Lassen Union High School District

 Progressive Discipline Matrix



Board Approved 8/9/2022

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***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

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***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)**

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***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** 15

***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** 16

***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** 17

***Committed or attempted robbery or extortion.***

* Robbery, Extortion, Grand Theft: Violence Indicated

— **EC 48915(a)(4)**

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

* Defacing School Property, Graffiti: Permanent Damage

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***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** 21

***Possessed or used tobacco and/or tobacco products.***

* Possession and / or Use of Tobacco

**EC 48900 I: NON-SAFETY** 22

***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** | 24 | **EC 48900 Q: SAFETY** | 35 |
| ***Possessed, offered, arranged or negotiated to sell*** |  | ***Hate Violence — Education Code section 48900.3.*** |  |
| ***any drug paraphernalia.*** |  | * Hate Violence
 |  |
| * Possession of Drug Paraphernalia / Selling Drug Paraphernalia
 |  |  |  |
|  |  | **EC 48900 R: SAFETY** | 36 |
| **EC 48900 K: NON-SAFETY** | 25 | ***Intentionally engaged in harassment, threats or*** |  |
| ***Disrupted school activities or otherwise willfully defied*** |  | ***intimidation against a pupil, groups of pupils or staff —*** |  |
| ***the valid authority of supervisors, teachers, administrators,*** |  | ***Education Code section 48900.4.*** |  |

***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** 29

***Knowingly received stolen school or private property.***

* + Knowingly Received Stolen Property

**EC 48900 M: SAFETY** 30

***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.***

* + Possession of an Imitation Weapon

**EC 48900 N: SAFETY** 31

***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** 32

***Harassed, threatened, or intimidated a witness.***

* + Harassed, Threatened or Intimidated a Witness

**EC 48900 P1 & P2: SAFETY & NON-SAFETY** 33

***Sexual Harassment — Education Code section 48900.2.***

* + P1: Sexual Harassment, as Defined by EC 212.5 (SAFETY)
	+ P2: Sexual Harassment, Inappropriate Verbal (NON-SAFETY)
* Harassed, Threatened or Intimidated Individual, Groups or Staff

**EC 48900 S: SAFETY** 37

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

* Terrorist Threats

**EC 48900 T: SAFETY** 38

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

* Unlawfully Arranged to Sell Drug Soma

**EC 48900 U: SAFETY** 39

***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** 40

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

* Hazing

**EC 48900 W** 41

***Mandatory Expulsion — Education Code section 48915 (C).***

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

**EC 48900 X, X1, X2 & X3: SAFETY** 42

***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

**Special Education Guidelines** 43

Intervention Resources

## Minor Offenses and Major Infractions

|  |  |
| --- | --- |
| Minor Offenses:Minor Offenses are misbehaviors managed “on the spot” (classroom, common areas, etc.).  | Major Infractions: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 the Assertive Discipline Checklist form. |
| * Disruption
* Defiance
* Non-compliance
* Property misuse
* Dress code
* Mild physical contact
* Inappropriate language
* Tardy
* Lying
* Trash / littering
 | Safety (High Level) EC 48915:**A1, A2, A3, A4, A5, C1, C2, C3, C4, C5**Safety EC 48900:* **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)Non-Safety EC 48900:* **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)
 |

### CHRONIC MISBEHAVIORS:

#### Questions to Consider

* Does the student possess the skills necessary to:
	+ appropriately resolve conflicts with peers and/or adults?
	+ successfully complete academic requirements?
	+ resist peer recruitment (gangs, drugs, hazing, etc.)? If no, what targeted skill development is necessary?
* What INTERVENTIONS, as opposed to punishments, have been implemented?
* What ENVIRONMENTAL FACTORS\* (triggers) at school are contributing to the misbehavior?

What is missing or present in the environment which supports the continued use of the misbehavior?

* What FUNCTION\* does the misbehavior serve? What is **gained** or **avoided** by engaging in the misbehavior?
* Has the student been seen by the school counselor?
* Has the student been provided targeted skill development? i.e., anger management, conflict resolution
* Has the student been seen by a private agency?
* Has the student been paired with an adult mentor to help build positive school relationships?
* Does the student have a behavior contract or Behavior Support Plan (BSP)?
* Has the student been referred to the Student Success Team (SST)?
* Has the student been diagnosed with a medical / psychiatric condition which requires medication?

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

### CONDUCTING A THOROUGH INVESTIGATION:

#### Points to Consider

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

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

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

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

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


##### Procedures for Gathering Evidence:

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

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1. 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 specific and as detailed as possible
	* be reviewed for clarity
	* contain all names of accused or victims
2. Administrator statements must be accurate and factually based
3. Submitted evidence must clearly relate to the alleged violation (photographs, maps, diagrams, etc.)
4. Conclusions must be based on facts (premature or personal opinions cannot be considered)
5. 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)
6. Written documentation of findings must be included in the discipline file for all suspensions

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).**

LUHSD 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)*.

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

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.

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 | **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 | **General:** EC 48900 K, **Obscenity/ Vulgarity:** EC 48900 I, if applicable |
| Eating and/or Drinking | Eating or drinking while on board the bus | EC 48900 K |
| Emergency Exits | Tampering with an Emergency Exit | **Stationary:** EC 48900 K,**Moving:** EC 48900 B |
| Harassment | Intentionally harassing, threatening, or intimidating other students, driver, or attendant | EC 48900 R |
| Lighter/Matches | Possession of a cigarette lighter or matches, | EC 48900 B |
| Seating | 1. Refusing to remain seated, changing seats, climbing over or under seats
2. Refusing to share a seat with other students
 | EC 48900 K |
| Sexual Harassment | Education Code 48900.2 | **EC212.5:** EC 48900P1, **OR** Verbal Harassment: EC 48900 P2 |
| Throwing Objects | Throwing objects in or out of the bus | EC 48900 B |
| Unauthorized Exits | Climbing through windows or exiting the Emergency Exit without authorization | EC 48900 K |

The administration may use professional discretion except in cases that call for mandatory expulsion. Students may be suspended on the first offence of any violation of Ed Code 48900, A-R. Any student who is suspended OR receives a day in the Responsibility Center shall, upon completion of their suspension/Responsibility Center, continue to be ineligible from all LHS activities, extra-curricular/co-curricular until 11:59 PM of the seventh calendar day following the return to school.

EC 48900 (A-1) — SAFETY

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

The following is necessary 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 all students involved including witness(es).

 A-1: SECONDARY — SAFETY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| EC 48900, A-1 | 1st Offense | 2nd Offense | 3rd Offense | 4th Offense |
| **SAFETY: LEVEL 1** * Verbal Altercation
* Verbal Altercation: Threatening Bodily Harm
* Fighting: Pushing,

Shoving(resulting in minor scuffle)* Fighting: Mutual Combat WITHOUT Injury
 | Administrative Action:* Responsibility Center
* 1—5-day
* Contact School Resource Officer

Interventions Available:* Meet with counselor
* Identify contributing Functional and Environmental Factors\*
* Develop behavior contract
* Assign Adult Mentor
* Parent attends school
 | Administrative Action:* Responsibility Center OR Off campus suspension
* 1—5-day
* Contact School Resource Officer

Interventions Available:* Prevention Program targeted skill development
* Evaluate consequence and intervention effectiveness
* Review behavior contract
* Parent attends school
 | Administrative Action:* 5-day Off Campus suspension
* Contact School Resource Officer
* Possible recommendation for expulsion

Interventions Available:* Provide intervention: counselor
* Parent attends school
* Develop BSP
* Refer to SST
 | Administrative Action:* 5-day Off Campus suspension
* Contact School Resource Officer
* Recommend expulsion

Interventions Available:* Provide parent with multiple district and community resources
* Provide intervention: counselor
* Parent attends school
* Review BSP
* Review SST process and interventions
 |

A-1: SECONDARY — SAFETY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| EC 48900, A-1 | 1st Offense | 2nd Offense | 3rd Offense | 4th Offense |
| **SAFETY: LEVEL 2** * Fighting: Mutual Combat Minor Injury without Medical Attention

(lacerations to nose, small scratches or cuts without suturing)* Fighting or Assault on a Student: Unprovoked
* Fighting: Gang Related
 | Administrative Action:* Responsibility Center OR Off Campus Suspension
* 1—5-day
* Contact School Resource Officer

Interventions Available:* Identify contributing Functional and Environmental Factors\*
* Develop behavior contract: \* assign adult mentor
* Parent conference
 | Administrative Action:* 5-day Off Campus suspension
* Contact School Resource Officer
* Possible recommendation for expulsion

Interventions Available:* Prevention Program targeted skill development
* Parent attends school
* Develop BSP
 | Administrative Action:* 5-day Off Campus suspension
* Contact School Resource Officer
* Recommend expulsion

Interventions Available:* Provide parent with multiple district and community resources
* Provide intervention: counselor
* Parent attends school
* Review BSP
* Refer to SST
 |  |

EC 48900 (A-2) — SAFETY

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

The following is necessary 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.
* Photographic evidence of the injury.
* Documentation of medical intervention(s) for victim.

A-2: SECONDARY — SAFETY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| EC 48900, A-2 | 1st Offense | 2nd Offense | 3rd Offense | 4th Offense |
| **SAFETY: LEVEL 3** Fight: Gang Related | Administrative Action:* 5-day Off Campus suspension
* Contact School Resource Officer
* Possible recommendation for expulsion

Interventions Available:* Prevention Program —targeted skill development
* Identify contributing Functional and Environmental Factors\*
* Develop behavior contract
* Assign adult mentor
* Parent conference
 | Administrative Action:* 5-day Off Campus suspension
* Contact School Resource Officer
* Recommend expulsion

Interventions Available:* Provide parent with multiple district and community resources
* Provide intervention: counselor
* Develop BSP
* Parent conference
 |  |  |
|  |
| **SAFETY: LEVEL 4** | Administrative Action:* 5-day Off Campus suspension
* Contact School Resource Officer
* Mandatory expulsion — extension of suspension

Interventions Available:* Provide parent with multiple district and community resources
* Provide intervention: counselor
* Parent attends school
 |  |  |  |
| * Fighting: Serious Injury / Assault (broken bones, contusions, convulsions, unconscious

due to fight, stitches, shot, stabbed) |
| **EC 48915 (a)(1)*** Assault / Battery

(staff member)**EC 48915 (a) (5)** |

 The following is necessary in order to substantiate an expulsion recommendation:

EC 48900 (B) — SAFETY

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

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

(see Appendix).

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

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

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

Illegal explosives are not fireworks but vary in size and color. Among those are the M-80, M-100, Silver Salute,

M-250, M-1000, and Quarter Stick. All these explosives are dangerous and can cause severe damage to the body (see Appendix). Violation of Education Code section 48915(c)(5) should also be included if student is found with a self-made or hand-made explosive device

B: SECONDARY — SAFETY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| EC 48900, B | 1st Offense | 2nd Offense | 3rd Offense | 4th Offense |
| **SAFETY: LEVEL 4**  | Administrative Action:* 5-day Off Campus suspension
* Contact School Resource Officer
* Mandatory expulsion — Possible extension of suspension

Interventions Available:* Provides parent with multiple district and community resources
* Provide intervention: counselor
* Parent attends school
 |  |  |  |
| * B-1: Possession of a

Knife or Other Dangerous Object |
| **EC 48915 (a)(2)** |
| * B-2: Brandishing a Knife or Other

Dangerous Object at Another Person |
| **EC 48915 (c)(2)** |
| MANDATORY |
|  |
| * B-3: Possession of, or

Brandishing, Gun |
| **EC 48915 (c)(1)** |
| MANDATORY |
|  |
| * B-4: Possession of Explosive Device

(M80, M100, or other powerful explosives) |
| **EC 48915 (c)(5)** |

EC 48900 (C) — SAFETY

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

The following is necessary 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.
* Statements by witness(es).
* Documentation from anonymous witness(es), EC 48918(f), if available.

All controlled substances must be confiscated as evidence and will be released to the SRO.

C: SECONDARY — SAFETY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Ed Code 48900, C | 1st Offense | 2nd Offense | 3rd Offense | 4th Offense |
| **SAFETY: LEVEL 3** * 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)**  |  Administrative Action:* 3-5-day Responsibility Center OR Off Campus Suspension (marijuana & alcohol only)
* Mandatory Expulsion (all other drugs)
* Contact School Resource Officer

Interventions Available:* Prevention Program with targeted

skill development* Identify Functional and
* Environmental Factors\*
* Develop contract \*

assign mentor* Parent conference
 | Administrative Action:* 5-day Off Campus suspension
* Contact School Resource Officer
* Recommend expulsion

Interventions Available:* Provide parent with multiple district and community resources
* Provide intervention: counselor
* Develop BSP
* Parent conference
 |  |  |

EC 48900 (D) — SAFETY

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

The following is necessary 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, if available.
* 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 Resource Officer

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: SECONDARY — SAFETY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| EC 48900, D | 1st Offense | 2nd Offense | 3rd Offense | 4th Offense |
| **SAFETY: LEVEL 4** Possession of Drugs/Alcohol for Sale**EC 48915 (c) (3)** | Administrative Action:* 5-day suspension
* Contact School Resource Officer
* Mandatory expulsion — Possible extension of suspension

Interventions available: * Provide parent with multiple district and community resources.
* Provide intervention: Counselor
* Parent attends school.
 |  |  |  |
|  |
|  |

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

EC 48900 (E) — SAFETY

Committed or attempted robbery or extortion.

* 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: SECONDARY — SAFETY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Ed Code 48900, E | 1st Offense | 2nd Offense | 3rd Offense | 4th Offense |
| **SAFETY: LEVEL 3** Robbery, Extortion, Grand Theft: Violence Indicated**EC 48915 (a)(4)** | Administrative Action:* 5-day Off Campus suspension
* Contact School Resource Officer
* Possible recommendation for expulsion

Interventions Available:* Identify contributing Functional and Environmental Factors\*
* Develop behavior contract:\*

assign adult mentor* Parent conference
 | Administrative Action:* 5-day Off Campus suspension
* Contact School Resource Officer
* Recommend expulsion

Interventions Available:* Counselor provides parent with multiple district and community resources
* Provide intervention: counselor
* Develop BSP
* Parent conference
 |  |  |

EC 48900 (F) — NON-SAFETY

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

The following is necessary in order to substantiate an expulsion recommendation:

* + Photographic evidence of the defaced property — school / private
	+ Statements by: witness(es), accused
	+ Statement by the School Resource Officer (SRO) — recommended
	+ Assessment of damage to the school site — Fiscal Services

F: SECONDARY — NON-SAFETY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| EC 48900, F | 1st Offense | 2nd Offense | 3rd Offense | 4th Offense |
| **NON-SAFETY: LEVEL 3**Defacing School Property/Private Property, Graffiti: Permanent Damage | Administrative Action:* Responsibility Center
* 1-3 day
* Contact School Resource Officer
* Restitution

Interventions Available: | Administrative Action:* 1-5-day Responsibility Center OR

Off Campus suspension* Contact School Resource Officer
* Recommend expulsion — extension of suspension
* Restitution

Interventions Available:* Provide parent multiple district/community resources
* Provide intervention: counselor
* Parent attends school
* Develop BSP and/or SST
 |  |  |
|  | * Counselor targeted skill development
* Evaluate skill level -academic
 |
|  | and behavioral* Identify contributing Functional
 |
|  | and Environmental Factors\** Develop behavior contract:\*
 |
|  | assign adult mentorReview student data for patterns and trends |
|  | * Parent attends school
 |

 The following is necessary in order to substantiate an expulsion recommendation:

EC 48900 (G) — NON-SAFETY

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

* 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: SECONDARY — NON-SAFETY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Ed Code 48900, G | 1st Offense | 2nd Offense | 3rd Offense | 4th Offense |
| **NON-SAFETY: LEVEL 1**Stole, or Attempted to Steal, School Property (petty theft) | Administrative Action:* Responsibility Center OR Off Campus Suspension
* 1-3 day
* Contact School Resource Officer
* Restitution

Interventions Available:* Meet with counselor
* Provide structured choice
* Evaluate skill level — academic and behavioral
* Identify contributing Functional

and Environmental Factors\** Develop behavior contract:\*
* Assign adult mentor
* Parent conference — phone
 | Administrative Action:* Responsibility Center OR Off Campus Suspension
* 1-3 day
* Contact School Resource Officer
* Restitution

Interventions Available:* Provide intervention: counselor
* Evaluate consequence and intervention effectiveness
* Review behavior contract
* Parent conference — school
 | Administrative Action:* 3-5-day Off Campus suspension
* Contact School Resource Officer
* Restitution

Interventions Available:* Counselor: targeted skill development
* Review student data for patterns and trends
* Parent attends school
* Develop BSP
 | Administrative Action:* 5-day Off Campus suspension
* Contact School Resource Officer
* Possible recommendation for expulsion
* Restitution

 Interventions Available:* Provide parent multiple district/community resources.
* Provide intervention: counselor.
* Parent attends school
* Review BSP
* Refer to SST
 |

G: SECONDARY — NON-SAFETY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Ed Code 48900, G | 1st Offense | 2nd Offense | 3rd Offense | 4th Offense |
| **NON-SAFETY: LEVEL 3**Grand Theft(Amount over $400.00) | Administrative Action:* 1—5-day Off Campus suspension
* Contact School Resource Officer
* Recommend expulsion — extension of suspension OR Rationale
* Restitution

Interventions Available:* Counselor: targeted skill

Development* Evaluate skill level — academic

and behavioral* Identify contributing Functional

and Environmental Factors\** Develop behavior contract:\*

assign adult mentor* Review student data for patterns and trends
* Parent attends school
 | Administrative Action:* 3—5-day Off Campus suspension
* Contact School Resource Officer
* Recommend expulsion — extension of suspension
* Restitution

Interventions Available:* Provide parent with multiple district and community resources
* Provide intervention: counselor
* Parent attends school
* Develop BSP
* Refer to SST
 |  |  |

EC 48900 (H) — NON-SAFETY

Possessed or used tobacco or tobacco products.

The following is necessary in order to substantiate an expulsion recommendation:

* Evidence administration has provided three or more warnings regarding smoking or having cigarettes on campus.
* Refer student to a Smoking Cessation Program.

H: SECONDARY — NON-SAFETY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| EC 48900, H | 1st Offense | 2nd Offense | 3rd Offense | 4th Offense |
| **NON-SAFETY: LEVEL 1**Possession and/or use of Tobacco | Administrative Action:* Responsibility Center
* 1-day

Interventions Available:* Tobacco Cessation
* Meet with counselor
* Provide structured choice
* Evaluate skill level — academic and behavioral
* Identify contributing Functional

and Environmental Factors\** Develop behavior contract:\*
* Assign adult mentor
* Parent conference — phone
 | Administrative Action:* Responsibility Center
* 3-day
* Contact School Resource Officer

Interventions Available:* Tobacco Cessation
* Provide intervention: counselor
* Evaluate consequence and intervention effectiveness
* Review behavior contract
* Parent conference — school
 | Administrative Action:* Responsibility Center OR Off Campus Suspension
* 5-day
* Contact School Resource Officer

Interventions Available:* Counselor: targeted skill development
* Review student data for

patterns & trends* Parent attends school
* Develop BSP
 | Administrative Action:* 5-day Off Campus suspension
* Contact School Resource Officer
* Possible recommendation for expulsion

Interventions Available:* Counselor provides parent with multiple district and community resources
* Provide intervention: counselor
* Parent attends school
* Review BSP, Refer to SST
 |

 The following is necessary in order to substantiate an expulsion recommendation:

EC 48900 (I) — NON-SAFETY

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

* Direct evidence.
* 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: SECONDARY — NON-SAFETY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| EC 48900, I | 1st Offense | 2nd Offense | 3rd Offense | 4th Offense |
| **NON-SAFETY: LEVEL 1*** Committed an Obscene Act (excluding sexual harassment)
* Habitual Profanity
 | Administrative Action:* After School Detention
* Obscene Act: Contact School Resource Officer

Interventions Availablewith counselor:* Apology to those affected.
* Provide structured choice
* Evaluate skill level — academic and behavioral
* Identify contributing Functional and Environmental Factors\*
* Develop behavior contract:\*
* Assign adult mentor
* Parent conference — phone
 | Administrative Action:* Responsibility Center OR Off Campus Suspension
* 1—3-day

Obscene Act: Contact School Resource Officer Interventions Available:* Provide intervention: counselor
* Evaluate consequence and intervention effectiveness
* Review behavior contract
* Parent conference-school
 | Administrative Action:* Responsibility Center OR Off Campus Suspension
* 2—5-day

Obscene Act: Contact School Resource Officer Interventions Available:* Counselor: targeted skill development
* Review student data for

patterns and trends* Parent attends school
* Develop BSP
 | Administrative Action:* 5-day Off Campus suspension
* Contact School Resource Officer
* Possible recommendation for expulsion

Interventions Available:* Provide parent with multiple district and community resources
* Provide intervention: counselor
* Parent attends school
* Review BSP
* Refer to SST
 |

I: SECONDARY — NON-SAFETY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| EC 48900, I | 1st Offense | 2nd Offense | 3rd Offense | 4th Offense |
| **NON-SAFETY: LEVEL 2**Habitual Profanity Toward a School Employee | Administrative Action:* Responsibility Center OR Off Campus Suspension
* 1—3-day

Interventions Available:* Provide intervention: counselor
* Evaluate skill level — academic and behavioral
* Identify contributing Functional

and Environmental Factors\** Develop behavior contract:\*
* Assign adult mentor
* Parent conference — school
* Community service
 | Administrative Action:* Responsibility Center OR Off Campus Suspension
* 3—5-day

Interventions Available:* Counselor: targeted skill development
* Evaluate consequences and

intervention effectiveness* Review student data for patterns and trends
* Provide Tier Two supports
* Parent attends school
* Develop BSP
* Community service
 | Administrative Action:* 3—5-day Off Campus suspension
* Contact School Resource Officer
* Possible recommendation for expulsion

Interventions Available:* Counselor provides parent

with multiple district andcommunity resources* Provide intervention: counselor
* Parent attends school
* Review BSP, Refer to SST
* Community service
 |  |

EC 48900 (J) — NON-SAFETY

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

The following is necessary 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.

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

Examples of clear-cut paraphernalia are Lighters, Pipes, Zigzag papers and roach clips.

J: SECONDARY — NON-SAFETY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Ed Code 48900, J | 1st Offense | 2nd Offense | 3rd Offense | 4th Offense |
| **NON-SAFETY: LEVEL 1**Possession of Drug Paraphernalia / Selling Drug Paraphernalia | Administrative Action:* Responsibility Center
* 1-day

Interventions Available:* Meet with counselor
* Provide structured choice
* Evaluate skill level — academic and behavioral
* Identify contributing Functional

and Environmental Factors\** Develop behavior contract:\*
* Assign adult mentor
* Parent conference — phone
 | Administrative Action:* Responsibility Center OR Off Campus Suspension
* 1—3-day
* Selling: Contact School Resource Officer

Interventions Available:* Provide intervention: counselor
* Evaluate consequence and

intervention effectiveness* Review behavior contract
* Parent conference — school
 | Administrative Action:* Responsibility Center OR Off Campus Suspension
* 3—5-day
* Selling: Contact School Resource Officer
* Possible recommendation for expulsion

Interventions Available:* Provide intervention: counselor
* Review student data for patterns and trends
* Parent attends school
* Develop BSP
 | Administrative Action:* 5-day Off Campus suspension
* Contact School Resource Officer
* Possible recommendation for expulsion

Interventions Available:* Provide parent

with multiple district andcommunity resources* Provide intervention: counselor
* Parent attends school
* Review BSP
* Refer to SST
 |

 The following is necessary in order to substantiate an expulsion recommendation:

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.

* + 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 men- tor, 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: SECONDARY — NON-SAFETY Continued to next page-

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Ed Code 48900, K | 1st Offense | 2nd Offense | 3rd Offense | 4th Offense |
| **NON-SAFETY: LEVEL 1*** Chronic Classroom Disruption
* Disruption to School Activities
* Gambling
* Cheating/Dishonesty/Forgery
* Possession of Electronic Devices
* Verbal Abuse
 | Administrative Action:* After School Detention OR
* Responsibility Center
* 1-day

Interventions Available:* Meet with counselor
* Provide structured choice
* Evaluate skill level — academic and behavioral
* Identify contributing Functional

and Environmental Factors\** Develop behavior contract:\*
* Assign adult mentor
* Parent conference — phone
* Community service
 | Administrative Action:* Responsibility Center or Off Campus Suspension
* 1—3-day
* Gambling/Forgery: Contact School Resource Officer

Interventions Available:* Provide intervention: counselor
* Evaluate consequence and intervention effectiveness
* Review behavior contract
* Parent conference — school
* Community service
 | Administrative Action:* Responsibility Center OR Off Campus Suspension
* 3—5-day
* Gambling/Forgery: Contact School Resource Officer

Interventions Available:* Counselor: targeted skill development
* Review student data for

patterns and trends* Parent attends school
* Develop BSP
* Community service
 | Administrative Action:* 5-day Off Campus suspension
* Contact School Resource Officer
* Possible recommendation for expulsion

Interventions Available:* Provide parent with multiple district and community resources
* Provide intervention: counselor
* Parent attends school
* Review BSP
* Refer to SST
 |
| **Non-Safety: Level 1*** Inappropriate use and/or display of technology in class including: Cell Phones, music players, speakers, etc.
 | Administrative Action:* Confiscate item until the end of the day to the safety office.
* Parent pick up.
* Document incident.
 | Administrative Action:* Confiscate item until the end of the day to the safety office.
* Parent pick up.
* 1 After School Detention.
 | Administrative Action:* Confiscate item until the end of the day to the safety office.
* Parent pick up.
* 2 After School Detentions OR 1-3 days in the Responsibility Center.
 | Administrative Action:* Confiscate item until the end of the day to the safety office.
* Parent pick up.
* 1-3 days in the Responsibility Center.
* Discussion with parents and school administration about item not being allowed back onto campus.
 |
| **Non-Safety: Level 1*** Dress Code Violation
 | Administrative Action:* Xx Modify offending clothing.
* Parent brings in clothing for student to change into if needed.
* After school pickup of clothing.
* Documentation of incident.
 | Administrative Action:* Xx Modify offending clothing.
* Parent brings in clothing for student to change into if needed.
* After school pickup of clothing.
* 2 Days After School Detention and possible Responsibility Center, 1 Day.
 | Administrative Action:* Modify offending clothing.
* Parent brings in clothing for student to change into if needed.
* After school pickup of clothing.
* 1-3 days of Responsibility Center.
 |  |
| **Non-Safety: Level 1*** Habitual Tardiness (habitual is defined as three or more incidents)
 | Administrative Action & Intervention:* Xx Tardy: 2-5 times, 15-minute detention. Tardy 5 receives a parent notification via a tardy letter.
 | Administrative Action & Intervention:* Tardy 6-9 times: After School 1-hour detention. 10th Tardy, Attendance meeting, student is put on an attendance/behavior contract, tardy letter goes out, and student receives an after-school detention.
 | Administrative Action & Intervention:* Tardy 11-14 times Saturday School. 15th Tardy: Tardy letter goes out, SST meeting, referred to SARB and a Saturday School.
 | Administrative Action & Intervention:* Tardy 16+ Saturday School and parent notification.
 |
| **Non-Safety: Level 1*** Class cuts and/or Truancy (habitual is defined as three or more incidents)
 | Administrative Action & Intervention:* Truancy 3-5: parent receives truancy letter and student receives Saturday School.
 | Administrative Action & Intervention:* Xx 6th truancy: parent receives truancy letter pre-sst meeting,
* Student is put on behavior/attendance contract,
* Student receives Saturday school.
 | Administrative Action & Intervention:* Xx 7 th truancy: parent receives truancy letter
* Student is referred to SARB, SST meeting with parent
* Student receives Saturday School. 8+ truancy: student receives Saturday School.
 | Administrative Action & Intervention:8+ truancy: student receives Saturday School. |
| **Non-Safety: Level 1*** Missed Saturday School
 | Administrative Action:* Xx 1st missed: Reschedule Saturday school
* 1 day of Responsibility Center
 | Administrative Action:* Xx 2nd missed: Reschedule Saturday school
* 2 days of Responsibility Center
 | Administrative Action:* Xx 1-day suspension or Responsibility Center
* Reschedule Saturday School.
 |  |
| **Non-Safety: Level 1*** Missed Detention
 | Administrative Action:* Xx1st missed: Detention doubled.
 | Administrative Action:* Xx 2nd missed: Detention rescheduled and 1 day of Responsibility Center.
 | Administrative Action:* Xx 1-day suspension or Responsibility Center and reschedule detentions.
 |  |
| **Non-Safety: Level 2*** Continued Willful Disobedience, Refusal to Follow School Rules and Regulations, Defiance
* Interference and/or Obstruction

(staff member) | Administrative Action:* Responsibility Center
* 1—3-day

Interventions Available:* Provide intervention: counselor
* Evaluate skill level — academic and behavioral
* Identify contributing Functional

and Environmental Factors\** Develop behavior contract:\*
* Assign adult mentor
* Parent conference — school
 | Administrative Action:* Responsibility Center OR Off Campus Suspension
* 3—5-day
* Follow SART/SARB process

Interventions Available:* Counselor: targeted skill development (Anger Management)
* Evaluate consequences and
* Intervention effectiveness
* Review student data for patterns and trends
* Parent attends school
* Develop BSP
 | Administrative Action:* Responsibility Center OR Off Campus Suspension
* 3—5-day
* Contact School Resource Officer
* Possible recommendation for expulsion
* Follow SART/SARB

Interventions Available:* Counselor provides parent with multiple district and community resources
* Provide intervention: counselor
* Parent attends school
* Review BSP, Refer to SST
* Community service
* Youth Development
 |  |

 The following is necessary in order to substantiate an expulsion recommendation:

EC 48900 (L) — Non-Safety

Knowingly received stolen school or private property.

* 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.

L: SECONDARY — NON-SAFETY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Ed Code 48900, L | 1st Offense | 2nd Offense | 3rd Offense | 4th Offense |
| **NON-SAFETY: LEVEL 2**Knowingly Received Stolen Property | Administrative Action:* Responsibility Center OR Off Campus Suspension
* 1—3-day
* Contact School Resource Officer
* Return or Reimbursement of Items.

Interventions Available:* Provide intervention: counselor
* Evaluate skill level — academic and behavioral
* Identify contributing Functional & Environmental Factors\*
* Develop behavior contract:\*
* Assign adult mentor
* Parent conference — school
 | Administrative Action:* Responsibility Center OR Off Campus Suspension
* 3—5-day
* Contact School Resource Officer
* Return or Reimbursement of Items.

Interventions Available:* Counselor: targeted skill development
* Evaluate consequences and

intervention effectiveness* Review student data for patterns and trends
* Parent attends school
* Develop BSP
 | Administrative Action:* 3—5-day Off Campus suspension
* Return or Reimbursement of Items.
* Contact School Resource Officer
* Possible recommendation for expulsion

Interventions Available:* Provide parent with multiple district and community resources
* Provide intervention: counselor
* Parent attends school
* Review BSP
* 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 is necessary 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 and/or School Resource Officer.

M: SECONDARY — SAFETY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Ed Code 48900, M | 1st Offense | 2nd Offense | 3rd Offense | 4th Offense |
| **SAFETY: LEVEL 3** Possession of an Imitation Weapon | Administrative Action:* 3- 5-day Off Campus suspension
* Contact School Resource Officer
* Possible recommendation for expulsion

Interventions Available:* Prevention Program —
* Targeted skill development
* Identify contributing Functional

and Environmental Factors\** Develop behavior contract:\*
* Assign adult mentor
* Parent conference
 | Administrative Action:* 5-day Off Campus suspension
* Contact School Resource Officer
* Possible Recommendation for expulsion

Interventions Available:* Counselor provides parent with multiple district and community resources
* Provide intervention: counselor
* Develop BSP
* Parent conference
 | Administrative Action:* 5-day Off Campus suspension
* Contact School Resource Officer
* Recommend expulsion

Interventions Available:* Counselor provides parent with multiple district and community resources
* Provide intervention: counselor
* Develop BSP
* Parent conference
 |  |

 The following is necessary in order to substantiate an expulsion recommendation:

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.

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

* Statements by: School Resource Officer and/or Campus Security and other school staff that are involved.
* Statements by: witness(es), if applicable.

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.

N: SECONDARY — SAFETY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Ed. Code 48900, N | 1st Offense | 2nd Offense | 3rd Offense | 4th Offense |
| SAFETY: LEVEL 4Sexual AssaultEC 48915 (c) (4) | Administrative Action:* 5-day Off Campus suspension
* Contact School Resource Officer
* Crime Report
* Mandatory expulsion
* Possible meeting with Superintendent to extend suspension until expulsion hearing.

Interventions Available:* Counselor provides parent with multiple district and community resources
* Provide intervention: counselor
* Parent attends school
 |  |  |  |

EC 48900 (O) — SAFETY

Harassed, threatened, or intimidated a witness.

The following is necessary 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: SECONDARY — SAFETY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Ed. Code 48900, O | 1st Offense | 2nd Offense | 3rd Offense | 4th Offense |
| **SAFETY: LEVEL 1** Harassed, Threatened or Intimidated a Witness | Administrative Action:* 3—5-day Off Campus suspension
* Contact School Resource Officer

Interventions Available:* Meet with counselor
* Identify contributing Functional and Environmental Factors\*
* Develop behavior contract:\*
* Assign adult mentor
* Parent attends school
 | Administrative Action:* 3—5-day Off Campus suspension
* Contact School Resource Officer

Interventions Available:* Prevention Program — targeted skill development
* Evaluate consequence and

intervention effectiveness Review behavior contract * Parent attends school
 | Administrative Action:* 5-day Off Campus suspension
* Contact School Resource Officer
* Possible recommendation for expulsion

Interventions Available:* Provide intervention: counselor
* Parent attends school
* Develop BSP
* Refer to SST
 | Administrative Action:* 5-day Off Campus suspension
* Contact School Resource Officer
* Recommend expulsion

Interventions Available:* Provide parent with multiple district and community resources
* Provide intervention: counselor
* Parent attends school
* Review BSP
* Review SST process and interventions
 |

 The following is necessary in order to substantiate an expulsion recommendation:

EC 48900 (P) — SAFETY & NON-SAFETY

Sexual Harassment - Education Code section 48900.2.

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.

P: SECONDARY — SAFETY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Ed. Code 48900, P 48900.2 | 1st Offense | 2nd Offense | 3rd Offense | 4th Offense |
| **SAFETY: LEVEL 2** P.1Sexual Harassment, as Defined byEC 212.5 | Administrative Action:* Responsibility Center OR Off Campus Suspension
* 2—5-day

Interventions Available:* Counselor: targeted skill development
* Identify contributing Functional

and Environmental Factors\** Develop behavior contract:\*
* Assign adult mentor
* Parent conference
 | Administrative Action:* Responsibility Center OR Off Campus Suspension
* 3-5-day
* Contact School Resource Officer
* Possible recommendation for expulsion

Interventions Available:* Prevention Program —

targeted skill development* Parent attends school
* Develop BSP
 | Administrative Action:* 5-day Off Campus suspension
* Contact School Resource Officer
* Recommend expulsion

Interventions Available:* Provide parent with multiple district & community resources
* Provide intervention: counselor
* Parent attends school
* Review BSP
* Refer to SST
 |  |
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P: SECONDARY — NON-SAFETY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Ed. Code 48900, P 48900.2 | 1st Offense | 2nd Offense | 3rd Offense | 4th Offense |
| **NON-SAFETY: LEVEL 2**P.2Sexual Harassment, Inappropriate Verbal Harassment | Administrative Action:* Responsibility Center OR Off Campus Suspension
* 1—3-day

Interventions Available:* Provide intervention: counselor
* Evaluate skill level — academic and behavioral
* Identify contributing Functional

and Environmental Factors\** Develop behavior contract:\*
* Assign adult mentor
* Parent conference — school
 | Administrative Action:* Responsibility Center OR Off Campus Suspension
* 3—5-day

Interventions Available:* Counselor: targeted skill development
* Evaluate consequences and

intervention effectiveness* Review student data for patterns and trends
* Parent attends school
* Develop BSP
 | Administrative Action:* 3—5-day Off Campus suspension
* Contact School Resource Officer
* Possible recommendation for expulsion

Interventions Available:* Provide parent with multiple district and community resources
* Provide intervention: counselor
* Parent attends school
* Review BSP
* Refer to SST
 |  |

EC 48900 (Q) — SAFETY

Hate Violence - Education Code section 48900.3.

The following is necessary 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.

Q: SECONDARY — SAFETY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Ed. Code 48900, Q 48900.3 | 1st Offense | 2nd Offense | 3rd Offense | 4th Offense |
| **SAFETY: LEVEL 2**Hate Violence | Administrative Action:* 3—5-day Off Campus suspension
* Contact School Resource Officer

Interventions Available:* Counselor: targeted skill development
* Identify contributing Functional

and Environmental Factors\** Develop behavior contract:\*
* Assign adult mentor
* Parent conference
 | Administrative Action:* 3-5-day Off Campus suspension
* Contact School Resource Officer
* Possible recommendation for expulsion

Interventions Available:* Prevention Program — targeted skill development
* Parent attends school
* Develop BSP
 | Administrative Action:* 5-day Off Campus suspension
* Contact School Resource Officer
* Recommend expulsion

Interventions Available:* Counselor provides parent with multiple district and community resources
* Provide intervention: counselor
* Parent attends school
* Review BSP, Refer to SST
 |  |

 The following is necessary in order to substantiate an expulsion recommendation:

EC 48900 (R) — SAFETY

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

* 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: SECONDARY — SAFETY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Ed. Code 48900, R 48900.4 | 1st Offense | 2nd Offense | 3rd Offense | 4th Offense |
| **SAFETY: LEVEL 1** Bullying/ Cyberbullying/Harassed, Threatened, or Intimidated Student, Groups, or Staff | Administrative Action:* Responsibility Center OR Off Campus Suspension
* 1—2-day
* Contact School Resource Officer

Interventions Available:* Meet with counselor
* Identify contributing Functional and Environmental Factors\*
* Develop behavior contract:\*
* Assign adult mentor
* Parent attends school
 | Administrative Action:* Responsibility Center OR Off Campus Suspension
* 3—5-day suspension
* Contact School Resource Officer

Interventions Available:* Prevention Program — targeted skill development
* Evaluate consequence and

intervention effectiveness Review behavior contract Parent attends school | Administrative Action:* 3-5-day Off Campus suspension
* Contact School Resource Officer
* Possible recommendation for expulsion

Interventions Available:* Provide intervention: counselor
* Parent attends school
* Develop BSP
* Refer to SST
 | Administrative Action:* 5-day Off Campus suspension
* Contact School Resource Officer
* Recommend expulsion

Interventions Available:* Provide parent with multiple district and community resources
* Provide intervention: counselor
* Parent attends school
* Review BSP
* Review SST process and interventions
 |

 The following is necessary in order to substantiate an expulsion recommendation:

EC 48900 (S) — SAFETY

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

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

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

* great bodily injury to another person
* property damage

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

S: SECONDARY — SAFETY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Ed. Code 48900, S 48900.7 | 1st Offense | 2nd Offense | 3rd Offense | 4th Offense |
| **SAFETY: LEVEL 4**Terrorist Threats  | Administrative Action:* 5-day Off Campus suspension
* Contact School Resource Officer
* Mandatory expulsion — extension of suspension OR Rationale

Interventions Available:* Provide parent with

multiple district and communityresources* Provide intervention: counselor
* Parent attends school
 |  |  |  |

EC 48900 (T) — SAFETY

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

The following is necessary 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 Resource Officer is qualified to conduct such testing, if available.
* Statements by: accused, witness(es).

T: SECONDARY — SAFETY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Ed. Code 48900, T | 1st Offense | 2nd Offense | 3rd Offense | 4th Offense |
| **SAFETY: LEVEL 3**Unlawfully Arranged to Sell Drug Soma | Administrative Action:* 5-day Off Campus suspension
* Contact School Resource Officer
* Recommendation for expulsion

Interventions Available:* Prevention Program — targeted skill development
* Identify contributing Functional

and Environmental Factors\** Develop behavior contract\* assign adult mentor
* Parent conference
 |  |  |  |

 The following is necessary in order to substantiate an expulsion recommendation:

EC 48900 (U) — SAFETY

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

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 Resource Officer and Campus Security.
* Verbal or written threats, if applicable.

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

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

U: SECONDARY — SAFETY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Ed. Code 48900, U | 1st Offense | 2nd Offense | 3rd Offense | 4th Offense |
| **SAFETY: LEVEL 2**Aid or Abet in the Infliction, or Attempted Infliction, of Physical Injury | Administrative Action:* Responsibility Center OR Off Campus Suspension
* 1—3-day
* Contact School Resource Officer

Interventions Available:* Counselor: targeted skill development
* Identify contributing Functional

and Environmental Factors\** Develop Behavior Contract
* Assign adult mentor
* Parent conference
 | Administrative Action:* Responsibility Center OR Off Campus Suspension
* 3-5-day
* Contact School Resource Officer
* Possible recommendation for expulsion

Interventions Available:* Prevention Program —

targeted skill development* Parent attends school
* Develop BSP
 | Administrative Action:* 5-day Off Campus suspension
* Contact School Resource Officer
* Recommend expulsion

Interventions Available:* Provides parent with multiple district and community resources
* Provide intervention: counselor
* Parent attends school
* Review BSP
* Refer to SST
 |  |

 The following is necessary in order to substantiate an expulsion recommendation:

EC 48900 (V) — SAFETY

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

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, if applicable.
	+ Photographic evidence of weapons used in hazing activity, if applicable. Examples: sticks, bats, and brass knuckles.

V: SECONDARY — SAFETY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Ed. Code 48900, V | 1st Offense | 2nd Offense | 3rd Offense | 4th Offense |
| **SAFETY: LEVEL 1** Hazing | Administrative Action:* Responsibility Center OR Off Campus Suspension.
* 1—5-day
* Contact School Resource Officer

Interventions Available:* Meet with counselor
* Identify contributing Functional and Environmental Factors\*
* Develop behavior contract:\*
* Assign Adult Mentor
* Parent attends school
 | Administrative Action:* Responsibility Center OR Off Campus Suspension.
* 3—5-day
* Contact School Resource Officer

Interventions Available:* Prevention Program targeted skill development
* Evaluate consequence and

intervention effectiveness * Review behavior contract
* Parent attends school
 | Administrative Action:* 5-day Off Campus suspension
* Contact School Resource Officer
* Possible recommendation for expulsion

Interventions Available:* Provide intervention: counselor
* Parent attends school
* Develop BSP
* Refer to SST
 | Administrative Action:* 5-day Off Campus suspension
* Contact School Resource Officer
* Recommend expulsion

Interventions Available:* Provide parent with multiple district and community resources
* Provide intervention:

counselor* Parent attends school
* Review BSP, Review SST
 |

 The following is necessary in order to substantiate an expulsion recommendation:

EDUCATION CODE 48900 (W):

**Mandatory Expulsion - Education Code section 48915 (C)**

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 com- mitted 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 is necessary in order to substantiate an expulsion recommendation:

EC 48900 (X, X1, X2, X3) — SAFETY

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

* 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).

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

* Ensure Affirmative Action procedures are followed

#### X: SECONDARY — SAFETY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Ed. Code 48900, X | 1st Offense | 2nd Offense | 3rd Offense | 4th Offense |
| **SAFETY: LEVEL 1** X: Engaged in the act of electronic (cyber) bullying\*X1: Engaged in bullying based on sexual orientationX2: Engaged in bullying based on ethnicity or raceX3: Engaged in bullying based on physical or mental disability | Administrative Action:* Responsibility Center OR Off Campus Suspension
* 1—5-day
* Contact School Resource Officer

Interventions Available:* Meet with counselor
* Identify contributing Functional and Environmental Factors\*
* Develop behavior contract:\*
* assign adult mentor
* Parent attends school
 | Administrative Action:* Responsibility Center OR Off Campus Suspension.
* 3—5-day
* Contact School Resource Officer

Interventions Available:* Prevention Program- targeted skill development
* Evaluate consequence and
* Intervention effectiveness Review
* Behavior contract
* Parent attends school
 | Administrative Action:* 3-5-day Off Campus suspension
* Contact School Resource Officer
* Possible recommendation for expulsion

Interventions Available:* Provide intervention: counselor
* Parent attends school
* Develop BSP
* Refer to SST
 |  Administrative Action:* 5-day Off Campus suspension
* Contact School Resource Officer
* Recommend expulsion

Interventions Available:* Counselor provides parent with multiple district and community resources
* Provide intervention: counselor
* Parent attends school
* Review BSP
* Review SST process and interventions
 |

\* 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

 The following is necessary in order to substantiate an expulsion recommendation.

Special Education Guidelines:

* + 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.

# Intervention Resources

* Understanding the Problem pg. 45
* [Behavior Contract](#_TOC_250001)  pg.47
* Behavior Support Plan (BSP)
* [Post Suspension Student Interview](#_TOC_250000)

# Understanding the Problem Behavior


###### Student: DOB: Today’s Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| Describe the problem behavior in**BEHAVIORALLY****SPECIFIC** terms. | **Describe what the problem behavior looks and sounds like?****Where does the problem behavior generally occur?*** One classroom
* Multiple classrooms
* Common areas
 | **How often does the problem behavior occur?*** times per period
* times per day
* times per week
* Less than once per week
* Other:
 |

|  |  |  |
| --- | --- | --- |
| What types of**INTERVENTIONS**have been utilized to address the problem behavior? |  **Classroom — Review Low Level Referrals** * Taught/clarified behavior expectations
* Cued and/or prompted the student
* Provided structured choice
* Reviewed discipline data, see attached
* Reviewed academic data, see attached
* Teacher/team met with student
* Teacher/team informed parent/guardian
* Teacher/team met with parent/guardian
* Teacher collaborated with:

O Team O Counselor O Administration* Teacher suspended from class/period
 | **Office — Review Office Referral Forms*** Reviewed academic data
* Administrator met with team
* Administrator met with parent/guardian
* Recommended skill development:
* Developed a Behavior Contract, see attached
* Assigned an adult mentor:
* Loss of privileges
* Restricted activity
* Assigned to Time Out
* Assigned to detention/OCS
* Administrator suspended student for days
 |

|  |  |  |
| --- | --- | --- |
| What was the student able to **GAIN** or **AVOID**by engaging in the misbehavior? | **Gain, Get, Obtain:*** Peer respect for confronting an adult
* Social status among peers
* Negative attention (adults, peers)
* “Justice” for perceived history of wrongs
* (peers, adults):
* Access to peer(s) in another location
* (OCS, office, counselor’s office)
* “Safety” for self, family, friends
* Adult attention while out of class
* (secretary, counselor, custodian, librarian)
* Object: Activity: Other:
 | **Escape, Avoid, Protest:*** Transitions / passing periods
* Structured activities (group work, assembly)
* Unstructured activities (lunch, free time, recess)
* Interactions with adult(s):
* Interactions with peer(s):
* Academic subject(s):
* Elective classes:
* Physical Education (PE)
* Humiliation from peers (perceived as “weak,” “dumb”)
* Guest Teacher
* A specific location on campus
* Other:
 |

|  |  |  |
| --- | --- | --- |
| What has been **PRESENT**and/or**MISSING** in the environment which may have contributed to continued use of the misbehavior? | **Present:*** Guest Teacher
* Changes to the routine (assembly, fire drill)
* Inconsistent school-wide expectations
* Inconsistent classroom consequences
* Classroom distractions (peers, noise level)
* External interruptions (guest, PA, phone)
* Mismatch between academic standards and student’s achievement level
* Mismatch between social demands and student’s social skill level
* Other:
 | **Missing:*** Clearly established school-wide expectations
* Clearly established classroom expectations
* Consistent enforcement of expectations
* Clearly established and enforced procedures
* Proactive supervision and monitoring
* Skills to meet academic demands
* Skills to meet social and/or behavioral demands
* Targeted skill development
* Student connection to the school / learning environment
* Student connection to an adult on campus
* Other:
 |

Behavior Contract

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Behavior Contract written: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Behavior Contract Reviewed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Purpose of Behavior Contract:

* set clear student expectations
* reinforce appropriate student choices
* outline consequences for negative student choices

After discussion between school personnel and student, the team has determined:

1. Behavior of main concern: \_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Environmental factors contributing to behavior - present/missing: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Function (purpose) the misbehavior serves - gain/avoid: \_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Student goal: \_\_\_\_\_\_\_\_\_\_\_
2. Positive consequence for appropriate behavior: \_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Negative consequence for inappropriate misbehavior: \_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Additional comments: \_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signatures of all involved:

Student Teacher Counselor

Administration Parent Other

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

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**BEHAVIOR SUPPORT PLAN**

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

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

 **1.** The behavior impeding learning is (*describe what it looks like*)

 **2.** It impedes learning because

 **3.** The need for a Behavior Support Plan early stage intervention moderate serious extreme

 **4.** Frequency, intensity, and duration of behavior

*Frequency:*

*Intensity:*

*Duration:*

Reported by: and/or observed by:

|  |  |
| --- | --- |
| **PREVENTION**  | **PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES** |
| **Observation & Analysis** | **What are the predictors for the behavior?** *In what situation(s) is the problem behavior likely to occur?* **5. Mark and address the following which apply:*** *Physical Setting:*
* *Social Setting:*
* *Academics—Instructional Strategies, Curriculum, Activities:*
* *Scheduling Factors:*
* *Degree of Independence:*
* *Degree of Participation:*
* *Social Interactions:*
* *Degree of Choice:*
* *Other:*

**What supports the student using the problem behavior?** *What is either PRESENT or MISSING in the environment and/or curriculum that needs changing?* Relate to Line 5. **6. Mark and identify the following which need to be addressed:***Present: Missing:* |

**What environmental changes, structure and supports are needed to remove the student’s need to use this behavior?**

*Address issues of Time, Space, Materials, and Interactions to remove the likelihood of the problem behavior reoccurring*.

Relate to Line 6.

 **7. Mark and identify the following which apply:**

* *Time:*
* *Space:*
* *Materials:*
* *Interactions:*

Who will establish? Who will monitor? Frequency?

**Remove student’s need to use the problem behavior**

|  |  |
| --- | --- |
| **ALTERNATIVES** | **PART II: FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH AND SUPPORT** |
| **Observation & Analysis** | **Team believes the behavior occurs because:** *State the function of behavior in terms of gaining or avoiding.*Relate to Lines 5 & 6. **8. Mark and address the following which apply:*** *Gain/Get/Obtain:*
* *Avoid/Protest/Escape:*

**Accept a replacement behavior that meets same need****What team believes the student should do INSTEAD of the problem behavior?** *How should the student get the same needs met (gain/avoid) but in an acceptable manner?* Relate to Line 8. **9. Select a Functionally Equivalent Replacement Behaviors (FERBs):** |
| **Intervention** | **What teaching Strategies, Necessary Curriculum, and/or Materials are needed in order to teach the FERB(s)?**Relate to Line 9. **10. Mark and identify the following which need to be addressed:*** *Skills to Be Taught*

Peers will learn to:Student will learn to:* *Necessary Curriculum:*
* *Necessary Materials:*

**When and by whom will the FERB(s) be taught?****Outline the skill development steps necessary to teach the FERB(s):**Who will establish? Who will monitor? Frequency? |

**What reinforcement procedures will be necessary to establish, maintain, and generalize the replacement behavior(s)?**

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

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

**The following reinforcers will be utilized:**

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

* *Observations*
* *Interviews*
* *Survey/Checklist* Other:

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

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

By whom?

|  |  |
| --- | --- |
| **EFFECTIVE REACTION** | **PART III: REACTIVE STRATEGIES** |
| **What strategies will be employed if the problem behavior occurs again?****12.** 1. *How will the student be prompted or cued to use the desired behavior rather than the problem behavior?*
2. *How will staff ensure the safety of all involved, should the problem behavior reoccur?*
3. *What will the process be for debriefing, problem-solving, and re-establishing the staff/student relationship?*
* *Debrief:*
* *Problem-Solve:*
* *Re-establish the Staff/Student Relationship:*

Optional:1. *What consequences will be utilized should the problem behavior reoccur?*
* *Consequences:*

Personnel? |

|  |  |
| --- | --- |
|  **OUTCOME**  | **PART IV: BEHAVIORAL GOALS** |
| **Behavioral Goal(s)** **13.** **REQUIRED: Functionally Equivalent Replacement Behavior (FERB) Goal**

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

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

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

**Option 2: Decrease Problem Behavior**

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

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

**Observation and Analysis Conclusion:**

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

 **COMMUNICATION PART V: COMMUNICATION PROVISIONS****Manner and content of communication** **14.**

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

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

|  |  |
| --- | --- |
| **PARTICIPATION**  | **PART VI: PARTICIPANTS IN PLAN DEVELOPMENT** |
| * Student
* Parent/Guardian
* Parent/Guardian
* Educator and Title
* Educator and Title
* Educator and Title
* Administrator
* Other
* Other
 |

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

 |

#####