"/> Evaluate consequences and intervention effectiveness</li> <li><input type="checkbox"/> Review student data for patterns and trends</li> <li><input type="checkbox"/> Provide Tier Two supports</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Develop BSP</li> <li><input type="checkbox"/> Community service</li> <li><input type="checkbox"/> Youth Development</li> </ul>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Review BSP, Refer to SST</li> <li><input type="checkbox"/> Community service</li> <li><input type="checkbox"/> Youth Development</li> </ul>	

**EC 48900 (J) — NON-SAFETY**

Possessed, offered, arranged or negotiated to sell any drug paraphernalia.

The following must be submitted in order to substantiate an expulsion recommendation:

- Direct evidence, such as photographs.
- Evidence the items are within the Health and Safety Code Section 11014.5.
- Admission by the accused.

See section 11014.5 of the Health and Safety Code for a clear definition of this violation (see Appendix for Health Code).

Examples of clear-cut paraphernalia are ZigZag papers and roach clips.



## J: ELEMENTARY — NON-SAFETY

Ed Code 48900, J	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>NON-SAFETY: LEVEL 1 (K-6)</b></p> <p><b>Possession of Drug Paraphernalia / Selling Drug Paraphernalia</b></p>	<p><b>Administrative Action (K-6):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure student is receiving Tier One supports</li> <li><input type="checkbox"/> Prevention Program — targeted skill development</li> <li><input type="checkbox"/> Check student understanding of rules / expectations</li> <li><input type="checkbox"/> Provide structured choice</li> <li><input type="checkbox"/> Evaluate skill level—academic and behavioral</li> <li><input type="checkbox"/> Parent conference — phone</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1 day suspension</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1–3 day suspension</li> <li>• Selling: Contact School Police</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prevention Program — targeted skill development</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract:* assign adult mentor</li> <li><input type="checkbox"/> Parent conference — school</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1–3 day suspension</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1–5 day suspension</li> <li>• Selling: Contact School Police</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Evaluate consequences and intervention effectiveness</li> <li><input type="checkbox"/> Review student data for patterns and trends</li> <li><input type="checkbox"/> Review behavior contract</li> <li><input type="checkbox"/> Parent attends school</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• 1–5 day suspension</li> <li>• Continue progressive discipline and intervention plan: may lead to expulsion</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• 1–5 day suspension</li> <li>• Contact School Police</li> <li>• Continue progressive discipline and intervention plan: may lead to expulsion</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Provide Tier Two supports</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Develop BSP</li> <li><input type="checkbox"/> Refer to SST</li> </ul>

## J: SECONDARY — NON-SAFETY

Ed Code 48900, J	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>NON-SAFETY: LEVEL 1 (6-12)</b></p> <p><b>Possession of Drug Paraphernalia / Selling Drug Paraphernalia</b></p>	<p><b>Administrative Action (6-12):</b></p> <ul style="list-style-type: none"> <li>• On Campus Suspension</li> <li>• 1 day suspension</li> <li>• Mandatory Insight</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meet with counselor</li> <li><input type="checkbox"/> Provide structured choice</li> <li><input type="checkbox"/> Evaluate skill level — academic and behavioral</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract:* assign adult mentor</li> <li><input type="checkbox"/> Parent conference — phone</li> </ul>	<p><b>Administrative Action (6-12):</b></p> <ul style="list-style-type: none"> <li>• On Campus Suspension</li> <li>• 1–3 day suspension</li> <li>• Mandatory Insight</li> <li>• Selling: Contact School Police</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Evaluate consequence and intervention effectiveness</li> <li><input type="checkbox"/> Review behavior contract</li> <li><input type="checkbox"/> Parent conference — school</li> </ul>	<p><b>Administrative Action (6-12):</b></p> <ul style="list-style-type: none"> <li>• 1–5 day suspension</li> <li>• Selling: Contact School Police</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Review student data for patterns and trends</li> <li><input type="checkbox"/> Provide Tier Two supports</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Develop BSP</li> </ul>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 1–5 day suspension</li> <li>• Contact School Police</li> <li>• Continue progressive discipline and intervention plan: may lead to expulsion</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Review BSP</li> <li><input type="checkbox"/> Refer to SST</li> </ul>

## **EC 48900 K — NON-SAFETY**

**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.**

**The following must be submitted in order to substantiate an expulsion recommendation:**

- Evidence the disruptive behavior is outside the range of normal intervention — accumulation of 20 days suspension (maximum). The student is allotted 10 additional suspension days (not to exceed 30) if placed in Opportunity or Alternative Programs.
  
- Evidence all means of correction have been exhausted at the site level.  
Interventions may include, but are not limited to, counselor interventions, parent involvement, identification of Environmental and Functional Factors, targeted skill development, behavior contract, assignment of adult mentor, Behavioral Support Plan, Student Success Team and/or a recommendation to an outside counseling agency.
  
- Documentation of student's behavior / intervention over time.

Use this Ed Code violation when 1) a student becomes so defiant school authority is unable to control the behavior, or 2) the behavior is so extreme it severely disrupts the educational process.

## K: ELEMENTARY — NON-SAFETY

Ed Code 48900, K	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>Non-Safety: Level 1 (K-6)</b></p> <ul style="list-style-type: none"> <li>• Chronic Classroom Disruption</li> <li>• Disruption to School Activities</li> <li>• Gambling</li> <li>• Forgery</li> <li>• Possession of Electronic Devices</li> <li>• Verbal Abuse</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure student is receiving Tier One supports</li> <li><input type="checkbox"/> Meet with counselor</li> <li><input type="checkbox"/> Check student understanding of rules / expectations</li> <li><input type="checkbox"/> Provide structured choice</li> <li><input type="checkbox"/> Evaluate skill level—academic and behavioral</li> <li><input type="checkbox"/> Parent conference — phone</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1 day suspension</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1–3 day suspension</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract:* assign adult mentor</li> <li><input type="checkbox"/> Parent conference — school</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1–3 day suspension</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—5 day suspension</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor: targeted skill development</li> <li><input type="checkbox"/> Evaluate consequences and intervention effectiveness</li> <li><input type="checkbox"/> Review student data for patterns and trends</li> <li><input type="checkbox"/> Review behavior contract</li> <li><input type="checkbox"/> Parent attends school</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Continue progressive discipline and intervention plan: may lead to expulsion</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Continue progressive discipline and intervention plan: may lead to expulsion</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Provide Tier Two supports</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Develop BSP</li> <li><input type="checkbox"/> Refer to SST</li> </ul>
<p><b>Non-Safety: Level 2 (K-6)</b></p> <ul style="list-style-type: none"> <li>• Continued Willful Disobedience, Refusal to Follow School Rules and Regulations, Defiance</li> <li>• Interference and/or Obstruction (staff member)</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1 day suspension</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—3 day suspension</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Evaluate skill level — academic and behavioral</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract:* assign adult mentor</li> <li><input type="checkbox"/> Parent conference — school</li> <li><input type="checkbox"/> Truancy notification</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—3 day suspension</li> <li>• Follow SART/SARB process</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—5 day suspension</li> <li>• Follow SART/SARB process</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor: targeted skill development (Anger Management)</li> <li><input type="checkbox"/> Evaluate consequences and intervention effectiveness</li> <li><input type="checkbox"/> Review student data for patterns and trends</li> <li><input type="checkbox"/> Review behavior contract</li> <li><input type="checkbox"/> Parent attends school</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> <li>• Follow SART/SARB</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> <li>• Follow SART/SARB</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Provide Tier Two supports</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Develop BSP</li> <li><input type="checkbox"/> Refer to SST</li> </ul>	

## K: SECONDARY — NON-SAFETY

Ed Code 48900, K	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>NON-SAFETY: LEVEL 1 (6-12)</b></p> <ul style="list-style-type: none"> <li>• Chronic Classroom Disruption</li> <li>• Disruption to School Activities</li> <li>• Gambling</li> <li>• Forgery</li> <li>• Possession of Electronic Devices</li> <li>• Verbal Abuse</li> </ul>	<p><b>Administrative Action (6-12):</b></p> <ul style="list-style-type: none"> <li>• On Campus Suspension</li> <li>• 1 day suspension</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meet with counselor</li> <li><input type="checkbox"/> Provide structured choice</li> <li><input type="checkbox"/> Evaluate skill level — academic and behavioral</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract:* assign adult mentor</li> <li><input type="checkbox"/> Parent conference — phone</li> <li><input type="checkbox"/> Community service</li> <li><input type="checkbox"/> Youth Development</li> </ul>	<p><b>Administrative Action (6-12):</b></p> <ul style="list-style-type: none"> <li>• On Campus Suspension</li> <li>• 1—3 day suspension</li> <li>• Gambling/Forgery: Contact School Police</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Evaluate consequence and intervention effectiveness</li> <li><input type="checkbox"/> Review behavior contract</li> <li><input type="checkbox"/> Parent conference — school</li> <li><input type="checkbox"/> Community service</li> <li><input type="checkbox"/> Youth Development</li> </ul>	<p><b>Administrative Action (6-12):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Gambling/Forgery: Contact School Police</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor: targeted skill development</li> <li><input type="checkbox"/> Review student data for patterns and trends</li> <li><input type="checkbox"/> Provide Tier Two supports</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Develop BSP</li> <li><input type="checkbox"/> Community service</li> <li><input type="checkbox"/> Youth Development</li> </ul>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Continue progressive discipline and intervention plan: may lead to expulsion</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Review BSP</li> <li><input type="checkbox"/> Refer to SST</li> </ul>
<p><b>Non-Safety: Level 2 (6-12)</b></p> <ul style="list-style-type: none"> <li>• Continued Willful Disobedience, Refusal to Follow School Rules and Regulations, Defiance</li> <li>• Interference and/or Obstruction (staff member)</li> </ul>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• Assign detention</li> <li>• On Campus Suspension</li> <li>• 1 day suspension</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• On Campus Suspension</li> <li>• 1—3 day suspension</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Evaluate skill level — academic and behavioral</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract:* assign adult mentor</li> <li><input type="checkbox"/> Parent conference — school</li> <li><input type="checkbox"/> Community service</li> <li><input type="checkbox"/> Truancy notification</li> <li><input type="checkbox"/> Youth Development</li> </ul>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• On Campus Suspension</li> <li>• 1—3 day suspension</li> <li>• Follow SART/SARB process</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Follow SART/SARB process</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor: targeted skill development (Anger Management)</li> <li><input type="checkbox"/> Evaluate consequences and intervention effectiveness</li> <li><input type="checkbox"/> Review student data for patterns and trends</li> <li><input type="checkbox"/> Provide Tier Two supports</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Develop BSP</li> <li><input type="checkbox"/> Community service</li> <li><input type="checkbox"/> Youth Development</li> </ul>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> <li>• Follow SART/SARB</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> <li>• Follow SART/SARB</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Review BSP, Refer to SST</li> <li><input type="checkbox"/> Community service</li> <li><input type="checkbox"/> Youth Development</li> </ul>	

## EC 48900 (L) — Non-Safety

Knowingly received stolen school or private property.

The following must be submitted in order to substantiate an expulsion recommendation:

- Documentation the accused has, and/or has received, stolen property.
- Photographic evidence of stolen item(s).
- Estimated value of item(s).
- Statements by: witness(es) — may be used as direct evidence.
- Statement by the accused agreeing they committed the violation.

### L: ELEMENTARY — NON-SAFETY

Ed Code 48900, L	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>Non-Safety: Level 2 (K-6)</b></p> <p><b>Knowingly Received Stolen Property</b></p>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1 day suspension</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—3 day suspension</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Evaluate skill level — academic and behavioral</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract:* assign adult mentor</li> <li><input type="checkbox"/> Parent conference — school</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—3 day suspension</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—5 day suspension</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor: targeted skill development</li> <li><input type="checkbox"/> Evaluate consequences and intervention effectiveness</li> <li><input type="checkbox"/> Review student data for patterns and trends</li> <li><input type="checkbox"/> Review behavior contract</li> <li><input type="checkbox"/> Parent attends school</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Provide Tier Two supports</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Develop BSP</li> <li><input type="checkbox"/> Refer to SST</li> </ul>	

## L: SECONDARY — NON-SAFETY

Ed Code 48900, L	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>NON-SAFETY: LEVEL 2 (6-12)</b></p> <p><b>Knowingly Received Stolen Property</b></p>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• Assign detention</li> <li>• On Campus Suspension</li> <li>• 1 day suspension</li> <li>• Contact School Police</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• On Campus Suspension</li> <li>• 1—3 day suspension</li> <li>• Contact School Police</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Evaluate skill level — academic and behavioral</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract:* assign adult mentor</li> <li><input type="checkbox"/> Parent conference — school</li> </ul>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• On Campus Suspension</li> <li>• 1—3 day suspension</li> <li>• Contact School Police</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor: targeted skill development</li> <li><input type="checkbox"/> Evaluate consequences and intervention effectiveness</li> <li><input type="checkbox"/> Review student data for patterns and trends</li> <li><input type="checkbox"/> Provide Tier Two supports</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Develop BSP</li> </ul>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Review BSP</li> <li><input type="checkbox"/> Refer to SST</li> </ul>	

## EC 48900 (M) — SAFETY

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 the replica is a firearm.

The following must be submitted in order to substantiate an expulsion recommendation:

- Photographic evidence of the imitation firearm.
- Statements by: accused and direct witness(es).
- Statement(s) by: Campus Security Officer (CSO) and/or School Police Officer.

## M: ELEMENTARY — SAFETY

Ed Code 48900, M	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>Safety: Level 3 (K-6)</b></p> <p><b>Possession of an Imitation Weapon— MUST LOOK LIKE A REAL GUN</b></p> <p>If not a weapon, no need to extend suspension. If it leads to other violations (i.e., A-1, B, R) then recommend expulsion.</p>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• 1—3 day suspension</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prevention Program — targeted skill development</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract:* assign adult mentor</li> <li><input type="checkbox"/> Parent conference</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Develop BSP</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Consider Tier Three supports</li> </ul>		

## M: SECONDARY — SAFETY

Ed Code 48900, M	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>SAFETY: LEVEL 3 (6-12)</b></p> <p><b>Possession of an Imitation Weapon— MUST LOOK LIKE A REAL GUN</b></p> <p>If not a weapon, no need to extend suspension. If it leads to other violations (i.e., A-1, B, R) then recommend expulsion.</p>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prevention Program — targeted skill development</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract:* assign adult mentor</li> <li><input type="checkbox"/> Parent conference</li> </ul>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Develop BSP</li> <li><input type="checkbox"/> Parent conference</li> <li><input type="checkbox"/> Consider Tier Three supports</li> </ul>		



## EC 48900 (N) — SAFETY

Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

The following must be submitted in order to substantiate an expulsion recommendation:

Refer to Education Code section 48915(c)(4) when dealing with this violation.

- Statements by: School Police and/or Campus Security Officer(s) are of extreme importance.
- Statements by: witness(es), if applicable.
- Record of report to District's Affirmative Action Office.

Violation of 48900(n) can be quickly substantiated if the perpetrator is identified and confesses to the act. In most cases, however, it is in the best interest of the administrator to proceed with a thorough investigation.

In cases of sexual harassment and assault, it is necessary for the administrator to collect thorough documentation of the incident and carefully handle statements given by the victim and the accused.

In cases where testifying in the presence of the accused perpetrator could cause serious psychological harm, the victim may be allowed to testify in a closed session hearing, separate from the accused. Such requests must be provided by site administration to the district Hearing Panel at the time the recommendation for expulsion is submitted.

This violation shall not apply to students in grades K-3 — refer to the Ed. Code and call Youth Services.

## N: ELEMENTARY — SAFETY

Ed. Code 48900, N	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>SAFETY: LEVEL 4 (4-6)</b></p> <p><b>Sexual Assault</b> EC 48915 (c) (4)</p> <p><i>Must notify victim/parent of their right to transfer under NCLB</i></p>	<p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Crime Report</li> <li>• Contact Affirmative Action Office</li> <li>• Mandatory expulsion</li> </ul> <p><b>Interventions (4-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Consider Tier Three supports</li> </ul>			



## N: SECONDARY — SAFETY

Ed. Code 48900, N	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>SAFETY: LEVEL 4 (6-12)</b></p> <p><b>Sexual Assault</b> EC 48915 (c) (4)</p> <p><i>Must notify victim/parent of their right to transfer under NCLB</i></p>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Crime Report</li> <li>• Contact Affirmative Action Office</li> <li>• Mandatory expulsion</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Crime Report</li> <li>• Contact Affirmative Action Office</li> <li>• Mandatory expulsion</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Consider Tier Three supports</li> </ul>			

## EC 48900 (O) — SAFETY

Harassed, threatened, or intimidated a witness.

The following must be submitted in order to substantiate an expulsion recommendation:

- Documentation of harassment, threats, or other forms of intimidation made by the accused to the victim.
- Statements by: victim and witness(es), verifying the act(s) of harassment or intimidation.

## O: ELEMENTARY — SAFETY

Ed. Code 48900, O	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>SAFETY: LEVEL 1 (K-6)</b></p> <p><b>Harassed, Threatened or Intimidated a Witness</b></p> <p><i>Must notify victim/parent of their right to transfer under NCLB</i></p>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1 day suspension</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—3 day suspension</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meet with counselor</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract: assign adult mentor</li> <li><input type="checkbox"/> Parent attends school</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1 day suspension</li> <li>• Contact School Police</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—3 day suspension</li> <li>• Contact School Police</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prevention Program — targeted skill development</li> <li><input type="checkbox"/> Evaluate consequences and intervention effectiveness</li> <li><input type="checkbox"/> Review behavior contract</li> <li><input type="checkbox"/> Parent attends school</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—3 day suspension</li> <li>• Contact School Police</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Provide Tier Two supports</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Develop BSP</li> <li><input type="checkbox"/> Refer to SST</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Review BSP</li> <li><input type="checkbox"/> Review SST process and interventions</li> <li><input type="checkbox"/> Consider Tier Three supports</li> </ul>

## O: SECONDARY — SAFETY

Ed. Code 48900, O	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>SAFETY: LEVEL 1 (6-12)</b></p> <p><b>Harassed, Threatened or Intimidated a Witness</b></p> <p><i>Must notify victim/parent of their right to transfer under NCLB</i></p>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• OCS — 3 day suspension</li> <li>• Contact School Police</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meet with counselor</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract: assign adult mentor</li> <li><input type="checkbox"/> Parent attends school</li> </ul>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 1—3 day suspension</li> <li>• Contact School Police</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prevention Program — targeted skill development</li> <li><input type="checkbox"/> Evaluate consequence and intervention effectiveness</li> <li><input type="checkbox"/> Review behavior contract</li> <li><input type="checkbox"/> Parent attends school</li> </ul>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Provide Tier Two supports</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Develop BSP</li> <li><input type="checkbox"/> Refer to SST</li> </ul>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Review BSP</li> <li><input type="checkbox"/> Review SST process and interventions</li> <li><input type="checkbox"/> Consider Tier Three supports</li> </ul>

## EC 48900 (P) — SAFETY & NON-SAFETY

### Sexual Harassment - Education Code section 48900.2.

The following must be submitted in order to substantiate an expulsion recommendation:

Refer to Education Code section 212.5 to clarify sexual harassment (see Appendix for Education Code section 212.5).

- Victim statement outlining sexual harassment charges and the negative impact the incident incurred on the victim. The complaint must be signed by: victim and witness(es).
- Evidence the harassment negatively impacted the academic performance of the victim.
- Evidence substantiating a hostile, intimidating or offensive educational environment was created by the accused.
- Record of report to District's Affirmative Action Office.

This article shall not apply to pupils in grades K-3 inclusive (see Appendix for Education Code).

The school must provide an in-service for all students regarding sexual harassment and the possible consequences for violating Education Code section 48900.2. This in-service may be held during an annual disciplinary assembly.

## P: ELEMENTARY — SAFETY

Ed. Code 48900, P 48900.2	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>Safety: Level 2 (4-6)</b></p> <p><b>P.1 Sexual Harassment, as Defined by EC 212.5</b></p>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—3 day suspension</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—5 day suspension</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor: targeted skill development</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract:* assign adult mentor</li> <li><input type="checkbox"/> Parent conference</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—5 day suspension</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prevention Program — targeted skill development</li> <li><input type="checkbox"/> Provide Tier Two supports</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Develop BSP</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Review BSP, Refer to SST</li> <li><input type="checkbox"/> Consider Tier Three supports</li> </ul>	

## P: ELEMENTARY — NON-SAFETY

Ed. Code 48900, P 48900.2	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>Non-Safety: Level 2 (4-6)</b></p> <p><b>P.2 Sexual Harassment, Inappropriate Verbal Harassment</b></p>	<p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—3 day suspension</li> <li>• Contact Affirmative Action Office</li> </ul> <p><b>Interventions (4-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Evaluate skill level — academic and behavioral</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract:* assign adult mentor</li> <li><input type="checkbox"/> Parent conference — school</li> </ul>	<p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—5 day suspension</li> <li>• Contact Affirmative Action Office</li> </ul> <p><b>Interventions (4-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor: targeted skill development</li> <li><input type="checkbox"/> Evaluate consequences and intervention effectiveness</li> <li><input type="checkbox"/> Review student data for patterns and trends</li> <li><input type="checkbox"/> Review behavior contract</li> <li><input type="checkbox"/> Parent attends school</li> </ul>	<p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Contact Affirmative Action Office</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Interventions (4-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Provide Tier Two supports</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Develop BSP</li> <li><input type="checkbox"/> Refer to SST</li> </ul>	

## P: SECONDARY — SAFETY

Ed. Code 48900, P 48900.2	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>SAFETY: LEVEL 2 (6-12)</b></p> <p><b>P.1 Sexual Harassment, as Defined by EC 212.5</b></p>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 1—3 day suspension</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor: targeted skill development</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract:* assign adult mentor</li> <li><input type="checkbox"/> Parent conference</li> </ul>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prevention Program — targeted skill development</li> <li><input type="checkbox"/> Provide Tier Two supports</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Develop BSP</li> </ul>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Review BSP</li> <li><input type="checkbox"/> Refer to SST</li> <li><input type="checkbox"/> Consider Tier Three supports</li> </ul>	

**P: SECONDARY — NON-SAFETY**

Ed. Code 48900, P 48900.2	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>NON-SAFETY: LEVEL 2 (6-12)</b></p> <p><b>P.2 Sexual Harassment, Inappropriate Verbal Harassment</b></p>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• Assign detention</li> <li>• On Campus Suspension</li> <li>• 1 day suspension</li> <li>• Contact Affirmative Action Office</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• On Campus Suspension</li> <li>• 1—3 day suspension</li> <li>• Contact Affirmative Action Office</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Evaluate skill level — academic and behavioral</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract:* assign adult mentor</li> <li><input type="checkbox"/> Parent conference — school</li> </ul>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• On Campus Suspension</li> <li>• 1—3 day suspension</li> <li>• Contact Affirmative Action Office</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact Affirmative Action Office</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor: targeted skill development</li> <li><input type="checkbox"/> Evaluate consequences and intervention effectiveness</li> <li><input type="checkbox"/> Review student data for patterns and trends</li> <li><input type="checkbox"/> Provide Tier Two supports</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Develop BSP</li> </ul>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Contact Affirmative Action Office</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Contact Affirmative Action Office</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Review BSP</li> <li><input type="checkbox"/> Refer to SST</li> </ul>	

**EC 48900 (Q) — SAFETY**

**Hate Violence - Education Code section 48900.3.**

The following must be submitted in order to substantiate an expulsion recommendation:

- Determination by school officials the pupil has caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Subdivision (e) of Education Code section 233 (see Appendix).
- Documentation of hate violence as defined by Subdivision (e) of Education Code section 233.
- Statements by: victim, witness(es).
- Photographic evidence, if applicable.

This violation does not apply to students in grades K-3 inclusive (see Appendix for Education Code).

## Q: ELEMENTARY — SAFETY

Ed. Code 48900, Q 48900.3	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>SAFETY: LEVEL 2 (4-6)</b></p> <p><b>Hate Violence</b> <i>Must notify victim/parent of their right to transfer under NCLB</i></p>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—3 day suspension</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—5 day suspension</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor: targeted skill development</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract:* assign adult mentor</li> <li><input type="checkbox"/> Parent conference</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—5 day suspension</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prevention Program — targeted skill development</li> <li><input type="checkbox"/> Provide Tier Two supports</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Develop BSP</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Review BSP, Refer to SST</li> <li><input type="checkbox"/> Consider Tier Three supports</li> </ul>	

## Q: SECONDARY — SAFETY

Ed. Code 48900, Q 48900.3	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>SAFETY: LEVEL 2 (6-12)</b></p> <p><b>Hate Violence</b> <i>Must notify victim/parent of their right to transfer under NCLB</i></p>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 1—3 day suspension</li> <li>• Contact School Police</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor: targeted skill development</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract:* assign adult mentor</li> <li><input type="checkbox"/> Parent conference</li> </ul>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prevention Program — targeted skill development</li> <li><input type="checkbox"/> Provide Tier Two supports</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Develop BSP</li> </ul>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Review BSP, Refer to SST</li> <li><input type="checkbox"/> Consider Tier Three supports</li> </ul>	

## EC 48900 (R) — SAFETY

Intentionally engaged in harassment, threats, or intimidation against a pupil, groups of pupils or staff - Education Code section 48900. 4.

The following must be submitted in order to substantiate an expulsion recommendation:

- Documentation of the accused involvement in the harassment of a pupil, group of pupils, or staff by words or active threats. Examples: gang activity of revenge or sending notes of impending harm.
- Statements by: accused, witness(es).

## R: ELEMENTARY — SAFETY

Ed. Code 48900, R 48900.4	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>SAFETY: LEVEL 1 (K-6)</b></p> <p><b>Harassed, Threatened, or Intimidated Student, Groups or Staff</b></p> <p><i>Must notify victim/parent of their right to transfer under NCLB</i></p>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1 day suspension</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—3 day suspension</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meet with counselor</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract: assign adult mentor</li> <li><input type="checkbox"/> Parent attends school</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1 day suspension</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—3 day suspension</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prevention Program — targeted skill development</li> <li><input type="checkbox"/> Evaluate consequences and intervention effectiveness</li> <li><input type="checkbox"/> Review behavior contract</li> <li><input type="checkbox"/> Parent attends school</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—3 day suspension</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Provide Tier Two supports</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Develop BSP</li> <li><input type="checkbox"/> Refer to SST</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Review BSP</li> <li><input type="checkbox"/> Review SST process and interventions</li> <li><input type="checkbox"/> Consider Tier Three supports</li> </ul>



## R: SECONDARY — SAFETY

Ed. Code 48900, R 48900.4	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>SAFETY: LEVEL 1 (6-12)</b></p> <p><b>Harassed, Threatened, or Intimidated Student, Groups, or Staff</b></p> <p><i>Must notify victim/parent of their right to transfer under NCLB</i></p>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• OCS — 3 day suspension</li> <li>• Contact School Police</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meet with counselor</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract:* assign adult mentor</li> <li><input type="checkbox"/> Parent attends school</li> </ul>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 1—3 day suspension</li> <li>• Contact School Police</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prevention Program — targeted skill development</li> <li><input type="checkbox"/> Evaluate consequence and intervention effectiveness</li> <li><input type="checkbox"/> Review behavior contract</li> <li><input type="checkbox"/> Parent attends school</li> </ul>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Provide Tier Two supports</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Develop BSP</li> <li><input type="checkbox"/> Refer to SST</li> </ul>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Review BSP</li> <li><input type="checkbox"/> Review SST process and interventions</li> <li><input type="checkbox"/> Consider Tier Three supports</li> </ul>



## EC 48900 (S) — SAFETY

Pupil has made terrorist threats against school officials, school property or both - Education Code section 48900.7.

The following must be submitted in order to substantiate an expulsion recommendation:

- Documentation the accused actively engaged in terrorist threats against school officials or school property.  
Example: Student calls in a bomb threat.
- Statements by: accused, witness(es).

According to this section of the Education Code, “terrorist threat” involves any statement, written or oral, which threatens specific intent of:

- great bodily injury to another person
- property damage

All statements must to be taken as a threat even if there is no intent of actually carrying them out (see Appendix).

This article does not apply to grades K-3 inclusive (see Education Code).

## S: ELEMENTARY — SAFETY

Ed. Code 48900, S 48900.7	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>SAFETY: LEVEL 4 (4-6)</b></p> <p><b>Terrorist Threats</b> <i>Must notify victim/parent of their right to transfer under NCLB</i></p>	<p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Mandatory expulsion — extension of suspension OR Rationale</li> </ul> <p><b>Interventions (4-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Consider Tier Three supports</li> </ul>			

## S: SECONDARY — SAFETY

Ed. Code 48900, S 48900.7	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>SAFETY: LEVEL 4 (6-12)</b></p> <p><b>Terrorist Threats</b>  <i>Must notify victim/parent of their right to transfer under NCLB</i></p>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Mandatory expulsion — extension of suspension OR Rationale</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Mandatory expulsion — extension of suspension OR Rationale</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Consider Tier Three supports</li> </ul>			

### EC 48900 (T) — SAFETY

Unlawfully offered or arranged to sell the drug Soma - Education Code section 48900 (P).

The following must be submitted in order to substantiate an expulsion recommendation:

- Documentation the accused, while under the jurisdiction of the school, sold or arranged to sell the drug Soma.
- Photographic evidence.
- Test results which identify the substance found. School Police is qualified to conduct such testing.
- Statements by: accused, witness(es).

## T: ELEMENTARY — SAFETY

Ed. Code 48900, T	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>SAFETY: LEVEL 3 (K-6)</b></p> <p><b>Unlawfully Arranged to Sell Drug Soma</b></p>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• 1—3 day suspension</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prevention Program — targeted skill development</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract: assign adult mentor</li> <li><input type="checkbox"/> Parent conference</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Develop BSP</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Consider Tier Three supports</li> </ul>		

## T: SECONDARY — SAFETY

Ed. Code 48900, T	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>SAFETY: LEVEL 3 (6-12)</b></p> <p><b>Unlawfully Arranged to Sell Drug Soma</b></p>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prevention Program — targeted skill development</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract: assign adult mentor</li> <li><input type="checkbox"/> Parent conference</li> </ul>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Develop BSP</li> <li><input type="checkbox"/> Parent conference</li> <li><input type="checkbox"/> Consider Tier Three supports</li> </ul>		

## **EC 48900 (U) — SAFETY**

### **Aided or abetted the infliction or attempted infliction of physical injury - EC section 48900 (S).**

**The following must be submitted in order to substantiate an expulsion recommendation:**

As defined in Penal Code section 31:

A pupil who aids or abets in the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion, pursuant to the provisions of this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to Subdivision (a) (see Appendix for Penal Code Section 31).

- Documentation from a physician verifying physical injury was inflicted — must note the severity of the injury.
- Investigation reports by School Police and Campus Security.
- Verbal or written threats, if applicable.

During an investigation, the following should be carefully examined 1) the statement of the accused 2) the victim's statement 3) supporting witness(es) statements.

**Note:** This Education Code may apply to cases where more than one student is involved in an attempt to aid another in the infliction or intimidation of physical harm against another student on campus.

## U: ELEMENTARY — SAFETY

Ed. Code 48900, U	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>SAFETY: LEVEL 2 (K-6)</b></p> <p><b>Aid or Abet in the Infliction, or Attempted Infliction, of Physical Injury</b></p>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—3 day suspension</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—5 day suspension</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor: targeted skill development</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract:* assign adult mentor</li> <li><input type="checkbox"/> Parent conference</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—5 day suspension</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prevention Program — targeted skill development</li> <li><input type="checkbox"/> Provide Tier Two supports</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Develop BSP</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Review BSP</li> <li><input type="checkbox"/> Refer to SST</li> <li><input type="checkbox"/> Consider Tier Three supports</li> </ul>	

## U: SECONDARY — SAFETY

Ed. Code 48900, U	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>SAFETY: LEVEL 2 (6-12)</b></p> <p><b>Aid or Abet in the Infliction, or Attempted Infliction, of Physical Injury</b></p>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 1—3 day suspension</li> <li>• Contact School Police</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor: targeted skill development</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract:* assign adult mentor</li> <li><input type="checkbox"/> Parent conference</li> </ul>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prevention Program — targeted skill development</li> <li><input type="checkbox"/> Provide Tier Two supports</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Develop BSP</li> </ul>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Review BSP</li> <li><input type="checkbox"/> Refer to SST</li> <li><input type="checkbox"/> Consider Tier Three supports</li> </ul>	

## **EC 48900 (V) — SAFETY**

**Engaged in, or attempted to engage in, hazing as defined in Education Code section 32050 - Education Code section 48900 (Q).**

**The following must be submitted in order to substantiate an expulsion recommendation:**

As defined in Education Code section 32050:

“Hazing” includes any method of initiation or pre-initiation into a student organization or student body or any pastime or amusement engaged in with respect to those organizations that cause or are likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to any pupil or other person attending any school, community college, college, university, or other educational institution in this state. The term “hazing,” does not include customary athletic events or other similar contests of competitions (Amend. Stats. 2003, Ch. 21.) (see Appendix for Education Code section 32050).

- Statements by: victim, supporting witness(es).
- Police Report(s).
- Medical record of injury provided by medical professional.
- Photographic evidence of weapons used in hazing activity, if applicable. Examples: sticks, bats, and brass knuckles.
- Statements by: witness(es) verifying verbal abuse was inflicted during the incident.

In order to establish a link between the hazing event and the persons and/or group involved, focus the investigation around the hazing practices of the group (secret club, team, gang, etc.).

## V: ELEMENTARY — SAFETY

Ed. Code 48900, V	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>SAFETY: LEVEL 1 (K-6)</b></p> <p><b>Hazing</b> <i>Must notify victim/parent of their right to transfer under NCLB</i></p>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1 day suspension</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—3 day suspension</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meet with counselor</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract: assign adult mentor</li> <li><input type="checkbox"/> Parent attends school</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1 day suspension</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—3 day suspension</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prevention Program — targeted skill development</li> <li><input type="checkbox"/> Evaluate consequences and intervention effectiveness</li> <li><input type="checkbox"/> Review behavior contract</li> <li><input type="checkbox"/> Parent attends school</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1–3 day suspension</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Provide Tier Two supports</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Develop BSP</li> <li><input type="checkbox"/> Refer to SST</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Review BSP</li> <li><input type="checkbox"/> Review SST</li> <li><input type="checkbox"/> Consider Tier Three supports</li> </ul>

## V: SECONDARY — SAFETY

Ed. Code 48900, V	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>SAFETY: LEVEL 1 (6-12)</b></p> <p><b>Hazing</b> <i>Must notify victim/parent of their right to transfer under NCLB</i></p>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• OCS — 3 day suspension</li> <li>• Contact School Police</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meet with counselor</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract: assign adult mentor</li> <li><input type="checkbox"/> Parent attends school</li> </ul>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 1—3 day suspension</li> <li>• Contact School Police</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prevention Program — targeted skill development</li> <li><input type="checkbox"/> Evaluate consequence and intervention effectiveness</li> <li><input type="checkbox"/> Review behavior contract</li> <li><input type="checkbox"/> Parent attends school</li> </ul>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Provide Tier Two supports</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Develop BSP</li> <li><input type="checkbox"/> Refer to SST</li> </ul>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Review BSP, Review SST</li> <li><input type="checkbox"/> Consider Tier Three supports</li> </ul>

**EDUCATION CODE 48900 (W):**  
**Mandatory Expulsion - Education Code section 48915 (C)**

**The following must be submitted in order to substantiate an expulsion recommendation:**

The principal of the school, the principal's designee, or the superintendent of schools shall immediately suspend, pursuant to Education Code section 48911, and shall recommend expulsion of a pupil he/she determines has committed any of the acts enumerated in this section at school or at a school activity off school grounds.

- Jurisdiction of school authority: Under the Education Code - Jurisdiction of a school is categorized into these four areas:
  - While on any school grounds.
  - While going to or coming from school.
  - During the lunch period, whether on or off campus.
  - During, or while going to or coming from, any school-sponsored activity.



## EC 48900 (X, X1, X2, X3) — SAFETY

Intentionally engaged in harassment/threats, or intimidation against a pupil, groups of pupils or staff

The following must be submitted in order to substantiate an expulsion recommendation:

- Documentation of the accused involvement in the harassment of a pupil, group of pupils, or staff by words or active threats. Examples: gang activity of revenge or sending notes of impending harm.
- Statements by: accused, witness(es).

### X: ELEMENTARY — SAFETY

Ed. Code 48900, X	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>SAFETY: LEVEL 1 (K-6)</b></p> <p><b>X: Engaged in the act of electronic (cyber) bullying*</b></p> <p><b>X1: Engaged in bullying based on sexual orientation<sup>†</sup></b></p> <p><b>X2: Engaged in bullying based on ethnicity or race</b></p> <p><b>X3: Engaged in bullying based on physical or mental disability</b></p> <p><i>Must notify victim/parent of their right to transfer under NCLB</i></p>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1 day suspension</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—3 day suspension</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meet with counselor</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract: assign adult mentor</li> <li><input type="checkbox"/> Parent attends school</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1 day suspension</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—3 day suspension</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prevention Program — targeted skill development</li> <li><input type="checkbox"/> Evaluate consequences and intervention effectiveness</li> <li><input type="checkbox"/> Review behavior contract</li> <li><input type="checkbox"/> Parent attends school</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1–3 day suspension</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Provide Tier Two supports</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Develop BSP</li> <li><input type="checkbox"/> Refer to SST</li> </ul>	<p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Administrative Action (4-6):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion</li> </ul> <p><b>Interventions (K-6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Review BSP</li> <li><input type="checkbox"/> Review SST process and interventions</li> <li><input type="checkbox"/> Consider Tier Three supports</li> </ul>

\* Electronic bullying includes, but is not limited to: texting, emailing, and/or posting information on the internet in the form of text, drawings, pictures, videotaped fights, etc.

† Ensure Affirmative Action procedures are followed

## X: SECONDARY — SAFETY

Ed. Code 48900, X	1st Offense	2nd Offense	3rd Offense	4th Offense
<p><b>SAFETY: LEVEL 1 (6-12)</b></p> <p><b>X: Engaged in the act of electronic (cyber) bullying*</b></p> <p><b>X1: Engaged in bullying based on sexual orientation*</b></p> <p><b>X2: Engaged in bullying based on ethnicity or race</b></p> <p><b>X3: Engaged in bullying based on physical or mental disability</b></p> <p><i>Must notify victim/parent of their right to transfer under NCLB</i></p>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• OCS — 3 day suspension</li> <li>• Contact School Police</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meet with counselor</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract:* assign adult mentor</li> <li><input type="checkbox"/> Parent attends school</li> </ul>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 1—3 day suspension</li> <li>• Contact School Police</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prevention Program — targeted skill development</li> <li><input type="checkbox"/> Evaluate consequence and intervention effectiveness</li> <li><input type="checkbox"/> Review behavior contract</li> <li><input type="checkbox"/> Parent attends school</li> </ul>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Provide Tier Two supports</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Develop BSP</li> <li><input type="checkbox"/> Refer to SST</li> </ul>	<p><b>Administrative Action (6-8):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion</li> </ul> <p><b>Administrative Action (9-12):</b></p> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion</li> </ul> <p><b>Interventions (6-12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Review BSP</li> <li><input type="checkbox"/> Review SST process and interventions</li> <li><input type="checkbox"/> Consider Tier Three supports</li> </ul>

\* Electronic bullying includes, but is not limited to: texting, emailing, and/or posting information on the internet in the form of text, drawings, pictures, videotaped fights, etc.

♦ Ensure Affirmative Action procedures are followed

## **Special Education Guidelines:**

**The following must be submitted in order to substantiate an expulsion recommendation.**

- Students receiving Special Education services are entitled to a Manifestation Determination Meeting during Pre-Expulsion IEP under law. This meeting is to be conducted within 10 days after the recommendation for expulsion.
- The Pre-Expulsion IEP Team has the right to stop all expulsion proceedings if they find the misconduct was a manifestation of the student's disability.
- Students who fall under the 504 educational umbrella have the right to have a Pre-Expulsion 504 Meeting prior to a recommendation for expulsion. The district 504 coordinator should conduct this meeting on-site.
- Parents must be told of the date and time of the Pre-Expulsion IEP / 504 Meeting. Their presence, although needed, is not mandatory for the Manifestation Determination IEP / 504 Meeting to proceed on the scheduled date and time.

Call the District's Special Education or 504 Office for direction.

## **Federal Law - No Child Left Behind:**

**The following must be submitted in order to substantiate an expulsion recommendation.**

- Under NCLB, any student who is a victim of a serious crime or is a victim of harassment is eligible to be transferred to another school site.
- Contact Youth Services for any explanation concerning NCLB.

## **Additional Resources**

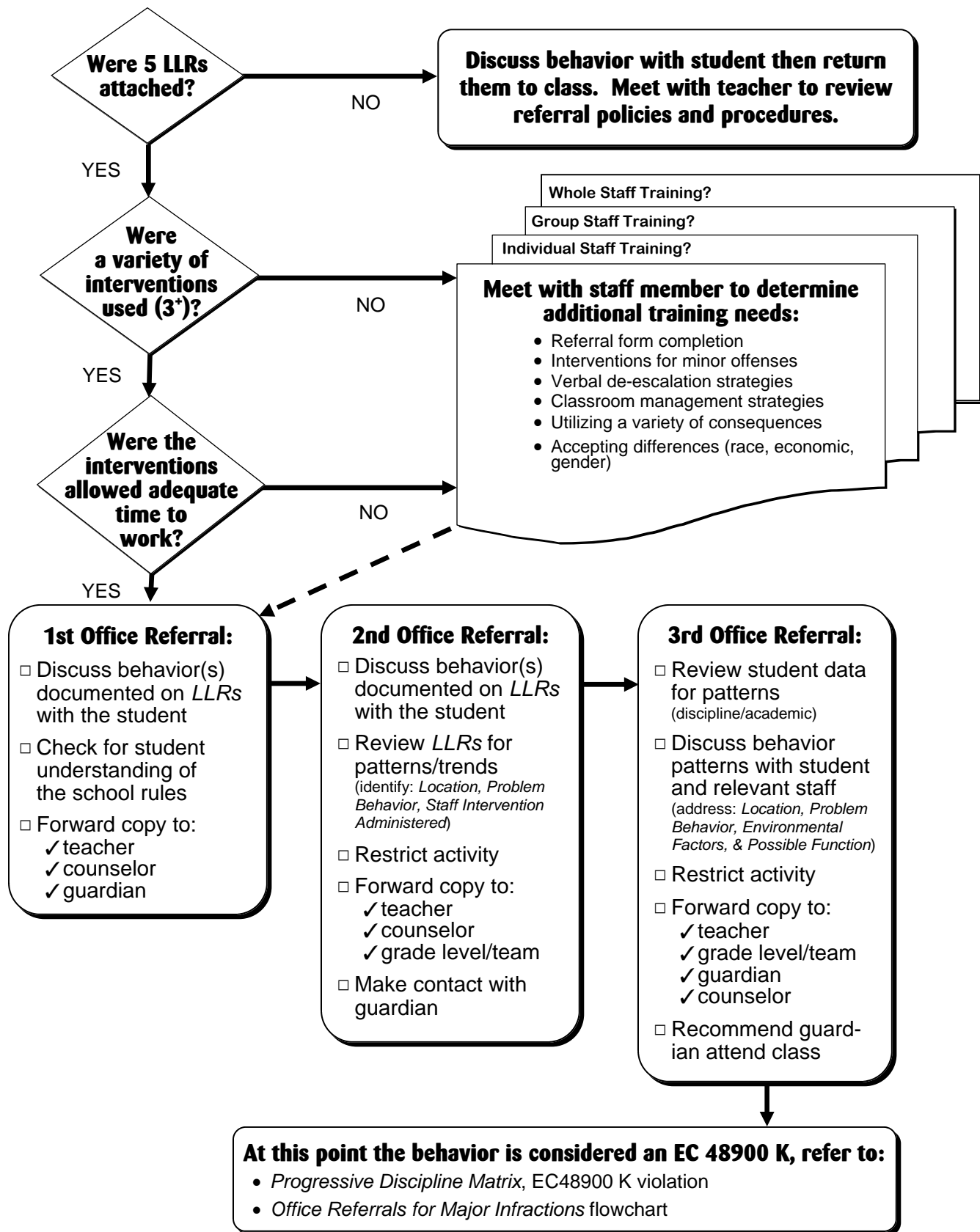
	<b>Page</b>
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## Menu of Interventions for Minor Offenses (Classroom Managed Misbehaviors)

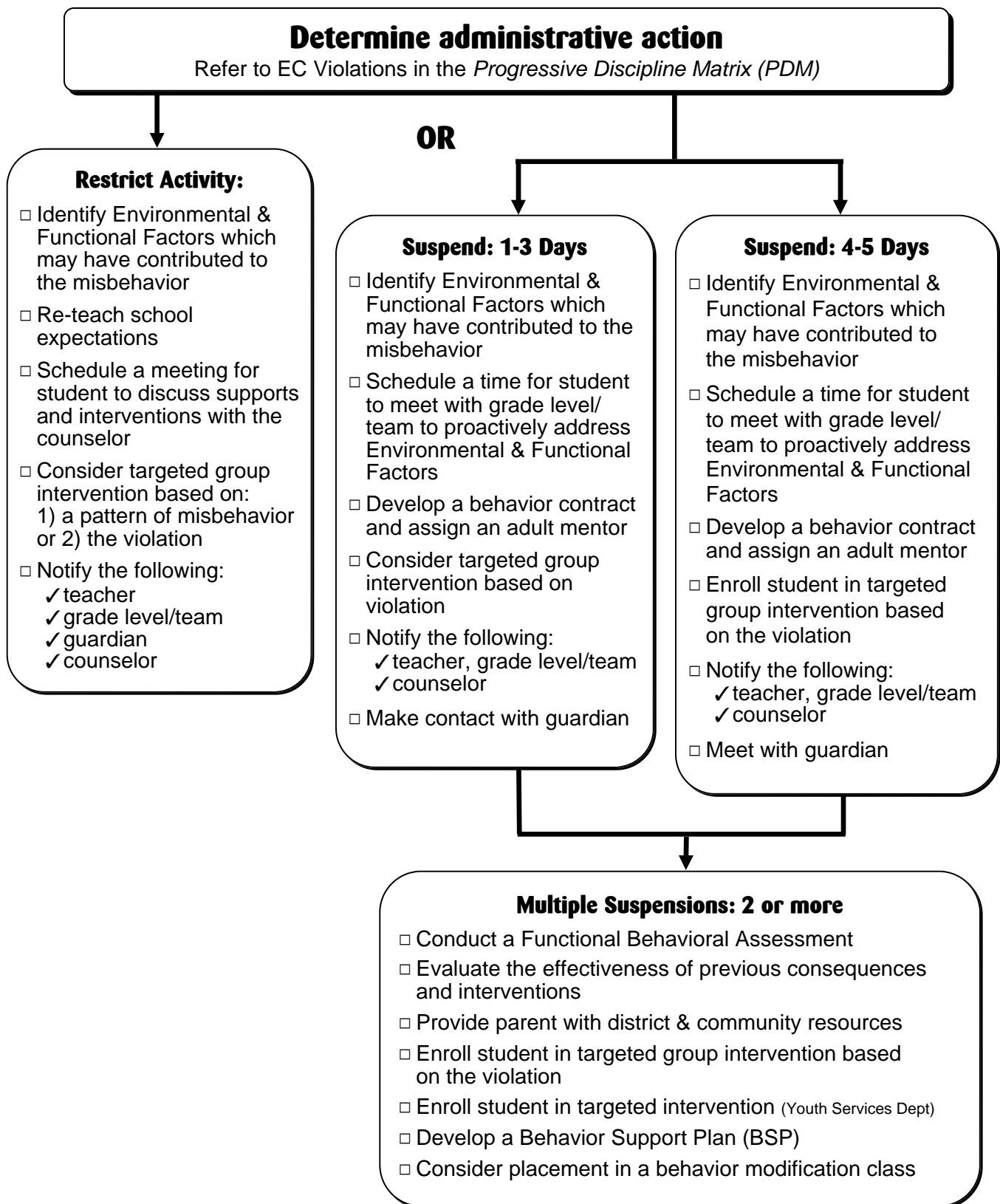
- **Clearly define / post** the behavioral expectations.
- **Implement procedures** for all class routines – entering the room, handing in assignments, sharpening the pencil, welcoming a guest, etc.
- **TEACH and ROLE-PLAY** the behavioral expectations, classroom procedures, use of materials, etc. Demonstrate what the expected behavior “looks like” (positive example) as well as what it “does not look like” (non-example).
- **Pre-correct** – Prior to directing students to perform a task, provide a description of what the expected behavior will look like. “In two minutes we will break for lunch. I expect everyone to put their materials away, push in all chairs and quietly line up for lunch.”
- **Cue / Prompt / Remind** – Provide a pre-arranged / previously taught cue to remind specific students to engage in the appropriate behavior.
- **Acknowledge students** who are appropriately demonstrating the expected behavior.
- **Specifically explain** HOW the behavior did not meet the stated / taught expectation. “It is disrespectful to other students when you \_\_\_\_\_.”
- **Provide a warning** – “Respect is one of our school rules. All students are expected to talk respectfully to all adults and students here at ABC School. This is an official warning.”
- **Check for student understanding of the behavioral expectations** -- “Please summarize for me what we have discussed so I am sure there is no confusion” (written or verbal).
- **Evaluate the student’s skill repertoire** – Determine if the student is capable of demonstrating the behavioral expectation. Make sure to evaluate both behavior and academic domains.
- **Determine the FUNCTION** of the misbehavior. All misbehaviors serve a purpose (function). Determine what the student is *gaining* or *avoiding* by engaging in the misbehavior.
- **Provide a structured choice** – clearly offer a choice between two alternatives and state the consequence for each. “You can work quietly on your assignment now and leave with the class or work with me during lunch.”
- **Evaluate ENVIRONMENTAL factors** within the classroom which may be contributing to the misbehavior: Space, Time, Materials, Interactions (peers, adults).
- **Collaborate with colleagues** to identify behavior patterns and trends (class to class, year to year, etc.).
- **Use a variety of consequences** – Positive Reinforcement, Negative Reinforcement, Penalties and Punishments. Remember, punishment is the least effective consequence for students with anti-social behaviors.
- **Evaluate the effectiveness of consequences.** Ineffective consequences must be analyzed and modified. Seek assistance for “out of the box” ideas.
- **Document interventions with a Low Level Referral (LLR)**
- **Involve a problem-solving team** (grade, team, family, SST, 504, IEP).



# Low Level Referral Flowchart: Minor Offenses



# Office Referral Flowchart: Major Infractions



# Office Referral Self-Reflection Form

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Track or Team: \_\_\_\_\_

## Location of the Problem Behavior:

- classroom
- cafeteria
- hallway
- quad
- PE area
- playground
- restroom
- bus
- gate
- library
- other:

## An Office Referral was written for:

- disrupting class
- not following directions
- using profanity
- misusing property
- being tardy
- destroying property
- fighting
- harassing others
- possessing a weapon
- other:

## At the time of the Office Referral I was trying to:

- get my friends attention
- get the teacher's attention
- get an item:
- avoid a classmate
- avoid the teacher
- avoid work:
- other:

## Describe in your own words what happened:

Student Signature: \_\_\_\_\_ / /

Assisting Staff Member's Signature: \_\_\_\_\_ / /





<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>NO-TION</b></p> <p>What was the student able to <b>GAIN</b> or <b>AVOID</b> by engaging in the misbehavior?</p>	<p><b>Gain, Get, Obtain:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Peer respect for confronting an adult</li> <li><input type="checkbox"/> Social status among peers</li> <li><input type="checkbox"/> Negative attention (adults, peers)</li> <li><input type="checkbox"/> “Justice” for perceived history of wrongs (peers, adults):</li> <li><input type="checkbox"/> Access to peer(s) in another location (OCS, office, counselor’s office)</li> <li><input type="checkbox"/> “Safety” for self, family, friends</li> <li><input type="checkbox"/> Adult attention while out of class (secretary, counselor, custodian, librarian)</li> <li><input type="checkbox"/> Object:</li> <li><input type="checkbox"/> Activity:</li> <li><input type="checkbox"/> Other:</li> </ul>	<p><b>Escape, Avoid, Protest:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Transitions / passing periods</li> <li><input type="checkbox"/> Structured activities (group work, assembly)</li> <li><input type="checkbox"/> Unstructured activities (lunch, free time, recess)</li> <li><input type="checkbox"/> Interactions with adult(s):</li> <li><input type="checkbox"/> Interactions with peer(s):</li> <li><input type="checkbox"/> Academic subject(s):</li> <li><input type="checkbox"/> Elective classes:</li> <li><input type="checkbox"/> Physical Education (PE)</li> <li><input type="checkbox"/> Humiliation from peers (perceived as “weak,” “dumb”)</li> <li><input type="checkbox"/> Guest Teacher</li> <li><input type="checkbox"/> A specific location on campus</li> <li><input type="checkbox"/> Other:</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>PRESENT</b></p> <p>What has been <b>PRESENT</b> and/or <b>MISSING</b> in the environment which may have contributed to continued use of the misbehavior?</p>	<p><b>Present:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Guest Teacher</li> <li><input type="checkbox"/> Changes to the routine (assembly, fire drill)</li> <li><input type="checkbox"/> Inconsistent school-wide expectations</li> <li><input type="checkbox"/> Inconsistent classroom consequences</li> <li><input type="checkbox"/> Classroom distractions (peers, noise level)</li> <li><input type="checkbox"/> External interruptions (guest, PA, phone)</li> <li><input type="checkbox"/> Mismatch between academic standards and student’s achievement level</li> <li><input type="checkbox"/> Mismatch between social demands and student’s social skill level</li> <li><input type="checkbox"/> Other:</li> </ul>	<p><b>Missing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Clearly established school-wide expectations</li> <li><input type="checkbox"/> Clearly established classroom expectations</li> <li><input type="checkbox"/> Consistent enforcement of expectations</li> <li><input type="checkbox"/> Clearly established and enforced procedures</li> <li><input type="checkbox"/> Proactive supervision and monitoring</li> <li><input type="checkbox"/> Skills to meet academic demands</li> <li><input type="checkbox"/> Skills to meet social and/or behavioral demands</li> <li><input type="checkbox"/> Targeted skill development</li> <li><input type="checkbox"/> Student connection to the school / learning environment</li> <li><input type="checkbox"/> Student connection to an adult on campus</li> <li><input type="checkbox"/> Other:</li> </ul>



# Functional Behavioral Assessment (FBA)

**Student:** \_\_\_\_\_ **Student ID#:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Staff conducting FBA: \_\_\_\_\_

**Identified behavior of concern:** \_\_\_\_\_

**Frequency:** The identified behavior occurred on (#) \_\_\_\_\_ occasions in the following settings:

\_\_\_\_\_

The *identified behavior* resulted in (#) \_\_\_\_\_ suspensions, totaling \_\_\_\_\_ days.

**FUNCTIONAL FACTORS** – Review of discipline data identified the following motivations:

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> gain peer attention  | <input type="checkbox"/> gain adult attention | <input type="checkbox"/> gain/obtain an item   |
| <input type="checkbox"/> gain/obtain activity | <input type="checkbox"/> avoid peers          | <input type="checkbox"/> avoid adults          |
| <input type="checkbox"/> avoid seat work      | <input type="checkbox"/> avoid group work     | <input type="checkbox"/> avoid scheduled event |
| <input type="checkbox"/> other:               |   |  |

**ENVIRONMENTAL FACTORS** – Review of discipline data identified the following predictors:

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> adult request/directive | <input type="checkbox"/> oral instruction   | <input type="checkbox"/> individual seat work   |
| <input type="checkbox"/> group work              | <input type="checkbox"/> managing materials | <input type="checkbox"/> external interruptions |
| <input type="checkbox"/> classroom transitions   | <input type="checkbox"/> passing period     | <input type="checkbox"/> teasing from peers     |
| <input type="checkbox"/> changes to routine      | <input type="checkbox"/> Guest Teacher      | <input type="checkbox"/> assembly               |
| <input type="checkbox"/> recess                  | <input type="checkbox"/> other:             |   |

**Recommended Behavior Supports** –

- goal(s):
  
- mentor:
  
- targeted skill development:
  
- behaviorally specific progress monitoring:
  
- Behavior Support Plan (BSP):

**Team members present:**

_____	_____	_____
_____	_____	_____
_____	_____	_____

Note: Numbers correspond with the scoring system on the BSP Quality Evaluation Guide

CONFIDENTIAL – DO NOT DISPLAY

# BEHAVIOR SUPPORT PLAN

For Behavior Interfering with Student’s Learning or the Learning of His/Her Peers

This BSP attaches to:  Team meeting date  504 plan date  IEP date  
Student Name Student ID# Grade Next BSP Review Date

- 1. The behavior impeding learning is (describe what it looks like)
- 2. It impedes learning because
- 3. The need for a Behavior Support Plan  early stage intervention  moderate  serious  extreme
- 4. Frequency, intensity, and duration of behavior
  - Frequency:
  - Intensity:
  - Duration:
  - Reported by \_\_\_\_\_ and/or  observed by \_\_\_\_\_

## PREVENTION PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

Observation & Analysis

What are the predictors for the behavior? In what situation(s) is the problem behavior is likely to occur?

5. Mark and address the following which apply:
- Physical Setting:
  - Social Setting:
  - Academics—Instructional Strategies, Curriculum, Activities:
  - Scheduling Factors:
  - Degree of Independence:
  - Degree of Participation:
  - Social Interactions:
  - Degree of Choice:
  - Other:

What supports the student using the problem behavior? What is either PRESENT or MISSING in the environment and/or curriculum that needs changing? **Relate to Line 5.**

6. Mark and identify the following which need to be addressed:
- Present:
  - Missing:

<b>Intervention</b>	<b>Remove student's need to use the problem behavior</b>
	<p><b>What environmental changes, structure and supports are needed to remove the student's need to use this behavior?</b>  <i>Address issues of Time, Space, Materials, and Interactions to remove the likelihood of the problem behavior reoccurring.</i>  <b>Relate to Line 6.</b></p> <p><b>7. Mark and identify the following which apply:</b></p> <p><input type="checkbox"/> <i>Time:</i></p> <p><input type="checkbox"/> <i>Space:</i></p> <p><input type="checkbox"/> <i>Materials:</i></p> <p><input type="checkbox"/> <i>Interactions:</i></p> <p>Who will establish?                      Who will monitor?                      Frequency?</p>

**ALTERNATIVES PART II: FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH AND SUPPORT**

<b>Observation &amp; Analysis</b>	<p><b>Team believes the behavior occurs because:</b> <i>State the function of behavior in terms of gaining or avoiding.</i>  <b>Relate to Lines 5 &amp; 6.</b></p> <p><b>8. Mark and address the following which apply:</b></p> <p><input type="checkbox"/> <i>Gain/Get/Obtain:</i></p> <p><input type="checkbox"/> <i>Avoid/Protest/Escape:</i></p>
	<p><b>Accept a replacement behavior that meets same need</b></p> <p><b>What team believes the student should do INSTEAD of the problem behavior? <i>How should the student get the same needs met (gain/avoid) but in an acceptable manner?</i></b> <b>Relate to Line 8.</b></p> <p><b>9. Select a Functionally Equivalent Replacement Behaviors (FERBs):</b></p>

<b>Intervention</b>	<p><b>What teaching Strategies, Necessary Curriculum, and/or Materials are needed in order to teach the FERB(s)?</b>  <b>Relate to Line 9.</b></p> <p><b>10. Mark and identify the following which need to be addressed:</b></p> <p><input type="checkbox"/> <i>Skills to Be Taught</i>  Peers will learn to:  Student will learn to:</p> <p><input type="checkbox"/> <i>Necessary Curriculum:</i></p> <p><input type="checkbox"/> <i>Necessary Materials:</i></p> <p><b>When and by whom will the FERB(s) be taught?</b></p> <p><b>Outline the skill development steps necessary to teach the FERB(s):</b></p> <p>Who will establish?                      Who will monitor?                      Frequency?</p>
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What reinforcement procedures will be necessary to establish, maintain, and generalize the replacement behavior(s)?

**11. Reinforcers will be used primarily to:**

- encourage the use of a FERB    increase the use of a previously established positive behavior

**The following reinforcers will be utilized:**

*What data was reviewed which indicated the items selected are reinforcers rather than rewards?*

- Observations    Interviews    Survey/Checklist    Other:

*Do the selected reinforcers provide enough variety to maintain student interest?*    Yes    No

*How frequently will the student have an opportunity to earn a reinforcer for demonstrating the desired behavior?*

*How soon after demonstrating the desired behavior will the student receive the reinforcer?*

By whom?

**EFFECTIVE REACTION   PART III: REACTIVE STRATEGIES**

What strategies will be employed if the problem behavior occurs again?

**12.**

1. *How will the student be prompted or cued to use the desired behavior rather than the problem behavior?*
2. *How will staff ensure the safety of all involved, should the problem behavior reoccur?*
3. *What will the process be for debriefing, problem-solving, and re-establishing the staff/student relationship?*
  - Debrief:*
  - Problem-Solve:*
  - Re-establish the Staff/Student Relationship:*

Optional:

4. *What consequences will be utilized should the problem behavior reoccur?*
  - Consequences:*

Personnel?

**OUTCOME PART IV: BEHAVIORAL GOALS**

Behavioral Goal(s)

**13.**

**REQUIRED: Functionally Equivalent Replacement Behavior (FERB) Goal**

By when	Who	Will do X behavior (line 9)	For the purpose of y (line 8)	Instead of Z behavior (line 1)	For the purpose of y (line 8)	Under what <u>conditional</u> conditions	At what level of proficiency	As measured by whom and how

By when	Who	Will do X behavior (line 9)	For the purpose of y (line 8)	Instead of Z behavior (line 1)	For the purpose of y (line 8)	Under what <u>conditional</u> conditions	At what level of proficiency	As measured by whom and how

**In addition to the required FERB goal, write at least ONE additional goal using either Option 1 or 2**

**Option 1: Increase General Positive**

By when	Who	Will do what, or will NOT do what	At what level of proficiency	Under what conditions	Measured by whom and how

**Option 2: Decrease Problem Behavior**

By when	Who	Will do what, or will NOT do what	At what level of proficiency	Under what conditions	Measured by whom and how

The above behavioral goal(s) are to:  Increase use of replacement behavior and may also include:  
 Reduce frequency of problem behavior  Develop new general skills that remove student's need to use the problem behavior

**Observation and Analysis Conclusion:**

- Are curriculum accommodations or modifications also necessary? Where described: .....  yes  no
- Are environmental supports/changes necessary? .....  yes  no
- Is reinforcement of replacement behavior alone enough (no new teaching is necessary)? .....  yes  no
- Are both teaching of new replacement behavior AND reinforcement needed? .....  yes  no
- This BSP to be coordinated with other agency's service plans? .....  yes  no
- Person responsible for contact between agencies .....  yes  no



**COMMUNICATION PART V: COMMUNICATION PROVISIONS**

**Manner and content of communication**

**14.**

1. Who will communicate?	2. Under what condition(s)? (Contingent or Continuous)	3. How will information be exchanged?	4. How often will information be exchanged	5. Content? (student data, staff implementation)	6. How will this be two-way communication?

1. Who will communicate?	2. Under what condition(s)? (Contingent or Continuous)	3. How will information be exchanged?	4. How often will information be exchanged	5. Content? (student data, staff implementation)	6. How will this be two-way communication?

1. Who will communicate?	2. Under what condition(s)? (Contingent or Continuous)	3. How will information be exchanged?	4. How often will information be exchanged	5. Content? (student data, staff implementation)	6. How will this be two-way communication?

**PARTICIPATION PART VI: PARTICIPANTS IN PLAN DEVELOPMENT**

- Student
- Parent/Guardian
- Parent/Guardian
- Educator and Title
- Educator and Title
- Educator and Title
- Administrator
- Other
- Other



**SUSPENSION JUSTIFICATION DUE PROCESS  
EC 48914, 48900.8**

Student: \_\_\_\_\_ ID #: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Administrator: \_\_\_\_\_

Administrative notes:

1. Incident specifics:  
Time: \_\_\_\_\_ Date: \_\_\_\_\_ Location: \_\_\_\_\_
2. Provide chronological description of event: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Check the following:

1. **Was the accused student given adequate opportunity to:**  
describe the incident?  yes  no      provide witness names?  yes  no
2. **Was the victim given adequate opportunity to:**  
describe the incident?  yes  no      provide witness names?  yes  no
3. **Were statements collected from all:**  
student witnesses?  yes  no      adult witnesses?  yes  no
4. **Were anonymous witness statements collected according to policy?**  yes  no
5. **Was the accused student's guardian contacted?**  yes  no
6. Has student received: **Tier 1**  yes  no, **Tier 2**  yes  no, **Tier 3**  yes  no supports?

White – Mail to Guardian

Yellow – Suspended Student

Pink – School File

Goldenrod – Youth Services

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**SUSPENSION JUSTIFICATION DUE PROCESS  
EC 48914, 48900.8**

Student: \_\_\_\_\_ ID #: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Administrator: \_\_\_\_\_

Administrative notes:

1. Incident specifics:  
Time: \_\_\_\_\_ Date: \_\_\_\_\_ Location: \_\_\_\_\_
2. Provide chronological description of event: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Check the following:

1. **Was the accused student given adequate opportunity to:**  
describe the incident?  yes  no      provide witness names?  yes  no
2. **Was the victim given adequate opportunity to:**  
describe the incident?  yes  no      provide witness names?  yes  no
3. **Were statements collected from all:**  
student witnesses?  yes  no      adult witnesses?  yes  no
4. **Were anonymous witness statements collected according to policy?**  yes  no
5. **Was the accused student's guardian contacted?**  yes  no
6. Has student received: **Tier 1**  yes  no, **Tier 2**  yes  no, **Tier 3**  yes  no supports?

White – Mail to Guardian

Yellow – Suspended Student

Pink – School File

Goldenrod – Youth Services