



**STUDENT  
DISCIPLINE CODE:  
A Guide for  
Administrators**

**2015-16**

## **Student Discipline Code**

The student discipline code applies to all students attending school in the Woodland Joint Unified School District including the following circumstances: (1) while on any school grounds; (2) while going to or coming from any school; (3) during the lunch period, whether on or off the school campus; and (4) during, going to, or coming from a school-sponsored activity. Where appropriate, discipline should be progressive. This means that a student's first violation will usually merit a consequence of a lesser degree than subsequent violations, taking into account all factors relevant to the severity of the current violation. Except where specified by Education Code Section 48900.5, a student may be suspended only when there has been a determination that other means of correction have failed to bring about proper conduct or that the student's presence causes a danger to persons.

The student discipline code also applies to: (1) all school-related trips and excursions approved according to governing board standards; and (2) optional District educational programs such as: (a) summer school; (b) after-school programs; and (c) pre-kindergarten or preschool programs. At the principal's discretion, a student with documented discipline problems not requiring expulsion may be removed from the remainder of an optional educational program. Before a removal occurs, the parent will receive a written notice and an opportunity to be heard in front of the principal or principal's designee.

### **Consequences and Interventions**

Understanding that consequences and interventions represent "teachable moments" is fundamental to a positive approach to discipline. The goal of progressive consequences and interventions is the teaching of pro-social behavior. Progressive consequences seek accountability and behavioral change. Prevention of negative behavior occurs by helping students learn from their mistakes. Essential to progressive discipline is helping students who have engaged in unacceptable behavior to:

1. Understand why the behavior is unacceptable and the harm it has caused
2. Understand what they could have done differently in the same situation
3. Take responsibility for their action
4. Be given the opportunity to learn pro-social strategies and skills to use in the future
5. Understand the progression of more stringent consequences if the behavior reoccurs

Consequences and interventions are most effective with students when they deal directly with the problem, in a way that is fair and impartial. These procedures were developed to establish a uniform discipline code for the District; it is expected that this code would be followed and consistently enforced throughout the Woodland Joint Unified School District. All District staff that are authorized to impose disciplinary actions are expected to do so in a prompt, fair and lawful manner and to place emphasis on the student's ability to grow in self-discipline. To correct the behavior of any student who is subject to discipline, the principal/designee should, to the extent allowed by law, first use an alternative(s) to suspension. Except for single acts of a grave nature or multiple offenses, suspension or expulsion is used only when other means of correction have failed to bring about proper conduct or the student's presence causes a continuing danger to persons. All District staff are to assure due process for students. When choosing interventions and consequences for a student's behavior, District staff should consider the following factors:

1. Age, health, maturation and disability or special education status of the student
2. Student's prior conduct and record of behavior
3. Student's understanding of the impact of their behavior
4. Student's willingness to repair the harm caused by their behavior
5. Seriousness of the behavior offense and the degree of harm caused
6. Impact of the incident on overall school community
7. Whether the student's violation threatened the safety of any student or staff member
8. The likelihood that a lesser intervention or consequence would adequately address the violation

When students are disruptive or act inappropriately, and following consideration of the factors previously mentioned, District staff shall determine the level of consequence and intervention needed to assist the student in bringing about proper conduct. Consequences should be paired with an appropriate intervention. The following levels of interventions and consequences shall be applied in a logical, appropriate, and consistent manner.

## Levels of Response – Consequences and Interventions

Examples of Classroom Managed Responses		
Level 1	<p>These consequences and interventions aim to teach correct behavior so students may learn and demonstrate safe, respectful, and responsible behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies. Below are possible consequences and interventions that may be used.</p>	
	<p><i>Possible Consequences</i></p> <ul style="list-style-type: none"> <li>• Contact parent</li> <li>• Verbal corrective feedback</li> <li>• In-class time out</li> <li>• Parent/guardian conference</li> <li>• Student verbal or written apology</li> <li>• Use buddy teacher system</li> <li>• Loss of classroom privileges</li> <li>• Student written reflection</li> <li>• Teacher and student conference</li> </ul>	<p><i>Possible Interventions</i></p> <ul style="list-style-type: none"> <li>• Establish positive relationship with student</li> <li>• Seat change</li> <li>• Pre-correction and redirection</li> <li>• Role play replacement behavior</li> <li>• Establish buddy teacher system</li> <li>• Parent/guardian accompany student in class</li> <li>• Daily progress report for behavior</li> <li>• Increase positive recognition</li> <li>• Goal setting with student</li> </ul>
Examples of Administrative Responses		
Level 2	<p>These consequences and interventions, used in response to an office discipline referral, aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school. Interventions often involve support staff and aim to engage the student’s support system to ensure successful learning, consistency, and change the conditions that contribute to the student’s inappropriate or disruptive behavior. Below are possible consequences and interventions that may be used. Level 1 interventions may still apply.</p>	
	<p><i>Possible Consequences</i></p> <ul style="list-style-type: none"> <li>• Parent/guardian notification required</li> <li>• Detention</li> <li>• Student verbal or written apology</li> <li>• Use buddy teacher system</li> <li>• Change of class</li> <li>• Conference with student</li> <li>• Removed privilege/restricted activity</li> <li>• Restitution/community service</li> <li>• Time out</li> <li>• Relationship development action</li> <li>• Restorative conferencing</li> </ul>	<p><i>Possible Interventions</i></p> <ul style="list-style-type: none"> <li>• Refer to TSS/Individual Education Plan (IEP)/504 team</li> <li>• Increase positive recognition</li> <li>• Collaborative problem solving</li> <li>• Establish positive relationship with student</li> <li>• Refer for substance abuse intervention</li> <li>• Mentoring</li> <li>• Develop/revise positive behavior plan/contract</li> <li>• Check In/Check Out</li> <li>• Social/Academic Skills Group</li> <li>• Refer for educational/psychological evaluation</li> <li>• Refer to school/community based mental health</li> </ul>
Examples of Administrative Removal Responses		
Level 3	<p>Level 3 consequences and interventions involve short-term removal of a student from the school environment due to the severity of the behavior or because Level 1 and Level 2 consequences have failed to bring about proper conduct. Level 1 and Level 2 interventions may still be applied in addition to those listed in Level 3. The duration of the suspension is to be limited as much as practicable while adequately addressing the behavior.</p>	
	<p><i>Required Consequences</i></p> <ul style="list-style-type: none"> <li>• Parent/guardian notification</li> <li>• Suspension from school (one to five days) <u>or</u> In-School Suspension (one to five days)</li> </ul>	<p><i>Possible Interventions</i></p> <ul style="list-style-type: none"> <li>• Develop/revise positive behavior plan</li> <li>• Revise 504/IEP for students with disabilities) and Behavior Support Plan</li> <li>• Develop Functional Behavioral Assessment and Behavior Intervention Plan</li> <li>• Restorative Justice re-entry conferencing</li> </ul>
Examples of Administrative Removal Responses		
Level 4	<p>Level 4 involves the removal of the student from the school environment due to the severity of the behavior or because Level 1, 2, or 3 consequences and interventions have failed to bring about proper conduct. These consequences focus on protecting the safety of the school community and ending self-destructive and dangerous behavior. Level 1, 2, and 3 interventions may still be applied, if applicable.</p>	
	<p><i>Required Consequences</i></p> <ul style="list-style-type: none"> <li>• Parent/guardian notification</li> <li>• Suspension from school (5 days)</li> <li>• May refer for expulsion (total removal from school) if other means of correction have not brought about proper conduct <u>or</u> are not feasible <u>or</u> there is a continuing danger to the physical safety of the student or others</li> </ul>	<p><i>Possible Interventions</i></p> <ul style="list-style-type: none"> <li>• Manifestation determination (IEP only)/504 compliance review</li> <li>• Develop/revise positive behavior plan</li> <li>• Revise IEP (for students with disabilities) and Behavior Support Plan</li> <li>• Develop Functional Behavioral Assessment and Behavior Intervention Plan</li> <li>• Alternative educational placement</li> </ul>
Mandatory Recommendation for School Expulsion		
Level 5	<p>Mandatory removal from school and referral for expulsion for acts as specified in Education Code.</p>	
	<p><i>Required Consequences</i></p> <ul style="list-style-type: none"> <li>• Parent/guardian notification</li> <li>• Suspension from school (5 days)</li> <li>• Mandatory referral for expulsion</li> </ul>	<p><i>Possible Interventions</i></p> <ul style="list-style-type: none"> <li>• Manifestation determination (IEP only)/504 compliance review</li> <li>• Alternative educational placement</li> </ul>

## PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE

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

Problem Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	Required Law Enforcement Notification
<b>Absence from Class or School</b>						
• Tardiness	•	•				
• Cutting Class	•	•				
• Excessive absences/truancy	•	•				
<b>Bullying</b>						
• Intentional Physical or verbal act or conduct including communications made in writing or by means of an electronic act that has an effect described in law (EC 48900 (r))	•	•	•	•		
• Severe or pervasive physical or verbal act(s) or conduct including communications made in writing or by means of an electronic act that has an effect described in law (EC 48900 (r))			•	•		
• Engaged in, or attempted to engage in, hazing as defined in law (EC 48900 (q))			•	•		
<b>Contraband - Tobacco</b>						
• Possession of tobacco or any products containing tobacco or nicotine (EC 48900 (h))	•	•	•			
• Possession of nicotine delivery systems (e.g., vaporizers, hookah pens) (EC 48900 (h))	•	•	•			
• Use of tobacco or any products containing tobacco or nicotine (EC 48900 (h))		•	•			
<b>Contraband – Alcohol and Intoxicants</b>						
• Possessed or under the influence of an alcohol beverage or an intoxicant of any kind (EC 48900 (c))*		•	•	•		•
• Used, sold, or furnished an alcohol beverage or an intoxicant of any kind (EC 48900 (c))			•	•		•
<b>Contraband – Controlled Substances</b>						
• Possessed, offered, arranged, or negotiated to sell any drug paraphernalia (EC 48900 (j))		•	•	•		
• Possessed or under the influence of a controlled substance (EC 48900 (c))*		•	•	•		•
• Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (EC 48900 (p))				•		•
• Used or administered a controlled substance (EC 48900 (c))			•	•		•
• Unlawfully offered, arranged, or negotiated to sell and delivered a “look alike” represented as a controlled substance, alcoholic beverage or other intoxicant (EC 48900 (d))				•		•
• Sold a controlled substance (EC 48915 (c)(3))					•	•

## PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE

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

Problem Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	Required Law Enforcement Notification
<b>Contraband - Weapons</b>						
• Possessed an imitation firearm (EC 48900 (m))		•	•	•		
• Possessed a knife or other dangerous object (EC 48900 (b))*		•	•	•		
• Sold or otherwise furnished any knife or other dangerous object (EC 48900 (b))			•	•		
• Brandished a knife at another person (EC 48915 (c)(2))					•	•
• Possessed an explosive as defined in federal law (EC 48915 (c)(5))					•	•
• Possessed, sold, or otherwise furnished a firearm (EC 48915 (c)(1))					•	•
<b>Contraband – Other Items</b>						
• Possession of unauthorized items not otherwise included in this code	•	•				
• Unauthorized sale or distribution of goods not otherwise included in this code	•	•				
• Use of over-the-counter or prescription medicine in a manner other than prescribed by a physician or Education Code (EC 48900 (a)(1), (c), (d), (k))*		•	•	•		•
<b>Disruption</b>						
• Engaged in behavior causing an interruption during class or other school activity	•	•				
• Ran, made excessive noise, or loitered in a hallway or between classes	•	•				
• Engaged in gambling	•	•				
• Repeated and chronic behavior that creates an environment preventing teaching and learning (EC 48900 (k))		•	•	•		
• False activation of a fire alarm (EC 48900 (k))		•	•	•		
• Caused a major disruption to the atmosphere of order and safety in the school, such as a riot (EC 48900 (k))			•	•		
<b>Dress Code Violation</b>						
• Wearing clothing that does not fit within dress code guidelines established by the District or school in accordance with BP 605.01, Pupil Dress and Grooming	•	•				
• Wearing clothing that does not fit within dress code guidelines and causes a major disruption to a safe school environment (EC 48900 (k))	•	•	•			

## PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE

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

Problem Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	Required Law Enforcement Notification
<b>Harassment</b>						
• Minor annoying behavior or negative gestures toward other students	•	•				
• Repeated annoying behavior or negative gestures toward other students despite directions to stop by staff (EC 48900 (k))		•	•			
• Intentionally engaged in harassment, threats or intimidation directed against District personnel or student(s) causing disorder and creating a hostile school setting (Grades 4 – 8) (EC 48900.4)		•	•	•		
• Harassed/threatened/intimidated a student victim/witness in a school disciplinary proceeding (EC 48900 (o))		•	•	•		
<b>Immodest/Offensive Behavior</b>						
• Inappropriate display of affection	•	•				
• Viewing or displaying obscene or sexually explicit content (EC 48900 (i))		•	•	•		
• Intentional physical or verbal act or conduct that is of a sexual nature or considered obscene by a reasonable person (EC 48900 (i))		•	•	•		
• Sexual harassment; Severe or pervasive physical or verbal act(s) or conduct of a sexual nature that has an effect described in law (Grades 4 – 8) (EC 48900.2)			•	•		
• Committed a sexual battery (EC 48915 (c)(4))					•	•
• Committed or attempted to commit a sexual assault (EC 48900 (n), 48915 (c)(4))					•	•
<b>Lying/Cheating</b>						
• Lying to get self or others out of trouble	•	•				
• Intentional lying to get another person(s) in trouble (EC 48900 (k))		•	•			
• Cheating or plagiarism	•	•				
<b>Non-cooperative Behavior</b>						
• Trespassing; Unauthorized attendance at school activities	•	•				
• Failure to follow directions, share, respond to staff requests, or allow others to participate in an activity (includes failure to serve detention)	•	•				
• Failure to follow directions leading to potential disruption or harm to self or others (EC 48900 (k))	•	•	•			
• Failure to follow directions that directly leads to disruption or the harm of self or others (EC 48900 (k))		•	•	•		

## PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE

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

Problem Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	Required Law Enforcement Notification
<b>Physical Aggression</b>						
• Minor physical aggression	•	•				
• Mutual fight (with little or no injury)	•	•	•			
• Mutual fight (with moderate physical injury) ( <i>EC 48900 (a)(1)</i> )			•	•		
• Attack on student, attempting to cause physical injury ( <i>EC 48900 (a)(1)</i> )*		•	•	•		
• Aides or abets in the infliction or attempted infliction of physical injury ( <i>EC 48900 (1)</i> )		•	•	•		
• Caused or attempted to cause or participated in an act of hate violence (Grades 4-8) ( <i>EC 48900.3</i> )		•	•	•		
• Attack on student, causing physical injury ( <i>EC 48900 (a)(1)</i> )			•	•		
• Willfully used force or violence upon the person of another, except in self-defense ( <i>EC 48900 (a)(2)</i> )				•		
• Caused serious injury to another person, except in self-defense ( <i>EC 48915 (a)(1)</i> )				•		
• Unintentional, incidental physical contact with school personnel	•	•				
• Unintentional striking of a staff member who is intervening in a fight or other disruptive activity ( <i>EC 48915(a)(5)</i> )*		•	•			
• Intentional assault or battery upon any school employee ( <i>EC 48915 (a)(5)</i> )				•		•
<b>Property Misuse/Damage</b>						
• Minor or accidental damage	•	•				
• Attempted to cause damage to property ( <i>EC 48900 (f)</i> )	•	•	•			
• Caused damage to property ( <i>EC 48900 (f)</i> )		•	•	•		
• Breaking and entering on District property ( <i>EC 48900 (f)</i> )		•	•	•		
• Set fire to property ( <i>EC 48900 (f)</i> )		•	•	•		
<b>Stealing/Possessing Stolen Property</b>						
• Stole school or private property ( <i>EC 48900 (g)</i> )	•	•	•			
• Knowingly possessed stolen property ( <i>EC 48900 (l)</i> )	•	•	•			
• Attempted to commit robbery or extortion ( <i>EC 48900 (e), 48915 (d)</i> )*		•	•	•		
• Committed robbery or extortion ( <i>EC 48900 (e), 48915 (d)</i> )			•	•		
<b>Tantrum</b>						
• A combination of disruptive behavior (e.g., whining, yelling, throwing objects) to express frustration or gain attention	•	•				

## PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE

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

Problem Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	Required Law Enforcement Notification
<b>Technology Violation</b>						
• Violation of school rules regarding use of personal technology not resulting in harm	•	•				
• Violation of District's Acceptable Use Agreement for using District technology not resulting in harm	•	•				
• Using District technology without permission	•	•				
• Repeated violations of school rules, District Acceptable Use Agreement, or using District technology without permission ( <i>EC 48900 (k)</i> )		•	•	•		
• Use of Electronic device(s) for which it is determined that such use directly causes physical or emotional harm to another person ( <i>EC 48900 (r)</i> )		•	•	•		
<b>Verbal and Written Aggression</b>						
• Yelling or using aggressive language towards another student	•	•				
• Minor name calling or teasing, whether written or verbal, towards other students despite directions to stop by staff ( <i>EC 48900 (k)</i> )	•	•				
• Repeated name calling or teasing, whether written or verbal towards other students despite directions to stop by staff ( <i>EC 48900 (k)</i> )		•	•			
• Use of profanity or vulgarity not directed at others ( <i>EC 48900 (k)</i> )	•	•	•			
• Habitual use of profanity or vulgarity ( <i>EC 48900 (i)</i> )		•	•			
• Threatened to cause an act of hate violence ( <i>EC 48900.3</i> )		•	•	•		
• Threatened to cause physical injury ( <i>EC 48900 (a)(1)</i> )*		•	•	•		
• Made terroristic threats against school officials or school property or both ( <i>EC 48900.7</i> )		•	•	•		•
• Spreading rumors/Excluding someone	•	•	•			