

Compton Unified School District Pupil Services Department



DISCIPLINE GUIDE

2018/2019



Compton Unified School District
 Pupil Services Department
 417 West Alondra Blvd.
 Compton, CA 90220
 (310) 639-4321, extension 63044; (310) 763-5971 (Fax)

AS AN EFFORT TO IMPROVE EDUCATIONAL OUTCOMES FOR ALL STUDENTS, IMPROVE SCHOOL CLIMATE; REDUCE SUSPENSION, EXPULSION AND THE DISPROPORTIONATE TREATMENT OF SOME STUDENTS. WE HAVE DEVELOPED THIS GUIDE FOR ADMINISTRATORS. FEEL FREE TO ADD TO THIS MANUAL FOR YOUR OWN USE.

Education Code 48900 section(s): Reminder: Only 5 offenses trigger **Mandatory Suspension** per Ed Code. Suspension should be treated as the last resort, when all other means of corrections have failed.

- (a) 1 Caused, attempted to cause, or threatened to cause physical injury to another person.
- (a) 2 Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object.
- (c) Unlawfully possessed, used sold or otherwise furnished, or been under the influence of a controlled substance, alcohol or intoxicant.
- (d) Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school or private property.
- (g) Stolen or attempted to steal school or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia.
- (l) Knowingly received stolen school or private property.
- (m) Possessed an imitation firearm.
- (n) Committed or attempted to commit a sexual assault or sexual battery.
- (o) Harassed, threatened, or intimidated a pupil who is complaining witness or witness in a school disciplinary proceeding.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in hazing.
- (r) Engaged in an act of bullying but not limited to bullying by means of an electronic act as defined in Education Code §32261.
- (t) Aid or abet infliction or attempted infliction of physical injury.
- 48900.2 Committed sexual harassment (Grades 4 -12 only).
- 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate, violence (Grades 4 – 12 only).
- 48900.4 Intentionally harassed, threatened, or intimidated, creating a hostile educational environment (Grades 4 – 12 only).
- 48900.7 Made terroristic threats against school officials and/or school property or both.

Principal must immediately suspend and recommend for expulsion when the following occur at the school, from school or at school activity off campus or at

Education Code §48915 (a) (1)	Education Code §48915 (c)
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| <ul style="list-style-type: none"> <input type="checkbox"/> (a) Causing serious physical injury to another person, except in self-defense. <input type="checkbox"/> (b) Possession of a knife, explosive, or other dangerous object. <input type="checkbox"/> (c) Unlawful possession of any controlled substance. <input type="checkbox"/> (d) Robbery or extortion <input type="checkbox"/> (e) Assault or battery upon a school employee | <ul style="list-style-type: none"> <input type="checkbox"/> (c) (1) Possessing, selling, or furnishing a firearm. <input type="checkbox"/> (c) (2) Brandishing a knife at another person <input type="checkbox"/> (c) (3) Unlawfully selling a controlled substance. <input type="checkbox"/> (c) (4) Committing or attempting to commit a sexual assault or sexual battery. <input type="checkbox"/> (c) (5) Possession of an explosive. |
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Section 1: Definitions and Clarification

ADMINISTRATOR RECOMMENDATION OF EXPULSION MATRIX - This matrix is a tool to help administrators decide when expulsion of a student is deemed mandatory, expected, or at administrators discretion.
 Source: www.cde.ca.gov/expulsions

Must Recommend Expulsion (Mandatory)	Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (Expulsion Expected)	May Recommend Expulsion (Discretionary)
<p>Education Code (EC) 48915 (c)</p> <p>Act must be committed at school or school activity.</p> <p>1. Firearm</p> <p>Possessing firearm when a district employee verified firearm possession and when student did not have prior written permission from a certificated employee, which is concurred with by the principal or designee.</p> <p>Selling or otherwise furnishing a firearm.</p> <p>2. Brandishing a knife at another person.</p> <p>3. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053 et. Seq.</p> <p>4. Committing or attempting to commit a sexual assault as defined in sub-division (n) of EC 48900 or committing sexual battery as defined in sub-division (n) of 48900.</p> <p>5. Possession of an explosive</p> <p><i>Adapted from San Diego City Schools, Zero Tolerance Graduated Sanctions Student Discipline Guideline, January 2001.</i></p>	<p>Act must be committed at school or school activity.</p> <p>EC Section 48915 (a) states that an administrator shall recommend expulsion for the following violations [except for subsections (c) and €] unless the administrator finds that expulsion is inappropriate due to a particular circumstance.</p> <p>1. Causing serious physical injury to another person, except in self-defense. EC Section 48915 (a) (1).</p> <p>2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. EC Section 48915 (a) (2).</p> <p>3. Possession and/or use of any substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis.</p> <p>4. Robbery or extortion. EC Section 48915 (a) (4)</p> <p>5. Assault or batter, or threat of, on a school employee.</p> <p>The recommendation for expulsion shall be based on one or both of the following:</p> <p>1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.</p> <p>Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)]</p>	<p>Acts committed at school or school activity or on the way to and from school or school activity.</p> <ul style="list-style-type: none"> • Inflicted physical injury • Possessed dangerous objects • Possessed drugs or alcohol (policy determines which offense) • Sold look alike substance representing drugs or alcohol • Committed robbery/extortion • Caused damage to property • Committed theft • Used tobacco (policy determines which offense) • Committed obscenity/profanity/vulgarity • Possessed or sold drug paraphernalia • Disrupted or defied school staff • Received stolen property • Possessed imitation firearm • Committed sexual harassment • Harassed, threatened or intimidated a student witness • Sold prescription drug Soma • Committed hazing • Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act, as defined in subdivisions (f) and (g) of Section 322691, directed specifically toward a pupil or school personnel. <p>The recommendation for expulsion shall be based on one or both of the following:</p> <p>1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.</p> <p>2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)]</p>

Section 2: Discretionary Education Code Violations – Discipline Guide

Student Infraction	First Intervention	Second Intervention	Third Subsequent Intervention/Consequence
<p>Standard procedure for infraction will include the items in the following columns.</p> <p>See individual Ed Code for additional items may be considered according to the infraction.</p>	<p>Classroom Support and PBIS, RTI and/or Discipline Team Interventions and Responses – may be appropriate when student has had no prior incidents and interventions have not yet been put in place.</p> <p><i>These interventions aim to teach correct and alternative behavior so students can learn and demonstrate safe and respectful behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies in addition to the ones suggested below.</i></p>	<p>Intensive Support Staff and Appropriate Administration Intervention – may be appropriate when supports have been put in place in the classroom to address behavior but the behavior has continued to negatively affect the learning of the student and others.</p>	<p>Suspension, Expulsion and other Referral Responses – may be appropriate when interventions and supports have been put in place, but the behavior is escalating (repeated offenses). Note: In general, suspension and expulsion should be treated as a last resort and should only be imposed when interventions and other means of correction have failed to bring about the wanted conduct. E.g., Cal. Ed. Code 48900.5. Therefore, even when an offense triggers Third Subsequent Intervention Consequence Suspension or expulsion are often inappropriate options. Even where suspension is mandatory, interventions that address the root cause of the behavior should be implemented to help prevent reoccurrence of that behavior.</p> <p><i>These interventions may involve the placement of the student in a safe environment that provides additional structure to address behavior. They may also involve the short or long term removal of a student from the school environment because of the severity of the behavior. Removing a student from the school community should be a last resort.</i></p> <p><i>The duration of any removal from classroom or school, if issued, is to be limited as much as practicable while adequately addressing the behavior. Interventions focus on maintaining the safety of the school community and ending self-destructive or dangerous behavior.</i></p>

Section 2: Discretionary Education Code Violations – Discipline Guide

Student Infraction	First Intervention	Second Intervention	Third Subsequent Intervention/Consequence
<p>Standard Procedure for infraction will include the items in the following columns.</p>	<p style="text-align: center;"><u>Examples of Classroom Interventions and Responses</u></p> <ul style="list-style-type: none"> * Loss of playground privilege * “T” Message ... * May refer to campus / community services * May hold an informal / formal restorative conference * May refer student to counseling or health professional * Refer student to/reteach PBIS Expectations * Reminders and re-direction (e.g., role play) * Teacher/student conference * Contact parent via phone, e-mail or text message * Written reflection & apology w/presentation * Parent/teacher/student conference * Daily progress sheet on behavior * My Clear Expectations Card * Seat change * Loss of classroom privileges * Detention (referral to Saturday School) * Established buddy teacher system w/out abuse 	<p style="text-align: center;">Examples of Intensive Support Staff and Administrative Interventions</p> <ul style="list-style-type: none"> * Parent or guardian notification * Restorative Practices, including community conferencing * May refer to campus / community services * May hold an informal / formal restorative conference * May refer student to counseling or health professional * Referral to RTI, PBIS, Site Discipline Team and/or IEP team * Loss of privileges * Restitution * Detention Conflict Resolution (FARS) * Community Circles * Revision to IEP (SPED) * Mentoring * Referral to alcohol and substance abuse * Counseling * Refer to CYS for Case Management Check in / Check out * Saturday School Restorative Dialogues * In-School Suspension 	<p style="text-align: center;">Examples of other Referral, Responses, Suspension, and Expulsion</p> <ul style="list-style-type: none"> * Parent or guardian notification * Community Conferencing/mediation * Referral to substance abuse counseling (ERJC) * Referral to community organizations, including community mediation (FARS) * Referral to Level 3 RTI Team * Consultation with IEP and Special Education Team * Revision to Functional Behavioral Assessments * Behavioral Intervention Plans * Revision to IEP (SPED) * Must hold return meeting with student and parent (after suspension) * Short-term suspension 1 – 5 days (last resort) * May request an DGRC Hearing (Last resort) * Notify police, if appropriate

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Student Infraction	First Intervention	Second Intervention	Third Subsequent Intervention/Consequence
<p>Willful Defiance Causing a Major Campus or Class Incidence Disruption: Any willful major act of insubordination, verbal or non-verbal, that causes a major campus disruption or severely distracts from or interrupts the educational environment, or any administrative, disciplinary, or other activity sponsored or approved by the District. (Penal Code Sec. 148.1) (E.C. 48900, sub-section k)</p> <p>Disrespect and Disruption Low-intensity (failure to follow directions, socially rude or dismissive messages to adults or students, inappropriate gestures, symbols or comments)</p> <p>Hallway Misbehavior (running, making excessive noise) Sustained (refusal to follow directions/respond to staff questions/requests, loud talking, yelling, screaming, noise with/throwing materials, horseplay, roughhousing, bothering other students and/or sustained, out-of-seat behavior)</p> <p>Inappropriate language Use of inappropriate language in a non-abusive way Swearing, name calling or use of words in an abusive way</p> <p>Use of Racial / Ethnic Slurs either verbally or in writing. (E.C. 48900, sub-section k)</p> <p>Littering (see also “Property-related Behavior” below)</p>	<ul style="list-style-type: none"> * Parent Conference * Loss of playground privilege * May hold an informal / formal restorative conference * Refer student to/reteach PBIS Expectations * Reminders and re-direction (e.g., role play) * Teacher/student conference * Contact parent via phone, e-mail or text message * Written reflection & apology w/presentation * Parent/teacher/student conference * Daily progress sheet on behavior * My Clear Expectations Card * Loss of classroom privileges * Detention (referral to Saturday School) * Walk, Talk and Regulate * Check in, Check out 	<ul style="list-style-type: none"> * Parent or guardian notification * May refer to campus / community services * May hold an informal / formal restorative conference * May refer student to counseling or health professional * Referral to RTI, PBIS, Site Discipline Team and/or IEP team * Loss of privileges * Restitution * Detention Conflict Resolution (FARS) * Community Circles * Counseling * Refer to CYS for Case Management * Check in / Check out * Saturday School Restorative Dialogues * In-School Suspension 	<ul style="list-style-type: none"> * Parent or guardian notification * Community Conferencing/mediation * Referral to substance abuse counseling * Referral to community organizations, including community mediation (FARS) * Consultation with IEP and Special Education Team * Revision to Functional Behavioral Assessments * Behavioral Intervention Plans * May require Revision to IEP * Must hold return meeting with * May refer student to counseling or health professional * Mandatory referral to CYS for Case Management – MUST PARTICIPATE IN THIS PROGRAM

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Student Infraction	First Intervention	Second Intervention	Third Subsequent Intervention/Consequence
<p>Interfering with the Peaceful Conduct of the Campus or Classroom:</p> <p>Any willful act of a minor but annoying nature, verbal or non-verbal, that disrupts the educational process, distracts from the educational environment, or interrupts any administrative, disciplinary, or other activity sponsored or approved by the district. (E.C. 48900, sub-section k). The following consequences are also applicable to students who violate our NO GUM Policy.</p> <hr/> <p><u>Tardy</u></p> <ul style="list-style-type: none"> Persistent or excessive lateness to class or school <p><u>Note:</u> Suspension not permitted per Cal. Ed. Code.</p> <p><u>Truancy</u></p> <p><u>Missed Detention</u></p> <p><u>Missed Saturday School</u></p> <p>(RTI – Written plan for behavior, written plan for attendance (SART), In-School suspension and referral to an outside agency, refer to SSMT.)</p>	<ul style="list-style-type: none"> * Contact parent via phone, e-mail or text message * Parent/teacher/student conference * Loss of privileges * Refer student to/reteach PBIS Expectations * Reminders and re-direction (e.g., role play) * Daily progress sheet on behavior * My Clear Expectations Card * Seat Change * Counselor intervention (if you have one) * Social Worker interventions * Walk, Talk and Regulate * Check in, Check out * Change student schedule/program (Optional) * In-School team meeting (SART) * After School Detention 	<ul style="list-style-type: none"> * Parent or guardian notification and meeting * May refer to campus / community services * May hold an informal / formal restorative conference * Peer counseling * Loss of privileges * Saturday school * Online classes * Change schedule * Referral to community organizations, including community mediation (FARS) * Revision to Functional Behavioral Assessments * Behavioral Intervention Plan * Home visit 	

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Student Infraction	First Intervention	Second Intervention	Third Subsequent Intervention/Consequence
<p>Willful Defiance or Disobedience:</p> <p>A willful act, verbal or non-verbal, that demonstrates deliberate resistance or refusal to object a reasonable request or directive issued by a school district employee. (E.C. 48900, subsection k)</p>	<ul style="list-style-type: none"> * Parent Conference * Loss of playground privilege * Refer student to/reteach PBIS Expectations * Reminders and re-direction (e.g., role play) * Teacher/student conference * Contact parent via phone, e-mail or text message * Parent/teacher/student conference * Daily progress sheet on behavior * My Clear Expectations Card * Loss of classroom privileges * Seat Change * Walk, Talk and Regulate * Check in, Check out 	<ul style="list-style-type: none"> * Parent or guardian notification * Restorative Practices, including community conferencing * May refer to campus / community services * May hold an informal / formal restorative conference * May refer student to counseling or health professional * Referral to RTI, PBIS, Site Discipline Team and/or IEP team * Loss of privileges * Community Circles * Counseling * Saturday School Restorative Dialogues * In-School Suspension 	<ul style="list-style-type: none"> * Parent or guardian notification * Community Conferencing/mediation * Referral to Level 3 RTI Team * Behavioral Intervention Plans * Must hold return meeting with student and parent (after suspension)
<p>Possessing or Use of Any Electronic Signaling Device:</p> <p>Students may possess electronic signaling devices on campus during the school day, while attending school-sponsored activities, or while under the supervision and control of a school district employee. HOWEVER, CUSD is NOT responsible for lost, stolen, or misplaced iPods and/or any electronic device (cell phone). Electronic signaling devices and iPods shall be turned off during instructional time and not be visible.</p> <p>(E.C. 48901.5)</p>	<ul style="list-style-type: none"> * Loss of privileges * Refer student to/reteach PBIS Expectations * Reminders and re-direction (e.g., role play) * Teacher/student conference * Contact parent via phone, e-mail or text message * Daily progress sheet on behavior 	<ul style="list-style-type: none"> * Parent or guardian notification to pick up device * Parent/teacher/student conference * Restorative Practices, including community conferencing * May refer to campus / community services * Referral to RTI, PBIS, Site Discipline Team and/or IEP team * Loss of privileges 	<ul style="list-style-type: none"> * Parent or guardian notification to pick up device * Community Conferencing/mediation * Detention (referral to Saturday School) * In-school suspension

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Student Infraction	First Intervention	Second Intervention	Third Subsequent Intervention/Consequence
<p>Dress Code Violation:</p> <p>Any dress, grooming, or appearance, which disrupts, or tends to disrupt the educational process, or affect the health or safety of individuals, shall be prohibited.</p> <p>(E.C. 48900, sub-section k) (E.C. 35161, 35183, 35291.5, 35294.1; C.A.C. Title 5, Section 302)</p> <p><i>Note:</i> Suspension not permitted per Cal. Ed. Code.</p>	<ul style="list-style-type: none"> * Parent Conference * Request change of clothes * Loss of privileges * “I” Message ... Form * Refer student to/reteach PBIS Expectations * Reminders and re-direction (e.g., role play) * Teacher/student conference * Contact parent via phone, e-mail or text message * Written reflection * Daily progress sheet on behavior * My Clear Expectations Card 	<ul style="list-style-type: none"> * Parent or guardian notification * Restorative Practices, including community conferencing * Loss of privileges * Restitution * Detention Conflict Resolution (FARS) * Community Circles * Mentoring * Counseling * Refer to CY5 for Case Management Check in / Check out * Saturday School Restorative Dialogues * In-School Suspension 	
<p>Gambling and Wagering or habitually being present where gambling and wagering are taking place.</p> <p>Requires the use of money or exchangeable goods</p> <p>(E.C. 48900, sub-section k)</p>	<ul style="list-style-type: none"> * Parent Conference * Loss of playground privilege * “I” Message ... * Refer student to/reteach PBIS Expectations * Teacher/student conference * Contact parent via phone, e-mail or text message * Written reflection * Daily progress sheet on behavior * My Clear Expectations Card * Loss of classroom privileges 	<ul style="list-style-type: none"> * Parent or guardian notification * Restorative Practices, including community conferencing * May refer to campus / community services * May hold an informal / formal restorative conference * May refer student to counseling or health professional * Detention Conflict Resolution (FARS) 	<ul style="list-style-type: none"> * Parent or guardian notification * Community Conferencing/mediation * Referral to community organizations, including community mediation (FARS) * Revision to Functional Behavioral Assessments * Behavioral Intervention Plans * Suspension is not permitted

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Student Infraction	First Intervention	Second Intervention	Third Subsequent Intervention/Consequence
<p>Loitering on or About Any Part of Campus:</p> <p>(E.C. 48900, sub-section k) (Penal Code 653G and 627)</p> <p><i>Note:</i> A student may be subject to arrest according to Penal Code 653G if he/she loiters at or near any school or public place at or near where students attend or normally congregate, or re-enters or comes upon such school or place after being asked to leave by a school official.</p> <p>Being in Parking Lot or Out of Bounds without proper authorization.</p> <p>(E.C. 48900, sub-section k)</p> <p><i>Note:</i> This includes but is not limited to the store(s) across the street.</p> <p>Failing to Identify Oneself or giving false information to school personnel.</p> <p>(E.C. 48900, sub-section k)</p>	<ul style="list-style-type: none"> * Teacher/student conference * Contact parent via phone, e-mail or text message * Loss of playground privilege * “I” Message ... Form * Refer student to/reteach PBIS Expectations * Reminders and re-direction (e.g., role play) * Daily progress sheet on behavior * My Clear Expectations Card * Loss of classroom privileges * Check in, check out 	<ul style="list-style-type: none"> * Parent or guardian notification * Parent/teacher/student conference * Restorative Practices, including community conferencing * May refer to campus / community services * May hold an informal / formal restorative conference * Referral to RTI, PBIS, Site Discipline Team and/or IEP team (SPED only) * Counseling * Check in / Check out * In-School Suspension 	<ul style="list-style-type: none"> * Parent or guardian notification * Parent/teacher/student conference * Community Conferencing/mediation * Detention (referral to Saturday School) * Saturday School Restorative Dialogues * Consultation with IEP and Special Education Team * Behavioral Intervention Plans

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Student Infraction	First Intervention	Second Intervention	Third Subsequent Intervention/Consequence
<p>Academic Dishonesty / Cheating</p> <p>(E.C. 48900, sub-section k) see:</p> <p>* Students will receive a failing grade for that assignment</p> <p>Forging, Falsifying, Altering, or Using Forged School Passes, or Re-Admit Slips</p> <p>(E.C. 48900, sub-section k)</p>	<ul style="list-style-type: none"> * Contact parent via phone, e-mail or text message * Teacher/student conference * Parent/teacher/student conference * Loss privileges * “I” Message ... Form * Refer student to/reteach PBIS Expectations * Reminders and re-direction (e.g., role play) * Written reflection & apology w/presentation * Daily progress sheet on behavior * My Clear Expectations Card * Seat change 	<ul style="list-style-type: none"> * Contact parent via phone, e-mail or text message * Restorative Practices, including community conferencing * Referral to RTI, PBIS, Site Discipline Team and/or IEP team * Loss of privileges * Detention Conflict Resolution (FARS) * Saturday School Restorative Dialogues * In-School Suspension 	<ul style="list-style-type: none"> * Parent or guardian notification * Teacher/student /Counselor conference * Contact parent via phone, e-mail or text message * Community Service * May refer student to counseling or health professional * Mandatory referral to CYM for Case Management – MUST PARTICIPATE IN THIS PROGRAM

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<p>Tampering with Property of the School or belongings of any other person.</p> <p>(E.C. 48900, sub-section k and t)</p> <ul style="list-style-type: none"> • Intentional destruction, disfigurement, or vandalism of another person’s or school property (48900 (f)) • Misuse of property (suspension not permitted) • Minor accidental damage (suspension not permitted) <p><u>Vandalism</u></p> <p><u>Causing or Attempting to Cause Damage to Property</u> - cutting, defacing, or otherwise injuring any school district property, or the malicious injury or destruction of any other person's real or personal property.</p> <p>(Penal Code Sec. 594) (E.C. 48900, sub-section f and t)</p>		<ul style="list-style-type: none"> * Parent or guardian notification * Referral to RTI, PBIS, Site Discipline Team and/or IEP team * Loss of privileges * Restitution * Referral to therapy / CYS / Restorative Practices * Detention Conflict Resolution (FARS) * Community Circles * In-School Suspension 	<ul style="list-style-type: none"> * Parent or guardian notification * Community Conferencing/mediation * Referral to community organizations, including community mediation (FARS) * Consultation with IEP and Special Education Team (SPED only) * Revision to Functional Behavioral Assessments * Behavioral Intervention Plans * Restitution

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Student Infraction	First Intervention	Second Intervention	Third Subsequent Intervention/ Consequence
<p><u>Possessing or Using Tobacco</u> (or any products containing tobacco or nicotine products, but not limited to cigarettes, cigars, smokeless tobacco and electronic cigarettes)</p> <p>(E.C. 48900, sub-section h)</p>	<ul style="list-style-type: none"> * Parent or guardian notification * Teacher/student /Counselor conference * Contact parent via phone, e-mail or text message * Referral to drug program * Behavioral Contract * May hold an informal / formal restorative conference * May refer student to counseling on substance abuse or health professional 	<ul style="list-style-type: none"> * Parent or guardian notification * Teacher/student /Counselor conference * Referral to RTI, PBIS, Site Discipline Team and/or IEP team * Loss of privileges * Revision of Behavioral Contract * Restitution * Detention Conflict Resolution (FARS) * Refer to CYS for Case Management Check in / Check out 	
<p>Violating the Use of Technology, Network and Electronic Information Policy</p> <p>(E.C. 48900, sub-section k and t)</p> <ul style="list-style-type: none"> • Non-serious, but inappropriate use of cell phone, camera, and/or computer (1st infraction: only warning, 2nd: Level 1 responses and parent notification. Note: suspension not permitted.) 	<ul style="list-style-type: none"> * Parent Conference * Parent/teacher/student conference * Have the “Internet Use & Student User Agreement presented to parent. If none on record, have parent sign at the meeting * “I” Message ... Form * May refer to campus / community services * Reminders and re-direction (e.g., role play) * Contact parent via phone, e-mail or text message * Written reflection & apology w/presentation * Daily progress sheet on behavior * My Clear Expectations Card * Loss of classroom privileges 	<ul style="list-style-type: none"> * Parent or guardian notification * Restorative Practices, including community conferencing (Refer to CYS for Case Management Check in / Check out * May hold an informal / formal restorative conference * Referral to RTI, PBIS, Site Discipline Team and/or IEP team * Loss of privileges * Detention Conflict Resolution (FARS) 	<p>This is for inappropriate use such as sexting</p> <ul style="list-style-type: none"> * Parent or guardian notification * Mandatory referral to CYS for Case Management – MUST PARTICIPATE IN THIS PROGRAM * In-School Suspension

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Student Infraction	First Intervention	Second Intervention	Third Subsequent Intervention/Consequence
<p><u>Possessing any Objects</u> of a dangerous nature, including but not limited to, laser pointers and spiked accessories ON CAMPUS.</p> <p>(E.C. 48900 sub-section b)</p>	<ul style="list-style-type: none"> * Parent or guardian notification * Teacher/student /Counselor conference * Contact parent via phone, e-mail or text message * Confiscation of item in question * Referral to RTI, PBIS, Site Discipline Team and/or IEP team 	<ul style="list-style-type: none"> * Parent or guardian notification * Teacher/student /Counselor conference * Restorative Practices, including community conferencing * May refer student to counseling or health professional * Referral to RTI, PBIS, Site Discipline Team and/or IEP team * Loss of privileges * Detention Conflict Resolution (FARS) * Revision to IEP (SPED only) * In-School Suspension 	<ul style="list-style-type: none"> * Parent or guardian notification * Teacher/student /Counselor conference * Consultation with IEP and Special Education Team – * May make Revision to Functional Behavioral Assessments – * Behavioral Intervention Plans - Revision to IEP * Mandatory referral to CYS for Case Management – MUST PARTICIPATE IN THIS PROGRAM
<p>Committing an Obscene Act or Engaging in Habitual Profanity or Vulgarity either verbally or in writing.</p> <p>(E.C. 48900, sub-section i)</p>	<ul style="list-style-type: none"> * Parent or guardian notification * Teacher/student /Counselor conference * Contact parent via phone, e-mail or text message * Refer student to/reteach PBIS Expectations * Reminders and re-direction (e.g., role play) * Parent/teacher/student conference * Loss of classroom privileges * Detention (referral to Saturday School) * Refer to mental health counselor * Calm Room 	<ul style="list-style-type: none"> * Parent or guardian notification * Teacher/student /Counselor conference * May refer to campus / community services * Referral to RTI, PBIS, Site Discipline Team and/or IEP team * Loss of school privileges * Detention Conflict Resolution (FARS) * Saturday School Restorative Dialogues * In-School Suspension 	<ul style="list-style-type: none"> * Parent or guardian notification * Teacher/student /Counselor conference * Contact parent via phone, e-mail or text message * Community Conferencing/mediation * Consultation with IEP and Special Education Team - Revision to Functional Behavioral Assessments – * Behavioral Intervention Plans - Revision to IEP * Must hold return meeting with student and parent (after suspension) * Mandatory referral to CYS for Case Management – MUST PARTICIPATE IN THIS PROGRAM

Section 2: Discretionary Education Code Violations – Discipline Guide

Student Infraction	First Intervention	Second Intervention	Third Subsequent Intervention/Consequence
<p>Stealing or Attempting to Steal School Property or Private Property or Extortion</p> <p>(E.C. 48900 sub-section g and t)</p> <p>Note: Stolen items of value greater than \$25.00 will warrant consequences starting at Step 2.</p> <p>Knowingly Receiving Stolen Property</p> <p>(E.C. 48900 sub-section l and t)</p> <p>Note: Stolen items of value greater than \$25.00 will warrant consequences starting at Step 2.</p> <ul style="list-style-type: none"> • Stole or attempted to steal private or school property 48900 (g) • Knowingly received stolen private or school property (48900 (l)) • Robbery (48900 (e); 48915 (a) (1) (D) – MUST BE DEALT WITH UNDER THIRD SUBSEQUENT INTERVENTION / CONSEQUENCE 	<ul style="list-style-type: none"> * Parent or guardian notification * Teacher/student /Counselor conference * Contact parent via phone, e-mail or text message * Restitution * Loss of privileges * May refer to campus / community services * May hold an informal / formal restorative conference * Written reflection & apology w/presentation * Daily progress sheet on behavior * Detention (referral to Saturday School) 	<ul style="list-style-type: none"> * Parent or guardian notification * Teacher/student/parent/ Counselor conference * Restitution * Restorative Practices, including community conferencing * May refer to campus / community services * Loss of privileges * Detention Conflict Resolution (FARS) * Saturday School Restorative Dialogues * In-School Suspension 	<ul style="list-style-type: none"> * Parent or guardian notification * Teacher/parent/Counselor conference * Contact parent via phone, e-mail or text message * Restitution * Community Conferencing/mediation * Mandatory referral to CYS for Case Management – MUST PARTICIPATE IN THIS PROGRAM * Consultation with IEP and Special Education Team - Revision to Functional Behavioral Assessments - Behavioral Intervention Plans - Revision to IEP * Notify police, if appropriate

Section 2: Discretionary Education Code Violations – Discipline Guide

Student Infraction	First Intervention	Second Intervention	Third Subsequent Intervention/Consequence
<p><u>Engaging in or Having Any Part in Bullying / Hazing</u> or committing any act that injures, degrades, or disgraces any other person attending school. Causing, attempting to cause, threatening to cause, or participating in an act of hate violence.</p> <p>(E.C. Sec. 32050-52) (E.C. Sec. 33032.5) (E.C. 48900, sub-section a and/or k and q) (E.C. 48900.3)</p> <p>* <u>Minor bullying/harassment</u> (48900 (r)) – Delivery of verbal, written and/or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling related to gender, ethnicity, sex, race, religion, disability, physical features, sexual orientation, gender identity or other protected class</p> <p>* <u>Serious bullying/harassment</u> (48900.4) – persistent, long-term bullying or harassment (i.e., repeatedly, over time engaging in intentional negative behaviors that are severe or pervasive and substantially adversely affect another student’s ability to participate in or benefit from education or extra-curricular programs)</p> <p>* <u>Extortion</u> (48900 (e)) – Taking or attempting to take from another money / property by threat or force, express or implied</p> <p>Note: “Minor” bullying / harassing behavior may rise to “Serious” depending on content, e.g., pornographic and/or violent content)</p>	<ul style="list-style-type: none"> * Parent or guardian notification * Teacher/student /Counselor conference * Contact parent via phone, e-mail or text message * Loss of privileges * Online classes related to bullying * May refer student to counseling or health professional * Refer student to/reteach PBIS Expectations * Reminders and re-direction (e.g., role play) * Written reflection & apology w/presentation * Seat change (if applicable) * Detention (referral to Saturday School) 	<ul style="list-style-type: none"> * Parent or guardian notification * Teacher/student /Counselor conference * Contact parent via phone, e-mail or text message * Restorative Practices, including community conferencing * May refer to campus / community services * May refer student to counseling or health professional * Referral to RTI, PBIS, Site Discipline Team and/or IEP team * Loss of privileges * Maybe Saturday School Restorative Dialogues * In-School Suspension 	<ul style="list-style-type: none"> * Parent or guardian notification * Teacher / student / Counselor conference * Contact parent via phone, e-mail or text message * Community Conferencing/mediation * Referral to RTI, PBIS, Site Discipline Team and/or IEP team (SPED only) * Consultation with IEP and Special Education Team - Revision to Functional Behavioral Assessments - Behavioral Intervention Plans - Revision to IEP * Mandatory referral to CYS for Case Management – MUST PARTICIPATE IN THIS PROGRAM

Section 2: Discretionary Education Code Violations – Discipline Guide

Student Infraction	First Intervention	Second Intervention	Third Subsequent Intervention/Consequence
<p><u>Threatening, Intimidating, menacing or Harassing. (Including Sexual Harassment) Any Other Person</u></p> <p>(E.C. 48900 sub-section a and /or k) (E.C. 48900.2) (E.C. 48900.4)</p> <p>Possible removal from campus or separation of student.</p> <ul style="list-style-type: none"> * Sexual activity or sexual misconduct (consensual; does not include holding hands or kissing in public) * Sexual harassment (E.g. unwelcome sexual advances, requests for sexual favors, other inappropriate verbal, written, physical, technology based conduct of sexual nature, considered to be sufficiently severe or pervasive (48900.2)) * Committing or attempting to commit a sexual assault or committing a sexual battery (48900 (n), 48915 (c)) <p>The site administrator shall review the facts to determine if the action(s) were for the purpose of sexual gratification, arousal or abuse.</p> <p>If not, then the administrator may suspend under guidelines of 48900.2, 48900.4 or 48900 (r).</p> <p>If sexual gratification was the intent, then the administrator must suspend under 48915 (c) (4)</p>	<ul style="list-style-type: none"> * Parent or guardian notification * Teacher/student /Counselor conference * Contact parent via phone, e-mail or text message <p style="text-align: center;"><i>APPLICABLE ONLY TO SEXUAL ACTIVITY OR SEXUAL MISCONDUCT</i></p> <ul style="list-style-type: none"> * May hold an informal / formal restorative conference * May refer student to counseling or health professional * Reminders and re-direction (e.g., role play) * Written reflection & apology w/presentation * Behavioral Contract * My Clear Expectations Card * Seat change and/or classroom change * Loss of privilege * Detention (referral to Saturday School) 	<ul style="list-style-type: none"> * Parent or guardian notification * Teacher/student /Counselor conference * Contact parent via phone, e-mail or text message <p style="text-align: center;"><i>APPLICABLE TO SEXUAL HARASSMENT</i></p> <ul style="list-style-type: none"> * Loss of privileges * Restorative Practices, including community conferencing * May refer to campus / community services * May refer student to counseling or health professional * Detention Conflict Resolution (FARS) * Revision to IEP * Counseling * Mandatory referral to CYC for Case Management – MUST PARTICIPATE IN THIS PROGRAM * Saturday School Restorative Dialogues * In-School Suspension 	<ul style="list-style-type: none"> * Parent or guardian notification * Teacher/student /Counselor conference * Contact parent via phone, e-mail or text message <p style="text-align: center;"><i>APPLICABLE TO SEXUAL ASSAULT</i></p> <ul style="list-style-type: none"> * School transfer * Community Conferencing/mediation * Mandatory referral to CYC for Case Management – MUST PARTICIPATE IN THIS PROGRAM * Consultation with IEP and Special Education Team - Revision to Functional Behavioral Assessments - Behavioral Intervention Plans - Revision to IEP * Short-term suspension 1 – 5 days (last resort) with the possibility of expulsion * May request an DAHP Suspension Hearing or DGRC Expulsion Hearing (Last resort) * Notify police, if appropriate * Must hold return meeting with student and parent (after suspension and/or expulsion)

Section 2: Discretionary Education Code Violations – Discipline Guide

Student Infraction	First Intervention	Second Intervention	Third Subsequent Intervention/Consequence
<p><u>Harassed, Threatened, or Intimidate a Pupil Who is a Complaining Witness or Witness in a School Disciplinary Proceeding</u> for the purpose of, preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.</p> <p>(E.C. 48900, sub-section o)</p> <p>In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4-12, inclusive, may be suspended from school if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.</p>	<ul style="list-style-type: none"> * Parent or guardian notification * Teacher/student /Counselor conference * Contact parent via phone, e-mail or text message * May hold an informal / formal restorative conference * May refer student to counseling or health professional * Reminders and re-direction (e.g., role play) * Written reflection & apology w/presentation * Behavioral Contract * My Clear Expectations Card * Seat change and/or classroom change * Loss of privilege * Detention (referral to Saturday School) 	<ul style="list-style-type: none"> * Parent or guardian notification * Teacher/student /Counselor conference * Contact parent via phone, e-mail or text message * Loss of privileges * Restorative Practices, including community conferencing * Refer to Discipline Team * May refer student to counseling or health professional for anger management * After-school Detention with behavior related assignments * Revision to IEP * Counseling * Mandatory referral to CYS for Case Management – MUST PARTICIPATE IN THIS PROGRAM * Saturday School Restorative Dialogues with behavior related assignments * In-School Suspension 	<ul style="list-style-type: none"> * Parent or guardian notification * Teacher/student /Counselor conference * Contact parent via phone, e-mail or text message * School transfer * Community Conferencing/mediation * Mandatory referral to CYS for Case Management – MUST PARTICIPATE IN THIS PROGRAM * Consultation with IEP and Special Education Team - Revision to Functional Behavioral Assessments - Behavioral Intervention Plans - Revision to IEP, referral to Case Manager * Short-term suspension 1 – 5 days (last resort) with the possibility of expulsion * May request an DAHP Hearing or DGRC Hearing (Last resort) * Notify police, if appropriate * Must hold return meeting with student and parent (after suspension and/or expulsion)

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Student Infraction	First Intervention	Second Intervention	Third Subsequent Intervention/Consequence
<p>Causing, Attempting, or Threatening to Cause Physical Injury or Willfully Using Force or Violence upon another person</p> <p>(E.C. 48900, sub-sections (a) (1), (a) (2), and s)</p> <p>An individual must do everything possible to avoid a conflict. Acts of aggression will not be considered self-defense.</p> <p>In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4-12, inclusive, may be suspended from school if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.</p>		<ul style="list-style-type: none"> * Parent or guardian notification * Teacher/student /Counselor conference * Contact parent via phone, e-mail or text message * Loss of privileges * Behavior Intervention Plan * Restorative Practices, including community conferencing * Refer to Discipline Team * May refer student to counseling or health professional for anger management * After-school Detention with behavior related assignments * Revision to IEP (SPED) * Mandatory referral to CYS for Case Management – MUST PARTICIPATE IN THIS PROGRAM * Saturday School Restorative Dialogues with behavior related assignments * In-School Suspension 	<ul style="list-style-type: none"> * Parent or guardian notification * Teacher/student /Counselor conference * Contact parent via phone, e-mail or text message * School transfer * Community Conferencing/mediation * Mandatory referral to CYS for Case Management – MUST PARTICIPATE IN THIS PROGRAM * Consultation with IEP and Special Education Team, MD - Revision to Functional Behavioral Assessments - Behavioral Intervention Plans - Revision to IEP, referral to Case Manager * Short-term suspension 1 – 5 days (last resort) with the possibility of expulsion * Suspension pending Expulsion Hearing or DGRC Hearing pending (Last resort) * Notify police, if appropriate * Must hold return meeting with student and parent (after suspension and/or expulsion)

Section 2: Discretionary Education Code Violations – Discipline Guide

Student Infraction	First Intervention	Second Intervention	Third Subsequent Intervention/Consequence
<p>Activation of False Alarms or Tampering with Emergency Equipment, Fire-Setting or Attempted Fire-Setting</p> <p>(Penal Code Sec. 447 and 455, 148.4)</p> <p>(E.C. 48900, sub-section k)</p>	<ul style="list-style-type: none"> * Parent Conference * May hold an informal / formal restorative conference * May refer student to counseling or health professional * Contact parent via phone, e-mail or text message * Written reflection & apology w/presentation * Parent/teacher/student conference * Loss of classroom privileges * Detention (referral to Saturday School) 	<ul style="list-style-type: none"> * Parent or guardian notification * Restorative Practices, including community conferencing * May refer to campus / community services * Referral to RTI, PBIS, Site Discipline Team and/or IEP team * Loss of privileges * Restitution * Detention Conflict Resolution (FARS) * Community Circles * Refer to CYS for Case Management Check in / Check out * Saturday School Restorative Dialogues * In-School Suspension 	<ul style="list-style-type: none"> * Parent or guardian notification * Community Conferencing/mediation * Referral to community organizations, including community mediation (FARS) * Consultation with IEP and Special Education Team * Revision to Functional Behavioral Assessments * Behavioral Intervention Plans * Revision to IEP * Must hold return meeting with student and parent (after suspension) * Short-term suspension 1 – 5 days (last resort) * May request an DGRC Expulsion Hearing (Last resort) * Notify police, if appropriate

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Student Infraction	First Intervention	Second Intervention	Third Subsequent Intervention/Consequence
<p>Unlawfully Possessing, or Unlawfully Offering, Arranging, or Negotiating to Sell any Drug Paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.</p> <p>(E.C. 48900, sub-section j)</p> <p>Furnished or Sold Any Controlled Substance (as defined in Section 11053 of the Health and Safety Code), an alcoholic beverage, or an intoxicant of any kind.</p> <p>(E.C. 48915 and E.C. 48900, sub-section c, 48900 sub-section p)</p> <p><u>Unlawful Possession, Using, or Being Under the Influence of Any Controlled Substance</u> an alcoholic beverage or intoxicant of any kind. Possessing not more than one ounce of marijuana. Using or being under the influence of marijuana or any controlled substance (as defined in Section 11053 of the Health and Safety Code).</p> <p>* <u>Under the influence</u> of controlled substances, inhalants, prescription medication (without permission), alcohol (notify medical personnel; refer to substance abuse counseling)</p> <p>* <u>Use of or Possession</u> of controlled substances, inhalants, prescription medication (without permission), alcohol (notify medical personnel; refer to substance abuse counseling)</p> <p>* <u>Distributing or selling</u> controlled substances, inhalants, prescription medication, alcohol, and drug paraphernalia</p> <p>(E.C. 48915 and E.C. 48900, sub-section c)</p> <p>Offered, Arranged, or Negotiated to Sell any Controlled Substance defined in Section 11053 of the Health and Safety Code, alcoholic beverage, or intoxicant and then sold, delivered, or furnished look-alikes or in lieu substances.</p> <p>(E.C. 48900, sub-section d)</p>	<ul style="list-style-type: none"> * Parent Conference * Referral * Loss of playground privilege * “I” Message ... Form * May refer to campus / community services * May hold an informal / formal restorative conference * Contact parent via phone, e-mail or text message * Written reflection & apology w/presentation * Parent/teacher/student conference * Loss of classroom privileges * Detention (referral to Saturday School) 	<ul style="list-style-type: none"> * Parent or guardian notification * Restorative Practices, including community conferencing * May refer to campus / community services * May hold an informal / formal restorative conference * May refer student to counseling or health professional * Referral to RTI, PBIS, Site Discipline Team and/or IEP team * Loss of privileges * Restitution * Detention Conflict Resolution (FARS) * Community Circles * Revision to IEP * Mentoring * Referral to alcohol and substance abuse * Refer to CYS for Case Management Check in / Check out * Saturday School Restorative Dialogues * In-School Suspension 	<ul style="list-style-type: none"> * Parent or guardian notification * Community Conferencing/mediation * Referral to substance abuse counseling * Referral to community organizations, including community mediation (FARS) * Consultation with IEP and Special Education Team * Revision to Functional Behavioral Assessments * Behavioral Intervention Plans * Revision to IEP * Must hold return meeting with student and parent (after suspension) * Short-term suspension 1 – 5 days (last resort) * May request an DGRC Expulsion Hearing (Last resort) * Notify police, if appropriate

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Student Infraction	First Intervention	Second Intervention	Third Subsequent Intervention/Consequence
<p><u>Possessed, Sold, or Otherwise Furnished Any Firearm, Knife, Explosive, or Other Dangerous Object</u> of no reasonable use to the pupil on school grounds or at a school related activity off school grounds unless in the case of possession of any such object, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.</p> <p>(E.C. 48915 and 48900, sub-section b)</p> <p><u>Committing a Terroristic Threat</u> including, but not limited to, a bomb threat. (E.C. 48900.7) This includes any threatening statement, written or oral, which threatens death, great bodily injury or property damage in excess of \$1,000, even if there is no intent of actually carrying it out.</p>	<ul style="list-style-type: none"> * Parent Conference * May hold an informal / formal restorative conference * May refer student to counseling or health professional * Teacher/student conference * Contact parent via phone, e-mail or text message * Written reflection & apology w/presentation * Parent/teacher/student conference * Seat change * Loss of classroom privileges * Detention (referral to Saturday School) 	<ul style="list-style-type: none"> * Parent or guardian notification * Restorative Practices, including community conferencing * May refer to campus / community services * May hold an informal / formal restorative conference * May refer student to counseling or health professional * Referral to RTI, PBIS, Site Discipline Team and/or IEP team * Loss of privileges * Restitution * Detention Conflict Resolution (FARS) * Community Circles * Revision to IEP * Refer to CYS for Case Management Check in / Check out * Saturday School Restorative Dialogues * In-School Suspension 	<ul style="list-style-type: none"> * Parent or guardian notification * Community Conferencing/mediation * Referral to substance abuse counseling * Referral to community organizations, including community mediation (FARS) * Consultation with IEP and Special Education Team * Revision to Functional Behavioral Assessments * Behavioral Intervention Plans * Revision to IEP * Must hold return meeting with student and parent (after suspension) * Short-term suspension 1 – 5 days (last resort) * May request an DGRC Expulsion Hearing (Last resort) * Notify police, if appropriate

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Student Infraction	First Intervention	Second Intervention	Third Subsequent Intervention/Consequence
<p>Committed Assault or Battery on School Personnel</p> <p>(Penal Code Sec. 240, 242)</p> <p>(E.C. 48915 and E.C. 48900, sub-section a, E.C. 44014)</p>			<ul style="list-style-type: none"> * Parent or guardian notification * Community Conferencing/mediation * Referral to community organizations, including community mediation (FARS) * Consultation with IEP and Special Education Team for MD * Revision to Functional Behavioral Assessments * Behavioral Intervention Plans * Short-term suspension 1 – 5 days (last resort) * May request an DGRC Hearing (Last resort) * Notify police, if appropriate

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Student Infraction	First Intervention	Second Intervention	Third Subsequent Intervention/Consequence
<p><u>Mandatory Suspension (48915 (c))</u></p> <ul style="list-style-type: none"> * Possessing, selling, or furnishing a <u>firearm</u> * <u>Brandishing a knife</u> at another person * Unlawfully <u>selling a controlled substance</u> * Possession of an <u>explosive</u> * Committing or attempting to commit a <u>sexual assault</u> or committing a sexual battery 	<ul style="list-style-type: none"> * Parent Conference * Referral * Loss of playground privilege * “I” Message ... Form * May refer to campus / community services * May hold an informal / formal restorative conference * May refer student to counseling or health professional * Refer student to/reteach PBIS Expectations * Reminders and re-direction (e.g., role play) * Teacher/student conference * Contact parent via phone, e-mail or text message * Written reflection & apology w/presentation * Parent/teacher/student conference * Daily progress sheet on behavior * My Clear Expectations Card * Seat change * Loss of classroom privileges * Detention (referral to Saturday School) * Established buddy teacher system w/out abuse 	<ul style="list-style-type: none"> * Parent or guardian notification * Restorative Practices, including community conferencing * May refer to campus / community services * May hold an informal / formal restorative conference * May refer student to counseling or health professional * Referral to RTI, PBIS, Site Discipline Team and/or IEP team * Loss of privileges * Restitution * Detention Conflict Resolution (FARS) * Community Circles * Referral to alcohol and substance abuse * Refer to CYS for Case Management Check in / Check out * Saturday School Restorative Dialogues * In-School Suspension 	<ul style="list-style-type: none"> * Parent or guardian notification * Community Conferencing/mediation * Referral to substance abuse counseling * Referral to community organizations, including community mediation (FARS) * Consultation with IEP and Special Education Team * Revision to Functional Behavioral Assessments * Behavioral Intervention Plans * Must hold return meeting with student and parent (after suspension) * Short-term suspension 1 – 5 days (last resort) * May request an DGRC Expulsion Hearing (Last resort) * Notify police, if appropriate

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Student Infraction	First Intervention	Second Intervention	Third Subsequent Intervention/Consequence
<p>Possessing or Using Tobacco (or any products containing tobacco or nicotine products, but not limited to cigarettes, cigars, smokeless tobacco and electronic cigarettes)</p> <p>(E.C. 48900, sub-section h)</p>	<ul style="list-style-type: none"> * Parent or guardian notification * Teacher/student /Counselor conference * Contact parent via phone, e-mail or text message * Referral to drug program * Behavioral Contract * May hold an informal / formal restorative conference * May refer student to counseling on substance abuse or health professional 	<ul style="list-style-type: none"> * Parent or guardian notification * Teacher/student /Counselor conference * Referral to RTI, PBIS, Site Discipline Team and/or IEP team * Loss of privileges * Revision of Behavioral Contract * Restitution * Detention Conflict Resolution (FARS) * Refer to CYS for Case Management Check in / Check out 	
<p>Violating the Use of Technology, Network and Electronic Information Policy</p> <p>(E.C. 48900, sub-section k and t)</p> <ul style="list-style-type: none"> • Non-serious, but inappropriate use of cell phone, camera, and/or computer (1st infraction: only warning, 2nd: Level 1 responses and parent notification. Note: suspension not permitted.) 	<ul style="list-style-type: none"> * Parent Conference * Parent/teacher/student conference * Have the “Internet Use & Student User Agreement presented to parent. If none on record, have parent sign at the meeting * “I” Message ... Form * May refer to campus / community services * Reminders and re-direction (e.g., role play) * Contact parent via phone, e-mail or text message * Written reflection & apology w/presentation * Daily progress sheet on behavior * My Clear Expectations Card * Loss of classroom privileges 	<ul style="list-style-type: none"> * Parent or guardian notification * Restorative Practices, including community conferencing (Refer to CYS for Case Management Check in / Check out * May hold an informal / formal restorative conference * Referral to RTI, PBIS, Site Discipline Team and/or IEP team * Loss of privileges * Detention Conflict Resolution (FARS) 	<p>This is for inappropriate use such as sexting</p> <ul style="list-style-type: none"> * Parent or guardian notification * Mandatory referral to CYS for Case Management – MUST PARTICIPATE IN THIS PROGRAM * In-School Suspension

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Student Infraction	First Intervention	Second Intervention	Third Subsequent Intervention/Consequence
<p><u>Possessing any Objects</u> of a dangerous nature, including but not limited to, laser pointers and spiked accessories ON CAMPUS.</p> <p>(E.C. 48900 sub-section b)</p>	<ul style="list-style-type: none"> * Parent or guardian notification * Teacher/student /Counselor conference * Contact parent via phone, e-mail or text message * Confiscation of item in question * Referral to RTI, PBIS, Site Discipline Team and/or IEP team 	<ul style="list-style-type: none"> * Parent or guardian notification * Teacher/student /Counselor conference * Restorative Practices, including community conferencing * May refer student to counseling or health professional * Referral to RTI, PBIS, Site Discipline Team and/or IEP team * Loss of privileges * Detention Conflict Resolution (FARS) * Revision to IEP (SPED only) * In-School Suspension 	<ul style="list-style-type: none"> * Parent or guardian notification * Teacher/student /Counselor conference * Consultation with IEP and Special Education Team – * May make Revision to Functional Behavioral Assessments – * Behavioral Intervention Plans - Revision to IEP * Mandatory referral to CYS for Case Management – MUST PARTICIPATE IN THIS PROGRAM
<p>Committing an Obscene Act or Engaging in Habitual Profanity or Vulgarity either verbally or in writing.</p> <p>(E.C. 48900, sub-section i)</p>	<ul style="list-style-type: none"> * Parent or guardian notification * Teacher/student /Counselor conference * Contact parent via phone, e-mail or text message * Refer student to/reteach PBIS Expectations * Reminders and re-direction (e.g., role play) * Parent/teacher/student conference * Loss of classroom privileges * Detention (referral to Saturday School) * Refer to mental health counselor * <i>Calm Room</i> 	<ul style="list-style-type: none"> * Parent or guardian notification * Teacher/student /Counselor conference * May refer to campus / community services * Referral to RTI, PBIS, Site Discipline Team and/or IEP team * Loss of school privileges * Detention Conflict Resolution (FARS) * Saturday School Restorative Dialogues * In-School Suspension 	<ul style="list-style-type: none"> * Parent or guardian notification * Teacher/student /Counselor conference * Contact parent via phone, e-mail or text message * Community Conferencing/mediation * Consultation with IEP and Special Education Team - Revision to Functional Behavioral Assessments – * Behavioral Intervention Plans - Revision to IEP * Must hold return meeting with student and parent (after suspension) * Mandatory referral to CYS for Case Management – MUST PARTICIPATE IN THIS PROGRAM

Section 2: Discretionary Education Code Violations – Discipline Guide

Student Infraction	First Intervention	Second Intervention	Third Subsequent Intervention/Consequence
<p>Stealing or Attempting to Steal School Property or Private Property or Extortion</p> <p>(EC. 48900 subsection g & t)</p> <p><i>Note:</i> Stolen items of value greater than \$25.00 will warrant consequences starting at Step 2.</p> <p>Knowingly Receiving Stolen Property</p> <p>(EC. 48900 subsection l and t)</p> <p><i>Note:</i> Stolen items of value greater than \$25.00 will warrant consequences starting at Step 2.</p> <ul style="list-style-type: none"> • Stole or attempted to steal private or school property 48900 (g) • Knowingly received stolen private or school property (48900 (l)) • Robbery (48900 (e); 48915 (a) (1) (D) – MUST BE DEALT WITH UNDER THIRD SUBSEQUENT INTERVENTION / CONSEQUENCE 	<ul style="list-style-type: none"> * Parent or guardian notification * Teacher/student /Counselor conference * Contact parent via phone, e-mail or text message * Restitution * Loss of privileges * May refer to campus / community services * May hold an informal / formal restorative conference * Written reflection & apology w/presentation * Daily progress sheet on behavior * Detention (referral to Saturday School) 	<ul style="list-style-type: none"> * Parent or guardian notification * Teacher/student/parent/ Counselor conference * Restitution * Restorative Practices, including community conferencing * May refer to campus / community services * Loss of privileges * Detention Conflict Resolution (FARS) * Saturday School Restorative Dialogues * In-School Suspension 	<ul style="list-style-type: none"> * Parent or guardian notification * Teacher/parent/Counselor conference * Contact parent via phone, e-mail or text message * Restitution * Community Conferencing/mediation * Mandatory referral to CYS for Case Management – MUST PARTICIPATE IN THIS PROGRAM * Consultation with IEP and Special Education Team - Revision to Functional Behavioral Assessments - Behavioral Intervention Plans - Revision to IEP * Notify police, if appropriate

Section 2: Discretionary Education Code Violations – Discipline Guide

Student Infraction	First Intervention	Second Intervention	Third Subsequent Intervention/Consequence
<p><u>Engaging in or Having Any Part in Bullying / Hazing</u> or committing any act that injures, degrades, or disgraces any other person attending school. Causing, attempting to cause, threatening to cause, or participating in an act of hate violence.</p> <p>(E.C. Sec. 32050-52) (E.C. Sec. 33032.5) (E.C. 48900, sub-section a and/or k and q) (E.C. 48900.3)</p> <p>* <u>Minor bullying/harassment</u> (48900 (r)) – Delivery of verbal, written and/or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling related to gender, ethnicity, sex, race, religion, disability, physical features, sexual orientation, gender identity or other protected class</p> <p>* <u>Serious bullying/harassment</u> (48900.4) – persistent, long-term bullying or harassment (i.e., repeatedly, over time engaging in intentional negative behaviors that are severe or pervasive and substantially adversely affect another student’s ability to participate in or benefit from education or extra-curricular programs)</p> <p>* <u>Extortion</u> (48900 (e)) – Taking or attempting to take from another money / property by threat or force, express or implied</p> <p>Note: “Minor” bullying / harassing behavior may rise to “Serious” depending on content, e.g., pornographic and/or violent content)</p>	<ul style="list-style-type: none"> * Parent or guardian notification * Teacher/student /Counselor conference * Contact parent via phone, e-mail or text message * Loss of privileges * Online classes related to bullying * May refer student to counseling or health professional * Refer student to/reteach PBIS Expectations * Reminders and re-direction (e.g., role play) * Written reflection & apology w/presentation * Seat change (if applicable) * Detention (referral to Saturday School) 	<ul style="list-style-type: none"> * Parent or guardian notification * Teacher/student /Counselor conference * Contact parent via phone, e-mail or text message * Restorative Practices, including community conferencing * May refer to campus / community services * May refer student to counseling or health professional * Referral to RTI, PBIS, Site Discipline Team and/or IEP team * Loss of privileges * Maybe Saturday School Restorative Dialogues * In-School Suspension 	<ul style="list-style-type: none"> * Parent or guardian notification * Teacher / student / Counselor conference * Contact parent via phone, e-mail or text message * Community Conferencing/mediation * Referral to RTI, PBIS, Site Discipline Team and/or IEP team (SPED only) * Consultation with IEP and Special Education Team - Revision to Functional Behavioral Assessments - Behavioral Intervention Plans - Revision to IEP * Mandatory referral to CYS for Case Management – MUST PARTICIPATE IN THIS PROGRAM

Section 2: Discretionary Education Code Violations – Discipline Guide

Student Infraction	First Intervention	Second Intervention	Third Subsequent Intervention/Consequence
<p><u>Threatening, Intimidating, menacing or Harassing any Other Person (Including Sexual Harassment)</u></p> <p>(E.C. 48900 sub-section a and /or k) (E.C. 48900.2) (E.C. 48900.4)</p> <p>Possible removal from campus or separation of student.</p> <ul style="list-style-type: none"> * Sexual activity or sexual misconduct (consensual; does not include holding hands or kissing in public) * Sexual harassment (E.g. unwelcome sexual advances, requests for sexual favors, other inappropriate verbal, written, physical, technology based conduct of sexual nature, considered to be sufficiently severe or pervasive (48900.2)) * Committing or attempting to commit a sexual assault or committing a sexual battery (48900 (n), 48915 (c)) <p>The site administrator shall review the facts to determine if the action(s) were for the purpose of sexual gratification, arousal or abuse.</p> <p>If not, then the administrator may suspend under guidelines of 48900.2, 48900.4 or 48900 (r). If sexual gratification was the intent, then the administrator must suspend under 48915 (c) (4)</p>	<ul style="list-style-type: none"> * Parent or guardian notification * Teacher/student /Counselor conference * Contact parent via phone, e-mail or text message <p>APPLICABLE ONLY TO SEXUAL ACTIVITY OR SEXUAL MISCONDUCT</p> <ul style="list-style-type: none"> * May hold an informal / formal restorative conference * May refer student to counseling or health professional * Reminders and re-direction (e.g., role play) * Written reflection & apology w/presentation * Behavioral Contract * My Clear Expectations Card * Seat change and/or classroom change * Loss of privilege * Detention (referral to Saturday School) 	<ul style="list-style-type: none"> * Parent or guardian notification * Teacher/student /Counselor conference * Contact parent via phone, e-mail or text message <p>APPLICABLE TO SEXUAL HARASSMENT</p> <ul style="list-style-type: none"> * Loss of privileges * Restorative Practices, including community conferencing * May refer to campus / community services * May refer student to counseling or health professional * Detention Conflict Resolution (FARS) * Revision to IEP * Counseling * Mandatory referral to CYC for Case Management – MUST PARTICIPATE IN THIS PROGRAM * Saturday School Restorative Dialogues * In-School Suspension 	<ul style="list-style-type: none"> * Parent or guardian notification * Teacher/student /Counselor conference * Contact parent via phone, e-mail or text message <p>APPLICABLE TO SEXUAL ASSAULT</p> <ul style="list-style-type: none"> * School transfer * Community Conferencing/mediation * Mandatory referral to CYC for Case Management – MUST PARTICIPATE IN THIS PROGRAM * Consultation with IEP and Special Education Team - Revision to Functional Behavioral Assessments - Behavioral Intervention Plans - Revision to IEP * Short-term suspension 1 – 5 days (last resort) with the possibility of expulsion * May request an DAHP Suspension Hearing or DGRC Expulsion Hearing (Last resort) * Notify police, if appropriate * Must hold return meeting with student and parent (after suspension and/or expulsion)

Section 2: Discretionary Education Code Violations – Discipline Guide

Student Infraction	First Intervention	Second Intervention	Third Subsequent Intervention/Consequence
<p><u>Harassed, Threatened, or Intimidate a Pupil Who is a Complaining Witness or Witness in a School Disciplinary Proceeding</u> for the purpose of, preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.</p> <p>(E.C. 48900, sub-section o)</p> <p>In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4-12, inclusive, may be suspended from school if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.</p>	<ul style="list-style-type: none"> * Parent or guardian notification * Teacher/student /Counselor conference * Contact parent via phone, e-mail or text message * May hold an informal / formal restorative conference * May refer student to counseling or health professional * Reminders and re-direction (e.g., role play) * Written reflection & apology w/presentation * Behavioral Contract * My Clear Expectations Card * Seat change and/or classroom change * Loss of privilege * Detention (referral to Saturday School) 	<ul style="list-style-type: none"> * Parent or guardian notification * Teacher/student /Counselor conference * Contact parent via phone, e-mail or text message * Loss of privileges * Restorative Practices, including community conferencing * Refer to Discipline Team * May refer student to counseling or health professional for anger management * After-school Detention with behavior related assignments * Revision to IEP * Counseling * Mandatory referral to CYS for Case Management – MUST PARTICIPATE IN THIS PROGRAM * Saturday School Restorative Dialogues with behavior related assignments * In-School Suspension 	<ul style="list-style-type: none"> * Parent or guardian notification * Teacher/student /Counselor conference * Contact parent via phone, e-mail or text message * School transfer * Community Conferencing/mediation * Mandatory referral to CYS for Case Management – MUST PARTICIPATE IN THIS PROGRAM * Consultation with IEP and Special Education Team - Revision to Functional Behavioral Assessments - Behavioral Intervention Plans - Revision to IEP, referral to Case Manager * Short-term suspension 1 – 5 days (last resort) with the possibility of expulsion * May request an DAHP Hearing or DGRC Hearing (Last resort) * Notify police, if appropriate * Must hold return meeting with student and parent (after suspension and/or expulsion)

Section 2: Discretionary Education Code Violations – Discipline Guide

Student Infraction	First Intervention	Second Intervention	Third Subsequent Intervention/Consequence
<p>Causing, Attempting, or Threatening to Cause Physical Injury or Willfully Using Force or Violence upon another person</p> <p>(E.C. 48900, sub-sections (a) (1), (a) (2), and s)</p> <p>An individual must do everything possible to avoid a conflict. Acts of aggression will not be considered self-defense.</p> <p>In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4-12, inclusive, may be suspended from school if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.</p>		<ul style="list-style-type: none"> * Parent or guardian notification * Teacher/student /Counselor conference * Contact parent via phone, e-mail or text message * Loss of privileges * Behavior Intervention Plan * Restorative Practices, including community conferencing * Refer to Discipline Team * May refer student to counseling or health professional for anger management * After-school Detention with behavior related assignments * Revision to IEP (SPED) * Mandatory referral to CYS for Case Management – MUST PARTICIPATE IN THIS PROGRAM * Saturday School Restorative Dialogues with behavior related assignments * In-School Suspension 	<ul style="list-style-type: none"> * Parent or guardian notification * Teacher/student /Counselor conference * Contact parent via phone, e-mail or text message * School transfer * Community Conferencing/mediation * Mandatory referral to CYS for Case Management – MUST PARTICIPATE IN THIS PROGRAM * Consultation with IEP and Special Education Team, MD - Revision to Functional Behavioral Assessments - Behavioral Intervention Plans - Revision to IEP, referral to Case Manager * Short-term suspension 1 – 5 days (last resort) with the possibility of expulsion * Suspension pending Expulsion Hearing or DGRC Hearing pending (Last resort) * Notify police, if appropriate * Must hold return meeting with student and parent (after suspension and/or expulsion)

Section 2: Discretionary Education Code Violations – Discipline Guide

Student Infraction	First Intervention	Second Intervention	Third Subsequent Intervention/Consequence
<p>Activation of False Alarms or Tampering with Emergency Equipment, Fire-Setting or Attempted Fire-Setting</p> <p>(Penal Code Sec. 447 and 455, 148.4)</p> <p>(E.C. 48900, sub-section k)</p>	<ul style="list-style-type: none"> * Parent/teacher/student conference * May hold an informal / formal restorative conference * May refer student to counseling or health professional * Contact parent via phone, e-mail or text message * Written reflection & apology w/presentation * Loss of classroom privileges * Detention (referral to Saturday School) 	<ul style="list-style-type: none"> * Parent or guardian notification * Restorative Practices, including community conferencing * May refer to campus / community services * Referral to RTI, PBIS, Site Discipline Team and/or IEP team * Loss of privileges * Restitution * Detention Conflict Resolution (FARS) * Community Circles * Refer to CYS for Case Management Check in / Check out * Saturday School Restorative Dialogues * In-School Suspension 	<ul style="list-style-type: none"> * Parent or guardian notification * Community Conferencing / mediation * Referral to community organizations, including community mediation (FARS) * Consultation with IEP and Special Education Team * Revision to Functional Behavioral Assessments * Behavioral Intervention Plans * Revision to IEP * Must hold return meeting with student and parent (after suspension) * Short-term suspension 1 – 5 days (last resort) * May request an DGRC Expulsion Hearing (Last resort) * Notify police, if appropriate

Section 2: Discretionary Education Code Violations – Discipline Guide

Student Infraction	First Intervention	Second Intervention	Third Subsequent Intervention/Consequence
<p>Unlawfully Possessing, or Unlawfully Offering, Arranging, or Negotiating to Sell any Drug Paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.</p> <p>(E.C. 48900, sub-section j)</p> <p>Furnished or Sold Any Controlled Substance (as defined in Section 11053 of the Health and Safety Code), an alcoholic beverage, or an intoxicant of any kind.</p> <p>(E.C. 48915 and E.C. 48900, sub-section c, 48900 sub-section p)</p> <p><u>Unlawful Possession, Using, or Being Under the Influence of Any Controlled Substance</u> an alcoholic beverage or intoxicant of any kind. Possessing not more than one ounce of marijuana. Using or being under the influence of marijuana or any controlled substance (as defined in Section 11053 of the Health and Safety Code).</p> <p>* <u>Under the influence</u> of controlled substances, inhalants, prescription medication (without permission), alcohol (notify medical personnel; refer to substance abuse counseling)</p> <p>* <u>Use of or Possession</u> of controlled substances, inhalants, prescription medication (without permission), alcohol (notify medical personnel; refer to substance abuse counseling)</p> <p>* <u>Distributing or selling</u> controlled substances, inhalants, prescription medication, alcohol, and drug paraphernalia</p> <p>(E.C. 48915 and E.C. 48900, sub-section c)</p> <p>Offered, Arranged, or Negotiated to Sell any Controlled Substance defined in Section 11053 of the Health and Safety Code, alcoholic beverage, or intoxicant and then sold, delivered, or furnished look-a-likes or in lieu substances.</p> <p>(E.C. 48900, sub-section d)</p>	<ul style="list-style-type: none"> * Parent Conference * Referral * Loss of playground privilege * “I” Message ... Form * May refer to campus / community services * May hold an informal / formal restorative conference * Contact parent via phone, e-mail or text message * Written reflection & apology w/presentation * Parent/teacher/student conference * Loss of classroom privileges * Detention (referral to Saturday School) 	<ul style="list-style-type: none"> * Parent or guardian notification * Restorative Practices, including community conferencing * May refer to campus / community services * May hold an informal / formal restorative conference * May refer student to counseling or health professional * Referral to RTI, PBIS, Site Discipline Team and/or IEP team * Loss of privileges * Restitution * Detention Conflict Resolution (FARS) * Community Circles * Revision to IEP * Mentoring * Referral to alcohol and substance abuse * Refer to CYS for Case Management Check in / Check out * Saturday School Restorative Dialogues * In-School Suspension 	<ul style="list-style-type: none"> * Parent or guardian notification * Community Conferencing/mediation * Referral to substance abuse counseling * Referral to community organizations, including community mediation (FARS) * Consultation with IEP and Special Education Team * Revision to Functional Behavioral Assessments * Behavioral Intervention Plans * Revision to IEP * Must hold return meeting with student and parent (after suspension) * Short-term suspension 1 – 5 days (last resort) * May request an DGRC Expulsion Hearing (Last resort) * Notify police, if appropriate

Section 2: Discretionary Education Code Violations – Discipline Guide

Student Infraction	First Intervention	Second Intervention	Third Subsequent Intervention/Consequence
<p><u>Possessed, Sold, or Otherwise Furnished Any Firearm, Knife, Explosive, or Other Dangerous Object</u> of no reasonable use to the pupil on school grounds or at a school related activity off school grounds unless in the case of possession of any such object, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.</p> <p style="text-align: center;">(E.C. 48915 and 48900, sub-section b)</p> <p><u>Committing a Terroristic Threat</u> including, but not limited to, a bomb threat. (E.C. 48900.7) This includes any threatening statement, written or oral, which threatens death, great bodily injury or property damage in excess of \$1,000, even if there is no intent of actually carrying it out.</p>	<ul style="list-style-type: none"> * Parent Conference * May hold an informal / formal restorative conference * May refer student to counseling or health professional * Teacher/student conference * Contact parent via phone, e-mail or text message * Written reflection & apology w/presentation * Parent/teacher/student conference * Seat change * Loss of classroom privileges * Detention (referral to Saturday School) 	<ul style="list-style-type: none"> * Parent or guardian notification * Restorative Practices, including community conferencing * May refer to campus / community services * May hold an informal / formal restorative conference * May refer student to counseling or health professional * Referral to RTI, PBIS, Site Discipline Team and/or IEP team * Loss of privileges * Restitution * Detention Conflict Resolution (FARS) * Community Circles * Revision to IEP * Refer to CYS for Case Management Check in / Check out * Saturday School Restorative Dialogues * In-School Suspension 	<ul style="list-style-type: none"> * Parent or guardian notification * Community Conferencing/mediation * Referral to substance abuse counseling * Referral to community organizations, including community mediation (FARS) * Consultation with IEP and Special Education Team * Revision to Functional Behavioral Assessments * Behavioral Intervention Plans * Revision to IEP * Must hold return meeting with student and parent (after suspension) * Short-term suspension 1 – 5 days (last resort) * May request an DGRC Expulsion Hearing (Last resort) * Notify police, if appropriate

Section 2: Discretionary Education Code Violations – Discipline Guide

Student Infraction	First Intervention	Second Intervention	Third Subsequent Intervention/Consequence
<p>Committed Assault or Battery on School Personnel</p> <p>(Penal Code Sec. 240, 242)</p> <p>(E.C. 48915 and E.C. 48900, sub-section a, E.C. 44014)</p>			<ul style="list-style-type: none"> * Parent or guardian notification * Community Conferencing/mediation * Referral to community organizations, including community mediation (FARS) * Consultation with IEP and Special Education Team for MD * Revision to Functional Behavioral Assessments * Behavioral Intervention Plans * Short-term suspension 1 – 5 days (last resort) * May request an DGRC Hearing (Last resort) * Notify police, if appropriate

Section 2: Discretionary Education Code Violations – Discipline Guide

Student Infraction	First Intervention	Second Intervention	Third Subsequent Intervention/Consequence
<p><u>Mandatory Suspension (48915 (c))</u></p> <ul style="list-style-type: none"> * Possessing, selling, or furnishing a <u>firearm</u> * <u>Brandishing a knife</u> at another person * Unlawfully <u>selling a controlled substance</u> * Possession of an <u>explosive</u> * Committing or attempting to commit a <u>sexual assault</u> or committing a sexual battery 	<ul style="list-style-type: none"> * Contact parent via phone, e-mail or text message * Parent/teacher/student conference * Referral * Loss of playground privilege * “I” Message ... Form * May refer to campus / community services * May hold an informal / formal restorative conference * May refer student to counseling or health professional * Refer student to/reteach PBIS Expectations * Reminders and re-direction (e.g., role play) * Written reflection & apology w/presentation * Daily progress sheet on behavior * My Clear Expectations Card * Seat change * Loss of classroom privileges * Detention (referral to Saturday School) * Established buddy teacher system w/out abuse 	<ul style="list-style-type: none"> * Parent or guardian notification * Restorative Practices, including community conferencing * May refer to campus / community services * May hold an informal / formal restorative conference * May refer student to counseling or health professional * Referral to RTI, PBIS, Site Discipline Team and/or IEP team * Loss of privileges * Restitution * Detention Conflict Resolution (FARS) * Community Circles * Referral to alcohol and substance abuse * Refer to CYS for Case Management Check in / Check out * Saturday School Restorative Dialogues * In-School Suspension 	<ul style="list-style-type: none"> * Parent or guardian notification * Community Conferencing/mediation * Referral to substance abuse counseling * Referral to community organizations, including community mediation (FARS) * Consultation with IEP and Special Education Team * Revision to Functional Behavioral Assessments * Behavioral Intervention Plans * Must hold return meeting with student and parent (after suspension) * Short-term suspension 1 – 5 days (last resort) * May request an DGRC Expulsion Hearing (Last resort) * Notify police, if appropriate

Section 3: Mandatory Education Code Violations – Discipline Guide

The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds.

ED Code	Student Infraction	First Intervention	Second Intervention	Third Subsequent Intervention
48915 (c) (1)	<p>Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed.</p> <ul style="list-style-type: none"> • Firearm 			<ul style="list-style-type: none"> • Must suspend 5 days pending hearing • Must refer to an expulsion hearing (DAHP) • Consultation with IEP and SPED Team (SPED) • Manifestation determination meeting if SPED or 504 • May refer to FARS • Notify police
48915 (c) (2)	<p>Brandishing a knife at another person</p> <p>Brandish is defined as:</p> <ol style="list-style-type: none"> 1. To wave or flourish (a weapon) in a triumphant, threatening, or ostentatious way. 2. A threatening or defiant flourish. 			<ul style="list-style-type: none"> • Must suspend 5 days pending hearing • Must refer to an expulsion hearing (DAHP) • Consultation with IEP and SPED Team • Manifestation determination meeting if SPED or 504 • May refer to VORS • Notify police

Section 3: Mandatory Education Code Violations – Discipline Guide

The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds.

ED Code	Student Infraction	First Intervention	Second Intervention	Third Subsequent Intervention
48915 (c) (3)	<p>Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.</p> <ul style="list-style-type: none"> This is not intent to sell. Must have the buyer, seller, money and product. For intent see 48900 (c) 	<ul style="list-style-type: none"> Must suspend 5 days Must refer to an expulsion May refer to CYS for VORS – diversion program May hold a Student Success & Monitoring Team May refer student to counseling or health professional May refer to Restorative Resources Notify police, if appropriate 	<ul style="list-style-type: none"> Must suspend 5 days Must refer to an expulsion May refer to CYS for VORS in lieu of suspension or expulsion May hold a Student Success & Monitoring Team May refer student to counseling or health professional May refer to Restorative Resources Notify police, if appropriate 	<ul style="list-style-type: none"> Must refer to an expulsion Must suspend 5 days pending hearing Must refer to an expulsion hearing (DAHP) Consultation with IEP and SPED Team Manifestation determination meeting if SPED or 504 May refer to a diversion program Notify Police
48915 (c) (4)	<p>Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.</p>	<ul style="list-style-type: none"> May suspend 1- 5 days Must refer to an expulsion May refer to campus / community services May hold a Student Success & Monitoring Team May hold an informal / formal restorative conference May refer student to counseling or health professional May refer to Restorative Resources 	<ul style="list-style-type: none"> Must suspend 5 days Must refer to an expulsion May refer to campus / community services May hold a Student Success & Monitoring Team May hold an informal / formal restorative conference May refer student to counseling or health professional May refer to Restorative Resources Notify police, if 	<ul style="list-style-type: none"> Must suspend 5 days Must refer to an expulsion May refer to campus / community services May hold a Student Success & Monitoring Team May hold an informal / formal restorative conference May refer student to counseling or health professional May refer to Restorative

		<ul style="list-style-type: none"> • Notify police, if appropriate 	appropriate	<p>Resources</p> <ul style="list-style-type: none"> • Notify police, if appropriate
48915 (c) (5)	<p>Possession of an explosive.</p> <ul style="list-style-type: none"> • As used in this section, the term “explosive” means “destructive device” as described in Section 921 of Title 18 of the United States Code. 	<ul style="list-style-type: none"> • Must suspend 5 days • Must refer to an expulsion • May refer to campus / community services • May hold a Student Success & Monitoring Team • May hold an informal / formal restorative conference • May refer student to counseling or health professional • May refer to Restorative Resources • Notify police, if appropriate 	<ul style="list-style-type: none"> • Must suspend 5 days • Must refer to an expulsion • May refer to campus / community services • May hold a Student Success & Monitoring Team • May hold an informal / formal restorative conference • May refer student to counseling or health professional • May refer to Restorative Resources • Notify police, if appropriate 	<ul style="list-style-type: none"> • Must suspend 5 days • Must refer to an expulsion • May refer to campus / community services • May hold a Student Success & Monitoring Team • May hold an informal / formal restorative conference • May refer student to counseling or health professional • May refer to Restorative Resources • Notify police, if appropriate
48915 (c) (1)	<p>Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession. The act of possessing an imitation firearm, as defined in</p>			<ul style="list-style-type: none"> • Must suspend 5 days pending hearing • Must refer to an expulsion hearing (DAHP) • Consultation with IEP and SPED Team (SPED) • Manifestation determination meeting if SPED or 504 • May refer to FARS • Notify police

	<p>subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed.</p> <ul style="list-style-type: none"> • Firearm 			
48915 (c) (2)	<p>Brandishing a knife at another person</p> <p>Brandish is defined as:</p> <ol style="list-style-type: none"> 1. To wave or flourish (a weapon) in a triumphant, threatening, or ostentatious way. 2. A threatening or defiant flourish. 			<ul style="list-style-type: none"> • Must suspend 5 days pending hearing • Must refer to an expulsion hearing (DAHP) • Consultation with IEP and SPED Team • Manifestation determination meeting if SPED or 504 • May refer to VORS • Notify police
48915 (c) (3)	<p>Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.</p> <ul style="list-style-type: none"> • This is not intent to sell. Must have the buyer, seller, money and product. • For intent see 48900 (c) 	<ul style="list-style-type: none"> • Must suspend 5 days • Must refer to an expulsion • May refer to CYS for VORS – diversion program • May hold a Student Success & Monitoring Team • May refer student to counseling or health professional • May refer to Restorative Resources • Notify police, if appropriate 	<ul style="list-style-type: none"> • Must suspend 5 days • Must refer to an expulsion • May refer to CYS for VORS in lieu of suspension or expulsion • May hold a Student Success & Monitoring Team • May refer student to counseling or health professional • May refer to Restorative Resources • Notify police, if appropriate 	<ul style="list-style-type: none"> • Must refer to an expulsion • Must suspend 5 days pending hearing • Must refer to an expulsion hearing (DAHP) • Consultation with IEP and SPED Team • Manifestation determination meeting if SPED or 504 • May refer to a diversion program • Notify Police
48915 (c) (4)	<p>Committing or attempting to commit a sexual</p>	<ul style="list-style-type: none"> • May suspend 1- 5 days 	<ul style="list-style-type: none"> • Must suspend 5 days • Must refer to an 	<ul style="list-style-type: none"> • Must suspend 5 days

	<p>assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.</p>	<ul style="list-style-type: none"> • Must refer to an expulsion • May refer to campus / community services • May hold a Student Success & Monitoring Team • May hold an informal / formal restorative conference • May refer student to counseling or health professional • May refer to Restorative Resources • Notify police, if appropriate 	<p>expulsion</p> <ul style="list-style-type: none"> • May refer to campus / community services • May hold a Student Success & Monitoring Team • May hold an informal / formal restorative conference • May refer student to counseling or health professional • May refer to Restorative Resources • Notify police, if appropriate 	<ul style="list-style-type: none"> • Must refer to an expulsion • May refer to campus / community services • May hold a Student Success & Monitoring Team • May hold an informal / formal restorative conference • May refer student to counseling or health professional • May refer to Restorative Resources • Notify police, if appropriate
<p>48915 (c) (5)</p>	<p>Possession of an explosive.</p> <ul style="list-style-type: none"> • As used in this section, the term “explosive” means “destructive device” as described in Section 921 of Title 18 of the United States Code. 	<ul style="list-style-type: none"> • Must suspend 5 days • Must refer to an expulsion • May refer to campus / community services • May hold a Student Success & Monitoring Team • May hold an informal / formal restorative conference • May refer student to counseling or health professional • May refer to Restorative Resources • Notify police, if appropriate 	<ul style="list-style-type: none"> • Must suspend 5 days • Must refer to an expulsion • May refer to campus / community services • May hold a Student Success & Monitoring Team • May hold an informal / formal restorative conference • May refer student to counseling or health professional • May refer to Restorative Resources • Notify police, if appropriate 	<ul style="list-style-type: none"> • Must suspend 5 days • Must refer for an expulsion • May refer to campus /community services • May hold a Student Success & Monitoring Team • May hold an informal / formal restorative conference • May refer student to counseling or health professional • May refer to Restorative Resources • Notify police, if appropriate

I-Messages

www.encouraging-appropriate-behaviour.com

How to get your message across respectfully.

We have all done it. Lost our cool in the heat of the moment and said something that we later regretted. The tool to overcome this is I-messages. It gets the message across about how you feel and what behavior made you feel that way. All this without blaming and rarely does it makes things worse.

I-messages is a simple way to communicate in any situation. But do not confuse simple with easy. It takes skill and practice.

I-messages

I-messages provide a way feedback can be safely offered, as it avoids putdowns, judgement or assigning blame. There are three types of information when providing effective feedback to someone about their behavior. These are:

- describing the behavior,
- the feeling the behavior creates and
- the effect that the behavior has.

A description of the behavior is necessary to inform the person what the problem behavior is. This should always be included in the message otherwise they will not know what behavior to change. Including either of the other two types (how it makes you feel and what the effect is) will normally be sufficient to communicate the problem effectively. An I-message states the behavior and describes the speaker's feelings (numbers 1 and 2 above). The speaker owns their feelings without coming across as judging the person. It promotes a willingness to exchange information, find a solution and to seek a constructive change in the situation. Rarely does this make matters worse.

I-messages are delivered by saying: '**I feel** ... (name the feeling) **when** ... (describe the behavior)'. For example, you might say, '**I feel** angry **when** I am expecting a ride home and am forgotten.'

Some other examples of I-messages are:

- I feel angry when people call me names.
- I feel hurt when no one asks what I want to do.
- I feel suspicious when someone tells me one thing, then I find out they are doing another.

You-messages

In You-messages, the message contains either **you** or **you're** in it. For example, '**You** make me so

angry **you** forgot to give me a ride home.’ Using You-messages blames the person for the situation and judges them. It can also hold others responsible for the feelings of the speaker as well as include putdowns. It causes feelings in the receiver that can make them defensive or start making excuses. All of this can make the situation worse.

The examples of the I-messages above have been turned into You-message to show this:

- I feel angry when you call me names.
- I feel hurt when you don’t ask what I want to do.
- I get suspicious when you’re telling me one thing then I find out you’re doing another.

I-messages and You-messages

An effective I-message does not contain a ‘you’ reference in it. It is common for those new to I-messages to use the form, **I feel ...**(feeling) **when you ...** (behavior) such as ‘I feel upset when you ignore me.’ It could be classed as both an I-message and a You-message. However, the ‘you’ in the statement still blames the other person, making them less likely to cooperate. Therefore, the I feel ... when you ... message needs to be treated as a You message and avoided. Everything said before the ‘you’ is generally ignored by the person receiving the message. As soon as they hear the ‘you’, most people immediately concentrate on the personal attack that follows. It is similar to using ‘but’ in an argument. This is generally interpreted to mean that you may now disregard everything I have said prior to the ‘but’. For example, ‘I agree with you, but ...’ is normally followed by listing all the reasons why you do not agree with them.

Always avoid using the ‘you’ word when giving constructive feedback as it will be heard as a personal attack. Instead, replace it with a generic term, like ‘people’, ‘someone’ or ‘anybody’. By using a generic term with an I-message, others are more likely to listen to your entire message and willingly change their behavior.

You will normally feel the same no matter who is using that specific behavior. So you do not have to single them out. When you don’t accuse directly, it enables them to save face and their reaction to you is more open-minded and receptive. It provides an opportunity to start a conversation and work towards a solution.

It is worth noting that I-messages can be used negatively in order to try and manipulate someone. For example, ‘I feel worthless when we are not together’, or ‘I feel angry when people go off and talk to somebody else without me.’ This use is calculated to manipulate the other person into behaving in the manner the user wants. Like any tool it can be used for good and bad.

Alternative ways of delivering an I-message

The simplified version, **I feel ... when ...** is the best starting point when teaching or learning to use I-messages. It is less complex and gets the most important information outfirst - the behavior and the feeling about the behavior.

A danger in using a template such as this is that it can become predictable or sound false and manufactured. This comes down to what the actual content is and how the message is delivered. To offset this there are a number of additional options.

Below are 20 additional variations to consider. They use the three types of information feelings, behavior and effect in various combinations.

The basic I-message includes the feeling and the behavior.

I feel... (feeling) **when...** (behavior)

- I feel worried when it's well after home time and there is no phone call or message.
- I feel angry when I get told off for things when others don't.

Possible other words to replace feel are: **get** and **become**

- I get concerned when I hear stories about the dangerous pranks that are played on people.
- I become frustrated and annoyed when people say they will do something for me and then they don't.

Or you can reverse the order:

When... (behavior) **I feel...** (feeling)

- When people talk about me as if I am not even there, I feel powerless and useless.
- When I am picked on by others, I feel this rage in my gut and just want to rip something to pieces.

Possible other words to replace when are: **because, as, whenever, after,** and **due to.**

- I feel hurt because no one asked me what I thought.
- I feel frightened because of all the yelling and pushing.
- I feel disappointed because this mess has not been cleaned up.
- I feel humiliated as shouting at me in front of others shows a lack of respect.
- I feel offended whenever someone uses racist language.
- I feel suspicious after finding out that people have not told me everything.
- I feel anxious due to the risks involved in riding a motorbike in the city.

The basic behavior and effect messages

I want... (behavior) **because...** (effect)

- I want everyone to stay away from the edge because they could fall and get seriously hurt.
- I want everybody to be on time because we need to have this finished tomorrow.

I need... (behavior) **because...** (effect)

- I need everyone to turn up on time because we cannot serve our customers well without all our staff.

I expect... (behavior) **because...** (effect)

- I expect everyone to treat each other with basic respect because that will make it enjoyable for everyone.

It was my understanding that... (behavior) **because...** (effect)

- It was my understanding that everyone agreed not to use putdowns because it can make people feel angry or hurt.

The complex behavior and effect message

I think... (behavior + judgement) **because...** (effect)

- I think telling stories that are not true about someone is unfair because others will believe the stories and not like the person for the wrong reasons.

The complex feeling, behavior and effect messages

I would... (feeling) **it if ...** (behavior) **because...**(effect)

- I would appreciate it if everyone would ring when they are late because then I can plan to have enough staff stay back and cover till they arrive.

I would... (feeling) **it very much** (or variation) **if...** (behavior) **because...** (effect)

I would like it much better if only one person at a time spoke because then we can all get to hear what each other has to say.

(behavior and effect)... **and then I feel ...** (feeling)

- Leaving the sports gear outside all the time means it gets ruined and then I feel angry about having to spend money to replace it.

The final option is to use a feeling and effect message.

Just be aware that, when using this type of message, the actual behavior that is causing the problem is not included in the message. Only its effect is, so you might need a followup message to outline the behavior to change.

I feel... (feeling) **because...** (effect)

- I feel hurt because I didn't get to make a choice.
- I feel frightened because the situation is dangerous.

Possible other words to replace because are: **as** and **due to**

- I feel sad as it hurt my feelings.
- I feel horrified due to the animals being left to go hungry.