

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT



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DISTRICT EXPECTATIONS FOR STUDENT SUCCESS

GENERAL POLICY STATEMENT ON STUDENT BEHAVIOR

The West Contra Costa Unified School District (WCCUSD) is committed to providing a positive school climate that is supportive, and conducive to learning for all members of the school environment. To this end, the WCCUSD utilizes data-based decision making, and multi-tiered systems of support. The WCCUSD believes in creating a District-wide, positive relationship based culture that supports all members of the school district community. This support is grounded in restorative practices, positive behavior, interventions and support (PBIS), and trauma informed practices. This multi-tiered system of support is characterized by active parent engagement and the consistent use of effective school and classroom management strategies. A school climate that sets the tone for learning and teaching will minimize the need for disciplinary measures that exclude students from the classrooms and campus that disrupt instruction.

The West Contra Costa Unified School District's goal is to maximize the learning potential of each student by creating school climates that are emotionally safe, trusting, and nurture mutually respectful relationships among students, between students and staff and between parents and staff. Every student has the right to receive an education in a safe, respectful, and welcoming school environment. Every educator has the right to teach in a school environment in which barriers to learning and teaching are effectively addressed and effective interventions and supports are readily available.

The policy detailed in this document provides a framework for student conduct, the disciplinary interventions and consequences to be used in schools throughout the district, and the rights and responsibilities of students, parents and school personnel.

California Education Code Section 48900 and 48915, states that school districts must notify the parents/guardians of all pupils registered in schools of the district's rules pertaining to student discipline. California Education Code Section 35291.5 authorizes each school to develop discipline rules and procedures. Schools shall provide this information in writing to continuing pupils at the beginning of each school year and to any other pupils, and their parents/guardians at the time of enrollment.

Table of Contents

District Expectations for Student Success	Page
I. General Policy Statement on Student Behavior	1
II. Rights and Responsibilities	3-5
a. Students.....	3
b. Parents/Guardians.....	4
c. Teachers.....	4
d. Administrators.....	5
III. Interventions and Support Services	6
IV. Restorative Practices Overview	7
V. Student Discipline Code	8
VI. Restorative Justice and Discipline Question Responses	9-11
a. Levels of Responses.....	12-13
b. Problem Behaviors and Applicable Levels of Response ...	14-18
c. Recommendations of Expulsion (CA Education Code § 48915)..	19

RIGHTS AND RESPONSIBILITIES OF STUDENTS, PARENTS, TEACHERS AND ADMINISTRATORS

RIGHTS OF STUDENTS

1. To attend school and classes unless removed under the process as specified in the Education Code and District rules.
2. To be informed about school and District rules, expectations and regulations pertaining to students.
3. To receive appropriate educational programs designed to meet the individual needs of all students.
4. To attend school in an academic and social climate that is free from fear and violence.
5. To be treated with respect, compassion, courtesy, and dignity regardless of race/ethnic background, gender, age, national origin, religion, physical/mental disability, sexual orientation, family structure, political beliefs, physical appearance, or financial status.
6. To receive fair and reasonable treatment from those who are responsible for enforcing standards of student conduct.
7. To hear and be heard. To express opinions, ideas, and feelings without infringing on the rights of others.
8. To examine personal records upon reaching the age of 16, with the assistance of a certificated staff member for proper explanation.
9. As specified in Education Code 46010.1, any pupil in grades 7 to 12, inclusive may be excused from school for the purpose of obtaining confidential medical services without the consent of the pupil's parent/guardian.
10. A student 18 years of age or over shall have all the responsibilities and powers which, in the case of a minor, would be charged to the parent/guardian to verify his/her own absences from school.

RESPONSIBILITIES OF STUDENTS

1. BE SAFE

- I am personally responsible for being safe at school and all school activities.
- I will abide by the school uniform/dress policy of the school site and school district.
- I will report any known safety hazards or concerns.
- I will help maintain a clean and safe campus that is free of graffiti, weapons, and drugs.
- I will report any bullying or harassment.
- I will avoid conflicts and physical or verbal violence.
- I will not trespass on other school campuses. I understand that I must have written permission from the Principal or designee prior to entering any school during the school day.
- I will wear the designated/appropriate safety ID's around the neck, to be visible at all times, while on campus.

2. BE RESPECTFUL

- I will treat others the way I want to be treated.
- I will abide by the authority of teachers, administrators, and classified employees who have student supervisory assignments with respect to student behavior during school activities.
- I will treat people fairly and respect their rights.
- I will respect private and public property.
- I will be honest with myself and with others.
- I will avoid spreading rumors or gossip verbally or electronically.
- I will respect each person's right to be different and I will look for the good in others.

3. BE RESPONSIBLE

- I will take responsibility for my actions.
- I will choose how I respond to others.
- I will give my best in everything I do.
- I will come to school regularly and on time, ready to learn with books and necessary materials.
- I will help to create a positive school environment.
- I will use electronic devices and school computers safely, respectfully, and responsibly.
- I will return what I borrow to the same person, in the same condition.

All students are entitled to due process. This means there are certain procedures that school officials must follow prior to taking appropriate disciplinary action. There are also procedures students and parents/guardians must follow if they do not agree with the school's actions. Challenges or objections to suspensions may be addressed directly to the school-site principal. Students who are recommended for expulsion have a right to an expulsion hearing. (EC 48900, 48915).

RIGHTS OF PARENTS/GUARDIANS

1. To be informed of District policy and school rules and regulations related to their children.
2. To visit school periodically and upon request to participate in conferences with teachers or counselors regarding academic and behavioral status of their children.
3. To inspect their child's school records with the assistance of a certificated staff member for proper explanation.
4. To be informed of significant facts and school action related to the student's behavior and academic progress.

RESPONSIBILITIES OF PARENTS/GUARDIANS

1. To support all students in reaching their full potential by making sure they are in school daily, unless ill and complete all required homework/classwork on time.
2. To make sure their children are on time, have adequate sleep and nutrition, practice proper personal hygiene and wear appropriate clothing.
3. To be familiar with District policy and school rules and regulations.
4. To provide the school with a current emergency telephone number where a parent/guardian or a responsible adult may be reached at all times.
5. To actively participate in efforts to improve student's behavior when necessary by assisting school personnel in planning and implementing a support plan.
6. To collaborate with District and school staff to modify and correct inappropriate student behavior.
7. To cooperate with the school in bringing about improvements designed to enhance the educational program offered students.
8. To make provisions for off-campus care for the student in the case of suspension, illness or accident.
9. To protect and nurture all students demonstrating the true meaning of community spirit.

RIGHTS OF TEACHERS

1. To expect students to behave in a manner which will not interfere with education for themselves and for other students.
2. To teach with interruptions held to a minimum.
3. To teach in an environment that is conducive to learning.
4. To receive parental support related to academic and social progress of students.
5. To suspend a student from class within the limits of the law, and follow procedures as stipulated in California Education Code.
6. To be informed of a student's record of behavior when the student is administratively transferred for disciplinary reasons at the time the student is enrolled and of any changes in that record which will affect classroom teaching objectives and/or attendance.
7. To receive administrative support when enforcing rules designed to provide appropriate school and classroom climate.

RESPONSIBILITIES OF TEACHERS

1. To assume responsibility for the enforcement of the established District and school rules.
2. To conduct a planned classroom program with consideration for individual differences.
3. To set a positive role model for students to follow.
4. To communicate with and respond to students and parents in a manner that shows individual respect.
5. To initiate, post, and enforce a set of classroom regulations consistent with school and District policy.
6. To take prompt, appropriate action to correct student behavior.

7. To hold students accountable for their conduct while at school or school-sponsored activities beyond the regular school day for which the teacher has been directed or assigned supervisory responsibility.
8. To immediately inform parents/guardians when behavior, attendance, or academic problems arise that cannot be dealt with in a routine manner at school.
9. To initiate conferences with parents, counselors, and administrators regarding students with persistent behavioral concerns.
10. To report to the principal, assistant principal, or counselor all serious acts of misconduct by students and other individuals.
11. To document all interventions to correct student behavior.

RIGHTS OF ADMINISTRATORS

1. To expect students to behave in a manner which will not interfere with the educational programs and related student activities offered by the school.
2. To receive parental support related to academic and social progress of students.
3. To receive support from all school employees and parents/guardians in maintaining campus control.
4. To suspend, recommend exclusion, expulsion or exemption within the limits of the law.

RESPONSIBILITIES OF ADMINISTRATORS

1. To provide leadership that will establish, encourage and promote good teaching and an effective learning environment.
2. To provide a positive role model and leadership in developing and implementing school rules and regulations including attendance reporting to parents/guardians.
3. To publicize school and District rules and regulations at the beginning of each school year or at the time of student's enrollment during the year.
4. To grant access to pupil records by parent/guardian or others with proper authorization.
5. To develop and implement procedures for student assessment and placement into appropriate educational programs.
6. To initiate and utilize measures needed to establish and maintain an environment in which learning and teaching can take place.
7. To hold students accountable for their conduct and attendance and to take prompt, appropriate action towards those students who misbehave, are excessively absent, or are truant.
8. To support staff members in enforcing school and district rules and regulations including due process time lines.
9. To inform teachers at the time a student is enrolled of the record of the student's behavior when a student is administratively transferred for disciplinary reasons.
10. To inform appropriate staff of any Review Board or Hearing Panel decision concerning a student that may affect classroom objectives.
11. To communicate with and respond to students and parents in a manner that shows individual respect.
12. To monitor at-risk students with ten (10) or more days of suspension, and keep parents informed about corrective actions being instituted to assist students to improve behavior.
13. To inform faculty of the purpose and general functioning of School Conferences, the District Administrative Hearing Panel, the School Attendance Review Board, and the Positive Behavior Team.
14. To request assistance from district support services and community agencies and resources in cases indicating such action.
15. When school is in session to acknowledge within 24-48 hours, direct phone or email contact from parent/guardians or community members regarding a specific matter related to their student or other issues of concern. The acknowledgment will include either a response to the concern or a date by which a response will be provided.

NOTE: Nothing in this policy statement shall be construed to prohibit a teacher, administrator or other District employee from protecting himself/herself or others, or school property by restraining a student, confiscating a weapon or turning over a lawbreaker to appropriate law enforcement agencies.

INTERVENTIONS AND SUPPORT SERVICES FOR STUDENTS

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

Parent Outreach

- School to Home Communication
- Parent-Teacher Conferences
- Parent Observation of Child in Class
- Parent Escort of Student to/from School
- Informational Parent Nights
- Parent Focus Groups
- Annual policy distribution to parents and other members of our school communities.

Counseling & Mental Health Support

- School Counselor Contacts
- Resource Referrals
- Conflict Mediation
 1. Peer Resolution Groups
 2. Intervention Counseling at the comprehensive high schools
 3. Mediation agreements/behavior contracts
- Boys/Girls Focus Groups
- Youth Services Bureau (YSB) of the YMCA School Safety Advocate Program
 1. School Safety Advocates at middle and high schools
 2. Counseling interns at Title I elementary schools
- Human Services Agency (HSA) – Family Resource Center therapist

Academic Support

- Student Study Team (SST) meetings
- Peer Tutoring
- Homework Center/Homework Help
- PSAT and PSAT Prep Courses
- Response to Intervention (RtI) Programs with Tiered Support
- Online Credit Recovery Programs
- Student Government/Leadership/ASB

Accommodations and Special Education

- IEP Team Meetings
- Behavior Intervention Plan
- Behavior Specialist Services
- Classroom Modifications
- Section 504 Accommodations

Behavioral Interventions

- Response to Intervention (RtI) Programs with Tiered Support
- Positive Behavior Interventions and Supports (PBIS)
- Behavior Support Curriculum/Character Education
- Campus Clean-up, Community Service
- Warnings/Formal Reprimands/Teachable Moments
- Timeouts/Referrals to the School Offices
- Loss of Recess/Free Time
- Detention, Saturday School
- Class Suspension, In-School Suspension
- Alternative to Expulsion Program
- Administrative Transfers to other comprehensive school sites
- Student Handbooks reviewed with students in class
- School Attendance Review Board (SARB) and School Attendance Review Team (SART)
- Restitution
- Study Hall
- Buddy classroom
- Restorative Practices
- Restorative Justice

Community Partnerships & Resources

- Partnership with the:
 1. School Resource Officers
 2. Police Explorers Program
- Community Referral/Services
 1. Human Services Agency (HAS) Family Resource Center
 2. Boys and Girls Club

RESTORATIVE PRACTICES OVERVIEW

What are Restorative Practices?

Restorative Practices effectively foster supportive and safe school climates by preventing, addressing, and changing behaviors that hurt individuals, families, schools, and communities.

They provide the structures and skills needed to create and maintain positive relationships.

Restorative Practices help strengthen the communication between adults and students on campus. They are also the preferred approach to address student behavior issues because they reflect the importance of relationships among students and between teachers and students. These approaches provide students with opportunities to develop self-discipline and positive behaviors in a caring, supportive environment. A restorative approach sees conflict or misbehavior as an opportunity for students to learn about the consequences of their actions, to develop empathy for others, and experience making amends in such a way that strengthens the community bonds that may have been damaged.

On a Restorative Practices continuum, informal practices include affective statements and questions that communicate peoples' feelings, and allow for reflection on how one's behavior has affected others.

Impromptu restorative dialogues and circles are more structured, while formal conferences require more preparation and include more representation from the community such as family members. Restorative Practices are used in the classroom to help create a caring and supportive environment with a focus on relationship building. They are also used to re-enter students into school after suspension, expulsion or incarceration.

Examples of Restorative Practices

Affective Statements and Questions – Statements and questions that appropriately communicate one's feelings, and allow for reflection on how their behavior has affected others.

Restorative Dialogue- A structured conversation used to resolve conflict or appreciate others and asks some version of the following questions:

- From your point of view, what happened?
- What do you remember thinking at the time?
- How have you and others been affected?
- What feeling and needs are still with you?
- What do you think should happen next?

Classroom Circles- A group discussion format which is a mainstay of Restorative Practices and can be used in a variety of ways including but not limited to:

- Building community
- Making agreements
- Solving problems

Restorative Discipline and Other Means of Correction- More formal actions taken by site administration that maintain high behavioral expectations for which all students are held accountable and may be used in lieu of, or in addition to, traditional means of discipline such as suspension. They may include:

- Restorative conferences
- Behavior support plans
- Peer mediation
- Restitution
- Community service
- Referral to counseling, mentoring, or after-school programs

STUDENT DISCIPLINE CODE

The student discipline code applies to all students attending school in the **West Contra Costa Unified School District** including the following circumstances: (1) while on any school grounds; (2) while going to or coming from any school; (3) during the lunch period, whether on or off the school campus; (4) during, going to, or coming from a school-sponsored activity; and (5) “electronic act” that has originated on or off the school-site. Where appropriate, discipline should be progressive. This means that a student’s first violation will usually merit a consequence of a lesser degree than subsequent violations, taking into account all factors relevant to the severity of the current violation. Except where specified by Education Code Section 48900.5, a student may be suspended when there has been a determination that other means of correction have failed to bring about proper conduct or are not currently feasible, or that the student’s presence causes a danger to persons.

The student discipline code also applies to: (1) all school-related trips and excursions approved according to governing board standards; and (2) optional District educational programs such as: (a) summer school; (b) after-school programs and (c) pre-kindergarten or preschool programs. At the principal’s discretion, a student with documented discipline problems not requiring expulsion may be removed from the remainder of an optional educational program. Before a removal occurs, the parent will receive a written notice and an opportunity to be heard in front of the principal or principal’s designee.

Consequences and Interventions

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

1. Understand why the behavior is unacceptable and the harm it has caused
2. Understand what they could have done differently in the same situation
- 3. Reflect on their personal feelings about what happened**
- 4. Determine how to repair the harm and solve the problem**
5. Take responsibility for their action
6. Be given the opportunity to learn pro-social strategies and skills to use in the future
7. Understand the progression of more stringent consequences if the behavior reoccurs

Consequences and interventions are most effective with students when they deal directly with the problem, in a way that is fair and impartial. These procedures were developed to establish a uniform **Tiered Behavior Discipline Matrix**; it is expected that this **matrix** would be followed and consistently enforced throughout the **West Contra Costa Unified School District**. All District staff who are authorized to impose disciplinary actions are expected to do so in a prompt, fair and lawful manner and to place emphasis on the student’s ability to grow in self-discipline. All District staff are to assure due process for students. When choosing interventions and consequences for a student’s behavior, District staff should consider the following factors:

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

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

Restorative Justice & Discipline Question Response (or The Framework for the WCCUSD Approach to Behavior Management)

The West Contra Costa Unified School District requires the implementation of other means of correction before a student is suspended for 48900 (f-s) infractions except when the student's presence causes a danger to persons. The goal of this requirement is to promote restorative responses to behavior that provide opportunities for misbehaving students to repair the harm created by their behavior (accountability and logical consequences) and receive the instruction and/or supports needed to correct, improve, and transform behavior. It should also be noted that many students may also need trauma informed responses and *that school discipline policies and practices reflect a positive, restorative approach to behavior management that focuses on prevention and early intervention, and supports the creation of safe, positive, supportive, and equitable school environments where pupils can learn and thrive both socially and academically.*

The WCCUSD considers student misbehavior to be an opportunity to promote personal accountability, enable students to repair harms caused by misbehavior, restore and strengthen relationships, and teach and strengthen critically important social and behavioral skills. The District sees misbehavior and mistakes as opportunities to learn, grow, and improve.

The District's approach to behavior management and discipline reflects the public policy of the State of California as expressed in AB 1729, the legislation that amended California Education Codes to require and ensure the discretion of superintendents of schools and principals to implement school discipline policies and practices other than school suspension and expulsion. The goal is to help students overcome behavioral challenges, maximize instructional time and enable students to grow and succeed both socially and academically.

The driving force behind AB 1729 and the other legislation targeting suspension and expulsion -- is to have administration, staff, and faculty critically deploy restorative responses toward student misbehavior, instead of the traditional state-wide practice of suspension or expulsion.

In AB 1729, the Legislature found and declared the following:

(a) The public policy of this state is to ensure that school discipline policies and practices support the creation of safe, positive, supportive, and equitable school environments where pupils can learn.

(b) The overuse of school suspension and expulsion undermines the public policy of this state and does not result in safer school environments or improved pupil behavior. Moreover, such highly punitive, exclusionary practices are associated with lower academic achievement, lower graduation rates, and a worse overall school climate.

(c) Failing to teach and develop social and behavior skills in pupils leads to the depletion of funding through decreased average daily attendance, increased rates of teacher turnover, and increased pupil dropout rates.

(d) School suspension and expulsion are disproportionately imposed on pupils of color, pupils with disabilities, lesbian, gay, bisexual, and transgender pupils, and other vulnerable pupil populations.

(e) In 2006, the suspension rate of African American elementary and secondary pupils in this state was more than double the rate of suspensions for White, Hispanic, or Asian pupils, and there is no evidence demonstrating that pupils of color or other pupil populations misbehave at greater rates than their peers.

(f) Research has found that nonpunitive classroom discipline and in-school discipline strategies are more effective and efficient than suspension and expulsion for addressing the majority of pupil misconduct.

(g) The public policy of this state is to provide effective interventions for pupils who engage in acts of problematic behavior to help them change their behavior and avoid exclusion from school.

(h) The public policy of this state is to ensure that school discipline policies and practices are implemented and enforced evenhandedly and are not disproportionately applied to any class or group of pupils.

(i) The intent of this act is to clarify existing law on school discipline and ensure the discretion of superintendents of schools and principals to implement school discipline policies and practices other than school suspension and expulsion.

Below you will find the specific language that relates to **48900.5**. Critical elements are underlined below that will provide deeper understanding to **AB 1729** and the WCCUSD approach to behavior management and discipline.

48900.5. (a) Suspension, including supervised suspension as described in Section 48911.1, shall be imposed only when other means of correction fail to bring about proper conduct. A school district may document the other means of correction used and place that documentation in the pupil's record, which may be accessed pursuant to Section 49069. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code, for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons.

(b) Other means of correction include, but are not limited to, the following:

- 1) A conference between school personnel, the pupil's parent or guardian, and the pupil.
- 2) Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.
- 3) Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents.
- 4) Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).
- 5) Enrollment in a program for teaching prosocial behavior or anger management.
- 6) Participation in a restorative justice program.
- 7) A positive behavior support approach with tiered interventions that occur during the school day on campus.

- 8) After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.
- 9) Any of the alternatives described in Section 48900.6.

Rationale: The nexus between AB 1729/48900.5 and Restorative and Trauma Informed Practices is rooted in the essence of responding to students in ways that focus on logical consequences, afford them opportunities to repair the harms caused by their behavior and provide opportunities for them to learn and improve their behavior. The intent is to provide increased focus on prevention and early intervention and use exclusion only as a last resort and minimize disruptions to instruction which undermine academic safety.

Inquiry Response:

1. *Is it a first offense within the current school year, or is it historically based?*
2. *If a student commits 2 or more first offense infractions in one incident, can they be suspended?*
3. *Does AB 1729 and EC 48900.5 apply to teacher suspensions?*

In response to questions 1-2, each case must be assessed and reviewed based upon the uniqueness of the circumstances. However, the spirit of the law is about using exclusionary forms of discipline only when applicable. In response to question 3, EC 48900.5 also applies to teacher suspensions. This is based on the fact that the law specifies Suspensions (out of school) and Supervised Suspensions (suspensions within school). Additionally and in terms of question 1-2, a student can still be suspended for any EC 48900 first offense – if “the pupil's presence causes a danger to persons.” For example, if a student harasses, threatens, or intimidates a student witness (48900 (o)), as a first offense, in conjunction with the new law -- it would not result in suspension and would require other means of correction (Restorative Practices). However, if the presence of that same student caused a danger to the victim (person), a suspension would be justified.

Other Means of Correction: The law is clear that other means of correction are not depicted as discipline and are now defined in 48900.5 (b) 1-9. As a WCCUSD best practice, other means of correction must be documented in the intervention file of each student. The WCCUSD Restorative Discipline Matrix system provides an opportunity for misbehaving students to repair the harm they have created, understand the impacts of their behavior, and receive the instruction and support needed to correct and improve behavior.

Levels of Response - Consequences and Interventions

Level 1	Examples of Classroom and Staff Managed Responses	
	<p>These interventions and consequences aim to teach correct behavior so students may learn and demonstrate safe, respectful, and responsible behavior. <u>Teachers</u> are encouraged to try a variety of teaching and classroom management strategies. Below are possible interventions and consequences by teachers and administrators if applicable that may be used. Parent/Guardian notification required.</p>	
Level 1	<p>Possible Interventions</p> <ul style="list-style-type: none"> • Connect student with positive adult ally • CARE/COST team referral • Relationship repair activities • Seat Change • Pre-correction and redirection • Role Play replacement behavior • Parent/guardian accompany student in class • Peacemaking circle • Increase positive recognition • Conflict Resolution circle; mediation • Goal Setting with Student, possible counseling check-in, conference with student • Community Circle • Community Service • Mentorship Opportunities • Tutoring • Possible Mental health Counseling • conflict resolution, self-regulations and coping skills • Behavior management contract, behavior report card • Parent conference, consultation 	<p>Possible Consequences</p> <ul style="list-style-type: none"> • Contact parent for a conference. • Management plan, restorative action plan • Verbal corrective feedback • Teacher/student inquiry resulting in an restorative action plan • Student verbal or written apology to affected persons or communities. • Student written reflection-Research papers, projects relevant to the misbehavior. • Saturday School with relevant instruction • Detention with relevant instruction, Corrective activity <p><u>Possible Punitive Consequences</u></p> <ul style="list-style-type: none"> • In class timeout • Loss of classroom/campus privileges • Buddy teacher agreement • Teacher Detention
	Examples of Administrative Responses	
<p>These interventions and consequences, are used in response to a disciplinary referral, implemented by administrators. The aim is to include logical consequences and instructions, and supportive services needed to correct and improve behavior and ensure successful learning consistencies. Below are possible consequences and interventions that may be used. <u>Level 1 interventions and consequences may still apply, if applicable.</u></p>		
Level 2	<p>Possible Interventions</p> <ul style="list-style-type: none"> • Refer to SST/Individual Education Plan (IEP)/Section 504 team • Collaborative problem solving • Develop/revise Behavior Support Plan(BSP) contract • Substance abuse, mental health counseling • Circle of Support and Accountability (COSA) • Academic research papers/projects 	<p>Possible Consequences</p> <ul style="list-style-type: none"> • Parent/guardian notification required • Detention, Saturday School with relevant instructions • Student verbal or written apology • Change of class/withdrawal from class • Restitution/community service • Conferencing, circles, meeting with action plan agreements • (parent attends with student) <p><u>Possible Punitive Consequences</u></p> <ul style="list-style-type: none"> • Time out • Detention • Loss of classroom/campus privileges

Level 3	Examples of Administrative Responses to Major Infractions				
	<p>Level 1 and Level 2 interventions and consequences may still be applied in addition to those listed in Level 3. If suspension is needed, the duration is to be limited as much as possible while adequately addressing the behavior. Alternatives to suspension should be considered before the removal of a student from the school environment. Removal from school should focus on the severity of the behavior, and the safety of the school community, or because Level 1 and 2 interventions and consequences have failed to bring about proper conduct. Level 1 and 2 interventions may still be applied, if applicable. Interventions and consequences should be documented.</p>				
❖	Mandatory Recommendation for Expulsion and Mandatory Expulsion				
	<p>Mandatory removal from school and referral for expulsion for acts as specified in CA Ed. Code 48915(C1-5)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;"><i>Possible Interventions</i></th> <th style="width: 50%;"><i>Required Consequences</i></th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • Revise Section 504/IEP (for students with disabilities) and Behavior Support Plan (BSP) • Develop Functional Behavioral Assessment and Restorative Justice reintegration processes • Manifestation Determination (10 – days suspension) • Update 504 • Develop BSP • Referral to School based supports • Develop FBA • Reintegration after suspension • Section 504 compliance review • Develop/revise Behavior Support Plan (BSP) • SRO Referral • Community Service • Alternative educational placement • Reintegration Processes • Participation in school-based counseling and/or social/emotional intervention </td> <td> <ul style="list-style-type: none"> • Parent/guardian notification required • Parent/community conference or circle • Meeting with parents, and affected individuals resulting in an action plan agreement • Saturday School with relevant instruction • File Police Report if required by CA Ed. Code 48902 (a-b) and 48900(c) or (d) • Restitution • Suspension from school • May refer for Expulsion (total removal from school if other means of correction have not brought about proper conduct or are not feasible or there is a continuing danger to the physical safety of the student or others) Mandatory recommendation for Expulsion for violations of CA Ed. Code 48915 (a1 A-E) <p style="text-align: center;"><u>Possible Punitive Consequences</u></p> <ul style="list-style-type: none"> • Detention • Saturday School • In School Suspension or Alternative to Suspension class • 1-5 day suspension • Expulsion Evaluation • Referral to law enforcement </td> </tr> </tbody> </table>		<i>Possible Interventions</i>	<i>Required Consequences</i>	<ul style="list-style-type: none"> • Revise Section 504/IEP (for students with disabilities) and Behavior Support Plan (BSP) • Develop Functional Behavioral Assessment and Restorative Justice reintegration processes • Manifestation Determination (10 – days suspension) • Update 504 • Develop BSP • Referral to School based supports • Develop FBA • Reintegration after suspension • Section 504 compliance review • Develop/revise Behavior Support Plan (BSP) • SRO Referral • Community Service • Alternative educational placement • Reintegration Processes • Participation in school-based counseling and/or social/emotional intervention
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	Required Law Enforcement Notification, If Suspended				
	<p>Process for notifying law enforcement that certain alleged behaviors have occurred if specific criteria are met under CA Ed. Code 48902.</p> <p>The California Education Code requires principals to notify law enforcement only under specific circumstances involving student behavior. ("Notification" does not explicitly require that the principal volunteer the student's name or any other identifying information to law enforcement.)</p> <p>The situations requiring "notification" to law enforcement under Education Code section 489025 are:</p> <ul style="list-style-type: none"> • <i>Only after suspension or referral for expulsion – Possession, sale, or being under the influence of alcohol.</i> If the school or district does not suspend or refer for expulsion (to instead utilize an intervention from the Matrix, for example), then notification is not required. • <i>Only after suspension or referral for expulsion – Being under the influence of a controlled substance.</i> If the school or district does not suspend or refer for expulsion (to instead utilize an intervention from the Matrix, for example), then notification is not required. • <i>Possession or sale of a controlled substance.</i> • <i>Possession of a knife over 2 ½ inches long or a BB gun.</i> • <i>Possession of an explosive.</i> <p><i>Only where possession is verified by a district employee – Possession of a firearm (excluding an imitation firearm).</i></p>				

PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE

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

	Level 1	Level 2	Level 3	Mandatory recommendation for expulsion	Required Law Enforcement Notification, if Suspended.
Absence from Class or School					
• Tardiness	●				
• Cutting class	●				
• Excessive absences/truancy	●				
• Intentional physical or verbal act or conduct including communications made in writing or by means of an electronic act that has an effect described in law (<i>EC 48900 (r)</i>)		●	●		
• Severe or pervasive physical or verbal act(s) or conduct including communications made in writing or by means of an electronic act that has an effect described in law (<i>Suspension Gr. 4-12 only EC 48900 (r)</i>)		●	● Grades 4-12 Only		
• Engaged in, or attempted to engage in, hazing as defined in law (<i>EC 48900 (q)</i>)		●	●		
Contraband - Tobacco					
• Possession of tobacco or any products containing tobacco or nicotine (<i>EC 48900 (h)</i>)		●	●		
• Possession of nicotine delivery systems (e.g., vaporizers, hookah pens) (<i>EC 48900 (h)</i>)		●	●		
• Use of tobacco or any products containing tobacco or nicotine (<i>EC 48900 (h)</i>)		●	●		
Contraband - Alcohol and Intoxicants					
• Possessed or under the influence of an alcoholic beverage or an intoxicant of any kind (<i>EC 48900 (c)</i>) *		●	●		
• Used, sold, or furnished an alcoholic beverage or an intoxicant of any kind (<i>EC 48900 (c)</i>)			●		●
Contraband - Controlled Substances					
• Possessed, offered, arranged, or negotiated to sell any drug paraphernalia (<i>EC 48900 (j)</i>)		●	●		
• Possessed, or came to school under the influence of, a controlled substance (<i>EC 48900 (c), 48915 (a1C)</i>) *		●	●		
• Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (<i>EC 48900(p), 48915(c3)</i>)			●	●	●
• Used or offered a controlled substance (<i>EC 48900 (c)</i>)			●	●	●
• Unlawfully offered, arranged, or negotiated to sell and delivered a "look alike" represented as a controlled substance, alcoholic beverage or other intoxicant (<i>EC 48900 (d)</i>)			●		●
• Sold a controlled substance (<i>EC 48915(c3)</i>)				●	●

PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE

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

	Level 1	Level 2	Level 3	Mandatory recommendation for expulsion	Required Law Enforcement Notification, if Suspended.
Contraband - Weapons					
• Possessed an imitation firearm (<i>EC 48900 (m)</i>)		●	●		
• Possessed a knife or other dangerous object (<i>EC 48900 (b), 48915 (a1B)</i>) *		●	●		
• Sold or otherwise furnished any knife or other dangerous object (<i>EC 48900 (b)</i>)			●		
• Brandished a knife at another person (<i>EC 48915 (c2)</i>)				●	●
• Possessed an explosive as defined in federal law (<i>EC 48915 (c5)</i>)				●	●
• Possessed, sold, or otherwise furnished a firearm (<i>EC 48915 (c1)</i>)				●	●
Contraband - Other items					
• Possession of unauthorized items not otherwise included in this code	●	●			
• Unauthorized sale or distribution of goods not otherwise included in this code	●	●			
• Use of over-the-counter or prescription medicine in a manner other than prescribed by a physician or Education Code (<i>EC 48900 (a1), (b), (c), (d)</i>) *		●	●		
Disruption					
• Engaged in behavior causing an interruption during class or other school activity	●	●			
• Ran, made excessive noise, or loitered in a hallway or between classes	●	●			
• Engaged in gambling	●	●	●		
• Repeated and chronic behavior that creates an environment preventing teaching and learning		●	● Grades 4-12 Only		
• False activation of a fire alarm		●	●		
• Caused a major disruption to the atmosphere of order and safety in the school, such as a riot			●		
Dress Code Violation					
• Wearing clothing that does not fit within dress code guidelines established by the District or school in accordance with BP 605.01, Pupil Dress and Grooming	●	●			
• Wearing clothing that does not fit within dress code guidelines and causes a major disruption to a safe school environment	●	●			

PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE

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

	Level 1	Level 2	Level 3	Mandatory recommendation for expulsion	Required Law Enforcement Notification, if Suspended.
Harassment					
• Minor annoying behavior or negative gestures toward other students	●	●			
• Repeated annoying behavior or negative gestures toward other students despite directions to stop by staff (<i>Suspension Gr. 4- 12 only EC 48900 (k)</i>)		●	Grades 4-12 Only		
• Intentionally engaged in harassment, threats or intimidation directed against District personnel or student(s) causing disorder and creating a hostile school setting (<i>Suspension Gr. 4- 12 only EC 48900.4</i>)		●	Grades 4-12 Only		
• Harassed/threatened/intimidated a student victim/witness in a school disciplinary proceeding (<i>EC 48900 (o)</i>)		●	●		
Immodest/Offensive Behavior					
• Inappropriate display of affection	●	●			
• Viewing or displaying obscene or sexually explicit content (<i>EC 48900 (i)</i>)		●	●		
• Intentional physical or verbal act or conduct that is of a sexual nature or considered obscene by a reasonable person (<i>EC 48900 (i)</i>)		●	●		
• Sexual harassment; Severe or pervasive physical or verbal act(s) or conduct of a sexual nature that has an effect described in law (<i>Suspension Gr. 4-12 only EC 48900.2</i>)			Grades 4-12 Only		
• Committed a sexual battery (<i>EC 48915 (c4)</i>)				●	●
• Committed or attempted to commit a sexual assault (<i>EC 48900 (n), 48915 (c4)</i>)				●	●
Lying/Cheating					
• Lying to get self or others out of trouble	●	●			
• Intentional lying to get another person(s) in trouble (<i>Suspension Gr. 4-12 only EC 48900 (k)</i>)	●	●	●		
• Cheating or plagiarism	●	●			
Non-cooperative Behavior					
• Trespassing; Unauthorized attendance at school activities	●	●	●		
• Failure to follow directions, share, respond to staff requests, or allow others to participate in an activity	●	●			
• Failure to follow directions leading to potential disruption or harm to self or others	●	●	Grades 4-12 Only		
• Failure to follow directions that directly leads to disruption or the harm of self or others		●	Grades 4-12 Only		

PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE

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

	Level 1	Level 2	Level 3	Mandatory recommendation for expulsion	Required Law Enforcement Notification, if Suspended.
Physical Aggression					
• Minor physical aggression without injury	●	●			
• Mutual fight (with little or no injury)		●	●		
• Mutual fight (with moderate physical injury) (EC 48900 (a1))			●		
• Attack on student, attempting to cause physical injury (EC 48900 (a1)) *		●	●		
• Aides or abets in the infliction or attempted infliction of physical injury (EC 48900 (t))		●	●		
• Caused or attempted to cause or participated in an act of hate violence (Suspension Gr. 4-12 only EC 48900.3)		●	Grades 4-12 Only		
• Attack on student, causing physical injury (EC 48900 (a1))			●		
• Willfully used force or violence upon the person of another, except in self-defense (EC 48900 (a2))			●		
• Caused serious injury to another person, except in self-defense (EC 48915 (a1))			●		
• Unintentional, incidental physical contact with school personnel	●	●			
• Unintentional striking of a staff member who is intervening in a fight or other disruptive activity (EC 48900 (a1)) *		●	●		
• Intentional assault or battery upon any school employee (EC 48915 (a1E))			●		●
Property Misuse/Damage					
• Littering	●	●			
• Minor or accidental damage	●	●			
• Attempted to cause damage to property (EC 48900 (f))		●	●		
• Caused damage to property (EC 48900 (f))		●	●		
• Breaking and entering on District property (EC 48900 (f))		●	●		
• Set fire to property (EC 48900 (f))		●	●		●
Stealing/Possessing Stolen Property					
• Stole school or private property (EC 48900 (g))	●	●	●		
• Knowingly possessed stolen property (EC 48900 (l))		●	●		
• Attempted to commit robbery or extortion (EC 48900 (e), 48915 (a1D)) *		●	●		
• Committed robbery or extortion (EC 48900 (e), 48915 (a1D))			●		●
Tantrum					
• A combination of disruptive behavior (e.g., whining, yelling, throwing objects) to express frustration or gain attention	●	●			

PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE

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

	Level 1	Level 2	Level 3	Mandatory recommendation for expulsion	Required Law Enforcement Notification, if Suspended.
Technology Violation					
• Violation of school rules regarding use of personal technology not resulting in harm	●	●			
• Violation of District's Acceptable Use Agreement for using District technology not resulting in harm	●	●			
• Using District technology without permission	●	●			
• Repeated violations of school rules, District Acceptable Use Agreement, or using District technology without permission		●	Grades 4-12 Only		
• Use of electronic device(s) for which it is determined that such use directly causes physical or emotional harm to another person as defined in law (<i>Suspension Gr. 4-12 only EC 48900 (r)</i>)		●	Grades 4-12 Only		
Verbal and Written Aggression					
• Yelling or using aggressive language towards another student	●	●			
• Minor name calling or teasing, whether written or verbal, towards other students	●	●			
• Repeated name calling or teasing, whether written or verbal, towards other students despite directions to stop by staff		●	Grades 4-12 ●		
• Use of profanity or vulgarity not directed at others	●	●	Grades 4-12 Only ●		
• Habitual use of profanity or vulgarity (<i>EC 48900 (i)</i>)		●	●		
• Threatened to cause an act of hate violence (<i>Suspension Gr. 4-12 only EC 48900.3</i>)		●	Grades 4-12 Only		
• Threatened to cause physical injury (<i>EC 48900 (a1)</i>) *		●	●		
• Made terroristic threats against school officials or school property or both (<i>EC 48900.7</i>)		●	●		●

RECOMMENDATIONS OF EXPULSION

This matrix is a tool designed to help administrators decide when expulsion of a student is deemed mandatory, expected, or at administrators discretion.

Must Recommend Expulsion (Mandatory)	Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (Expulsion Expected)	May Recommend Expulsion (Discretionary)
<p><i>Education Code , Section 48915(c)</i></p> <p>Act must be committed (1) while on any school grounds; (2) while going to or coming from any school; (3) during the lunch period, whether on or off the school campus; and (4) during, going to, or coming from a school-sponsored activity:</p> <ol style="list-style-type: none"> 1. Firearm <ul style="list-style-type: none"> • Possessing firearm when a district employee verified firearm possession and when student did not have prior written permission from a certificated employee which is concurred with by the principal or designee. • Selling or otherwise furnishing a firearm. 2. Brandishing a knife at another person. 3. Unlawfully selling a controlled substance listed in <i>Health and Safety Code</i> Section 11053 et. seq. 4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of <i>EC</i> 48900 or committing sexual battery as defined in subdivision (n) of 48900. 5. Possession of an explosive. 	<p><i>Education Code, Section 48915 (a1)</i> <i>states that an administrator shall recommend expulsion for the following violations [except for subsections (c) and (e)] unless administrator finds that expulsion is inappropriate due to a particular circumstance.</i></p> <p>Act must be committed (1) while on any school grounds; (2) while going to or coming from any school; (3) during the lunch period, whether on or off the school campus; and (4) during, going to, or coming from a school-sponsored activity:</p> <ol style="list-style-type: none"> (A) Causing serious physical injury to another person, except in self-defense. <i>EC</i> Section 48915 (a)(1). (B) Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. <i>EC</i> Section 48915 (a)(2). (C) Possession and/or use of any substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the <i>Health and Safety Code</i>, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis. (D) Robbery or extortion <i>EC</i> Section 48915 (a)(4). (E) Assault or battery, or threat of, on a school employee. <p>The recommendation for expulsion shall be based on one or both of the following.</p> <ol style="list-style-type: none"> 1. Other means of correction are not feasible or have been repeatedly failed to bring about proper conduct. 2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915(b)]. 	<p><i>Education Code, Section 48900</i></p> <p>Acts committed at school or school activity or on the way to and from school or school activity.</p> <ol style="list-style-type: none"> a. Inflicted physical injury* b. Possessed dangerous objects c. Possessed drugs or alcohol (policy determines which offense) d. Sold look alike substance representing drugs or alcohol e. Committed robbery/extortion f. Caused damage to property** g. Committed theft h. Used tobacco (policy determines which offense) i. Committed obscenity/profanity/vulgarity j. Possessed or sold drug paraphernalia k. Disrupted or defied school staff l. Received stolen property m. Possessed imitation firearm n. Committed sexual harassment o. Harasses, threatened or intimidated a student witness p. Sold prescription drug Soma q. Committed hazing r. Engaged in an act of bullying including, but not limited to bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel. <p>The recommendation for expulsion shall be based on one or both of the following:</p> <ol style="list-style-type: none"> 1. Other means of correction are not feasible or have been repeatedly failed to bring about proper conduct. 2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915(b)].

*Section 48900 (s) (Statutes of 2001) states a pupil who aids or abets in infliction of physical injury to another, as defined in Penal Code 31, may suffer suspension, but not expulsion. However, if a student is adjudged by a court to have caused, attempted to cause, or threatened personal injury, the student may be expelled.

**Section 48900 (t) "school property" includes, but is not limited to electronic files and database