

RESTORATIVE

DISCIPLINE POLICY



Building restorative school communities rooted in equity, belonging, and thriving for ALL students


















San Diego Unified
SCHOOL DISTRICT

BP 5144

Updated June 2025

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USER ICONS

When viewed in PDF format, the following icons indicate that the attached text buttons are clickable links



Digital or online resource



Video or MP4 resource

or indicate a specific administrative action



Requires School Police contact



Follow SDUSD sexual harassment procedures

section A

our restorative approach

This document is designed to accompany San Diego Unified School District's official Restorative Discipline Policy & procedures outlined in **Administrative Regulation 5144.1(a)**

Throughout this document are additional information, resources, and supports to clarify the Restorative Discipline procedures and aid in successful implementation.

Restorative Communities are characterized by a mindset that **promotes positive interactions, builds on the collective assets of students and school communities, provides an effective solution-focused approach and nurtures the skills of children, youth and adults.** Restorative Communities cultivate the overall wellness of all its members by focusing on maximizing student learning within every interaction.



Restorative practices, while focusing on repairing harm and fostering community, do not mean a lack of consequences; instead, they aim to make consequences more intentional and focused on accountability and learning.

Restorative Practices effectively foster supportive and safe school climates by preventing, addressing, and changing behaviors that hurt individuals, families, schools, and communities.

Restorative Practices provide the structures and skills needed to create and maintain positive relationships.

Restorative Practices help strengthen the communication between adults and students on campus as they reflect the importance of relationships among students and between teachers and students.

These approaches provide students with opportunities to develop **self-discipline** and **positive behaviors** in a caring, supportive environment. A restorative approach sees conflict or misbehavior as an **opportunity for students to learn** about the consequences of their actions, to **develop empathy** for others, and **experience making amends** in such a way that strengthens the community bonds that may have been damaged.

Some examples of restorative practices:

Affective Statements & Questions

Community-building Circles

Restorative Conferences

Restorative Dialogue

Peer Mediation

Some examples of punitive discipline:

Loss of Privileges

Saturday School

Detention

Suspension

Expulsion

School sites should use the Restorative Discipline Policy to create their own Site Discipline Plan.

 Site discipline plan template

section B

preventative & restorative practices

Co-Created Classroom "Ways of Being"

- ② Student-developed social contracts
- ② Co-creating class culture
- ② Class rules presentation
- ② Classroom expectations

Integrated Social Emotional Learning

- ② Coping skills
- ② Reflective activities
- ② Mindfulness & Meditation
- ② Goal-Setting
- ② Conflict resolution
- ② Journaling

Positive Reinforcement System

- ② Praise/Recognition
- ② Teacher Notes
- ② Notes/phone calls
- ② Peer mentorship
- ② Reward Charts
- ② Morning messages
- ② Team/Table Points

A Proactive & Restorative classroom



Restorative Community Building

- ② Community circles
- ② Honoring names & pronouns
- ② Greeting students
- ② Getting to know students
- ② Leadership opportunities
- ② Affective statement
- ② Restorative conversations

Culturally Sustaining Curriculum & Activities

- ② Culturally sustaining activities
- ② Sharing about yourself
- ② Culturally Responsive Practices
- ② Student Identity Maps
- ② Ethnic Studies

Strategic Check-ins & Breaks

- ② Brain breaks
- ② Wellness checks
- ② Wellness & break spaces
- ② Student check-ins
- ② Empathetic listening
- ② Virtual Calming Room

Ongoing Professional Learning & Coaching

- ② Site Equity Teams
- ② Restorative Justice Practices
- ② Multi-Tiered System of Support
- ② RJP reading & excerpts

Behavioral Supports

- ② Counseling & mental health supports
- ② Trauma-informed care
- ② Inclusive solution-seeking
- ② Behavior contracts

Annual review of discipline policy
with students, staff & families

Student Identity & Agency Development

- ② Ethnic Studies
- ② Monthly Observances
- ② Culturally Responsive
Community Events
- ② Identity-Based Clubs (BSU,
Chavistas, GSA, etc.)

A Proactive & Restorative school



Proactive Structures

- ② Active supervision
- ② Administrators visible & available
to students, staff, and parents
- ② Site staff mentors
- ② Clearly posted expectations
- ② School-wide explicit teaching &
reinforcement of digital citizenship
- ② Culturally Responsive Practices

Community Building

- ② Family Engagement
- ② Assemblies
- ② Morning messages
- ② Advisory
- ② Social Emotional Learning-
centered RJP activities
- ② Community-building circles
- ② Wellness checks
- ② Proactive Circles
- ② Respect Agreements
- ② Restorative Inquiry



proactive & restorative strategies **beginning of the school year**



The following section includes suggestions for schools to use as part of a comprehensive approach to restorative practices implementation. When done thoughtfully and with meaning, schools that put restorative justice into practice and approach RJ holistically, looking at how we are building relationships with our students, how we are preventing wrongdoing, and how to address it when it occurs, will see a shift in school culture.

communicate with families about the school's site discipline plan as the school year opens

- host a welcome back meeting for families where you share the site discipline policy, set goals and expectations, and collect input and feedback from educational partners

- 🔗 "welcome back" template
- 🔗 ideas for welcoming families during the first days of school
- 🔗 advice from veteran principals
- 🔗 teacher-parent communication strategies
- 🔗 sample school discipline guide for families

seek information & communication from family

- reach out to parents before or as school starts for the year to introduce yourself, build a relationship, provide information, and ask questions that might be helpful in better supporting and understanding the needs of the student and family

- call home
- create a document that can be filled out and returned to school or done at open house
- 🔗 Google Form parent survey
- ▶ parent survey idea

welcome students back to school & communicate the site's restorative discipline plan

- host a welcome back meeting for students where you share the site discipline policy, set goals and expectations, and collect input and feedback as well as respond to any questions.

- ▶ Welcome Back: Simple School-wide Strategies for a Fabulous 1st Day
- ▶ share virtual tours of the campus, classrooms, and school so students can get acclimated to the environment
- ▶ share virtual introductions of teachers so students can see their faces before school
- ▶ "welcome back" ideas for teachers
- ▶ celebrate students as they come back to school
- ▶ celebrating students
- ▶ greet students as they enter the classroom



proactive & restorative strategies throughout the school year

coordinate weekly check-ins with identified students

- connect student with counselor, Restorative Justice Practices Coordinator or release teacher, or administrator for weekly check-ins. Schedule consistent meetings.

- 🔗 Panorma's weekly check-in structure with 21 quick questions
- 🔗 50 questions for weekly check-ins
- ▶ Google Form for weekly check-ins
- ▶ 2x10 strategy for checking in

connect identified students with a trusted staff member

- try to connect identified students with a trusted staff member or older peer who can offer support, additional check ins, mentorship, and connection

- Some potential support staff include:
 - advisory/home room teacher
 - restorative justice practices coordinator
 - pupil advocate
 - counselor or MHRS support
- Create opportunities for identified support staff to connect with student such as:
 - passing periods
 - lunch
 - advisory
- Mentorship & Relationship-building ideas:
 - a quick check-in
 - a phone call home with an update, check in, or acknowledgment
 - academic or behavioral check-in
 - celebration of accomplishments
 - lunch or snack together

set behavioral goals with students

- during weekly check-ins, work with student to set behavioral & academic goals. Track progress towards the goals and celebrate successes.

- ▶ goal-setting and reflection
- ▶ setting SMART goals
- ▶ elementary goal-setting affirmation
- ▶ behavioral goal strategy

practice de-escalation strategies

- discuss with the student what options are available to them when they are feeling escalated, need a break, or need support
- encourage and support students in developing agency by acknowledging when they need a a break or additional support
- provide students with strategies/skills they can use independently as well as options for adult-led de-escalation

- ▶ 27 De-escalation Strategies for kids
- ▶ calm down corner or ▶ box for students to access when they are elevated
- ▶ de-escalation tips from a school teacher
- ▶ behavior de-escalation strategies from an EBD teacher
- ▶ de-escalation strategies



proactive & restorative strategies throughout the school year

inform students' teachers & support staff

Share information related to students' unique skills and needs-ensure that identified students' teachers are aware that they may need additional or alternative supports per their documented behavioral history.

- Teachers should be aware of student's historical behavioral profile, behavioral activators, and identified goals, strategies, and supports
- Offer collaborative time during staff meetings & PLCs for teachers to connect with one another as well as any other identified support staff to discuss student's goals, needs, and updates on any strategies or supports that have been effective
- Teachers can communicate with families often to ensure that we are addressing any needs collectively and are aware of any other influential factors at home.
- Provide teachers with the list of strategies and resources in this guide to implement

stay updated on IEP & 504 goals and accommodations

If an identified student has an IEP and/or 504, make sure the strategies and supports within it are being implemented as part of this plan.

- Inform & involve student's case manager in the support for this student
- Follow the accommodations listed in the student's IEP/504
- Use any collected data through weekly check ins to inform the IEP meetings

connect students with identity-based clubs & networks

Access community-based supports that offer social emotional learning opportunities, identity-based support, mentorship, and academic support. Leverage the support and connection that exists in established school-based clubs as well.

- ② Gender & Sexuality Alliances (GSAs) & ② Rainbow Clubs
- ② Black Student Unions
- ② Chavista & ② MEChA clubs
- ② F.A.N.C.Y. Girls mentorship & leadership program
- ② Black Ingenious Initiative (BiGI) mentorship & college access program
- ② Fitteds, Books, & Sneakers (FBS) mentorship program
- ② Movement BE creative arts youth development program

contact Equity & Belonging department



For support with identity-based student activities, family engagement, Ethnic Studies, restorative justice practices, Quality Learning Interactions, Quality Teaching Practices, suspensions, or expulsion, contact us at equity@sandi.net or complete a [support request form](#).

section
C

classroom & school referrals & suspension

classroom referrals

Classroom educators should consistently implement the classroom preventative and restorative practices outlined in **Section B** and attempt classroom interventions *prior* to referring a student to a counselor or administrator. If a classroom referral is necessary for a **Level 2** or above behavior as identified in the *Leveled Behavior Matrix* in **Section E**, the educator shall use the site-adopted procedures for referring students to their counselor or administrator. **Referral and interventions should be documented.**

classroom suspension initiated by the classroom educator

CA Education Code 48910 (a)

An educator may suspend a student from their class for the day of the incident and the day following for any of the acts enumerated in **CA Ed Code 48900**. The educator shall report the classroom suspension to the principal or designee and send the student to the principal or designee for participation in an administrator-assigned intervention (**document class suspension & intervention**). As soon as possible, an administrator or designee shall immediately inform the student's parent/guardian of the suspension and inform the parent/guardian that the educator will contact them to schedule a conference. As soon as possible, the teacher shall ask the parent or guardian of the student to attend a parent-teacher conference regarding the suspension.

The student shall not be returned to the class from which they were suspended, during the period of the suspension, without the concurrence of the teacher of the class and the principal. The principal or administrative designee shall inform the teacher of the action taken regarding the suspended student during the time of suspension in writing in a format to be determined by the shared decision making process.

students' right to recess

Senate Bill 291 – Pupil Rights: Recess

California Education Code Section 49056 prohibits school staff members from restricting a student's recess unless there is an immediate threat to the physical safety of the student or the physical safety of one or more of the student's peers. If a student's recess period is denied, school staff members shall make all reasonable efforts to resolve such threats and minimize exclusion from recess (EC Section 49056(a)(4)).

The passage of **SB 291** on October 13, 2023 enacted Education Code (EC) Section 49056. Commencing with the 2024-25 school year, EC Section 49056 requires local educational agencies (LEAs) that offer recess to provide recess of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. This law only applies to those LEAs that include recess in their instructional time schedules. Moreover, LEAs have authority to determine which grade levels will be provided recess.

school suspensions

Schools should consistently implement the preventative and restorative practices outlined in **Section B** and attempt various interventions as a means of addressing negative behaviors. School suspension is a possible consequence if a student has committed a **Level 3** (or above) behavior when schools have exhausted other interventions including alternative-to suspension programs; however, according to CA Ed Code, suspension may be **imposed upon a first offense if student violates subdivision a,b,c,d, or e of Section 48900 or if the student's presence causes a danger to other persons.**

CA Education Code 48900.5

A pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended for any of the reasons enumerated in Section 48900 upon a first offense, if the principal determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons.

- If an out-of-school suspension is necessary for a **Level 3** or above behavior as identified in **Section E-3**, site administrators must follow the suspension due process procedures as outlined in **AR 5144.1**

Complaints involving allegations of sexual harassment or sexual assault shall be handled in accordance with the District's sexual harassment policies and regulations **BP 5145.7a** & **AR 5145.7a** and California Ed Code **48900**

- **While serving an out-of-school suspension, students shall be provided the opportunity to earn equivalent grades and academic credits as other students.** They must also be provided the opportunity to make up tests, final examinations, and complete class and homework assignments without penalty while on suspension or within a reasonable time following the completion of the suspension. The intent of this provision is to not doubly punish students with suspensions and academic sanctions, while also providing an opportunity for the student to reintegrate into the educational program of the district following the suspension period.
- **Students who are suspended (out-of-school) during the administration of state or district assessments must be provided an opportunity to take the test(s) and may be allowed to participate in related test preparation activities.** Administrators, administrator designee or school personnel will not deny students with equitable access to test preparation, activities or materials.

section D

permissive & mandatory suspensions, and expulsions

permissive expulsion

Permissive recommendations for expulsion may be used for any of the **Level 4 Behaviors** indicated in **Section E-4**. In addition, the school must demonstrate that:

- **Available interventions have been attempted** and a **record of supports provided for the student** has been documented in PowerSchool with an **ongoing process of communication with families**; and/or
- The student behavior is **severe in nature** and represents a risk to the safety of the student, safety of other student and/or safety of adults.

If the site administrator or designee determines that a **permissive expulsion** is necessary, they will follow the expulsion procedures outlined in **AR 5144.1**. The above requirements shall not apply where a student is determined to have committed sexual assault or engaged in sexual harassment or where a change of placement is mandated under Education Code **48915(d)(3)**

If the site administrator or designee and parent/guardian determines that a **change of placement** is an appropriate alternative to a permissive expulsion, the area superintendent must be notified and the merits of the case must be communicated to the area superintendent for review.

- If the area superintendent is in agreement with the change of placement, the area superintendent will coordinate efforts with the current site principal and receiving site principal to complete the informal site-initiated placement (ISIP) process.
- When the student arrives at the receiving site, a restorative conference will take place that includes the student, parent/guardian, administrator, and counselor.
- During the restorative conference, a support plan will be developed with student and family input to assist with the student's transition to the new school of enrollment.

mandatory expulsion

A mandatory recommendation for expulsion must be made if a student demonstrates a **Level 5 behavior** as identified in **Section E-5** (CA Ed Code [48915\(c\)](#))

Site administrators must follow the expulsion due process procedures as outlined in [AR 5144.1](#)

- The Investigations, Compliance, and Accountability Office will work in collaboration with Placement & Appeal Office, area superintendents, and departments included in the Equity & Belonging Division in order to maintain ongoing communication about students that are being recommended for expulsion.
- Expulsion hearings shall be conducted by an expulsion review panel. The panel shall be composed of three (3) certificated administrators and/or educators, none of whom are employed at the site where the student attends.
- The Board of Education must review the findings of facts and recommended action of the expulsion review panel to make a final determination.
- A written notice to the student and their parent or guardian of the action taken must be issued within ten (10) days of the hearing. The period of expulsion or placement in an alternative school shall not exceed one calendar year, unless the student does not complete their required rehabilitation plan.
- The Superintendent or designee must also notify the student and their parent or guardian (in a language that they can understand) of their right to appeal the decision to the San Diego County Board of Education within 30 calendar days of the written notice.

Mandatory Expulsion "BIG 5" OFFENSES

possession of a firearm

...

brandishing a knife

...

selling a controlled substance

...

possession of explosive

...

sexual assault

re-entry procedures

RE-ENTRY PROCESS Guide

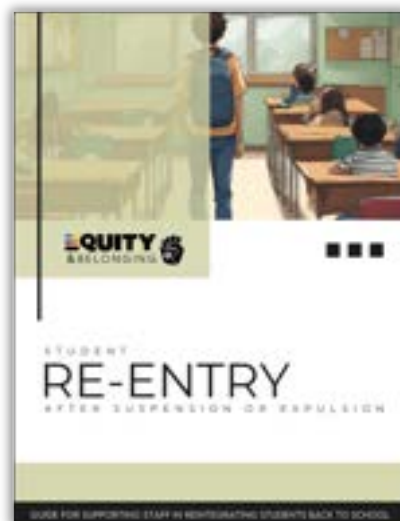
access here



Students who are assigned a permissive or mandatory expulsion must meet the requirements set forth by the SDUSD Board of Education in the reinstatement plan in order to complete their expulsion.

Once the student has completed all components of the reinstatement plan and has reached their assigned reinstatement date, a copy of the reinstatement plan will be sent to the student's assigned school of attendance.

The school of attendance will organize a restorative conference with the student, parent/guardian, administrator, counselor, and any trusted staff member that the student would like to attend. Sites are encouraged to use the [student re-entry guide](#) to help facilitate this meeting.



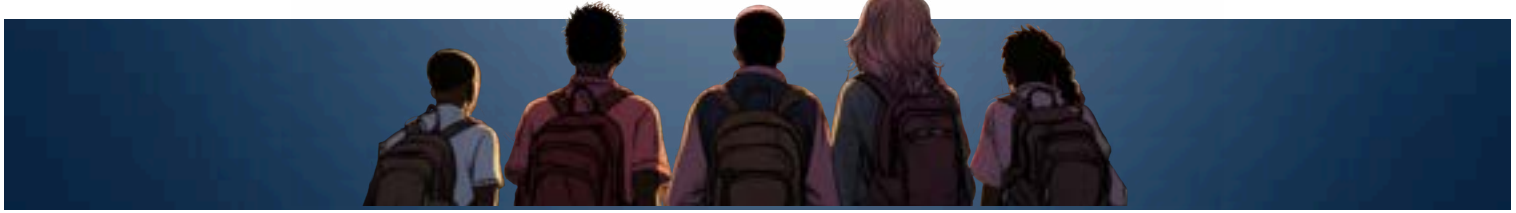
E behavior level matrix

The Behavior Level Matrix shows various student behaviors and the corresponding level to which they are assigned. Refer to Sections E-1, E-2, E-3, E-4, and E-5 for more information on each behavior, recommended interventions, responses, documentation, and contact required at each level.

Per CA Education code (48900.5), suspension may only be assigned if other means of correction have failed to bring about proper conduct or the student's presence causes a danger to persons.

	level 1 classroom intervention	level 2 classroom intervention	level 3 possible suspension	level 4 permissive expulsion recommendation	level 5 mandatory expulsion recommendation
GENERAL BEHAVIORS					
Academic dishonesty	first offense	2nd + offense			
Disruption & Defiance	first offense	2nd+ offense			
Inappropriate cell phone use	first offense	2nd+ offense			
Inappropriate use of technology	first offense	2nd+ offense			
Lack of physical boundaries	first offense	2nd+ offense			
Lying	first offense	2nd+ offense			
Minor conflict	first offense	2nd+ offense			
Not following classroom agreements	first offense	2nd+ offense			
Off task behavior	first offense	2nd+ offense			
Tardiness	first offense	2nd+ offense			
Unprepared for class	first offense	2nd+ offense			
Use of profanity	first offense	2nd+ offense			
VIOLENCE/THREATS					
Harassed, intimidated, threatened staff or peers • suspension and expulsion only permitted for 4th grade and up		first offense	2nd+ offense		
Caused or attempted to cause injury to staff				•	
Made terroristic threats against school officials or school property or both				•	
Harassed, threatened, intimidated, or retaliated against a student who is a witness in a school disciplinary proceeding			•		
Engaged in or attempted to engage in hazing			•		
Intentionally used force or violence against a person			1st & 2nd offense in school year	3rd+ offense in school year	
Caused, threatened, attempted, or participated in hate violence • suspension and expulsion only permitted for 4th grade and up			1st & 2nd offense in school year	3rd+ offense in school year	
Aid or abets infliction of physical injury			•		
Caused minor injury , except in self defense		•			
Caused, attempted, or threatened physical injury			•		
Intentionally caused serious physical injury (except in self-defense) with non-deadly force				•	
BULLYING					
Engaged in an act of bullying		1st offense in school year	2nd offense in school year	3rd+ offense in school year	

behavior level matrix



	level 1 classroom intervention	level 2 classroom intervention	level 3 possible suspension	level 4 permissive expulsion recommendation	level 5 mandatory expulsion recommendation
PROPERTY					
Misuse of school property or equipment	•				
Attempted or caused damage to property		•			
Caused major property damage			•		
Knowingly received stolen property		•			
Stole or attempted to steal property		1st offense	2nd+ offense		
Committed robbery or extortion				• notify school police	
SUBSTANCES					
Possessed or used products containing tobacco or nicotine		1st & 2nd offense	3rd+ offense		
Possessed or used a controlled substance other than prescribed		1st offense notify school police	2nd & 3rd offense notify school police	4th+ offense notify school police	
Furnished or attempted to furnish a controlled substance or possessed a quantity of a controlled substance in excess of personal use.				• notify school police	
Unlawful sale of a controlled substance					• notify school police
WEAPONS					
Possessed an imitation firearm			• notify school police		
Possessed/sold/furnished a knife or other dangerous object				• notify school police	
Brandished a knife to another person					• notify school police
Possessed an explosive					• notify school police
Possessed/sold/furnished a firearm					• notify school police
SEXUAL HARASSMENT					
Non-Title IX sexual harassment 🗨️ • suspension and expulsion only permitted for 4th grade and up • must be addressed through the SDUSD Sexual Harassment Procedures .		1st offense	2nd offense	3rd+ offense	
Title IX sexual harassment 🗨️ • suspension and expulsion only permitted for 4th grade and up • must be addressed through the SDUSD Sexual Harassment Procedures .			1st offense	2nd+ offense	
Dating & Domestic Violence 🗨️ • suspension and expulsion only permitted for 4th grade and up • must be addressed through the SDUSD Sexual Harassment Procedures .			1st offense	2nd+ offense	
Committed or attempted to commit a sexual assault or sexual battery 🗨️ • must be addressed through the SDUSD Sexual Harassment procedures .					• notify school police
OBSCENITY					
Committed an obscene or vulgar act			•		

section E

1

LEVEL 1

OVERVIEW



DEFINING THE BEHAVIOR

LEVEL 1 includes low-level behaviors

- **require low level interventions** that can be provided by the classroom teacher or support staff member
- typically **addressed at the time that they occur** by classroom teacher or staff member
- responses **aim to teach and correct behavior** to **promote the practice of pro-social behaviors, self-discipline & responsibility** to school community.
- does not require documentation in PowerSchool; however, **classroom documentation** is encouraged



STEPS TO TAKE WHEN A STUDENT PERFORMS A LEVEL 1 BEHAVIOR:

1. attending staff member should **consider the behavioral history** of the student as well as any **previously implemented interventions** to better determine the most appropriate correction
 - behaviors at this level are **typically addressed by a classroom teacher or other staff member** at the time they occur
2. teachers should keep **classroom documentation** of Level 1 behaviors; however PowerSchool documentation is not necessary
3. any interventions or consequences assigned to student should also be **kept in classroom documentation records**
4. parent or guardian contact is **recommended**, but not required for Level 1 behaviors
5. if the incident involves the *targeting of another student*, contact with the parent(s)/guardian(s) of the student(s) targeted by the behavior **may** be made to notify them of the incident
6. **daily use of proactive and restorative practices** is recommended to reinforce a culture of strong relationships, respect, and responsibility in the classroom (see Section B for suggestions)

LEVEL 1 BEHAVIOR INCIDENTS & RESPONSES

STUDENT BEHAVIOR INCIDENTS

Academic dishonesty

cheating, copying, plagiarizing, using AI to complete an assignment, etc.

Inappropriate cell phone use

using cell phones during class, passing period, etc.

Tardiness

unexcused late arrivals to class on multiple occasions

Off-Task Behavior

not engaging in the learning, activities, or directions of the class

Not prepared with class materials

unprepared for class, assignment, or project

Lying

deception to avoid responsibility that impacts academic or behavioral integrity

Not following classroom agreements

failing to follow through on class and/or school agreements for conduct

Inappropriate use of technology

using school computers for gaming, inappropriate browsing, etc.

Minor conflict

shouting, arguing, play fighting, slap boxing, etc.

Minor disruption/defiance

interrupting teacher or peers, refusing to follow directions, etc.

Misuse of school property

writing on desks, destroying or defacing supplies, etc.

Lack of physical boundaries

unwanted/inappropriate touching or proximity to others

Use of profanity

Cussing or using inappropriate language











Minor interruptions or distractions

disrupting the learning environment or instructional flow



SUPPORTIVE PRACTICES & INTERVENTIONS





Self-regulation strategies

-  Breathing
-  Individual reflective time
-  Journaling
-  A-B-C Chart
-  Problem-solving strategies
-  Speaking to an adult
-  Taking a break
-  Classroom Reset Space
-  Use of affective statements
-  When-then strategies

Restorative Practices

-  Student & parent/guardian interview
-  Check in/Check out
-  Social Stories
-  Mindfulness strategies
-  Peer mentors
-  Restorative conferencing
-  Role-play
-  Seat change
-  Buddy Teacher Class
-  Prevent-Teach-Reward-Respond

Correction Techniques

-  Prompt
-  Redirect
-  Reteach
-  Provide choice

Disciplinary Measures

- Classroom Time Out
- After-school Detention
- Temporary loss of privileges

section E

2

LEVEL 2 OVERVIEW





DEFINING THE BEHAVIOR

LEVEL 2 includes moderate behavioral issues

- **more serious in nature than Level 1 behaviors** due to intensity of behavior, frequency of behavior, or both
- often **cause disruption** to the school or learning environment
- **pose a minor threat to the safety of self or others** in the school environment
- interventions aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school
- interventions are often more intensive and may stretch beyond the immediate situation



STEPS TO TAKE WHEN A STUDENT PERFORMS A LEVEL 2 BEHAVIOR:

1. Attending staff member should **consider the behavioral history** of the student as well as any **previously implemented interventions** to better determine the most appropriate correction.
 - behaviors at this level are **typically addressed by a classroom teacher**; however, administrator involvement may be requested for more pervasive or severe incidents
 - the reporting staff member may request a correction that involves other staff members or request administrative input on the incident
2. formal documentation through **site referral process** should be used and student behavior incident should be documented in **PowerSchool** using  **Log Entries**
3. any interventions or consequences assigned to student should be **documented in**  **Log Entries**
4. notify the parent(s) or guardian(s) of the student who performed the behavior incident of the incident and any interventions or corrections given
5. if the incident involves the *targeting of another student*, an **informal staff member-facilitated conference** with the student(s) targeted by the behavior should be conducted and **contact with their parent(s)/guardian(s)** should be made to notify them of the incident

LEVEL 2 BEHAVIOR INCIDENTS



STUDENT BEHAVIOR INCIDENTS

Habitual Level 1 behaviors

"**habitual**" behavior refers to a recurring pattern of similar misconduct that persists despite prior interventions and restorative approaches. Specifically, behavior may be considered habitual when:

- the same or similar behavior has occurred three or more times within a semester (or a number appropriate for the age & developmental level of the child)
- previous restorative interventions, harm repair opportunities, and collaborative problem-solving sessions have been implemented but have not yet resulted in sustained positive change
- the pattern of behavior indicates a need for more intensive support or different approaches to help the student develop the skills necessary for positive behavior change

- Academic dishonesty
- Inappropriate cell phone use
- Inappropriate use of technology
- Lack of physical boundaries
- Lying
- Minor Conflict
- Minor disruption/defiance
- Off-task behavior
- Tardiness
- Use of profanity
- Misuse of school property
- Misuse of school equipment
- Not having classroom materials
- Not following classroom agreements/procedures

Harassed, intimidated, threatened staff or peers (1st offense)

- pupil has 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 reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment

Caused minor injury, except in self defense

- participating in a minor scuffle which results in minor injury
- causing injury that requires no medical attention or nursing (such as temporary tenderness)
- unnecessary roughness or rough play that results in a minor injury

Engaged in an act of bullying (1st offense)

- the definition of **bullying** for purposes of this offense includes: any severe or pervasive physical or verbal act or conduct, including those in writing or electronically (cyberbullying) that place a student in fear of harm to themselves or their property, cause a substantially detrimental effect on their physical or mental health, cause substantial interference with academic performance, interference with ability to participate in services, activities, or privileges provided by a school



Caused or attempted to cause damage to school or private property

- defacing school facilities/materials
- writing graffiti in instructional materials, on desks or walls
- committing or attempting to commit arson/set fire to school property

Knowingly received stolen school or private property

- **knowingly receiving** stolen school laptops, testing materials, or keys; or personal property such as student/staff cell phones, laptops, or money

Stole or attempted to steal school or private property (1st offense)

- **stealing** or **attempting to steal school** instructional materials, keys, passwords, testing materials, computers, laptops, cell phones, or other personal electronic devices or money from school, employees, or other students


LEVEL 2 BEHAVIOR INCIDENTS & RESPONSES

Possessed or used tobacco or nicotine (1st or 2nd offense)

- **using or having** cigarettes, tobacco, cigars, vapes/e-cigarette, chew tobacco, etc. on their person, in their backpack or locker, or elsewhere under their control

SDUSD E(1) 5131.6

Possessed or used a controlled substance, alcohol, or intoxicant (1st offense)

- **possessing** controlled substances other than prescribed (as listed in  **Health & Safety Code: Division 10, Chapter 2**) on their person or in a location under their control such as a backpack or locker
- being **drunk or high on drugs or intoxicants** such as beer, liquor, marijuana, THC, or any controlled substance

SDUSD E(1) 5131.6

Non-Title IX sexual harassment (1st offense)

- unwelcome, sex- or gender-based verbal or physical conduct that interferes with, denies, or limits an individual's ability to participate in school

 SDUSD Sexual Harassment Policy







 CA Ed Code 212.5

- **Suspension & expulsion only permitted for grades 4th and up**
 **Must be addressed through the  SDUSD Sexual Harassment procedures**







SUPPORTIVE PRACTICES & INTERVENTIONS






Restorative Practices

-  Mentoring program
-  Written apology
-  Teacher/student conference
-  Peer Mediation
-  Restorative Conference
-  Restorative Circle






Behavior Modification

-  Self-charting of behaviors
-  behavioral progress reports
-  Social emotional learning
-  Daily report card on behavior




Support Referrals

-  Behavior Intervention Plan (BIP)
-  after-school program
-  school-based mental health
-  support staff (e.g. counselor, psychologist)
-  community-based services






Special Services

-  Substance-use intervention group
-  SST process
-  Modification of IEP, if applicable
-  Substance Use Intervention Contract
-  Mini-course/training (e.g., conflict resolution, anger management)

Safety Supports

-  Create a safety plan
-  No contact agreement
-  Change in schedule or class

Disciplinary Measures

-  After-school Detention
-  Classroom Time Out
-  Temporary loss of privileges
-  Saturday school program
-  Classroom suspension

section E

3

LEVEL 3 OVERVIEW



DEFINING THE BEHAVIOR

level 3 includes severe behavioral issues

- **more serious in nature than Level 2 behaviors** due to intensity of behavior, frequency of behavior, or both
- **jeopardize order, safety, and/or include property damage**
- **pose a threat to the physical safety of self or others** in the school environment
- **potentially violate municipal codes and/or laws**

interventions...

- may involve short-term removal of a student from the environment (including classroom and school suspension) depending on the severity of the behavior
- should attempt to limit time student is removed from the classroom as much as possible while still addressing the behavior



STEPS TO TAKE WHEN A STUDENT PERFORMS A LEVEL 3 BEHAVIOR:

1. attending staff member should inform an administrator of the incident immediately. Behaviors at this level **require administrative involvement**
2. contact school police (if necessary) @ **619.291.7678**
3. formal administrative **documentation in PowerSchool** is required with student behavior incident documented in **🔗 Incident Management**
 - any *interventions* or *consequences* assigned to student should also be **documented in PowerSchool**
4. administrator must notify the parent(s) or guardian(s) of the student who performed the behavior of the incident and any interventions or corrections given
5. if the incident involves the *targeting of another student*, an **informal administrator-facilitated conference** with the student(s) targeted by the behavior must be conducted and **contact with their parent(s)/guardian(s)** should be made to notify them of the incident

when other means of correction are not feasible or have repeatedly failed to bring proper conduct OR the student's presence causes a danger to others, administrator may issue a suspension

Any behaviors involving sexual harassment or dating violence must be addressed through the **🔗 SDUSD Sexual Harassment procedures**

SUSPENSION (1-3 DAYS)

1. Call School Police (**619.291.7678**) if necessary
2. Conduct an investigation to determine responsibility (**except for Title IX allegations – contact the Title IX Office @ (619) 725-7225 immediately**)
3. Informal conference/interview with student to respond to allegations (**prior to suspension**)
4. Administrator **MUST** make a reasonable effort to notify the parents/guardians of the student who performed the behavior of the incident (**at the time of suspension**)
5. Complete the **🔗 Report on Suspension Form** and provide a copy to the parent/guardian either in person or via mail (**within 24 hours of the 1st day of suspension**)

LEVEL 3 BEHAVIOR INCIDENTS



STUDENT BEHAVIOR INCIDENTS

Caused major property damage

- defacing school facilities/materials; writing graffiti in instructional materials, on desks or walls; committing or attempting to commit arson/set fire to school property.

CA Ed Code 48900(f)

Committed non-Title IX sexual harassment (2nd offense)



- unwelcome sexual advances, requests for sexual favors, and other verbal/visual/physical conduct of a sexual nature that has a negative impact upon their educational environment (EDC 212.5)

SDUSD Sexual Harassment Policy

CA Ed Code 212.5

CA Ed Code 48900.2

- Suspension & expulsion only permitted for grades 4th and up**
- Must be addressed through the SDUSD Sexual Harassment procedures**

Dating & domestic violence or stalking (sexual harassment) (1st offense)



- sexual or physical abuse (or threat thereof) + in a romantic or intimate relationship, domestic violence, and/or stalking (engaged in a course of conduct toward a specific student which causes a reasonable person to either (1) fear for their safety or safety of others; or (2) suffer substantial emotional distress)

SDUSD Sexual Harassment Policy

CA Ed Code 212.5

CA Ed Code 48900.2

- Suspension & expulsion only permitted for grades 4th and up**
- Must be addressed through the SDUSD Sexual Harassment procedures**

Harassed, threatened, intimidated a witness in a school disciplinary proceeding

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

CA Ed Code 48900(o)

Possessed an imitation firearm



- student had a **replica of a firearm** that is so substantially similar in physical properties to a real firearm as to lead a reasonable person to conclude the replica is a firearm on their person or in a place under their control such as a backpack or locker

CA Ed Code 48900(m)

Aid or abets infliction of physical injury

- examples: Holding a student down during a fight or attack, holding a door closed to prevent escape, or restraining others from providing aid to victim of an assault

CA Ed Code 48900(t)

Engaged in an act of bullying (2nd offense)

- The definition of **bullying** for purposes of this offense includes: any severe or pervasive physical or verbal act or conduct, including those in writing or electronically that place a student in fear of harm to themselves or their property, cause a substantially detrimental effect on their physical or mental health, cause substantial interference with academic performance, interference with ability to participate in services, activities, or privileges provided by a school.

CA Ed Code 48900(r)

Report Bullying

AR 5131.2

Engaged in or attempted to engage in hazing

a method of **initiation or pre-initiation** that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm

CA Ed Code 48900(q)

- examples: Requiring a student to eat or drink disgusting food/material; endure physical abuse or engage in physically dangerous or humiliating activities as an initiation to join a student club or team.

Intentionally used force or violence against a person (1st & 2nd offense)

- 1st & 2nd fights within the school year
- intentionally using force or violence on another person (hitting, slapping, kicking, slamming, striking, boxing, etc.)

CA Ed Code 48900(a)(2)

LEVEL 3 BEHAVIOR INCIDENTS & RESPONSES

Harassed, intimidated, threatened staff or peers (2nd & continuing offenses)

- pupil has 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 reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.
- Suspension only permitted for 4th grade and up**

Caused, attempted, or threatened physical injury to another person

- causing, attempting, or threatening injury that **does not rise to the level of "serious physical injury"** as defined in section E-4 (p. 20)

some examples include:

- bruises and soreness that resolve quickly.
- minor scrapes or cuts that don't need medical attention.
- injuries that don't lead to hospitalization or long-term disability.

CA Ed Code 48900(a)(1)

Caused, attempted, threatened or participated in an act of hate violence (1st & 2nd offense)

- injured, intimidated, threatened, or oppressed another based on the actual or perceived characteristics of the victim, including: disability, gender, nationality, race, ethnicity, religion, and/or sexual orientation
- Suspension only permitted for 4th grade and up**

CA Ed Code 48900.3

CA Ed Code 233(e)

Committed an obscene act or engaged in habitual profanity or vulgarity

- relating to sex in an indecent or offensive way or offensive by accepted standards of morality and decency.

some examples include:

- students engaging in consensual sex acts on campus
- viewing pornography
- repeatedly making vulgar comments or gestures to other students or staff

CA Ed Code 48900(i)

Stole or attempted to steal school or private property (2nd & continuing offenses)

- stealing or attempting to steal school instructional materials, keys, passwords, testing materials, computers, laptops, cellphones, money or other items belonging to the school, district, staff, or other students

CA Ed Code 48900(g)


Possessed or used tobacco or nicotine (3rd & continuing offenses)

- using or having** cigarettes, tobacco, cigars, vapes/e-cigarette, chew tobacco, etc. on their person, in their backpack or locker, or elsewhere under their control.

CA Ed Code 48900(h)

SDUSD E(1) 5131.6

Possessed or used a controlled substance, alcohol, or intoxicant (2nd & 3rd offense)

- possessing** controlled substances other than prescribed (as listed in  **Health & Safety Code: Division 10, Chapter 2**) on their person or in a location under their control such as a backpack or locker.
- being **drunk or high on drugs or intoxicants** such as beer, liquor, marijuana, THC, or any controlled substance

CA Ed Code 48900(c)







SDUSD E(1) 5131.6



SUPPORTIVE PRACTICES & INTERVENTIONS

Any lower-level interventions or combinations of interventions from Level 1 or 2 may be used to address level 3 behaviors. The following interventions may also be used:

Support Referrals

-  Proactive placement
-  Community Service
-  Functional Behavioral Assessment
-  Restorative Conference
-  In-school counseling
-  Substance-use intervention

Disciplinary Measures

SUSPENSION (1-3 DAYS)

When other means of correction are not feasible or have repeatedly failed to bring proper conduct OR the student's presence causes a danger to others, administrator may issue a suspension

Complete the  **Report on Suspension Form** & present or mail to parent/guardian within 24 hours

 **Re-entry practices** should be used upon the student's return to school.

section E

4

LEVEL 4 OVERVIEW



DEFINING THE BEHAVIOR

level 4 includes **very severe behavioral issues**

- **more serious in nature than Level 3 behaviors** due to intensity of behavior, frequency of behavior, or both
- **jeopardize order, safety, and/or include property damage**
- **pose a threat to the physical safety & wellbeing of self or others** in the school environment
- **violate municipal codes and/or laws**

interventions...

- may involve more intensive responses such as a 5-day suspension, possible recommendation for expulsion, referral to school or SDPD, and/or substance treatment program



STEPS TO TAKE WHEN A STUDENT PERFORMS A LEVEL 4 BEHAVIOR:

1. attending staff member should inform an administrator of the incident immediately. Behaviors at this level **require administrative involvement**
2. formal administrative documentation in PowerSchool is required with student behavior incident documented in **PowerSchool** using **Incident Management**
 - any interventions or consequences assigned to student should also be **documented in PowerSchool**
3. administrator must notify the parent(s) or guardian(s) of the student who performed the behavior of the incident and any interventions or corrections given
4. if the incident involves the *targeting of another student*, an **informal administrator-facilitated conference** with the student(s) targeted by the behavior must be conducted and **contact with their parent(s)/guardian(s)** should be made to notify them of the incident

when Level 4 behaviors occur and alternative-to-suspension programs or other lower level interventions have been utilized and documented, administrator may assign an out-of-school suspension or permissive expulsion. **Regardless of prior alternatives or interventions, suspension may also be issued if the student's presence causes a danger to other persons.**

Any behaviors involving sexual harassment or dating violence must be addressed through the SDUSD Sexual Harassment procedures


PERMISSIVE EXPULSION

1. Call School Police **(619.291.7678)** if necessary
2. Conduct an investigation to determine responsibility (**except for Title IX allegations – contact the Title IX Office @ (619) 725-7225 immediately**)
3. Informal conference/interview with student to respond to allegations (**prior to suspension**)
4. Call ICA **(619.725.7211)** to confer on expulsion
5. Administrator **MUST** make a reasonable effort to notify the parents/guardians of the student who performed the behavior (**at the time of suspension**)
6. Complete the **report on suspension** and provide a copy to the parent/guardian in person or via mail (**within 24 hours of 1st day of suspension**)
7. Complete **expulsion referral packet** & submit to ICA (**within 2 days of the suspension**)
8. Conduct **manifestation determination**, if applicable (**within 10 days of the 1st day of suspension**)

LEVEL 4 BEHAVIOR INCIDENTS

STUDENT BEHAVIOR INCIDENTS






Possessed a knife or dangerous object of no reasonable use to the student

- "knife" is defined as: dirk, dagger, other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade longer than 3 ½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade
- "dangerous object" is one that is able or likely to inflict injury, harm, death, great bodily injury, either due to inherent qualities of the object or the manner in which it is used
-  CA Ed Code 48915(a)(1)(B)
- Sold or gave a weapon to another student






Title IX sexual harassment

- unwelcome sexual conduct which creates a hostile environment (unwelcome sexual conduct that is so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the District's education program or activity)
 - **Suspension & expulsion only permitted for grades 4th and up**
 -  Must be addressed through the  SDUSD Sexual Harassment procedures
-  SDUSD Sexual Harassment Policy
-  CA Ed Code 212.5
-  CA Ed Code 48900.2




Dating & domestic violence or stalking (sexual harassment) (2nd offense)

- sexual or physical abuse (or threat thereof) + in a romantic or intimate relationship, domestic violence, and/or stalking (engaged in a course of conduct toward a specific student which causes a reasonable person to either (1) fear for their safety or safety of others; or (2) suffer substantial emotional distress)
 - **Suspension & expulsion only permitted for grades 4th and up**
 -  Must be addressed through the  SDUSD Sexual Harassment procedures
-  SDUSD Sexual Harassment Policy
-  CA Ed Code 212.5
-  CA Ed Code 48900.2




Committed non-Title IX sexual harassment (3rd & continuing offenses)

- unwelcome sexual advances, requests for sexual favors, and other verbal/visual/physical conduct of a sexual nature that has a negative impact upon their educational environment (EDC 212.5)
 - **Suspension & expulsion only permitted for grades 4th and up**
 -  Must be addressed through the  SDUSD Sexual Harassment procedures
-  SDUSD Sexual Harassment Policy
-  CA Ed Code 212.5
-  CA Ed Code 48900.2


Robbery or extortion

- **robbery** is the taking of personal property (such as hats, jackets, shoes, clothing, etc.) in the possession of another person, from their person or immediate presence, taken against the person's will by means of force or fear.
- **extortion** is getting money or property from someone through the use of force or threats.
-  CA Ed Code 48915(a)(1)(D)
-  CA Penal Code 211 (robbery)
-  CA Penal Code 518 (extortion)


Assault or battery on staff

- punched, slapped, hit, kicked, grabbed, restrained a staff member
- charged at with the intent to injure
- threw objects such as desks, scissors, chairs at a staff member
- used objects as weapons on/toward
-  CA Ed Code 48915 (a)(1)(e)
-  CA Penal Code 240 (assault)
-  CA Penal Code 242 (battery)

Intentionally used force or violence against a person (3rd offense)

- **3rd fight** within the school year
- 3rd instance of intentionally **using force or violence** on another person (hitting, slapping, kicking, slamming, striking, boxing, etc.)
-  CA Ed Code 48900(a)(2)

Intentionally caused serious physical injury to another person

- "serious bodily injury" means a serious impairment of physical condition, including, but not limited to, the following: loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; and serious disfigurement
-  CA Ed Code 48915(a)(1)(a)

LEVEL 4 BEHAVIOR INCIDENTS & RESPONSES

Caused, attempted, threatened or participated in hate violence (3rd and continuing offenses)

- injured, intimidated, threatened, or oppressed another **based on the actual or perceived characteristics of the victim**, including: disability, gender, nationality, race, ethnicity, religion, and/or sexual orientation
- Suspension and Expulsion only permitted for 4th grade and up**

CA Ed Code 48900.3

CA Ed Code 233(e)

Engaged in an act of bullying (3rd and continuing offenses)

- the definition of bullying for purposes of this offense includes: any **severe or pervasive physical or verbal act or conduct**, including those in writing or electronically that place a student in fear of harm to themselves or their property, cause a substantially detrimental effect on their physical or mental health, cause substantial interference with academic performance, interference with ability to participate in services, activities, or privileges provided by a school


CA Ed Code 48900(r)

Made terroristic threats against school officials or school property or both

- a **threat becomes terroristic** based on the perceived credibility of the threat, the intent behind the statement, and the context in which it is made; when a reasonable person would believe it to be a serious threat causing fear or disruption
 - Ex: making a bomb threat to the school or death/injury threat to staff member

CA Ed Code 48900.7


Furnished a controlled substance or possessed a quantity in excess of personal use

- giving or sharing controlled substances ( **Health & Safety Code: Division 10, Chapter 2**) with another student
- possessing large quantities of controlled substances
- possessing greater than an ounce of marijuana

CA Ed Code 48900(c)

SDUSD E(1) 5131.6

Possessed or used a controlled substance, alcohol, or intoxicant (4th & continuing offenses)

- possessing controlled substances other than prescribed (as listed in  **Health & Safety Code: Division 10, Chapter 2**) on their person or in a location under their control such as a backpack or locker
- being drunk or high on drugs or intoxicants such as beer, liquor, marijuana, THC, or any controlled substance

CA Ed Code 48900(c)

SDUSD E(1) 5131.6



SUPPORTIVE PRACTICES & INTERVENTIONS

Any lower-level interventions or combinations of interventions from Level 1, 2, or 3 may be used to address level 4 behaviors. The following interventions may also be used:


Intensive Interventions

-  Intervention/Rehab Program
-  School Police Support
-  Harm Circle
-  Behavior Contract
-  Restorative Resources
-  Restorative Conference
-  Alternative Placement
- Parent/Guardian Shadow

Disciplinary Measures

When other means of correction are not feasible or have repeatedly failed to bring proper conduct OR the student's presence causes a danger to others, administrator may issue a suspension or expulsion

SUSPENSION (1-5 DAYS)

Complete the  **Report on Suspension Form** and present or mail to parent/guardian within 24 hours

PERMISSIVE EXPULSION

- A 5-day suspension and
- Recommendation for expulsion

Upon Board recommendation, **permissive expulsions** typically result in a 1-semester expulsion.

 **Re-entry practices** should be used upon the student's return to school.

section E

5

LEVEL 5 OVERVIEW



DEFINING THE BEHAVIOR

level 5 includes the most extreme behavioral issues

- **most serious or extreme in nature** due to intensity, risk, and impact of behavior
- often use **force, cause harm or injury, involve the threat of violence, or possession or use of a weapon**
- **pose substantial risk to the physical safety & wellbeing of self or others** in the school environment
- **violate municipal codes and/or laws**



STEPS TO TAKE WHEN A STUDENT PERFORMS A LEVEL 5 BEHAVIOR:

1. attending staff member should inform an administrator of the incident immediately
 - behaviors at this level require **administrative involvement**
 - behaviors at this level require **administrators to notify school police (619.291.7678)**
2. administrator should consult ICA and visit the expulsion website at [Investigations, Compliance, & Accountability](#)
3. when **Level 5 behaviors** occur, administrator shall recommend a mandatory expulsion (commencing with a 5-day out-of-school suspension)
4. if the incident involves the *targeting of another student*, an **informal administrator-facilitated conference** with the student(s) targeted by the behavior must be conducted and **contact with their parent(s)/guardian(s)** should be made to notify them of the incident

Any behaviors involving sexual harassment or dating violence must be addressed through the [SDUSD Sexual Harassment procedures](#)

MANDATORY EXPULSION

1. Call School Police (**619.291.7678**)
2. Conduct an investigation to determine responsibility (**except for Title IX allegations – contact the Title IX Office @ (619) 725-7225 immediately**)
3. Informal conference/interview with student to respond to allegations (**prior to suspension**)
4. Call ICA (**619.725.7211**) to confer on expulsion
5. Administrator **MUST** make a reasonable effort to notify the parents/guardians of the student who performed the behavior (**at the time of suspension**)
6. Complete the [report on suspension](#) and provide a copy to the parent/guardian in person or via mail (**within 24 hours of 1st day of suspension**)
7. Complete [expulsion referral packet](#) & submit to ICA (**within 2 days of the suspension**)
8. Conduct **manifestation determination**, if applicable (**within 10 days of the 1st day of suspension**)

LEVEL 5 BEHAVIOR INCIDENTS & RESPONSES

⚠ STUDENT BEHAVIOR INCIDENTS

Possessed, sold, or furnished a firearm

- “**firearm**” means a device, designed to be used as a weapon, from which is expelled through a barrel, a projectile by the force of an explosion or other form of combustion

 CA Ed Code 48915(c)1


*This applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.

Brandished a knife to another person

- “**knife**” is defined as: dirk, dagger, other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade longer than 3 ½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade
- “**brandishing**” means to wave threateningly, as a weapon; to display ostentatiously; or a threatening or defiant gesture

 CA Ed Code 48915(c)2

Unlawful sale of a controlled substance








- unlawfully **selling** a controlled substance listed in  Health & Safety Code: Division 10, Chapter 2

 CA Ed Code 48915(c)3

Committed or attempted to commit sexual assault or sexual battery

- **sexual assault** includes committing or attempting to commit the following offenses: (1) rape, (2) sodomy, (3) lewd or lascivious act upon a child under 14 years old; (4) oral copulation, (5) sexual penetration accomplished by force, duress, menace, or fear of immediate and unlawful bodily injury; and (6) sexual intercourse, penetration, oral copulation, or sodomy where consent is obtained by fraud or false pretenses or by pretense that induces fear
- **sexual battery** involves the unlawful touching of an intimate part of another person, against their will, and for the purpose of sexual arousal, gratification, or abuse. This can include direct contact with the body, or through clothing, and doesn't necessarily require skin-to-skin contact

 CA Ed Code 48915(c)4

-  Penal Code Section 261
-  Penal Code Section 266c
-  Penal Code Section 286
-  Penal Code Section 287
-  Penal Code Section 288
-  Penal Code Section 289c
-  Penal Code Section 243.4



Must be addressed through the  SDUSD Sexual Harassment procedures

Possessed an explosive

- “**explosive**” means “destructive device” as described here:

any explosive, incendiary, or poison gas— bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or device similar to any of these

 CA Ed Code 48915(c)5




SUPPORTIVE PRACTICES & INTERVENTIONS

Disciplinary Measures

MANDATORY EXPULSION


A 5-day suspension and recommendation for expulsion

- Complete the  Report on Suspension Form and present or mail to parent/guardian **within 24 hours**
- Upon Board recommendation, mandatory expulsions **typically result in a 2-semester expulsion.**



Re-entry practices should be used upon the student's return to school

Additionally, administrators may offer:

 Referral to School Police Supports

 Intervention/Rehab Program

Outside counseling & services



School Site implementation

Implementation Guide



In order to successfully implement and maintain restorative communities, sites will uphold the following principles:

promising practices & principles

- Engaging students in relevant and culturally sustaining instruction, with clear agreements about interactions with one another.
- Creating safe spaces throughout the campus and in classrooms for all students and using a restorative justice approach after incidents take place that threaten their sense of safety.
- Repairing and restoring relationships between students and/or adults after harm has taken place to reestablish safe spaces for all.
- Encouraging all school staff to build positive relationships with students and be actively engaged in their students' academic and social lives and learning.
- Increasing awareness of student behaviors that are associated with trauma, crisis, disabilities, cultural norms or medical conditions, and understanding the inciting factors for those behaviors in order to better address the needs the student.
- Promoting high standards of behavior by teaching, modeling, and monitoring behavior.
- Pairing school discipline with meaningful social emotional learning that offers students the necessary guidance to learn from their mistakes and positively contribute to their school community.



data analysis

In order to promote a positive school climate, schools will utilize an integrated team to analyze student data to identify patterns of student behavior, student needs, and systems of support to maximize learning. Site teams should collect and analyze behavioral data to include the following:

- Current prevention and intervention strategies
- The number of out-of-classroom referrals & the interventions used to maximize instructional time
- The number of in-school suspensions, out-of-school suspensions, expulsions, referrals to alternative schools, arrests, and referrals to law enforcement (disaggregated by ethnic group, age, grade, gender, and disability)
- Trends of referrals across campus to understand prevalent behaviors and locations
- The extent to which supportive or intervention actions are consistently applied to all students
- School-wide surveys & focus groups and/or student and parent interviews regarding culture and climate

data action planning

Based on the data collected by site teams, schools will:

- Identify areas of behavioral concern
- Assess and respond to any disproportionalities as evident in data trends
- Provide targeted professional development, supports, and services for students and staff at the earliest possible point of intervention
- Revise school disciplinary procedures/practices as needed in collaboration with the School Site Governance Team, staff, students and families.

The Equity & Belonging Division is available to support sites needing or requesting support in implementing the strategies contained within this document.

equity teams

The Equity & Belonging Division offers year-long Equity Team cohorts facilitated by our teams to all schools to:

- build capacity in reviewing & interpreting discipline, opportunity, experience, and success data
- learn how beliefs, bias, & systems of oppression impact our students
- develop culturally responsive & sustaining student activities
- operationalize practices & procedures that amplify equity for all educational partners



identity & mindset

- What is our collective & individual identity?
- How are our identities connected/disconnected from the community we serve?
- How might our personal identities emerge/diverge from our collective?
- How is our knowledge & passion about issues of equity emerging in our multiple identities?
- What is our mindset about our capacity? Our student' capacities?



skillset

- How might we design structures and processes to intentionally view issues of equity?
- How might our classrooms encompass culturally sustaining pedagogy?
- How are internal issues of equity being discussed?
- How are we actively including our educational partners in the design & implementation of equity work?
- How might our beliefs & practices reflect our values?



topics

- Equity
- Purpose/Identity
- Implicit Bias
- Micro-Aggressions
- Privilege
- Systems of Oppression
- Liberatory Design
- Socially Conscious Leadership
- Intersectionality
- Critical Self Awareness
- Values, Beliefs, and Assumptions
- Restorative Justice



teams meet one full day a month, 7x year

3 hours

whole group learning & activities

2 hours

school team processing & action planning

1 hour/month

administrative & staff coaching

Equity Teams



visit www.sdusdequity.com/equityteams for more information

role of **School Police**

School Police



SDUSD school police department

San Diego Unified school police officers serve as trained safety professionals whose primary role is to create and maintain safe learning environments for all students through relationship-building, conflict resolution, and preventive measures, with arrest being reserved only for situations that pose genuine safety risks.

SDUSD's school police prioritize  **De-escalation** and community-oriented problem-solving, working collaboratively with school staff to address incidents at the lowest intervention level possible.

School staff should err on the side of caution in the event of a serious safety or criminal concern and call School Police at 619-291-7678 with any questions or concerns that may require law enforcement assistance and should always call in the event of an emergency at 619-291-7678 (press #1 for emergencies) or dial 911.



school police reporting

When a student or non-student commits any of the mandatory expulsion acts on a school site, the principal or designee must report the act to School Police. Per Ed. Code 48902, reports of any mandatory expulsion act (Level 5 of the Restorative Response Matrix) must be forwarded to School Police. In addition, if a student commits any of the acts listed below, the principal or designee must notify School Police:



Contact School Police 619-291-7678 for the following incidents:

- Possessed an imitation firearm
- Possessed/sold/furnished a firearm
- Possessed/sold/furnished a knife or other dangerous object
- Brandished a knife to another person
- Possessed an explosive
- Committed or attempted to commit a sexual assault or sexual battery
- Committed robbery or extortion
- Possessed a quantity of a controlled substance in excess of personal use.
- Possessed or used a controlled substance other than prescribed
- Furnished or attempted to furnish a controlled substance
- Unlawful sale of a controlled substance


appendix

1

site discipline plan template

access here





25-26 Site Discipline Plan

INSERT SCHOOL NAME HERE

Our Restorative Discipline Vision Statement:

Our vision is to provide the structures and skills needed to maintain a safe and supporting environment that supports our learners and staff while emphasizing the importance of relationships among students and between staff and students.

These approaches provide students with opportunities to develop self-discipline and positive behaviors in a caring, supportive environment. A restorative approach sees conflict or misbehavior as an opportunity for students to learn about the consequences of their actions, to develop empathy for others, and experience making amends in such a way that strengthens the community bonds that may have been damaged.

School-wide Policies

- Dress Code Policy
- Cell Phone Policy
- Bathroom Policy
-

School-wide Practices

- MTSS
- PBIS
- Site
-

Contents

- Proactive Supports & Strategies
- Definition of Responses & Individuals Responsible at each level
- Behavior Response Matrix
 - a. Level 1
 - b. Level 2
 - c. Level 3
 - d. Level 4
 - e. Level 5

appendix

2

student safety plan template

[access here](#)



SAN DIEGO UNIFIED SCHOOL DISTRICT

STUDENT SAFETY PLAN

TEMPLATE

This Safety Plan Template is designed to give you wording to use or adapt to the specific needs of the students for which it is designed. Delete supportive measures that do not apply and add any additional supports you deem necessary for the student.

STUDENT INFORMATION

Name		Student ID#	
School of Attendance		Grade	Select grade ▾

INCIDENTS

On Jun 4, 2025, we received a report of ACTIVITY toward/by your child toward/by another student. You and I -OR- Your child and I met on Jun 4, 2025 to discuss the supportive measures for that incident.

FOR RECOMMENDATION FOR EXPULSION: We were notified on Jun 4, 2025 that name OR "student" will be returning to school on Jun 4, 2025.

To ensure the safety of your child and safety of other students, the following safety plan will be implemented:

We offered a Restorative Justice Practices session to Name and the other student(s).
Select one of the following (and delete the other)

- Name AND/OR other student(s) declined.
- This restorative circle was/will be held on Jun 4, 2025

Name and the other student(s) voluntarily participated in a Restorative Justices Practices session.
 The result was short summary of what happened.

Name -OR- "student" was directed to have no contact with Name -OR- "Student." "Contact" will include, but is not limited to, both direct and indirect contact, including messages through other students, teachers or adults; face-to-face interactions; texting, social media, the internet; in writing or via telephone, etc.

Name OR "student" was asked to report any contact made by Name -OR- "student." If we receive any allegations of any violations of this directive, we will conduct an investigation into retaliation and, if substantiated, apply progressive discipline. Name OR "student" has been asked to report any suspected contact immediately.

appendix

3

additional RJ resources**Restorative Practices Educator Toolkit**

Restorative Resources

**Schoolwide Restorative Justice Implementation Guide**

Oakland Unified School District

**School Climate & Discipline Resources**

U.S. Department of Education

**Decarceration Begins with School Discipline Reform article**

Learning for Justice

**Equity & Belonging Website**

San Diego Unified School District

**Restorative Justice Practices Website**

San Diego Unified School District

**Restorative Justice Practices Website**

San Diego County Office of Education

**Behavior Support Systems Model: RJ Implementation Guide**

Jefferson County Public Schools

**The Toolkit Before the Toolkit-Adaptive & Relational Elements**

West Ed