



2020/2021 District-Wide Discipline Plan

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Guidelines and Responsibilities for Student Behavior

The Oroville Union High School District (OUHSD) Board of Trustees in collaboration with parents, teachers, students, and school administrators developed the following discipline plan to maintain a safe, secure, and an attractive learning environment for all students, staff, and the community. In order for the district to facilitate this objective, we expect the following:

1. Leave electronic devices turned off during class and at any other time directed by a district employee (EC 48901.5(a))
2. Comply with requests of teachers and staff members (EC 48908).
3. Behave as law-abiding citizens.
4. Students shall respect the individual rights of all students and staff.
5. Practice integrity in all areas of school life. Do not cheat or act dishonestly in the classroom or on the playing field.
6. Show respect for and pride in the school by helping to keep it clean and free of vandalism.
7. Behave in an appropriate way on campus and during class by avoiding horseplay or excessive displays of affection.
8. Students shall make a concentrated effort to maintain books, equipment, facilities, and property that are entrusted to them.
9. Remain on campus for your entire school day unless first cleared through the attendance office to leave. If planning to leave during the school day, secure an off-campus pass from the attendance office when you arrive at school in the morning.
10. Students shall assume a sense of pride, responsibility and **accountability** in the schools they attend.

Attendance Policy

Students are expected to attend all classes and to be on time unless properly excused. **Legitimate excused-absence reasons** include:

1. Illness
2. Visitation to a medical office, clinic, doctor or dentist
3. Funeral of an immediate family member
4. Quarantine of the home

Verifying Absences by Notes

A student absent from school is responsible for verifying the reason for his/her absence with either a note or a telephone call from a parent/guardian. Students are to submit their absence note to the attendance office before school, at break, during lunch or after school. **Students must clear the absence within three days (72 hours) or receive truancy (cut).** Only a parent, legal guardian, or person(s) listed on a student's contact list in AERIES can excuse a student's absence.

Students whose attendance rate is 83% or less may forfeit participation in extracurricular activities such as sporting events, dances, field trips, and other school-sponsored events as determined by school administration.

Illness

The district permits a parent/guardian to excuse his/her student's absence up to ten days without verification of illness from a medical professional. Students too ill to attend after reaching the ten day limit must submit verification of illness from a medical professional upon their return to school. **Anytime your student has a doctor's appointment and/or documentation requiring them to stay home from school, this documentation must be turned in immediately when your student returns to school. These absences will be recorded, verified, and not count toward the ten-day parent/guardian excused limit.** If your child is under the regular care of a physician for a serious or chronic condition, or they are directed to stay home by a medical professional before the ten days are reached, you should provide verification at that time. Absences for illnesses not verified after ten days will be marked unexcused and subject the student and/or parents to compulsory education law guidelines.

Tardies

Consequences for tardies will be at the discretion of the administration including detention, community service, or Structured Day.

On-Campus Illness

If a student becomes ill during school, he/she must report to the attendance office.

Off-Campus Passes

The attendance office will issue an off-campus pass when a student must leave school during the school day for a verifiable reason, such as a healthcare appointment, family emergency, etc. Regardless of a student's age, the attendance office has the right to verify the reason(s) or destination(s) requiring an off-campus pass. To obtain an off-campus pass, the parent/guardian may submit a note to the attendance office **before school begins**. Parents/guardians may also phone to request their student be issued an off-campus pass. Requests are to be submitted in advance to allow the attendance office to obtain verification and/or contact the student.

Cut or Truancy Policy

A student who is absent without permission or verification, skips class, or cuts class is truant. A truant student does not have the right to demand make-up work or turn in any tests, quizzes, reports, homework, class assignment, etc., due on the day or period he/she received a "Cut"/Truancy. Any student found off-campus, cutting, or on-campus out of class without a proper hall or off-campus pass may be assigned a detention, community service or Structured Day immediately. Parents are contacted when Structured Day is assigned.

Unexcused Absences

In order to provide a reasonable opportunity for the student or the student's parent/guardian to explain the absences, the student or parent/guardian have three (3) school days to explain the absence to the Attendance Office.

To implement this Board Policy, the Oroville Union High School District will follow these procedures:

- Send a letter or phone home to parent/guardian when a student has accumulated three (3) days of unexcused absences in the same classes in a year.
- Send a letter home to parent/guardian when a student has accumulated five (5) days of unexcused absences in the same classes in a year.

- Students who have accumulated ten (10) or more absences in the same period will receive a letter home advising parent/guardian the student has been deemed a habitual truant by the State of California. The parent/guardian will then be scheduled to meet with site administration and sign a truancy contract. If truancy continues, the student may be referred to the Student Attendance and Achievement Review Team (SAART).

Truancy - What does the law say?

California Law states: "Each person between the ages of 6 and 18 years not exempted under the provisions of this chapter or Chapter 3 (commencing with Section 48400) is subject to compulsory full-time education. Each person subject to full-time compulsory education not exempted under the provisions of Chapter 3 (commencing with Section 48400) shall attend the public full-time day school or continuation school or classes for the full time designated as the length of the school day by the governing board of the school district in which the residency of either the parent or legal guardian is located and each parent, guardian, or other person having control or charge of the pupil shall send the pupil to the public full time day school or continuation school or classes for the full time designated as the length of the school day by the governing board of the school district in which the residence of either parent or legal guardian is located. Unless otherwise provided for in this code, a pupil shall not be enrolled for less than the minimum school day established by law."

Pets/Animals on Campus

Animals, pets or otherwise, are not allowed on campus at any time unless the administration gives prior permission for a class project.

Visitors/Guests

No student guests are allowed on campus. College Connection and independent-study students may use the library or cafeteria after checking in at the attendance office. All visitors MUST check in at the attendance office before being granted permission to be on campus.

Tobacco/Vaping on Campus

Education Code section 48901 was amended in 2016 to prohibit smoking and tobacco products on campus and at school events, and defines "smoking" and "tobacco products" as they are defined in Business and Professions Code section 22950.5. The latter code section's definition of "smoking" includes "the use of an electronic smoking device that creates an aerosol or vapor, in any manner or in any form," while its definition of "tobacco product" includes "[a]n electronic device that delivers nicotine or other vaporized liquids."

Completion of Work Missed by a Suspended Pupil

Teachers shall provide pupils with make-up assignments and tests missed during a suspension.

Graduation

Any senior who violates Education Codes 48900 a, b, c, f, or g after the first day of May through the graduation ceremony will not be able to take part in the graduation ceremony. Other 48900 violations may result in the same penalty at the discretion of the site administrators.

Guidelines for Dancing at School Dances

1. Dance moves shall not perform or simulate any sexual activity (for example, “grinding”)
2. Administrators and chaperones have final say in the matter.
3. Any individual removed from the dance for violating these guidelines or school rules will not receive a refund of their money.
4. Any student not willing to follow the above guidelines should choose not to attend.
5. Any student attending and not following these guidelines will be removed from the dance and will not be allowed to participate in the next dance. In addition, your parent will be contacted before you are allowed to leave. If a student is defiant, the student may be subject to other disciplinary action including, but not limited to, school suspension.
6. Individual schools may require students to have a signed dance contract before being allowed to attend school dances.

Dress Code

Specific Clothing/Accessory Restrictions

1. Students should maintain a high degree of **cleanliness in personal hygiene and clothing**. California Code of Reg. Title 5, Section 302, Reg. 77.
2. Bib overalls: All straps must be fastened over the shoulder. Buttons on sides near the hips must be fastened.
3. All clothing must be worn right-side out and must have appropriate hems. Clothing that is deemed distracting is not allowed on campus. “Distracting” will be the call of your teachers, administrators and other school staff.
4. Shorts, skirts and dresses must be at appropriate length. Those that are deemed distracting are not allowed on campus.
5. “Distracting” will be the call of your teachers, administrators and other school staff.
6. Hats: School personnel have the authority to confiscate hats and other types of headgear that they deem objectionable, disrespectful, or gang-related. Students wearing hats in classroom is the call of the individual teacher.
7. Sunglasses may not be worn in classrooms.
8. Shoes or sandals must be worn at all times (no bare feet).

Prohibited Clothing and Accessories

1. Tops: sheer or see-through tops, braless outfits, tube tops, strapless garments, open back tops, camisoles, or open side tops for boys or girls. Excessive cleavage and midriff cannot be displayed. Clothing that is deemed distracting is not allowed on campus. “Distracting” will be the call of your teachers, administrators and other school staff.
2. Sagging or intentionally pulled down clothing and oversized pants without belt at the waist.
3. Bandanas or hairnets of any kind or color. Do-rags must be black or white only.
4. Clothing or accessories considered by school administration or law enforcement to denote gang affiliation are prohibited. This includes gang name or writing (script initialing) on clothing or body. Gang related tattoos must be covered. Since gang attire varies and can consist of more than two items of the same color, this will be the call of the administration.
5. Wearing the hood up on hooded sweatshirts is not allowed in any classroom.
6. Dangerous accessories such as chains, spiked collars, wristbands, jewelry or rings. The teachers, administrators, and other school staff will make the determination if an item is dangerous.

7. Clothing or accessories with sexually suggestive pictures or messages, or messages that promote or symbolize the use of alcohol, tobacco, drugs or violence. Racially divisive symbols are not allowed on clothing or accessories.

Violations of the Student Dress and Grooming Code

If a student is suspected of violating the dress and grooming code, the violation should be reported to the appropriate administrator. If the administrator or his/her designee determines that the student is in violation, the student shall be asked to remedy the violation by one of the following solutions:

1. Obtain acceptable clothing from the student's PE locker; from those items donated from parent volunteers; or purchase clothes from the student store.
2. Contact parent to bring acceptable clothing to the student (student will wait in administrator's office, and the parent must be forthcoming within a reasonable period of time).
3. Parent may contact the attendance office to obtain an off-campus pass to then allow student to go home and change into acceptable clothing.

If the violation cannot be remedied, the student will remain in the office for the remainder of the school day or until the situation can be remedied. Students habitually violating the dress and grooming code will be subjected to further disciplinary action as stated in the Oroville Union High School District Violations of Discipline Code.

Discipline

The District's goal is to ensure that it provides all of its students with schools that are safe and that have an environment that is conducive to learning. The District is committed to nondiscrimination in discipline and to treating all students fairly and equitably in the administration of discipline, without regard to race, color, or national origin. It is critical that students learn and are reinforced in appropriate behavior so that they are engaged in the District's education program, rather than its disciplinary system. Therefore, to the maximum extent possible and permitted by and consistent with the law, the District strives to adopt and implement student discipline policies that equitably implement research-based alternatives to exclusion; and use exclusionary discipline only as a last resort.

Referral of students from the classroom environment for misbehavior should be avoided. To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when a student's presence causes a danger to himself/herself or others or he/she commits a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have been documented and have failed to bring about the proper conduct and it is permitted by law. In no circumstance should a student be suspended for tardiness or truancy. Schools shall follow the guidelines of discipline and suspensions in the Student Discipline and Intervention Matrix.

Classroom-based strategies include but are not limited to:

1. Explicit re-teaching of behavioral expectations
2. Separating students
3. Writing an apology letter
4. Assignment of additional tasks
5. Phone call to parent
6. Keeping students after class
7. Restorative conference with student(s) or class
8. Creation of a positive behavior contract

9. Conference with student
10. Conference with parent and the student

Parents should be notified if there is an escalating pattern of misbehavior that could lead to classroom or school removal. Students who exhibit a pattern of misbehavior should be provided more intensive support and interventions.

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when a student's presence causes a danger to himself/herself or others or he/she commits a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and his/her parents/guardians.
2. Referral of the student to the school counselor or other school support service personnel for case management and counseling.
3. Convening of a study team, guidance team, resource panel, or other intervention-related team (PBIS) to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and his/her parents/guardians.
4. When applicable, referral for a comprehensive psychosocial or psycho-educational assessment, including for purposes of creating an individualized education program or a Section 504 plan.
5. Enrollment in a program for teaching pro-social behavior or anger management.
6. Participation in a restorative justice program.
7. A positive behavior support approach with tiered interventions (see list at the end of this document) that occur during the school day on campus.
8. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably.
9. Participation in a program that is sensitive to the traumas experienced by a student, focuses on their behavioral health needs, and addresses those needs in a proactive manner.
10. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.
11. Return to Excellence process that provides an opportunity to rebuild the teacher/student relationship after a behavioral infraction.

12. Structured Day modification of a student's schedule that allows the students to participate in the instructional day but with specific structures and constraints.
13. Reflection Room on-campus alternative to ISS that provides students with immediate and specific interventions in an attempt to develop resolutions that enable students to return back to the learning environment.
14. Detention after school hours as provided in the section below entitled "Detention After School".
15. Community service as provided in the section below entitled "Community Service".
16. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities.
17. Reassignment to an alternative educational environment.
18. Suspension and expulsion in accordance with law, Board policy, and administrative regulation.

For students who have been suspended, expelled, transferred, or who are returning from alternative disciplinary placements or periods of incarceration, staff shall employ individualized efforts and strategies that seek to reintegrate students within the school community, including counseling, tutoring, and other educational services.

Corporal Punishment

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.

Corporal punishment does not include any pain or discomfort suffered by a student as a result of his/her voluntary participation in an athletic or other recreational competition or activity. In addition, an employee's use of force that is reasonable and necessary to protect himself/herself, students, staff, or other persons, to prevent damage to property, or to obtain possession of weapons or other dangerous objects within the control of the student is not corporal punishment.

Detention After School

Students may be detained for disciplinary reasons up to one hour after the close of the maximum school day.

If a student will miss his/her school bus on account of being detained after school, or if the student is not transported by school bus, the principal or designee shall notify parents/guardians of the detention at least one day in advance so that alternative transportation arrangements may be made. The student shall not be detained unless the principal or designee notifies the parent/guardian.

In cases where the school bus departs more than one hour after the end of the school day, students may be detained until the bus departs.

Students shall remain under the supervision of a certificated employee during the period of detention.

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may, at his/her discretion, require a student to perform community service during non-school hours, on school grounds, or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs.

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then a student may be required to perform community service for the resulting suspension. (EC 48900.6)

Annual Notice to Parents/Guardians and Students

The annual Discipline Plan is posted on the district's website (www.ouhsd.org) under the Parents/Students tab and is also included in the annual online student registration system.

Staff shall identify the predominant languages spoken by the District's Limited English Proficient parents/guardians (LEP) and English language learners (ELLs). For those languages, the District shall create written translations of all the district's discipline policies, practices, procedures, and discipline notices and related documents. For LEP parents/guardians and ELLS who speak other less common languages, the District shall also provide oral interpretation of these documents upon request.

Student Discipline Matrix

Rev 6/12/20

Behavior / Offense	Recommended Intervention	Out of School Suspension # Days	Social Probation	Referral for Expulsion	Notice to Police
* LEVEL 1 *					
Dress Code Violation (Including PE) 49* or 50	One or more appropriate Tier I interventions	No			No
Technology violation (i.e. using cell phone/Chromebooks in class without permission) 24*					
Use of Profanity or vulgarity (not directed towards adults), Abusing Language or Materials 10*					
Misconduct on School Transportation 37*					
Cheating 81* or 45*					
Failure to follow directions (all grades)/ Disrespectful Behavior 34 *or 36*					
Cutting class or repeatedly truant 25*					
Offensive Social Behavior/Unsafe Behavior/Threats/Verbal Abuse 42*					
Repeated failure to follow directions 34* or 36					
Possession of tobacco/vape product 9*					Yes
If Suspending, use Suspendable Offenses 48900 Codes *** LEVEL II *** If Not Suspending, use Non-Suspendable Offenses Alpha Numeric Codes					
Repeated failure to follow directions (4-12) EC 48900 (k) 12*		Optional 1 day with documented interventions.			
Trespassing EC 48900 (k) 78*					
Offensive Social Behavior/Unsafe Behavior/Threats/ Verbal Abuse (teasing, name calling, excluding, giving dirty looks, gossiping) EC 48900 (q) 22* or 18					
Sexual Harassment Level 1 (verbal, written, or electronic comments that are sexually offensive or degrading) EC 48900.2 20*					
Attempt to Fight EC 48900 (a1) 1*					
Use of profanity toward district personnel EC 48900 (i) 10*					
Possession of firecrackers/fireworks (non-projectile) EC 48900(b) 3*					
Vandalism (under \$100) EC 48900 (f) 7*					
Using tobacco/vape device (EC 48900 (h) 9*					

Behavior / Offense	Recommended Intervention	Suspension # Days	Social Probation	Referral for Expulsion	Notice to Police
If Suspending use Suspendable Offenses 48900 Codes *** LEVEL III *** If Not Suspending use Non-Suspendable Offenses Alpha Numeric Codes					
Failure to follow directions when it causes an unsafe situation EC 48900 (k) 12*		Case-by-case basis depending on safety issue or mitigating factors			
Bullying/Harassment Level 2 (bullying based on race, disability, sexuality, and other protected classes, <i>or</i> pushing, poking, tripping, shoving or making threats) EC 48900 (r) 61* or 22*	Parent Consultation and one or more appropriate Tier II or Tier III interventions plus referral for Counseling	Optional 1-2 days		Discouraged	
Stole or attempted to steal school or private property (not directly from a person but from an unattended location such as a backpack) (\$300 or more) EC 48900 (g) 8*					
Possessed, sold or attempted to sell drug paraphernalia EC 48900 (j) 11*					
Possession of a weapon i.e. knife (Non-Brandishing) 48900 (b) 3*		X			
Caused, attempted to cause, or threatened to cause physical injury to another person (not involving threats with weapons) EC 48900 (a)(1) 1*					
Scuffle Level 1 Mutual combat resulting in minor injuries such as cuts, scrapes or instigating a physical altercation EC 48900 (a)(2) 1* or 2*		Optional 1 -3 days	X	Discouraged	No
Sexual Harassment Level 2 (touching that is uncomfortable, embarrassing, and/or offensive but does not arise to the level of sexual battery) EC 48900.2 20*				No	No
Intoxication EC 48900 (c) 4*					
Aid or abet the infliction or attempted infliction of physical injury EC 48900 (t) 19*					
Intentional destruction of school property including graffiti or tagging EC 48900 (f) 7*		Optional 3 - 5 days			
Knowingly received stolen school or private property EC48900 (l) *13		Optional 1 -3 days			

Behavior / Offense	Recommended Intervention	Suspension # Days	Social Probation	Referral for Expulsion	Notice to Police
If Suspending use Suspendable Offenses 48900 Codes *** LEVEL IV *** If Not Suspending use Non-Suspendable Offenses Alpha Numeric Codes					
Tampering w/ School Safety & Security Equipment / False activation of fire alarm EC 48900 (f) 7*		Optional 3-5 days		No	Notify Fire Department
Fighting Level 2 One-sided fighting resulting in minor injuries such as cuts, scrapes EC 48900 (a)(1) or 48900 (a)(2) 2*	Parent conference <u>plus</u> one or more appropriate Tier III interventions	Optional 3-5 days	X	Permitted if secondary factors present	If force used was likely to cause great bodily injury or a deadly weapon was involved
Engaging in sexual behavior on campus EC 48900 (i) 10*			X		
Bullying Level 3 Severe or pervasive conduct, including online conduct, that has a substantially detrimental effect on physical or mental health EC 48900 (r) Offensive Social Behavior/Unsafe Behavior 61*					
Sexual Harassment Level 3 Severe or pervasive conduct of a sexual nature. Indecent exposure of self or others EC 48900 .2 20*					
Possessing and/or using marijuana (with no intent to sell) EC 48900 (c) 4*					
Possession of an imitation firearm such as a BB gun EC 48900 (m) 14*	Parent conference plus one or more appropriate Tier III interventions	Optional: 3-5 days	X	Not permitted for 1st offense of less than 1 ounce of marijuana; expulsions permitted for repeated offenses if interventions have failed or student poses a danger	No
Hazing EC 48900 (q) 18*					

Behavior / Offense	Recommended Intervention	Suspension # Days	Social Probation	Referral for Expulsion	Notice to Police
If Suspending use Suspendable Offenses 48900 Codes		*** LEVEL IV ***		If Not Suspending use Non-Suspendable Offenses Alpha Numeric Codes	
Terrorist Threats EC 48900.7 23*					
Committed harassment, threats or intimidation against a student witness (including gang related behavior) EC 48900 (o) 16*		Optional, up to 5 days		Expulsion discretionary	Depends on nature of threats
Unlawfully offered, arranged or negotiated to sell any controlled substance listed in Ch.2 of Health and Safety Code; an alcoholic beverage or intoxicant of any kind and then either sold, delivered, or otherwise furnished to any person EC 48900 (d) 4*					
Verbally threatening to cause physical injury with a weapon EC 48900 (a)(1) 1*			X		X
Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, 289 of the P.C. or committed a sexual battery as defined in Section 243.4 of the P.C. EC 48900 (n) 15*			X		No, unless in possession of a weapon at the time of the threat
Committed or attempted to commit robbery or extortion EC 48922 (e) 6*	Parent conference plus one or more appropriate Tier III interventions	Mandatory, 5 days		X	Sexual assault / battery must be reported to police
Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription SOMA EC 48900 (p) 17*	Expected, 5 days if referring for expulsion			X	X
Arson EC 48900 (f) 17*		Optional 3 to 5 days			

Behavior / Offense	Recommended Intervention	Suspension # Days	Social Probation	Referral for Expulsion	Notice to Police
LEVEL V (Expulsion "Expected")					
Caused serious physical injury to another person except in self-defense (or fighting Level 3) EC 48915 (a)(1)(A) 62*				Expected unless administrator determines that expulsion should not be	Yes
Possession of a knife, taser, stun gun, or other dangerous object (brandishing a knife and possession of a firearm/explosive listed separately) EC 48915 (a)(1)(B) 63*					
Possessing, selling/attempting to sell and/or using a controlled substance other than marijuana EC 48915 (a)(1)(C) 64*	One or more appropriate Tier IV interventions and Re-entry Plan	Expected, 5 days if referring for expulsion		recommended under the circumstances or an alternative means of correction would address the conduct	If force used was likely to cause great bodily injury or a deadly weapon was involved
Committed robbery (taking property directly from someone) or extortion EC 48915 (a)(1)(D) 65*					
Committed or threatening an assault or battery on a school employee EC 48915 (a)(1)(E) 58*					Yes
District ONLY LEVEL VI (Mandatory Recommendation for Expulsion) District ONLY					
Possessing , selling, or furnishing a firearm EC 48915 (c)(1) 60*	One or more appropriate Tier IV interventions and Re-entry Plan	Mandatory, 5 days		Mandatory	Yes
Brandishing a knife EC 48915 (c)(2) 66*					
Selling a controlled substance (see note 1 below) EC 48915 (c)(3) 67*					
Committed or attempted sexual assault or battery EC 48915 (c)(4) 59*					
Possession of an explosive EC 48915 (c)(5) 68*					
After each suspension a student shall meet with a counselor, administrator, PBIS Team, or Instructional Support Team.					
* Suspendable Offenses use 48900 Codes * Non-Suspendable Offenses use Alpha Numeric Codes					

Tiered Interventions

PBIS (positive behavior interventions and supports) is an architecture for addressing behavior through the prevention-oriented structuring of research-based interventions and supports in a hierarchical and progressive manner for the purpose of improved behavioral and academic outcomes.

Tier I Interventions

Breaks

- Break, moving position in class
- Have student take frequent breaks or activity
- Send student on errand
- Snack break
- Take a break

Consequences

- Avoid power struggles
- Call parent or note home
- Card Flip
- Clear, consistent, and predictable consequences
- Do unfinished work during recess or unstructured time
- Have student say a nice thing to the student they called a name
- Logical consequence
- Natural consequences
- Office referral
- Reflection sheet
- Remove from room
- Speak in calm and neutral tone
- Take away privileges
- Take away unstructured or free time

Praise

- The Praise Game
- Acknowledging positive behavior
- Praise student frequently
- Praise when cooperative and well behaved
- Praise when good attitude and involvement occur
- Praise when on task

Rewards

- Rewards, Simple Reward Systems, & Incentives
- Call parent or positive note home

Other

- Alternate Seating In Own Space
- Alternative modes of completing assignments
- Assign a buddy or partner
- Assign a classroom job
- Break down assignment
- Break down directions
- Call on student frequently
- Clear and concise directions
- Color coded folders
- Count to 10
- Daily planner
- Deep breathing
- Draw a picture or write in a journal
- Encourage interaction with a more self-confident student
- Engage student
- Explain assignment
- Explain directions
- Frequent eye contact
- Frequent home contact
- Give choices
- Have student repeat directions back
- Headphones
- Helping Students With Home Work
- Help student start assignment
- Ignore
- Individual work space
- Listen to music
- Model appropriate language
- More structured routine
- Move to new location in the classroom
- Non-verbal cues
- Organize materials daily
- Pause before giving a direction
- Provide a container for the student's belongings
- Proximity to students
- Reassurance
- Redirection
- Reduce assignment
- Reflective listening
- Review PBIS expectations and rules

Other (Cont.)

- Speak in calm and neutral tone
- Speak with student in hallway
- Stand while working
- Start Commands
- Stop, Walk, Talk
- Stress ball or fidget
- Talk one on one with student
-
-
- Touch base with student
Touch student on shoulder
- Turn desk around
- Use calm neutral tone
- Use seating disk
- Use timer
- VELCRO® brand hook and loop fasteners
on/under the desk
- Visual schedule

Universal interventions

- **75%-85%**
- **All settings, all students**
- **Preventative, proactive**

Tier 2 Interventions

- Alternatives To Suspension
- Behavior Contract
- Behavior Intervention Plan (BIP)
- Structured Breaks
- Check In Check Out (CICO)
- Classroom Management Support
- Counselor Referral
- Daily Behavior Form
- Forced Choice Reinforcement Survey
- Functional Behavior Assessment (FBA)
- Individual & Visual Schedules
- Mentoring
- Non-Verbal Cues & Signals
- Organizational Tools
- Peer Tutoring
- Response To Intervention (RTI)
- Reward System
- Self-Monitoring
- Sensory Tools
- Social Stories
- Teach Conflict Resolution Skills
- Teach Coping Skills

Tier 2 Interventions (Cont.)

- Talk Ticket
- Talk to parent
- Teach conflict resolution skills
- Teach coping skills
- Teach organizational skills
- Teach relationship skills
- Teach relaxation techniques
- Teach social skills
- Teach substitute words
- Teach Relationship Skills
- Teach Relaxation Techniques
- Teach Social Skills
- The Praise Game

Targeted Group Interventions

- **10%-15%**
- **Some students (at-risk)**
- **Culturally responsive environments**

Tier 3 Interventions

- Alternatives To Suspension
- Behavior Contract
- Behavior Intervention Plan (BIP)
- Behavior Meetings
- Structured Breaks
- Check In Check Out (CICO)
- Collaboration With Student's Physician and/or
Mental Health Provider
- Counselor Referral
- Daily Behavior Form
- Forced Choice Reinforcement Survey
- Functional Behavior Assessment (FBA)
- Individual & Visual Schedules
- Mentoring
- Non-Verbal Cues & Signals
- No Passing Time
- Organizational Tools
- Peer Tutoring
- Response To Intervention (RTI)
- Reward System
- Seclusion & Restraint
- Self-Monitoring
- Sensory Tools
- Sexuality, Sexually Inappropriate, Sexualized
Behaviors
- Social Stories

Tier 3 Interventions (Cont.)

- Teach Conflict Resolution Skills
Teach Coping Skills
- Teach Relationship Skills
- Teach Relaxation Techniques
- Teach Social Skills
- The Praise Game
- Time Out (Structured Time Out)

Intensive, individual, interventions

- **5%-10%**
- **Individual students**
- **Assessment based**
- **Intense, durable procedures**