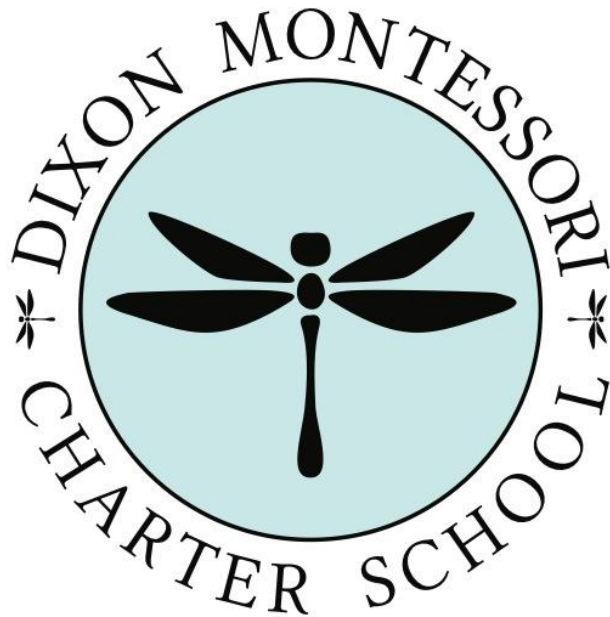


Dixon Montessori Charter School

Progressive Discipline Matrix

A guide to promote a culture of proactive intervention and consistent consequences grounded in evidence-based practices.



Dean of Students

Lakshmi Aradhya

Dixon Montessori Charter School

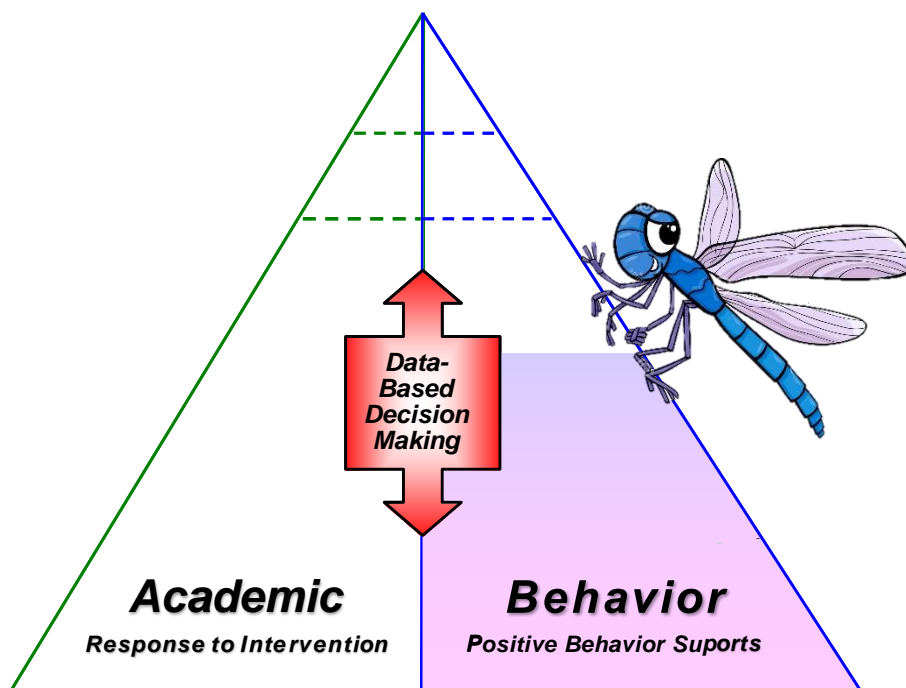
Ben Ernest
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Positive Behavior Intervention and Supports



The intentional structuring of learning environments to equip students for academic and behavioral/social success based on principles grounded in research.

The Link Between Academic and Behavior Success

A number of studies have linked the relationship between student academic performance and student behavior. For example, McIntosh (2005) found that poor reading performance in Kindergarten was statistically predictive of higher office referral rates in 3rd and 5th grade; and Larsen, Steele, and Sailor (2006) found the number of office referrals and suspensions a middle school student received was predictive of lower scores on standardized reading and math assessments.

Relationships have also been found between academic performance and **the types** of problem behaviors students demonstrate. For example, 5th grade students who demonstrated escape/avoidance behaviors typically were students most likely to have significantly lower literacy skills than their peers, whereas, students who demonstrated peer attention-seeking misbehaviors were more likely to have literacy skills that matched their peers (McIntosh 2005). Nelson, Benner, Lane, & Smith (2004) found externalizing behaviors were more strongly related to academic performance deficits as compared to internalizing behaviors. Thus, one can conclude that as the student's literacy skills do not keep pace with those of peers, academic tasks become more aversive, and problem behaviors that lead to escape from these tasks become more likely (McIntosh 2005).

"If problem behavior and academics are linked, each affects the other....schools that deliver poor academic opportunities, create academic failure...academic failure is aversive, and students engage in behaviors to avoid failure...these behaviors often result in office referrals, and loss of access to academic instruction" which leads to a downward spiral of avoidance for the student and the teacher — the student escapes an aversive task and the teacher avoids a problematic instructional situation (Putman, Horner, Algozzine). Therefore, in order to ensure high rates of success, academic and behavioral supports must be effective and intertwined (Horner et. al., 2005).

It is the organizational responsibility of school districts to establish effective academic and behavioral systems which are deeply aligned. This requires all divisions to work in concert toward a common goal: the School Board, Superintendent, and Cabinet must *set policy and allocate resources* in alignment with a Response to Intervention (RtI) and Positive Behavior Intervention and Support (PBIS) service delivery model; Human Resources must ensure RtI/PBIS is embedded within all *interviewing, induction, and re-assignment* processes; Research and Development must ensure *academic and behavioral data* is readily accessible for the purpose of driving district and site-level decision-making; Educational Services must ensure *effective academic and behavior instruction* of the standards is in place across Tier One, Two, and Three; and Student Services must ensure *evidenced-based social/behavioral interventions* are in place system-wide. Student outcome data (academic and behavioral) must become the indicator by which districts determine the effectiveness of their underlying systems.

Horner, R.H., Sugai, G., Todd, A.W., & Lewis-Palmer, T. (2005) School-wide positive behavior support: An alternative approach to discipline in schools. In L.M. Bambara & L. Kern (Eds.), *Individualized supports for students with problem behaviors*. (pp. 359-390). New York: Guilford Press.

Larsen, S.R., Steele, M.M., & Sailor, W. (2006). The relationship of school-wide positive behavior support to academic achievement in an urban middle school. *Psychology in the Schools*, volume 43 (6).

Lewis-Palmer, T., Horner, R.H., Sugai, G., Eber, L., & Phillips, D. (2002). *Illinois positive behavior interventions and support project: 2001-2002 progress report*. University of Oregon: OSEP Center on Positive Behavior Support.

McIntosh, K. (2005, March). *Use of DIBELS ORF trajectories to predict office discipline referrals*. Paper presented at DIBELS Summit 2005, Ratin, N.M.

Putman, R.F., Horner, R.H., & Algozzine, R. *Academic achievement and the implementation of school-wide behavior support*. PBIS Newsletter, volume 3, issue, 1.

Schneider, T., Walker, H.M., & Sprague, J.R. (2000). *Safe school design: A handbook for educational leaders*. Eugene, OR: ERIC Clearinghouse on educational management. College of Education, University of Oregon.

Introduction

Frequently Asked Questions (FAQ) PBIS

<p>Is PBIS a behavior management program?</p>	<p>PBIS is best described as an organizing structure rather than a program. Schools who implement PBIS make an intentional decision to restructure all learning environments <i>for the purpose of equipping students for behavioral success in school and in life.</i> This is accomplished through direct instruction of agreed upon behavioral standards which are taught, acknowledged, and corrected by all staff within a safe and welcoming school culture.</p>
<p>What are the key elements of PBIS?</p>	<p>Evidence-based features of PBIS include: (www.pbis.org)</p> <ul style="list-style-type: none"> • Commitment to prevention and intervention, • Emphasis on strong administrative leadership to build effective systems and practices, • Universally defined expectations/skills which are taught, • Acknowledgment and correction of pro-social behaviors, • Provision of fair and consistent consequences, • On-going collection and review of data for decision making purposes, • Continuum of behavioral interventions — multi-tiered supports.
<p>How does building a Positive Behavior Intervention and Support (PBIS) system assist DMCS in following its charter?</p>	<p>Building a Positive Behavior Intervention and Support (PBIS) system at DMCS will</p> <p><i>“Most students will succeed when a positive school culture is promoted, informative corrective feedback is provided, academic success is maximized, and pro-social skills are taught and acknowledged.</i></p> <p><i>When student problem behavior is unresponsive to preventive school-wide and class-wide procedures, information about the student’s behavior is used to (a) understand why the problem behavior is occurring (function); (b) strengthen more acceptable alternative behaviors (social skills); (c) remove antecedents and consequences that trigger and maintain problem behavior, respectively; and (d) add antecedents and consequences that trigger and maintain acceptable alternative behaviors.”</i></p> <p>www.pbis.org</p> <p>Schools who recommend students to the central office for consideration due to patterns of misbehavior must be prepared to articulate how site-level systems are in place to support the success of all students as well as systematically identify and respond to behaviorally at-risk students.</p>

Positive Behavior and Interventions and Supports Overview

Improving student behavior outcomes is about ensuring all students have access to the most effective and accurately implemented behavior systems and interventions possible. Positive Behavior Intervention and Supports (PBIS) provides an operational framework for achieving these outcomes. PBIS assists in the selection, integration, and implementation of evidence-based behavioral practices for the purpose of equipping students for behavioral and social success.

In general, PBIS emphasizes four integrated elements: 1) data-based decision making, 2) measureable outcomes supported and evaluated by data, 3) practices with evidence these outcomes are achievable, and 4) systems that efficiently and effectively support implementation of these practices.

These four elements are guided by six important principles:

- develop a continuum of scientifically based behavior interventions and supports,
- use data to make decisions and solve problems,
- arrange the environment to prevent the development and occurrence of problem behavior,
- teach and encourage pro-social skills and behaviors,
- implement evidence-based behavioral practices with fidelity and accountability,
- universally screen and monitor student performance & progress continuously.

Schools that establish systems with the capacity to implement PBIS with integrity and durability have teaching and learning environments that are:

- less reactive, aversive, dangerous, and exclusionary,
- more engaging, responsive, preventive, and productive,
- proactive in addressing classroom management and disciplinary issues including attendance, tardies, and antisocial behavior.

PBIS schools organize their evidence-based behavioral practices and systems into an integrated collection or continuum in which students experience supports based on their behavioral responsiveness to intervention. A three-tiered prevention logic requires that all students receive supports at the universal or primary tier. If the behavior of some students is not responsive, more intensive behavioral supports are provided, in the form of a group contingency (selected or secondary tier) or a highly individualized plan (intensive or tertiary tier).

The *DMCS Progressive Discipline Matrix* is a support guide to assist site personnel in the implementation of evidence-based behavior practices and interventions. The document is also intended as a resource to administrators who are responsible for: 1) ensuring student's due process rights are provided, 2) delivering fair and consistent consequences, and 3) communicating disciplinary actions and recommendations to the central office staff.

Definitions of Common Terms: Discipline, Consequences, Interventions

Discipline

Discipline means ***to instruct, to train in accordance with the rules, an activity or exercise to improve a skill.*** Equipping students for behavioral and social success is a school-wide responsibility which requires the commitment and efforts of all adults — not just a select few are perceived as “disciplinarians.”

Consequences

A consequence is ***the relation of a result to its cause.*** Every day thousands of consequences occur at school — a class is acknowledged for being ready to work when the bell rings, a teacher banters with a student who disrupts instruction, a staff member corrects (or fails to correct) a student who is out of dress code. In order to effectively respond to human behavior — both staff and student — it is critical to possess a clear understanding of how consequences work, how to apply them with intention, and how to evaluate their effectiveness. It is also important to understand that “consequences” and “interventions” are not synonyms.

There are four types of consequences:

Penalty	to LOSE something DESIRED
Punishment	to RECEIVE something UNDESIRED
Negative Reinforcement	to AVOID something DESIRED
Positive Reinforcement	to GAIN something DESIRED

Despite our best intentions, the true nature and effectiveness of a consequence can only be determined by evaluating the outcome. For example, a teacher who notices a student is off task may decide to implement the classic consequence known as the “evil eye.” One student responds with, “oops teacher, I’m sorry” and gets back to work while another student laughs and says, “you look funny when you do that! Do it again!” Why did the same consequence produce an opposite effect? The first student perceived the consequence as a punishment while the second saw it as a positive reinforcement. That is why it is impossible to make statements such as a “suspension is a punishment.” Depending upon the student, a suspension may function as a penalty (losing the privilege of coming to school), a punishment (receiving the stigma of being sent home from school), a negative reinforcement (successfully avoiding having to go to school), or a positive reinforcement (gaining free time at home). It is critical that educators be adept at thoughtfully implementing and evaluating the effectiveness of the consequences they deliver.

Intervention

Behavior interventions are ***specific actions taken for the purpose of changing the behavior of either an individual or a group of people.*** Schools may intervene in three ways:

Increase the Explicitness and/or Frequency of Instruction

The more behaviorally at-risk a person, group, or school is, the more explicit the instruction, acknowledgement, and correction of clearly defined expectations and skills must become. This is true whether supporting students or adults.

Examples include:

- Based on a review of school-wide data the staff decides to re-teach the expectation of respect and to increase the levels of acknowledgement and correction of this expectation in all settings.
- A PBIS Team member provides staff development to the recreational aides on active supervision practices. The administrator supports the instruction by providing specific feedback and clarification to the recreational aides whenever they are on the playground.
- The teachers on the 7th grade team re-teach the skill of *Staying On Task* and increase the level of acknowledgement and correction of this skill across all classes.
- The Dean of Students provides 8 weeks of individualized skill development to a student on a single skill such as *Accepting Criticism/Feedback*. The Dean and teacher(s) meet regularly to discuss progress toward skill mastery.

Modify the Environment

Environmental factors and dynamics which inadvertently support and/or promote misbehaviors may be addressed in a number of ways. Examples of environmental modifications include: changing school-wide policies/practices such as dress code, or the use of electronic devices, implementing new procedures, changing schedules, creating formal traffic patterns, closing down identified areas on campus/playground, re-organizing space/materials, changing interactional patterns, adopting new instructional practices, etc.

Address the Function

Misbehaviors may be addressed by identifying and addressing the purpose (function) of the behavior. This requires understanding what students are able to gain or avoid by using the misbehavior.

Examples include:

- The 7th grade team is concerned that Rob routinely disrupts instruction in 3rd and 5th periods. After discussing the behavioral specifics, the team realizes that Rob attempts to derail instruction in every classroom by loudly voicing his complaints regarding everything from the length of passing period to the poor quality of food in the cafeteria. Several teachers respond to this tactic by refusing to engage in the conversation saying instead, “remember to use the skill of *Giving Criticism or Feedback*,” which has proven to be largely effective. The 3rd and 5th period teachers realize they are engaging in content with Rob by either defending their own actions and/or telling him to stop disrupting the learning of others which results in him insisting, “no I’m not.”
- The PE staff is concerned that a large number of students are not dressing for PE. The team realizes that, by directing students to sit on the wall during PE, they are being allowed the opportunity to avoid PE as well as to freely converse with their friends. Although the consequence was intended to function as a penalty it has, in reality, acted as a negative and positive reinforcement system. The PE staff decides that all students will participate in PE whether or not they dress but students who dress for PE will earn a group-wide benefit.

Behavior Intervention Problem Solving Process

A Guide to Ensure “All Other Means of Correction” Have Been Utilized

Tier One Responsibilities

- **Review Core Behavior Instruction** — Staff collaborate to ensure the behavior standards are taught in all classrooms
 - Universal Expectations — MERIT
 - Expectations by Location — Hallways, Office, Restrooms, Playground, etc.
 - *First Days of School Skills* — Following Instructions, Staying on Task, etc.
- **Review Data to Identify Team-wide Concerns** — Teams review data to determine if multiple students are failing to demonstrate expectations and/or social skills
 - Identify skill deficits using Kickboard & Office Referral data
 - Re-teach, practice, acknowledge, and correct identified skills at a greater frequency
- **Review Data to Identify Individual Student Concerns** — Teams review data to identify individual students who are failing to demonstrate expectations and/or social skills
 - Ensure team-wide procedures which encourage pro-social behavior are in place and consistently applied
 - Address academic deficits which may be contributing to student misbehavior
 - Address social interactions which may be contributing to student misbehavior — staff/student, student/student
 - Identify individual social skill deficits for the purpose of alerting Tier Two

Tier Two Responsibilities

- **Provide Targeted Behavior Skill Development** — Teacher/team collaborates with the Dean of Students to provide necessary level of skill development
 - Social skills Intervention
 - Behavioral skills Intervention
 - Academic skills Intervention
- **Analyze and Respond to Progress Monitoring Data** — Teacher/team/Dean of Students meet weekly to evaluate intervention effectiveness and monitor the generalization of learned skill (individual→classroom→common areas)
 - Kickboard Data
 - Academics
 - Attendance/records
- **Conduct Observations to Identify Contributing Environmental Factors** — Administrator, counselor, and/or program specialist observe student in multiple settings
 - Complete *Fact Finding Worksheet: Identifying Environmental Factors*
 - Meet to problem-solve findings
 - Make necessary environmental modifications
- **Conduct Observations to Identify Contributing Functional Factors** — Administrator, counselor, and/or program specialist observe student in multiple settings
 - Complete *Fact Finding Worksheet: Identifying Functional Factors*
 - Meet to problem-solve findings
 - Develop a *Behavior Contract* and assign a mentor to monitor student progress toward the established goal

Tier Three Responsibilities

- **Implement a Behavior Support Plan to Teach a Functionally Equivalent Replacement Behavior (FERB)** — Administrator, teacher(s), counselor, parent implement an individualized behavior plan to formally address: Environmental predictors and modifications, Functionally Equivalent Replacement Behaviors (FERBs), Curriculum modifications, Reinforcement system, Reactive strategies, Behavior goal(s), Communication systems
- **Analyze and Respond to Progress Monitoring Data** — Teacher/team/Dean meet weekly to evaluate student progress toward individualized goals
 - *Daily Progress Monitoring with Kickboard and/or behavior chart hardcopy*
 - Attendance: daily by period, skill group, mentor meetings, etc.
 - Low Level, Office Referrals, suspensions
 - Formal observation records
- **Consider Alternative Placements** —
- **Consider a Formalized Individual Assessment** — Contact the Special Education Department for further information

***Data-Based
Decision Making***

Frequently Asked Questions (FAQ)

Data-Based Decision Making

<p>Is there evidence to support the validity of analyzing Office Referral data?</p>	<p>“Schools that are safe, effective, and violence free are not created by accident. They are environments where considerable effort has been made to build and maintain supportive school cultures. Part of this effort consists of evaluating and monitoring the types of behaviors students are exhibiting. Office Referrals are used by schools throughout the nation as one method for managing and monitoring disruptive student behavior. <i>Referrals are more than an index of student behavior; they are an index of the consistency and quality of the school’s discipline system.</i>”</p> <p>(2005, Sprague & Golly. Best Behavior: Building Positive Behavior Support in Schools. Sopris West)</p>
<p>Whose responsibility is it to review school-level discipline data?</p>	<p>It is the responsibility of all administrative and PBIS Teams to routinely review discipline data for the purpose of:</p> <ol style="list-style-type: none"> 1) Evaluating the effectiveness of school-wide systems, 2) Identifying areas of concern (i.e., Problem Behaviors, Locations, Grade Level/Teams, etc.), 3) implementing specific interventions, and 4) monitoring intervention effectiveness. <p>The Dean of Students should be prepared to share discipline data with his/her prime evaluators for the purpose of reporting the successes and challenges of building a proactive school- wide discipline system.</p>
<p>What is the purpose of routinely sharing Office Referral data with staff?</p>	<p>Staff should routinely review data for the purpose of identifying and addressing the dynamics, within each environment, which may be impairing student behavior and learning. It is the responsibility of the administrative and PBIS Teams to assist staff in understanding how discipline and academic data are inseparable as schools go about the business of structuring highly effective learning environments.</p>
<p>Where is Office Referral and suspension data stored?</p>	<p>DMCS has chosen Kickboard as the database in which student information is stored. The Dean of Students provides training sessions on referral and suspension data entry as well as how to generate data reports. A support manual has also been developed with Kickboard with step-by-step data entry instructions</p>

MINOR OFFENSES

are a **failure to demonstrate universally defined expectations or social skills**. All staff must be equipped to address Minor Offenses in the location where they occur (on the spot).

Failure to:

- **Follow Instructions**
- **Stay On Task**
- **Get the Teacher's Attention**
- **Accept Feedback and/or Criticism**
- **Accept "No" for an Answer**
- **Ask Permission**
- **Disagree Appropriately**
- **Listen**
- **Use Appropriate Voice Tone**
- **Ask for Help**
- **Give Criticism**
- **Work with Others**
- **Wait Your Turn**
- **Mind Your Own Business**
- **Resist Peer Pressure**
- **Properly Use Materials**
- **Comply to Dress Code**
- **Respect Personal Space**
- **Be On-Time**
- **Stay in Designated Areas**
- **Properly Dispose Trash**
- **Dress for PE**

Chronic Minor Offenses are misbehaviors that persist despite the application of environmental modifications and interventions, as documented through the Low Level Referral process.

MAJOR INFRACTIONS

are Serious Safety violations which include: physical injury, possession of weapons, sale or possession of controlled substances, robbery, extortion, assault/battery, and sexual assault. Major Infractions are addressed by administrators.

Suspension

- **Physical injury** (caused, attempted, threatened)
- **Force or violence** (except self-defense)
- **Weapons: firearm, knife, explosive, dangerous object** (possessed, sold, furnished)
- **Controlled substance, alcohol, intoxicant** (possessed, used, sold, furnished)
- **Controlled substance, alcohol, intoxicant** (offered, arranged, negotiated to sell)
- **Robbery or extortion**
- **Property damage** (school/private)
- **Stole/attempted to steal property** (school/private)
- **Tobacco or tobacco products** (possessed, used)
- **Obscene act, habitual profanity, or vulgarity**
- **Drug paraphernalia** (possessed, offered, arranged to sell)
- **Disrupted, willfully defied valid authority**
- **Received stolen property** (school, private)
- **Imitation firearm** (possessed)
- **Sexual assault** (committed, attempted)
- **Harassed, threatened, intimidated a witness**
- **Sexual Harassment** [EC 48900.2 & 2.12.5]
- **Hate violence** [EC 48900.3]
- **Harassed, threatened, or intimidated** other pupil, groups of pupils, or staff [EC 48900.4]
- **Terroristic threats** [EC 48900.7]
- **Arranged to sell the drug soma** [EC 48900 (p)]
- **Physical injury** (aided or abetted) [EC 48900 (t)]
- **Hazing** (engaged, attempted to engage) [EC 48900 (q)]
- **Bullying and/or electronic bullying, Bullying: sexual orientation, Bullying: ethnicity/race, Bullying: physical/mental disability**



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Referral Form 2015-2016

Name: _____
Date: _____ **Time:** _____
Teacher: _____
Grade: TK K 1 2 3 4 5 6 7 8
Referring Staff: _____

Location

Playground	Media Center
MPR	Bathroom
Hallway	Arrival/Dismissal
Classroom	Other _____

Major Problem Behavior	Possible Motivation
Abusive language Fighting/Physical Aggression Overt Defiance Harassment/Bullying Lying/Cheating Cyber Bullying Other:	Obtain peer attention Obtain adult attention Obtain items/activities Avoid Peer(s) Avoid Adult Avoid task or activity Don't know Other:

Administrative Decision

Loss of privilege Detention Time in office Conference with student Parent Contact Parent Meeting	Individualized instruction In-school suspension (_____ hours/days) Out of school suspension (_____ days) Other:
-------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------

Others involved in incident: None Peers Staff Teacher Substitute Unknown Other

Summary of Event: (Use back if necessary. Do not use other student names.)

Parent Signature: _____ **Date:** _____
Administrator Signature: _____ **Date:** _____

Office Use Only: Check if applicable
 IEP _____ 504 _____ Current Behavior Contract _____ Other _____
 Original Office Yellow Parent Pink Teacher

Received Signed: _____

10. Was law enforcement contacted? Yes / No N/A DPD Report #: _____

11. Was the student arrested? Yes / No; If Yes, Circle One: In Custody (Juvenile Hall, County Jail) OR Out of Custody (Cited and/or Released to guardian). Citation #: _____ Violation (P.C., H&S, etc.): _____ Officer: _____ Agency: _____

I, the above named student, have read and understand this Notice of Suspension.

Student Signature: _____

By signing this notice of suspension, I certify under penalty of perjury that a thorough investigation has been conducted.

Signature of Administrator issuing this suspension & Title: _____ Print Name: _____

Data Entry and Reports:

All disciplinary action, both minor and major, will be recorded in Kickboard (beginning mid 2016-17)

All Board Members, Administrators, Teachers, and parents will have access to some form of Kickboard data- Depending on their role.

Process

Teachers, Para-Educators, Counselors and Administrators use the Kickboard application to positively or negatively reinforce student behaviors. Adults using Kickboard will make sure students know when they receive a point or a demerit. Kickboard points are converted to MERIT Money, and paid out to students monthly. Students use MERIT Money at the student store.

When DMCS staff give points or demerits they are recorded on the Kickboard application. Over time, behaviors by students begin to show patterns. This type of data will help DMCS show school climate, and changes in school culture or climate. Reports of positivity ratio, behaviors recorded per student, behavior totals per grade level, etc. will be presented to the staff during staff meetings. Reports of school climate will also be given to the School Board at board meetings.

Parents/ guardians will be given an access code to Kickboard. If a parent chooses to log on to the Kickboard app, he or she will be able to see behaviors marked for their student, and notes from the DMCS staff.

The DMCS Dean of Students will observe Kickboard data and attempt to make environmental, functional, or instructional changes based on data trends. Changes may be as narrow as a single student's routine, or as wide as a whole school procedural change depending on the desired outcome. Effectiveness of the modification will be measured with student behaviors, and evaluated by the Dean of Students, the Director, and if possible, a PBIS team.

dmcs.kickboardforschools.com

Office Referral and Suspension Report Options

DMCS will routinely review a variety of Office Referral and suspension reports in order to evaluate the effectiveness of school-wide, group, and individual support systems. The following report options are currently available within Kickboard.

- *Positive Behaviors per Day per Month per Year*
- *Top 5 Positive Behavior Earners per Day per Month per Year*
- *Negative Behaviors per Day per Month per Year*
- *Referrals per Day per Month per Year*
- *Suspensions per Day per Month per Year*
- *Referrals by Administrator*
- *Referral by Administrator and Problem Behavior (PB)*
- *Referral by Approximate Time*
- *Referral by Approximate Time and Problem Behavior (PB)*
- *Referral by Environment*
- *Referral by Environment and Problem Behavior (PB)*
- *Referral by Function*
- *Referral by Function and Problem Behavior (PB)*
- *Referral by Grade*
- *Referral by Grade and Gender*
- *Referral by Staff*
- *Referral by Staff and Problem Behavior (PB)*
- *Referral Details*
- *Suspension Details*
- *Suspension by Administrator*
- *Suspension by Violation*
- *Top 10 Referral Offenders*
- *Top 5 Suspension Offenders*

Minor Offenses

Frequently Asked Questions (FAQ) Minor Offenses

<p>What’s the definition of a Minor Offense?</p>	<p>A Minor Offense is the failure to demonstrate a school-wide expectation, social skill, or procedure, i.e. failure to:</p> <table border="0"> <tr> <td>Be Safe, Responsible, Respectful</td> <td>Work with Others</td> </tr> <tr> <td>Follow Instructions</td> <td>Wait Your Turn</td> </tr> <tr> <td>Stay On Task</td> <td>Mind Your Own Business</td> </tr> <tr> <td>Get the Teacher’s Attention</td> <td>Leave toys at home</td> </tr> <tr> <td>Go to class</td> <td>Properly Use of Materials</td> </tr> <tr> <td>Stay in Class</td> <td>Comply to Dress Code</td> </tr> <tr> <td>Ask Permission</td> <td>Respect Personal Space</td> </tr> <tr> <td>Disagree Appropriately</td> <td>Be On-Time</td> </tr> <tr> <td>Listen</td> <td>Stay in Designated Areas</td> </tr> <tr> <td>Use Appropriate Voice Tone</td> <td>Properly Dispose of Trash</td> </tr> <tr> <td>Ask for Help</td> <td>Dress for PE</td> </tr> <tr> <td>Bring appropriate materials to class</td> <td>Enter the Classroom Quietly</td> </tr> </table>	Be Safe, Responsible, Respectful	Work with Others	Follow Instructions	Wait Your Turn	Stay On Task	Mind Your Own Business	Get the Teacher’s Attention	Leave toys at home	Go to class	Properly Use of Materials	Stay in Class	Comply to Dress Code	Ask Permission	Respect Personal Space	Disagree Appropriately	Be On-Time	Listen	Stay in Designated Areas	Use Appropriate Voice Tone	Properly Dispose of Trash	Ask for Help	Dress for PE	Bring appropriate materials to class	Enter the Classroom Quietly
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<p>Why aren’t behaviors such as non-compliance, disruption, and defiance listed as Minor Offenses?</p>	<p>Terms like “non-compliance” and “disruption” are vague and subjective. By referring to Minor Offenses in terms of expectations or social skills, staff will be able to communicate more specifically; thus allowing for more targeted interventions.</p> <ul style="list-style-type: none"> • Non-Compliance = Failure to Stay in Designated Areas, Failure to Comply to Dress Code, Failure to Follow Instructions, etc. • Disruptive = Failure to Enter the Classroom Quietly, Failure to Stay on Task, Failure to Use Appropriate Voice Tone, etc. • Defiance = Failure to Stop/Look/Listen to Staff, Failure to Accept Feedback/Consequence, Failure to Report to Designated Area 																								
<p>Who is responsible to intervene when a Minor Offense occurs?</p>	<p>The person who witnesses a Minor Offense is expected to intervene “on the spot” (i.e., immediately or as soon as possible) within the environment in which the misbehavior occurred. Sending a student to talk with an adult who was not involved in the specifics of the incident is seldom effective in changing behavior — especially for individuals who demonstrate a pattern of misbehavior.</p>																								
<p>When does a Minor Offense become “chronic/ frequent flyer?”</p>	<p>A Minor Offense is considered “chronic” when it continues despite the implementation of systematic environmental modifications and interventions, or three times in one week. Identifying a behavior as “chronic,” alerts administration and support staff that additional observations, feedback, and assistance is required to address the misbehavior. The remaining pages within this section provide additional information regarding environmental and instructional modifications as well as classroom interventions for Minor Offenses</p>																								

Support Guide to Address Minor Offenses

The following guide is intended as a resource to assist in the implementation of Tier One behavioral supports and interventions. The interventions listed below correspond to the “Staff Intervention Administered” column Kickboard.

□ ***Teach behavioral expectations, social skills, and procedures***

On-going *behavior instruction of the expectations, social skills, and procedures* should occur in every classroom and location at a neutral (scheduled) time. Tier One behavior instruction includes:

- Introducing the expectation, social skill, or procedure by name
Computer Expectations, Working Independently, Entering the Classroom, etc.
- Providing a reason or rationale for learning and demonstrating the skill
- Explicitly outlining the behavior steps
- Practicing the behavior, followed by specific feedback
- Monitoring and supporting students to skill mastery — a behavior has not been learned until it can be demonstrated in all settings, even under stressful conditions

Once an expectation, social skill, or procedure is taught, enforcement continues throughout the remainder of the day/week/year. Enforcement includes: providing pre-correction, cueing and prompting students to demonstrate pro-social behaviors, re-teaching skills when necessary, and consistently acknowledging/correcting student behavior in explicit terms.

□ ***Identify contributing Environmental Factors***

Environmental Factors (also referred to as behavioral antecedents, triggers, or predictors) are conditions present or missing in the environment which may contribute to student misbehavior. The following Environmental Factors should be considered when evaluating the dynamics of student misbehavior:

- **Instructional practices** (academic/behavioral) — curriculum, strategies, activities
- **Physical setting** — location on campus, size, noise level, temperature, number of students, arrangement of desks/tables, ease of movement, traffic patterns, organization of materials/equipment, location of windows and doors.
- **Social setting** — staff/students present or absent, interaction patterns surrounding the student
- **Social interactions** — communication styles, power structure/hierarchy, allotment of peer/staff attention
- **Scheduling factors** — procedures, routines, timelines, events
- **Degree of independence/participation (academic/social)** — active listening, engagement, seat work, paired tasks, group work

Because each location on campus has a unique set of variables and dynamics, it will require intentional observation and reflection in order to understand and identify the Environmental Factors which may be contributing to student misbehavior. Each investiga-

tion should start with staff conducting a self-reflection of the environment for which they are responsible (office, common area, classroom, etc.). If assistance is needed to perform this task, invite additional staff to observe and provide feedback (grade level or academic team cohorts, academic coaches, counselors, behavior interventionists, administrative staff, etc.).

□ ***Modify the environment based on identified Environmental Factors***

Once contributing Environmental Factors are identified (instructional practices, physical setting, social setting, social interactions, scheduling factors, degree of independence/participation), it will be necessary to systematically respond. Modifications may be made to the following environmental structures and supports:

- **Time** — increasing/decreasing time allotments, increasing/decreasing breaks, modifying schedules
- **Space** — increasing/decreasing proximity, rearranging physical aspects of the location, defining designated areas/zones, increasing/decreasing the number of students present
- **Instruction** — embedding the standards across subjects/tasks, increasing the explicitness of instruction, increasing feedback and/or practice, increasing acknowledgement and/or correction
- **Materials** — supplementing curriculum, providing multi-sensory options
- **Interactions** — increasing positive to negative ratio (3 to 1 positive to negative Kickboard points), increasing opportunities for communication, modifying voice tone/volume/cadence, modifying the level/amount of expected participation (independent, paired, or group activities)

Making modifications to the environment is a powerful tool in changing class, group, and individual behaviors.

□ ***Utilize pre-correction techniques***

Pre-correction is the intentional front-loading of students for behavioral success. Pre-correction is used to inform students that an opportunity to demonstrate a specific expectation, social skill, or procedure will occur in the immediate future. An example of pre-correction is: *“Class, in a minute the bell is going to ring and we are going to Line Up for an Assembly. When the bell rings, put all materials in your desk, stand up, push your chairs in, and wait quietly behind your chair until I dismiss your table to line up.”* The more at-risk a class or student, the more explicit the pre-correction should become.

□ ***Clarify how the behavior did not meet expectations***

Students who demonstrate behavioral errors should be provided a specific description of how the misbehavior differed from the expectation. The content of this interaction should be limited to the facts surrounding the specific misbehavior. Example: *“Mary, while the class was Working Independently you blurted out something like, ‘Does anyone have an extra pencil? Mine’s broken!’ Then you left your seat and walked to the pencil sharpener making comments to other students along the way. Remember, we have a procedure for sharpening pencils: raise your hand and wait for me to call on you, ask if you can use the sharpener, once I have given you permission you can then go directly and quietly to the sharpener, sharpen your pencil, return to your seat, and refocus on your assignment.”*

- **Re-teach and practice the expectation, social skill, or procedure**
 Classes, groups, and/or individual students who fail to demonstrate expectations, skills or procedures, should be provided additional instruction and practice. Example: *“Class, right now everyone should be Working Independently on their math assignment. Who can raise their hand and tell me what Working Independently looks like? That’s right. Working Independently means: focusing your attention on the assigned task, ignoring all distractions both inside and outside the classroom, and raising your hand if you require assistance. Now let’s go ahead and practice that skill. I expect everyone to be Working Independently for the next 5 minutes.”*
- **Establish a behavior cue/prompt**
 Cues and prompts are used to support individual students who are known to have difficulty demonstrating a specific behavior or when the earliest signs of a misbehavior are observed. Cues and prompts may be visual, verbal, or a combination of both.

 - **Cue:** a single gesture or word to remind a student to use a specific expectation, skill, or procedure. The teacher, for example, may point to the “Things to Do When I’m Done with My Work” poster, or may say something like, “Remember, TOD (Things to Do).”
 - **Prompt:** a series of gestures and/or directions which guide the student through the process of demonstrating an expectation, social skill, or procedure. Prompts are more explicit than cues. A teacher, for example, may say, “Remember, when you have completed the assignment to look at the “Things to Do When I’m Done with My Work” poster, select an item, and begin immediately.”
- **Provide a structured choice**
 Structured choices provide students with two behavioral alternatives, each of which is directly linked to a specific outcome — one positive and one negative. Structured choices are clearly stated, reasonable, enforceable, and ultimately chosen by the student. When delivering a structured choice begin by stating how use of the expected behavior will lead to a positive outcome, while continued use of the misbehavior will lead to a negative outcome. Example, *“Right now you can Wait in Line using a quiet voice like we’ve practiced and enter the cafeteria with your peers, or you can continue talking in a loud voice and go to the end of the line in which case you will be the last to enter the cafeteria.”*
- **Review common assessment data**
 Because behavioral challenges often accompany academic deficits and may, in fact, be a coping response to an academic failure, it is imperative to rule out and/or address academic skill deficits prior to focusing solely on the misbehavior. Questions which must be considered are: is this student able to access the core academic curriculum? If not, how many other students in the class are in a similar situation? Are there instructional practices/strategies which could be implemented to ensure effective first instruction is in place and that all students are learning at high rates? If identified academic standards or skills need to be re-taught, where and how will this be accomplished?
- **Contact and/or meet with guardian**
 While it is always good practice to form positive partnerships with parents, it is important to remember that parents have little ability to modify school/classroom environmental

dynamics or to implement behavior interventions within the school setting. Just as educators would not call home for students demonstrating difficulty with division problems or reading a passage out loud in class, so too should they not call home for students failing to demonstrate an expectation, social skill, or procedure. For the most part, staff will address behavioral errors the same way they address academic errors through teaching, re-teaching, and acknowledging/correcting until the behavior is mastered.

That being said, there will be times when misbehaviors persist to the point where it is appropriate to contact parents regarding their child's behavioral challenges. Conversations with parents should include: identification of the behaviors of greatest concern (framed as an expectation, social skill, or procedural error), explanation regarding the interventions being implemented in the school setting, methods by which the school is monitoring the student's progress, and specific strategies as to how parents may support the school's efforts at home.

□ ***Review discipline data for patterns and trends***

The less responsive a problem behavior is to remediation, the more intentional staff must become in understanding the dynamics driving the misbehavior. This problem-solving process should rely on a variety of data sources including Kickboard Referrals, Office Referrals, suspensions, academic measures, and attendance records. The purpose of integrating data into a coherent whole is to identify the conditions in which an individual student is at greatest risk for misbehaving — times of day, locations, subject areas, specific staff and/or students, etc.

□ ***Meet with team/student to identify additional supports and/or collaborate with team, counselor, and/or administration***

Students who continue to demonstrate a pattern of misbehavior despite implementation of lower level interventions will require the efforts of a problem-solving team to construct a collaborative intervention plan. This problem-solving team may include: grade-level/academic team members, a counselor, an administrator, a psychologist, a nurse, a resource specialist, etc. Depending upon the information gathered by the team, a variety of interventions may be recommended such as: providing targeted behavior skill development (group or individual), increasing the level of monitoring and feedback by staff, assigning a mentor, establishing individual student goals, scheduling a classroom observation, identifying functional factors, teaching Functionally Equivalent Replacement Behaviors (FERBs), conducting a Home & Health Study, or enlisting the support of outside agencies such as the Department of Mental Health, Probation, etc.

DMCS Minor Infraction (Elementary and Secondary)

Unexcused Absences

- Student illness, dental and medical visits and the death of an immediate family member are the only absences excused by the State of California. Chronic absenteeism is defined as students missing 10% or more of school in excused, or unexcused absences or due to suspensions

EXAMPLES: Missing class for any reason without permission from the school or a doctor's note.

Level 1	Level 2
<p>Interventions:</p> <ul style="list-style-type: none"> • 1st truancy letter at 3 days unexcused absenteeism <p style="text-align: center;">Notifications:</p> <ul style="list-style-type: none"> · Teacher(s) informed Parents/ Guardians will receive a letter from DMCS informing them of our truancy policy and their student's current status 	<p>Interventions:</p> <ul style="list-style-type: none"> • 2nd truancy letter at 10% of the school year • Letter Sent Out and a meeting with the family, teacher and director held to set up a contract between the school and family to improve attendance. <p style="text-align: center;">Notifications:</p> <ul style="list-style-type: none"> · The student will be referred to the school Attendance Review Team that is composed of the school director, school personnel and Dixon Montessori Governing Board Members if the absences or tardiness continues.
Level 3	
<p style="text-align: center;">Interventions:</p> <ul style="list-style-type: none"> • 3rd Truancy letter at 10% unexcused absences for the second time • Attendance Review Team (Truancy Mediation chronic truancy) <p style="text-align: center;">Notifications:</p> <ul style="list-style-type: none"> · Teacher(s), Parents, Guardians, Counselor, and Police Department if necessary <p>Student reported to the Attendance Review Team. The Team will then review the information and decide upon a corrective action which may include but not limited to dismissal from DMCS or referral to law enforcement.</p>	

Absences & Truancy

There is a high positive correlation to excellent school attendance and academic achievement. Students need to be at school whenever possible. DMCS supports student achievement by spending the majority of its financial resources on staffing the school with a very low student to teacher ratio. This allows each child to receive more individualized attention and it allows us to individualize learning more effectively for all of our children.

In many cases, absences from school are unavoidable due to health problems or other circumstances. However, chronic absenteeism can have a drastic impact on your child's education. Children chronically absent in kindergarten and first grade are much less likely to learn to read by the end of third grade. By sixth grade, chronic absence is a proven early warning sign of drop-out. By ninth grade, good attendance can predict graduation even better than eighth-grade test scores. Clearly, going to school regularly matters!

Appointments and vacations need to be scheduled outside of school time whenever possible. An independent study option may be used for absences of three or more days, otherwise only keep your children home on those days when they are too ill to attend school.

In California, people between the ages of 6 and 18 are subject to full-time education. DMCS is required by law to keep a record of all student absences and truancy. Student illness, dental and medical visits and the death of an immediate family member are the only absences excused by the State of California. If a child is absent for more than 3 days consecutively or non-consecutively a doctor's note verifying the illness is required. Students are expected to be in class prior to 8:05 each morning as tardiness disrupts the learning process. DMCS defines habitual tardiness as tardiness in excess of 10 percent of the total days in the school year. A student who exceeds this number of days will be notified in writing by the school's director that **the child's placement at DMCS is in jeopardy if there are further incidents of tardiness**. Tardy students must go to the office before they enter class to get a Tardy Pass. Students will not be allowed to enter class without a tardy pass from the office even for a minute late.

A student who is absent in excess of 3 days without a letter authenticating an illness from a physician will be notified in writing by the school director that **the child's placement at DMCS is in jeopardy if there are further absences from school**. Chronic absenteeism is defined as students missing 10% or more of school in excused, or unexcused absences or due to suspensions. The student will be referred to the school **Attendance Review Team** that is composed of the school director, school personnel and Dixon Montessori Governing Board Members if the absences or tardiness continues.

The Attendance Review Team will determine whether the student will be dismissed from DMCS due to attendance concerns or decide if the student may remain conditionally enrolled at the school. Charter schools are considered schools of choice and habitual tardiness or unexcused absences may lead to a student's dismissal from DMCS.

Incentives for positive attendance:

Every semester awards given to students with perfect attendance for that semester. (Zero absences and one tardy)
End of year awards given to students with year-long perfect attendance. (Zero absences and one tardy).

DMCS Minor Infraction (Elementary and Secondary)

Cutting Class or Missing Detention

EXAMPLES: Being excessively tardy (more than 2 minutes), leaving class for an excessive amount of time (more time than a reasonable student would take to use the restroom or go to the office), failing to attend class or detention.

Level 1	Level 2
<p>Interventions:</p> <ul style="list-style-type: none">• Trash duty lunch detention <p>Notifications:</p> <ul style="list-style-type: none">· Teacher(s), Parents/ Guardians	<p>Interventions:</p> <ul style="list-style-type: none">• Wednesday campus beautification 1-3 hours <p>Notifications:</p> <ul style="list-style-type: none">· Teacher(s), Parents, Guardians, counselor if necessary
Level 3	
<p>Interventions:</p> <ul style="list-style-type: none">• Lunch detention and Wednesday campus beautification <p>Notifications:</p> <ul style="list-style-type: none">· Teacher(s), Parents, Guardians, Counselor, and Police Department if necessary	

DMCS Minor Infraction (Elementary and Secondary)

Defiance

EXAMPLES: Failure to: Follow Teacher Instructions, Disagree Appropriately, Listen, Use Appropriate Voice Tone Properly, Dress for PE

<i>Level 1</i>	<i>Level 2</i>
<p>Interventions:</p> <ul style="list-style-type: none">• 15 minutes campus beautification (lunch recess)• Restorative action (letter or apology) <p>Notifications:</p> <ul style="list-style-type: none">· Parents, Guardians	<p>Interventions:</p> <ul style="list-style-type: none">• 1 hour campus beautification• 1-2 day class suspension• Restorative conference with student, teacher and admin <p>Notifications:</p> <ul style="list-style-type: none">· Teacher(s), Parents, Guardians, counselor if necessary
<i>Level 3</i>	
<p>Interventions:</p> <ul style="list-style-type: none">• ISS• Restorative conference with student, guardian, teacher, and admin• Counselor referral <p>Notifications:</p> <ul style="list-style-type: none">· Teacher(s), Parents/ Guardians, Admin and Counselor if necessary	

DMCS Minor Infraction (Elementary and Secondary)

Disruption

EXAMPLES: Failure to: Be Safe, Responsible, Respectful, Work with Others, Stay On Task, Mind Your Own Business, Get the Teacher’s Attention Appropriately, Leave toys at home, Use Materials Properly, Ask Permission, Respect Personal Space, Disagree Appropriately, Listen, Use Appropriate Voice Tone, Properly Ask for Help, Enter the Classroom Quietly

<i>Level 1</i>	<i>Level 2</i>
<p>Interventions:</p> <ul style="list-style-type: none"> • 15 minutes campus beautification (lunch recess) • Restorative action (letter or apology) <p style="text-align: center;">Notifications:</p> <ul style="list-style-type: none"> · Parents, Guardians 	<p>Interventions:</p> <ul style="list-style-type: none"> • 1 hour campus beautification • 1-2 day class suspension • Restorative conference with student, teacher and admin <p style="text-align: center;">Notifications:</p> <ul style="list-style-type: none"> · Teacher(s), Parents, Guardians, counselor if necessary
<i>Level 3</i>	
<p style="text-align: center;">Interventions:</p> <ul style="list-style-type: none"> • ISS • Restorative conference with student, guardian, teacher, and admin • Counselor referral <p style="text-align: center;">Notifications:</p> <ul style="list-style-type: none"> · Teacher(s), Parents/ Guardians, Admin and Counselor if necessary 	

DMCS Minor Infraction (Elementary and Secondary)
Academic Dishonesty

EXAMPLES: Forgery, Plagiarism, Copying Another Student's Work, Cheating on a Test, etc.

<i>Level 1</i>	<i>Level 2</i>
<p>Interventions:</p> <ul style="list-style-type: none"> • Loss of grade for the assignment • Conference with student and guardian • Reflective written assignment to include circumstances and purpose of falsification • Warning of loss of privilege related to falsification/ position of trust <p style="text-align: center;">Notifications:</p> <ul style="list-style-type: none"> · Kickboard 	<p>Interventions:</p> <ul style="list-style-type: none"> • Loss of grade for the assignment • Conference with student, guardian and admin • Reflective written assignment <p style="text-align: center;">Notifications:</p> <ul style="list-style-type: none"> · Parents/ Guardians
Level 3	
<p style="text-align: center;">Interventions:</p> <ul style="list-style-type: none"> • ISS or Campus Beautification on Wednesday for 3 hours <p style="text-align: center;">Notifications:</p> <ul style="list-style-type: none"> · Teacher(s), Parents/ Guardians, Admin if necessary 	

Major Infractions

Frequently Asked Questions (FAQ)

Major Infractions

What's the definition of a Major Infraction?

Major Infractions are violations

Suspension

- **A(1)** Caused, attempted to cause, or threatened to cause physical injury to another person — SAFETY
- **A(2)** Willfully used force or violence upon the person of another, except in self-defense — SAFETY
- **B** Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object — SAFETY
- **C** Possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance, alcohol, or intoxicant — SAFETY
- **D** Offered, arranged, or negotiated to sell any controlled substance, alcohol, intoxicant, or representation of items thereof — SAFETY
- **E** Committed, or attempted to commit, robbery or extortion — SAFETY
- **F** Caused/attempted to cause damage to school or private property — NON-SAFETY
- **G** Stole, or attempted to steal, school or private property — NON-SAFETY
- **H** Possessed or used tobacco or tobacco products — NON-SAFETY
- **I** Committed an obscene act or engaged in habitual profanity or vulgarity — NON-SAFETY
- **J** Possessed, offered, arranged, or negotiated to sell drug paraphernalia — NON-SAFETY
- **K** Disrupted school activities or willfully defied valid authority — NON-SAFETY
- **L** Knowingly received stolen school property or private property — NON-SAFETY
- **M** Possessed an imitation firearm — SAFETY
- **N** Committed, or attempted to commit, a sexual assault or battery — SAFETY
- **O** Harassed, threatened, or intimidated a witness — SAFETY
- **P** Sexual Harassment] — SAFETY
- **Q** Hate violence—SAFETY
- **R** Intentionally engaged in harassment, threats, or intimidation against a pupil, groups of pupils, or staff — SAFETY
- **S** Pupil has made terroristic threats against school officials or school property, or both— SAFETY
- **T** Unlawfully offered or arranged to sell drug Soma— SAFETY
- **U** Aided or abetted the infliction, or attempted infliction, of physical injury— SAFETY
- **V** Engaged in, or attempted to engage in, hazing—SAFETY
- **X** Engaged in an act of bullying or electronic— (cyber) bullying; **X1** sexual orientation; **X2** race/ethnicity; **X3** physical/mental disability — SAFETY
- **Y** Sexting—NON-SAFETY

Serious Safety (Permissive/Mandatory Expulsion)

- **(A)(1)** Causing serious physical injury to another person, except in self-defense
- **(A)(2)** Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil
- **(A)(3)** Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana)
- **(A)(4)** Robbery or extortion
- **(A)(5)** Assault/battery upon any school employee
- **(C)(1)** Possessing, selling, or otherwise furnishing a firearm
- **(C)(2)** Brandishing a knife at another person
- **(C)(3)** Unlawfully selling a controlled substance
- **(C)(4)** Committing or attempting to commit a sexual assault
- **(C)(5)** Possession of an explosive

Who has the authority to suspend a student from school?

Only the director, or the director's designee may suspend students from school.

Director's Designee Form

I, _____ director of _____ School,
designate the following to assist with disciplinary procedures pertaining to this school.

On-site administrators (other than the director):

- | | |
|----------|----------|
| 1) _____ | 2) _____ |
| 3) _____ | 4) _____ |
| 5) _____ | 6) _____ |

In the event that there is not an administrator (see above) in addition to the director at the school site, a certificated person at the school site may be specifically designated by the Principal, in writing, as a "Director's Primary Designee" to assist with disciplinary procedures. An additional person meeting the requirements of this subdivision may be designated by the Director, in writing, to act for the purposes of this article when the Director, all other administrators designated above, and "Director's Primary Designee" are absent.

I appoint _____ as *Director's Primary Designee*. I further appoint _____ to serve as Director's Secondary Designee. My secondary Designee will serve as the Director's Primary Designee when all other administrators, my Primary Designee, and I are absent from school.

Signature of Director

Date

Conducting a Thorough Investigation

DMCS has established strict procedures and protocols regarding the suspension and expulsion of students. 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 3) of 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.

- **Direct evidence** conclusively proves a fact without inference or presumption. Examples of direct evidence include: credible eyewitness testimony, written student admission, and audio or video recordings.
- **Circumstantial evidence** requires an inference or presumption of fact. Examples of circumstantial evidence include: a weapon found on the scene or 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. Suspension and expulsion recommendations which do not follow a thorough investigation may be reversed — i.e., the suspension expunged from the record, the recommendation for expulsion is terminated, and the student returned to the recommending site.

Procedures for Gathering Evidence

1. Disciplinary notes must:

- provide a clear outline of the incident — all descriptions should be brief, easily understood, arranged in chronological order, and provide an accurate portrayal of the details
- indicate the approximate time and the date of the incident
- specify the name or initials of person(s) present or involved— include all adult witnesses, student witnesses, and potential suspects as applicable
- indicate the general location of incident (i.e., hallway, lunchroom).

2. Witness statements must:

- be collected from as many witnesses as practically possible
- 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 the witnesses’ original words or original handwriting when applicable (dependent upon age or ability)
- be as specific and detailed as practical
- be reviewed for clarity
- include date/location where written
- contain all names or initials of accused and/or victims

- 3. Administrator statements must be accurate and factually based**
- 4. All evidence submitted must clearly relate to the alleged violation**
- 5. All conclusions must be based solely on the facts in evidence** — personal opinions may not be included
- 6. The appropriate violation must be determined once all facts are gathered**
- 7. Written documentation of the investigation findings must be included in the discipline file for all suspensions**

School officials have a responsibility to conduct thorough investigations and respond as soon as possible. The Progressive Discipline Matrix is a document created to assist DMCS administrators in the consistent: **1) application of administrative action(s)** and **2) provision of student intervention(s)**.

DMCS
ISS, Suspension,
Expulsion

Frequently Asked Questions (FAQ)

Suspensions

<p>Does a student have to violate the DMCS Charter on campus in order to be suspended?</p>	<p>A pupil may be suspended or expelled for acts that occurred at any time including, but not limited to:</p> <ul style="list-style-type: none">• 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.
<p>What's the difference between DMCS ISS and a CALPADS violation?</p>	<p>DMCS ISS is not necessarily reported to CALPADS. Major violations at DMCS may result in the suspension or expulsion of a pupil and are reported to CALPADS. A number of violations are listed in all multiple areas including, but not limited to: fighting, possessing a dangerous object or explosive, possessing/selling drugs, and sexual assault. Some major violations are reserved for more serious cases and carry an expectation that expulsion will be considered/recommended even on a first offense.</p>
<p>Why, in some cases, do the DMCS suspension codes differ from the CA Education codes?</p>	<p>Although the majority of DMCS suspension codes are identical to CA Education Code, there are a few differences. Charter schools are generally exempt from California State laws governing school districts, except where specifically imposed by California Education Code (EC) Section 47610.</p> <p>The DMCS administration team manages all ISS, suspensions and expulsions and makes the necessary conversions to prior to reporting to the state of California.</p>

ELEMENT X OF THE DMCS CHARTER PUPIL SUSPENSION AND EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled—California Education Code Section 47605 (b)(5)(J)

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at DMCS. In creating this policy, DMCS has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* DMCS is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as DMCS's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures clearly describes discipline expectations, and it is printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The DMCS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom DMCS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. DMCS will follow all applicable federal and state laws when imposing any form of discipline on a

student identified as an individual with disabilities or for whom DMCS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students and shall notify the District of the same.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is 1) related to school activity, 2) school attendance occurring at DMCS or at any other school, or 3) a DMCS sponsored event. A student may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

1. while on school grounds;
2. while going to or coming from school;
3. during the lunch period, whether on or off the school campus; or
4. during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053- 11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil 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 pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of

school property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a

telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and 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 (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.
5. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

6. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 - l) Knowingly received stolen school property or private property.
 - m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil 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 pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights

by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a

profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and 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 (1).
 - x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
7. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Executive Director. The

conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of suspension, the Executive Director or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Authority to Expel

A student may be expelled either by the DMCS Board of Directors following a hearing before it or by the DMCS Board of Directors upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the DMCS Board of Directors. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Charter School Board of Directors for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;

7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offences

DMCS may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the DMCS Board of Directors, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

8. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
9. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
10. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
11. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
12. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
13. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
14. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the

presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

15. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
16. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
17. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the DMCS Board of Directors or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the DMCS Board of Directors who will make a final determination regarding the expulsion. The final decision by the DMCS Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the DMCS Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel

The Executive Director or designee following a decision of the DMCS Board of Directors to expel shall send written notice of the decision to expel, including the DMCS Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with DMCS.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Disciplinary Records

DMCS shall maintain records of all student suspensions and expulsions at DMCS. Such records shall be made available to the District upon request.

No Right to Appeal

The pupil shall have no right of appeal from expulsion from DMCS as the DMCS Board of Directors' decision to expel shall be final.

Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

DMCS shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

Students who are expelled from DMCS shall be given a rehabilitation plan upon expulsion as developed by the DMCS Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to DMCS for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school, school district or charter school shall be in the sole discretion of the DMCS Board of Directors following a meeting with the Executive Director and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director shall make a recommendation to the DMCS Board of Directors following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the DMCS's capacity at the time the student seeks readmission.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

a. Notification of SELPA

DMCS shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA the discipline of any student with a disability or student who DMCS or the SELPA would be deemed to have knowledge that the student had a disability who is suspended for more than ten (10) school days during a school year.

b. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

c. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, DMCS, the parent, and relevant members of the IEP/504 Team shall review all

relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the DMCS, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If DMCS, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that DMCS had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and DMCS agree to a change of placement as part of the modification of the behavioral intervention plan.

If DMCS, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then DMCS may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or DMCS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or DMCS, the student shall

remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and DMCS agree otherwise.

Special Circumstances

DMCS personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.
- d. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated DMCS's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if DMCS had knowledge that the student was disabled before the behavior occurred.

DMCS shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to DMCS supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other DMCS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other DMCS supervisory personnel.

If DMCS knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If DMCS had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. DMCS shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by DMCS pending the results of the evaluation.

DMCS shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

A1 — DMCS Suspension (Elementary)

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

EXAMPLES: Verbal altercation; Verbally threatening bodily harm; Fighting: pushing/shoving (i.e. minor scuffle), no injury or minor injury without medical attention — small scratch or abrasion, etc.

The following must be submitted in order to substantiate a **recommendation for expulsion**:

- 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

1st Infraction Admin. Action Elementary K-5	2nd Infraction Admin. Action Elementary K-5
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan when applicable • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings when applicable • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Provide targeted skill development (academic/behavioral) • Contact guardian to review intervention plan <p style="text-align: center;">Removal/Notifications:</p> <p>· Loss of privilege · Assign ISS (TK-3) · Assign ISS (4-5)</p>	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher and counselor to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to modify the intervention plan if applicable • Observe environmental dynamics to rule-out contributing factors to student misbehavior when applicable • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Meet with guardian to review intervention plan <p style="text-align: center;">Removal/Notifications:</p> <p>· Assign 1-3 days suspension (K-3) · Assign 1-5 days suspension (4-5)</p>
Repeated Infractions Admin. Action Elementary K-5	
<p style="text-align: center;">Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data); review/modify intervention plan • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign Mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry <p style="text-align: center;">Removal/Notifications:</p> <p>Possible Contact Police · Possible recommendation for expulsion Assign 1-5 days suspension (K-3) · Assign 5 days suspension (4-5)</p>	

A1 — DMCS Suspension (Secondary)

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

EXAMPLES: Verbal altercation; Verbally threatening bodily harm; Fighting: pushing/shoving (i.e. minor scuffle), no injury or minor injury without medical attention — small scratch or abrasion, etc.

The following must be submitted in order to substantiate an **A1 recommendation for expulsion**:

- 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

1st Infraction Admin. Action Secondary 6-8	2nd Infraction Admin. Action Secondary 6-8
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Provide targeted skill development (academic/behavioral) • Contact guardian to review intervention plan if needed <p style="text-align: center;">Removal/Notifications:</p> <ul style="list-style-type: none"> · Assign ISS (6-8) 	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher and counselor to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to modify the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Meet with guardian to review intervention plan <p style="text-align: center;">Removal/Notifications:</p> <ul style="list-style-type: none"> · Assign 1-5 days suspension (6-8)
Repeated Infractions Admin. Action Secondary 6-8	
<p style="text-align: center;">Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data); review/modify intervention plan • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign Mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry <p style="text-align: center;">Removal/Notifications:</p> <p style="text-align: center;">Possible Contact Police · Possible recommendation for expulsion Assign 5 days suspension (6-8)</p>	

A2 — DMCS Suspension (Elementary)

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

EXAMPLES: Fight causing cuts/injuries with minor bleeding, bruised or black eye, bloody nose (no broken bones).

The following must be submitted in order to substantiate a **recommendation for expulsion**:

- 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

1st Infraction Admin. Action Elementary K-5	2nd Infraction Admin. Action Elementary K-5
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Provide targeted skill development (academic/behavioral) • Contact guardian to review intervention plan <p style="text-align: center;">Removal/Notifications:</p> <p>Possible Contact Police · Possible recommendation for expulsion · Assign 1-3 days suspension (K-3) Assign 1-3 days suspension (4-5)</p>	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher and counselor to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to modify the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Meet with guardian to review intervention plan <p style="text-align: center;">Removal/Notifications:</p> <p>Possible Contact Police · Possible recommendation for expulsion (K-3) · Recommend expulsion (4-5) Assign 1-5 days suspension (K-3) Assign 1-5 days suspension (4-5)</p>
Repeated Infractions Admin. Action Elementary K-5	
<p style="text-align: center;">Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data); review/modify intervention plan • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign Mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry <p style="text-align: center;">Removal/Notifications:</p> <p>Contact Police · Recommend expulsion · Assign 5 days suspension (K-5)</p>	

A2 — DMCS Suspension (Secondary)

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

EXAMPLES: Fight causing cuts/injuries with minor bleeding, bruised or black eye, bloody nose (no broken bones).

The following must be submitted in order to substantiate an **A2 recommendation for expulsion**:

- 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

1st Infraction Admin. Action Secondary 6-8	2nd Infraction Admin. Action Secondary 6-8
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Provide targeted skill development (academic/behavioral) • Contact guardian to review intervention plan <p style="text-align: center;">Removal/Notifications:</p> <p>Possible Contact Police · Possible recommendation for expulsion · Assign 1-5 days suspension (6-8)</p>	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher and counselor to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to modify the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Meet with guardian to review intervention plan <p style="text-align: center;">Removal/Notifications:</p> <p>Possible Contact Police, Assign 1-5 days suspension (6-8) · Recommend expulsion</p>
Repeated Infractions Admin. Action Secondary 6-8	
<p style="text-align: center;">Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data); review/modify intervention plan • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign Mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry <p style="text-align: center;">Removal/Notifications:</p> <p>Contact Police · Recommend expulsion · Assign 5 days suspension (6-8)</p>	

B — DMCS Suspension (Elementary)

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

EXAMPLES:

BB gun using plastic pellets, Non-locking knives under 2 1/2 inches; Objects not intended to be used in a harmful manner — unsharpened screwdriver, Leatherman tool, Swiss army knife, butter or steak knife

The following must be submitted in order to substantiate a **recommendation for expulsion**:

- Description (length, color, size) and photograph of the object
- Statements by: accused, witness(es)
- Documentation from anonymous witness(es),
- Copy of Police report

1st Infraction Admin. Action Elementary K-5	Repeated Infractions Admin. Action Elementary K-5
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Sign dangerous objects contract • Provide targeted skill development (academic/behavioral) • Contact guardian to review intervention plan <p style="text-align: center;">Removal/Notifications:</p> <p style="text-align: center;">Possible Contact Police · Assign 1-5 days suspension · Possible recommendation for expulsion (K-3) · Possible recommend expulsion (4-5)</p>	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to review and modify the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> <p style="text-align: center;">Removal/Notifications:</p> <p style="text-align: center;">Contact Police Assign 5 days suspension Expulsion</p>

B — DMCS Suspension (Secondary)

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

EXAMPLES:

BB gun using plastic pellets; Non-locking knives under 2 1/2 inches; Objects not intended to be used in a harmful manner — unsharpened screwdriver, Leatherman tool, swiss army knife, butter or steak knife

The following must be submitted in order to substantiate a **B recommendation for expulsion**:

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

1st Infraction Admin. Action Secondary 6-8	Repeated Infractions Admin. Action Secondary 6-8
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Dangerous Objects contract • Provide targeted skill development (academic/behavioral) • Contact guardian to review intervention plan <p style="text-align: center;">Removal/Notifications:</p> <p style="text-align: center;">· Possible Contact Police · Assign 3-5 days suspension · Recommend Expulsion</p>	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to review and modify the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> <p style="text-align: center;">Removal/Notifications:</p> <p style="text-align: center;">· Contact Police Assign 5 days suspension · Expulsion</p>

C — DMCS Suspension (Elementary)

Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of a controlled substance, alcohol, or intoxicant.

EXAMPLES: Alcohol; Marijuana; Hashish; Authorized possession of prescription drugs; Spray cans, Nitrous oxide, etc.

NOTE: All first-time drug violators (solely 48900[c]) must be assigned to school counseling. Parent must agree to the terms of the counseling program in lieu of a recommendation for expulsion. Failure to adhere to the program may result in a mandatory recommendation for expulsion. This does not apply to the selling of illegal drugs on campus.

The following must be submitted in order to substantiate **C recommendation for expulsion:**

- Evidence the student was found in possession of, or under the influence of, an identified controlled substance (alcohol/intoxicant); trained personnel include: school nurses, police officers, CSO's, and resource officers
- Photographic evidence of the controlled substance
- If applicable, test results which identify the substance found — consult Campus Security and/or School Police
- Admission by the accused of possession or use of controlled substance while under jurisdiction of school
- Statements by witness(es) and/or documentation from anonymous witness(es)

1st Infraction Admin. Action Elementary K-5	2nd Infraction Admin. Action Elementary K-5
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Provide targeted skill development (academic/behavioral) • Contact guardian to review intervention plan <p style="text-align: center;">Removal/Notifications:</p> <p>Contact Police/ CPS · Assign 1-3 days suspension (K-3) · Assign 1-5 days suspension (4-5)</p>	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher and counselor to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to modify the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Meet with guardian to review intervention plan <p style="text-align: center;">Removal/Notifications:</p> <p>Contact Police/ CPS · Possible recommend expulsion · Assign 1-5 days suspension (K-3) · Assign 5 days suspension (4-5)</p>
Repeated Infractions Admin. Action Elementary K-5	
<p style="text-align: center;">Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data); review/modify intervention plan • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign Mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry <p style="text-align: center;">Removal/Notifications:</p> <p>Contact Police/ CPS · Recommend expulsion · Assign 5 days suspension (K-5)</p>	

C — DMCS Suspension (Secondary)

Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of a controlled substance, alcohol, or intoxicant.

EXAMPLES: Alcohol; Marijuana; Hashish; Authorized possession of prescription drugs; Spray cans, Nitrous oxide, etc.

NOTE: All first-time drug violators (solely 48900[c]) must be assigned to a school counselor. Parent must agree to the terms of the program in lieu of a recommendation for expulsion. Failure to adhere to the program may result in a mandatory recommendation for expulsion. This does not apply to the selling of illegal drugs on campus.

The following must be submitted in order to substantiate **C recommendation for expulsion:**

- Evidence the student was found in possession of, or under the influence of, an identified controlled substance (alcohol/intoxicant); trained personnel include: school nurses, police officers, CSO's, and resource officers
- Photographic evidence of the controlled substance
- If applicable, test results which identify the substance found — consult Dixon Police
- Admission by the accused of possession or use of controlled substance while under jurisdiction of school
- Statements by witness(es) and/or documentation from anonymous witness(es)

1st Infraction Admin. Action Secondary 6-8	2nd Infraction Admin. Action Secondary 6-8
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Provide targeted skill development (academic/behavioral) • Contact Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications: Contact Police · Assign 5 days suspension (6-8)</p>	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher and counselor to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to modify the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Meet with Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications: Contact Police · Assign 5 days suspension (6-8) Recommend expulsion</p>
Repeated Infractions Admin. Action Secondary 6-8	
<p style="text-align: center;">Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data); review/modify intervention plan • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign Mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry <p style="text-align: center;">Removal/Notifications: Contact Police · Assign 5 days suspension (6-8) · Recommend expulsion</p>	

D — DMCS Suspension (Elementary)

Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or an intoxicant.

EXAMPLES:

Controlled substances; Marijuana; Hashish; Alcohol; Toxic inhalants such as spray cans; Nitrous oxide, etc. **Substances represented as a controlled substance:** oregano for marijuana, over the counter non-prescription drugs for a controlled substance, etc.

The following must be submitted in order to substantiate a **D recommendation for expulsion:**

- Photographic evidence of the sold controlled substance, or substance represented as such
- Test results of the controlled substance; both school security and School Police are qualified to conduct testing
- Statements by witness(es) reporting sales (i.e. money collected for drugs, etc.)

Confiscate all evidence and give to School Police.

1st Infraction Admin. Action Elementary K-5	Repeated Infractions Admin. Action Elementary K-5
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Provide targeted skill development (academic/behavioral) • Contact Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications: Contact Police/CPS · Assign 5 days suspension Possible recommendation for expulsion (K-3) Mandatory expulsion (4-5)</p>	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to review and modify the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign Mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> <p style="text-align: center;">Removal/Notifications: Contact Police/CPS · Assign 5 days suspension Mandatory expulsion</p>

D — DMCS Suspension (Secondary)

Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or an intoxicant.

EXAMPLES:

Controlled substances; Marijuana; Hashish; Alcohol; Toxic inhalants such as spray cans; Nitrous oxide, etc. **Substances represented as a controlled substance:** oregano for marijuana, over the counter non-prescription drugs for a controlled substance, etc.

The following must be submitted in order to substantiate a **D recommendation for expulsion:**

- Photographic evidence of the sold controlled substance, or substance represented as such
- Test results of the controlled substance; both school security and School Police are qualified to conduct testing
- Statements by witness(es) reporting sales (i.e. money collected for drugs, etc.)

Confiscate all evidence and give to School Police.

1st Infraction Admin. Action Secondary 6-8	Repeated Infractions Admin. Action Secondary 6-8
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Controlled Substance contract • Provide targeted skill development (academic/behavioral) • Contact Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications: Contact Police · Assign 5 days suspension Recommend expulsion (6-8)</p>	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to review and modify the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign Mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> <p style="text-align: center;">Removal/Notifications: Contact Police · Assign 5 days suspension Mandatory expulsion</p>

E — DMCS Suspension (Elementary)

Committed or attempted to commit robbery or extortion.

EXAMPLES:

A student demands money from another person...“Give me money or I’ll get you later!” Robbery is defined as the taking of personal property in the possession of another against his/her will, accomplished by means of fear and/or force. Extortion is defined as blackmail.

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

- 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

1st Infraction Admin. Action Elementary K-5	2nd Infraction Admin. Action Elementary K-5
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Provide targeted skill development (academic/behavioral) • Contact Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications: Possible Police · Possible recommendation for expulsion · Assign 1-3 days suspension (K-3) Assign 1-5 days suspension (4-5)</p>	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher and counselor to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to modify the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Meet with Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications: Contact Police · Possible recommendation for expulsion (K-3) · Recommend expulsion (4-5) Assign 1-5 days suspension (K-3) Assign 5 days suspension (4-5)</p>
Repeated Infractions Admin. Action Elementary K-6	
<p style="text-align: center;">Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data); review/modify intervention plan • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign Mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry <p style="text-align: center;">Removal/Notifications: Contact Police · Recommend expulsion · Assign 5 days suspension (K-5)</p>	

E — DMCS Suspension (Secondary)

Committed or attempted to commit robbery or extortion.

EXAMPLES:

A student demands money from another person...“Give me money or I’ll get you later!” Robbery is defined as the taking of personal property in the possession of another against his/her will, accomplished by means of fear and/or force. Extortion is defined as blackmail.

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

- 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

1st Infraction Admin. Action Secondary 6-8	2nd Infraction Admin. Action Secondary 6-8
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Provide targeted skill development (academic/behavioral) • Contact Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications: Possible Police · Possible recommendation for expulsion · Assign 1-5 days suspension (6-8)</p>	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher and counselor to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to modify the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Meet with Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications: Contact Police · Recommend expulsion (6-8) Assign 5 days suspension (6-8)</p>
Repeated Infractions Admin. Action Secondary 6-8	
<p style="text-align: center;">Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data); review/modify intervention plan • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign Mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry <p style="text-align: center;">Removal/Notifications: Contact Police · Recommend expulsion · Assign 5 days suspension (6-8)</p>	

F — DMCS Suspension (Elementary)

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

EXAMPLES: Defacing school property; Graffiti (permanent damage)

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

- Photographic evidence of the defaced property — DUSD or DMCS school / private
- Statements by: witness(es), accused
- Assessment of damage to the school site — DUSD or DMCS

1st Infraction Admin. Action Elementary K-5	2nd Infraction Admin. Action Elementary K-5
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Provide targeted skill development (academic/behavioral) • Contact Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications: Restrict activity · Assign campus beautification Restitution, if applicable · Assign 1-3 days suspension ·</p>	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher and counselor to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to modify the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Meet with Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications: Restrict activity · Assign campus beautification · Assign 1-5 days suspension · Contact Police, if applicable Restitution, if applicable</p>
Repeated Infractions Admin. Action Elementary K-6	
<p style="text-align: center;">Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data); review/modify intervention plan • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign Mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry <p style="text-align: center;">Removal/Notifications: Assign campus beautification · Assign 1-5 day suspension · Contact Police, if applicable Restitution, if applicable · Possible recommendation for expulsion</p>	

F — DMCS Suspension (Secondary)

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

EXAMPLES: Defacing school property; Graffiti (permanent damage)

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

- 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

1st Infraction Admin. Action Secondary 6-8	2nd Infraction Admin. Action Secondary 6-8
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Provide targeted skill development (academic/behavioral) • Contact Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications:</p> <ul style="list-style-type: none"> · Restrict activity · Assign before/after school campus beautification · Assign 1-3 days suspension Restitution, if applicable 	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher and counselor to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to modify the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Meet with Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications:</p> <ul style="list-style-type: none"> · Assign before/after school campus beautification Assign 1-5 days suspension · Possible contact Police, · Restitution, if applicable
3rd Infraction Admin. Action Secondary 6-8	
<p style="text-align: center;">Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data); review/modify intervention plan • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign Mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry <p style="text-align: center;">Removal/Notifications:</p> <ul style="list-style-type: none"> · Assign 1-5 days suspension · Contact Police, if applicable Restitution, if applicable · Possible recommendation for expulsion 	

G — DMCS Suspension (Elementary)

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

DEFINITIONS: Petty theft (less than \$400.00); Grand theft (over \$400.00)

The following must be submitted in order to substantiate a **G recommendation for expulsion:**

- 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

1st Infraction Admin. Action Elementary K-5	2nd Infraction Admin. Action Elementary K-5
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Provide targeted skill development (academic/behavioral) • Contact Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications: Remove privilege · Restrict activity · Assign recess detention · Restitution, if applicable · Grand Theft: 1-3 days suspension & Contact Police</p>	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher and counselor to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to modify the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Meet with Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications: Restrict activity · Assign recess detention · Assign 1 day suspension · Contact School Police, if applicable · Restitution, if applicable · Grand Theft: 1-5 days suspension & possible recommendation for expulsion</p>
Repeated Infractions Admin. Action Elementary K-5	
<p style="text-align: center;">Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data); review/modify intervention plan • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign Mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry <p style="text-align: center;">Removal/Notifications: Assign recess detention · Assign 1-5 days suspension · Contact Police, if applicable · Restitution, if applicable · Possible recommendation for Expulsion</p>	

G — DMCS Suspension (Secondary)

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

DEFINITIONS: Petty theft (less than \$400.00); Grand theft (over \$400.00)

The following must be submitted in order to substantiate a **G recommendation for expulsion:**

- 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

1st Infraction Admin. Action Secondary 6-8	2nd Infraction Admin. Action Secondary 6-8
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Provide targeted skill development (academic/behavioral) • Contact Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications: · Restrict activity · Assign ISS/ Assign 1 day suspension - Restitution, if applicable</p> <p style="text-align: center;">Grand Theft: 1-3 days suspension and Contact Police</p>	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher and counselor to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to modify the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Meet with Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications: · Assign ISS/ Assign 1-3 days suspension · Contact Police, if applicable · Restitution, if applicable</p> <p style="text-align: center;">Grand Theft: 1-5 days suspension and possible recommendation for expulsion</p>
Repeated Infractions Admin. Action Secondary 6-8	
<p style="text-align: center;">Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data); review/modify intervention plan • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign Mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry <p style="text-align: center;">Removal/Notifications: · Assign 1-5 days suspension · Contact Police, if applicable Restitution, if applicable · Possible recommendation for expulsion</p>	

H — DMCS Suspension (Elementary)

Possessed or used tobacco or any products containing tobacco or nicotine.

EXAMPLES: Tobacco; Nicotine products; Cigarettes; Cigars; Miniature cigars; Clove cigarettes; Smokeless tobacco; Snuff; Chew packets; Betel

Refer student to a tobacco cessation program — contact Student Assistance Programs for information.

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

<p align="center">1st Infraction Admin. Action Elementary K-5</p>	<p align="center">2nd Infraction Admin. Action Elementary K-5</p>
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Provide targeted skill development (academic/behavioral) • Contact Guardian to review intervention plan <p align="center">Removal/Notifications: Remove privilege/activity · Assign ISS (K3) · Assign 1 day suspension (4-5)</p>	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher and counselor to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to modify the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Meet with Guardian to review intervention plan <p align="center">Removal/Notifications: Restrict activity · Assign ISS / Assign 1 day suspension · Contact Police, if applicable</p>
<p align="center">Repeated Infractions Admin. Action Elementary K-5</p>	
<p align="center">Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data); review/modify intervention plan • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign Mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry <p align="center">Removal/Notifications: Assign ISS · Assign 1-5 days suspension · Contact Police, if applicable · Possible recommendation for expulsion</p>	

H — DMCS Suspension (Secondary)

Possessed or used tobacco or any products containing tobacco or nicotine.

EXAMPLES: Tobacco; Nicotine products; Cigarettes; Cigars; Miniature cigars; Clove cigarettes; Smokeless tobacco; Snuff; Chew packets; Betel

Refer student to a tobacco cessation program — contact Student Assistance Programs for information.

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

<p align="center">1st Infraction Admin. Action Secondary 6-8</p>	<p align="center">2nd Infraction Admin. Action Secondary 6-8</p>
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Provide targeted skill development (academic/behavioral) • Contact Guardian to review intervention plan <p align="center">Removal/Notifications:</p> <ul style="list-style-type: none"> · Assign ISS / Assign 1 day suspension 	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher and counselor to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to modify the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Meet with Guardian to review intervention plan <p align="center">Removal/Notifications:</p> <ul style="list-style-type: none"> · Assign 1-3 days suspension · Contact Police, if applicable
<p align="center">Repeated Infractions Admin. Action Secondary 6-8</p>	
<p align="center">Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data); review/modify intervention plan • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign Mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry <p align="center">Removal/Notifications:</p> <ul style="list-style-type: none"> · Assign 1-5 days suspension · Contact Police, if applicable · Possible recommendation for expulsion 	

I — DMCS Suspension (Elementary)

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

EXAMPLES: Committed an obscene act (excluding sexual harassment); Habitual profanity; Profanity directed toward a school employee

The following must be submitted in order to substantiate a **recommendation for expulsion:**

- 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)
- Evidence all means of correction have been exhausted on site
- Documentation of the student's response to systematic behavior intervention (progress monitoring data)

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 violation.

1st Infraction Admin. Action Elementary K-5	2nd Infraction Admin. Action Elementary K-5
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Provide targeted skill development (academic/behavioral) • Contact Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications: Remove privilege · Restrict activity Assign recess duty</p>	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher and counselor to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to modify the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Meet with Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications: Restrict activity · Assign recess duty Assign 1 day suspension · Contact Police, if applicable</p>
Repeated Infractions Admin. Action Elementary K-5	
<p style="text-align: center;">Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data); review/modify intervention plan • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign Mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry <p style="text-align: center;">Removal/Notifications: Assign recess duty · Assign 1-5 days suspension · Contact Police, if applicable Possible recommendation for expulsion</p>	

I — DMCS Suspension (Secondary)

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

EXAMPLES: Committed an obscene act (excluding sexual harassment); Habitual profanity; Profanity directed toward a school employee

The following must be submitted in order to substantiate a **recommendation for expulsion:**

- 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)
- Evidence all means of correction have been exhausted on site
- Documentation of the student's response to systematic behavior intervention (progress monitoring data)

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 violation.

1st Infraction Admin. Action Secondary 6-8	2nd Infraction Admin. Action Secondary 6-8
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Provide targeted skill development (academic/behavioral) • Contact Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications:</p> <ul style="list-style-type: none"> · Assign lunch duty · Assign ISS or Assign 1 day suspension 	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher and counselor to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to modify the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Meet with Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications:</p> <ul style="list-style-type: none"> Assign 1-3 days suspension Contact Police, if applicable
Repeated Infractions Admin. Action Secondary 6-8	
<p style="text-align: center;">Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data); review/modify intervention plan • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign Mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry <p style="text-align: center;">Removal/Notifications:</p> <ul style="list-style-type: none"> · Assign 1-5 days suspension · Contact Police, if applicable Possible recommendation for expulsion 	

J — DMCS Suspension (Elementary)

Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia.

“Drug paraphernalia” as defined by Section 11014.5 of the Health & Safety Code includes all equipment, products and materials of any kind which are designed for use, or marketed for use, in planting, propagating, cultivating, growing, harvesting, manufacturing...packaging, re-packaging, storing, containing, concealing, injecting, ingesting, inhaling, or otherwise introducing into the human body a controlled substance in violation of this division.”

EXAMPLES: ZigZag papers; Roach clips; Syringes; Needles; Chamber pipes; Bongos

The following must be submitted in order to substantiate a **J recommendation for expulsion:**

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

1st Infraction Admin. Action Elementary K-5	2nd Infraction Admin. Action Elementary K-5
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Provide targeted skill development (academic/behavioral) • Contact Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications: Remove privilege · Possible contact Police/CPS, Assign recess detention</p>	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher and counselor to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to modify the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Meet with Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications: Restrict activity · Assign ISS Assign 1 day suspension · Contact Police/CPS</p>
Repeated Infractions Admin. Action Elementary K-5	
<p style="text-align: center;">Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data); review/modify intervention plan • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign Mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry <p style="text-align: center;">Removal/Notifications: Assign 1-5 days suspension · Contact School Police/CPS Possible recommendation for expulsion</p>	

J — DMCS Suspension (Secondary)

Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia.

“Drug paraphernalia” as defined by Section 11014.5 of the Health & Safety Code includes all equipment, products and materials of any kind which are designed for use, or marketed for use, in planting, propagating, cultivating, growing, harvesting, manufacturing...packaging, re-packaging, storing, containing, concealing, injecting, ingesting, inhaling, or otherwise introducing into the human body a controlled substance in violation of this division.”

EXAMPLES: ZigZag papers; Roach clips; Syringes; Needles; Chamber pipes; Bongos

The following must be submitted in order to substantiate a **J recommendation for expulsion:**

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

1st Infraction Admin. Action Secondary 6-8	2nd Infraction Admin. Action Secondary 6-8
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Provide targeted skill development (academic/behavioral) • Contact Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications:</p> <p style="text-align: center;">· Restrict activity · Assign ISS · Assign 1 day suspension</p>	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher and counselor to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to modify the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Meet with Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications:</p> <p style="text-align: center;">· Assign ISS Assign 1-3 days suspension · Contact Police, if selling</p>
Repeated Infractions Admin. Action Secondary 6-8	
<p style="text-align: center;">Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data); review/modify intervention plan • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign Mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry <p style="text-align: center;">Removal/Notifications:</p> <p style="text-align: center;">· Assign 1-5 days suspension · Contact Police, if selling Possible recommendation for expulsion</p>	

K — DMCS Suspension (Elementary)

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.

EXAMPLES: Gambling; Forgery; Interference and/or obstruction of staff duties; Disruption — use a suspension for disruption only when the student’s behavior is so extreme staff is unable to facilitate student re-entry back into the school routine.

The following must be submitted in order to substantiate a **K recommendation for expulsion**:

- Evidence all means of correction have been exhausted on site. Include documentation regarding specific environmental modifications, targeted behavior skill development, and function-based interventions.
- Documentation of the student’s response to systematic behavior intervention. Include progress monitoring data.
- Evidence the student has accumulated 20 days suspension during the current academic year

1st Infraction Admin. Action Elementary K-5	2nd Infraction Admin. Action Elementary K-5
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Provide targeted skill development (academic/behavioral) • Contact Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications: Remove privilege · Restrict activity · Assign recess detention · Assign 1 day ISS</p>	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher and counselor to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to modify the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Meet with Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications: Restrict activity · Assign ISS / Assign 1-3 days suspension · Contact Police, if applicable</p>
Repeated Infractions Admin. Action Elementary K-5	
<p style="text-align: center;">Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data); review/modify intervention plan • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign Mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry <p style="text-align: center;">Removal/Notifications: Assign recess detention · Assign 1-5 days suspension · Contact Police, if applicable Possible recommendation for expulsion</p>	

K — DMCS Suspension (Secondary)

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.

EXAMPLES: Gambling; Forgery; Interference and/or obstruction of staff duties; Disruption — use a suspension for disruption only when the student’s behavior is so extreme staff is unable to facilitate student re-entry back into the school routine.

The following must be submitted in order to substantiate a **K recommendation for expulsion**:

- Evidence all means of correction have been exhausted on site. Include documentation regarding specific environmental modifications, targeted behavior skill development, and function-based interventions.
- Documentation of the student’s response to systematic behavior intervention. Include progress monitoring data.
- Evidence the student has accumulated 20 days suspension during the current academic year; **Note:** students are allotted 10 additional suspension days (not to exceed 30) if placed in an alternative placement.

1st Infraction Admin. Action Secondary 6-8	2nd Infraction Admin. Action Secondary 6-8
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Provide targeted skill development (academic/behavioral) • Contact Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications:</p> <p style="text-align: center;">· Restrict activity · Assign ISS · Assign 1-3 days suspension</p>	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher and counselor to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to modify the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Meet with Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications:</p> <p style="text-align: center;">· Assign ISS Assign 1-3 days suspension · Contact Police, if applicable</p>
Repeated Infractions Admin. Action Secondary 6-8	
<p style="text-align: center;">Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data); review/modify intervention plan • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign Mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry <p style="text-align: center;">Removal/Notifications:</p> <p style="text-align: center;">· Assign 1-5 days suspension · Contact Police, if applicable Possible recommendation for expulsion</p>	

L — DMCS Suspension (Elementary)

Knowingly received stolen school or private property.

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

- 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

1st Infraction Admin. Action Elementary K-5	2nd Infraction Admin. Action Elementary K-5
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Provide targeted skill development (academic/behavioral) • Contact Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications: Remove privilege · Restrict activity Assign recess detention</p>	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher and counselor to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to modify the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Meet with Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications: Restrict activity · Assign recess detention · Assign 1 day suspension · Contact Police, if applicable</p>
Repeated Infractions Admin. Action Elementary K-5	
<p style="text-align: center;">Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data); review/modify intervention plan • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign Mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry <p style="text-align: center;">Removal/Notifications: Assign recess detention · Assign 1-5 days suspension · Contact Police, if applicable Possible recommendation for expulsion</p>	

L — DMCS Suspension (Secondary)

Knowingly received stolen school or private property.

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

- 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

1st Infraction Admin. Action Secondary 6-8	2nd Infraction Admin. Action Secondary 6-8
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Provide targeted skill development (academic/behavioral) • Contact Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications:</p> <ul style="list-style-type: none"> · Restrict activity · Assign ISS / Assign 1 day suspension 	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher and counselor to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to modify the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Meet with Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications:</p> <ul style="list-style-type: none"> · Assign ISS/ Assign 1-3 days suspension · Contact Police, if applicable
Repeated Infractions Admin. Action Secondary 6-8	
<p style="text-align: center;">Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data); review/modify intervention plan • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign Mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry <p style="text-align: center;">Removal/Notifications:</p> <ul style="list-style-type: none"> · Assign 1-5 days suspension · Contact Police, if applicable <p style="text-align: center;">Possible recommendation for expulsion</p>	

M — DMCS Suspension (Elementary)

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.

An extension of suspension is not necessary if the weapon is not real. If the imitation firearm was used in conjunction with other violations (**A-1, B, R**), then a recommendation for expulsion may be appropriate.

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

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

1st Infraction Admin. Action Elementary K-5	2nd Infraction Admin. Action Elementary K-5
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Provide targeted skill development (academic/behavioral) • Contact Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications: Contact Police · Possible recommendation for expulsion · Assign 1-3 days suspension (K-3) Assign 1-5 days Suspension (4-5)</p>	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher and counselor to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to modify the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Meet with Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications: Contact Police · Possible recommendation for expulsion (K-3) · Recommend expulsion (4-5) Assign 1-5 days suspension (K-3) Assign 5 days suspension (4-5)</p>
Repeated Infractions Admin. Action Elementary K-5	
<p style="text-align: center;">Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data); review/modify intervention plan • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign Mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry <p style="text-align: center;">Removal/Notifications: Contact Police · Assign 5 days suspension (K-5) · Recommend expulsion</p>	

M — DMCS Suspension (Secondary)

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.

An extension of suspension is not necessary if the weapon is not real. If the imitation firearm was used in conjunction with other violations (**A-1, B, R**), then a recommendation for expulsion may be appropriate.

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

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

1st Infraction Admin. Action Secondary 6-8	2nd Infraction Admin. Action Secondary 6-8
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Provide targeted skill development (academic/behavioral) • Contact Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications:</p> <p style="text-align: center;">Contact Police · Possible recommendation for expulsion · Assign 5 days suspension (6-8)</p>	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher and counselor to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to modify the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Meet with Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications:</p> <p style="text-align: center;">Contact Police · Recommend expulsion Assign 5 days suspension</p>
Repeated Infractions Admin. Action Secondary 6-8	
<p style="text-align: center;">Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data); review/modify intervention plan • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign Mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry <p style="text-align: center;">Removal/Notifications:</p> <p style="text-align: center;">Contact Police · Assign 5 days suspension · Recommend expulsion</p>	

N — DMCS Suspension (Elementary)

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 sexual battery as defined in Section 243.4 of the Penal Code.

Examples: Verbal threat of sexual assault; Physical attempt which is not carried out

This violation does not apply to students in grades K-3.

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 administrator to the district Hearing Panel at the time the recommendation for expulsion is submitted.

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

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

1st Infraction Admin. Action Elementary 4-5	Repeated Infractions Admin. Action Elementary 4-5
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Provide targeted skill development (academic/behavioral) • Contact Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications: Contact Police · Assign 5 days suspension Mandatory expulsion · Crime Report</p>	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to modify the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign Mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> <p style="text-align: center;">Removal/Notifications: Contact Police · Assign 5 days suspension Mandatory expulsion</p>

N — DMCS Suspension (Secondary)

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 sexual battery as defined in Section 243.4 of the Penal Code.

Examples: Verbal threat of sexual assault; Physical attempt which is not carried out

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 administrator to the district Hearing Panel at the time the recommendation for expulsion is submitted.

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

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

1st Infraction Admin. Action Secondary 6-8	Repeated Infractions Admin. Action Secondary 6-8
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Provide targeted skill development (academic/behavioral) • Contact Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications: Contact Police · Assign 5 days suspension Mandatory expulsion · Crime Report</p>	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to modify the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign Mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> <p style="text-align: center;">Removal/Notifications: Contact Police · Assign 5 days suspension Mandatory expulsion · Crime Report</p>

O — DMCS Suspension (Elementary)

Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

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

- 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

MUST notify the victim and parent of their right to transfer.

1st Infraction Admin. Action Elementary K-5	2nd Infraction Admin. Action Elementary K-5
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Provide targeted skill development (academic/behavioral) • Contact Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications:</p> <p style="text-align: center;">Restrict activity · Assign ISS detention · Assign 1 day suspension (K-3) · Assign 1-3 days suspension (4-5)</p>	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher and counselor to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to review the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Meet with Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications:</p> <p style="text-align: center;">Restrict activity · Assign detention · Contact Police Assign 1-3 days suspension (K-3) Assign 1-5 days suspension (4-5)</p>
Repeated Infractions Admin. Action Elementary K-5	
<p style="text-align: center;">Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data); review/modify intervention plan • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign Mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry <p style="text-align: center;">Removal/Notifications:</p> <p style="text-align: center;">Restrict activity · Assign ISS detention · Contact Police · Possible recommendation for expulsion Assign 1-5 days suspension (K-5)</p>	

O — DMCS Suspension (Secondary)

Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

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

- 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

MUST notify the victim and parent of their right to transfer under NCLB.

1st Infraction Admin. Action Secondary 6-8	2nd Infraction Admin. Action Secondary 6-8
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Provide targeted skill development (academic/behavioral) • Contact Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications:</p> <ul style="list-style-type: none"> · Contact School Police · Assign 1-3 days suspension (6-8) 	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher and counselor to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to review the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Meet with Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications:</p> <ul style="list-style-type: none"> · Contact School Police Assign 1-5 days suspension (6-8)
Repeated Infractions Admin. Action Secondary 6-8	
<p style="text-align: center;">Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data); review/modify intervention plan • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign Mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry <p style="text-align: center;">Removal/Notifications:</p> <ul style="list-style-type: none"> · Contact Police · Possible recommendation for expulsion Assign 1-5 days suspension (6-8) 	

P — DMCS Suspension (Elementary)

Sexual Harassment: The incident must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.

EXAMPLES: Inappropriate verbal harassment; inappropriate gestures/movements

This violation does not apply to students in grades K-3.

The following must be submitted in order to substantiate a **P recommendation for expulsion:**

- 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 the district's Affirmative Action Office

1st Infraction Admin. Action Elementary 4-6	2nd Infraction Admin. Action Elementary 4-6
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Provide targeted skill development (academic/behavioral) • Contact Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications: Restrict activity · Assign detention · Assign 1-5 days suspension (4-5)</p>	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher and counselor to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to review the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Meet with Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications: Restrict activity · Assign detention · Contact Police Possible recommendation for expulsion (4-5) Assign 1-5 days suspension (4-5)</p>
Repeated Infractions Admin. Action Elementary 4-5	
<p style="text-align: center;">Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data); review/modify intervention plan • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign Mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry <p style="text-align: center;">Removal/Notifications: Restrict activity · Assign detention · Contact School Police Possible recommendation for expulsion (4-5) · Assign 1-5 days suspension (4-5)</p>	

P — DMCS Suspension (Secondary)

Sexual Harassment: The incident must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.

EXAMPLES: Inappropriate verbal harassment; inappropriate gestures/movements

The following must be submitted in order to substantiate a **P recommendation for expulsion:**

- 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 the district's Affirmative Action Office

1st Infraction Admin. Action Secondary 6-8	2nd Infraction Admin. Action Secondary 6-8
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Provide targeted skill development (academic/behavioral) • Contact Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications: Assign 1-3 days suspension (6-8)</p>	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher and counselor to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to review the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Meet with Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications: · Contact Police Possible recommendation for expulsion Assign 1-5 days suspension</p>
Repeated Infractions Admin. Action Secondary 6-8	
<p style="text-align: center;">Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data); review/modify intervention plan • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign Mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry <p style="text-align: center;">Removal/Notifications: · Contact Police Assign 1-5 days suspension · Possible recommendation for expulsion</p>	

Q — DMCS Suspension (Elementary)

Hate violence: Pupil has caused, attempted to cause, threatened to cause, or participated in an act of hate violence

As used in this section "hate violence" means any act punishable under Section 422.6, 422.7, or 422.75 of the Penal Code.

This violation shall not apply to students in grades K-3.

The following must be submitted in order to substantiate a **Q recommendation for expulsion**:

- Determination by school officials the pupil has caused, attempted to cause, threatened to cause, or participated in an act of hate violence
- Documentation of hate violence
- Statements by: victim, witness(es)
- Photographic evidence, if applicable

MUST notify victim/parent of their right to transfer under NCLB.

1st Infraction Admin. Action Elementary 4-5	2nd Infraction Admin. Action Elementary 4-5
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Provide targeted skill development (academic/behavioral) • Contact Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications: Restrict activity · Assign 1-5 days suspension (4-5)</p>	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher and counselor to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to review the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Meet with Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications: · Contact Police Possible recommendation for expulsion (4-5) Assign 1-5 days suspension (4-5)</p>
Repeated Infractions Admin. Action Elementary 4-5	
<p style="text-align: center;">Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data); review/modify intervention plan • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign Mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry <p style="text-align: center;">Removal/Notifications: Contact Police Recommend expulsion · Assign 5 days suspension (4-5)</p>	

Q — DMCS Suspension (Secondary)

Hate violence: Pupil has caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined by Section 233 subdivision (e).

As used in this section "hate violence" means any act punishable under Section 422.6, 422.7, or 422.75 of the Penal Code.

The following must be submitted in order to substantiate a **Q recommendation for expulsion**:

- Determination by school officials the pupil has caused, attempted to cause, threatened to cause, or participated in an act of hate violence
- Documentation of hate violence
- Statements by: victim, witness(es)
- Photographic evidence, if applicable

MUST notify victim/parent of their right to transfer.

1st Infraction Admin. Action Secondary 6-8	2nd Infraction Admin. Action Secondary 6-8
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Provide targeted skill development (academic/behavioral) • Contact Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications:</p> <ul style="list-style-type: none"> · Contact Police · Assign 1-3 days Suspension (6-8) 	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher and counselor to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to review the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Meet with Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications:</p> <ul style="list-style-type: none"> · Contact Police · Assign 5 days suspension (6-8) · Possible recommendation for expulsion
Repeated Infractions Admin. Action Secondary 6-8	
<p style="text-align: center;">Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data); review/modify intervention plan • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign Mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry <p style="text-align: center;">Removal/Notifications:</p> <p style="text-align: center;">Contact Police · Assign 5 days suspension (6-8) · Recommend expulsion</p>	

R— DMCS Suspension (Elementary)

Harassment: Intentionally engaged in harassment, threats, or intimidation directed against school district personnel, or pupils that is sufficiently severe or pervasive to have the actual and reasonable expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

EXAMPLES: Sending notes/messages of impending harm; Engaging in gang activity of revenge

This violation shall not apply to students in grades K-3.

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

- Documentation of involvement in the harassment of a pupil, groups of pupils, or staff by words or active threats
- Statements by: accused, witness(es)

MUST notify victim/parent of their right to transfer.

1st Infraction Admin. Action Elementary 4-5	2nd Infraction Admin. Action Elementary 4-5
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Provide targeted skill development (academic/behavioral) • Contact Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications: Restrict activity · Assign ISS detention Assign 1-3 days suspension (4-5)</p>	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher and counselor to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to review the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Meet with Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications: Restrict activity · Assign ISS detention · Contact Police(4-5) · Possible recommendation for expulsion (4-5) Assign 1-5 days suspension (4-5)</p>
Repeated Infractions Admin. Action Elementary 4-5	
<p style="text-align: center;">Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data); review/modify intervention plan • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign Mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry <p style="text-align: center;">Removal/Notifications: Contact Police · Recommend expulsion (4-5) · Assign 5 days suspension (4-5)</p>	

R— DMCS Suspension (Secondary)

Harassment: Intentionally engaged in harassment, threats, or intimidation directed against school district personnel, or pupils that is sufficiently severe or pervasive to have the actual and reasonable expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

EXAMPLES: Sending notes/messages of impending harm; Engaging in gang activity of revenge

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

- Documentation of involvement in the harassment of a pupil, groups of pupils, or staff by words or active threats
- Statements by: accused, witness(es)

MUST notify victim/parent of their right to transfer.

1st Infraction Admin. Action Secondary 6-8	2nd Infraction Admin. Action Secondary 6-8
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Provide targeted skill development (academic/behavioral) • Contact Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications:</p> <p style="text-align: center;">· Contact Police · Assign 1-3 days suspension (6-8)</p>	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher and counselor to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to review the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Meet with Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications:</p> <p style="text-align: center;">· Contact School Police Possible recommendation for expulsion Assign 1-5 days suspension (6-8)</p>
Repeated Infractions Admin. Action Secondary 6-8	
<p style="text-align: center;">Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data); review/modify intervention plan • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign Mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry <p style="text-align: center;">Removal/Notifications:</p> <p style="text-align: center;">Contact Police · Recommend expulsion · Assign 5 days suspension (6-8)</p>	

S — DMCS Suspension (Elementary)

Terroristic Threats: Pupil has made terrorist threats against school officials, school property, or both.

"Terroristic threat" shall include any written/oral statement, by a person who willfully threatens to commit a crime which will result in death, great bodily injury, or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened a gravity of purpose and an immediate prospect of execution of the threat and thereby causes that person reasonably to be in sustained fear for his/her safety, his/her family's safety, or the safety of school property.

EXAMPLES: Making a bomb threat or threatening injury via phone call, email, or text.

This violation does not apply to students in grades K-3.

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

- Documentation the accused actively engaged in terrorist threats against school officials or school property
- Statement by: accused, witness(es)

MUST notify victim/parent of their right to transfer under NCLB.

1st Infraction Admin. Action Elementary 4-5	Repeated Infractions Admin. Action Elementary 4-5
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Provide targeted skill development (academic/behavioral) • Contact Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications: Contact Police · Mandatory expulsion (4-5) Assign 5 days suspension (4-5)</p>	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to modify the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign Mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> <p style="text-align: center;">Removal/Notifications: Contact Police · Mandatory expulsion (4-5) Assign 5 days suspension (4-5)</p>

S — DMCS Suspension (Secondary)

Terroristic Threats as defined by Section 48900.7 (a) (b): Pupil has made terrorist threats against school officials, school property, or both.

"Terroristic threat" shall include any written/oral statement, by a person who willfully threatens to commit a crime which will result in death, great bodily injury, or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened a gravity of purpose and an immediate prospect of execution of the threat and thereby causes that person reasonably to be in sustained fear for his/her safety, his/her family's safety, or the safety of school property.

EXAMPLES: Making a bomb threat or threatening injury via phone call, email, or text.

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

- Documentation the accused actively engaged in terrorist threats against school officials or school property
- Statement by: accused, witness(es)

MUST notify victim/parent of their right to transfer under NCLB.

1st Infraction Admin. Action Secondary 6-8	Repeated Infractions Admin. Action Secondary 6-8
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Provide targeted skill development (academic/behavioral) • Contact Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications: Contact Police · Mandatory expulsion Assign 5 days suspension</p>	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to modify the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign Mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> <p style="text-align: center;">Removal/Notifications: Contact Police · Mandatory expulsion Assign 5 days suspension</p>

T — DMCS Suspension Code (Elementary)

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

NOTE: Soma is a muscle relaxer that works by blocking pain sensations between the nerves and the brain.

The following must be submitted in order to substantiate a **T recommendation for expulsion**:

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

1st Infraction Admin. Action Elementary K-5	2nd Infraction Admin. Action Elementary K-5
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Provide targeted skill development (academic/behavioral) • Contact Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications: Contact Police · Possible recommendation for expulsion (4-5) · Assign 1-3 days suspension (K-3) Assign 1-5 days suspension (4-5)</p>	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher and counselor to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to modify the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Meet with Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications: Contact Police · Possible recommendation for expulsion (K-3) · Recommend expulsion (4-5) Assign 1-5 days suspension (K-3) Assign 5 days suspension (4-5)</p>
Repeated Infractions Admin. Action Elementary K-5	
<p style="text-align: center;">Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data); review/modify intervention plan • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign Mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry <p style="text-align: center;">Removal/Notifications: Contact Police · Recommend expulsion · Assign 5 days suspension (K-5)</p>	

T — DMCS Suspension Code (Secondary)

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

NOTE: Soma is a muscle relaxer that works by blocking pain sensations between the nerves and the brain.

The following must be submitted in order to substantiate a **T recommendation for expulsion**:

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

1st Infraction Admin. Action Secondary 6-8	2nd Infraction Admin. Action Secondary 6-8
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Provide targeted skill development (academic/behavioral) • Contact Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications: Contact Police · Possible recommendation for expulsion · Assign 1-5 days suspension (6-8)</p>	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher and counselor to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to modify the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Meet with Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications: Contact Police · Recommend expulsion Assign 5 days suspension</p>
Repeated Infractions Admin. Action Secondary 6-8	
<p style="text-align: center;">Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data); review/modify intervention plan • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign Mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry <p style="text-align: center;">Removal/Notifications: Contact Police · Recommend expulsion · Assign 5 days suspension</p>	

U — DMCS Suspension Code (Elementary)

Aided or abetted the infliction, or attempted infliction, of physical injury. “Aiding and abetting” as defined in Section 31 of the Penal Code: 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 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).

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

The following must be submitted in order to substantiate a **U recommendation for expulsion:**

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

Note: This violation 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.

1st Infraction Admin. Action Elementary K-5	2nd Infraction Admin. Action Elementary K-5
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Provide targeted skill development (academic/behavioral) • Contact Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications: Restrict activity · Assign ISS detention · Assign 1-3 days suspension (K-3) · Assign 1-5 days suspension (K-5)</p>	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher and counselor to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to modify the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Meet with Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications: Restrict activity · Assign ISS detention · Contact Police Possible recommendation for expulsion (4-5) Assign 1-5 days suspension (K-5)</p>
Repeated Infractions Admin. Action Elementary K-5	
<p style="text-align: center;">Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data); review/modify intervention plan • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign Mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry <p style="text-align: center;">Removal/Notifications: Contact Police · Possible recommendation for expulsion (K-3) · Recommend expulsion (4-5) Assign 5 days suspension (K-5)</p>	

U — DMCS Suspension Code (Secondary) CA EC 48900 (t)

As defined by Section 48900 (t): Aided or abetted the infliction, or attempted infliction, of physical injury. “Aiding and abetting” as defined in Section 31 of the Penal Code: 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 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).

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

The following must be submitted in order to substantiate a **U recommendation for expulsion:**

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

Note: This violation 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.

1st Infraction Admin. Action Secondary 6-8	2nd Infraction Admin. Action Secondary 6-8
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Provide targeted skill development (academic/behavioral) • Contact Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications:</p> <ul style="list-style-type: none"> · Contact Police Assign 1-3 days suspension (6-8) 	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher and counselor to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to modify the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Meet with Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications:</p> <ul style="list-style-type: none"> · Contact School Police · Possible recommendation for expulsion · Assign 5 days suspension (6-8)
<p>Repeated Infractions Admin. Action Secondary 6-8</p>	
<p style="text-align: center;">Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data); review/modify intervention plan • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign Mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry <p style="text-align: center;">Removal/Notifications:</p> <ul style="list-style-type: none"> Contact Police · Recommend expulsion · Assign 5 days suspension 	

V — DMCS Suspension Code (Elementary) CA EC 48900 (q)

As defined by Section 48900 (q): Engaged in, or attempted to engage in hazing. For purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil 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 pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.

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.).

The following must be submitted in order to substantiate a **V recommendation for expulsion**:

- 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, etc.
- Statements by witness(es) verifying verbal abuse was inflicted during the incident

MUST notify victim/parent of their right to transfer under NCLB.

1st Infraction Admin. Action Elementary K-5	2nd Infraction Admin. Action Elementary K-5
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Provide targeted skill development (academic/behavioral) • Contact Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications: Restrict activity · Assign detention · Assign 1 day suspension (K-3) · Assign 1-3 days suspension (4-5)</p>	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher and counselor to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to modify the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Meet with Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications: Restrict activity · Assign detention · Assign 1-3 days suspension (K-3) · Assign 1-5 days suspension (4-5)</p>
Repeated Infractions Admin. Action Elementary K-5	
<p style="text-align: center;">Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data); review/modify intervention plan • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign Mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry <p style="text-align: center;">Removal/Notifications: Contact Police · Possible recommendation for expulsion (K-5) · Assign 1-5 days suspension (K-5)</p>	

V — DMCS Suspension Code (Secondary)

Engaged in, or attempted to engage in hazing. For purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil 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 pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.

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.).

The following must be submitted in order to substantiate a **V recommendation for expulsion**:

- 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, etc.
- Statements by witness(es) verifying verbal abuse was inflicted during the incident

MUST notify victim/parent of their right to transfer under NCLB.

1st Infraction Admin. Action Secondary 6-8	2nd Infraction Admin. Action Secondary 6-8
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Provide targeted skill development (academic/behavioral) • Contact Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications:</p> <p style="text-align: center;">· Contact Police · Assign 1-3 days suspension (6-8)</p>	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher and counselor to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to modify the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Meet with Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications:</p> <p style="text-align: center;">· Contact Police Possible recommendation for expulsion Assign 1-5 days suspension</p>
Repeated Infractions Admin. Action Secondary 6-8	
<p style="text-align: center;">Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data); review/modify intervention plan • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign Mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry <p style="text-align: center;">Removal/Notifications:</p> <p style="text-align: center;">Contact Police · Recommend expulsion · Assign 5 days suspension</p>	

X — DMCS Suspension Code (Elementary)

Engaged in an act of bullying. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following: 1 Placing a reasonable student or students in fear of harm to that student’s or those students’ person or property. 2 Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health. 3. Causing a reasonable student to experience substantial interference with his or her academic performance. 4 Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School. See “Bullying Violations Discussion page”.

The following must be submitted in order to substantiate a **recommendation for expulsion**:

- Documentation of pupil’s involvement in harassment of a pupil, groups of pupils, or staff by words/active threats
- Statements by: accused, witness(es)

Notify victim/parent of their right to transfer under.

1st Infraction Admin. Action Elementary K-5	2nd Infraction Admin. Action Elementary K-5
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data in order to develop an intervention plan • Identify academic, behavior, and social skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, teach/re-teach social skills, facilitate re-entry • Provide targeted skill development (academic/behavioral/social) • Contact Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications:</p> <p>· Assign lunch duty and restoration or Assign 1 day ISS/suspension (K-3) · Assign 1-3 days ISS/suspension (4-5)</p>	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher and counselor to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to modify the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, re-teach social skills, facilitate student re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Meet with Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications:</p> <p>Assign 1-3 days ISS or suspension (K-3) · Assign 1-5 days ISS or suspension (4-5)</p>
Repeated Infractions Admin. Action Elementary K-5	
<p style="text-align: center;">Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data); review/modify intervention plan • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign Mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry <p style="text-align: center;">Removal/Notifications:</p> <p>Possible Contact Police · Possible recommendation for expulsion (K-3) · Possible recommend expulsion (4-5) Assign 2-5 days suspension (K-5)</p>	

X — DMCS Suspension Code (Secondary)

Engaged in an act of bullying. 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following: 1 Placing a reasonable student or students in fear of harm to that student's or those students' person or property. 2 Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health. 3. Causing a reasonable student to experience substantial interference with his or her academic performance. 4 Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School. See "Bullying Violations Discussion Page"

The following must be submitted in order to substantiate a **recommendation for expulsion**:

- Documentation of pupil's involvement in harassment of a pupil, groups of pupils, or staff by words/active threats
- Statements by: accused, witness(es)

MUST notify victim/parent of their right to transfer.

1st Infraction Admin. Action Secondary 6-8	2nd Infraction Admin. Action Secondary 6-8
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Provide targeted skill development (academic/behavioral) • Contact Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications:</p> <p>· Possible Contact Police · Assign lunch duty and restoration or 1-3 days ISS/suspension (6-8)</p>	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher and counselor to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to modify the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Meet with Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications:</p> <p>· Possible Police Contact · Assign 1-3 days ISS or suspension (6-8)</p>
<p>Repeated Infractions Admin. Action Secondary 6-8</p>	
<p style="text-align: center;">Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data); review/modify intervention plan • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign Mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry <p style="text-align: center;">Removal/Notifications:</p> <p style="text-align: center;">Contact Police · Recommend expulsion · Assign 1-5 days suspension</p>	

Bullying Violations: Discussion Page

DMCS prohibits **bullying**, harassing, or intimidating students, by any means or method, at school, on school property, or at school-related functions; while traveling to or from school; off-campus when the behavior results in a disruption to the school environment; or by use of data or software that is accessed through a district computer, computer system, computer network, or other electronic technology of the school.

Below are specific examples of different types of bullying that should be documented if the evidence gathered proves a student committed such an act.

<i>Bullying May Include:</i>
Verbal assaults such as unwanted teasing or name-calling
Threats, taunts, and intimidation through words and/or gestures
Direct physical contact such as hitting or shoving
Physical violence and/or attacks
Destruction of school or personal property
Any form of electronic bullying or cyber bullying using school equipment, school networks, or e-mail systems; or committed at school
Theft of money and/or personal possessions for the purpose of bullying , harassing, or intimidating
Harassment or intimidation motivated by any actual or perceived characteristic including race, color, ethnicity, religion, gender identity, sexual orientation, ancestry, national origin, physical attributes, socioeconomic status, physical or mental ability or disability, or by any other distinguishing characteristic
Public humiliation
Social isolation
Extortion or manipulation, including incitement and/or coercion
Rumors or spreading of falsehoods
Stalking
Cyber stalking or engaging in conduct to communicate, or cause to be communicated, words, images, or language by or through the use of electronic mail or communication, directed at or about a specific person, causing substantial emotional distress to the victim
Cyber bullying or the willful, hostile, and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, email, blogs, social networking websites (<i>e.g., Instagram, Facebook, etc.</i>), chat rooms, texts, and instant messaging
The use of cameras or camera phones to take embarrassing photographs of students or school employees and distributing them to others or posting them online
Sending abusive or threatening text messages or instant messages
Using website to circulate gossip and rumors to other student(s)
Humiliation/harassment of a pupil/school personnel by means of sexually explicit images—sexting

Y — DMCS Suspension Code (Elementary)

Sexting: Dissemination, solicitation, or incitement to disseminate a photograph, or other visual recording, by a pupil to another pupil or school personnel by means of an electronic act with the intent to humiliate or harass. An “electronic act” is defined as the transmission of a communication, including, but not limited to, a message, text, sound, or image by means of an electronic device, including but not limited to a telephone, wireless telephone, or other wireless communication device, computer, or pager. The photograph or visual recording in question must depict a specified area of the minor’s body or a sexually explicit photograph/visual recording of an identifiable minor. Depictions, portrayals, or images of serious literary, artistic, educational, political, or scientific material are NOT included in this violation.

EXAMPLES: Sending, forwarding, and/or receiving of sexually explicit images through an electronic act

The following must be submitted in order to substantiate a **Y recommendation for expulsion:**

- A copy of the photograph and/or visual recording in question
- Evidence the sexting was directed toward pupil/school personnel; include accused/victim statements

This violation will generally be coded in conjunction with a 48900 X violation.

1st Infraction Admin. Action Elementary K-5	2nd Infraction Admin. Action Elementary K-5
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Provide targeted skill development (academic/behavioral) • Contact Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications: Contact Police/CPS · Restrict activity · Assign recess detention · Assign 1 day suspension</p>	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher and counselor to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to modify the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Meet with Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications: Contact Police/CPS · Assign ISS detention · Assign 1-3 days suspension · Contact Police, if applicable</p>
Repeated Infractions Admin. Action Elementary K-5	
<p style="text-align: center;">Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data); review/modify intervention plan • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign Mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry <p style="text-align: center;">Removal/Notifications: Assign ISS recess detention · Assign 1-5 days suspension · Contact Police/CPS Possible recommendation for expulsion</p>	

Y — DMCS Suspension Code (Secondary)

Sexting: Dissemination, solicitation, or incitement to disseminate a photograph, or other visual recording, by a pupil to another pupil or school personnel by means of an electronic act with the intent to humiliate or harass. An “electronic act” is defined as the transmission of a communication, including, but not limited to, a message, text, sound, or image by means of an electronic device, including but not limited to a telephone, wireless telephone, or other wireless communication device, computer, or pager. The photograph or visual recording in question must depict a specified area of the minor’s body or a sexually explicit photograph/visual recording of an identifiable minor. Depictions, portrayals, or images of serious literary, artistic, educational, political, or scientific material are NOT included in this violation.

EXAMPLES: Sending, forwarding, and/or receiving of sexually explicit images through an electronic act

The following must be submitted in order to substantiate a **Y recommendation for expulsion:**

- A copy of the photograph and/or visual recording in question
- Evidence the sexting was directed toward pupil/school personnel; include accused/victim statements

This violation will generally be coded in conjunction with a 48900 X violation.

1st Infraction Admin. Action Secondary 6-8	2nd Infraction Admin. Action Secondary 6-8
<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to develop an intervention plan • Identify academic & behavior skill deficits • Make environmental modifications based on identified behavioral predictors—classroom & non-classroom settings • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Provide targeted skill development (academic/behavioral) • Contact Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications:</p> <p style="text-align: center;">· Contact Police if applicable · Assign ISS detention · Assign 1-3 days suspension</p>	<p>Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher and counselor to review data (Low Level/Office Referral AND Common/Benchmark Assessment data) in order to modify the intervention plan • Observe environmental dynamics to rule-out contributing factors to student misbehavior • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry • Review data for effectiveness of targeted skill development (academic and/or behavioral) and determine next steps • Meet with Guardian to review intervention plan <p style="text-align: center;">Removal/Notifications:</p> <p style="text-align: center;">· Assign ISS/ Assign 1-3 days suspension · Contact Police, if applicable</p>
Repeated Infractions Admin. Action Secondary 6-8	
<p style="text-align: center;">Environmental Modifications & Interventions:</p> <ul style="list-style-type: none"> • Meet with teacher, counselor, support staff, and guardian to review data (Low Level/Office Referral AND Common/Benchmark Assessment data); review/modify intervention plan • Identify functional factors contributing to misbehavior • Develop <i>Behavior Contract</i> • Assign Mentor to monitor student progress towards skill development • Teach <i>Functionally Equivalent Replacement Behaviors</i> • Develop <i>Behavior Support Plan</i> • Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry <p style="text-align: center;">Removal/Notifications:</p> <p style="text-align: center;">Assign ISS/ Assign 1-5 days suspension · Contact Police, if applicable Possible recommendation for expulsion</p>	

MAJOR SAFETY VIOLATIONS

Possible Recommendation for Expulsion

The Executive Director or designee may recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the Executive Director finds the expulsion is inappropriate, due to a particular circumstance.

Violation	Definition	Examples
Fighting	<i>Causing serious physical injury to another person, except in self defense.</i>	Fight which leads to a need for medical attention, i.e., stitches, broken bones, concussion, loss of consciousness, etc.
Weapon	<i>Possession of any knife or other dangerous object of no reasonable use to the pupil.</i>	Locking blade knife, knife/dagger over 2 1/2 inches, razor blades, ballistic knife, sharpened screwdriver, brass knuckles, throwing stars, black jack, billy club, sand club, numchakus
Possession of controlled substance	<i>Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11503) of Division 10 of the Health & Safety Code except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.</i>	Methamphetamines, cocaine, crack, heroin, LSD, PCP, or unauthorized prescriptions drugs
Robbery/extortion	<i>Robbery or extortion.</i>	Grand theft robbery (>\$400.00), petty theft with violence or threat of violence, or blackmail with violence or threat of violence
Assault/battery of staff	<i>Assault or battery as defined in Section 240 (assault) & 242 (battery) of the Penal Code upon any school employee.</i>	<p>Definitions —</p> <p>Assault: an unlawful attempt, coupled with a present ability, to commit a violent injury on the person of another.</p> <p>Battery: any willful and unlawful use of force or violence upon the person of another.</p>

Recommended Expulsion

The Executive Director or designee will immediately suspend, and will recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds.

<i>Violation</i>	<i>Definition</i>	<i>Examples</i>
<i>Firearm</i>	<i>Possessing, selling, or otherwise furnishing a firearm...as verified by an employee of the school district.</i>	Possession of a hand gun, rifle, shotgun, etc.
<i>Brandishing a knife</i>	<i>Brandishing a knife at another person.</i>	Using a knife for the purpose of intimidating or threatening another person
<i>Explosives</i>	<i>Possession of an explosive.</i>	Self or handmade explosive devices, M-80, M-100, M-250, M-1000, Quarter Stick, Silver Salute, etc.

Expulsion Considerations

Special Education & 504

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

- Under federal law students receiving Special Education services are entitled to a Manifestation Determination meeting during a Pre-Expulsion IEP which must be conducted within 10 (ten) days of the recommendation for expulsion.
- The Pre-Expulsion IEP Team has the right to stop all expulsion proceedings if it is determined 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 504 coordinator should conduct this meeting on-site.
- Parents must be informed 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 School's Special Education or 504 Office for further direction and clarification.

Federal Law—No Child Left Behind (NCLB)

- 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.

***Behavior Standards
& Instruction***

Behavior Core Curriculum

It is a DMCS expectation that teachers, both elementary and middle school, teach the behavior core curriculum: 1) *School-wide (universal) Expectations* defined by common area locations on campus, (After the 2016/17 school year)

2) *Project Wisdom*, and

3) *Bully Prevention in Positive Behavior Intervention and Support*.

School-wide (Universal) Expectations

Cafeteria Expectations		
Be Respectful	Be Responsible	Be Safe
Only eat the food on your plate	Wait your turn in line	Leave space between you and others (in line)
Clean up your area: table and floor	All food & drink stay in eating areas	Walk at all times
Listen to all adults	Pick up trash around you – even if left by others	Keep all food off the floor



Hallway Expectations		
Be Respectful	Be Responsible	Be Safe
Use quiet voices – so not to disrupt others	Stay in line facing forward unless directed by an adult	Walk at all times
STOP, LOOK & LISTEN when spoken to by adults	Be in your seat before the tardy bell rings	Keep hands, feet & objects to yourself
Put trash in garbage cans	Keep halls clean: this is a food & gum free zone	Move with the flow of traffic

Project Wisdom

- Responsibility
- Respect
- Gratitude
- Kindness
- Hard Work & Determination
- Honesty
- Confidence
- Citizenship & Cooperation
- Self-Respect & Self-Discipline

Bully Prevention in Positive Behavior Supports (BP-PBIS) 2017/18

- Stop/Walk/Talk
- Responding to Stop/Walk/Talk
- Gossip
- Inappropriate Remarks
- Cyber-Bullying



Contact the Dean of Students to obtain behavior core instructional resources. <http://dixonmontessorideanofstudents.weebly.com/>

Tools for Teaching Social Skills in School: Boys Town Press.

Bully Prevention in a Positive Behavior Support: Educational and Community Supports.

Transforming the Difficult Child: The Nurtured Heart Approach

PBIS World

School-wide Behavior Instruction Schedule

Behavior core instruction is provided by classroom teachers at a regularly scheduled, neutral time (elementary = daily; middle school = weekly). Below is a sample of a school-wide instructional schedule. The teaching of expectations and social skills continues throughout the entire school year.

Contact the Dean of Students to obtain behavior core instructional resources.

	School Expectations	Project Wisdom
Week 1	Safe, Responsible, Respectful	Special Intro 1, 2, 3
Week 2	Playground Expectations	Responsibility
Week 3	Cafeteria Expectations	Responsibility
Week 4	Restroom Expectations	Respect
Week 5	Safe, Responsible, Respectful	Respect
Week 6	Arrival Expectations	Gratitude
Week 7	Classroom Expectations	Gratitude
Week 8	Office Expectations	Kindness
Week 9	P.E. Expectations	Kindness
Week 10	Hallway Expectations	Hard Work & Determination
Week 11	Safe, Responsible, Respectful	Hard Work & Determination
Week 12	Playground Expectations	Honesty
Week 13	Cafeteria Expectations	Honesty
Week 14	Restroom Expectations	Confidence
Week 15	Hallway Expectations	Confidence
Week 16	Arrival Expectations	Citizenship & Cooperation
Week 17	Classroom Expectations	Citizenship & Cooperation
Week 18	Office Expectations	Self-Respect & Self Discipline
Week 19	P.E. Expectations	Self-Respect & Self Discipline
Week 20	Teacher Choice	Teacher Choice
Week 21	Teacher Choice	Teacher Choice

Planned Teaching of the Behavior Core

Behavior expectations and the social skills curriculum should be taught in the same manner which academic skills are taught. Introduce the skill by name at a scheduled (neutral) time. Provide a rationale as to why appropriate use of the skill is important along with examples of how to use the skill in different settings. Discussion, modeling, and practice should be included within the lesson. Explicit behavior instruction should take no more than 5-10 minutes. Once the skill has been taught, **active acknowledgement, correction, and enforcement should continue throughout the remainder of the day/week/year.**

Expectation by Location

Hallway Expectations

Week of: ___/___/___

Hallway Expectations		
Be Respectful	Be Responsible	Be Safe
Use quiet voices – so not to disrupt others	Stay in line facing forward unless directed by an adult	Walk at all times
STOP, LOOK & LISTEN when spoken to by adults	Be in your seat before the tardy bell rings	Keep hands, feet & objects to yourself
Put trash in garbage cans	Keep halls clean: this is a food & gum free zone	Move with the flow of traffic

Day of the Week	Hallway Expectations
Monday	<p>Explain the importance of being safe in the hallways. “What does it look like to be SAFE in the hallway?”</p> <ol style="list-style-type: none"> Walk at all times Keep hands, feet and objects to yourself Move with the flow of traffic
Tuesday	<p>Explain the importance of being respectful in the hallways. “What does it look like to be RESPECTFUL in the hallway?”</p> <ol style="list-style-type: none"> Use quiet voices - so as not to disturb others Stop, look, and listen when spoken to by adults Put trash in garbage cans
Wednesday	<p>Explain the importance of being responsible in the hallways. “What does it look like to be RESPONSIBLE in the hallway?”</p> <ol style="list-style-type: none"> Stay in line facing forward unless directed by an adult Be in your seat before the tardy bell rings Keep halls clean: this is a food and gum free zone
Thursday	<p><u>Role-Play Positive Example:</u> Teacher: Create a pseudo-hallway in your classroom OR walk the students out to a hallway nearest you.</p> <ul style="list-style-type: none"> Model for the students how they should look when they are walking in the hallway. Show students how they should stay one arm’s length away from the person ahead of them in case that person stops quickly. Demonstrate the appropriate pace to walk. Demonstrate the appropriate voice level. <p>Students: Practice walking as shown by the teacher.</p> <p><u>Role-Play Negative Example:</u> Don Not Role Play Non-Example. Somebody could get hurt. Instead have students go back to their seats and brainstorm other reasons why it is a good idea to walk appropriately in the hallways and why we shouldn’t run, stop, yell, etc.</p>
Friday	<p>Check for understanding:</p> <ol style="list-style-type: none"> Review the reasons why it is important to behave appropriately in the hallways. Talk about comments and concerns students voiced during the role-play. <p>Optional: Use Hallway powerpoint for review.</p>

Contact the Dean of Students to obtain behavior core instructional resources.

Acknowledging and Correcting Behavior Standards

Once expectations and social skills have been taught at a neutral time, **acknowledgement and correction (enforcement) should continue throughout the remainder of the day, week, and year** by all staff. Depending on the setting (common area, classroom, office, etc.) and level of need, acknowledgement and correction will sound somewhat different. **Rule of thumb:** the more at-risk a school, a group or an individual student is for demonstrating pro-social behaviors, the more explicit the level of acknowledgement/correction must become.

Level	ACKNOWLEDGEMENT
Tier One All students	Recognize the successful demonstration of an expectation/skill/procedure. <i>"Nice job BEGINNING THE TASK."</i>
Tier Two At-risk classes or groups of students who require targeted skill development	Recognize the successful demonstration of an expectation/skill/procedure and provide a behaviorally specific description of how the behavior met the expectation. <i>"Nice job BEGINNING THE TASK. You looked at the board, got out the necessary materials, and began working right away."</i>
Tier Three Individual students who require intensive intervention	Recognize the successful demonstration of an expectation/skill/procedure, provide a behaviorally specific description, and prompt the student to chart their progress. <i>"Nice job BEGINNING THE TASK. You looked at the board, got out the necessary materials, and began working right away. Mark your daily job card for completing all the steps of BEGINNING THE TASK."</i>

Level	CORRECTION
Tier One All students	Reframe the misbehavior as an expectation/skill/procedure. <i>"Right now you should be BEGINNING THE TASK."</i>
Tier Two At-risk classes or groups of students who require targeted skill development	Identify which expectation/skill/procedure was not successfully demonstrated, review the steps, and provide an opportunity to correct the misbehavior. <i>"Right now when I asked you to BEGIN THE TASK, you looked at the board, and opened your book, but then you started talking to your classmate. Remember the next step is to start working right away. Please demonstrate how to start working right away."</i>
Tier Three Individual students who require intensive intervention	Identify which expectation/skill/procedure was not successfully demonstrated, review the steps, provide an opportunity to correct the misbehavior, and prompt the student to chart progress. <i>"Right now when I asked you to BEGIN THE TASK, you looked at the board, and opened your book, but then you started talking with your seatmate. Mark your card for the first two steps. Remember the next step is to start the assignment right away. The more quickly you begin the assignment the more quickly you will be able to finish. Please show me what it looks like to start the assignment right away."</i>

Contact the Dean of Students to obtain behavior core instructional resources.

Additional Resources

Technical Assistance Contact Information

Dean of Students

- Contacting our Dean of Students
- Obtaining PBIS implementation resources
- Seeking assistance regarding data-based decision making — Office referral, suspension, *Kickboard*

Dean of Students: Ben Ernest
Phone: (707) 678-8953 ext 121
Email: bernest@dixonmontessori.org

CalPads Suspensions & Expulsions

- Contacting a Hearing Panel Member
- Submitting a Recommendation for Expulsion
- Requesting an Extension of Suspension

Director: Joanne Green
Hearing Panel: DUSD School Board
Phone: (707) 678-8953
Email: jgreen@dixonmontessori.org

Discipline Data Entry into Kickboard

- Requesting data entry training — Office Referrals and suspensions
- Obtaining a copy of the ***Kickboard Discipline Manual***

Contact: Ben Ernest
Phone: (707) 678-8953 ext 121
Email: bernest@dixonmontessori.org

Worksheet: Identifying Environmental Factors

When staff discover a pattern of student misbehavior — either school-wide, group, or individual — it is necessary to systematically evaluate the environment for the purpose of identifying and addressing any factors which may be contributing to the problem.

<p>Problem Behavior(s)</p>	<p>Identify the behavior(s) of greatest concern:</p>
<p>Physical Setting</p>	<p>1) Are there aspects of the physical setting which contribute to student misbehavior? <i>Examples:</i> location of the classroom on campus; traffic patterns within the classroom; desk and/or seating arrangement; noise level; proximity of student(s) to teacher; organization and/or accessibility of resources/materials; distractions outside the classroom</p> <p>2) What environmental modifications are necessary to support pro-social student behavior?</p>
<p>Instructional Activities</p>	<p>1) Are there instructional practices which contribute to student misbehavior? <i>Examples:</i> delivering direct instruction; managing class participation; directing transitions, task completion, independent seat work, group work; distributing materials/media</p> <p>2) What instructional modifications are necessary to support pro-social student behavior?</p>
<p>Procedures & Routines</p>	<p>1) Are there procedures or routines missing/present which contribute to student misbehavior? <i>Examples: Procedures</i> — entering/exiting the classroom, distributing materials, starting an assignment, sitting in assigned seats, responding to a knock at the door, going to/from assembly; <i>Routines</i> — the scheduling of daily tasks, the allotment of time for: oral instruction, group work, independent seat work</p> <p>2) What procedural modifications are necessary to support pro-social student behavior?</p>

Worksheet: Identifying Environmental Factors (continued)

<p>Interact ions (Staff5Student)</p>	<p>1) Are there interactions missing/present between staff and students which contribute to student misbehavior? <i>Evaluate</i> : The communication STYLE of staff — personal space, facial expressions, eye contact, volume, cadence, or voice tone; the FREQUENCY of acknowledgement and correction provided by staff; the EXPLICITNESS of acknowledgement and correction provided by staff</p> <p>2) What modifications are necessary to support pro-social student behavior?</p>
<p>Interact ions (Student5Student)</p>	<p>1) Are there interactions missing/present between students which contribute to student misbehavior? <i>Examples</i>: a cohort of students are challenging adult authority in a classroom or location; a group of students who share a common social identity (sports, crew, gang) are harassing/excluding students who are not members of the group; students are harassing peers for a variety of reasons including, but not limited to, ethnicity, race, gender, sexual orientation</p> <p>2) What modifications are necessary to support pro-social student behavior?</p>

Worksheet: Identifying Functional Factors

Oftentimes problem behaviors begin as a reaction to environmental demands which have overwhelmed a student's coping system; however, problem behaviors continue over time because they work — they help to achieve a desirable outcome.

Problem Behavior	Identify the behavior(s) of greatest concern:
If the team believes the student misbehaves in order to <i>AVOID</i> or <i>PROTEST</i> peers, staff, activity, curriculum, etc. review the following:	
Avoid a Task or Activity	<p>Does the misbehavior result in the student not being held accountable to complete an assigned task or attend a scheduled event? <i>Examples:</i> 1) While standing in the lunch line a student pushes two other students. The student is taken to the office where they are instructed to stay for the remainder of the period <i>thus avoiding lunch</i>, 2) A student refuses to stop tapping their pencil. The pencil is taken away and the student is instructed to sit quietly for the remainder of the period <i>thus avoiding work</i>.</p> <p>If the team believes the student's identified misbehavior is to <i>Avoid Task or Activity</i>, explain:</p>
Avoid Peers	<p>Does the misbehavior increase the likelihood the student will not have to interact with peers? <i>Examples:</i> 1) A student continuously disrupts tablemates. The student is directed to sit in the corner of the room <i>thus avoiding peers</i>, 2) During paired tasks a student becomes increasingly uncooperative. The student is instructed to work alone <i>thus avoiding a peer</i>.</p> <p>If the team believes the student's identified misbehavior is to <i>Avoid Peers</i>, explain:</p>
Avoid Staff	<p>Does the misbehavior increase the likelihood the student will not have to interact with staff? All staff? Specific staff? <i>Examples:</i> 1) When staff try to interact with a student, they put their head down and refuse to engage <i>thus avoiding interaction with staff</i>, 2) Whenever the classroom assistant approaches a student, they immediately put their hood over their head and pull the strings <i>thus avoiding interaction with the assistant</i>.</p> <p>If the team believes the student's identified misbehavior is to <i>Avoid Staff</i>, explain:</p>
Avoid a Specific Subject	<p>Is the misbehavior most likely to occur during specific content areas? <i>Example:</i> A student typically begins to misbehave right at the beginning of 3rd period <i>thus avoiding math</i>.</p> <p>If the team believes the student's identified misbehavior is to <i>Avoid Subject and/or Curriculum Content</i>, explain:</p>
Protest a Lack of Choice	<p>Is the misbehavior most likely to occur when the student is given a directive by staff? <i>Examples:</i> When a student is assigned to work with a specific partner the student argues and/or whines about the selection <i>thus protesting the directive</i>, or 2) When directed to sit in an assigned seat the student argues and/or makes excuses as to why they can't/shouldn't have to sit there <i>thus protesting the directive</i>.</p> <p>If the team believes the student's identified misbehavior is to <i>Protest a Lack of Choice</i>, explain:</p>

If the team believes the student misbehaves in order to <i>GAIN</i> or <i>OBTAIN</i> attention, social status, objects, etc. review the following:	
Gain Social Status	<p>Does the misbehavior increase/strengthen the student’s social standing with peers? <i>Examples:</i> 1) A student steals an object and gives it to a classmate <i>thus gaining social status with that peer,</i> 2) During independent seat work a student disrupts tablemates with antics and jokes <i>thus gaining social status of peers.</i></p> <p>If the team believes the student’s identified misbehavior is to <i>Gain Social Status,</i> explain:</p>
Gain Interaction (Peers)	<p>Does the misbehavior increase the number of opportunities the student will have to engage with peers either in the environment where the misbehavior occurred or in the new environment to which they are sent? <i>Examples:</i> 1) A student continuously talks during oral instruction/seat work <i>thus gaining interaction time peers,</i> 2) While waiting in the office students who misbehave sit in close proximity where they engage in non-verbal communication <i>thus gaining peer interaction time.</i></p> <p>If the team believes the student’s identified misbehavior is to <i>Gain Interaction with Peers,</i> explain:</p>
Gain Interaction (Staff)	<p>Does the misbehavior increase the number of opportunities the student will have to engage with staff either in the environment where the misbehavior occurred or in the new environment to which they are sent? <i>Examples:</i> 1) A student banter and/or argues with staff regarding the intensity of the behavior <i>thus gaining staff interaction time,</i> 2) When the student is in discussion regarding the Office Referral, the student is allowed to vent about peer, staff, and/or personal problems <i>thus gaining staff interaction time.</i></p> <p>If the team believes the student’s identified misbehavior is to <i>Gain Interaction with Staff,</i> explain:</p>
Gain Object or Item	<p>As a result of the misbehavior, does the student receive and/or obtain an item, object, food, money, etc.? <i>Examples:</i> 1) A student goes out of bounds during recess which provides an opportunity to take money from unsupervised desks/backpacks <i>thus gaining a desired object,</i> 2) A student is sent to the office on a referral. While waiting to be seen the secretary gives the student a <i>Jolly Rancher</i> to “keep them quiet” <i>thus allowing the student to gain a desired item.</i></p> <p>If the team believes the student’s identified misbehavior is to <i>Gain Object/Item,</i> explain:</p>
Gain “Free Time”	<p>Does the misbehavior result in increased time away from completing the curriculum? <i>Examples:</i> 1) A student refuses to participate in group activity. The student is directed to return to their seat and put your head down <i>thus gaining free time,</i> 2) A student calls the teacher a #@*!^ which results in a three day suspension from school <i>thus gaining free time at home.</i></p> <p>If the team believes the student’s identified misbehavior is to <i>Gain Free Time,</i> explain:</p>
Gain Sensory Input or Self Stimulation	<p>Does the misbehavior involve spinning in circles, rolling on the floor, curling up in a fetal position, rocking back-and-forth, hitting walls/desks, kicking objects, banging head, etc.?</p> <p>If the team believes the student’s identified misbehavior is to <i>Gain Sensory Input or Self Stimulation,</i> explain:</p>

Sample Behavior Contract

Student: _____ Date: ___/___/___ Grade: ____ Track/Team: _____

Behavior Contract written: ___/___/___

Behavior Contract reviewed: ___/___/___, ___/___/___, ___/___/___, ___/___/___

Review Fact Finding Worksheets: Identifying Environmental Factors and Functional Factors

- 1) What is the behavioral skill deficit of main concern?
- 2) What are the contributing environmental factor(s)?
- 3) What are the contributing functional factor(s)?
- 4) Write student goal:

Goal Option 1: Increase Positive Behavior

By When	Who (Student)	Will DO what	At what level of proficiency	Under what conditions	Measured by whom and how
					As documented on the Daily Progress Monitoring Card

Goal Option 2: Decrease Problem Behavior

By When	Who (Student)	Will NOT DO what	At what level of proficiency	Under what conditions	Measured by whom and how

Sample Goal and Plan to Increase a Positive Behavior

By April 15, 2017 sample student will use respectful words with Others at 75% proficiency every time group participation is required — as measured by student and the teacher on her Daily Behavior Monitoring Card.





- Assign an adult mentor:
- Dean/teacher will introduce student to the daily progress monitoring system — one time
- Home room teacher will provide student with progress monitoring cards — daily
- Teachers will assist student in completing the progress monitoring cards — daily
- Student will drop off her progress monitoring card at the Dean's office at the end of each day
- Mentor and student will meet to discuss progress — weekly
- The team will meet on _____ to discuss progress towards goal.

Signatures of all involved:

Sample Student Intervention Plan Details

Sample Plan for DMCS 09/ 22 / 2016 - 09/ 30/ 2016

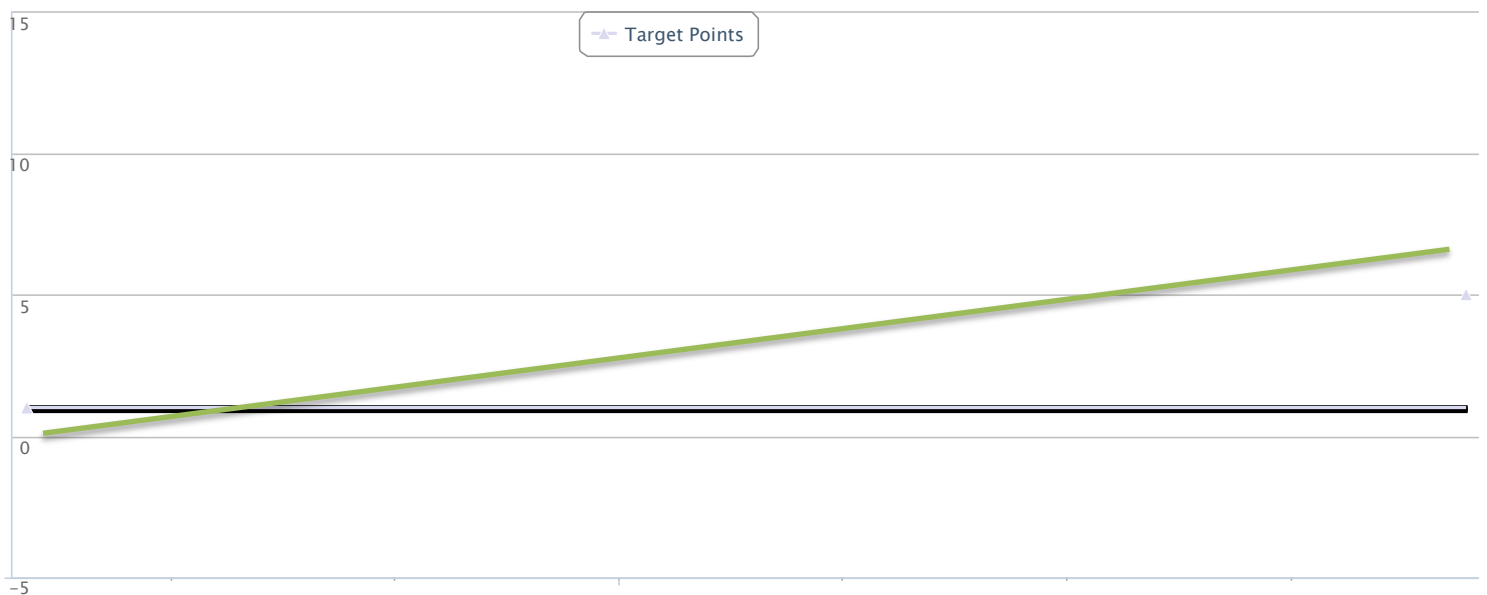
Intervention Plan Details

Student	Sample Student		--Trajectory (LIMITED DATA)
Plan Name	Sample Plan for DMCS		
Plan Type	Behavior		Tier 3
Target Behaviors Unsafe	Disrespectful, Not Following Instructions,		Start Date
Alternate Behaviors	Respectful Citizen, Responsible , Safe		
Assigned Staff	Benjamin Ernest		End Date

Interventions	Start Date	-	End Date
Behavior Tracker	09/22/2016	-	09/30/2016
Reflection Sheet	09/22/2016	-	09/30/2016
Talk One On One With Student	09/22/2016	-	09/30/2016

Intervention Notes	Created By	Date
The student will complete a behavior tracking sheet daily. Teachers will rate student performance in respect, following instructions and remaining safe every hour. The student will check in with the Dean of Students at the end of every day to turn in the tracking sheet. The Dean of Students will contact the parents/guardians of the student every Friday to report progress.	Benjamin Ernest	09/21/2016

Intervention Progress



44 mins

total amount of time spent in interventions

30 mins Behavior Tracker

4 mins Reflection Sheet

10 mins Talk One On One With Student

Intervention	Date Recorded	Recorded By	Total Time	Comments
Behavior Tracker		1 Recordings 1 Teachers	30 mins	0 Comments
Reflection Sheet		1 Recordings 1 Teachers	4 mins	1 Comment
Talk One On One With Student		1 Recordings 1 Teachers	10 mins	1 Comment

