

Weaverville Elementary School
Trinity Preparatory Academy
Progressive Discipline Matrix

Multi-tiered Disciplinary Support Structure

Positive Behavior and Supports (PBIS)

Progressive Discipline Matrix

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EC 48900 A-1: SAFETY

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

- Verbal Altercation
- Verbal Altercation: Threatening Bodily Harm
- Fighting: Pushing, Shoving
- Fighting: Mutual Combat without Injury
- Fighting: Mutual Combat, Minor Injury without Medical Attention
- Fighting or Assault on a Student: Unprovoked
- Fighting: Gang Related

EC 48900 A-2: SAFETY

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

- Fight: Gang Related
- Fighting: Serious Injury / Assault — **EC48915 (a)(1)**
- Assault / Battery (staff member) — **EC48915 (a)(5)**

EC 48900 B: SAFETY

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

- Possession of a Knife or Other Dangerous Object
- Brandishing a Knife or Other Dangerous Object
- Possession or Brandishing of Gun
- Possession of an Explosive Device

EC 48900 C: SAFETY

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

- Possession of Drugs, Alcohol or Any Controlled Substance — **EC 48915(a)(3)**
- Under the Influence of Drugs, Alcohol or Any Controlled Substance — **EC 48915(a)(3)**

EC 48900 D: SAFETY

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

- Possession of Drugs for Sale — **EC 48915(a)(3)**

EC 48900 E: SAFETY

Committed or attempted robbery or extortion.

- Robbery, Extortion, Grand Theft: Violence Indicated — **EC 48915(a)(4)**

EC 48900 F: NON-SAFETY

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

- Defacing School Property, Graffiti: Permanent Damage

EC 48900 G: NON-SAFETY

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

- Stole, or Attempted to Steal, School Property (Petty Theft)
- Grand Theft (Over \$400.00)

EC 48900 H: NON-SAFETY

Possessed or used tobacco and/or tobacco products.

- Possession and / or Use of Tobacco

EC 48900 I: NON-SAFETY

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

- Committed Obscene Act — not sexual harassment
- Habitual Profanity
- Habitual Profanity Toward an Employee

EC 48900 J: NON-SAFETY

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

- Possession of Drug Paraphernalia / Selling Drug Paraphernalia

EC 48900 K: NON-SAFETY

Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

- Severe Classroom Disruption
- Disruption to School Activities
- Gambling
- Forgery
- Possession of Electronic Device
- Verbal Abuse
- Continued Willful Disobedience, Refusal to Follow School Rules

and Regulations, Defiance

- Interference and / or Obstruction

EC 48900 L: NON-SAFETY

Knowingly received stolen school or private property.

- Knowingly Received Stolen Property

EC 48900 M: SAFETY

Possessed an imitation firearm — as used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- Possession of an Imitation Weapon

EC 48900 N: SAFETY

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

- Sexual Assault — EC 48915(c)(4)

EC 48900 O: SAFETY

Harassed, threatened, or intimidated a witness.

- Harassed, Threatened or Intimidated a Witness

EC 48900 P1 & P2: SAFETY & NON-SAFETY

Sexual Harassment — Education Code section 48900.2.

- P1: Sexual Harassment, as Defined by EC 212.5 (SAFETY)
- P2: Sexual Harassment, Inappropriate Verbal (NON-SAFETY)

SAFETY

Hate Violence — Education Code section 48900.3.

- Hate Violence

EC 48900 R: SAFETY

Intentionally engaged in harassment, threats or intimidation against a pupil, groups of pupils or staff — Education Code section 48900.4.

- Harassed, Threatened or Intimidated Individual, Groups or Staff

EC 48900 S: SAFETY

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

- Terrorist Threats

EC 48900 T: SAFETY

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

- Unlawfully Arranged to Sell Drug Soma

EC 48900 U: SAFETY

Aided or abetted the infliction, or attempted infliction, of physical injury — Education Code section 48900 (S).

- Aid or Abet in the Infliction, or Attempted Infliction of Physical Injury

EC 48900 V: SAFETY

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

- Hazing

EC 48900 W

Mandatory Expulsion — Education Code section 48915 (C).

- Special Education Guidelines
- Federal Law — No Child Left Behind

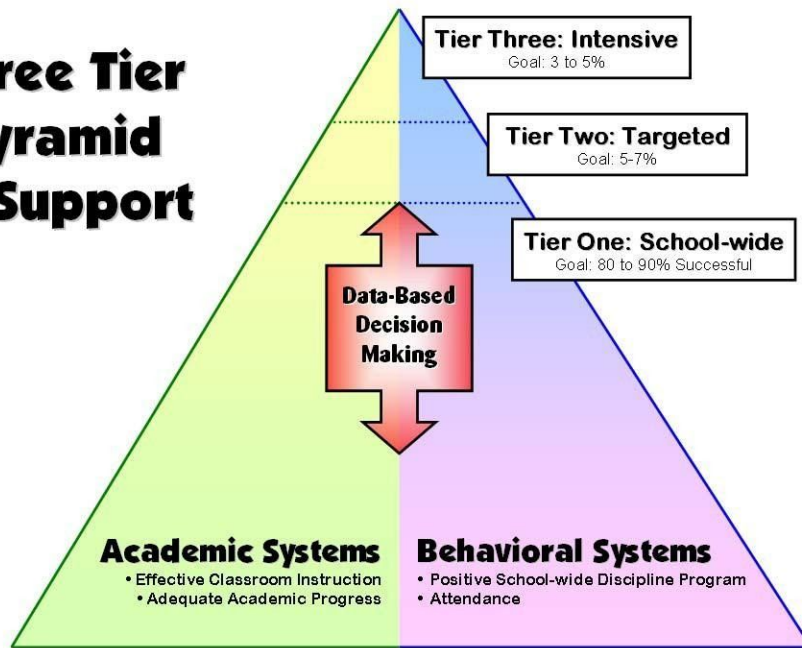
EC 48900 X, X1, X2 & X3: SAFETY

Engaged in harassment, threats, or intimidation against a pupil, groups of pupils or staff

- X: Cyber Bullying
- X1: Bullying based on sexual orientation
- X2: Bullying based on ethnicity or race
- X3: Bullying based on physical or mental disability

EC 48900 Q:

Three Tier Pyramid of Support



Tier One Supports (School-wide):

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

School-wide behavior supports include:

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

Tier Two Supports (Targeted):

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

Targeted behavior supports include:

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

Tier Three Supports (Individual):

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

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

Guidelines for Tiered Support: Positive School-Wide Discipline Strand

Elements for Students Success:	Structural Standards	Progress Monitoring Tools & Data Analysis	TIER ONE	TIER TWO	TIER THREE
Effective Classroom Instruction	<i>California Standards for the coaching Profession</i>	<p>TIER ONE: Teacher Evaluation, Admin Observations (classroom walkthroughs, participation in site teamwork, demonstrated understanding of the use of assessment data to guide instruction, monitoring of student progress)</p> <p>TIER TWO & THREE: Teacher Evaluation, Assistance Plan, Admin Observations (classroom walkthroughs, participation in site teamwork, assisted/ directed monitoring of student progress), PAR Support Progress</p>	<ul style="list-style-type: none"> Administrative Feedback on Observations Focused Site Professional Development Structured Collaborative Site Teams Team Goal Setting & Monitoring Use of Data & Research-based Practices Development & Use of School-wide Intervention System Professional Goals Professional Library 	<ul style="list-style-type: none"> Administrative Feedback/Coaching on Observations Coaching on Collaborative Skill Induction Support PAR Support Mandated Professional Development in: <i>Use of assessment data to drive instruction; Strategies for differentiation, - Working with identified populations</i> (EL, African-American, Advanced Learners, Special Education) 	<ul style="list-style-type: none"> Administrative Feedback/Coaching on Observations Modeling & Coaching of Expected Changes Head to Head Planning Opportunities with a Successful Teacher PAR Support Professional Development in: Use of assessment data to drive instruction, Lesson Design/delivery, classroom management & discipline
Adequate Academic Progress for All Students	<p><i>California Grade Level Standards</i></p> <p>Pacing Schedules</p> <p><i>ESSENTIALS</i></p> <p><i>Basics' -Curriculum Framework for Students with Severe disabilities</i></p> <p><i>ELD Standards</i></p> <p><i>National Standards for School Counselors</i></p>	<p>TIER ONE: Benchmark Assessments, CST, STAR, CASP, Home Language Survey</p> <p>TIER TWO: <i>H1g/i Poi11t, Read 180, Kaleidoscope</i> Assessments, CELDT, ELD, ESSENTIALS Benchmarks, SIPPS, (Sp Ed.), SST/504/IEP goals, Progress Monitoring</p> <p>TIER THREE: Basics' Benchmarks, CAPA, AIMSweb Probes. SST, 504, IEP goals, SIPPS</p>	<ul style="list-style-type: none"> Professional Development Parent/ Guardian Contact Benchmark Formative Assessment with Feedback Co-Planning & collaboration (reflection meetings) Differentiated Instruction: universal Access, Scaffolding, Learning Communities, Culturally Relevant instruction, English Language Development Guidance/ Academic Planning Matrix of Test Variations Accommodations & Modifications 	<ul style="list-style-type: none"> Targeted Professional Development Parent/ Guardian Involvement- District Liaison Extended time: Before/ After School, Intersession On-site learning center Co-Teaching SIPPS Literacy Interventions, SIPPS, IXL AVID, ELD 	<ul style="list-style-type: none"> Professional Academic Academy Parent / Guardian Academy Series Universal Access and Differentiated Learning Co-Teaching / Inclusion 504, IEP Eligibility / Accommodation Plan) Mild to Moderate Specialist Mild to Moderate Inclusion Self-Contained Content Area Reading Intervention Intensive Special Education Services <i>Matrix of Test Variations, Accommodations & Modifications</i>
Positive School-wide Discipline	<p><i>Positive Behavior Support (PBS) Framework</i></p> <p><i>National Standards for School Counselors</i></p>	<p>TIER ONE: Referral Information System (RIS) Reports, Suspension Reports, monthly & annual Framework reviews, Surveys (staff, parents, students)</p> <p>TIER TWO: Group referral/ suspension reports, mentor logs, counselor logs, Surveys, SST's, 504's, IEP's, Program evaluation</p> <p>TIER THREE: Individual referral/ suspension data, SST/504/IEP goals</p>	<ul style="list-style-type: none"> PBS Staff Training Parent/ Guardian Contact Positive School-Wide Discipline Active Supervision and Monitoring School-Wide rules & Expectations Rule-Following Behaviors Taught, Practiced & Reinforced Developmentally Appropriate Social Skills Instruction Firm / Fair/ Consistent Consequences Community Partnerships 	<ul style="list-style-type: none"> Targeted Professional Development Parent / Guardian Involvement Student / Teacher Mentors Guidance / Counseling/ Small Group Targeted Skill Development/ 2nd Step/Conflict Resolution/ Anger Management Student Assistance Program Behavior Goals/ Contracts/ Supports Plans Community Supports & Services 	<ul style="list-style-type: none"> Parent / Guardian Participation Behavior Intervention Planning (BIP) Case Management Multi-Agency Involvement & Collaboration Functional Analysis Assessment (FAA) Positive Behavior Intervention Plan (BIP)
Regular Attendance	<p><i>CA Education Code</i></p> <p><i>Board Policies & Administrative Regulations</i></p> <p><i>National Standards for School Counselors</i></p>	<p>TIER ONE: Systematic data entry and review of attendance</p> <p>TIER TWO: Systematic review of targeted attendance reports, Program evaluation(s)</p> <p>TIER THREE: Systematic review of individual data and/or reports</p>	<ul style="list-style-type: none"> Parent / Guardian Contract School-Wide Policy School-Wide Incentive Program(s) Guidance Curriculum 	<ul style="list-style-type: none"> Parent / Guardian Involvement- District Liaison, Attendance Verifiers Check-in and/or Sign-in with Adult Mentor Small Group Intervention/ Support Alternative Education -Attendance Student Attendance Review Board (SARB) 	<ul style="list-style-type: none"> Parent/ Guardian Participation Student Attendance Review Board (SARB) Multi-Agency Involvement & Collaboration Referral to District Attorney

Guidelines for Tiered Support: Positive School-wide Discipline Strand

Structural Standards	Discipline Data	TIER One Behavior Supports	TIER Two Behavior Supports	TIER Three Behavior Supports
<p>Positive behavior interventions and support (PBIS)</p> <ul style="list-style-type: none"> ● Positive behavior interventions and supports initiative ● PBIS Team ● Data-Based Decision Making ● Communication System ● School-wide PBIS training ● Referral Procedures ● Referral Information System ● Universal Expectations & Rules ● School-Wide Social Skills Instruction ● School-Wide Acknowledgement System ● School-Wide Interventions & Consequences ● Managing Common Areas ● Individual Behavior Support Planning ● Behavior Emergency Procedures ● Comprehensive Network of Support 	<p>TIER ONE:</p> <ul style="list-style-type: none"> ● Office Referral Reports <ul style="list-style-type: none"> <input type="checkbox"/> By Location <input type="checkbox"/> By Problem Behavior <input type="checkbox"/> By Environmental Factors ✓ By Functional Factors ✓ By Ethnicity ✓ By Staff ✓ By Team ✓ By Time/Period ✓ By Top Offenders ✓ By Percent ● Suspension Reports <ul style="list-style-type: none"> <input type="checkbox"/> By Incidents <input type="checkbox"/> By Days Missed <input type="checkbox"/> By Violation <input type="checkbox"/> By Top Offenders <p>TIER TWO:</p> <ul style="list-style-type: none"> ● Selected Office Referral Reports ● Selected Suspension Reports ● Group and Individual Progress Monitoring Data <p>TIER THREE:</p> <ul style="list-style-type: none"> ● Office Referral Reports <ul style="list-style-type: none"> ✓ By Student Details ● Suspension Reports <ul style="list-style-type: none"> ✓ By Student Details ● Individual Progress Monitoring Data 	<ul style="list-style-type: none"> <input type="checkbox"/> Commitment To PBIS <input type="checkbox"/> Universal Expectations & Rules <input type="checkbox"/> Office Referral Procedures <input type="checkbox"/> School-Wide Acknowledgement System <input type="checkbox"/> School-Wide Social Skills Instruction <input type="checkbox"/> Active Supervision <input type="checkbox"/> Enforcement of Expectations <input type="checkbox"/> Active Supervision <input type="checkbox"/> Enforcement of Expectations <input type="checkbox"/> Data-Based Decision Making <input type="checkbox"/> Safe & Welcoming Climate 	<ul style="list-style-type: none"> <input type="checkbox"/> Strategic Skill Development <ul style="list-style-type: none"> ● School Success <ul style="list-style-type: none"> * Attendance * Classroom Survival Skills * Interacting with Confidence * Organization ● Targeted Skill Development <ul style="list-style-type: none"> * Anti-Social * Conflict with Authority * Drug/Alcohol * Impulse Control * Problems with Peers * Withdrawal <input type="checkbox"/> Function-Based Intervention <ul style="list-style-type: none"> ● Gain <ul style="list-style-type: none"> * Check in-Check out * Mentoring ● Escape <ul style="list-style-type: none"> * Academic support * Accommodations <input type="checkbox"/> School-Based Network of Support <ul style="list-style-type: none"> ● Planned staff collaboration ● Intentional Staff/student interactions ● Increased monitoring & feedback <input type="checkbox"/> School-Based Structured Alternative Setting <ul style="list-style-type: none"> ● Specialized Classroom Management (SCM) <ul style="list-style-type: none"> * Behavior Goals * Proactive teaching * Effective Praise * Corrective Teaching * Crisis Teaching * Progress monitoring 	<ul style="list-style-type: none"> <input type="checkbox"/> Functional Behavioral Ment (FBA) <input type="checkbox"/> Behavior Intervention Plan (BIP) <ul style="list-style-type: none"> ● Environmental modifications ● Functionally Equivalent Replacement Behaviors (FERBs) ● Curriculum modifications ● Reinforcement system ● Behavior goals ● Communication System <input type="checkbox"/> Wrap Around Support <ul style="list-style-type: none"> ● School-based network of support ● inter-agency collaboration ● Continuous monitoring & feedback <input type="checkbox"/> District-based Structured Alternative Setting <ul style="list-style-type: none"> ● School-wide behavior Management System <ul style="list-style-type: none"> * proactive supervision and monitoring *SCM (all staff) *on-site community agency personnel (probation, mental health) <input type="checkbox"/> Behavior Emergency Protocols <ul style="list-style-type: none"> ● Crisis Prevention Institute(CPI)-trained teams ● Victims: physical/sexual assault ● Danger to Self and/or others: threat assessment, suicide risk ● Penal Violations: violent crime, sexual predators, fire starters

Minor Offenses and Major Infractions

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

<h2 style="text-align: center;">Minor Offenses & Interventions:*</h2>	<ul style="list-style-type: none"> ● Clearly define / post the behavioral expectations. ● Implement procedures for all class routines - entering the room, handing in assignments, sharpening the pencil, welcoming a guest, etc. ● TEACH and ROLE-PLAY the behavioral expectations, classroom procedures, use of materials, etc. Demonstrate what the expected behavior “looks like” (positive example) as well as what it “does not look like” (non-example). ● Pre-correct - Prior to directing students to perform a task, provide a description of what the expected behavior will look like. “Lunch will be in two minutes. At that time, everyone will put away all materials, push in chairs and line up.” ● Cue/Prompt / Remind - Provide a pre-arranged / previously taught cue to remind specific students to engage in the appropriate behavior. ● Acknowledge students who appropriately demonstrate the expected behavior. ● Specifically explain HOW the behavior did not meet the stated / taught expectation. “It is disrespectful to other students when you _____.” ● Provide a warning - “Respect a school rule. All students are expected to talk respectfully to staff and students here at ABC School. This is your official warning.” ● Check for student understanding of the behavioral expectations - ● “Please summarize what we discussed so I ensure there is no confusion.” ● Evaluate the student’s skill repertoire. Determining if the student is capable of demonstrating the behavioral expectation. Evaluate behavior & academic domains. ● Determine the FUNCTION of the misbehavior. All behaviors serve a purpose (function). Determine what the student is <i>gaining</i> or <i>avoiding</i> by misbehaving? ● Provide a structured choice - clearly offer a choice between two alternatives and state the consequence for each. “You can work quietly on your assignment now and leave with the class or work with me during lunch.” ● Evaluate ENVIRONMENTAL factors within the classroom which may be contributing to the misbehavior: Space, Time, Materials, Interactions. ● Collaborate with colleagues to identify behavior patterns and trends (class to class, year to year, etc.). ● Use a variety of consequences: Positive Reinforcement, Negative Reinforcement, Penalties and Punishments. Remember, punishment is the least effective consequence for students with antisocial behaviors. ● Evaluate the effectiveness of consequences. Ineffective consequences must be analyzed and modified. Seek assistance for “out of the box” ideas. ● Involve a problem-solving team (grade, team, family, SST, 504, IEP).
<p>Disrespect, Defiance & Non-Compliance: Failure to respond to adult requests and / or directives.</p>	
<p>Disruption: Interruption to the classroom / learning environment.</p>	
<p>Property Misuse: Low level misuse / damage of school property.</p>	
<p>Dress Code: Failure to comply to dress code standards.</p>	
<p>Physical Contact: Inappropriate touching — horseplay, “friendly touching,” etc.</p>	
<p>Inappropriate Language: Language which is inappropriate yet not used in an abusive / threatening manner.</p>	
<p>Tardy: Failure to be in a designated place at the designated time.</p>	

Minor Offenses & Interventions:* (continued)

Lying:

Stating / repeating statements that are untrue.

Cheating:

Presenting the work of others as one's own.

Out of Bounds:

Loitering or participating in activities outside designated areas.

Trash / Littering:

Discarding of items or dumping of trash in any location other than a trash can.

Repeated Ed Code Violations (48900 K):

In order for disruptive and defiant behaviors to reach the level of *Education Code Violation 48900 K*, clear documentation of the student's behavior pattern, as well as site interventions to correct the behavior, must be established.

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

CHRONIC MISBEHAVIORS: Questions to Consider

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

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

CONDUCTING A THOROUGH INVESTIGATION: Points to Consider

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

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

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

1) Direct Evidence (legal definition): Evidence which directly/conclusively proves a fact without inference or presumption (credible eyewitness testimony, sworn written student admission, video).

2) Circumstantial Evidence: Evidence which requires an inference or presumption of fact (a weapon found on the scene, controlled substance found on the scene).

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

Procedures for Gathering Evidence:

1) Disciplinary notes must:

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

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2) Witnesses statements must:

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

3) Administrator statements must be accurate and factually based

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

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

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

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

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

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

Weaverville Elementary School/Trinity Preparatory Academy recognizes that students who regularly ride the school bus may present disciplinary problems. EC 44807 states, "public schools shall hold pupils to a strict account for their conduct on the way to and from school," and EC 48900 provides school districts the authority to discipline students going to/from school. Consequently, students who exhibit adverse behavior while being transported via school bus, are subject to the disciplinary actions outlined in the *Progressive Discipline Matrix (PDM)*, and Board Policy (BP): Bus Conduct 5131.1. The principal/designee is responsible for ensuring all rules, procedures, policies, and EC requirements are enforced. It is the responsibility of the Transportation Department to notify appropriate administrative staff of all disciplinary concerns. It is the responsibility of site administration to follow the guidelines outlined in the *PDM* to address the student's bus conduct. All suspensions/disciplinary actions must be entered into SB2000 and/or Passport.

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

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

EC 48900 (A-1) – SAFETY

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

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

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

A-1: ELEMENTARY – SAFETY

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

A-1: ELEMENTARY – SAFETY

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

EC 48900 (A-2) – SAFETY

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

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

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

A-2: ELEMENTARY – SAFETY

EC 48900, A-2	1st Offense	2nd Offense	3rd Offense	4th Offense
<p>SAFETY: LEVEL 3 (TK-5)</p> <p>Fight: Gang Related</p>	<p>Administrative Action (TK-3):</p> <ul style="list-style-type: none"> • 1—3 day suspension <p>Administrative Action (4-8):</p> <ul style="list-style-type: none"> • 1—5 day suspension • Contact Law Enforcement • Possible recommendation for expulsion <p>Interventions (TK-8):</p> <ul style="list-style-type: none"> x Prevention Program — targeted skill development x Identify contributing Functional and Environmental Factors* x Develop behavior contract: assign adult mentor x Parent conference 	<p>Administrative Action (TK-3):</p> <ul style="list-style-type: none"> • 1—5 day suspension • Contact Law Enforcement • Possible recommendation for expulsion <p>Administrative Action (4-8):</p> <ul style="list-style-type: none"> • 5 day suspension • Contact Law Enforcement • Recommend expulsion <p>Interventions (TK-8):</p> <ul style="list-style-type: none"> x Counselor provides parent with multiple district and community resources x Provide intervention: counselor x Develop BSP x Parent attends school x Consider Tier Three supports 		

<p>SAFETY: LEVEL 4 (TK-5)</p> <p>● Fighting: Serious Injury / Assault (broken bones, contusions, convulsions, unconscious due to fight, stitches, shot, stabbed)</p> <p>EC 48915 (a)(1) <i>MUST notify victim / parent of their right to transfer under NCLB</i></p> <p>● Assault / Battery (staff member)</p> <p>EC 48915 (a) (5)</p>	<p>Administrative Action (TK-3):</p> <ul style="list-style-type: none"> ● 5 day suspension ● Contact Law Enforcement ● Possible recommendation for expulsion — extension of suspension <p>Administrative Action (4-8):</p> <ul style="list-style-type: none"> ● 5 day suspension ● Contact Law Enforcement ● Mandatory expulsion <p>Interventions (TK-8):</p> <ul style="list-style-type: none"> X Counselor provides parent with multiple district and community resources X Provide intervention: counselor X Parent attends school X Consider Tier Three supports 			
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EC 48900 (B) – SAFETY

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

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

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

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

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

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

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

B: ELEMENTARY – SAFETY

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

EC 48900 (C) – SAFETY

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

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

- Evidence the student was found in possession of, or under the influence of, an identified controlled substance (alcohol or other intoxicant).
- Trained professionals such as: school nurses, police officers, school security or resource officers may provide this evidence.
- Photographic evidence of the controlled substance.
- If applicable, test results which identify the substance found. Both school security and School Police are qualified to conduct such testing.
- Admission by the accused of possession or use of the controlled substance while under the jurisdiction of the school site.
- Statements by witness(es).
- Documentation from anonymous witness(es), EC 48918(f). All controlled substances must be confiscated as evidence.
- District policy mandates all first-time drug violations (solely 48900[c]) be assigned to a mandatory district Insight Program. A parent conference must be held, in which the parent agrees to the terms of this program in lieu of a recommendation for expulsion. Failure to adhere to this program may result in a mandatory recommendation for expulsion. This, however, does not apply to the selling of illegal drugs on campus. See Appendix for Board Policy and Insight Contract; Contact Student Assistance Program for more information.

C: ELEMENTARY — SAFETY

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

EC 48900 (D) – SAFETY

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

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

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

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

- ❑ Confiscate all evidence and give to School Police.
- ❑ Controlled substances are identified as heroin, cocaine, crack, LSD, PCP, amphetamines, methamphetamines, marijuana, hashish, and alcohol. Intoxicants include, but are not limited to toxic inhalants such as spray cans, nitrous oxide, etc.
- ❑ An example of substances being represented as a controlled substance would be a student selling oregano as marijuana, or the selling of an over-the-counter look-alike non-prescription drug as a controlled substance.

D: ELEMENTARY – SAFETY

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

EC 48900 (E) – SAFETY

Committed or attempted robbery or extortion.

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

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

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

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

E: ELEMENTARY – SAFETY

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

EC 48900 (F) – NON-SAFETY

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

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

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

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

F: ELEMENTARY – NON-SAFETY

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

EC 48900 (G) – NON-SAFETY

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

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

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

G: ELEMENTARY – NON-SAFETY

Ed Code 48900, G	1st Offense	2nd Offense	3rd Offense	4th Offense
<p>NON-SAFETY: LEVEL 1 (TK-5)</p> <p>Stole, or Attempted to Steal, School Property (petty theft)</p>	<p>Administrative Action (TK-3):</p> <ul style="list-style-type: none"> ● Restrict activity ● Assign detention ● Restitution <p>Administrative Action (4-8):</p> <ul style="list-style-type: none"> ● Restrict activity ● Assign detention ● Restitution <p>Interventions (TK-8):</p> <ul style="list-style-type: none"> x Ensure student is receiving Tier One supports x Meet with counselor x Check student understanding of rules / expectations x Provide structured choice x Evaluate skill level—academic and behavioral x Parent conference — phone 	<p>Administrative Action (TK-3):</p> <ul style="list-style-type: none"> ● Restrict activity ● Assign detention ● 1 day suspension ● Restitution <p>Administrative Action (4-8):</p> <ul style="list-style-type: none"> ● Restrict activity ● Assign detention ● 1–3 day suspension ● Restitution <p>Interventions (TK-8):</p> <ul style="list-style-type: none"> x Provide intervention: counselor x Identify contributing Functional and Environmental Factors* x Develop behavior contract: assign adult mentor x Parent conference — school 	<p>Administrative Action (TK-3):</p> <ul style="list-style-type: none"> ● Restrict activity ● Assign detention ● 1–3 day suspension ● Restitution <p>Administrative Action (4-8):</p> <ul style="list-style-type: none"> ● Restrict activity ● Assign detention ● 1–5 day suspension ● Restitution <p>Interventions (TK-8):</p> <ul style="list-style-type: none"> x Counselor: targeted skill development x Evaluate consequences and intervention effectiveness x Review student data for patterns and trends x Review behavior contract x Parent attends school 	<p>Administrative Action (TK-3):</p> <ul style="list-style-type: none"> ● 1–5 day suspension ● Continue progressive discipline and intervention plan: may lead to expulsion ● Restitution <p>Administrative Action (4-8):</p> <ul style="list-style-type: none"> ● 1–5 day suspension ● Continue progressive discipline and intervention plan: may lead to expulsion ● Restitution <p>Interventions (TK-8):</p> <ul style="list-style-type: none"> x Provide intervention: counselor x Provide Tier Two supports x Parent attends school x Develop BSP x Refer to SST

G: ELEMENTARY — NON-SAFETY

Ed Code 48900, G	1st Offense	2nd Offense	3rd Offense	4th Offense
<p>NON-SAFETY: LEVEL 3 (TK-5)</p> <p>Grand Theft (Amount over \$400.00)</p>	<p>Administrative Action (TK-5):</p> <ul style="list-style-type: none"> ● Assign detention ● 1—3 day suspension ● Contact Law Enforcement ● Restitution <p>Interventions (TK-8):</p> <ul style="list-style-type: none"> X Counselor: targeted skill development X Evaluate skills: academic/behavioral X Identify contributing Functional and Environmental Factors* X Develop behavior contract:* assign adult mentor X Review student data: patterns/trends X Parent attends school 	<p>Administrative Action (TK-5):</p> <ul style="list-style-type: none"> ● 1—5 day suspension ● Contact Law Enforcement ● Possible recommendation for expulsion ● Restitution <p>Interventions (TK-8):</p> <ul style="list-style-type: none"> X Counselor provides parent multiple district/community resources X Provide intervention: counselor X Provide Tier Two supports X Parent attends school X Develop BIP, Refer to SST X Consider Tier Three Supports 		

EC 48900 (H) – NON-SAFETY
Possessed or used tobacco or tobacco products.

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

- ❑ Evidence administration has provided three or more warnings regarding smoking or having cigarettes on campus. Refer student to Smoking Cessation Program. Contact Student Assistance Programs for further information.

H: ELEMENTARY – NON-SAFETY

EC 48900, H	1st Offense	2nd Offense	3rd Offense	4th Offense
<p>NON-SAFETY: LEVEL 1 (TK-5)</p> <p>Possession and/or use of Tobacco</p>	<p>Administrative Action (TK-3):</p> <ul style="list-style-type: none"> ● Restrict activity ● Assign detention <p>Administrative Action (4-8):</p> <ul style="list-style-type: none"> ● Restrict activity ● Assign detention <p>Interventions (TK-8):</p> <ul style="list-style-type: none"> x Ensure student is receiving Tier One supports x Meet with counselor x Check student understanding of rules / expectations x Provide structured choice x Evaluate skill level—academic and behavioral x Parent conference — phone 	<p>Administrative Action (TK-3):</p> <ul style="list-style-type: none"> ● Restrict activity ● Assign detention ● 1 day suspension <p>Administrative Action (4-8):</p> <ul style="list-style-type: none"> ● Restrict activity ● Assign detention ● 1–3 day suspension <p>Interventions (TK-8):</p> <ul style="list-style-type: none"> x Tobacco Cessation x Provide intervention: counselor x Identify contributing Functional and Environmental Factors* x Develop behavior contract: assign adult mentor x Parent conference — school 	<p>Administrative Action (TK-3):</p> <ul style="list-style-type: none"> ● Restrict activity ● Assign detention ● 1–3 day suspension <p>Administrative Action (4-8):</p> <ul style="list-style-type: none"> ● Restrict activity ● Assign detention ● 1—5 day suspension <p>Interventions (TK-8):</p> <ul style="list-style-type: none"> x Tobacco Cessation x Counselor: targeted skill development x Evaluate consequences and intervention effectiveness x Review student data for patterns and trends x Review behavior contract x Parent attends school 	<p>Administrative Action (TK-3):</p> <ul style="list-style-type: none"> ● 1—5 day suspension ● Continue progressive discipline and intervention plan: may lead to expulsion <p>Administrative Action (4-8):</p> <ul style="list-style-type: none"> ● 1—5 day suspension ● Continue progressive discipline and intervention plan: may lead to expulsion <p>Interventions (TK-8):</p> <ul style="list-style-type: none"> x Provide intervention: counselor x Provide Tier Two supports x Parent attends school x Develop BSP x Refer to SST

EC 48900 (I) – NON-SAFETY

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

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

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

This act pertains to the use of vulgar, profane language or an act as defined by proper society as obscene. Examples: Prolonged cursing toward staff, exposing oneself in public, etc. While it is not typical for a student to be expelled for this violation alone, it is possible when the misbehavior results in extreme problems on campus. Generally this violation is coupled with a more severe Education Code violation.

I: ELEMENTARY – NON-SAFETY

EC 48900, I	1st Offense	2nd Offense	3rd Offense	4th Offense
<p>NON-SAFETY: LEVEL 1 (TK-5)</p> <ul style="list-style-type: none"> ● Committed an Obscene Act (excluding sexual harassment) ● Habitual Profanity 	<p>Administrative Action (TK-3):</p> <ul style="list-style-type: none"> ● Restrict activity ● Assign detention <p>Administrative Action (4-8):</p> <ul style="list-style-type: none"> ● Restrict activity ● Assign detention <p>Interventions (TK-8):</p> <ul style="list-style-type: none"> x Ensure student is receiving Tier One supports x Meet with counselor x Check student understanding of rules / expectations x Provide structured choice x Evaluate skill level—academic and behavioral x Parent conference — phone 	<p>Administrative Action (TK-3):</p> <ul style="list-style-type: none"> ● Restrict activity ● Assign detention ● 1 day suspension <p>Administrative Action (4-8):</p> <ul style="list-style-type: none"> ● Restrict activity ● Assign detention ● 1–3 day suspension <p>Interventions (TK-8):</p> <ul style="list-style-type: none"> x Provide intervention: counselor x Identify contributing Functional and Environmental Factors* x Develop behavior contract:* assign adult mentor x Parent conference — school 	<p>Administrative Action (TK-3):</p> <ul style="list-style-type: none"> ● Restrict activity ● Assign detention ● 1–3 day suspension <p>Administrative Action (4-8):</p> <ul style="list-style-type: none"> ● Restrict activity ● Assign detention ● 1—5 day suspension <p>Interventions (TK-8):</p> <ul style="list-style-type: none"> x Counselor: targeted skill development x Evaluate consequences and intervention effectiveness x Review student data for patterns and trends x Review behavior contract x Parent attends school 	<p>Administrative Action (TK-3):</p> <ul style="list-style-type: none"> ● 1—5 day suspension ● Continue progressive discipline and intervention plan: may lead to expulsion <p>Administrative Action (4-8):</p> <ul style="list-style-type: none"> ● 1—5 day suspension ● Continue progressive discipline and intervention plan: may lead to expulsion <p>Interventions (TK-8):</p> <ul style="list-style-type: none"> x Provide intervention: counselor x Provide Tier Two supports x Parent attends school x Develop BSP x Refer to SST

I: ELEMENTARY – NON-SAFETY

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

EC 48900 (J) – NON-SAFETY

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

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

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

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

J: ELEMENTARY – NON-SAFETY

Ed Code 48900, J	1st Offense	2nd Offense	3rd Offense	4th Offense
<p>NON-SAFETY: LEVEL 1 (TK-5)</p> <p>Possession of Drug Paraphernalia / Selling Drug Paraphernalia</p>	<p>Administrative Action (TK-5):</p> <ul style="list-style-type: none"> ● Restrict activity ● Assign detention <p>Interventions (TK-8):</p> <ul style="list-style-type: none"> x Ensure student is receiving Tier One supports x Prevention Program — targeted skill development x Check student understanding of rules / expectations x Provide structured choice x Evaluate skill level—academic and behavioral x Parent conference — phone 	<p>Administrative Action (TK-3):</p> <ul style="list-style-type: none"> ● Restrict activity ● Assign detention ● 1 day suspension <p>Administrative Action (4-8):</p> <ul style="list-style-type: none"> ● Restrict activity ● Assign detention ● 1–3 day suspension ● Selling: Contact Law Enforcement <p>Interventions (TK-8):</p> <ul style="list-style-type: none"> x Prevention Program — targeted skill development x Identify contributing Functional and Environmental Factors* x Develop behavior contract:* assign adult mentor x Parent conference — school 	<p>Administrative Action (TK-3):</p> <ul style="list-style-type: none"> ● Restrict activity ● Assign detention ● 1–3 day suspension <p>Administrative Action (4-8):</p> <ul style="list-style-type: none"> ● Restrict activity ● Assign detention ● 1–5 day suspension ● Selling: Contact Law Enforcement <p>Interventions (TK-8):</p> <ul style="list-style-type: none"> x Provide intervention: counselor x Evaluate consequences and intervention effectiveness x Review student data for patterns and trends x Review behavior contract x Parent attends school 	<p>Administrative Action (TK-3):</p> <ul style="list-style-type: none"> ● 1–5 day suspension ● Continue progressive discipline and intervention plan: may lead to expulsion <p>Administrative Action (4-8):</p> <ul style="list-style-type: none"> ● 1–5 day suspension ● Contact Law Enforcement ● Continue progressive discipline and intervention plan: may lead to expulsion <p>Interventions (TK-8):</p> <ul style="list-style-type: none"> x Provide intervention: counselor x Provide Tier Two supports x Parent attends school x Develop BSP x Refer to SST

EC 48900 K — NON-SAFETY

Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

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

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

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

K: ELEMENTARY — NON-SAFETY

Ed Code 48900, K	1st Offense	2nd Offense	3rd Offense	4th Offense
<p>Non-Safety: Level 1 (TK-5)</p> <ul style="list-style-type: none"> ● Chronic Classroom Disruption ● Disruption to School Activities ● Gambling ● Forgery ● Possession of Electronic Devices ● Verbal Abuse 	<p>Administrative Action (TK-3):</p> <ul style="list-style-type: none"> ● Restrict activity ● Assign detention <p>Administrative Action (4-8):</p> <ul style="list-style-type: none"> ● Restrict activity ● Assign detention <p>Interventions (TK-8):</p> <ul style="list-style-type: none"> x Ensure student is receiving Tier One supports x Meet with counselor x Check student understanding of rules / expectations x Provide structured choice x Evaluate skill level—academic and behavioral x Parent conference — phone 	<p>Administrative Action (TK-3):</p> <ul style="list-style-type: none"> ● Restrict activity ● Assign detention ● Alternative Setting <p>Administrative Action (4-8):</p> <ul style="list-style-type: none"> ● Restrict activity ● Assign detention <p>Interventions (TK-8):</p> <ul style="list-style-type: none"> x Provide intervention: counselor x Identify contributing Functional and Environmental Factors* x Develop behavior contract:* assign adult mentor x Parent conference — school 	<p>Administrative Action (TK-3):</p> <ul style="list-style-type: none"> ● Restrict activity ● Assign detention <p>Administrative Action (4-8):</p> <ul style="list-style-type: none"> ● Restrict activity ● Assign detention ● 1—5 day suspension <p>Interventions (TK-8):</p> <ul style="list-style-type: none"> x Counselor: targeted skill development x Evaluate consequences and intervention effectiveness x Review student data for patterns and trends x Review behavior contract x Parent attends school 	<p>Administrative Action (TK-3):</p> <ul style="list-style-type: none"> ● Continue progressive discipline and intervention plan <p>Administrative Action (4-8):</p> <ul style="list-style-type: none"> ● 1—5 day suspension ● Continue progressive discipline and intervention plan: may lead to expulsion <p>Interventions (TK-8):</p> <ul style="list-style-type: none"> x Provide intervention: counselor x Provide Tier Two supports x Parent attends school x Develop BIP x Refer to SST
<p>Non-Safety: Level 2 (TK-5)</p> <ul style="list-style-type: none"> ● Continued Willful Disobedience, Refusal to Follow School Rules and Regulations, Defiance ● Interference and/or Obstruction (staff member) 	<p>Administrative Action (TK-3):</p> <ul style="list-style-type: none"> ● Restrict activity ● Assign detention <p>Administrative Action (4-8):</p> <ul style="list-style-type: none"> ● Restrict activity ● Assign detention ● 1—3 day suspension <p>Interventions (TK-8):</p> <ul style="list-style-type: none"> x Provide intervention: counselor x Evaluate skill level — academic and behavioral x Identify contributing Functional and Environmental Factors* x Develop behavior contract:* assign adult mentor x Parent conference — school x Truancy notification 	<p>Administrative Action(TK-3):</p> <ul style="list-style-type: none"> ● Restrict activity ● Assign detention ● Alternative Setting ● Follow SART/SARB process <p>Administrative Action (4-8):</p> <ul style="list-style-type: none"> ● Restrict activity ● Assign detention ● 1—5 day suspension ● Follow SART/SARB process <p>Interventions (TK-8):</p> <ul style="list-style-type: none"> x Counselor: targeted skill development (Anger Management) x Evaluate consequences and intervention effectiveness x Review student data for patterns and trends x Review behavior contract x Parent attends school 	<p>Administrative Action (TK-3):</p> <ul style="list-style-type: none"> ● Alternative Setting ● Follow SART/SARB <p>Administrative Action (4-8):</p> <ul style="list-style-type: none"> ● 1—5 day suspension ● Contact Law Enforcement ● Possible recommendation for expulsion ● Follow SART/SARB <p>Interventions (TK-8):</p> <ul style="list-style-type: none"> x Counselor provides parent with multiple district and community resources x Provide intervention: counselor x Provide Tier Two supports x Parent attends school x Develop BIP x Refer to SST 	

EC 48900 (L) – Non-Safety

Knowingly received stolen school or private property.

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

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

L: ELEMENTARY – NON-SAFETY

Ed Code 48900, L	1st Offense	2nd Offense	3rd Offense	4th Offense
<p>Non-Safety: Level 2 (TK-5)</p> <p>Knowingly Received Stolen Property</p>	<p>Administrative Action (TK-3):</p> <ul style="list-style-type: none"> ● Restrict activity ● Assign detention ● 1 day suspension <p>Administrative Action (4-8):</p> <ul style="list-style-type: none"> ● Restrict activity ● Assign detention ● 1—3 day suspension <p>Interventions (TK-8):</p> <ul style="list-style-type: none"> x Provide intervention: counselor x Evaluate skill level — academic and behavioral x Identify contributing Functional and Environmental Factors* x Develop behavior contract: assign adult mentor x Parent conference — school 	<p>Administrative Action (TK-3):</p> <ul style="list-style-type: none"> ● Restrict activity ● Assign detention ● 1—3 day suspension <p>Administrative Action (4-8):</p> <ul style="list-style-type: none"> ● Restrict activity ● Assign detention ● 1—5 day suspension <p>Interventions (TK-8):</p> <ul style="list-style-type: none"> x Counselor: targeted skill development x Evaluate consequences and intervention effectiveness x Review student data for patterns and trends x Review behavior contract x Parent attends school 	<p>Administrative Action (TK-3):</p> <ul style="list-style-type: none"> ● 1—5 day suspension ● Contact Law Enforcement ● Possible recommendation for expulsion <p>Administrative Action (4-8):</p> <ul style="list-style-type: none"> ● 1—5 day suspension ● Contact Law Enforcement ● Possible recommendation for expulsion <p>Interventions (TK-8):</p> <ul style="list-style-type: none"> x Counselor provides parent with multiple district and community resources x Provide intervention: counselor x Provide Tier Two supports x Parent attends school x Develop BSP x Refer to SST 	

EC 48900 (M) – SAFETY

Possessed an imitation firearm - as used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude the replica is a firearm.

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

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

M: ELEMENTARY – SAFETY

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

EC 48900 (N) – SAFETY

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

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

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

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

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

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

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

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

N: ELEMENTARY – SAFETY

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

EC 48900 (O) – SAFETY
Harassed, threatened, or intimidated a witness.

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

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

O: ELEMENTARY – SAFETY

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

EC 48900 (P) – SAFETY & NON-SAFETY

Sexual Harassment - Education Code section 48900.2.

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

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

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

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

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

P: ELEMENTARY – SAFETY

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

P: ELEMENTARY – NON-SAFETY

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

EC 48900 (Q) – SAFETY
Hate Violence - Education Code section 48900.3.

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

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

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

Q: ELEMENTARY – SAFETY

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

EC 48900 (R) – SAFETY

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

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

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

R: ELEMENTARY – SAFETY

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

EC 48900 (S) – SAFETY

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

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

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

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

- great bodily injury to another person
- property damage

All statements must be taken as a threat even if there is no intent of actually carrying them out (see Appendix). This article does not apply to grades K-3 inclusive (see Education Code).

S: ELEMENTARY – SAFETY

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

EC 48900 (T) – SAFETY

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

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

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

T: ELEMENTARY – SAFETY

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

EC 48900 (U) – SAFETY

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

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

As defined in Penal Code section 31:

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

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

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

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

U: ELEMENTARY – SAFETY

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

EC 48900 (V) – SAFETY

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

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

As defined in Education Code section 32050:

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

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

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

V: ELEMENTARY – SAFETY

Ed. Code 48900, V	1st Offense	2nd Offense	3rd Offense	4th Offense
<p>SAFETY: LEVEL 1 (TK-5)</p> <p>Hazing <i>Must notify victim/parent of their right to transfer under NCLB</i></p>	<p>Administrative Action (TK-3):</p> <ul style="list-style-type: none"> ● Restrict activity ● Assign detention ● 1 day suspension <p>Administrative Action (4-8):</p> <ul style="list-style-type: none"> ● Restrict activity ● Assign detention ● 1—3 day suspension <p>Interventions (TK-8):</p> <ul style="list-style-type: none"> x Meet with counselor x Identify contributing Functional and Environmental Factors* x Develop behavior contract: assign adult mentor x Parent attends school 	<p>Administrative Action (TK-3):</p> <ul style="list-style-type: none"> ● Restrict activity ● Assign detention ● 1 day suspension <p>Administrative Action (4-8):</p> <ul style="list-style-type: none"> ● Restrict activity ● Assign detention ● 1—3 day suspension <p>Interventions (TK-8):</p> <ul style="list-style-type: none"> x Prevention Program — targeted skill development x Evaluate consequences and intervention effectiveness x Review Contract Behavior x Parent attends school 	<p>Administrative Action (TK-3):</p> <ul style="list-style-type: none"> ● Restrict activity ● Assign detention ● 1–3 day suspension <p>Administrative Action (4-8):</p> <ul style="list-style-type: none"> ● Restrict activity ● Assign detention ● 1—5 day suspension ● Contact Law Enforcement ● Possible recommendation for expulsion <p>Interventions (TK-8):</p> <ul style="list-style-type: none"> x Provide intervention: counselor x Provide Tier Two supports x Parent attends school x Develop BIP x Refer to SST 	<p>Administrative Action (TK-3):</p> <ul style="list-style-type: none"> ● 5 day suspension ● Contact Law Enforcement <p>Administrative Action (4-8):</p> <ul style="list-style-type: none"> ● 5 day suspension ● Contact Law Enforcement ● Recommend expulsion <p>Interventions (TK-8):</p> <ul style="list-style-type: none"> x Counselor provides parent with multiple district and community resources x Provide intervention: counselor x Parent attends school x Review BIP x Review SST x Consider Tier Three supports

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

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

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

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

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

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

X: ELEMENTARY — SAFETY

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

- Electronic bullying includes, but is not limited to: texting, emailing, and/or posting information on the internet in the form of text, drawings, pictures, videotaped fights, etc.
- Ensure Affirmative Action procedures are followed
- Electronic bullying includes, but is not limited to: texting, emailing, and/or posting information on the internet in the form of text, drawings, pictures, videotaped fights, etc.
- Ensure Affirmative Action procedures are followed

Special Education Guidelines:

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

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

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

Weaverville Elementary and Trinity Preparatory Academy Behavior Definitions Matrix (Draft)

THIS CONTINUUM IS TO BE USED AS A GUIDE. CIRCUMSTANCES WILL BE TAKEN INTO CONSIDERATION. THE ADMINISTRATION HAS A FINAL DETERMINATION.¹

Decision Rules regarding consequences & interventions are based on FREQUENCY, DURATION & INTENSITY

Discipline Continuum for Behavior Choices	Staff handled infractions (Left Side of the Line)		Major Office Referral - Student Services (Right Side of the Line)		
	Classroom Management ~ Student conference ~ Reteach and practice procedures ~ Classroom conseq.	Classroom Management w/ Minor Referral Data ~ Turn in minor - <i>after</i> parent has been contacted ~ Note who was contacted and result of conversation ~Assign consequence to student	~Student Services Start Investigative Process ~ Note who was contacted and result of conversation ~Assign consequence to student and document our interventions	~ Refer to Progressive Matrix - Parent must be contacted ~Assign consequence to student and document our interventions	
Inappropriate or abusive language	Mild language, for example: shut up, name calling	Disrespectful language	Excessive swearing, abusive language	Repeated abusive language	See harassment & bullying columns to assist in the accurate identification of behavior
Physical contact or aggression	Not keeping hands, feet, and objects to self, play fighting	Repeat play fighting, pushing, shoving, kicking	Student engages in actions involving serious physical contact.	Repeated problems or causes injury, hitting, kicking.	Fighting that results in serious injury
Fighting Assault			Mutual participation involving physical violence hitting, kicking, choking, scratching, biting, other types of attacks.	Premeditated act of violence involving hitting, kicking, choking, scratching, biting, or other attacks	Law Enforcement will be contacted for assistance.
Defiance	Poor attitude /non-compliance	Back talking, rude comments or actions, arguing, failure to serve detention	Willful refusal to follow directions, persistent arguing, refusal to serve detention, refusal to leave classroom	Continued refusal to follow directions	Threats of violence
Disrespect	Socially rude	Low intensity to adults & students	Direct opposition/willful disrespect		
Disruptions	Talk outs, off task, interrupting	Continual interruptions, distracting others	Disrupting in chill out or other detention(buddy) room.	Disruptive during ISS	

¹ Last Edit: August 04, 2020

Property misuse-damage vandalism	Inappropriate use of an object, throwing object	Unsafe use of an object, throwing objects at others, inappropriate objects at school	Object used to threaten others, unsafe object at school. riding vehicles in restricted area, destruction/disfigurement of property	Object threatened to be used or used as a weapon.	Object threatened to be used or used as a weapon.(Repeat from previous column)
Sexual Harassment	Naïve sexual comments, boyfriend/girlfriend inappropriate mild comments (Primary)		Obscene gestures, cyber, electronic, unzipping or pulling down pants, inappropriate touching-kissing, Sharing pictures/drawings of a sexual nature.	Repeated Sexual content, behaviors viewed as sexual harassment	Touching another person sexually Exposing privates
Racial Harassment	Naïve use of racist terms.		Derogatory racially based comment, cyber, electronic, continuous comments	Threats of violence based upon race (threat assessment likely to occur)	Race based attacks (threat assessment likely to occur)
Bullying	Naive mistreatment of someone vulnerable	Unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance.	Repeated abuse, harassment-cruel, thoughtless hurtful comments, cyber, electronic, intimidation	Threats of violence (threat assessment to occur) Possible Law Enforcement	Threats of death (Threat assessment to occur) Involve Law Enforcement
Arson Combustibles	Naïve possession of matches/combustible - self report		Intentional possession of matches/lighter, failure to self report	Displaying Lighter or combustibles to peers or threat of use.	Damage to property due to matches, lighters (If necessary, involve Law Enforcement)
Gang Affiliation Display	Wearing clothing, flashing gang signs, student unaware of meaning (Elementary)		Wearing gang clothing, displaying gang pictures, displaying gang signs	Uses gang clothing, signs, pictures to intimidate others	Gang Contract - Law Enforcement contacted
Dress Code Violation	Change Clothes	Reoccurring offence becomes Minor defiance	Repeated offence after repeated instruction becomes Major defiance.		
Forgery Theft Plagiarism	Reteach for naïve offense.		Theft - or being a part of/accomplice to. Forgery, plagiarism - to use with/without owners knowledge or permission. (possible community service)		Law Enforcement Involvement
Lying Cheating	Student delivers message that is untrue and/or deliberately violates academic integrity policy.	Repeated lying.	Student delivers message that is untrue and/or deliberately violates academic integrity policy.	Lying that allows self or others to avoid significant consequences after further investigation by staff.	Lying or cheating that results in a crime to be referred to School Resource Officer or Deputy for further investigation.

Skip / Class Cutting	Dawdles on way back from other school-wide area when has a pass.		Leave without a pass, skips class.		
Truancy			Leaves school campus, willfully not showing up. (0.5 day absence or more)		
Weapons			Student shares with a peer that he or she has a dangerous object	In possession transports or uses a knife, firearms or toxic materials. use of any object in a dangerous way	Possible Risk assessment & Law Enforcement involved.
Inappropriate display of affection	Inappropriate Hugging	Repeated inappropriate hugging and/or kissing	Persistent kissing or hugging	Persistent kissing, grabbing private areas, both parties consenting,	Sexual activity
Technology Electronic violation	Goes to inappropriate website or uses unacceptable search engine	Downloads information from an unauthorized website, no inappropriate content (temporarily loses access to technology)	Downloads inappropriate content (possible loss of privilege)	Downloads inappropriate content from a website or causes breach of district network (loss of privilege)	Uses school district technology to commit a crime Law Enforcement Involved
Drugs/Alcohol Tobacco/Vapor Pens/E-Cigs			Student shares with a peer that he or she has paraphernalia or illegal object	Use/possession of drug/alcohol/controlled substance/tobacco/ vapor pens /e-cigs /paraphernalia. (Follow Board Policy)	Distribution or intent to distribute - Law Enforcement Involved.
Bomb Threat False Alarm			Delivering a message of possible explosive materials, In possession of possible combustibles and or bomb paraphernalia .		Law Enforcement Involvement

Note: This is a recommended guideline for most discipline situations. Some incidents may result in an out of school suspension the first time, and there may be repeated in-school suspensions, as necessary. We will investigate any situation that poses harm to any one of our students or staff.

Elementary - Any student who has received an out of school suspension should be referred to BAT and a behavior plan/intervention must be developed to prevent future incidents.

ADMINISTRATION HAS A FINAL DETERMINATION.