

April 2024

Dear Students and Parents:

Attached is a copy of the 2024-25 Discipline Action Guide. The District takes seriously the issue of student misbehavior. If you have questions, please contact your school principal or the District.

The parent or guardian is required to acknowledge their receipt of this notice during the CUSD online registration process. The parent or guardian acknowledges online that they have been informed of the Coronado Unified School District Discipline Action Guide.

As you read the documents, you will see that there is a broad range of potential consequences which may follow for particular types of offenses. Administrators will apply discretion in determining the types of consequences to apply for a particular offense. Please understand, however, that:

- State law mandates that a student committing certain types of offenses must be considered for expulsion. In our District, this means the student will be referred to the School Board for an expulsion hearing, and that expulsion may follow.
- In applying discretion, administrators and School Board members will look at all factual factors which they believe to be relevant. These factors may include, for example, not only the nature of the offense but also the extent of any injury or damage to other people or to property, the intentions of the student involved (including in particular the extent that the student was acting with hate or other “mean spirited” intent, or with a careless disregard for others), and the student’s relative record of prior offenses.
- Since the consequences are a function of discretion, this means the same consequences may not be applied for the same offenses in all circumstances.
- The college application process may require disclosure of suspensions or expulsions, and this in turn may affect a student’s chances for admission to the college of his or her choice. While the District wants the best for its students and endeavors to maintain perspective in determining consequences, students should be mindful of this potential impact of misbehavior on their futures.

We hope that these materials are helpful to you in understanding the behavior which is expected of students in our District, and the consequences that may follow from misbehavior.

Sincerely,



Karl Mueller
Superintendent of Schools

District Discipline Plan

Office of Student Services

2024 - 2025

Every Child, Every Day



Section One — Introduction

Essential to the mission of the Coronado Unified School District, we recognize that every child, everyday needs a Connection and Challenge and a Champion. We are committed to academic excellence and personal success for all students and staff. Central to this commitment is educational equity which is dependent upon two main factors: fairness and access which is intentionally designed for meaningful participation. The two factors are closely related and dependent on each other for achieving our goal ensuring each individual make meaningful connections at school, is challenged to do their best every day, and has a champion to encourage them every day.

Our district recognizes the importance of providing instruction with the rigor, relevance, and engagement which fosters the potential for each student. We know that equity and school climate are critical for healthy learning environments. Together, they underscore the quality and character of school life that fosters full access to:

1. High expectations for learning and achievement that are appropriated supported for each individual.
2. Emotionally and physically safe and healthy learning environments.
3. Caring and connected relationships with peers and adults; and
4. Meaningful participation that enhances academic, social-emotional, civic, and moral development.

The Coronado Unified School District acknowledges that an equitable school climate positively responds to the wide range of cultural norms, goals, values, interpersonal relationships, learning styles, leadership practices, and organizational structures within the district and broader community that ensures every child, every day has a Challenge, a Connection and a Champion.

All Students Have a Right to a High-Quality Education

The right to a high-quality education ensures that school disciplinary measures will not be used to exclude students from school or otherwise deprive them of such an education, unless it is necessary to preserve the safety of students and staff. One objective of discipline in schools is to assist students in learning and displaying self-discipline or control of their own behavior. Attainment of this objective depends on the good judgment and compassion of teachers, understanding and leadership by administrators, and the support of all parent(s)/guardian(s) within the community. Success with the District Discipline Plan is predicated on the belief that it will be openly communicated and implemented as a cooperative effort between parent(s), guardian(s), students, and staff.

A. General Principles

The goal of student discipline is to teach students to behave in ways that contribute to academic achievement and school success, as well as support a school climate where students and staff are responsible and respectful. Successful school discipline is guided by the following principles:

- Engaging and effective instruction and classroom management are the foundations.
- Preventing misbehavior before it occurs and using effective interventions after it occurs.
- Strengthening school safety and academic success by encouraging all school staff to build positive relationships with students and be actively engaged in their students' academic lives and learning.

- Promoting high standards of behavior from school teams by teaching, modeling, and monitoring behavior and by fairly and consistently correcting misbehavior as necessary.
- Pairing school discipline with meaningful instruction and guidance offers students an opportunity to learn from their mistakes and contribute to the school community and is more likely to result in getting the student re-engaged in learning.
- Maximizing the amount of time students spend learning and minimizing the time students are removed from their classrooms due to misbehavior.

Please note that school climate reflects the physical and psychological aspects of a school that are likely to change as circumstances or people change. The climate of a school is evident in the feelings and attitudes expressed by students, teachers, staff, and parents. It is how students and staff "feel" about being at school each day. Student learning and staff satisfaction are strongly connected to the climate of a school. Howard (2005) describes a positive school climate as:

"...places where people care, respect, and trust one another; and where the school, as an institution, cares for, respects, and trusts people. In such a school, people feel a high sense of pride and ownership that comes from each individual having a role in making the school a better place."

B. Reasonable Consequences

District programs and schools will make every reasonable effort to correct student misbehavior through site-based resources at the lowest possible level, and support students in learning the skills necessary to enhance a positive school environment and avoid negative behavior.

Teachers can address the vast majority of disciplinary issues at the classroom level. In all instances, school discipline should be reasonable, timely, fair, age-appropriate, and match the severity of the student's misbehavior.

C. Use of Out-of-School Suspensions, Expulsions, and Referrals to Alternative Schools should be Minimized

The use of measures such as out-of-school suspensions, expulsions, and referrals to alternative schools that exclude students from school should be minimized. These measures typically result in the loss of valuable instructional time and should be reserved for infractions that cannot be appropriately addressed through other interventions and disciplinary responses.

D. Role of Law Enforcement

District and school staffs are encouraged to avoid the unnecessary criminalization of students and as such, city police involvement should be limited to situations when it is necessary to protect the physical safety of students and staff, and/or appropriate to address the criminal behavior of persons other than students. Police involvement should not be requested in a situation that can be safely and appropriately handled by the District's internal disciplinary procedures. Additionally, city law enforcement personnel working on school grounds are encouraged to exercise their authority to arrest in a manner that is consistent with the goals and requirements of this Plan.

E. Addressing Racial Disparities in School Discipline

Reducing the racial disparities in school discipline is an important goal of this plan. As is noted in the available district data (see Appendices), school discipline policies affect all students, however, past practices have

disproportionately impacted students of color. African American, Latino/Hispanic, and Native American students, in particular, are more likely to be suspended, expelled, and arrested than their White peers, even for the same behavior. African American, Latino, and Native American students also tend to receive harsher punishments than their peers for the same offenses.

The systemic racial inequalities that persist in school discipline practices must be acknowledged and the district must therefore eliminate institutional structures which contribute to any form of discrimination or bias that present barriers to success for students.

Schools are equally charged with eliminating racial disparities in the application of school discipline. Specifically, schools will need to monitor the impact of their actions on all students, while critically analyzing disciplinary practices and the subsequent effects on youngsters from racial and ethnic groups, or other protected classes, that have historically been overrepresented among those who are suspended, expelled, referred to alternative schools, arrested, or referred to law enforcement.

F. Students with Disabilities

Many students with disabilities require intense academic support and prolonged removal from the learning environment, for any reason, can have a negative impact on their achievement. Learning environments which experience few interruptions (e.g., out-of-school suspensions, expulsions, referrals to alternative schools, referrals to law enforcement, etc.) will likely achieve the greatest educational benefit for any student, but particularly for students with disabilities. When considering suspensions and expulsions, school officials must also carefully determine if the behavior is a manifestation of the student's disability. It is important that behavioral interventions are positive and in accordance with students' Individualized Education Programs (IEPs), behavior support or intervention plans (if applicable), and 504 plans (if applicable).

G. Foster and Homeless Youth

Homelessness. Generally, out of school suspension is not recommended for students who are homeless. Children and youth living in shelters, cars, parks, and other unstable living environments have NO safe place to go during the daytime hours. Also, students experiencing homelessness often experience trauma. Because of these safety concerns, alternate methods of discipline and trauma informed practices should be considered and used as appropriate.

Foster Care. Many children and youth are placed under the care of Child Welfare Services because they have suffered abuse and/or neglect. Some school behaviors may be symptoms of having experienced trauma. School officials are encouraged to consult with the school counselor or school psychologist to develop a behavior plan appropriate to the circumstances for these students.

H. Non-Discrimination

School and district staff responsible for implementing this Plan shall do so without discrimination based on ethnicity, ethnic group identification, race, color, creed, religion, national origin, ancestry, gender, gender identity, gender expression, sexual orientation, marital status, age, disability, resident status, or membership in any of the protected class(es).

I. Due Process

School and district officials must make sure that disciplinary due process rights are explained to students and parents. A failure to provide students and parents/guardians with due process could possibly result in a breakdown of trust between schools and some students, families, and communities they serve. To ensure effective relationships and adequate communication in student disciplinary matters, there should be consideration and respect for: (1) parents/guardians right to be immediately notified when their child faces

disciplinary action; (2) students' right to a fair hearing; and (3) parents/students right to appeal suspensions, expulsions, and referrals to alternative schools.

J. Staff Training

Every school within the district is encouraged to annually allocate a portion of their professional development to issues regarding student behavior and discipline. This will help build capacity, facilitate effectiveness, and underscore the equitable application of pertinent policies, practices, methods, and procedures. Recommended areas of professional development/training include: classroom management, conflict resolution, alternatives to suspensions, and techniques/strategies for avoiding power struggles. Staff training and relevant professional development should also address the needs of students at the schoolwide, classroom, as well as the individual level. All relevant training should emphasize problem-solving skills and focus on prevention, intervention, positive intervention systems of support, response to intervention (behavior), trauma informed care, social emotional learning, and data-based decision making. The analysis and review of data for monitoring the effectiveness and success of applied school and district interventions is crucial. It is also important that professional development and training remain fluid and based on the needs of the district, individual schools, and students.

K. Individual School Policies

Schools may adopt their own school rules and Codes of Conduct so long as they are consistent with this Plan. Any such rules or codes shall be approved by the Superintendent or a designated district official and will be made available to students and their parents/guardians in a manner consistent with this Plan.

L. Community Involvement

Meaningful parent, student, and community involvement in the creation and application of school and district policy is essential for building effective schools with positive and inclusive learning environments. As such, parents/guardians, students, and community members should have input in the development of discipline rules for their school and classrooms.

M. Distribution of Plan

The District shall make every attempt to distribute a copy of this Plan to all students and their parents/guardians in a language they can understand. It shall also be posted on the district website and in a visible and prominent location within each school.

Section Two — Using Disciplinary Interventions and Supports

A. Prevention

Prior to initiating the behavioral responses found in the District Discipline Plan, schools and district programs should consider the process as well as the positive behavior interventions and supports found below:

School-wide Positive Behavioral Supports

| | In Place | Somewhat in place | Not in place | Evidence |
|---|----------|-------------------|--------------|----------|
| Structure/Organize the Environment for Success | | | | |
| Clearly defined and posted behavioral rules/ expectations | | | | |
| Clearly defined and posted procedures for all environmental and classroom routines | | | | |
| Clearly defined and posted expectations for transitions | | | | |
| Teach Students How to Behave Responsibly in ALL Environments | | | | |
| Teach and review the rules/expectations systematically | | | | |
| Role-play the behavioral expectations. What does the behavior look and sound like? | | | | |
| Pre-correct - prior to directing students to perform a task, provide a description of what the expected behavior will look and sound like. | | | | |
| Cue/Prompt/Remind - Provide a prearranged/previously taught cue to remind students to engage | | | | |
| Observe Student Behavior | | | | |
| Check for student understanding of the behavioral expectations-e.g., "Please summarize for me what we have discussed so I am sure there is no confusion." | | | | |
| Evaluate environmental factors that may be contributing to misbehavior (e.g., seating arrangement, noise, clutter) | | | | |
| Collaborate with colleagues to identify patterns and trends | | | | |

| | In Place | Somewhat in place | Not in place | Evidence |
|--|-----------------|--------------------------|---------------------|-----------------|
| Circulate and scan as a means of observing/monitoring ALL student behavior as the behavior of others may impact/effect | | | | |
| Collect data about behavior (e.g., frequency, duration, time, location) and make decisions about what is going well and what needs to be adjusted | | | | |
| Interact Positively with Students | | | | |
| Model friendly, respectful behavior while monitoring the environment | | | | |
| Interact with students using unconditional positive regard | | | | |
| Provide age-appropriate, non-embarrassing feedback | | | | |
| Provide a 4:1 ratio of positive to negative interactions for academics and behavior | | | | |
| Correct Behavior Fluently | | | | |
| Provide a warning – (e.g., “Respect is a school rule. All students are expected to talk respectfully to all students and adults here at school. This is an official warning.”) | | | | |
| Provide a structured choice-clearly offer a choice between two alternatives and state the outcomes of each | | | | |
| Provide corrections consistently, calmly, immediately and briefly | | | | |
| Other: | | | | |

Behavioral Supports Matched to Motivational Functions

It is important to look at the possible reasons for the persistent behaviors that have been identified as areas/environments of concern. Below are possible motivational factors with strategies that can be implemented to provide solutions and supports typically at the Tier 2 level of services. Directions for completing the document are as follows: "Identify the possible reason for the persistent behavior; mark the strategies you have implemented to offer Tier 2 behavioral supports and provide evidence of implementation for Student Success Team".

| Motivational Functions of Behavior | Mark Behavioral Supports & Provide Evidence |
|---|--|
| <p>Options for Ability: Sometimes behaviors occur because the student does not have the neurological or physiological ability to behave the way the teacher would like. Interventions include teaching replacement behavior(s) for the new skill or making behavioral accommodations.</p> | <ul style="list-style-type: none"> • Teach classroom/environmental routines • Teach expectations • Teach and review policies and procedures • Provide visual, auditory, and kinesthetic supports • Reinforce the desired behavior • Other: (please describe) |
| <p>Options for Awareness: Students may exhibit patterns about which they are almost completely unaware. Interventions include helping the student become aware of the behavior through cueing or self-monitoring.</p> | <ul style="list-style-type: none"> • Correct immediately • Provide goal setting • Use signals/ prompts • Implement Replacement behaviors/positive options • Reinforce the desired behavior • Other: (please describe) |
| <p>Options for Adult Attention: In order to get attention from an adult, some students may seek attention in inappropriate ways. Interventions include: ways to increase the frequency, duration, and intensity of adult attention the student receives when exhibiting positive behavior.</p> | <ul style="list-style-type: none"> • Correct calmly • Planned discussion-confer with student • Provide non-contingent attention • Circulate frequently • Reinforce the desired behavior • Other: (please describe) |
| <p>Options for Peer Attention: Some students demonstrate inappropriate behavior to seek attention from peers-playing class clown, showing off, arguing, bullying or being annoying. Interventions include: an increase of positive attention when appropriate peer interactions occur.</p> | <ul style="list-style-type: none"> • Increase pro-social peer attention • Provide explicit instruction in social skills • Work with peer group on planned ignoring • Change seat location • Reinforce the desired behavior • Other: (please describe) |
| <p>Options for Power/Control: Some students seek power or control by eliciting emotional reactions from staff. Interventions include giving the student control over certain aspects when he/she exhibits positive behaviors and avoids power struggles or arguments.</p> | <ul style="list-style-type: none"> • Data collection • Put student in charge of an area or role in the class/environment • Manage the cycle of behavioral escalation Give viable choices • Reinforce the desired behavior • Other: (please describe) |
| <p>Options for Avoidance: Typically, the student is trying to escape or avoid something. Interventions include: a skill-building component and ways to learn the behavior that is desired.</p> | <ul style="list-style-type: none"> • Adjust expectations/procedures • Planned discussion-confer with student • Use first/then • Adapt instruction • Increase assignment interest • Change schedule • Reinforce the desired behavior • Other: (please describe) |

B. Possible Types/Levels of Interventions and Supports to Disciplinary Responses

It is important to look at the possible reasons for the persistent student behavior(s) that have been identified as areas of concern. School teams are strongly encouraged to first look at the probable motivational factors and strategies that might be implemented to provide solutions and supports. Once the possible reason(s)/factor(s) for the behavior have been identified, appropriate intervention strategies and supports should be selected. Please be mindful, however, that more than one motivational factor could be occurring and multiple strategies and supports may need to be implemented simultaneously.

Please note that the below list is not intended to be exhaustive and is a representative sample of disciplinary responses/interventions that site administrators may consider. With proper documentation (e.g., behavior/discipline history, behavior charts, positive behavior intervention and support plans, parent/student conferences, work samples, etc.), school administrators maintain the authority to elevate the level(s) of disciplinary response/intervention.

When choosing consequences/responses for students' inappropriate behavior, teachers, administrators, and school staff must consider the following:

- Age, health, and disability or special education status of the student
- Appropriateness of student's academic placement
- Student's prior conduct and record of behavior
- Student's willingness to repair the harm
- Seriousness of the offense and the degree of harm caused
- Impact of the incident on overall school community
- Unique circumstances:

Homelessness. Generally, out of school suspension is not recommended for students who are homeless. Children and youth living in shelters, cars, parks, and other unstable living environments have **NO safe place** to go during the daytime hours. Also, students experiencing homelessness often experience trauma. Because of these safety concerns, alternate methods of discipline and trauma-informed practices should be considered and used as appropriate.

Foster Care. Many children and youth are placed under the care of Child Welfare Services because they have suffered abuse and/or neglect. Some school behaviors may be symptoms of having experienced trauma. School officials are encouraged to consult with the school counselor or school psychologist to develop a behavior plan appropriate to the circumstances for these students.

Section Three - Description of Inappropriate and Disruptive Behaviors and
Levels of Response and Intervention Supports

| | | |
|----------------|---|---|
| Level 1 | Examples of Classroom Managed Responses | |
| | These consequences and interventions aim to teach correct behavior so students may learn and demonstrate safe, respectful, and responsible behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies. Below are possible consequences and interventions that may be used. | |
| | <p><i>Possible Consequences</i></p> <ul style="list-style-type: none"> Contact parent Verbal corrective feedback In-class time out Parent/guardian conference Student verbal or written apology Use buddy teacher system Loss of classroom privileges Student written reflection Teacher and student conference | <p><i>Possible Interventions</i></p> <ul style="list-style-type: none"> Establish positive relationship with student Seat change Pre-correction and redirection Role play replacement behavior Establish buddy teacher system Parent/Guardian accompany student in class Daily progress report for behavior Increase positive recognition Goal setting with student |
| Level 2 | Examples of Administrative Responses | |
| | These consequences and interventions, used in response to an office discipline referral, aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school. Interventions often involve support staff and aim to engage the student's support system to ensure successful learning, consistency, and change the conditions that contribute to the student's inappropriate or disruptive behavior. Below are possible consequences and interventions that may be used. Level 1 interventions may still apply. | |
| | <p><i>Possible Consequences</i></p> <ul style="list-style-type: none"> Parent/guardian notification required Detention Student verbal or written apology Use buddy teacher system Change of class Conference with student Removed privilege/restricted activity Restitution/community service Time out Relationship development action Restorative conferencing | <p><i>Possible Interventions</i></p> <ul style="list-style-type: none"> Refer to SST/IEP/504 Teams Increase positive recognition Collaborative problem solving Establish positive relationship with student Refer for substance abuse intervention Mentoring Develop/revise positive behavior plan/contract Check In/Check Out Social/Academic Skills Group Refer for educational/psychological evaluation Refer to school/community-based mental health |
| Level 3 | Examples of Administrative Removal Responses | |
| | Level 3 consequences and interventions involve short-term removal of a student from the school environment due to the severity of the behavior or because Level 1 and Level 2 consequences have failed to bring about proper conduct. Level 1 and Level 2 interventions may still be applied in addition to those listed in Level 3. The duration of the suspension is to be limited as much as practicable while adequately addressing the behavior. | |
| | <p><i>Required Consequences</i></p> <ul style="list-style-type: none"> Parent/guardian notification Suspension from school (1 to 5 days) or In-School Suspension (1 to 5 days) | <p><i>Possible Interventions</i></p> <ul style="list-style-type: none"> Develop/revise positive behavior plan Revise 504/IEP and Behavior Support Plan Develop Functional Behavioral Assessment and BIP Restorative Justice re-entry conferencing |

| | | |
|----------------|---|--|
| Level 4 | Examples of Administrative Removal Responses | |
| | Level 3 consequences and interventions involve short-term removal of a student from the school environment due to the severity of the behavior or because Level 1 and Level 2 consequences have failed to bring about proper conduct. Level 1 and Level 2 interventions may still be applied in addition to those listed in Level 3. The duration of the suspension is to be limited as much as practicable while adequately addressing the behavior. | |
| | <i>Required Consequences</i> | <i>Possible Interventions</i> |
| | Parent/guardian notification Suspension from school (5 days) May refer for expulsion (total removal from school) if other means of correction have not brought about proper conduct or are not feasible or there is a continuing danger to the physical safety of the student or others | Manifestation determination (IEP only)/504 compliance review Develop/revise positive behavior plan Revise IEP (for students with disabilities) and Behavior Support Plan Develop Functional Behavioral Assessment and BIP Alternative educational placement |
| Level 5 | Mandatory Recommendation for School Expulsion | |
| | Mandatory removal from school and referral for expulsion for acts as specified in Education Code. | |
| | <i>Required Consequences</i> | <i>Possible Interventions</i> |
| | Parent/guardian notification Suspension from school (5 days) Mandatory referral for expulsion | Manifestation determination (IEP only)/504 compliance review Alternative educational placement |

| PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE | | | | | | |
|--|---------|---------|---------|---------|---------|---------------------------------------|
| Problem Behavior | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Required Law Enforcement Notification |
| Absence from Class or School | | | | | | |
| Tardiness | • | • | | | | |
| Cutting class | • | • | | | | |
| Excessive absences/truancy | • | • | | | | |
| Bullying | | | | | | |
| Intentional physical or verbal act or conduct including communications made in writing or by means of an electronic act that has an effect described in law (EC 48900 (r)) ^ | • | • | • | • | | |
| Severe or pervasive physical or verbal act(s) or conduct including communications made in writing or by means of an electronic act that has an effect described in law (EC 48900 *, 48900.2, 48900.3) | | | • | • | | |
| Engaged in, or attempted to engage in, hazing as defined in law. Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. (EC 48900 (q)) | | | • | • | | |
| Contraband - Tobacco | | | | | | |
| Possession of tobacco or any products containing tobacco or nicotine (EC 48900 (h)) | • | • | • | | | |
| Possession of nicotine delivery systems (e.g., vaporizers, hookah pens) (EC 48900 (h)) | • | • | • | | | |
| Use of tobacco or any products containing tobacco or nicotine (EC 48900 (h)) | | • | • | | | |

^ "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to the student's person or property; cause the student to experience a substantially detrimental effect on the student's academic performance or ability to participate in or benefit from the services, activities, or privileges provided by the school. Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

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

| PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE | | | | | | |
|--|---------|---------|---------|---------|---------|---------------------------------------|
| Problem Behavior | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Required Law Enforcement Notification |
| Contraband - Alcohol and Intoxicants | | | | | | |
| Possessed or under the influence of an alcohol beverage or an intoxicant of an kind <i>(EC 48900 (c)) *</i> | | • | • | • | | • |
| Used, sold, or furnished an alcohol beverage or an intoxicant of an kind <i>(EC 48900 (c))</i> | | | • | • | | • |
| Contraband - Controlled Substances | | | | | | |
| Possessed, offered, arranged, or negotiated to sell any drug paraphernalia <i>(EC 48900 (j))</i> | | • | • | • | | |
| Possessed or under the influence of a controlled substance <i>(EC 48900 (c)) *</i> | | • | • | • | | • |
| Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma <i>(EC 48900 (p))</i> | | | | • | | • |
| Used/Administered a controlled substance <i>(EC 48900 (c))</i> | | | • | • | | • |
| Unlawfully offered, arranged, or negotiated to sell and delivered a "look alike" represented as a controlled substance, alcoholic beverage or other intoxicant <i>(EC 48900 (d))</i> | | | | • | | • |
| Sold a controlled substance <i>(EC 48915 (c)(3))</i> | | | | | • | • |
| Contraband - Weapons | | | | | | |
| Possessed an imitation firearm <i>(EC 48900 (m))</i> | | • | • | • | | |
| Possessed a knife or other dangerous object <i>(EC 48900 (b)) *</i> | | • | • | • | | |
| Sold or otherwise furnished any knife or other dangerous object <i>(EC 48900 (b))</i> | | | • | • | | |
| Brandished a knife at another rson <i>(EC 48915 (c)(2))</i> | | | | | • | • |
| Possessed an explosive as defined in federal law <i>(EC 48915 (c)(5))</i> | | | | | • | • |
| Possessed, sold, or otherwise furnished a firearm <i>(EC 48915 (c)(1))</i> | | | | | • | • |
| Contraband - Other Items | | | | | | |
| Possission of unauthorized items not otherwise included in this code | • | • | | | | |
| Unauthorized sale or distribution of goods not otherwise included in this code | • | • | | | | |
| Use of over-the-counter or prescription medicine in a manner other than prescribed by a physician or Education Code <i>(EC 48900 (a)(1), (c), (d), (k)) *</i> | | • | • | • | | • |

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

PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE

| Problem Behavior | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Required Law Enforcement Notification |
|---|----------------|----------------|----------------|----------------|----------------|--|
| Disruption | | | | | | |
| Engaged in behavior causing an interruption during class or other school activity | • | • | | | | |
| Ran, made excessive noise, or loitered in a hallway or between classes | • | • | | | | |
| Engaged in gambling | • | • | | | | |
| Repeated and chronic behavior that creates an environment preventing teaching and learning <i>(EC 48900 (k))</i> | | • | • | • | | |
| False activation of a fire alarm <i>(EC 48900 (k))</i> | | • | • | • | | |
| Caused a major disruption to the atmosphere of order and safety in the school, such as a riot <i>(EC 48900 (k))</i> | | | • | • | | |
| Dress Code Violation | | | | | | |
| Wearing clothing that does not fit within dress code guidelines established by the District or school in accordance with BP 5132, Pupil Dress and Grooming | • | • | | | | |
| Wearing clothing that does not fit within dress code guidelines and causes a major disruption to a safe school environment <i>(EC 35183)</i> | • | • | • | | | |
| Harassment | | | | | | |
| Minor annoying behavior or negative gestures toward other students | • | • | | | | |
| Repeated annoying behavior or negative gestures toward other students despite directions to stop by staff <i>(EC 48900 (k))</i> | | • | • | | | |
| Intentionally engaged in harassment, threats or intimidation directed against District personnel or student(s) causing disorder and creating a hostile school setting (Grades 4-12) <i>(EC 48900.4)</i> | | • | • | • | | |
| Harassed/threatened/intimidated a student victim/witness in a school disciplinary proceeding <i>(EC 48900 (o))</i> | | • | • | • | | |

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

| PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE | | | | | | |
|---|---------|---------|---------|---------|---------|---------------------------------------|
| Problem Behavior | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Required Law Enforcement Notification |
| Immodest/Offensive Behavior | | | | | | |
| Inappropriate display of affection | • | • | | | | |
| Viewing or displaying obscene or sexually explicit content <i>(EC 48900 (i))</i> | | • | • | • | | |
| Intentional physical or verbal act or conduct that is of a sexual nature or considered obscene by a reasonable person <i>(EC 18900 (i))</i> | | • | • | • | | |
| Sexual harassment [^] ; Severe or pervasive physical or verbal act(s) or conduct of a sexual nature that has an effect described in law (Grades 4-12) <i>(EC 18900.2)</i> | | | • | • | | |
| Committed a sexual battery <i>(EC 48915 (c)(4))</i> | | | | | • | • |
| Committed or attempted to commit a sexual assault <i>(EC 48900 (n), 48915 (c)(4))</i> | | | | | • | • |
| Lying/Cheating | | | | | | |
| Lying to get self or others out of trouble | • | • | | | | |
| Intentional lying to get another person(s) in trouble <i>(EC 18900 (k))</i> | | • | • | | | |
| Cheating or plagiarism | • | • | | | | |
| Non-cooperative Behavior | | | | | | |
| Trespassing; Unauthorized attendance at school activities | • | • | | | | |
| Failure to follow directions, share, respond to staff requests, or allow others to participate in an activity | • | • | | | | |
| Failure to follow directions leading to potential disruption or harm to self or others <i>(EC 48900 (k))</i> | • | • | • | | | |
| Failure to follow directions that directly leads to disruption or the harm of self or others <i>(EC 48900 (k))</i> | | | • | • | • | |
| Physical Aggression | | | | | | |
| Minor physical aggression without injury including | • | • | | | | |
| Mutal fight (with little or no injury) | • | • | • | | | |
| Mutual fight (with moderate physical injury) <i>(EC 48900 (a)(1))</i> | | | • | • | | |
| Attack on student, attempting to cause physical injury <i>(EC 48900 (a)(1))</i> * | | • | • | • | | |

[^] Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment.

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

PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE

| Problem Behavior | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Required Law Enforcement Notification |
|---|------------|------------|------------|------------|------------|---|
| Physical Aggression continued | | | | | | |
| Aides or abets in the infliction or attempted infliction of physical injury <i>(EC 48900 (t))</i> | | • | • | • | | |
| Caused or attempted to cause or participated in an act of hate violence^ (Grades 4-12) <i>(EC 48900.3)</i> | | • | • | • | | |
| Attack on student, causing physical injury <i>(EC 18900 (a)(1))</i> | | | • | • | | |
| Willfully used force or violence upon the person of another, except in self-defense <i>(EC 48900 (a)(2))</i> | | | | • | | |
| Caused serious injury to another person, except in self-defense <i>(EC 48915 (a)(1))</i> | | | | • | | |
| Unintentional, incidental physical contact with school personnel | • | • | | | | |
| Unintentional striking of a staff member who is intervening in a fight or other disruptive activity <i>(EC48915 (a)(5)) *</i> | | • | • | | | |
| Intentional assault or battery upon any school employee <i>(EC 48915 (a)(5))</i> | | | | • | | • |
| Property Misuse/Damage | | | | | | |
| Littering | • | • | | | | |
| Minor or accidental damage | • | • | | | | |
| Attempted to cause damage to property <i>(EC 48900 (f))</i> | • | • | • | | | |
| Caused damage to property <i>(EC 48900 (f))</i> | | • | • | • | | |
| Breaking and entering on District property <i>(EC 48900 (f))</i> | | • | • | • | | |
| Set fire to property <i>(EC 48900 (f))</i> | | • | • | • | | |
| Stealing/Possessing Stolen Property | | | | | | |
| Stole school or private property <i>(EC 48900 (g))</i> | • | • | • | | | |
| Knowingly possessed stolen property <i>(EC 48900 (l))</i> | • | • | • | | | |
| Attempted to commit robbery or extortion <i>(EC 48900 (e), 48915 (d)) *</i> | | • | • | • | | |
| Committed robbery or extortion <i>(EC 48900 (e), 48915 (d))</i> | | | • | • | | |
| Tantrum | | | | | | |
| A combination of disruptive behavior (e.g., whining, yelling, throwing objects) to express frustration or gain attention | • | • | | | | |

^ Hate violence includes injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics.

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

| PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE | | | | | | |
|---|---------|---------|---------|---------|---------|---------------------------------------|
| Problem Behavior | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Required Law Enforcement Notification |
| Technology Violation | | | | | | |
| Violation of school rules regarding use of personal technology not resulting in harm | • | • | | | | |
| Violation of District's Acceptable Use Agreement for using District technology not resulting in harm | • | • | | | | |
| Using District technology without permission | • | • | | | | |
| Repeated violations of school rules, District Acceptable Use Agreement, or using District Technology without permission <i>(EC 48900 (k))</i> | | • | • | • | | |
| Use of electronic device(s) for which it is determined that such use directly causes physical or emotional harm to another person <i>(EC 48900 (r))</i> | | • | • | • | | |
| Verbal and Written Aggression | | | | | | |
| Yelling or using aggressive language towards another student | • | • | | | | |
| Minor name calling or teasing, whether written or verbal, towards other students | • | • | | | | |
| Use of biased language specifically related to race, religion, sexual orientation, ability, or other discriminatory language | • | • | • | | | |
| Repeated name calling or teasing, whether written or verbal, towards other student despite directions to stop by staff <i>(EC 48900 (k))</i> | | • | • | | | |
| Use of profanity or vulgarity not directed at others <i>(EC 48900 (k))</i> | • | • | • | | | |
| Habitual use of profanity or vulgarity <i>(EC 48900.3)</i> | | • | • | | | |
| Threatened to cause an act of hate violence <i>(EC 48900.3)</i> | | • | • | • | | |
| Threatened to cause physical injury <i>(EC 48900 (a)(l)) *</i> | | • | • | • | | |
| Made terroristic threats against school officials or school property or both (Grades 4-12) <i>(EC 48900.2, 48900.3, 48900.4, 48900.7)</i> | | • | • | • | | • |

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

The District Discipline Plan and matrix provide a clear delineation of infractions categorized by levels of severity. Each infraction is accompanied by disciplinary measures that are based on Education Code and the judgment of school officials. To create a safe and orderly learning environment, it is crucial for the district and school staff to actively engage parents and the broad school community. A coordinated team approach, which includes parent(s)/guardian(s), school staff and students, must be utilized. Finally, the collaborative teams must remain focused on positive school environments as well as student achievement.

A. Behavior Off of School Property and Outside the School Day

A student may not be disciplined for conduct that occurs off school property and outside the school day unless the conduct seriously endangers the safety of students or staff and is related to a school activity. Please note, however, that any misconduct that occurs while students are going to or coming from school may be subject to disciplinary action. When considering "offcampus" misconduct/disruptions, please reflect on the following: (1) Does the action violate any school/district rule or regulation? (2) Does the action contain threats of violence against staff/students or threats of vandalism to school property? (3) Does the action mention or advocate for physical harm to staff or students or damage to school property? (4) Are there specific instances, or threats of, disruption to the school program?

It should be noted that the above questions are not exhaustive and site specific concerns can be addressed by contacting the Student Support Services.

B. Use of Expulsions and Referrals to Alternative Schools or Programs

Recommendations for expulsion and applications to alternative schools may only be made under the following circumstances:

- The student has committed a Level 5 behavior (mandatory expulsion offenses);
- A 5-day out-of-school suspension and/or all other interventions are deemed inadequate to address the behavior;
- The student's continued presence in the school endangers the safety of students or staff.

If all conditions are not met, the behavior must be addressed through alternative interventions and disciplinary responses.

Even if all conditions are met, school administrators should consider each of the factors identified before recommending expulsion or referral to an alternative school.

C. Arrests and Referrals to Law Enforcement

Typically, the only infractions that may result in arrest or referral to law enforcement are Level 5 behaviors. All other inappropriate or disruptive behaviors could be addressed through alternative interventions and disciplinary responses. With proper documentation, however, school administrators may elevate the disciplinary response to a higher level.

While Level 5 behaviors may result in arrest or referral to law enforcement, such action should only be used as a last resort and incidents resolved without the involvement of law enforcement whenever

appropriate. School officials should use their discretion before notifying law enforcement and are encouraged to consider the following:

- Whether the misconduct was particularly egregious.
- Whether the student persists in misconduct after being told to cease such behavior and continues to endanger the safety of others.
- The age of the student engaging in misconduct.
- Whether the student's misconduct is specifically intended to cause, or irresponsibly causes, physical harm to others, or endangers the safety of others.

Section Four-Procedures for In-School Suspensions Out-of-School Suspensions Expulsions and Referrals to Alternative Schools

A. Procedures for In-School and Out-of-School Suspensions

When a student is suspended in-school or out-of-school, he or she has the right to an informal conference with the principal or designee. At the conference, the student must:

- Be allowed to call a parent/guardian, and have the parent/guardian attend the conference if they are able to within a reasonable amount of time;
- Be informed of the allegations and evidence against him or her;
- Have an opportunity to respond to the allegations, verbally or in writing, and present his or her version of events;
- Be informed of the right not to submit a written statement, if a written statement is requested; and ° Have an opportunity to present evidence in his or her defense, including the right to have witnesses interviewed by the principal or designee.
- If, after the informal conference, the principal or designee decides to issue an in-school or out-of-school suspension, the school must make a reasonable attempt to contact the parent/guardian at once by phone. The school must also provide a written notice of outof-school suspension in a language that the parent/guardian can understand. Both the oral and written notices must:
 - Inform the parent/guardian that the student has been suspended;
 - Include the grounds for the suspension, the period of the suspension, and offer to schedule a time and place for the parent/guardian to meet with the principal or designee to review the suspension prior to or concurrent with reinstatement; and
 - State that make-up work will be provided during the period of suspension, and that the student has the right to appeal the suspension and how to do so.

If a behavioral emergency requires immediate removal of the student from school, the informal conference shall follow as soon after the student's removal as practicable. If immediate removal from school is necessary, the school shall promptly notify the parent/guardian to determine the best way to transfer custody of the student to the parent/guardian.

While suspended in-school or out-of-school, students shall be provided the opportunity to earn equivalent grades and academic credits as other students. They must also be provided with the opportunity to make up tests, final examinations, and complete class and homework assignments without penalty while on suspension or within a reasonable time following the completion of the suspension. The intent of this provision is to not doubly punish students with suspensions and academic sanctions, while also providing an opportunity for the student to reengage into the educational program of the district following the suspension period.

Students who are suspended in-school or out-of-school during the administration of state or district assessments must be provided an opportunity to take the test(s) and may be allowed to participate in related test preparation activities, upon approval by the school principal or a designee.

B. Right to Appeal In-School and Out-of-School Suspensions

Students have the following rights during the appeals process:

- The right to request a meeting with the school principal within five days of the incident;
- The right to have a representative at the meeting;
- The right to address the principal or other administrator or appropriate designee on the evidence and the appropriateness of the penalty; and
- The right to submit a dissenting opinion regarding the disciplinary action, and have it included in the student's disciplinary file.

The school administrator must do the following:

- Review all written documents;
- Make a determination of whether there was sufficient evidence to find:
- That the alleged violation occurred; and
- Whether the penalty imposed was appropriate.
- Provide a written decision within five days of the meeting.

If it is determined that no violation occurred, all school records pertaining to the suspension will be expunged from the student's file and a corrected copy of the student's file will be provided to the student's parent or guardian by mail. If the penalty was not appropriate to the violation, all school records will be revised to indicate only the facts leading to the reduced penalty imposed by the principal.

If the school administrator denies the appeal, the student and his or her parent/guardian must be notified of the right to a second appeal of the disciplinary action to the Student Services Office.

C. Procedures for Expulsions and Referrals to Alternative Schools

When a student is recommended for expulsion or referral to an alternative school, the student is entitled to a hearing within 30 school days. The student and his or her parents/guardian must be provided with written notice of the hearing in a language they can understand. The written notice shall be forwarded to the student at least ten (10) calendar days before the hearing date and must include:

- The date and place of the hearing;
- A statement of the reasons for the recommended action;
- A copy of the district's disciplinary rules which relate to the alleged violation;
- A statement that the student may be present at the hearing to hear the evidence and be accompanied by a parent/guardian, counsel, or other representative; may have an opportunity to present relevant evidence, may inspect and obtain copies of all documents to be used at the hearing, and may have the opportunity to question all witnesses who testify at the hearing.

Hearings must be conducted by an expulsion review panel consisting of three certificated persons, none of whom is a member of the Board or employed at the school in which the student is enrolled.

The Board of Education must review the findings of facts and recommended action of the expulsion review panel. A written notice to the student and his or her parent/guardian of the action taken must be issued within ten (10) days of the hearing. The period of expulsion or placement in an alternative school shall not exceed one calendar year unless the student does not complete his/her required rehabilitation plan.

It should be noted that in California, only five infractions require that a public school student **MUST** be recommended for expulsion. These include:

- 1) Possessing, selling, or furnishing a firearm.
- 2) Brandishing a knife at another person.
- 3) Unlawfully selling a controlled substance.
- 4) Committing or attempting to commit a sexual assault or committing a sexual battery.
- 5) Possession of an explosive.

For all other acts committed at school or at the school activity off school grounds, a student may be recommended for expulsion based on a finding of one or both of the following: (EC 48915(b) and (e))

- 1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- 2) Due to the nature of the act, the presence of the student causes a continuing danger to the physical safety of the student or others.

Expulsion Process/Procedures

1. Site principal determines student may be recommended for expulsion (student begins the 5day suspension).
2. Where appropriate, site principal contacts Student Support Services to discuss merit of case (for non-mandated offenses).
3. If student is protected under IDEA or Section 504, a Manifestation Hearing must be conducted to determine eligibility under IDEA or Section 504. Educational services must be provided to protected student(s) upon 11th and 6th day of suspension.
4. If site administrator agrees to move forward with expulsion, principal submits the expulsion paperwork to Student Support Services and proceeds to #5.
5. Student Support Services, meet with family within five days of suspension period to conduct suspension/extension conference and explain the expulsion process.
6. Site prepares written documentation:
 - Written documentation must be completed accordingly and submitted via email attachment or hard copy to the Student Support Services within the five days of suspension period (no exceptions).
 - Description of facts leading to a recommendation for expulsion (describe the incident in sufficient detail so that the reader can picture what happened).
 - Explain how the misconduct is related to school activity or attendance which includes:

(1) while on school grounds; (2) while going to or coming from school; (3) during lunch (whether on or off school ground); or (4) during or while going to or coming from a school sponsored activity.

- For all offenses, except the five mandatory offenses (48915 c), address the additional findings of fact that are required: (1) other means of correction are not feasible or have repeatedly failed to bring about proper conduct, or (2) due to the nature of the act/violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others - 48915 (b) and (e). • Include direct evidence and any hearsay evidence that the school will present: (1) student admission directly heard by the administrator, (2) eyewitness for the expulsion hearing, or (3) sworn statement.

- Include all written statements from students, witnesses, police, staff, and student who committed the act.

- Include discipline history, attendance history, current/past grades, and all contact information for family.

7. Principal/designee presents the case to the expulsion review panel.

Note: See Appendix B for the Expulsion Flowchart.

D. Right to Appeal Expulsions

The Superintendent or designee must also notify the student and his or her parent/guardian of their right to appeal the decision to the San Diego County Board of Education within 30 calendar days of the written notice. The notice must be in a language that the parent/guardian can understand.

Section Five-Data Collection and Monitoring

A. Quarterly Review of Data

School teams will collect and analyze school discipline data on a quarterly basis to identify those students and staff who need assistance with discipline. The review will include the following:

- Prevention and intervention strategies in use;
- The number of in-school suspensions, out-of-school suspensions, expulsions, referrals to alternative schools, arrests, and referrals to law enforcement (data should be disaggregated by age, grade, gender, race/ethnicity, English language learner status, disability, school, teacher, offense, and punishment or alternative used);
- Differences in referrals among staff members; and
- The extent to which disciplinary actions are consistently applied to all students.

Based on the review, schools will: (a) identify areas of concern; (b) provide targeted professional development, supports, and services; (c) initiate appropriate corrective action; and (d) revise school procedures/practices as needed.

B. School Climate and Discipline Oversight Committees

Every school shall have a School Climate and Discipline Oversight Committee, comprised of school personnel, parents/guardians, and students. School discipline and attendance data should be provided to the committee on a quarterly basis. The purpose of the committee will be to:

- Monitor school climate;
- Develop, monitor, and evaluate school discipline policies and practices.

The committee shall submit their findings and any recommendations to the school principal on at least an annual basis.

C. District Discipline Oversight Committee

The District Committee shall also be provided with school discipline and attendance data on a quarterly basis. This Committee is charged with the following:

- Monitoring school climate district-wide;
- Developing, monitoring, and evaluating school discipline policies and practices district-wide;
- Provide recommendations for site-specific and district-wide professional development.

The District Discipline Oversight Committee shall submit their findings and any recommendations to the Board of Education and Superintendent on at least an annual basis.

Appendices

Appendix A

Glossary of Disciplinary Interventions or Responses

Behavior Support Plan: A proactive plan designed by school staff to address behavior that is impeding student learning or the learning of others through positive behavioral interventions, strategies, and supports, including the teaching of new behavior. This plan is appropriate for both students with and without disabilities.

Community Service: Allows the student to participate in some sort of activity to serve and benefit the community. Examples include working at a homeless shelter, cleaning up litter, helping at a facility for the aged, etc.

Conference: Conferences can involve students, teachers, administrators, and parents/guardians in discussion about student misbehavior and potential solutions that address social, academic, and personal issues related to the behavior.

Functional Behavior Assessment: Involves gathering information about a student's inappropriate or disruptive behavior and determining approaches school staff should take to correct or manage the student's behavior.

Mentoring Program: A student is paired with a mentor (a counselor, teacher, student, or community member) who helps the student in personal, academic, and social development.

Parent/Guardian Outreach: Parent/guardian outreach requires school staff to inform parents/ guardians of their child's behavior and seek the parents' /guardians' assistance with correcting inappropriate or disruptive behavior.

Peer Mediation: Peer mediation is a form of conflict resolution in which students help other students deal with, and develop solutions to conflicts.

Positive Behavior Intervention Supports: Positive behavior interventions and supports is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success.

Referral to Substance Use Intervention Group (Teen Recovery Centers): Students with behavior related to substance use and/or when there is reason to believe substance abuse counseling is needed, may be referred to school-based or community-based services.

Referral to Community-Based Organizations: Students can be referred to community-based organizations for a variety of services, including after-school programming, individual or group counseling, leadership development, conflict resolution, and/or tutoring.

Referral to School-Based Health and Mental Health Clinics: These services provide counseling and assessments to students who are in need. Students are allowed to privately share issues or concerns that lead to inappropriate or disruptive behavior or negatively affect academic success. In counseling sessions, students discuss goals and learn techniques that help them overcome personal challenges. Parents/guardians are to be regularly informed of student progress during counseling sessions and at school. Sessions can also involve family members or can be done in groups.

Re-engagement Process: The goal of the re-engagement process is to support the student's ability to be successful in school when they return to school following a period of exclusionary discipline such as expulsion; while on probation, or while hospitalized. The goal is to develop a plan to re-engage the student in a school program tailored to the student's individual circumstances.

Restorative Justice Strategies: There are many examples of restorative justice practices, ranging from simple conversations with students who misbehave to more intensive interventions involving multiple actors. Below are some examples that may be used by communities seeking alternatives to out-of-school suspensions, expulsions, referrals to law enforcement, and arrests.

- Community Accountability Panels. Designed to hold the offender accountable for the offense by imposing mutually agreed upon consequences to address harm or damage caused. The key participants in this model are the community panel members, the offender, and sometimes the victim, where appropriate.
- Family Group Conferencing/Conferencing. Brings together those involved in and affected by the offense to allow the offender to take responsibility, the victim to voice the impact of the offense, and community members to assist in the resolution of the offense. The facilitator acts as a guide for the dialogue between the victim and the offender to take place.
- Victim-Offender Mediation. Provides a forum for victims and offenders to meet in a safe and respectful environment with the assistance of a facilitator. The purpose of the meeting is to explore and discuss the effects of an offense, and the ways in which healing can take place.
- Restorative Circles. Community meetings designed to address both family and community circumstances that are underlying causes of misbehavior. They are meant to rebuild relationships, develop rehabilitative plans, and respond to victims' needs. They involve the offender(s), victim(s), the friends and families of each, community members, and faith-based advisors.
- For more information, see www.safersanerschools.org; www.restorativejustice.org; and <http://www.iirp.org>.

Social-Emotional Learning: Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Trauma Informed Care: Trauma-Informed Care and practice is a strengths-based framework grounded in an understanding of and responsiveness to the impact of trauma, that emphasizes physical, psychological, and emotional safety for both providers and survivors, and that creates opportunities for survivors to rebuild a sense of control and empowerment.

Appendix B

Expulsion Flowchart

