SBCUSD Progressive Discipline Matrix
Elementary & Secondary

District-wide Multi-tiered Disciplinary Support Structure

Student Services Division

Ray Culberson, Director of Youth Services
Suzy Johns & Jacquelin Patrick, District PBS Coaches

Revised: 9/10
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<td>Possessed, sold, or otherwise furnished any firearm knife, explosive, or other dangerous object.</td>
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<td>• Possession of a Knife or Other Dangerous Object</td>
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<td><strong>EC 48900 C: SAFETY</strong></td>
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<td>Possessed, used, sold, or otherwise furnished; or been under the influence of any controlled substance.</td>
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<td>• Possession of Drugs, Alcohol or Any Controlled Substance — EC 48915(a)(3)</td>
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<td>• Under the Influence of Drugs, Alcohol or Any Controlled Substance — EC 48915(a)(3)</td>
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<td><strong>EC 48900 D: SAFETY</strong></td>
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<td>Offered, arranged, or negotiated to sell any controlled substance, alcohol, or intoxicant or representation of items thereof.</td>
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<td>• Possession of Drugs for Sale — EC 48915(a)(3)</td>
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<td><strong>EC 48900 E: SAFETY</strong></td>
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<td>Committed or attempted robbery or extortion.</td>
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<td>• Robbery, Extortion, Grand Theft: Violence Indicated — EC 48915(a)(4)</td>
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<td><strong>EC 48900 F: NON-SAFETY</strong></td>
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<td>Caused, or attempted to cause, damage to school or private property.</td>
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<td>• Defacing School Property, Graffiti: Permanent Damage</td>
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<td><strong>EC 48900 G: NON-SAFETY</strong></td>
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<td>Stole, or attempted to steal, school or private property.</td>
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<td>• Stole, or Attempted to Steal, School Property (Petty Theft)</td>
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<td>• Grand Theft (Over $400.00)</td>
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<td><strong>EC 48900 H: NON-SAFETY</strong></td>
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<td>Possessed or used tobacco and/or tobacco products.</td>
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<tr>
<td>• Possession and / or Use of Tobacco</td>
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<tr>
<td><strong>EC 48900 I: NON-SAFETY</strong></td>
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<tr>
<td>Committed an obscene act or engaged in habitual profanity or vulgarity.</td>
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<tr>
<td>• Committed Obscene Act — not sexual harassment</td>
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<tr>
<td>• Habitual Profanity</td>
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<tr>
<td>• Habitual Profanity Toward an Employee</td>
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</tbody>
</table>
EC 48900 J: NON-SAFETY
Possessed, offered, arranged or negotiated to sell any drug paraphernalia.
• Possession of Drug Paraphernalia / Selling Drug Paraphernalia

EC 48900 K: NON-SAFETY
Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
• Severe Classroom Disruption
• Disruption to School Activities
• Gambling
• Forgery
• Possession of Electronic Device
• Verbal Abuse
• Continued Willful Disobedience, Refusal to Follow School Rules and Regulations, Defiance
• Interference and / or Obstruction

EC 48900 L: NON-SAFETY
Knowingly received stolen school or private property.
• Knowingly Received Stolen Property

EC 48900 M: SAFETY
Possessed an imitation firearm — as used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude the replica is a firearm.
• Possession of an Imitation Weapon

EC 48900 N: SAFETY
Committed, or attempted to commit, a sexual assault as defined in section 261, 266C, 286, 288, 288A or 289 of the Penal Code or committed a sexual battery as defined in section 243.4 of the Penal Code.
• Sexual Assault — EC 48915(c)(4)

EC 48900 O: SAFETY
Harassed, threatened, or intimidated a witness.
• Harassed, Threatened or Intimidated a Witness

EC 48900 P1 & P2: SAFETY & NON-SAFETY
Sexual Harassment — Education Code section 48900.2.
• P1: Sexual Harassment, as Defined by EC 212.5 (SAFETY)
• P2: Sexual Harassment, Inappropriate Verbal (NON-SAFETY)

EC 48900 Q: SAFETY
Hate Violence — Education Code section 48900.3.
• Hate Violence

EC 48900 R: SAFETY
Intentionally engaged in harassment, threats or intimidation against a pupil, groups of pupils or staff — Education Code section 48900.4.
• Harassed, Threatened or Intimidated Individual, Groups or Staff

EC 48900 S: SAFETY
Pupil has made terrorist threats against school officials, school property or both — Education Code section 48900.7.
• Terrorist Threats

EC 48900 T: SAFETY
Unlawfully offered or arranged to sell the drug Soma — Education Code section 48900 (P).
• Unlawfully Arranged to Sell Drug Soma

EC 48900 U: SAFETY
Aided or abetted the infliction, or attempted infliction, of physical injury — Education Code section 48900 (S).
• Aid or Abet in the Infliction, or Attempted Infliction of Physical Injury

EC 48900 V: SAFETY
Engaged in, or attempted to engage in, hazing as defined in Education Code section 32050 — Education Code section 48900 (Q).
• Hazing

EC 48900 W
Mandatory Expulsion — Education Code section 48915 (C).
• Special Education Guidelines
• Federal Law — No Child Left Behind

EC 48900 X, X1, X2 & X3: SAFETY
Engaged in harassment, threats, or intimidation against a pupil, groups of pupils or staff
• X: Cyber Bullying
• X1: Bullying based on sexual orientation
• X2: Bullying based on ethnicity or race
• X3: Bullying based on physical or mental disability

Special Education Guidelines

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

**School-wide behavior supports include:**
- explicit teaching of expected behaviors
- consistent acknowledgement and correction of student behavior
- data-based decision making
- active supervision
- safe and welcoming culture

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

**Targeted behavior supports include:**
- targeted skill development
- function-based interventions
- increased support and feedback
- increased progress monitoring

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

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

### Elements for Student Success:
- **Effective Classroom Instruction**
  - California Standards for the Teaching Profession
- **Adequate Academic Progress for All Students**
  - California Grade Level Standards
  - SBCUSD Pacing Schedules
  - California High School Exit Exam (CAHSEE)
- **Positive School-wide Discipline**
  - Positive Behavior Support (PBS) Framework
  - National Standards for School Counselors
- **Regular Attendance**
  - CA Education Code
  - Board Policies & Administrative Regulations
  - National Standards for School Counselors

### Structural Standards
- **TIER ONE:** Teacher Evaluation, Admin Observations (classroom walkthroughs, participation in site team work, demonstrated understanding of use of assessment data to guide instruction, monitoring of student progress)
- **TIER TWO & THREE:** Teacher Evaluation, Assistance Plan, Admin Observations (classroom walkthroughs, participation in site team work, assisted/directed monitoring of student progress), PAR Support Progress

### Progress Monitoring Tools & Data Analysis
- **TIER ONE:** School-wide (80 to 90%)
  - Administrative Feedback on Observations
  - Focused Site Professional Development
  - Structured Collaborative Site Teams
  - Team Goal Setting & Monitoring
  - Use of Data & Research-based Practices
  - Development & Use of School-wide Intervention System
  - Professional Goals
  - Professional Library

### Tier One: Targeted (5 to 7%)
- **TIER ONE:**
  - Targeted Professional Development
  - Parent / Guardian Involvement — District Liaison
  - Universal Access and Differentiated Learning
  - Extended Time: Before/After School, Inter session
  - On-Site Learning Center
  - Co-Teaching
  - Alternative Core: High Point, Read 180
  - Literacy Interventions: Kaledoscope, Waterford
  - Programs: AP, ELD, GATE, IB, Catch Up, SAWKOF, Reading First, Cal Safe, etc.
  - Targeted Support Classes: CASHEE Prep, etc.
  - Small Group / Individual Counseling
  - Alternative Education — Academic
  - Matrix of Test Variations, Accommodations & Modifications

### Tier Two: Intensive (3 to 5%)
- **TIER TWO:** Intensive Support
  - Professional Academic Academy
  - Parent / Guardian Academy Series
  - Universal Access and Differentiated Learning
  - Co-Teaching / Inclusion
  - 504, IEP Eligibility / Accommodation Plan
  - Designated & Instructional Services (DIS)
  - Mild to Moderate Specialist
  - Mild to Moderate Inclusion
  - Self-Contained
  - 50% / 100% Special Education Services Received
  - Professional Behavior Academy
  - Parent / Guardian Participation
  - Functional Behavioral Assessments (FBA) & Behavior Support Planning (BSP)
  - CASE Management
  - DIS Counseling (IEP)
  - Individual Intensive Services and/or Placement
  - Community Day School (CDS)
  - Non-Public School (NPS) Placement
  - Multi-Agency Involvement & Collaboration
  - Positive Behavior Intervention Plan (PBIP) — IEP only

### Student Success Team(s)
- **Student Success Team(s)**
  - Parent / Guardian Involvement — District Liaison, Attendance Verifiers
  - Check-in and/or Sign-in with Adult Mentor
  - Small Group Intervention / Support
  - Small Group / Individual Counseling
  - Alternative Class
  - Alternative Education — Attendance
  - Student Attendance Review Team (SART) Process

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**SBCUSD Progressive Discipline Matrix**

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<td>✓ By Location</td>
<td>✓ Classroom Survival Skills</td>
<td>• Functionally Equivalent Replacement Behaviors (FERBs)</td>
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<td>• Data-Based Decision Making</td>
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<td>✓ By Problem Behavior</td>
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<td>✓ By Environmental Factors</td>
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<td>• School-Wide Social Skills Instruction</td>
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## Minor Offenses and Major Infractions

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<th>Minor Offenses:</th>
<th>Major Infractions:</th>
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<tbody>
<tr>
<td>Minor Offenses are misbehaviors managed “on the spot” (classroom, common areas, etc.). Interventions used to address and correct minor offenses are documented on <strong>Low Level Referrals</strong>.</td>
<td>Major Infractions are violations of the Education Code which require the immediate attention of administrative staff. The interventions used to address and correct major infractions are documented on an <strong>Office Referral Form</strong> (High Level).</td>
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- Disruption
- Defiance
- Non-compliance
- Property misuse
- Dress code
- Mild physical contact
- Inappropriate language
- Tardy
- Lying
- Cheating
- Out of bounds
- Trash / littering
- Refusal to dress: PE

### 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)
### Minor Offenses & Interventions:

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<tr>
<th>Offense</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Disrespect, Defiance &amp; Non-Compliance:</strong></td>
<td>Failure to respond to adult requests and / or directives.</td>
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<tr>
<td><strong>Disruption:</strong></td>
<td>Interruption to the classroom / learning environment.</td>
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<tr>
<td><strong>Property Misuse:</strong></td>
<td>Low level misuse / damage of school property.</td>
</tr>
<tr>
<td><strong>Dress Code:</strong></td>
<td>Failure to comply to dress code standards.</td>
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<tr>
<td><strong>Physical Contact:</strong></td>
<td>Inappropriate touching — horseplay, “friendly touching,” etc.</td>
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<tr>
<td><strong>Inappropriate Language:</strong></td>
<td>Language which is inappropriate yet not used in an abusive / threatening manner.</td>
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<tr>
<td><strong>Tardy:</strong></td>
<td>Failure to be in a designated place at the designated time.</td>
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</table>

#### Clear Steps:

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

(continued)

<table>
<thead>
<tr>
<th>Offense</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Lying:</strong></td>
<td>Stating / repeating statements that are untrue.</td>
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<tr>
<td><strong>Cheating:</strong></td>
<td>Presenting the work of others as one’s own.</td>
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<tr>
<td><strong>Out of Bounds:</strong></td>
<td>Loitering or participating in activities outside designated areas.</td>
</tr>
<tr>
<td><strong>Trash / Littering:</strong></td>
<td>Discarding of items or dumping of trash in any location other than a trash can.</td>
</tr>
<tr>
<td><strong>Refusal to Dress: PE</strong></td>
<td>Failure to bring / dress in proper PE attire.</td>
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</tbody>
</table>

### Repeated Ed Code Violations (48900 K):

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

---

Clearly define / post the behavioral expectations.

Implement procedures for all class routines - entering the room, handing in assignments, sharpening the pencil, welcoming a guest, etc.

TEACH and ROLE-PLAY the behavioral expectations, classroom procedures, use of materials, etc. Demonstrate what the expected behavior "looks like" (positive example) as well as what it "does not look like" (non-example).

Pre-correct - Prior to directing students to perform a task, provide a description of what the expected behavior will look like. "Lunch will be in two minutes. At that time, everyone will put away all materials, push in all chairs and line up."

Cue / Prompt / Remind - Provide a pre-arranged / previously taught cue to remind specific students to engage in the appropriate behavior.

Acknowledge students who appropriately demonstrate the expected behavior.

Specifically explain HOW the behavior did not meet the stated / taught expectation. “It is disrespectful to other students when you _____.”

Provide a warning - “Respect a school rule. All students are expected to talk respectfully to staff and students here at ABC School. This is your official warning.”

Check for student understanding of the behavioral expectations - “Please summarize what we discussed so I ensure there is no confusion.”

Evaluate the student’s skill repertoire. Determining if the student is capable of demonstrating the behavioral expectation. Evaluate behavior & academic domains.

Determine the FUNCTION of the misbehavior. All behaviors serve a purpose (function). Determine what the student is gaining or avoiding by misbehaving?

Provide a structured choice - clearly offer a choice between two alternatives and state the consequence for each. “You can work quietly on your assignment now and leave with the class or work with me during lunch.”

Evaluate ENVIRONMENTAL factors within the classroom which may be contributing to the misbehavior: Space, Time, Materials, Interactions.

Collaborate with colleagues to identify behavior patterns and trends (class to class, year to year, etc.).

Use a variety of consequences: Positive Reinforcement, Negative Reinforcement, Penalties and Punishments. Remember, punishment is the least effective consequence for students with anti-social behaviors.

Evaluate the effectiveness of consequences. Ineffective consequences must be analyzed and modified. Seek assistance for “out of the box” ideas.

Involve a problem-solving team (grade, team, family, SST, 504, IEP).
District-wide Referral Forms

SBCUSD Low Level Referral Form

<table>
<thead>
<tr>
<th>1st Incident Date:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Problem Behavior</td>
</tr>
<tr>
<td>Classroom</td>
<td>Disruption:</td>
</tr>
<tr>
<td></td>
<td>Defiance:</td>
</tr>
<tr>
<td>Office</td>
<td>Disrespect:</td>
</tr>
<tr>
<td>Hallway</td>
<td>Property misuse</td>
</tr>
<tr>
<td>Restrooms</td>
<td>Dress code</td>
</tr>
<tr>
<td>Lunch area</td>
<td>Inappropriate language (not directed toward staff)</td>
</tr>
<tr>
<td>PE area</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd Incident Date:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Problem Behavior</td>
</tr>
<tr>
<td>Classroom</td>
<td>Disruption:</td>
</tr>
<tr>
<td></td>
<td>Defiance:</td>
</tr>
<tr>
<td>Office</td>
<td>Disrespect:</td>
</tr>
<tr>
<td>Hallway</td>
<td>Property misuse</td>
</tr>
<tr>
<td>Restrooms</td>
<td>Dress code</td>
</tr>
<tr>
<td>Lunch area</td>
<td>Inappropriate language (not directed toward staff)</td>
</tr>
<tr>
<td>PE area</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3rd Incident Date:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Problem Behavior</td>
</tr>
<tr>
<td>Classroom</td>
<td>Disruption:</td>
</tr>
<tr>
<td></td>
<td>Defiance:</td>
</tr>
<tr>
<td>Office</td>
<td>Disrespect:</td>
</tr>
<tr>
<td>Hallway</td>
<td>Property misuse</td>
</tr>
<tr>
<td>Restrooms</td>
<td>Dress code</td>
</tr>
<tr>
<td>Lunch area</td>
<td>Inappropriate language (not directed toward staff)</td>
</tr>
<tr>
<td>PE area</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4th Incident Date:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Problem Behavior</td>
</tr>
<tr>
<td>Classroom</td>
<td>Disruption:</td>
</tr>
<tr>
<td></td>
<td>Defiance:</td>
</tr>
<tr>
<td>Office</td>
<td>Disrespect:</td>
</tr>
<tr>
<td>Hallway</td>
<td>Property misuse</td>
</tr>
<tr>
<td>Restrooms</td>
<td>Dress code</td>
</tr>
<tr>
<td>Lunch area</td>
<td>Inappropriate language (not directed toward staff)</td>
</tr>
<tr>
<td>PE area</td>
<td></td>
</tr>
</tbody>
</table>

| 5th Incident — See attached Office Referral Form |

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

SBCUSD Office Referral Form

BE SAFE! BE RESPONSIBLE! BE RESPECTFUL!

<table>
<thead>
<tr>
<th>Location (Check only 1):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gate</td>
</tr>
<tr>
<td>On bus / bus area</td>
</tr>
<tr>
<td>California</td>
</tr>
<tr>
<td>Classroom</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Office</td>
</tr>
<tr>
<td>Hallway</td>
</tr>
<tr>
<td>Quad</td>
</tr>
<tr>
<td>Restrooms</td>
</tr>
<tr>
<td>Lunch area</td>
</tr>
<tr>
<td>PE area</td>
</tr>
<tr>
<td>Playground</td>
</tr>
<tr>
<td>Other (specify):</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Provide a behaviorally specific description:

Referring Staff Signature: ________________________________ Date: ____________

Received in Office by: ________________________________ Date: ____________

Administrative Action Taken

Skill/Relationship Development: __________

Removal Penalty:
- Student Completed Incident Summary
- Identified Academic Deficit(s):
- Identified Functional Factors:
- Identified Environmental Factors:
- Identified Behavior Skill Deficit(s):
- Assigned Targeted Skill Development:
- Conducted Crisis Teaching & Facilitated Student Re-entry
- Scheduled meeting with: Team Guardian ____________
- Developed a Behavior Contract
- Assigned an Adult Mentor:
- Scheduled Behavior Support Plan (BSP): __________

Administrator’s Signature: ________________________________ Date: ____________

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

Questions to Consider

- Is the student consistently receiving Tier One (school-wide) behavior supports?

- Does the student possess the skills necessary to:
  - ✓ appropriately resolve conflicts with peers and/or adults?
  - ✓ successfully complete academic requirements?
  - ✓ resist peer recruitment (gangs, drugs, hazing, etc.)?
  If no, what targeted skill development is necessary?

- What INTERVENTIONS, as opposed to punishments, have been implemented?

- What ENVIRONMENTAL FACTORS* (triggers) at school are contributing to the misbehavior?
  - What is missing or present in the environment which supports the continued use of the misbehavior?

- What FUNCTION* does the misbehavior serve? What is gained or avoided by engaging in the misbehavior?

- Has the student been seen by the school counselor?

- Has the student been provided targeted skill development? i.e., anger management, conflict resolution

- Has the student been seen by a private agency?

- Has the student been paired with an adult mentor to help build positive school relationships?

- Does the student have a behavior contract or Behavior Support Plan (BSP)?

- Has the student been referred to the Student Success Team (SST)?

- Has the student been diagnosed with a medical / psychiatric condition which requires medication?

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

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

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

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

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

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

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

Procedures for Gathering Evidence:

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

(CONTINUED ON NEXT PAGE)
2) **Witnesses statements must:**
   - ✔ be collected from all witnesses
   - ✔ be conducted at the time of the incident -- if circumstances prohibit interviewing witnesses at the time, interviews must be conducted as soon as possible
   - ✔ be in original handwriting
   - ✔ be specific and as detailed as possible
   - ✔ be reviewed for clarity
   - ✔ include date/location where written
   - ✔ contain all names of accused or victims

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

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

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

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

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

School officials have a responsibility to conduct thorough investigations and respond immediately to Ed. Code violations. The Progressive Discipline Matrix is a district-wide document created to assist site administrators in the consistent: 1) **application of administrative action(s)**, and 2) **provision of student intervention(s)**.
SBCUSD recognizes that students who regularly ride the school bus may present disciplinary problems. EC 44807 states, "public schools shall hold pupils to a strict account for their conduct on the way to and from school," and EC 48900 provides school districts the authority to discipline students going to/from school. Consequently, students who exhibit adverse behavior while being transported via school bus, are subject to the disciplinary actions outlined in the *Progressive Discipline Matrix (PDM)*, and Board Policy (BP): Bus Conduct 5131.1.

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

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

<table>
<thead>
<tr>
<th>Offense</th>
<th>Definition</th>
<th>Administrative Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Body Parts Exposed from Window</td>
<td>Exposing arms or other body parts through bus windows</td>
<td>BP 5131.1, General: EC 48900 K, Body part exposed: EC 48900 I, if applicable</td>
</tr>
<tr>
<td>Boisterous or Loud</td>
<td>Talking and/or yelling loudly, refusing to maintain quiet while on board the bus</td>
<td>BP 51.31.1, General: EC 48900 K, Obscenity/Vulgarity: EC 48900 I, if applicable</td>
</tr>
<tr>
<td>Bus Pass</td>
<td>A) MS/HS: Failure to provide a valid bus pass or producing a fraudulent pass B) Issuing one's bus pass to another student for the purpose of boarding</td>
<td>BP 51.31.1, EC 48900 K</td>
</tr>
<tr>
<td>Cell Phones and/or Electronic Devices</td>
<td>SBCUSD Policy 5140 C, 11: Using a cell phone or electronic device while on the bus</td>
<td>BP 51.31.1, EC 48900 K</td>
</tr>
<tr>
<td>Eating and/or Drinking</td>
<td>Eating or drinking while on board the bus</td>
<td>BP 51.31.1, EC 48900 K</td>
</tr>
<tr>
<td>Emergency Exits</td>
<td>Tampering with an Emergency Exit</td>
<td>BP 51.31.1, Stationary: EC 48900 K, Moving: EC 48900 B</td>
</tr>
<tr>
<td>Harassment</td>
<td>Intentionally harassing, threatening, or intimidating other students, driver, or attendant</td>
<td>BP 51.31.1, Grades 4-12: EC 48900 R</td>
</tr>
<tr>
<td>Lighter/Matches</td>
<td>Lighting a cigarette lighter or striking a match</td>
<td>BP 51.31.1, EC 48900 B</td>
</tr>
<tr>
<td>Seating</td>
<td>A) Refusing to remain seated, changing seats, climbing over or under seats B) Refusing to share a seat with other students</td>
<td>BP 51.31.1, EC 48900 K</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>Education Code 48900.2</td>
<td>BP 51.31.1, Grades 4-12 EC212.5: EC 48900 P1, OR Verbal Harassment: EC 48900 P2</td>
</tr>
<tr>
<td>Throwing Objects</td>
<td>Throwing objects in or out of the bus</td>
<td>BP 51.31.1, EC 48900 B</td>
</tr>
<tr>
<td>Unauthorized Exits</td>
<td>Climbing through windows or exiting the Emergency Exit without authorization</td>
<td>BP 51.31.1, EC 48900 K</td>
</tr>
</tbody>
</table>
EC 48900 (A-1) — SAFETY
Caused, attempted to cause, or threatened to cause physical injury to another person.

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

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

### A-1: ELEMENTARY — SAFETY

<table>
<thead>
<tr>
<th>EC 48900, A-1</th>
<th>1st Offense</th>
<th>2nd Offense</th>
<th>3rd Offense</th>
<th>4th Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Verbal Altercation</td>
<td>• Restrict activity</td>
<td>• Restrict activity</td>
<td>• Restrict activity</td>
<td>• 5 day suspension</td>
</tr>
<tr>
<td>• Verbal Altercation: Threatening Bodily Harm</td>
<td>• Assign detention</td>
<td>• Assign detention</td>
<td>• Assign detention</td>
<td>• Contact School Police</td>
</tr>
<tr>
<td>• Fighting: Pushing, Shoving (resulting in minor scuffle)</td>
<td>• 1 day suspension</td>
<td>• 1 day suspension</td>
<td>• 1—3 day suspension</td>
<td>• Possible recommendation for expulsion</td>
</tr>
<tr>
<td>• Fighting: Mutual Combat without Injury</td>
<td><strong>Interventions (K-6):</strong></td>
<td><strong>Interventions (K-6):</strong></td>
<td><strong>Interventions (K-6):</strong></td>
<td><strong>Interventions (K-6):</strong></td>
</tr>
<tr>
<td></td>
<td>□ Meet with counselor</td>
<td>□ Prevention Program — targeted skill development</td>
<td>□ Provide intervention: counselor</td>
<td>□ Counselor provides parent with multiple district and community resources</td>
</tr>
<tr>
<td></td>
<td>□ Identify contributing Functional and Environmental Factors*</td>
<td>□ Evaluate consequences and intervention effectiveness</td>
<td>□ Provide Tier Two supports</td>
<td>□ Provide intervention: counselor</td>
</tr>
<tr>
<td></td>
<td>□ Develop behavior contract:* assign adult mentor</td>
<td>□ Review behavior contract</td>
<td>□ Parent attends school</td>
<td>□ Parent attends school</td>
</tr>
<tr>
<td></td>
<td>□ Parent attends school</td>
<td></td>
<td>□ Develop BSP</td>
<td>□ Review BSP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Refer to SST</td>
<td>□ Review SST process and interventions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>□ Consider Tier Three supports</td>
</tr>
</tbody>
</table>

Administrative Action (4-6): Restrict activity
Assign detention
1—3 day suspension

Interventions (K-6): Counselor provides parent with multiple district and community resources
Provide Tier Two supports
Parent attends school
Develop BSP
Refer to SST

Administrative Action (K-3): Restrict activity
Assign detention
1—3 day suspension

Interventions (K-6): Prevention Program — targeted skill development
Evaluate consequences and intervention effectiveness
Review behavior contract
Parent attends school

Administrative Action (4-6): Restrict activity
Assign detention
1—3 day suspension
Contact School Police
Possible recommendation for expulsion

Interventions (K-6): Provide intervention: counselor
Provide Tier Two supports
Parent attends school
Develop BSP
Refer to SST

Administrative Action (4-6): Restrict activity
Assign detention
1—5 day suspension
Contact School Police

Interventions (K-6): Provide intervention: counselor
Provide Tier Two supports
Parent attends school
Develop BSP
Refer to SST

Administrative Action (K-3): Restrict activity
Assign detention
1—3 day suspension

Interventions (K-6): Prevention Program — targeted skill development
Evaluate consequences and intervention effectiveness
Review behavior contract
Parent attends school

Administrative Action (4-6): Restrict activity
Assign detention
1—3 day suspension
Contact School Police
Possible recommendation for expulsion

Interventions (K-6): Counselor provides parent with multiple district and community resources
Provide Tier Two supports
Parent attends school
Develop BSP
Refer to SST

Administrative Action (K-3): Restrict activity
Assign detention
1—3 day suspension

Interventions (K-6): Prevention Program — targeted skill development
Evaluate consequences and intervention effectiveness
Review behavior contract
Parent attends school

Administrative Action (4-6): Restrict activity
Assign detention
1—5 day suspension
Contact School Police
Possible recommendation for expulsion

Interventions (K-6): Provide intervention: counselor
Provide Tier Two supports
Parent attends school
Develop BSP
Refer to SST

Administrative Action (K-3): Restrict activity
Assign detention
1—3 day suspension

Interventions (K-6): Prevention Program — targeted skill development
Evaluate consequences and intervention effectiveness
Review behavior contract
Parent attends school

Administrative Action (4-6): Restrict activity
Assign detention
1—3 day suspension
Contact School Police
Possible recommendation for expulsion

Interventions (K-6): Counselor provides parent with multiple district and community resources
Provide Tier Two supports
Parent attends school
Develop BSP
Refer to SST

Administrative Action (K-3): Restrict activity
Assign detention
1—3 day suspension

Interventions (K-6): Prevention Program — targeted skill development
Evaluate consequences and intervention effectiveness
Review behavior contract
Parent attends school

Administrative Action (4-6): Restrict activity
Assign detention
1—3 day suspension
Contact School Police
Possible recommendation for expulsion

Interventions (K-6): Counselor provides parent with multiple district and community resources
Provide Tier Two supports
Parent attends school
Develop BSP
Refer to SST

Administrative Action (K-3): Restrict activity
Assign detention
1—3 day suspension

Interventions (K-6): Prevention Program — targeted skill development
Evaluate consequences and intervention effectiveness
Review behavior contract
Parent attends school

Administrative Action (4-6): Restrict activity
Assign detention
1—3 day suspension
Contact School Police
Possible recommendation for expulsion

Interventions (K-6): Counselor provides parent with multiple district and community resources
Provide Tier Two supports
Parent attends school
Develop BSP
Refer to SST

Administrative Action (K-3): Restrict activity
Assign detention
1—3 day suspension

Interventions (K-6): Prevention Program — targeted skill development
Evaluate consequences and intervention effectiveness
Review behavior contract
Parent attends school

Administrative Action (4-6): Restrict activity
Assign detention
1—3 day suspension
Contact School Police
Possible recommendation for expulsion

Interventions (K-6): Counselor provides parent with multiple district and community resources
Provide Tier Two supports
Parent attends school
Develop BSP
Refer to SST

Administrative Action (K-3): Restrict activity
Assign detention
1—3 day suspension

Interventions (K-6): Prevention Program — targeted skill development
Evaluate consequences and intervention effectiveness
Review behavior contract
Parent attends school

Administrative Action (4-6): Restrict activity
Assign detention
1—3 day suspension
Contact School Police
Possible recommendation for expulsion

Interventions (K-6): Counselor provides parent with multiple district and community resources
Provide Tier Two supports
Parent attends school
Develop BSP
Refer to SST

Administrative Action (K-3): Restrict activity
Assign detention
1—3 day suspension

Interventions (K-6): Prevention Program — targeted skill development
Evaluate consequences and intervention effectiveness
Review behavior contract
Parent attends school

Administrative Action (4-6): Restrict activity
Assign detention
1—3 day suspension
Contact School Police
Possible recommendation for expulsion

Interventions (K-6): Counselor provides parent with multiple district and community resources
Provide Tier Two supports
Parent attends school
Develop BSP
Refer to SST

Administrative Action (K-3): Restrict activity
Assign detention
1—3 day suspension

Interventions (K-6): Prevention Program — targeted skill development
Evaluate consequences and intervention effectiveness
Review behavior contract
Parent attends school

Administrative Action (4-6): Restrict activity
Assign detention
1—3 day suspension
Contact School Police
Possible recommendation for expulsion

Interventions (K-6): Counselor provides parent with multiple district and community resources
Provide Tier Two supports
Parent attends school
Develop BSP
Refer to SST

Administrative Action (K-3): Restrict activity
Assign detention
1—3 day suspension

Interventions (K-6): Prevention Program — targeted skill development
Evaluate consequences and intervention effectiveness
Review behavior contract
Parent attends school

Administrative Action (4-6): Restrict activity
Assign detention
1—3 day suspension
Contact School Police
Possible recommendation for expulsion

Interventions (K-6): Counselor provides parent with multiple district and community resources
Provide Tier Two supports
Parent attends school
Develop BSP
Refer to SST

Administrative Action (K-3): Restrict activity
Assign detention
1—3 day suspension

Interventions (K-6): Prevention Program — targeted skill development
Evaluate consequences and intervention effectiveness
Review behavior contract
Parent attends school

Administrative Action (4-6): Restrict activity
Assign detention
1—3 day suspension
Contact School Police
Possible recommendation for expulsion

Interventions (K-6): Counselor provides parent with multiple district and community resources
Provide Tier Two supports
Parent attends school
Develop BSP
Refer to SST
### A-1: ELEMENTARY — SAFETY

<table>
<thead>
<tr>
<th>EC 48900, A-1</th>
<th>1st Offense</th>
<th>2nd Offense</th>
<th>3rd Offense</th>
<th>4th Offense</th>
</tr>
</thead>
</table>
| **SAFETY: LEVEL 2 (K-6)** | Administrative Action (K-3):  
  - Restrict activity  
  - Assign detention  
  - 1—3 day suspension  
 Administrative Action (4-6):  
  - Restrict activity  
  - Assign detention  
  - 1—5 day suspension  
 Interventions (K-6):  
  - Counselor: targeted skill development  
  - Identify contributing Functional and Environmental Factors*  
  - Develop behavior contract:*  
  - assign adult mentor  
  - Parent conference | Administrative Action (K-3):  
  - Restrict activity  
  - Assign detention  
  - 1—5 day suspension  
 Administrative Action (4-6):  
  - Restrict activity  
  - Assign detention  
  - 1—5 day suspension  
 Contact School Police  
 Possible recommendation for expulsion  
 Interventions (K-6):  
  - Prevention Program — targeted skill development  
  - Provide Tier Two supports  
  - Parent attends school  
  - Develop BSP | Administrative Action (K-3):  
  - 5 day suspension  
  - Contact School Police  
  - Possible recommendation for expulsion  
 Administrative Action (4-6):  
  - 5 day suspension  
  - Contact School Police  
  - Recommend expulsion  
 Interventions (K-6):  
  - Counselor provides parent with multiple district and community resources  
  - Provide intervention: counselor  
  - Parent attends school  
  - Review BSP  
  - Refer to SST  
  - Consider Tier Three supports |
| **Fighting: Mutual Combat Minor Injury without Medical Attention** (black eye without lacerations to nose, small scratches or cuts without severe bleeding) | Restrict activity  
 Assign detention  
 1—3 day suspension | Restrict activity  
 Assign detention  
 1—5 day suspension | Restrict activity  
 Assign detention  
 1—5 day suspension  
 Contact School Police  
 Possible recommendation for expulsion | | |
| **Fighting or Assault on a Student: Unprovoked** | Restrict activity  
 Assign detention  
 1—3 day suspension | Restrict activity  
 Assign detention  
 1—5 day suspension | Restrict activity  
 Assign detention  
 1—5 day suspension  
 Contact School Police  
 Possible recommendation for expulsion | | |
| **Fighting: Gang Related** | Restrict activity  
 Assign detention  
 1—3 day suspension | Restrict activity  
 Assign detention  
 1—5 day suspension | Restrict activity  
 Assign detention  
 1—5 day suspension  
 Contact School Police  
 Possible recommendation for expulsion | | |

### A-1: SECONDARY — SAFETY

<table>
<thead>
<tr>
<th>EC 48900, A-1</th>
<th>1st Offense</th>
<th>2nd Offense</th>
<th>3rd Offense</th>
<th>4th Offense</th>
</tr>
</thead>
</table>
| **SAFETY: LEVEL 1 (6-12)** | Administrative Action (6-8):  
  - OCS — 3 day suspension  
  - Contact School Police  
 Administrative Action (9-12):  
  - 1—5 day suspension  
  - Contact School Police  
 Interventions (6-12):  
  - Meet with counselor  
  - Identify contributing Functional and Environmental Factors*  
  - Develop behavior contract:*  
  - assign adult mentor  
  - Parent attends school | Administrative Action (6-8):  
  - 1—3 day suspension  
  - Contact School Police  
 Administrative Action (9-12):  
  - 1—5 day suspension  
  - Contact School Police  
 Interventions (6-12):  
  - Prevention Program — targeted skill development  
  - Evaluate consequence and intervention effectiveness  
  - Review behavior contract  
  - Parent attends school | Administrative Action (6-8):  
  - 1—5 day suspension  
  - Contact School Police  
  - Possible recommendation for expulsion  
 Administrative Action (9-12):  
  - 5 day suspension  
  - Contact School Police  
  - Possible recommendation for expulsion  
 Interventions (6-12):  
  - Provide intervention: counselor  
  - Provide Tier Two supports  
  - Parent attends school  
  - Develop BSP  
  - Refer to SST | Administrative Action (6-8):  
  - 5 day suspension  
  - Contact School Police  
  - Recommend expulsion  
 Administrative Action (9-12):  
  - 5 day suspension  
  - Contact School Police  
  - Recommend expulsion  
 Interventions (6-12):  
  - Counselor provides parent with multiple district and community resources  
  - Provide intervention: counselor  
  - Parent attends school  
  - Review BSP  
  - Review SST process and interventions  
  - Consider Tier Three supports |
| **Verbal Altercation** | | | | |
| **Verbal Altercation: Threatening Bodily Harm** | | | | |
| **Fighting: Pushing, Shoving (resulting in minor scuffle)** | | | | |
| **Fighting: Mutual Combat WITHOUT Injury** | | | | |

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*Interventions (K-6):*  
  - Prevention Program — targeted skill development  
  - Provide Tier Two supports  
  - Parent attends school  
  - Develop BSP  
  - Review BSP  
  - Refer to SST  
  - Consider Tier Three supports
# A-1: SECONDARY — SAFETY

<table>
<thead>
<tr>
<th>EC 48900, A-1</th>
<th>1st Offense</th>
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<th>4th Offense</th>
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<tr>
<td>• Fighting: Mutual Combat Minor Injury without Medical Attention</td>
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<td>Possible recommendation</td>
<td>Possible recommendation</td>
<td>Recommend expulsion</td>
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<td>1—5 day suspension</td>
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<td>Interventions (6-12):</td>
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<td>□ Counselor: targeted skill development</td>
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<td>□ Identify contributing Functional and Environmental Factors*</td>
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<td>□ Develop behavior contract:* assign adult mentor</td>
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<td>□ Parent conference</td>
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<td>• Fighting or Assault on a Student: Unprovoked</td>
<td>Administrative Action (9-12):</td>
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<td>□ Prevention Program — targeted skill development</td>
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<td>□ Develop BSP</td>
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<tr>
<td>• Fighting: Gang Related</td>
<td>Interventions (6-12):</td>
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<td>□ Counselor provides parent with multiple district and community resources</td>
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<td>□ Consider Tier Three supports</td>
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## EC 48900 (A-2) — SAFETY

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

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

- □ Evidence the student, while under the jurisdiction of the school and without provocation, participated in a physical altercation causing minor trauma to the victim.
- □ Statements by: victim, credible witness(es).
- □ Statement by accused agreeing they committed the violation, as stated by administration.
- □ Photographic evidence of the injury — extent of injury must be visible.
- □ Documentation of medical intervention(s) for victim.
### A-2: ELEMENTARY — SAFETY

<table>
<thead>
<tr>
<th>EC 48900, A-2</th>
<th>1st Offense</th>
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<tr>
<td><strong>SAFETY: LEVEL 3 (K-6)</strong></td>
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<tr>
<td>Fight: Gang Related</td>
<td>Administrative Action (K-3):</td>
<td>1—3 day suspension</td>
<td>Administrative Action (K-3):</td>
<td>1—5 day suspension</td>
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<td>Administrative Action (4-6):</td>
<td>1—5 day suspension</td>
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<td>Contact School Police</td>
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<td>Contact School Police</td>
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<td>Possible recommendation for expulsion</td>
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<td>Interventions (K-6):</td>
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<td>Administrative Action (4-6):</td>
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<td>□ Prevention Program — targeted skill development</td>
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<td>Contact School Police</td>
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<td>□ Identify contributing Functional and Environmental Factors*</td>
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<td>Recommend expulsion</td>
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<td>□ Develop behavior contract:* assign adult mentor</td>
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<td>□ Parent conference</td>
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<td><strong>SAFETY: LEVEL 4 (K-6)</strong></td>
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<tr>
<td>• Fighting: Serious Injury / Assault</td>
<td>Administrative Action (K-3):</td>
<td>5 day suspension</td>
<td>Administrative Action (K-3):</td>
<td>5 day suspension</td>
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<tr>
<td>(broken bones, contusions, convulsions, unconscious due to fight, stitches, shot, stabbed)</td>
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<td>Contact School Police</td>
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<td></td>
<td>Administrative Action (4-6):</td>
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<td>Interventions (K-6):</td>
<td>5 day suspension</td>
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<td>□ Counselor provides parent with multiple district and community resources</td>
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<td>□ Provide intervention: counselor</td>
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<td>□ Consider Tier Three supports</td>
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<td>• Assault / Battery</td>
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*See page 16 for Level 4 (4-6) Interventions.

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*SBCUSD Progressive Discipline Matrix*
## A-2: SECONDARY — SAFETY

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<th>EC 48900, A-2</th>
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<td><strong>Administrative Action (6-8):</strong></td>
<td>1—5 day suspension</td>
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<td>Possible recommendation for expulsion</td>
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<td><strong>Administrative Action (9-12):</strong></td>
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<td><strong>Interventions (6-12):</strong></td>
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<td>Prevention Program — targeted skill development</td>
<td>Prevention Program — targeted skill development</td>
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<tr>
<td>EC 48915 (a)(1) MUST notify victim/parent of their right to transfer under NCLB</td>
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<td><strong>Assault / Battery</strong></td>
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<td>EC 48915 (a) (5)</td>
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<td><strong>Administrative Action (9-12):</strong></td>
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<td><strong>Interventions (6-12):</strong></td>
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<td>Counselor provides parent with multiple district and community resources</td>
<td>Counselor provides parent with multiple district and community resources</td>
<td>Counselor provides parent with multiple district and community resources</td>
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<td>Parent conference</td>
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<td>Consider Tier Three supports</td>
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</table>
The following must be submitted in order to substantiate an expulsion recommendation:

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

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

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

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

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

<table>
<thead>
<tr>
<th>EC 48900, B</th>
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<td>• B-1: Possession of a Knife or Other Dangerous Object</td>
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<td>Administrative Action (4-6):</td>
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<td>• 5 day suspension</td>
<td>Contact School Police</td>
<td>Mandatory expulsion — extension of suspension</td>
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<td>Interventions (K-6):</td>
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<td>□ Counselor provides parent with multiple district and community resources</td>
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<td>□ Parent attends school</td>
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<td>□ Consider Tier Three supports</td>
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<td>• B-2: Brandishing a Knife or Other Dangerous Object at Another Person</td>
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<tr>
<td>EC 48915 (c) (2)</td>
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<td>• B-3: Possession of, or Brandishing, Gun</td>
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<td>EC 48915 (c) (1)</td>
<td>MANDATORY Must notify victim/parent of their right to transfer under NCLB</td>
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<td>• B-4: Possession of Explosive Device (M80, M100, or other powerful explosives)</td>
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<td>EC 48915 (c) (5)</td>
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<td><strong>B-3: Possession of, or Brandishing, Gun</strong></td>
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<td>EC 48915 (c)(1)</td>
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<tr>
<td><strong>MANDATORY</strong></td>
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<td>• Must notify victim/parent of their right to transfer under NCLB</td>
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<td><strong>B-4: Possession of Explosive Device</strong></td>
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<td>(M80, M100, or other powerful explosives)</td>
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<td>EC 48915 (c)(5)</td>
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</tbody>
</table>
EC 48900 (C) — SAFETY
Possessed, used, sold, or otherwise furnished; or been under the influence of any controlled substance, alcohol or intoxicant.

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

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

All controlled substances must be confiscated as evidence.

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

<table>
<thead>
<tr>
<th>Ed Code 48900, C</th>
<th>1st Offense</th>
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<th>4th Offense</th>
</tr>
</thead>
</table>
| **SAFETY: LEVEL 3 (K-6)** | Administrative Action (K-3):  
  - 1-3 days suspension (marijuana only) & Mandatory Insight  
  - Mandatory Expulsion (all other drugs)  
  - Contact School Police | Administrative Action (K-3):  
  - 1—5 day suspension  
  - Contact School Police  
  - Recommend expulsion | Administrative Action (4-6):  
  - 5 day suspension  
  - Contact School Police  
  - Recommend expulsion | Interventions (K-6):  
  - Prevention Program — targeted skill development  
  - Identify Functional and Environmental Factors*  
  - Develop contract:* assign mentor  
  - Parent conference |
| • Possession of Drugs, Alcohol or any Controlled Substance  
  EC 48915 (a) (3) - on campus | Administrative Action (4-6):  
  - 1-5 days suspension (marijuana only) & Mandatory Insight  
  - Mandatory Expulsion (all other drugs)  
  - Contact School Police | Administrative Action (4-6):  
  - 5 day suspension  
  - Contact School Police  
  - Recommend expulsion | Interventions (K-6):  
  - Counselor provides parent with multiple district and community resources  
  - Provide intervention: counselor  
  - Develop BSP  
  - Parent attends school  
  - Consider Tier Three supports | |
| • Under the Influence of Drugs, Alcohol or any Controlled Substance  
  EC 48915 (a)(3) - on campus | Interventions (K-6):  
  - Prevention Program with targeted skill development  
  - Identify Functional and Environmental Factors*  
  - Develop contract:* assign mentor  
  - Parent conference | |

### C: SECONDARY — SAFETY

<table>
<thead>
<tr>
<th>Ed Code 48900, C</th>
<th>1st Offense</th>
<th>2nd Offense</th>
<th>3rd Offense</th>
<th>4th Offense</th>
</tr>
</thead>
</table>
| **SAFETY: LEVEL 3 (6-12)** | Administrative Action (6-8):  
  - 1-5 days suspension (marijuana only) & Mandatory Insight  
  - Mandatory Expulsion (all other drugs)  
  - Contact School Police | Administrative Action (6-8):  
  - 5 day suspension  
  - Contact School Police  
  - Recommend expulsion | Administrative Action (9-12):  
  - 5 day suspension  
  - Contact School Police  
  - Recommend expulsion | Interventions (6-12):  
  - Counselor provides parent with multiple district and community resources  
  - Provide intervention: counselor  
  - Develop BSP  
  - Parent conference  
  - Consider Tier Three supports |
| • Possession of Drugs, Alcohol or any Controlled Substance  
  EC 48915 (a) (3) - on campus | Administrative Action (9-12):  
  - 5 day suspension  
  - Contact School Police  
  - Recommend expulsion | Interventions (6-12):  
  - Prevention Program with targeted skill development  
  - Identify Functional and Environmental Factors*  
  - Develop contract:* assign mentor  
  - Parent conference | |
| • Under the Influence of Drugs, Alcohol or any Controlled Substance  
  EC 48915 (a)(3) - on campus | Interventions (6-12):  
  - Preventive Program — targeted skill development  
  - Identify Functional and Environmental Factors*  
  - Develop contract:* assign mentor  
  - Parent conference | |

SBCUSD Progressive Discipline Matrix
Page 21
Offered, arranged, or negotiated to sell any controlled substance, alcohol, or intoxicant or representation of items thereof.

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

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

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

Confiscate all evidence and give to School Police.

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

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

**EC 48900, D**

<table>
<thead>
<tr>
<th>SAFETY: LEVEL 4 (K-6)</th>
<th>Possession of Drugs for Sale</th>
<th>Administrative Action (K-3):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EC 48915 (c) (3)</td>
<td>5 day suspension</td>
</tr>
<tr>
<td></td>
<td>Must notify victim/parent</td>
<td>Contact School Police</td>
</tr>
<tr>
<td></td>
<td>of their right to transfer</td>
<td>Recommend expulsion —</td>
</tr>
<tr>
<td></td>
<td>under NCLB</td>
<td>extension of suspension</td>
</tr>
</tbody>
</table>

**Administrative Action (4-6):**

- 5 day suspension
- Contact School Police
- Mandatory expulsion — extension of suspension

**Interventions (K-6):**

- Counselor provides parent with multiple district and community resources
- Provide intervention: counselor
- Parent attends school
- Consider Tier Three supports

## D: SECONDARY — SAFETY

**EC 48900, D**

<table>
<thead>
<tr>
<th>SAFETY: LEVEL 4 (6-12)</th>
<th>Possession of Drugs for Sale</th>
<th>Administrative Action (6-8):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EC 48915 (c) (3)</td>
<td>5 day suspension</td>
</tr>
<tr>
<td></td>
<td>Must notify victim/parent</td>
<td>Contact School Police</td>
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<tr>
<td></td>
<td>of their right to transfer</td>
<td>Mandatory expulsion —</td>
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<tr>
<td></td>
<td>under NCLB</td>
<td>extension of suspension</td>
</tr>
</tbody>
</table>

**Administrative Action (9-12):**

- 5 day suspension
- Contact School Police
- Mandatory expulsion — extension of suspension

**Interventions (6-12):**

- Counselor provides parent with multiple district and community resources
- Provide intervention: counselor
- Parent attends school
- Consider Tier Three supports
Committed or attempted robbery or extortion.

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

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

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

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

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### E: ELEMENTARY — SAFETY

<table>
<thead>
<tr>
<th>Ed Code 48900, E</th>
<th>1st Offense</th>
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</thead>
<tbody>
<tr>
<td><strong>SAFETY: LEVEL 3 (K-6)</strong></td>
<td>Administrative Action (K-3): 1—3 day suspension</td>
<td>Administrative Action (K-3): 1—5 day suspension</td>
<td>Contact School Police</td>
<td>Possible recommendation for expulsion</td>
</tr>
<tr>
<td>Robbery, Extortion, Grand Theft: Violence Indicated</td>
<td>Administrative Action (4-6): 1—5 day suspension</td>
<td>Contact School Police</td>
<td>Possible recommendation for expulsion</td>
<td>Recommend expulsion</td>
</tr>
<tr>
<td>EC 48915 (a) (4) Must notify victim/parent of their right to transfer under NCLB</td>
<td>Interventions (K-6): Prevention Program — targeted skill development</td>
<td>Interventions (K-6): Prevention Program — targeted skill development</td>
<td>Diversion Program</td>
<td>Counselor provides parent with multiple district and community resources</td>
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<td></td>
<td>Identify contributing Functional and Environmental Factors*</td>
<td>Develop behavior contract:* assign adult mentor</td>
<td>Parent conference</td>
<td>Develop BSP</td>
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<td>Parent conference</td>
<td>Parent conference</td>
<td>Parent conference</td>
<td>Consider Tier Three supports</td>
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<td><strong>SAFETY: LEVEL 3 (6-12)</strong></td>
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<td>Robbery, Extortion, Grand Theft: Violence Indicated EC 48915 (a) (4) Must notify victim/parent of their right to transfer under NCLB</td>
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<td><strong>Administrative Action (6-8):</strong></td>
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<td>• Possible recommendation for expulsion</td>
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<td><strong>Interventions (6-12):</strong></td>
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<td>□ Prevention Program — targeted skill development</td>
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<td>□ Identify contributing Functional and Environmental Factors*</td>
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<td>□ Develop behavior contract:* assign adult mentor</td>
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<td><strong>Administrative Action (9-12):</strong></td>
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<td>• Recommend expulsion</td>
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<td><strong>Interventions (9-12):</strong></td>
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<td>□ Counselor provides parent with multiple district and community resources</td>
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<td>□ Develop BSP</td>
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<td>□ Parent conference</td>
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<td>□ Consider Tier Three supports</td>
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**EC 48900 (F) — NON-SAFETY**
Caused or attempted to cause damage to school or private property.

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

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

According to SBCUSD Board Policy, site administrators are entitled to recommend expulsion for graffiti (defacement of school property).
### F: ELEMENTARY — NON-SAFETY

<table>
<thead>
<tr>
<th>EC 48900, F</th>
<th>1st Offense</th>
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<th>4th Offense</th>
</tr>
</thead>
</table>
| **NON-SAFETY: LEVEL 3** *(K-6)* | Administrative Action (K-3):  
- Assign detention  
- 1—3 day suspension  
- Restitution  
**Administrative Action (4-6):**  
- Assign detention  
- 1—3 day suspension  
- Restitution  
**Interventions (K-6):**  
☐ 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 (K-3):  
- 1—5 day suspension  
- Contact School Police  
- Recommend expulsion — extension of suspension  
- Restitution  
**Administrative Action (4-6):**  
- 1—5 day suspension  
- Contact School Police  
- Recommend expulsion — extension of suspension  
- Restitution  
**Interventions (K-6):**  
☐ Counselor provides parent multiple district/community resources  
☐ Provide intervention: counselor  
☐ Parent attends school  
☐ Develop BSP and/or SST  
☐ Consider Tier Three supports | | |

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### F: SECONDARY — NON-SAFETY

<table>
<thead>
<tr>
<th>EC 48900, F</th>
<th>1st Offense</th>
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<th>4th Offense</th>
</tr>
</thead>
</table>
| **NON-SAFETY: LEVEL 3** *(6-12)* | Administrative Action (6-12):  
- On Campus Suspension  
- 1—3 day suspension  
- Contact School Police  
- Restitution  
**Interventions (6-12):**  
☐ 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 (6-8):  
- 1—5 day suspension  
- Contact School Police  
- Recommend expulsion — extension of suspension  
- Restitution  
**Administrative Action (9-12):**  
- 1—5 day suspension  
- Contact School Police  
- Recommend expulsion — extension of suspension  
- Restitution  
**Interventions (6-12):**  
☐ Counselor provides parent multiple district/community resources  
☐ Provide intervention: counselor  
☐ Parent attends school  
☐ Develop BSP and/or SST  
☐ Consider Tier Three supports | | | |

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EC 48900 (G) — NON-SAFETY
Stole, or attempted to steal, school or private property.

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

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

G: ELEMENTARY — NON-SAFETY

<table>
<thead>
<tr>
<th>Ed Code 48900, G</th>
<th>1st Offense</th>
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<th>4th Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stole, or Attempted to Steal, School Property (petty theft)</td>
<td>Assign detention</td>
<td>Assign detention</td>
<td>Assign detention</td>
<td>Assign detention</td>
</tr>
<tr>
<td></td>
<td>Restitution</td>
<td>1 day suspension</td>
<td>1—3 day suspension</td>
<td>1—5 day suspension</td>
</tr>
<tr>
<td>Administrative Action (4-6):</td>
<td>Restrict activity</td>
<td>Restrict activity</td>
<td>Restrict activity</td>
<td>Restrict activity</td>
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<tr>
<td></td>
<td>Assign detention</td>
<td>Assign detention</td>
<td>Assign detention</td>
<td>Assign detention</td>
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<tr>
<td></td>
<td>Restitution</td>
<td>1—3 day suspension</td>
<td>1—5 day suspension</td>
<td>1—5 day suspension</td>
</tr>
<tr>
<td>Interventions (K-6):</td>
<td>Restrict activity</td>
<td>Restrict activity</td>
<td>Restrict activity</td>
<td>Restrict activity</td>
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<tr>
<td></td>
<td>Ensure student is receiving Tier One supports</td>
<td>Meet with counselor</td>
<td>Check student understanding of rules / expectations</td>
<td>Provide intervention: counselor</td>
</tr>
<tr>
<td></td>
<td>Provide structured choice</td>
<td>Evaluate consequences and intervention effectiveness</td>
<td></td>
<td>Identify contributing Functional and Environmental Factors*</td>
</tr>
<tr>
<td></td>
<td>Evaluate skill level — academic and behavioral</td>
<td>Evaluate student data for patterns and trends</td>
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<td>Develop behavior contract:*</td>
</tr>
<tr>
<td></td>
<td>Parent conference — phone</td>
<td>Parent conference — school</td>
<td>Parent attends school</td>
<td>Parent attends school</td>
</tr>
</tbody>
</table>

Interventions (K-6):
- □ Provide intervention: counselor
- □ Identify contributing Functional and Environmental Factors*
- □ Develop behavior contract:* assign adult mentor
- □ Parent conference — phone
- □ Parent conference — school

Interventions (K-6):
- □ Counselor: targeted skill development
- □ Evaluate consequences and intervention effectiveness
- □ Review student data for patterns and trends
- □ Review behavior contract
- □ Parent attends school

Interventions (K-6):
- □ Provide intervention: counselor
- □ Provide Tier Two supports
- □ Parent attends school
- □ Develop BSP
- □ Refer to SST
### G: ELEMENTARY — NON-SAFETY

<table>
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<tr>
<th>Ed Code 48900, G</th>
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<th>4th Offense</th>
</tr>
</thead>
</table>
| **NON-SAFETY: LEVEL 3 (K-6)** | Administrative Action (K-6):  
- Assign detention  
- 1—3 day suspension  
- Contact School Police  
- Restitution  

Interventions (K-6):  
- Counselor: targeted skill development  
- Evaluate skills: academic/behavioral  
- Identify contributing Functional and Environmental Factors*  
- Develop behavior contract:* assign adult mentor  
- Review student data:patterns/trends  
- Parent attends school | Administrative Action (K-6):  
- 1—5 day suspension  
- Contact School Police  
- Possible recommendation for expulsion  
- Restitution  

Interventions (K-6):  
- Counselor provides parent multiple district/community resources  
- Provide intervention: counselor  
- Provide Tier Two supports  
- Parent attends school  
- Develop BSP, Refer to SST  
- Consider Tier Three Supports | Administrative Action (K-6):  
- On Campus Suspension  
- 1—3 day suspension  
- Contact School Police  
- Restitution  

Interventions (K-6):  
- 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 (6-12):  
- 1—5 day suspension  
- Contact School Police  
- Restitution  

Interventions (6-12):  
- Counselor: targeted skill development  
- Evaluate consequence and intervention effectiveness  
- Review behavior contract  
- Parent conference — school | Administrative Action (6-12):  
- On Campus Suspension  
- 1—3 day suspension  
- Contact School Police  
- Restitution  

Interventions (6-12):  
- Provide intervention: counselor  
- Evaluate skill level — academic and behavioral  
- Identify contributing Functional and Environmental Factors*  
- Develop behavior contract:* assign adult mentor  
- Parent conference — phone  
- Parent attends school  
- Develop BSP | Administrative Action (6-8):  
- 1—5 day suspension  
- Contact School Police  
- Continue progressive discipline and intervention plan: may lead to expulsion  
- Restitution | Administrative Action (6-12):  
- 5 day suspension  
- Contact School Police  
- Possible recommendation for expulsion  
- Restitution | Administrative Action (9-12):  
- 5 day suspension  
- Contact School Police  
- Possible recommendation for expulsion  
- Restitution | Administrative Action (9-12):  
- 5 day suspension  
- Contact School Police  
- Possible recommendation for expulsion  
- Restitution |

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### G: SECONDARY — NON-SAFETY

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<tr>
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</table>
| **NON-SAFETY: LEVEL 1 (6-12)** | Administrative Action (6-12):  
- On Campus Suspension  
- 1 day suspension  
- Contact School Police  
- Restitution  

Interventions (6-12):  
- 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 (6-12):  
- On Campus Suspension  
- 1—3 day suspension  
- Contact School Police  
- Restitution  

Interventions (6-12):  
- Counselor: targeted skill development  
- Evaluate consequence and intervention effectiveness  
- Review behavior contract  
- Parent conference — school | Administrative Action (6-12):  
- 1—5 day suspension  
- Contact School Police  
- Restitution  

Interventions (6-12):  
- Counselor provides parent multiple district/community resources  
- Provide intervention: counselor  
- Provide Tier Two supports  
- Parent attends school  
- Develop BSP | Administrative Action (6-8):  
- 1—5 day suspension  
- Contact School Police  
- Continue progressive discipline and intervention plan: may lead to expulsion  
- Restitution | Administrative Action (6-12):  
- 5 day suspension  
- Contact School Police  
- Possible recommendation for expulsion  
- Restitution | Administrative Action (9-12):  
- 5 day suspension  
- Contact School Police  
- Possible recommendation for expulsion  
- Restitution | Administrative Action (9-12):  
- 5 day suspension  
- Contact School Police  
- Possible recommendation for expulsion  
- Restitution |

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**G: ELEMENTARY — NON-SAFETY**

**G: SECONDARY — NON-SAFETY**
<table>
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<tr>
<th>Ed Code 48900, G</th>
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</table>
| **NON- SAFETY: LEVEL 3 (6-12)** | **Administrative Action (6-8):**  
  • 1—5 day suspension  
  • Contact School Police  
  • Recommend expulsion — extension of suspension OR Rationale  
  • Restitution  
  **Administrative Action (9-12):**  
  • 1—5 day suspension  
  • Contact School Police  
  • Recommend expulsion — extension of suspension OR Rationale  
  • Restitution  
  **Interventions (6-12):**  
  □ 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 (6-8):**  
  • 1—5 day suspension  
  • Contact School Police  
  • Recommend expulsion — extension of suspension  
  • Restitution  
  **Administrative Action (9-12):**  
  • 1—5 day suspension  
  • Contact School Police  
  • Recommend expulsion — extension of suspension  
  • Restitution  
  **Interventions (6-12):**  
  □ Counselor provides parent with multiple district and community resources  
  □ Provide intervention: counselor  
  □ Parent attends school  
  □ Develop BSP  
  □ Refer to SST  
  □ Consider Tier Three supports | | | |

**EC 48900 (H) — NON-SAFETY**

Possessed or used tobacco or tobacco products.

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

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

Refer student to a Smoking Cessation Program. Contact Student Assistance Programs for further information.
### H: ELEMENTARY — NON-SAFETY

<table>
<thead>
<tr>
<th>EC 48900, H</th>
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<tbody>
<tr>
<td><strong>Non-Safety: Level 1 (K-6)</strong></td>
<td><strong>Possession and/or use of Tobacco</strong></td>
<td><strong>Administrative Action (K-3):</strong></td>
<td><strong>Administrative Action (K-3):</strong></td>
<td><strong>Administrative Action (K-3):</strong></td>
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<tr>
<td></td>
<td></td>
<td>• Restrict activity</td>
<td>• Restrict activity</td>
<td>• Restrict activity</td>
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<td>• Assign detention</td>
<td>• Assign detention</td>
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<td></td>
<td>• Restrict activity</td>
<td>• 1 day suspension</td>
<td>• 1—3 day suspension</td>
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<td></td>
<td></td>
<td>• Assign detention</td>
<td></td>
<td>• 1—5 day suspension</td>
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<tr>
<td></td>
<td><strong>Interventions (K-6):</strong></td>
<td>☐ Ensure student is receiving Tier One supports</td>
<td>☐ Tobacco Cessation</td>
<td>☐ Tobacco Cessation</td>
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<tr>
<td></td>
<td></td>
<td>☐ Meet with counselor</td>
<td>☐ Provide intervention: counselor</td>
<td>☐ Counselor: targeted skill development</td>
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<td></td>
<td>☐ Check student understanding of rules / expectations</td>
<td>☐ Identify contributing Functional and Environmental Factors*</td>
<td>☐ Review student data for patterns and trends</td>
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<td></td>
<td></td>
<td>☐ Provide structured choice</td>
<td>☐ Develop behavior contract:* assign adult mentor</td>
<td>☐ Review behavior contract</td>
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<td>☐ Evaluate skill level—academic and behavioral</td>
<td>☐ Parent conference — phone</td>
<td>☐ Parent conference — school</td>
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<td>☐ Parent conference — phone</td>
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### H: SECONDARY — NON-SAFETY

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<td><strong>Non-Safety: Level 1 (6-12)</strong></td>
<td><strong>Possession and/or use of Tobacco</strong></td>
<td><strong>Administrative Action (6-12):</strong></td>
<td><strong>Administrative Action (6-12):</strong></td>
<td><strong>Administrative Action (6-12):</strong></td>
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<td>• On Campus Suspension</td>
<td>• On Campus Suspension</td>
<td>• 1—5 day suspension</td>
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<td>• 1 day suspension</td>
<td>• 1—3 day suspension</td>
<td>• Contact School Police</td>
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<td>• Contact School Police</td>
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<td></td>
<td><strong>Interventions (6-12):</strong></td>
<td>☐ Tobacco Cessation</td>
<td>☐ Tobacco Cessation</td>
<td><strong>Interventions (6-12):</strong></td>
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<td>☐ Meet with counselor</td>
<td>☐ Provide intervention: counselor</td>
<td>☐ Counselor provides parent with multiple district and community resources</td>
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<td>☐ Provide structured choice</td>
<td>☐ Identify contributing Functional and Environmental Factors*</td>
<td>☐ Provide Tier Two supports</td>
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<td></td>
<td>☐ Evaluate skill level—academic and behavioral</td>
<td>☐ Develop behavior contract:* assign adult mentor</td>
<td>☐ Parent attends school</td>
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<td>☐ Evaluate consequence and intervention effectiveness</td>
<td>☐ Parent conference — phone</td>
<td>☐ Develop BSP</td>
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<td>☐ Review behavior contract</td>
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<td>☐ Parent conference — school</td>
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SBCUSD Progressive Discipline Matrix
EC 48900 (I) — NON-SAFETY
Committed an obscene act or engaged in habitual profanity or vulgarity.

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

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

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

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

### I: ELEMENTARY — NON-SAFETY

<table>
<thead>
<tr>
<th>EC 48900, I</th>
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</thead>
</table>
| **Non-Safety: Level 1 (K-6)** | Administrative Action (K-3):  
- Restrict activity  
- Assign detention | Administrative Action (K-3):  
- Restrict activity  
- Assign detention  
- 1 day suspension | Administrative Action (K-3):  
- Restrict activity  
- Assign detention  
- 1–3 day suspension | Administrative Action (K-3):  
- 1—5 day suspension  
- Continue progressive discipline and intervention plan: may lead to expulsion |
| **Committed an Obscene Act (excluding sexual harassment)** | Administrative Action (4-6):  
- Restrict activity  
- Assign detention | Administrative Action (4-6):  
- Restrict activity  
- Assign detention  
- 1–3 day suspension | Administrative Action (4-6):  
- Restrict activity  
- Assign detention  
- 1—5 day suspension | Administrative Action (4-6):  
- 1—5 day suspension  
- Continue progressive discipline and intervention plan: may lead to expulsion |
| **Habitual Profanity** | Interventions (K-6):  
- Ensure student is receiving Tier One supports  
- Meet with counselor  
- Check student understanding of rules / expectations  
- Provide structured choice  
- Evaluate skill level—academic and behavioral  
- Parent conference — phone | Interventions (K-6):  
- Provide intervention: counselor  
- Identify contributing Functional and Environmental Factors*  
- Develop behavior contract:* assign adult mentor  
- Parent conference — school | Interventions (K-6):  
- Counselor: targeted skill development  
- Evaluate consequences and intervention effectiveness  
- Review student data for patterns and trends  
- Review behavior contract  
- Parent attends school | Interventions (K-6):  
- Provide intervention: counselor  
- Provide Tier Two supports  
- Parent attends school  
- Develop BSP  
- Refer to SST |

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*SBCUSD Progressive Discipline Matrix
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### I: ELEMENTARY — NON-SAFETY

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<thead>
<tr>
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<tbody>
<tr>
<td><strong>NON-SAFETY: LEVEL 2</strong> <em>(K-6)</em></td>
<td><strong>Administrative Action (K-3):</strong>&lt;br&gt;• Restrict activity&lt;br&gt;• Assign detention&lt;br&gt;• 1 day suspension</td>
<td><strong>Administrative Action (K-3):</strong>&lt;br&gt;• Restrict activity&lt;br&gt;• Assign detention&lt;br&gt;• 1—3 day suspension</td>
<td><strong>Administrative Action (K-3):</strong>&lt;br&gt;• 1—5 day suspension&lt;br&gt;• Contact School Police&lt;br&gt;• Possible recommendation for expulsion</td>
<td><strong>Administrative Action (K-3):</strong>&lt;br&gt;• 1—5 day suspension&lt;br&gt;• Contact School Police&lt;br&gt;• Possible recommendation for expulsion</td>
</tr>
<tr>
<td>Habitual Profanity Toward a School Employee</td>
<td><strong>Administrative Action (4-6):</strong>&lt;br&gt;• Restrict activity&lt;br&gt;• Assign detention&lt;br&gt;• 1—3 day suspension</td>
<td><strong>Administrative Action (4-6):</strong>&lt;br&gt;• Restrict activity&lt;br&gt;• Assign detention&lt;br&gt;• 1—5 day suspension</td>
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<td></td>
<td><strong>Interventions (K-6):</strong>&lt;br&gt;☑ Provide intervention: counselor&lt;br&gt;☑ Evaluate skill level — academic and behavioral&lt;br&gt;☑ Identify contributing Functional and Environmental Factors*&lt;br&gt;☑ Develop behavior contract:* assign adult mentor&lt;br&gt;☑ Parent conference — school</td>
<td><strong>Interventions (K-6):</strong>&lt;br&gt;☑ Counselor: targeted skill development&lt;br&gt;☑ Evaluate consequences and intervention effectiveness&lt;br&gt;☑ Review student data for patterns and trends&lt;br&gt;☑ Review behavior contract&lt;br&gt;☑ Parent conference — school</td>
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<tr>
<td><strong>NON-SAFETY: LEVEL 1</strong> <em>(6-12)</em></td>
<td><strong>Administrative Action (6-12):</strong>&lt;br&gt;• On Campus Suspension&lt;br&gt;• 1 day suspension&lt;br&gt;• Obscene Act: Contact School Police</td>
<td><strong>Administrative Action (6-12):</strong>&lt;br&gt;• On Campus Suspension&lt;br&gt;• 1—3 day suspension&lt;br&gt;• Obscene Act: Contact School Police</td>
<td><strong>Administrative Action (6-12):</strong>&lt;br&gt;• 1—5 day suspension&lt;br&gt;• Obscene Act: Contact School Police</td>
<td><strong>Administrative Action (6-12):</strong>&lt;br&gt;• 1—5 day suspension&lt;br&gt;• Obscene Act: Contact School Police</td>
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<tr>
<td>• Committed an Obscene Act <em>(excluding sexual harassment)</em></td>
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<td><strong>Administrative Action (6-8):</strong>&lt;br&gt;• 1—5 day suspension&lt;br&gt;• Contact School Police&lt;br&gt;• Continue progressive discipline and intervention plan: may lead to expulsion</td>
</tr>
<tr>
<td>• Habitual Profanity</td>
<td><strong>Interventions (6-12):</strong>&lt;br&gt;☑ Meet with counselor&lt;br&gt;☑ Provide structured choice&lt;br&gt;☑ Evaluate skill level — academic and behavioral&lt;br&gt;☑ Identify contributing Functional and Environmental Factors*&lt;br&gt;☑ Develop behavior contract:* assign adult mentor&lt;br&gt;☑ Parent conference — phone</td>
<td><strong>Interventions (6-12):</strong>&lt;br&gt;☑ Counselor: targeted skill development&lt;br&gt;☑ Evaluate consequence and intervention effectiveness&lt;br&gt;☑ Review behavior contract&lt;br&gt;☑ Parent conference — school</td>
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<td><strong>Administrative Action (9-12):</strong>&lt;br&gt;• 5 day suspension&lt;br&gt;• Contact School Police&lt;br&gt;• Possible recommendation for expulsion</td>
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<td><strong>Interventions (6-12):</strong>&lt;br&gt;☑ Counselor provides parent with multiple district and community resources&lt;br&gt;☑ Provide intervention: counselor&lt;br&gt;☑ Provide Tier Two supports&lt;br&gt;☑ Parent attends school&lt;br&gt;☑ Develop BSP&lt;br&gt;☑ Refer to SST</td>
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### I: SECONDARY — NON-SAFETY

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<th>EC 48900, I</th>
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<tr>
<td>Habitual Profanity Toward a School Employee</td>
<td>• Assign detention</td>
<td>• On Campus Suspension</td>
<td>• 1—5 day suspension</td>
<td>• 1—5 day suspension</td>
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<tr>
<td></td>
<td>• On Campus Suspension</td>
<td>• 1—3 day suspension</td>
<td>• Contact School Police</td>
<td>• Contact School Police</td>
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<td></td>
<td>• 1 day suspension</td>
<td></td>
<td>• Possible recommendation for expulsion</td>
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<tr>
<td>Administrative Action (9-12):</td>
<td>• On Campus Suspension</td>
<td>• 1—5 day suspension</td>
<td>• 1—5 day suspension</td>
<td>• 1—5 day suspension</td>
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<td></td>
<td>• 1—3 day suspension</td>
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<td>• Contact School Police</td>
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<td>• Possible recommendation for expulsion</td>
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<tr>
<td>Interventions (6-12):</td>
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<td></td>
<td>□ Provide intervention: counselor</td>
<td>□ Counselor: targeted skill development</td>
<td>□ Counselor provides parent with multiple district and community resources</td>
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<td></td>
<td>□ Evaluate skill level — academic and behavioral</td>
<td>□ Evaluate consequences and intervention effectiveness</td>
<td>□ Provide intervention: counselor</td>
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<td></td>
<td>□ Identify contributing Functional and Environmental Factors*</td>
<td>□ Review student data for patterns and trends</td>
<td>□ Parent attends school</td>
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<td></td>
<td>□ Develop behavior contract:*</td>
<td>□ Provide Tier Two supports</td>
<td>□ Develop BSP</td>
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<td>assign adult mentor</td>
<td>□ Parent attends school</td>
<td>□ Community service</td>
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<td>Parent conference — school</td>
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<td>Community service</td>
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<td>Youth Development</td>
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<tr>
<td><strong>EC 48900 (J) — NON-SAFETY</strong></td>
<td>Possessed, offered, arranged or negotiated to sell any drug paraphernalia.</td>
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</table>

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

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

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

Examples of clear-cut paraphernalia are ZigZag papers and roach clips.
**J: ELEMENTARY — NON-SAFETY**

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<tbody>
<tr>
<td>Possession of Drug Paraphernalia / Selling Drug Paraphernalia</td>
<td>• Restrict activity</td>
<td>• Restrict activity</td>
<td>• Restrict activity</td>
<td>• 1—5 day suspension</td>
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<td></td>
<td>• Assign detention</td>
<td>• Assign detention</td>
<td>• Assign detention</td>
<td>• Continue progressive discipline and intervention plan: may lead to expulsion</td>
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<td>• 1 day suspension</td>
<td>• 1 day suspension</td>
<td>• 1–3 day suspension</td>
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<tr>
<td><strong>Interventions (K-6):</strong></td>
<td>Administrative Action (4-6):</td>
<td>Interventions (K-6):</td>
<td>Interventions (K-6):</td>
<td>Interventions (K-6):</td>
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<td></td>
<td>□ Ensure student is receiving Tier One supports</td>
<td>□ Prevent intervention: counselor</td>
<td>□ Provide intervention: counselor</td>
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<td>□ Prevention Program — targeted skill development</td>
<td>□ Review student data for patterns and trends</td>
<td>□ Review student data for patterns and trends</td>
<td>□ Counselor provides parent with multiple district and community resources</td>
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<td>□ Check student understanding of rules / expectations</td>
<td>□ Evaluate consequence and intervention effectiveness</td>
<td>□ Evaluate consequence and intervention effectiveness</td>
<td>□ Provide Tier Two supports</td>
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<td></td>
<td>□ Provide structured choice</td>
<td>□ Develop behavior contract:*</td>
<td>□ Develop behavior contract:*</td>
<td>□ Parent attends school</td>
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<td>□ Evaluate skill level — academic and behavioral</td>
<td>□ Parent conference — school</td>
<td>□ Parent conference — school</td>
<td>□ Develop BSP</td>
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<td>□ Parent conference — phone</td>
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<td>□ Refer to SST</td>
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</table>

**Administrative Action (K-3):**
- On Campus Suspension
- 1—5 day suspension
- Selling: Contact School Police
- Possible recommendation for expulsion

**Interventions (K-6):**
- Meet with counselor
- Review student data for patterns and trends
- Parent attends school
- Contact School Police
- Possible recommendation for expulsion

**Administrative Action (4-6):**
- On Campus Suspension
- 1—3 day suspension
- Mandatory Insight
- Selling: Contact School Police
- Developing Behavior Contract

**Interventions (K-6):**
- Meet with counselor
- Provide Tier Two supports
- Parent attends school
- Develop BSP
- Refer to SST

**J: SECONDARY — NON-SAFETY**

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<tr>
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<td>Administrative Action (6-12):</td>
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<td>Administrative Action (6-12):</td>
<td>Administrative Action (6-8):</td>
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<td>Possession of Drug Paraphernalia / Selling Drug Paraphernalia</td>
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<td>• On Campus Suspension</td>
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<td></td>
<td>• 1 day suspension</td>
<td>• 1—3 day suspension</td>
<td>• Selling: Contact School Police</td>
<td>• Contact School Police</td>
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<td>• Mandatory Insight</td>
<td>• Mandatory Insight</td>
<td>• Possible recommendation for expulsion</td>
<td>• Continue progressive discipline and intervention plan: may lead to expulsion</td>
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<td>• Selling: Contact School Police</td>
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<td><strong>Interventions (6-12):</strong></td>
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<td>□ Meet with counselor</td>
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<td>□ Meet with counselor</td>
<td>□ Meet with counselor</td>
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<tr>
<td></td>
<td>□ Provide structured choice</td>
<td>□ Provide structured choice</td>
<td>□ Provide structured choice</td>
<td>□ Provide intervention: counselor</td>
</tr>
<tr>
<td></td>
<td>□ Evaluate skill level — academic and behavioral</td>
<td>□ Evaluate skill level — academic and behavioral</td>
<td>□ Evaluate skill level — academic and behavioral</td>
<td>□ Counselor provides parent with multiple district and community resources</td>
</tr>
<tr>
<td></td>
<td>□ Identify contributing Functional and Environmental Factors*</td>
<td>□ Identify contributing Functional and Environmental Factors*</td>
<td>□ Identify contributing Functional and Environmental Factors*</td>
<td>□ Provide intervention: counselor</td>
</tr>
<tr>
<td></td>
<td>□ Develop behavior contract:*</td>
<td>□ Develop behavior contract:*</td>
<td>□ Develop behavior contract:*</td>
<td>□ Provide Tier Two supports</td>
</tr>
<tr>
<td></td>
<td>□ Parent conference — phone</td>
<td>□ Parent conference — phone</td>
<td>□ Parent conference — phone</td>
<td>□ Parent attends school</td>
</tr>
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<td></td>
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<td></td>
<td></td>
<td>□ Develop BSP</td>
</tr>
</tbody>
</table>

**Interventions (6-12):**
- Meet with counselor
- Provide Tier Two supports
- Parent attends school
- Develop BSP
- Refer to SST

**Administrative Action (6-8):**
- 1—5 day suspension
- Contact School Police
- Continue progressive discipline and intervention plan: may lead to expulsion
- Possible recommendation for expulsion

**Interventions (6-12):**
- Meet with counselor
- Provide Tier Two supports
- Parent attends school
- Develop BSP
- Refer to SST

SBCUSD Progressive Discipline Matrix
EC 48900 K — NON-SAFETY
Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

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

- Evidence the disruptive behavior is outside the range of normal intervention — accumulation of 20 days suspension (maximum). The student is allotted 10 additional suspension days (not to exceed 30) if placed in Opportunity or Alternative Programs.

- Evidence all means of correction have been exhausted at the site level.
  Interventions may include, but are not limited to, counselor interventions, parent involvement, identification of Environmental and Functional Factors, targeted skill development, behavior contract, assignment of adult mentor, Behavioral Support Plan, Student Success Team and/or a recommendation to an outside counseling agency.

- Documentation of student’s behavior / intervention over time.

Use this Ed Code violation when 1) a student becomes so defiant school authority is unable to control the behavior, or 2) the behavior is so extreme it severely disrupts the educational process.
<table>
<thead>
<tr>
<th>Ed Code 48900, K</th>
<th>1st Offense</th>
<th>2nd Offense</th>
<th>3rd Offense</th>
<th>4th Offense</th>
</tr>
</thead>
</table>
| **Non-Safety: Level 1 (K-6)** | Administrative Action (K-3):  
- Restrict activity  
- Assign detention | Administrative Action (K-3):  
- Restrict activity  
- Assign detention  
- 1 day suspension | Administrative Action (K-3):  
- Restrict activity  
- Assign detention  
- 1–3 day suspension | Administrative Action (K-3):  
- 1—5 day suspension  
- Continue progressive discipline and intervention plan: may lead to expulsion |
| - Chronic Classroom Disruption |  
- Disruption to School Activities |  
- Gambling |  
- Forgery |  
- Possession of Electronic Devices |  
- Verbal Abuse |  
- Continued Willful Disobedience, Refusal to Follow School Rules and Regulations, Defiance |  
- Interference and/or Obstruction (staff member) |  
- Interference and/or Obstruction (staff member) |
| Interventions (K-6): | □ Ensure student is receiving Tier One supports  
□ Meet with counselor  
□ Check student understanding of rules / expectations  
□ Provide structured choice  
□ Evaluate skill level—aademic and behavioral  
□ Parent conference — phone | □ Provide intervention: counselor  
□ Identify contributing Functional and Environmental Factors*  
□ Develop behavior contract:* assign adult mentor  
□ Parent conference — school | □ Counselor: targeted skill development (Anger Management)  
□ Evaluate consequences and intervention effectiveness  
□ Review student data for patterns and trends  
□ Review behavior contract  
□ Parent attends school | □ Counselor provides parent with multiple district and community resources  
□ Provide intervention: counselor  
□ Provide Tier Two supports  
□ Parent attends school  
□ Develop BSP  
□ Refer to SST |

**Administrative Action (K-3):**  
- Restrict activity  
- Assign detention  
- 1 day suspension  
- Follow SART/SARB process

**Administrative Action (4-6):**  
- Restrict activity  
- Assign detention  
- 1—3 day suspension  
- Follow SART/SARB process

**Interventions (K-6):**  
□ Counselor: targeted skill development (Anger Management)  
□ Evaluate consequences and intervention effectiveness  
□ Review student data for patterns and trends  
□ Review behavior contract  
□ Parent attends school

**Administrative Action (K-3):**  
- 1—5 day suspension  
- Contact School Police  
- Possible recommendation for expulsion  
- Follow SART/SARB

**Administrative Action (4-6):**  
- 1—5 day suspension  
- Contact School Police  
- Possible recommendation for expulsion  
- Follow SART/SARB

**Interventions (K-6):**  
□ Counselor provides parent with multiple district and community resources  
□ Provide intervention: counselor  
□ Provide Tier Two supports  
□ Parent attends school  
□ Develop BSP  
□ Refer to SST
### K: SECONDARY — NON-SAFETY

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<tr>
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<tr>
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<td><strong>Administrative Action (6-12):</strong></td>
<td><strong>Administrative Action (6-12):</strong></td>
<td><strong>Administrative Action (6-12):</strong></td>
<td><strong>Administrative Action (6-8):</strong></td>
</tr>
<tr>
<td>Chronic Classroom Disruption</td>
<td>On Campus Suspension</td>
<td>On Campus Suspension</td>
<td>On—5 day suspension</td>
<td>1—5 day suspension</td>
</tr>
<tr>
<td>Disruption to School Activities</td>
<td>1 day suspension</td>
<td>1—3 day suspension</td>
<td>Gambling/Forgery: Contact School Police</td>
<td>Contact School Police</td>
</tr>
<tr>
<td>Gambling</td>
<td><strong>Interventions (6-12):</strong></td>
<td><strong>Interventions (6-12):</strong></td>
<td><strong>Interventions (6-12):</strong></td>
<td><strong>Interventions (6-12):</strong></td>
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<tr>
<td>Forger</td>
<td>Meet with counselor</td>
<td>Provide intervention: counselor</td>
<td>Counselor: targeted skill development</td>
<td>Counselor provides parent with multiple district and community resources</td>
</tr>
<tr>
<td>Possession of Electronic Devices</td>
<td>Provide structured choice</td>
<td>Evaluate consequence and intervention effectiveness</td>
<td>Review student data for patterns and trends</td>
<td>Provide intervention: counselor</td>
</tr>
<tr>
<td>Verbal Abuse</td>
<td>Evaluate skill level — academic and behavioral</td>
<td>Review behavior contract</td>
<td>Provide Tier Two supports</td>
<td>Parent attends school</td>
</tr>
<tr>
<td><strong>Non-Safety: Level 2 (6-12)</strong></td>
<td><strong>Interventions (6-12):</strong></td>
<td><strong>Interventions (6-12):</strong></td>
<td><strong>Interventions (6-12):</strong></td>
<td><strong>Interventions (6-12):</strong></td>
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<tr>
<td>Continued Willful Disobedience, Refusal to Follow School Rules and Regulations, Defiance</td>
<td>On Campus Suspension</td>
<td>On Campus Suspension</td>
<td>On—5 day suspension</td>
<td>1—5 day suspension</td>
</tr>
<tr>
<td>Interference and/or Obstruction (staff member)</td>
<td>1 day suspension</td>
<td>1—3 day suspension</td>
<td>Follow SART/SARB process</td>
<td>Follow SART/SARB</td>
</tr>
<tr>
<td><strong>Administrative Action (6-12):</strong></td>
<td><strong>Interventions (6-12):</strong></td>
<td><strong>Interventions (6-12):</strong></td>
<td><strong>Interventions (6-12):</strong></td>
<td><strong>Interventions (6-12):</strong></td>
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<tr>
<td></td>
<td>Meet with counselor</td>
<td>Provide intervention: counselor</td>
<td>Counselor: targeted skill development</td>
<td>Counselor provides parent with multiple district and community resources</td>
</tr>
<tr>
<td></td>
<td>Provide structured choice</td>
<td>Evaluate consequence and intervention effectiveness</td>
<td>Review student data for patterns and trends</td>
<td>Provide intervention: counselor</td>
</tr>
<tr>
<td></td>
<td>Evaluate skill level — academic and behavioral</td>
<td>Review behavior contract</td>
<td>Provide Tier Two supports</td>
<td>Parent attends school</td>
</tr>
<tr>
<td></td>
<td>Identify contributing Functional and Environmental Factors</td>
<td>Parent conference — school</td>
<td>Parent attends school</td>
<td>Develop BSP</td>
</tr>
<tr>
<td></td>
<td>Develop behavior contract: assign adult mentor</td>
<td>Community service</td>
<td>Community service</td>
<td>Community service</td>
</tr>
<tr>
<td></td>
<td>Parent conference — phone</td>
<td>Youth Development</td>
<td>Youth Development</td>
<td>Youth Development</td>
</tr>
<tr>
<td></td>
<td>Community service</td>
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<td></td>
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<td></td>
<td>Youth Development</td>
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SBCUSD Progressive Discipline Matrix
**EC 48900 (L) — Non-Safety**

Knowingly received stolen school or private property.

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

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

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**L: ELEMENTARY — NON-SAFETY**

<table>
<thead>
<tr>
<th>Ed Code 48900, L</th>
<th>1st Offense</th>
<th>2nd Offense</th>
<th>3rd Offense</th>
<th>4th Offense</th>
</tr>
</thead>
</table>
| **Non-Safety: Level 2 (K-6)** | **Administrative Action (K-3):**  
- Restrict activity  
- Assign detention  
- 1 day suspension  
**Administrative Action (4-6):**  
- Restrict activity  
- Assign detention  
- 1—3 day suspension  
**Interventions (K-6):**  
- □ 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 (K-3):**  
- Restrict activity  
- Assign detention  
- 1—3 day suspension  
**Administrative Action (4-6):**  
- Restrict activity  
- Assign detention  
- 1—5 day suspension  
**Interventions (K-6):**  
- □ Counselor: targeted skill development  
- □ Evaluate consequences and intervention effectiveness  
- □ Review student data for patterns and trends  
- □ Review behavior contract  
- □ Parent attends school | **Administrative Action (K-3):**  
- 1—5 day suspension  
- Contact School Police  
- Possible recommendation for expulsion  
**Administrative Action (4-6):**  
- 1—5 day suspension  
- Contact School Police  
- Possible recommendation for expulsion  
**Interventions (K-6):**  
- □ Counselor provides parent with multiple district and community resources  
- □ Provide intervention: counselor  
- □ Provide Tier Two supports  
- □ Parent attends school  
- □ Develop BSP  
- □ Refer to SST |
**L: SECONDARY — NON-SAFETY**

<table>
<thead>
<tr>
<th>Ed Code 48900, L</th>
<th>1st Offense</th>
<th>2nd Offense</th>
<th>3rd Offense</th>
<th>4th Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowingly Received Stolen Property</td>
<td>• Assign detention</td>
<td>• On Campus Suspension</td>
<td>• 1—5 day suspension</td>
<td>• 1—5 day suspension</td>
</tr>
<tr>
<td></td>
<td>• On Campus Suspension</td>
<td>• 1—3 day suspension</td>
<td>• Contact School Police</td>
<td>• Contact School Police</td>
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<tr>
<td></td>
<td>• 1 day suspension</td>
<td>• Contact School Police</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>• Contact School Police</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Interventions (6-12):**
- 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 (9-12):**
- On Campus Suspension
- 1—3 day suspension
- Contact School Police

**Interventions (6-12):**
- 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

**Administrative Action (9-12):**
- 1—5 day suspension
- Contact School Police

**Interventions (6-12):**
- Counselor provides parent with multiple district and community resources
- Provide intervention: counselor
- Parent attends school
- Review BSP
- Refer to SST

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**EC 48900 (M) — SAFETY**

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

The following must be submitted in order to substantiate an expulsion recommendation:
- Photograph evidence of the imitation firearm.
- Statements by: accused and direct witness(es).
- Statement(s) by: Campus Security Officer (CSO) and/or School Police Officer.
### M: ELEMENTARY — SAFETY

<table>
<thead>
<tr>
<th>Ed Code 48900, M</th>
<th>1st Offense</th>
<th>2nd Offense</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Safety: Level 3 (K-6)</strong></td>
<td><strong>Possession of an Imitation Weapon—MUST LOOK LIKE A REAL GUN</strong></td>
<td></td>
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</tr>
<tr>
<td>If not a weapon, no need to extend suspension. If it leads to other violations (i.e., A-1, B, R) then recommend expulsion.</td>
<td><strong>Administrative Action (K-3):</strong></td>
<td>1—3 day suspension</td>
<td><strong>Administrative Action (K-3):</strong></td>
<td>1—5 day suspension</td>
</tr>
<tr>
<td></td>
<td><strong>Administrative Action (4-6):</strong></td>
<td>1—5 day suspension</td>
<td><strong>Contact School Police</strong></td>
<td><strong>Possible recommendation for expulsion</strong></td>
</tr>
<tr>
<td></td>
<td>If it leads to other violations (i.e., A-1, B, R) then recommend expulsion.</td>
<td><strong>Contact School Police</strong></td>
<td><strong>Possible recommendation for expulsion</strong></td>
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<tr>
<td></td>
<td><strong>Interventions (K-6):</strong></td>
<td><strong>Possible recommendation for expulsion</strong></td>
<td><strong>Possible recommendation for expulsion</strong></td>
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<tr>
<td></td>
<td>☐ Prevention Program — targeted skill development</td>
<td><strong>Identify contributing Functional and Environmental Factors</strong>*</td>
<td><strong>Counselor provides parent with multiple district and community resources</strong></td>
<td></td>
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<tr>
<td></td>
<td>☐ Identify contributing Functional and Environmental Factors*</td>
<td>☐ Develop behavior contract:*</td>
<td>☐ Provide intervention: counselor</td>
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<tr>
<td></td>
<td>☐ assign adult mentor</td>
<td>☐ Parent conference</td>
<td>☐ Develop BSP</td>
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<tr>
<td></td>
<td>☐ Parent conference</td>
<td><strong>Interventions (K-6):</strong></td>
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<tr>
<td></td>
<td><strong>Administrative Action (4-6):</strong></td>
<td>5 day suspension</td>
<td><strong>Contact School Police</strong></td>
<td><strong>Recommend expulsion</strong></td>
</tr>
<tr>
<td></td>
<td>☐ Counselor provides parent with multiple district and community resources</td>
<td>☐ Provide intervention: counselor</td>
<td>☐ Parent conference</td>
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<tr>
<td></td>
<td>☐ Parent conference</td>
<td>☐ Develop BSP</td>
<td>☐ Consider Tier Three supports</td>
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### M: SECONDARY — SAFETY

<table>
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<tr>
<th>Ed Code 48900, M</th>
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<th>4th Offense</th>
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<tbody>
<tr>
<td><strong>Safety: Level 3 (6-12)</strong></td>
<td><strong>Possession of an Imitation Weapon—MUST LOOK LIKE A REAL GUN</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If not a weapon, no need to extend suspension. If it leads to other violations (i.e., A-1, B, R) then recommend expulsion.</td>
<td><strong>Administrative Action (6-8):</strong></td>
<td>1—5 day suspension</td>
<td><strong>Administrative Action (6-8):</strong></td>
<td>5 day suspension</td>
</tr>
<tr>
<td></td>
<td><strong>Administrative Action (9-12):</strong></td>
<td>5 day suspension</td>
<td><strong>Contact School Police</strong></td>
<td><strong>Contact School Police</strong></td>
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<tr>
<td></td>
<td>1—5 day suspension</td>
<td><strong>Contact School Police</strong></td>
<td><strong>Possible recommendation for expulsion</strong></td>
<td><strong>Possible recommendation for expulsion</strong></td>
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<td></td>
<td><strong>Contact School Police</strong></td>
<td><strong>Possible recommendation for expulsion</strong></td>
<td><strong>Possible recommendation for expulsion</strong></td>
<td><strong>Possible recommendation for expulsion</strong></td>
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<td></td>
<td><strong>Interventions (6-12):</strong></td>
<td><strong>Possible recommendation for expulsion</strong></td>
<td><strong>Possible recommendation for expulsion</strong></td>
<td><strong>Possible recommendation for expulsion</strong></td>
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<td></td>
<td>☐ Prevention Program — targeted skill development</td>
<td><strong>Identify contributing Functional and Environmental Factors</strong>*</td>
<td><strong>Counselor provides parent with multiple district and community resources</strong></td>
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<td></td>
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<td></td>
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<tr>
<td></td>
<td>☐ assign adult mentor</td>
<td>☐ Parent conference</td>
<td>☐ Develop BSP</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ Parent conference</td>
<td><strong>Interventions (6-12):</strong></td>
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</tr>
<tr>
<td></td>
<td><strong>Administrative Action (6-12):</strong></td>
<td>5 day suspension</td>
<td><strong>Contact School Police</strong></td>
<td><strong>Recommend expulsion</strong></td>
</tr>
<tr>
<td></td>
<td>☐ Counselor provides parent with multiple district and community resources</td>
<td>☐ Provide intervention: counselor</td>
<td>☐ Parent conference</td>
<td></td>
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<tr>
<td></td>
<td>☐ Parent conference</td>
<td>☐ Develop BSP</td>
<td>☐ Consider Tier Three supports</td>
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</tbody>
</table>
EC 48900 (N) — SAFETY
Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

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

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

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

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

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

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

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

N: ELEMENTARY — SAFETY

<table>
<thead>
<tr>
<th>Ed. Code 48900, N</th>
<th>1st Offense</th>
<th>2nd Offense</th>
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<tbody>
<tr>
<td><strong>SAFETY: LEVEL 4 (4-6)</strong></td>
<td><strong>Administrative Action (4-6):</strong></td>
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<tr>
<td>Sexual Assault</td>
<td>• 5 day suspension</td>
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<tr>
<td>EC 48915 (c) (4)</td>
<td>• Contact School Police</td>
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<tr>
<td><strong>Must notify victim/parent of their right to transfer under NCLB</strong></td>
<td>• Crime Report</td>
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<tr>
<td></td>
<td>• Contact Affirmative Action Office</td>
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<td></td>
<td>• Mandatory expulsion</td>
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<tr>
<td><strong>Interventions (4-6):</strong></td>
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<td></td>
<td>□ Counselor provides parent with multiple district and community resources</td>
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<td>□ Provide intervention: counselor</td>
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<td></td>
<td>□ Parent attends school</td>
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<td>□ Consider Tier Three supports</td>
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### N: SECONDARY — SAFETY

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<td>Must notify victim/parent of their right to transfer under NCLB</td>
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<td>□ Parent attends school</td>
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<td></td>
<td>□ Consider Tier Three supports</td>
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### EC 48900 (O) — SAFETY

Harassed, threatened, or intimidated a witness.

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

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

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* Consider Tier Three supports
The following must be submitted in order to substantiate an expulsion recommendation:

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

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

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

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

### P: ELEMENTARY — SAFETY

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<tr>
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<td>assign adult mentor</td>
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<td>Prevention Program — targeted skill development</td>
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<td>Provide Tier Two supports</td>
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<td>Parent attends school</td>
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<td>Provide intervention: counselor</td>
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<td>Parent attends school</td>
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<td>Consider Tier Three supports</td>
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</table>

*Interventions (K-6): Counselor provides parent with multiple district and community resources

SBCUSD Progressive Discipline Matrix

Page 44
## P: ELEMENTARY — NON-SAFETY

<table>
<thead>
<tr>
<th>Ed. Code 48900, P 48900.2</th>
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| **Non-Safety: Level 2 (4-6)** | Administrative Action (4-6):  
• Restrict activity  
• Assign detention  
• 1—3 day suspension  
• Contact Affirmative Action Office | Administrative Action (4-6):  
• Restrict activity  
• Assign detention  
• 1—5 day suspension  
• Contact Affirmative Action Office | Administrative Action (4-6):  
• 1—5 day suspension  
• Contact School Police  
• Possible recommendation for expulsion | Administrative Action (4-6):  
• 1—5 day suspension  
• Contact School Police  
• Possible recommendation for expulsion |
| **P.2** | Interventions (4-6):  
□ Provide intervention: counselor  
□ Evaluate skill level — academic and behavioral  
□ Identify contributing Functional and Environmental Factors*  
□ Develop behavior contract:* assign adult mentor  
□ Parent conference — school | Interventions (4-6):  
□ Counselor: targeted skill development  
□ Evaluate consequences and intervention effectiveness  
□ Review student data for patterns and trends  
□ Review behavior contract  
□ Parent attends school | | | |

## P: SECONDARY — SAFETY

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• 1—5 day suspension  
• Contact School Police  
• Possible recommendation for expulsion | Administrative Action (6-8):  
• 5 day suspension  
• Contact School Police  
• Recommend expulsion | Administrative Action (6-8):  
• 5 day suspension  
• Contact School Police  
• Recommend expulsion |
| **P.1** | Administrative Action (9-12):  
• 1—5 day suspension | Administrative Action (9-12):  
• 5 day suspension  
• Contact School Police  
• Recommend expulsion | Administrative Action (9-12):  
• 5 day suspension  
• Contact School Police  
• Recommend expulsion | | |
| **Sexual Harassment, as Defined by EC 212.5** | Interventions (6-12):  
□ Counselor: targeted skill development  
□ Identify contributing Functional and Environmental Factors*  
□ Develop behavior contract:* assign adult mentor  
□ Parent conference | Interventions (6-12):  
□ Prevention Program — targeted skill development  
□ Provide Tier Two supports  
□ Parent attends school  
□ Develop BSP | Interventions (6-12):  
□ Counselor provides parent with multiple district and community resources  
□ Provide intervention: counselor  
□ Parent attends school  
□ Review BSP  
□ Refer to SST | Interventions (6-12):  
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□ Parent attends school  
□ Review BSP  
□ Refer to SST  
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## P: SECONDARY — NON-SAFETY

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<td>Sexual Harassment, Inappropriate Verbal Harassment</td>
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### Interventions (6-12):
- 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 (6-8):
- Assign detention
- On Campus Suspension
- 1 day suspension
- Contact Affirmative Action Office

### Administrative Action (9-12):
- On Campus Suspension
- 1—3 day suspension
- Contact Affirmative Action Office

### Interventions (9-12):
- Contact Affirmative Action Office

### Interventions (6-12):
- 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

### Administrative Action (9-12):
- Contact School Police
- Contact Affirmative Action Office
- Possible recommendation for expulsion

### Interventions (6-12):
- Counselor provides parent with multiple district and community resources
- Provide intervention: counselor
- Parent attends school
- Review BSP
- Refer to SST

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### EC 48900 (Q) — SAFETY

Hate Violence - Education Code section 48900.3.

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

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

This violation does not apply to students in grades K-3 inclusive (see Appendix for Education Code).
### Q: ELEMENTARY — SAFETY

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### Q: SECONDARY — SAFETY

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<td>Parent attends school</td>
<td>Develop BSP</td>
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**Interventions (6-12):**
- Counselor provides parent with multiple district and community resources
- Provide intervention: counselor
- Parent attends school
- Review BSP, Refer to SST
- Consider Tier Three supports
**EC 48900 (R) — SAFETY**

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

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

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

<table>
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<td>□ Develop behavior contract: assign adult mentor</td>
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<td>• Review SST process and interventions</td>
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<td>• Consider Tier Three supports</td>
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Pupil has made terrorist threats against school officials, school property or both - Education Code section 48900.7.

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

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

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

- great bodily injury to another person
- property damage

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

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

### S: ELEMENTARY — SAFETY

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<th>Ed. Code 48900, S 48900.7</th>
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<tr>
<td><strong>SAFETY: LEVEL 4 (4-6)</strong></td>
<td><strong>Terrorist Threats</strong></td>
<td><strong>Administrative Action (4-6):</strong></td>
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<tr>
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<td>Contact School Police</td>
<td>Mandatory expulsion — extension of suspension OR Rationale</td>
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<tr>
<td><strong>Interventions (4-6):</strong></td>
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<td>Provide intervention: counselor</td>
<td>Parent attends school</td>
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*Must notify victim/parent of their right to transfer under NCLB* | **Administrative Action (6-8):**  
- 5 day suspension  
- Contact School Police  
- Mandatory expulsion — extension of suspension OR Rationale | | |
| | **Administrative Action (9-12):**  
- 5 day suspension  
- Contact School Police  
- Mandatory expulsion — extension of suspension OR Rationale | | | |
| | **Interventions (6-12):**  
- Counselor provides parent with multiple district and community resources  
- Provide intervention: counselor  
- Parent attends school  
- Consider Tier Three supports | | | |

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**EC 48900 (T) — SAFETY**

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

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

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

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<tr>
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<td>Unlawfully Arranged to Sell Drug Soma</td>
<td>Administrative Action (K-3): 1—3 day suspension</td>
<td>Administrative Action (K-3): 1—5 day suspension</td>
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Interventions (6-12):
- Counselor provides parent with multiple district and community resources
- Provide intervention: counselor
- Develop BSP
- Parent conference
- Consider Tier Three supports
Aided or abetted the infliction or attempted infliction of physical injury - EC section 48900 (S).

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

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

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

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

Note: This Education Code may apply to cases where more than one student is involved in an attempt to aid another in the infliction or intimidation of physical harm against another student on campus.
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| Aid or Abet in the Infliction, or Attempted Infliction, of Physical Injury | Administrative Action (K-3):  
- Restrict activity  
- Assign detention  
- 1—3 day suspension | Administrative Action (K-3):  
- Restrict activity  
- Assign detention  
- 1—5 day suspension | Administrative Action (K-3):  
- 5 day suspension  
- Contact School Police  
- Possible recommendation for expulsion |             |
| Administrative Action (4-6):  
- Restrict activity  
- Assign detention  
- 1—5 day suspension | Administrative Action (4-6):  
- Restrict activity  
- Assign detention  
- 1—5 day suspension  
- Contact School Police  
- Possible recommendation for expulsion | Administrative Action (4-6):  
- 5 day suspension  
- Contact School Police  
- Recommend expulsion | Administrative Action (4-6):  
- 5 day suspension  
- Contact School Police  
- Recommend expulsion |             |
| Interventions (K-6):  
☐ Counselor: targeted skill development  
☐ Identify contributing Functional and Environmental Factors*  
☐ Develop behavior contract:*  
☐ Assign adult mentor  
☐ Parent conference | Interventions (K-6):  
☐ Prevention Program — targeted skill development  
☐ Provide Tier Two supports  
☐ Parent attends school  
☐ Develop BSP | Interventions (K-6):  
☐ Counselor provides parent with multiple district and community resources  
☐ Provide intervention: counselor  
☐ Parent attends school  
☐ Review BSP  
☐ Refer to SST  
☐ Consider Tier Three supports |             |

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- Contact School Police | Administrative Action (6-8):  
- 1—5 day suspension  
- Contact School Police  
- Possible recommendation for expulsion | Administrative Action (6-8):  
- 5 day suspension  
- Contact School Police  
- Possible recommendation for expulsion  
- Recommend expulsion | Administrative Action (6-8):  
- 5 day suspension  
- Contact School Police  
- Recommend expulsion  
- Recommend expulsion |             |
| Administrative Action (9-12):  
- 1—5 day suspension  
- Contact School Police | Administrative Action (9-12):  
- 5 day suspension  
- Contact School Police  
- Possible recommendation for expulsion |             |             |
| Interventions (6-12):  
☐ Counselor: targeted skill development  
☐ Identify contributing Functional and Environmental Factors*  
☐ Develop behavior contract:*  
☐ Assign adult mentor  
☐ Parent conference | Interventions (6-12):  
☐ Prevention Program — targeted skill development  
☐ Provide Tier Two supports  
☐ Parent attends school  
☐ Develop BSP | Interventions (6-12):  
☐ Counselor provides parent with multiple district and community resources  
☐ Provide intervention: counselor  
☐ Parent attends school  
☐ Review BSP  
☐ Refer to SST  
☐ Consider Tier Three supports |             |             |
EC 48900 (V) — SAFETY
Engaged in, or attempted to engage in, hazing as defined in Education Code section 32050 - Education Code section 48900 (Q).

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

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

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

In order to establish a link between the hazing event and the persons and/or group involved, focus the investigation around the hazing practices of the group (secret club, team, gang, etc.).
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<td>1—3 day suspension</td>
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### V: SECONDARY — SAFETY

<table>
<thead>
<tr>
<th>Ed. Code 48900, V</th>
<th>1st Offense</th>
<th>2nd Offense</th>
<th>3rd Offense</th>
<th>4th Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SAFETY: LEVEL 1 (6-12)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Hazing</td>
<td></td>
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</tr>
<tr>
<td>Must notify victim/parent of their right to transfer under NCLB</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Administrative Action (6-8):</strong></td>
<td>OCS — 3 day suspension</td>
<td>1—3 day suspension</td>
<td>1—5 day suspension</td>
<td>5 day suspension</td>
</tr>
<tr>
<td></td>
<td>Contact School Police</td>
<td>Contact School Police</td>
<td>Contact School Police</td>
<td>Contact School Police</td>
</tr>
<tr>
<td><strong>Administrative Action (9-12):</strong></td>
<td>1—5 day suspension</td>
<td>1—5 day suspension</td>
<td>5 day suspension</td>
<td>5 day suspension</td>
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<tr>
<td></td>
<td>Contact School Police</td>
<td>Contact School Police</td>
<td>Contact School Police</td>
<td>Contact School Police</td>
</tr>
<tr>
<td><strong>Interventions (6-12):</strong></td>
<td>Meet with counselor</td>
<td>Prevention Program — targeted skill development</td>
<td>Develop behavior contract:* assign adult mentor</td>
<td>Counselor provides parent with multiple district and community resources</td>
</tr>
<tr>
<td></td>
<td>Identify contributing Functional and Environmental Factors*</td>
<td>Evaluate consequence and intervention effectiveness</td>
<td>Parent attends school</td>
<td>Provide intervention: counselor</td>
</tr>
<tr>
<td></td>
<td>Develop behavior contract: assign adult mentor</td>
<td>Review behavior contract</td>
<td>Parent attends school</td>
<td>Provide Tier Two supports</td>
</tr>
<tr>
<td></td>
<td>Parent attends school</td>
<td></td>
<td></td>
<td>Parent attends school</td>
</tr>
</tbody>
</table>

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SBCUSD Progressive Discipline Matrix
The following must be submitted in order to substantiate an expulsion recommendation:

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

☐ Jurisdiction of school authority: Under the Education Code - Jurisdiction of a school is categorized into these four areas:

- While on any school grounds.
- While going to or coming from school.
- During the lunch period, whether on or off campus.
- During, or while going to or coming from, any school-sponsored activity.
The following must be submitted in order to substantiate an expulsion recommendation:

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

### X: ELEMENTARY — SAFETY

<table>
<thead>
<tr>
<th>Ed. Code 48900, X</th>
<th>1st Offense</th>
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<th>3rd Offense</th>
<th>4th Offense</th>
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<tbody>
<tr>
<td><strong>Safet-Level 1 (K-6)</strong></td>
<td></td>
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<tr>
<td>X: Engaged in the act of electronic (cyber) bullying*</td>
<td></td>
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<tr>
<td>X1: Engaged in bullying based on sexual orientation*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X2: Engaged in bullying based on ethnicity or race</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X3: Engaged in bullying based on physical or mental disability</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Must notify victim/parent of their right to transfer under NCLB</td>
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</tbody>
</table>

**Administrative Action (K-3):**
- Restrict activity
- Assign detention
- 1 day suspension

**Administrative Action (4-6):**
- Restrict activity
- Assign detention
- 1—3 day suspension

**Interventions (K-6):**
- Meet with counselor
- Identify contributing Functional and Environmental Factors*
- Develop behavior contract: assign adult mentor
- Parent attends school

**Interventions (K-6):**
- Prevention Program — targeted skill development
- Evaluate consequences and intervention effectiveness
- Review behavior contract
- Parent attends school

**Administrative Action (K-3):**
- Restrict activity
- Assign detention
- 1 day suspension

**Administrative Action (4-6):**
- Restrict activity
- Assign detention
- 1—3 day suspension

**Interventions (K-6):**
- Provide intervention: counselor
- Provide Tier Two supports
- Parent attends school
- Develop BSP
- Refer to SST

**Administrative Action (K-3):**
- Restrict activity
- Assign detention
- 1—3 day suspension

**Administrative Action (4-6):**
- Restrict activity
- Assign detention
- 1—5 day suspension
- Contact School Police
- Possible recommendation for expulsion

**Interventions (K-6):**
- Counselor provides parent with multiple district and community resources
- Provide intervention: counselor
- Parent attends school
- Review BSP
- Review SST process and interventions
- Consider Tier Three supports

---

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

* Ensure Affirmative Action procedures are followed
<table>
<thead>
<tr>
<th>Ed. Code 48900, X</th>
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</tbody>
</table>

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

* Ensure Affirmative Action procedures are followed
Special Education Guidelines:

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

□ Students receiving Special Education services are entitled to a Manifestation Determination Meeting during Pre-Expulsion IEP under law. This meeting is to be conducted within 10 days after the recommendation for expulsion.

□ The Pre-Expulsion IEP Team has the right to stop all expulsion proceedings if they find the misconduct was a manifestation of the student’s disability.

□ Students who fall under the 504 educational umbrella have the right to have a Pre-Expulsion 504 Meeting prior to a recommendation for expulsion. The district 504 coordinator should conduct this meeting on-site.

□ Parents must be told of the date and time of the Pre-Expulsion IEP / 504 Meeting. Their presence, although needed, is not mandatory for the Manifestation Determination IEP / 504 Meeting to proceed on the scheduled date and time.

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

Federal Law - No Child Left Behind:

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

□ Under NCLB, any student who is a victim of a serious crime or is a victim of harassment is eligible to be transferred to another school site.

□ Contact Youth Services for any explanation concerning NCLB.
### Additional Resources

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<th>Resource</th>
<th>Page</th>
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</thead>
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<tr>
<td>Low Level Referral Flowchart: Minor Offenses</td>
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</tr>
<tr>
<td>Office Referral Flowchart: Major Offenses</td>
<td>64</td>
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<tr>
<td>Office Referral Self Reflection Form</td>
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<td>Understanding the Problem Behavior</td>
<td>66-67</td>
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<td>Behavior Contract</td>
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<td>Functional Behavioral Assessment</td>
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<tr>
<td>Behavior Support Plan (BSP)</td>
<td>70-74</td>
</tr>
<tr>
<td>SBCUSD Post Suspension Student Interview</td>
<td>75</td>
</tr>
<tr>
<td>Suspension Justification Due Process</td>
<td>76</td>
</tr>
</tbody>
</table>
Menu of Interventions for Minor Offenses
(Classroom Managed Misbehaviors)

☐ Clearly define / post the behavioral expectations.

☐ Implement procedures for all class routines – entering the room, handing in assignments, sharpening the pencil, welcoming a guest, etc.

☐ TEACH and ROLE-PLAY the behavioral expectations, classroom procedures, use of materials, etc. Demonstrate what the expected behavior “looks like” (positive example) as well as what it “does not look like” (non-example).

☐ Pre-correct – Prior to directing students to perform a task, provide a description of what the expected behavior will look like. “In two minutes we will break for lunch. I expect everyone to put their materials away, push in all chairs and quietly line up for lunch.”

☐ Cue / Prompt / Remind – Provide a pre-arranged / previously taught cue to remind specific students to engage in the appropriate behavior.

☐ Acknowledge students who are appropriately demonstrating the expected behavior.

☐ Specifically explain HOW the behavior did not meet the stated / taught expectation. “It is disrespectful to other students when you ______.”

☐ Provide a warning – “Respect is one of our school rules. All students are expected to talk respectfully to all adults and students here at ABC School. This is an official warning.”

☐ Check for student understanding of the behavioral expectations – “Please summarize for me what we have discussed so I am sure there is no confusion” (written or verbal).

☐ Evaluate the student’s skill repertoire – Determine if the student is capable of demonstrating the behavioral expectation. Make sure to evaluate both behavior and academic domains.

☐ Determine the FUNCTION of the misbehavior. All misbehaviors serve a purpose (function). Determine what the student is gaining or avoiding by engaging in the misbehavior.

☐ Provide a structured choice – clearly offer a choice between two alternatives and state the consequence for each. “You can work quietly on your assignment now and leave with the class or work with me during lunch.”

☐ Evaluate ENVIRONMENTAL factors within the classroom which may be contributing to the misbehavior: Space, Time, Materials, Interactions (peers, adults).

☐ Collaborate with colleagues to identify behavior patterns and trends (class to class, year to year, etc.).

☐ Use a variety of consequences – Positive Reinforcement, Negative Reinforcement, Penalties and Punishments. Remember, punishment is the least effective consequence for students with anti-social behaviors.

☐ Evaluate the effectiveness of consequences. Ineffective consequences must be analyzed and modified. Seek assistance for “out of the box” ideas.

☐ Document interventions with a Low Level Referral (LLR)

☐ Involve a problem-solving team (grade, team, family, SST, 504, IEP).
Low Level Referral Flowchart: Minor Offenses

1st Office Referral:
- Discuss behavior(s) documented on LLRs with the student
- Check for student understanding of the school rules
- Forward copy to: 
  - teacher
  - counselor
  - guardian

2nd Office Referral:
- Discuss behavior(s) documented on LLRs with the student
- Review LLRs for patterns/trends
  (identify: Location, Problem Behavior, Staff Intervention Administered)
- Restrict activity
- Forward copy to: 
  - teacher
  - counselor
  - grade level/team
- Make contact with guardian

3rd Office Referral:
- Review student data for patterns
  (discipline/academic)
- Discuss behavior patterns with student and relevant staff
  (address: Location, Problem Behavior, Environmental Factors, & Possible Function)
- Restrict activity
- Forward copy to: 
  - teacher
  - grade level/team
  - guardian
  - counselor
- Recommend guardian attend class

Meet with staff member to determine additional training needs:
- Referral form completion
- Interventions for minor offenses
- Verbal de-escalation strategies
- Classroom management strategies
- Utilizing a variety of consequences
- Accepting differences (race, economic, gender)

At this point the behavior is considered an EC 48900 K, refer to:
- Progressive Discipline Matrix, EC48900 K violation
- Office Referrals for Major Infractions flowchart

Were 5 LLRs attached?
- NO

Were a variety of interventions used (3')?
- NO

Were the interventions allowed adequate time to work?
- NO

Meet with teacher to review referral policies and procedures.

Whole Staff Training?
- Group Staff Training?
- Individual Staff Training?

Low Level Referral Flowchart:
Minor Offenses

SBCUSD Progressive Discipline Matrix
Page 63
Office Referral Flowchart: Major Infractions

**Determine administrative action**
Refer to EC Violations in the *Progressive Discipline Matrix (PDM)*

OR

**Restrict Activity:**
- Identify Environmental & Functional Factors which may have contributed to the misbehavior
- Re-teach school expectations
- Schedule a meeting for student to discuss supports and interventions with the counselor
- Consider targeted group intervention based on: 1) a pattern of misbehavior or 2) the violation
- Notify the following:
  - teacher
  - grade level/team
  - guardian
  - counselor

**Suspend: 1-3 Days**
- Identify Environmental & Functional Factors which may have contributed to the misbehavior
- Schedule a time for student to meet with grade level/team to proactively address Environmental & Functional Factors
- Develop a behavior contract and assign an adult mentor
- Consider targeted group intervention based on violation
- Notify the following:
  - teacher, grade level/team
  - counselor
- Make contact with guardian

**Suspend: 4-5 Days**
- Identify Environmental & Functional Factors which may have contributed to the misbehavior
- Schedule a time for student to meet with grade level/team to proactively address Environmental & Functional Factors
- Develop a behavior contract and assign an adult mentor
- Enroll student in targeted group intervention based on the violation
- Notify the following:
  - teacher, grade level/team
  - counselor
- Meet with guardian

**Multiple Suspensions: 2 or more**
- Conduct a Functional Behavioral Assessment
- Evaluate the effectiveness of previous consequences and interventions
- Provide parent with district & community resources
- Enroll student in targeted group intervention based on the violation
- Enroll student in targeted intervention *(Youth Services Dept)*
- Develop a Behavior Support Plan (BSP)
- Consider placement in a behavior modification class
# Office Referral Self-Reflection Form

Name: ___________________________    Grade: ______     Track or Team: ___________

<table>
<thead>
<tr>
<th>Location of the Problem Behavior:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ classroom</td>
</tr>
<tr>
<td>☐ cafeteria</td>
</tr>
<tr>
<td>☐ hallway</td>
</tr>
<tr>
<td>☐ quad</td>
</tr>
<tr>
<td>☐ PE area</td>
</tr>
<tr>
<td>☐ playground</td>
</tr>
<tr>
<td>☐ restroom</td>
</tr>
<tr>
<td>☐ bus</td>
</tr>
<tr>
<td>☐ gate</td>
</tr>
<tr>
<td>☐ library</td>
</tr>
<tr>
<td>☐ other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>An Office Referral was written for:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ disrupting class</td>
</tr>
<tr>
<td>☐ not following directions</td>
</tr>
<tr>
<td>☐ using profanity</td>
</tr>
<tr>
<td>☐ misusing property</td>
</tr>
<tr>
<td>☐ being tardy</td>
</tr>
<tr>
<td>☐ destroying property</td>
</tr>
<tr>
<td>☐ fighting</td>
</tr>
<tr>
<td>☐ harassing others</td>
</tr>
<tr>
<td>☐ possessing a weapon</td>
</tr>
<tr>
<td>☐ other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>At the time of the Office Referral I was trying to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ get my friends attention</td>
</tr>
<tr>
<td>☐ get the teacher’s attention</td>
</tr>
<tr>
<td>☐ get an item:</td>
</tr>
<tr>
<td>☐ avoid a classmate</td>
</tr>
<tr>
<td>☐ avoid the teacher</td>
</tr>
<tr>
<td>☐ avoid work:</td>
</tr>
<tr>
<td>☐ other:</td>
</tr>
</tbody>
</table>

**Describe in your own words what happened:**

Student Signature: ________________________________________    ____/____/____

Assisting Staff Member’s Signature: ___________________________    ____/____/____
# Understanding the Problem Behavior

<table>
<thead>
<tr>
<th>Student:</th>
<th>DOB:</th>
<th>Today’s Date:</th>
</tr>
</thead>
</table>

## Description
- 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
- [x] Multiple classrooms
- [ ] Common areas

## Consequence
- 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:
  - [ ] Team
  - [ ] Counselor
  - [ ] 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

## How often does the problem behavior occur?
- [ ] ____ times per period
- [ ] ____ times per day
- [ ] ____ times per week
- [ ] Less than once per week
- [ ] Other:

**SBCUSD Progressive Discipline Matrix**

Page 66
### 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:

### 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:

### 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 / Track: _____________

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: ___________________________________________

2) Environmental factors contributing to behavior - present/missing:

3) Function (purpose) the misbehavior serves - gain/avoid: ___________________

4) Student goal: _____________________________________________________

5) Positive consequence for appropriate behavior: __________________________

6) Negative consequence for inappropriate misbehavior: ______________________

Additional comments: __________________________________________________

Signatures of all involved:

____________________      ____________________        ____________________
Student                                            Teacher                                         Mentor

____________________      ____________________        ____________________
Administration                                      Parent                                            Other

SBCUSD Progressive Discipline Matrix
Functional Behavioral Assessment (FBA)

Student: ___________________________  Student ID#: ___________  Date: ___________

Staff conducting FBA: _____________________________________________________

Identified behavior of concern: ____________________________________________

Frequency: The identified behavior occurred on (#) ____ occasions in the following settings: ________________________________________________________________

The identified behavior resulted in (#) _____ suspensions, totaling _____ days.

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

☐ gain peer attention  ☐ gain adult attention  ☐ gain/obtain an item
☐ gain/obtain activity  ☐ avoid peers  ☐ avoid adults
☐ avoid seat work  ☐ avoid group work  ☐ avoid scheduled event
☐ other:

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

☐ adult request/directive  ☐ oral instruction  ☐ individual seat work
☐ group work  ☐ managing materials  ☐ external interruptions
☐ classroom transitions  ☐ passing period  ☐ teasing from peers
☐ changes to routine  ☐ Guest Teacher  ☐ assembly
☐ recess  ☐ other:

Recommended Behavior Supports –

☐ goal(s):

☐ mentor:

☐ targeted skill development:

☐ behaviorally specific progress monitoring:

☐ Behavior Support Plan (BSP):

Team members present:

_________________________________  ___________________________________  ___________________________________

_________________________________  ___________________________________  ___________________________________

_________________________________  ___________________________________  ___________________________________
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

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

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.

Mark and identify the following which need to be addressed:

☐ Present:
☐ Missing:
**Remove student’s need to use the problem behavior**

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?

---

**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?
Intervention

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

11. Reinforcers will be used primarily to:
   - [ ] encourage the use of a FERB
   - [ ] increase the use of a previously established positive behavior

The following reinforcers will be utilized:

- What data was reviewed which indicated the items selected are reinforcers rather than rewards?
  - [ ] Observations
  - [ ] Interviews
  - [ ] Survey/Checklist
  - [ ] Other:

- Do the selected reinforcers provide enough variety to maintain student interest?
  - [ ] Yes
  - [ ] No

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

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

- By whom?

---

**EFFECTIVE REACTION**

**PART III: REACTIVE STRATEGIES**

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

12.

1. How will the student be prompted or cued to use the desired behavior rather than the problem behavior?

2. How will staff ensure the safety of all involved, should the problem behavior reoccur?

3. What will the process be for debriefing, problem-solving, and re-establishing the staff/student relationship?
   - [ ] Debrief:
   - [ ] Problem-Solve:
   - [ ] Re-establish the Staff/Student Relationship:

Optional:

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

Personnel?
### OUTCOME  PART IV: BEHAVIORAL GOALS

**Behavioral Goal(s)**

**13.**

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

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

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

**Option 1: Increase General Positive**

<table>
<thead>
<tr>
<th>By when</th>
<th>Who</th>
<th>Will do what, or will NOT do what</th>
<th>At what level of proficiency</th>
<th>Under what conditions</th>
<th>Measured by whom and how</th>
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</table>

**Option 2: Decrease Problem Behavior**

<table>
<thead>
<tr>
<th>By when</th>
<th>Who</th>
<th>Will do what, or will NOT do what</th>
<th>At what level of proficiency</th>
<th>Under what conditions</th>
<th>Measured by whom and how</th>
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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

<table>
<thead>
<tr>
<th>1. Who will communicate?</th>
<th>2. Under what condition(s)? (Contingent or Continuous)</th>
<th>3. How will information be exchanged?</th>
<th>4. How often will information be exchanged?</th>
<th>5. Content? (student data, staff implementation)</th>
<th>6. How will this be two-way communication?</th>
</tr>
</thead>
<tbody>
<tr>
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### PARTICIPATION  PART VI: PARTICIPANTS IN PLAN DEVELOPMENT

- Student
- Parent/Guardian
- Administrator
- Other
- Other
### SBCUSD Post Suspension Student Interview

<table>
<thead>
<tr>
<th>Discussion with student included:</th>
<th>Suggested supports:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Current incident</td>
<td>- Outside counseling agencies</td>
</tr>
<tr>
<td>- Previous suspensions</td>
<td>- Parent / Counselor conference</td>
</tr>
<tr>
<td>- Grades / Credits</td>
<td>- Parent / Teacher conference</td>
</tr>
<tr>
<td>- Progress toward 4 year plan (HS only)</td>
<td>- Other:</td>
</tr>
<tr>
<td>- Attendance</td>
<td></td>
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<tr>
<td>- Alternative school placement</td>
<td></td>
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<tr>
<td>- Supplemental programs / supports</td>
<td></td>
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<tr>
<td>- Special Education</td>
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</tbody>
</table>

Results of discussion:

Signatures of those in attendance:

- Counselor
- Administrator
- Parent
- Student
- Other – specify title
- Other – specify title
SUSPENSION JUSTIFICATION DUE PROCESS
EC 48914, 48900.8

Student: _____________________  ID #: _____________  Date: ____________
School: ______________________  Administrator: ____________________________

Administrative notes:
1. Incident specifics:
   Time: ________  Date: ________  Location: ______________________
2. Provide chronological description of event:
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________

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

White – Mail to Guardian  Yellow – Suspended Student  Pink – School File  Goldenrod – Youth Services