

Stockton Unified School District

Student Behavior Intervention and Discipline Matrix

February 6, 2020

TYPE A- Classroom/Common Area Staff Managed Behaviors

Student Behavior Managed with **No** Administrator Contact

General Education and Special Education Teachers and Staff managed minor misbehaviors that can be adequately corrected at the time they occur. They do require documentation. A staff member who observes Type A behaviors corrects the student in the setting.*

Examples: Disruption, not completing assignments or homework, teasing, minor disrespect, running in the hall or other minor rule infraction in a common area.

Behavior	Recommended Intervention				Suspension?	Referral for Exclusion?	Referral to Police?*
	Grades K-3	Grades 4-6	Grades 7-8	Grades 9-12			
1. Dress Code Violation	For behaviors 1-14 below, PK-3 teachers are expected to complete Interventions for at least 5 incidents of behavior before an office referral. Classroom Interventions: <ul style="list-style-type: none">Nonverbal correctionGentle verbal reprimandBumpy Bunny Time Out (PK-2)Proximity correctionHumorFrequency count	For behaviors 1-14 below, 4-6 teachers are expected to complete Interventions for at least 5 incidents of behavior before an office referral. Classroom Interventions: <ul style="list-style-type: none">Nonverbal correctionGentle verbal reprimand	For behaviors 1-14 below, 7-8 teachers are expected to complete Interventions for at least 3 incidents of behavior before an office referral. Classroom Interventions: <ul style="list-style-type: none">Nonverbal correctionGentle verbal reprimand	For behaviors 1-14 below, 9-12 teachers are expected to complete Interventions for at least 3 incidents of behavior before an office referral. Classroom Interventions: <ul style="list-style-type: none">Nonverbal correctionGentle verbal reprimandProximity correctionHumorFrequency countcontactDiscussion	No (1-14)	No (1-14)	No (1-14)
2. Picking on, bothering or distracting other students							
3. Technology Violation (i.e. using cell phone in class without permission, visiting inappropriate websites)							
4. Use of profanity or vulgarity (not directed towards adults)							
5. Failure to follow directions (all grades)							
6. Cutting class or repeatedly truant/ Roaming campus/Wandering hallways/							

Not returning after recess/Walking out of class	<ul style="list-style-type: none"> • contact • Discussion • Time out at student's desk • Time out in a designated time out area • Time out in another teacher's room • Time owed • Planned ignoring • Restitution • Positive Practice • Proximity Management • Gentle verbal reprimands and reminders • Brief delay • Restitution • Change in location • Think sheet with cool-off reflection time and tools • 15-second behavior re-teach • Increased supervision • Teaching of desired behaviors through classroom lessons • Increased positive-correction ratio of 10-1 • Rewarding of positive behaviors • Consistent and clear directions and routines 	<ul style="list-style-type: none"> • Proximity correction • Humor • Frequency count • contact • Discussion • Time out at student's desk • Time out in a designated time out area • Time out in another teacher's room • Time owed • Planned ignoring • Restitution • Positive Practice • Proximity Management • Gentle verbal reprimands and reminders • Brief delay • Restitution • Change in location • Think sheet with cool-off reflection time and tools • 15-second behavior re-teach • Increased supervision • Teaching of desired behaviors through 	<ul style="list-style-type: none"> • = • Proximity correction • Humor • Frequency count • contact • Discussion • Time owed • Planned ignoring • Restitution • Positive Practice • Proximity Management • Gentle verbal reprimands and reminders • Brief delay • Restitution • Change in location • Think sheet with cool-off reflection time and tools • 15-second behavior re-teach • Increased supervision • Teaching of desired behaviors through classroom lessons • Increased positive-correction ratio of 10-1 • Rewarding of positive behaviors 	<ul style="list-style-type: none"> • Time owed • Planned ignoring • Restitution • Positive Practice • Proximity Management • Gentle verbal reprimands and reminders • Brief delay • Restitution • Change in location • Think sheet with cool-off reflection time and tools • 15-second behavior re-teach • Increased supervision • Teaching of desired behaviors through classroom lessons • Increased positive-correction ratio of 10-1 • Rewarding of positive behaviors • Consistent and clear directions and routines <p>Intervention for Common Area Behaviors:</p> <ul style="list-style-type: none"> • Notify the student's counselor, coach, and/or another trusted adult • Stay with supervisor • Demerits <p>Restorative Interventions:(designed to correct the harm that was done):</p> <ul style="list-style-type: none"> • Meaningful apology that 			
7. Not working (sitting idle)							
8. Copying others' work/cheating							
9. Lying							
10. Name calling directed towards peers or adults/Roasting/Putdowns							
11. Talking back/Arguing with an adult							
12. Tattling/Gossiping							
13. Disruption of instruction (including: talking during instruction, eating in class, out of seat without permission, yelling in class, gum/candy in class, kicking/standing on furniture, passing notes, throwing materials)							
14. Disruption of the non-instructional time (throwing food, refusing to clean up, engaging in public displays of affection, pushing others in line, intentionally taking playground equipment/ instructional materials away from peers)	<p>Intervention for Common Area Behaviors:</p> <ul style="list-style-type: none"> • Notify the student's teacher • Stay with supervisor • Demerits 						

	<ul style="list-style-type: none"> • Timeout at the place the infraction occurred • Time out in a set location <p>Restorative Interventions:(designed to correct the harm that was done):</p> <ul style="list-style-type: none"> • Meaningful apology that addresses the specific harm that was caused. • Attempt to fix/clean items damaged • Be a helper in the room/area that was damaged/stolen • Talk with positive peers who are good influences about making good choices • Have student make posters about respecting others. • Student can write an essay and share it with the persons affected by choices • If any other students are involved, work collectively to find an agreement to hold each other accountable to not do this behavior any more • If it is an older student involved with younger students, encourage the older student to apologize for demonstrating poor choices to the younger students. • Parent contact 	<p>classroom lessons</p> <ul style="list-style-type: none"> • Increased positive-correction ratio of 10-1 • Rewarding of positive behaviors • Consistent and clear directions and routines <p>Intervention for Common Area Behaviors:</p> <ul style="list-style-type: none"> • Notify the student's teacher • Stay with supervisor • Demerits • Timeout at the place the infraction occurred • Time out in a set location <p>Restorative Interventions: (designed to correct the harm that was done):</p> <ul style="list-style-type: none"> • Meaningful apology that addresses the specific harm that was caused. • Attempt to fix/clean items 	<ul style="list-style-type: none"> • Consistent and clear directions and routines <p>Intervention for Common Area Behaviors:</p> <ul style="list-style-type: none"> • Notify the student's teacher • Notify the student's counselor, coach, and/or another trusted adult • Stay with supervisor • Demerits <p>Restorative Interventions: (designed to correct the harm that was done):</p> <ul style="list-style-type: none"> • Meaningful apology that addresses the specific harm that was caused. • Attempt to fix/clean items damaged • Be a helper in the room/area that was damaged/stolen • Talk with positive peers who are good influences about making good choices • Student can write 	<p>addresses the specific harm that was caused.</p> <ul style="list-style-type: none"> • Attempt to fix/clean items damaged • Be a helper in the room/area that was damaged/stolen • Talk with positive peers who are good influences about making good choices • Student can write an essay and share it with the persons affected by choices • If any other students are involved, work collectively to find an agreement to hold each other accountable to not do this behavior any more • If it is an older student involved with younger students, encourage the older student to apologize for demonstrating poor choices to the younger students. • Class, school, community Service • Check-in/Check-out with trusted adult • Behavior contract with emphasis on positive incentives • Parent contact 			
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		<ul style="list-style-type: none"> damaged Be a helper in the room/area that was damaged/stolen Talk with positive peers who are good influences about making good choices Have student make posters about respecting others. Student can write an essay and share it with the persons affected by choices If any other students are involved, work collectively to find an agreement to hold each other accountable to not do this behavior any more If it is an older student involved with younger students, encourage the older student to apologize for demonstrating poor choices to the younger students. Class, school, community service Parent contact 	<ul style="list-style-type: none"> an essay and share it with the persons affected by choices If any other students are involved, work collectively to find an agreement to hold each other accountable to not do this behavior any more If it is an older student involved with younger students, encourage the older student to apologize for demonstrating poor choices to the younger students. Class, school, community service Check-in/Check-out with trusted adult Behavior contract with emphasis on positive incentives Parent contact 				
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*Students who may have difficulty with their behavior, concentration and/or attention, could have a disability. If a disability is suspected, please consult with the Special Education Department whether to refer the student for evaluation.

****Referral means communicating the details of the incident on to SUSD PD for an appropriate response including possible criminal investigation or other remediation. SUSD PD retains discretion regarding the nature of their response based on the particulars of the incident.**

TYPE B- Classroom/Common Area Staff Managed Behaviors Possibly Requiring Administrator Contact

Student Behaviors/Offenses with **Broad** Principal Discretion-No Expulsion

Behaviors that do not require immediate administrator involvement, but do require documentation for one or more of these reasons:

- The correction involves other staff members (e.g., detention, alternative supervised support);
- The student was removed from the setting and lost instructional time;
- The reporting staff member wants administrator input (e.g., teasing incident might be harassment);
- The reporting staff member thinks the administrator should be aware and have record of the situation (e.g., Type A behavior).

Behavior/Offense	Recommended Intervention				Suspension?	Referral for Expulsion?	Referral to Police?
	Grades K-3	Grades 4-6	Grades 7-8	Grades 9-12			
15. Repeated Type A behavior/offense	<ul style="list-style-type: none"> Parent consultation and multiple interventions from Type A Lunchtime detention Referral to counselor for additional interventions, individual/group counseling for skill building-relaxation, coping skills, respect CARE Team meeting 	<ul style="list-style-type: none"> Parent consultation and multiple interventions from Type A Lunchtime detention Referral to counselor for additional interventions, individual/group counseling for skill building-relaxation, coping skills, respect CARE Team meeting 	<ul style="list-style-type: none"> Parent consultation and multiple interventions from Type A Lunchtime detention Afterschool detention Referral to counselor for additional interventions, individual/group counseling for skill building-relaxation, coping skills, respect 	<ul style="list-style-type: none"> Parent consultation and multiple interventions from Type A Lunchtime detention Afterschool detention Referral to counselor for additional interventions, individual/group counseling for skill building-relaxation, coping skills, respect CARE Team meeting 	No 15)	NO (15-35)	NO (15-22)
16. Repeated failure to follow directions (PK-3) <i>(Suspension never permitted for PK-3)</i>					No (16)		
17. Repeated failure to follow directions <i>E.C 48900(k) (4-12)</i>					Discouraged and not permitted unless tiered interventions have been attempted and been unsuccessful.*** As of 7-1-20, K-8 students shall not be suspended for		
18. Technology Violation (i.e. refusing to turn in cell phone when asked, visiting inappropriate websites, misuse of school <i>technology</i> , <i>E.C 48900(k) (4-12)</i>							

19. Plagiarism <i>E.C. 48900(k)</i> (4-12)	<ul style="list-style-type: none"> Daily behavior report review and communication with parent/guardian Notification of administrator and documentation of interventions Parent/Guardian phone call Classroom Social stories about safe, respectful, responsible behaviors 	<ul style="list-style-type: none"> Daily behavior report review and communication with parent/guardian Notification of administrator and documentation of interventions Parent/Guardian phone call 	<ul style="list-style-type: none"> CARE Team meeting Daily behavior report review and communication with parent/guardian Behavior Contract Check-in/Check-out Notification of administrator and documentation of interventions Parent/Guardian phone call 	<ul style="list-style-type: none"> Daily behavior report review and communication with parent/guardian Behavior Contract Check-in/Check-out Notification of administrator and documentation of interventions Parent/Guardian phone call 	defiance or disruption. The limitation on grades 6-8 becomes inoperative 7-1-25. (17-22)		
20. Trespassing <i>E.C. 48900(k)</i>							
21. Loitering <i>E.C. 48900(k)</i>							
22. Bullying/Harassment Level 1 (teasing, name calling, excluding, giving dirty looks, gossiping) <i>48900(r)</i>							
23. Verbal Altercations <i>E.C. 48900(a), 48900.3</i>	Restorative Interventions <ul style="list-style-type: none"> Increased intensity of Type A Restorative Interventions If any other students are involved, work collectively to find an agreement to hold each other accountable to not do this behavior any more If it is an older student involved, encourage the older student to apologize for demonstrating poor choices to the younger student. 	Restorative Interventions <ul style="list-style-type: none"> Increased intensity of Type A Restorative Interventions If any other students are involved, work collectively to find an agreement to hold each other accountable to not do this behavior any more If it is an older student involved, encourage the older student to apologize for demonstrating poor choices to the younger student. 	Restorative Interventions <ul style="list-style-type: none"> Increased intensity of Type A Restorative Interventions If any other students are involved, work collectively to find an agreement to hold each other accountable to not do this behavior any more If it is an older student involved, encourage the 	Restorative Interventions <ul style="list-style-type: none"> Increased intensity of Type A Restorative Interventions If any other students are involved, work collectively to find an agreement to hold each other accountable to not do this behavior any more If it is an older student involved, encourage the older student to apologize for demonstrating 	No, unless threat of serious bodily injury or for students in grades 4-12, threat of hate violence		No, unless threat of serious bodily injury or for students in grades 4-12, threat of hate violence
24. Sexual Harassment Level 1 (verbal, written, or electronic comments that are sexually offensive or degrading) <i>E.C. 48900.2</i>							
25. Knowingly received stolen school or private property <i>E.C. 48900(l)</i>							

	behavior any more						factors necessitating immediate police assistance
26. Stole or attempted to steal school or private property less than \$50. <i>E.C. 48900(g)</i>	<ul style="list-style-type: none"> If it is an older student involved, encourage the older student to apologize for demonstrating poor choices to the younger student. 	<ul style="list-style-type: none"> When appropriate, and with the victim's consent, conflict mediation with victim to address harm that was caused 	<ul style="list-style-type: none"> When appropriate, and with the victim's consent, conflict mediation with victim to address harm that was caused 	<ul style="list-style-type: none"> When appropriate, and with the victim's consent, conflict mediation with victim to address harm that was caused 			No
27. Caused or attempted to cause less than \$400 of damage to school or private property (including graffiti or tagging) <i>E.C. 48900(f)</i>	<ul style="list-style-type: none"> When appropriate, and with the victim's consent, conflict mediation with victim to address harm that was caused 	<ul style="list-style-type: none"> Attempt to fix/clean the items damaged Be a helper in the room/area that was damaged/stolen Talk with positive peers who are good influences about making good choices 	<ul style="list-style-type: none"> Attempt to fix/clean the items damaged Be a helper in the room/area that was damaged/stolen Talk with positive peers who are good influences about making good choices 	<ul style="list-style-type: none"> Attempt to fix/clean the items damaged Be a helper in the room/area that was damaged/stolen Talk with positive peers who are good influences about making good choices 			No, unless vandalism pertains to gang affiliation or hate groups
28. Possession of firecrackers (non-projectile) <i>E.C. 48900(b)</i>							No
29. False activation of fire alarm <i>E.C. 48900(k)</i>	<ul style="list-style-type: none"> Attempt to fix/clean the items damaged Be a helper in the room/area that was damaged/stolen Talk with positive peers who are good influences about making good choices 						Yes, but only for operational reasons and not for any other purposes
30. Rough Housing/Horseplay <i>E.C. 48900(k)</i>							No
31. Disturbing the Peace <i>E.C. 48900(k)</i>							No
32. Disorderly Conduct <i>E.C. 48900(k)</i>							No
33. Fighting Level 1 (Fights with no injuries unless more than two students are involved) <i>E.C. 48900(a)</i>							No
34. Possession of Alcohol <i>E.C. 48900(c), 48902(b)</i>							No, but for possession of alcohol, police must be notified
35. Possessed or used tobacco <i>E.C. 48900(h)</i>							

							within one school day after suspension
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***If a student with disabilities reaches eight (8) cumulative days of suspension, an IEP/504 team must meet to do the following:

- a. Discuss a Manifestation Determination regarding the misconduct and the relationship between the misconduct and the student's disability.
- b. Consider whether an FBA (Functional Behavioral Assessment) or FAA (Functional Analysis Assessment) is necessary.
- c. Review the student's current IEP/504, and any behavioral assessments that have been conducted. Determine the need to develop a Behavior Intervention Plan (BIP) or review an existing BIP and its implementation, and make any modifications necessary to determine whether it continues to be an appropriate offer of FAPE.

The maximum number of days a student with disabilities may be suspended shall not exceed 10 cumulative days in a school year without an IEP/504 team discussion addressing any behavior that impedes his/her learning or that of others. On or after the 11th day, if not before, the student must return to the school site, and an IEP/504 meeting shall be held to determine appropriate services.

Informal suspension, whereby a parent is advised to keep a student at home, is prohibited by law.

TYPE C- Administrator Managed Behaviors/Offenses

Student Behaviors/Offenses with **Broad** Principal Discretion

*Principal **may** recommend expulsion when the following occur at any time, including, but not limited to: while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or, during or while going to or coming from a school—sponsored activity. [E.C. 48915(b) and (e)]*

Behavior/Offense	Recommended Intervention				Suspension?	Referral for Expulsion?	Referral to Police?
	Grades K-3	Grades 4-6	Grades 7-8	Grades 9-12			
36. Repeated Type B Behavior/Offense	Parent consultation and multiple interventions from Types A-B (36-51) <ul style="list-style-type: none"> Principal call home Parent conference Lunchtime detention If applicable, Reentry Plans and Student Supports, including mental health counseling (30-43) Form Student Support Team (SST) Increased intensity and use of	Parent consultation and multiple interventions from Types A-B (36-51) <ul style="list-style-type: none"> Principal call home Parent conference Lunchtime detention If applicable, Reentry Plans and Student Supports, including mental health counseling (30-43) Form Student Support Team (SST) Increased intensity and use of	Parent consultation and multiple interventions from Types A-B (36-51) <ul style="list-style-type: none"> Principal call home Parent conference Lunchtime detention Afterschool detention If applicable, Reentry Plans and Student Supports, including mental health counseling (30-43) Form Student Support Team (SST)	Parent consultation and multiple interventions from Types A-B (36-51) <ul style="list-style-type: none"> Principal call home Parent conference Lunchtime detention Afterschool detention If applicable, Reentry Plans and Student Supports, including mental health counseling (30-43) Form Student Support Team (SST)	Discouraged and not permitted unless tiered interventions have been attempted and failed. K-3 students may not be suspended for defiance or disruption. As of 7-1-20, K-8 students shall not be suspended for defiance or disruption. The limitation on grades 6-8 becomes inoperative 7-1-25.	No	No

37. Failure to follow directions when it causes an unsafe situation (4-12) <i>E.C. 48900(k)</i> (suspension never permitted for PK-3)	Restorative Interventions, especially: • Class, school, community Service • Think sheet and cool off • Letter of apology	Restorative Interventions, especially: • Class, school, community Service • Think sheet and cool off • Letter of apology	Increased intensity and use of Restorative Interventions, especially: • Class, school, community Service • Think sheet and cool off • Letter of apology	Increased intensity and use of Restorative Interventions, especially: • Class, school, community Service • Think sheet and cool off • Letter of apology	Case-by-case basis depending on safety issue or mitigating factors	No	
38. Profanity directed at adults <i>E.C. 48900(1), (k)</i>	Behavior Intervention Plan (BIP)	Behavior Intervention Plan (BIP)	Behavior Intervention Plan (BIP)	Behavior Intervention Plan (BIP)	Case-by-case basis depending on safety issue or mitigating factors	No	No
39. Bullying/Harassment Level 2 (bullying including cyberbullying based on race, disability, sexuality, and other protected classes, <u>or</u> pushing, poking, tripping, shoving or making threats). <i>E.C. 48900(r)</i>	Behavior Contract Review daily behavior reports Check-in & Check-Out	Behavior Contract Review daily behavior reports Check-in & Check-Out	Behavior Contract Review daily behavior reports Check-in & Check-Out	Behavior Contract Review daily behavior reports Check-in & Check-Out	Optional 1-2 days (except that PK-4 students may not be suspended for harassment or sexual harassment) (39-51)	Discouraged (39-51)	No (39-44)
40. Sexual Harassment Level 2 (touching that is uncomfortable, embarrassing, and/or offensive but does not arise to the level of sexual battery which is defined as an unwanted touching of an intimate part of another person while restraining that person for the purpose of sexual arousal, gratification, or abuse.). <i>E.C. 48900(n), 48900.2; 48915(e)</i>	CARE Team (Daily goal setting and 3-to-4 week review of changes in behavior) Counselor referral for additional supports When student ready to return to school: Suspension conference with student and	CARE Team (Daily goal setting and 3-to-4 week review of changes in behavior) Counselor referral for additional supports When student ready to return to school: Suspension conference with student and	CARE Team (Daily goal setting and 3-to-4 week review of changes in behavior) Counselor referral for additional supports When student ready to return to school: Suspension	CARE Team (Daily goal setting and 3-to-4 week review of changes in behavior) Counselor referral for additional supports When student ready to return to school: Suspension			

41. Stole or attempted to steal school or private property (not directly from a person but from an unattended location such as a backpack). <i>E.C. 48900(g); 48915(e)</i>	family/guardian (<i>if suspension occurred</i>)	family/guardian (<i>if suspension occurred</i>)	conference with student and family/guardian (<i>if suspension occurred</i>)	conference with student and family/guardian (<i>if suspension occurred</i>)			
42. Possessed, offered, arranged, or negotiated to sell or sold drug paraphernalia <i>E.C. 48900(j); 48915(e)</i>							
43. Engaging in sexual behavior on campus <i>E.C. 48900(i), (k)</i>							
44. Aided or abetted the infliction of physical injury to another person (suspension only) unless special circumstances exist <i>E.C. 48900(t)</i>							
45. Engaged in, or attempting to engage in gang initiating/hazing <i>E.C. 48900(q)</i>							Depending on the severity of the incident other types of offenses may apply (45-46)
46. Made terrorist threats against school officials or school property or both <i>E.C. 48900.7</i>							Yes, if force, or attempted / threatened force, was likely to cause great bodily injury or a weapon is involved (47-48)
47. Caused, attempted to cause, or threatened to cause physical injury to another person (not involving threats re: weapons) <i>E.C. 48900(a)(1); 48915(b)</i>							
48. Fighting Level 2 (mutual combat resulting in minor injuries such as cuts, scrapes) or instigating a physical altercation <i>E.C. 48900(a)(1); 48915(b)</i>							

49. Intoxication <i>E.C. 48900(c); 48902(b), 48915(b)</i>							Deploy intervention strategies including use of available health resources. Referral only if safety threat or other factors necessitating police assistance. If no referral, police must be notified within one schoolday after suspension
50. Caused or attempted to cause \$400 or more of damage to school or private property <i>E.C. 48900; 48900(f)</i>							Case-by-case basis depending on safety threat or other factors necessitating immediate police assistance
51. Stole or attempted to steal school or private property \$50 or more <i>E.C. 48900(g)</i>							Case-by-case basis depending on safety threat or other factors necessitating immediate

							police assistance
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TYPE D- Administrator Managed Serious Behaviors/Offenses

Student Behaviors/Offenses that are More Serious than Type C with **Broad** Principal Discretion

Principal may recommend expulsion when the following occur at any time, including, but not limited to: while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or, during or while going to or coming from a school—sponsored activity. [E.C. 48915(b) and (e)]

Behavior/Offense	Recommended Intervention				Suspension?	Referral for Expulsion?	Referral to Police?
	Grades K-3	Grades 4-6	Grades 7-8	Grades 9-12			
52. Fighting Level 3 (one-sided fighting resulting in minor injuries such as cuts, scrapes) (unless, in the case of “caused,” the injury is serious [see Type E]) <i>E.C. 48900(a)(1); 48915(b); P.C. 245</i>	Parent consultation and multiple interventions from Types A-C (52-60) <ul style="list-style-type: none">Principal call homeParent conference	Parent consultation and multiple interventions from Types A-C (52-60) <ul style="list-style-type: none">Principal call homeParent conference	Parent consultation and multiple interventions from Types A-C (52-59) <ul style="list-style-type: none">Principal call homeParent conference	Parent consultation and multiple interventions from Types A-C (52-60) <ul style="list-style-type: none">Principal call homeParent conference	Optional; no more than 3 days (except that K-4 students may not be suspended for harassment or sexual harassment) (52-55)	Case-by-case basis depending on safety threat or mitigating factors (52-55)	If force likely to cause great bodily injury or a weapon is involved
53. Bullying/Harassment Level 3 (severe pervasive conduct, including online conduct, that has a substantially detrimental effect on physical or mental health or as described in 48900(r) specifically directed toward one or more pupils) <i>E.C. 48900(r); 48900.4, 48915(e)</i>	If applicable, Reentry Plans and Student Supports, including mental health counseling	If applicable, Reentry Plans and Student Supports, including mental health counseling	If applicable, Reentry Plans and Student Supports, including mental health counseling	If applicable, Reentry Plans and Student Supports, including mental health counseling			No (53-54)
54. Sexual Harassment Level 3 (severe or pervasive conduct of a sexual nature as described in 48900.2) <i>E.C. 48900.2 (only for grades 5-12); 48915(e)</i>	Form Student Support Team (SST) Increased intensity and use of Restorative Interventions, especially:	Form Student Support Team (SST) Increased intensity and use of Restorative Interventions, especially:	Form Student Support Team (SST) Increased intensity and use of Restorative Interventions, especially:	Form Student Support Team (SST) Increased intensity and use of Restorative Interventions, especially:		Expulsion not permitted for first offense of possession of one ounce	Case-by-case basis depending on safety threat or other factors necessitating
55. Possessing and/or using marijuana (with no intent to sell) <i>E.C. 48900(c); 48902(c); 48915(b)</i>							

	<ul style="list-style-type: none"> Class, school, community Service Think sheet and cool off Letter of apology 	<ul style="list-style-type: none"> Class, school, community Service Think sheet and cool off Letter of apology 	<ul style="list-style-type: none"> Class, school, community Service Think sheet and cool off Letter of apology 	<ul style="list-style-type: none"> Class, school, Community Service Think sheet and cool off Letter of apology 		of marijuana; expulsion permitted for repeated offenses if tiered interventions have failed or student poses danger	immediate police assistance. If no referral, police must be notified within 1 schoolday after suspension
56. Possession of an imitation firearm such as a BB gun <i>E.C. 48900(m); 48915(e)</i>	Behavior Intervention Plan (BIP) Review daily behavior reports CARE Team (Daily goal setting and 3-to-4 week review of changes in behavior)	Behavior Intervention Plan (BIP) Behavior Contract Review daily behavior reports CARE Team (Daily goal setting and 3-to-4 week review of changes in behavior)	Behavior Intervention Plan (BIP) Behavior Contract Review daily behavior reports Check-in & Check-Out CARE Team (Daily goal setting and 3-to-4 week review of changes in behavior)	Behavior Intervention Plan (BIP) Behavior Contract Review daily behavior reports Check-in & Check-Out CARE Team (Daily goal setting and 3-to-4 week review of changes in behavior)	Case-by-case basis depending on safety threat or mitigating factors	Case-by-case basis depending on safety threat or mitigating factors	Case-by-case basis depending on safety threat or mitigating factors
57. Committed harassment, threats, or intimidation against a student witness (including gang related behavior) <i>E.C. 48900(o); 48915(e)</i>					Optional, up to 5 days (57-60)	Expulsion discretionary (57-60)	Depends on nature of threats
58. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence <i>E.C. 233, 48900.3</i>	Counselor referral for additional supports	Counselor referral for additional supports	Counselor referral for additional supports	Counselor referral for additional supports			Yes
59. Threatening to cause physical injury with a weapon including a deadly weapon other than a firearm <i>E.C. 48900(a)(1); 48915(b); P.C. 245</i>	When student ready to return to school: Suspension conference with student and family/guardian (<i>if suspension occurred</i>)	When student ready to return to school: Suspension conference with student and family/guardian (<i>if suspension occurred</i>)	When student ready to return to school: Suspension conference with student and family/guardian (<i>if suspension occurred</i>)	When student ready to return to school: Suspension conference with student and family/guardian (<i>if suspension occurred</i>)			Yes
60. Any Behavior listed in Types E or F that is found to be related to a school activity or to school attendance, but did not occur on campus or at a school activity off campus. <i>E.C. 48915(b)</i>							Find behavior in Matrix and follow recommendation

TYPE E- (Expulsion “Expected” Offenses)

Student Behaviors/Offenses with **Limited** Principal Discretion

*Principal **must** recommend expulsion when the following occur at school or at a school activity off campus **unless** the principal determines that expulsion should not be recommended under the particular circumstances or that other means of correction would address the conduct. [E.C. 48915(a)1]*

Behavior/Offense	Recommended Intervention After Suspension or Expulsion/Readmission				Suspension?	Referral for Expulsion?	Referral to Police?
	Grades K-3	Grades 4-6	Grades 7-8	Grades 9-12			
61. Possession of a knife, taser, stun gun, or other dangerous object of no reasonable use to the pupil (brandishing a knife and possessing firearm/explosive listed in Type F) <i>E.C. 48915(a)(1)(B); 48900(b), 48902(c)</i>	Reentry Plans and Student Supports, including mental health counseling (61-65) Form Student Support Team (SST) Increased use and intensity of Restorative and other interventions from Types A-D	Reentry Plans and Student Supports, including mental health counseling (61-65) Form Student Support Team (SST) Increased use and intensity of Restorative and other interventions from Types A-D	Reentry Plans and Student Supports, including mental health counseling (61-65) Form Student Support Team (SST) Increased use and intensity of Restorative and other interventions from Types A-D	Reentry Plans and Student Supports, including mental health counseling (61-65) Form Student Support Team (SST) Increased use and intensity of Restorative and other interventions from Types A-D	If no recommendation for expulsion, optional, up to 5 days	Expected, unless administrator determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct (61-65)	Expected, unless administrator determines that a referral should not be made under the circumstances or that an alternative means of correction would address the conduct. If no referral, police must be notified. (61-62)
62. Caused serious physical injury to another person except in self-defense re: Fighting Level 4 <i>E.C. 48915(a)(1)(A); 48900(a)(1), 48902(a),(c). Maybe also 48900(a)(2); P.C. 245</i>	Behavior Intervention Plan (BIP)	Behavior Intervention Plan (BIP)	Behavior Intervention Plan (BIP)	Behavior Intervention Plan (BIP)	5 days if referring for expulsion (62-65)		

63. Committed an assault or battery on a school employee <i>E.C. 48915(a)(1)(E); 48900(b)</i>		Behavior Contract	Behavior Contract	Behavior Contract			Yes, as required per Section 15.5 of the District's contract with the Stockton Teachers Association
64. Committed robbery (taking property directly from someone) or extortion <i>E.C. 48915(a)(1(D)); 48900(e)</i>							Expected unless administrator determines that a referral should not be made under the circumstances or that an alternative means of correction would address the conduct If no referral, police must be notified. (64-65)
65. Possessing and/or using a controlled substance (except for the first offense of no more than one ounce of marijuana, and over-the-counter and prescribed medication) <i>E.C. 48915(a)(1)(C); 48900(c), 48902(b)</i>							

TYPE F- (The “Big 5” Offenses)

Student Behaviors/Offenses with **NO** Principal Discretion (except as otherwise precluded by law)

Principal **shall immediately** suspend and recommend expulsion when the following occur at school or at a school activity off campus. [E.C. 48915(c)]

Behavior/Offense	Recommended Intervention After Expulsion/Readmission				Suspension?	Referral for Expulsion?	Referral to Police?
	Grades K-3	Grades 4-6	Grades 7-8	Grades 9-12			
66. Committing or attempting to commit a sexual assault or committing a sexual battery. <i>E.C. 48915(c)(4); 48900(n)</i>	Reentry Plans and Student Supports, including mental health counseling (6670) Form Student Support Team (SST) Increased use and intensity of Restorative and other interventions from Types A-E Behavior Intervention Plan (BIP) Behavior Contract	Reentry Plans and Student Supports, including mental health counseling (66-70) Form Student Support Team (SST) Increased use and intensity of Restorative and other interventions from Types A-E Behavior Intervention Plan (BIP) Behavior Contract	Reentry Plans and Student Supports, including mental health counseling (66-70) Form Student Support Team (SST) Increased use and intensity of Restorative and other interventions from Types A-E Behavior Intervention Plan (BIP) Behavior Contract	Reentry Plans and Student Supports, including mental health counseling (66-70) Form Student Support Team (SST) Increased use and intensity of Restorative and other interventions from Types A-E Behavior Intervention Plan (BIP) Behavior Contract	Mandatory, 5 days (66-70)	Mandatory (66-70)	Yes (66-70)
67. Selling a controlled substance. Administrators who find an ounce or less of marijuana on a student should presume that the student had the marijuana for their own consumption (see Type D offense) and <u>not</u> for the purpose of selling. <i>E.C. 48915(c)(3); 48900(c)</i>							
68. Possessing, selling or furnishing a firearm <i>E.C. 48915(c)(1); 48900(b)</i>							
69. Brandishing a knife at another person <i>E.C. 48915(c)(2); 48900(a)(1) and 48900(b)</i>							
70. Possession of an explosive determined to be a destructive device <i>E.C. 48915(c)(5); 48900(b)</i>							