



EAST SIDE UNION HIGH SCHOOL DISTRICT

District Uniform Behavior Responses



The District's goal is to establish and sustain healthy school cultures through relationship-centered practices to keep students engaged in their learning environment.

- Build Relationships with Students and Parents
- Teach Behavioral Expectations for Staff and Students
- Reinforce Positive Behavior
- Problem Solve with Student(s)
- Elicit Parent/Guardian/Family Support

Administrators and Teachers will determine the appropriate intervention(s) and/or consequence(s) based on the seriousness and frequency of the behavior, in collaboration with student and family.

District-wide responses support maximizing instructional minutes and continued academic progress and social-emotional development for all East Side students.

CLASSROOM MANAGED (MINORS)*

- Academic Integrity
- Technology/Electronic Misuse
- Dress Code Violation
- Inappropriate Display of Affection
- Skateboard/Rollerblade/Bike
- Classroom Disruption
- Defiance/Insubordination
- Disrespect to Staff

1ST MINOR RESPONSES

- Family Engagement
- Reteach Expectation
- Reflection and Agreements

2ND MINOR RESPONSES

- Family Engagement
- Teacher **Intervention**/ Consult with Staff
- Reflection Review and Agreements
- Referral to IST or IEP Team, if Appropriate

3RD MINOR RESPONSES

- Family Engagement
- Teacher **Consequence**/Consult with Staff
- Referral to IST or IEP Team if Appropriate
- Referral to Administrator

INTERVENTIONS

- Family Conference
- Referrals to Counseling/Case Management
- Referral to Instruction Support Team
- Participation in restorative justice program
- Referral to Teen Peer Court
- Positive behavior support with tiered interventions
- After-school program that address specific behavioral issues or expose students to positive activities and behaviors
- Community Service
- Referral to Psychosocial or Psychoeducational Assessment *****
- Enrollment in program teaching pro-social behavior or anger management
- Referral to an Agency or Program
- Referral to School Attendance Review Board

ADMINISTRATIVE MANAGED (MAJORS)**

- (a)(1) Physical Injury
- (a)(2) Willful Violence/Fighting and/or Battery
- (b) Dangerous Object
- (c) Drugs or Alcohol
- (d) Look-alike Substance
- (e) Robbery/Extortion
- (f) Property Damage/Vandalism
- (g) Theft
- (h) Tobacco
- (i) Obscenity/Profanity/Vulgarity
- (j) Drug Paraphernalia
- (k) Disruption/Defiance
- (l) Receipt of Stolen Property
- (m) Imitation Firearm
- (n) Sexual Assault/Battery
- (o) Witness Harassment or Intimidation
- (p) Prescription Drug Soma
- (q) Hazing
- (r) Bullying/Electronic
- (.2) Sexual Harassment
- (.3) Hate Violence
- (.4) Harassment, Threats, or Intimidation
- (.7) Terroristic Threats

Discretionary Violations - may determine that expulsion is not appropriate and an alternative means of correction would address the conduct.

- (a)(1)(A) Serious Physical Injury
- (a)(1)(B) Knife/Dangerous Object
- (a)(1)(C) Controlled Substance
- (a)(1)(D) Robbery/Extortion
- (a)(1)(E) Assault/Battery on School Employee

Secondary Findings - required to recommend for expulsion for non-mandatory violations.

- (b)(1)(e)(1) Other Means of Correction Not Feasible or Failed
- (b)(2)(e)(2) Continuing Danger to Physical Safety of Self/Others

Mandatory Violations - shall immediately suspend and recommend for expulsion.

- (c)(1) Firearm
- (c)(2) Brandishing a Knife
- (c)(3) Selling a Controlled Substance
- (c)(4) Sexual Assault/Battery
- (c)(5) Possession of an Explosive

MAJOR RESPONSES

- Referral to Administrator
- Separate and Thorough Investigation
- Review of Prior Intervention(s)/Consequence(s)
- Family Engagement
- Appropriate Alternate Intervention(s)/Consequence(s)
- Staff and Student Follow-Up

CONSEQUENCES

- Warning
- Restitution
- Brunch/Lunch/Afterschool Detention
- Saturday School***
- Schedule Change***
- Confiscation of Item(s)
- Loss Privilege
- Revoked Parking Permit***
- Revocation of Inter/Intra***
- Suspension from Class****
- In-School Suspension***
- Out-of-School Suspension***
- Referral for Involuntary Transfer - 11th/12th***
- Recommendation for Expulsion***

Pursuant to Education Code 49070, families may challenge the content of student records in writing.

* Behavior violations are defined by the District.

** Behavior violations are defined by Education Code Sections 48900 and 48915.

*** Assigned by Administrator Only.

**** Teacher shall immediately report the suspension to the principal, send the student to the principal or designee, and shall ask parent to attend a parent teacher conference regarding the suspension. Suspension from class may not be for more than two class periods.

***** Follow identified process through APED.

The Board is, therefore, committed to ensuring that equity and inclusion are essential principles of our school system and are integrated into all policies, programs, operations, and practices. The Board defines equity as:

- Every student receives what he or she needs to thrive socially, emotionally, and academically;
 - Removing the predictability of success or failure based on social, racial, cultural, or economic factors: eliminate the opportunity and achievement gaps. (The opportunity gap is the lack of opportunities for low income students to have access to highly qualified teachers, research-based academic programs and access enrichment programs. The achievement gap in the United States refers to the observed, persistent disparity in measures of educational performance among subgroups of U.S. students, especially groups defined by socioeconomic status (SES), race/ethnicity and gender); and
 - Interrupting inequitable practices and biases and creating inclusive and just conditions in our schools. (Board Policy 0105)
- July 11, 2018