

EL CAMINO REAL ACADEMY DISCIPLINE MATRIX

Each teacher will post a clear set of classroom rules and expectations and will administer consequences for *minor* offenses within the classroom (See Tiered Discipline Pyramid). **Minor/Tier I offenses must receive classroom restorative consequences and Pre-Referral Interventions before an office referral is written.** Please see the Tiered Discipline Pyramid for Tier II and III behaviors/responses.

Progressive discipline is the process of responding to student behavior with a set of steps that build in severity and intensity, both in consequence and support, with each step. For most behaviors, Restorative Practices are used to help students learn the process for restoring the harm caused as a result of their actions.

In-school Disciplinary Consequences (e.g., detention, loss of privileges, and in-school suspension) are used before out-of-school consequences (e.g., out-of-school suspension or expulsion). If a student's behavior does not change with the lowest levels of Disciplinary Consequences and Interventions, the teacher or administrator should use the next level of Disciplinary Consequence and Intervention. Out-of-school suspension and expulsion are reserved for the most severe behaviors and as a last resort for repeated behaviors.

Administrators may modify disciplinary action at their discretion. Parents will need to see an administrator with any questions or concerns regarding discipline and consequences. Special Education: For students with behavior modifications and/or accommodations through Individualized Education Plans (IEPs) or Behavior Intervention Plans (BIPs), Refer to IEPs and BIPs, consult with the Special Education team.

Tier 1: Minor Behaviors

Tier 1 Behaviors typically require low-level interventions and will generally be addressed by the staff member supervising the student when the violation occurs. The staff member's response should teach or re-teach the correct, alternative behavior so that the student can learn from his or her mistake and demonstrate safe and respectful behaviors in the future. Staff members are expected to use a variety of teaching and management strategies and incorporate PBIS* incentives and Restorative Practices.

*See [PBIS World](#) for intervention ideas.

Teachers and staff are expected to complete and document at least 3 pre-referral Interventions before initiating an office referral.

	Tier 1 Behaviors: include, but are not limited to:	1st Offense Recommended Interventions	2nd and 3rd Offenses Recommended Interventions	Ongoing Offenses Recommended Interventions
1A	Absenteeism	<ul style="list-style-type: none"> • Teacher record in Infinite Campus • Teacher/student conference • Welcome student back, help catch up. 	<ul style="list-style-type: none"> • Teacher record in Infinite Campus • Teacher/student conference with student • Review attendance policy • Welcome student back, help catch up. 	<ul style="list-style-type: none"> • Teacher record in Infinite Campus • Advisor Personal Family contact via email, phone call, text, etc • Advisor emails letter # 1 to family • Consultation with attendance team <p>On going offense: Refer to 2A</p>
1B	Bathroom, library and/or cafeteria Violations <i>throwing food, making messes, inappropriate play, disruptions, etc.</i> <i>(K-12)</i>	<ul style="list-style-type: none"> • Staff/student conference • Logical consequences (loss of free time, clean up mess, apology letter, seat change, etc) 	<ul style="list-style-type: none"> • Staff/student conference • School community service • Logical consequences (loss of free time, clean up mess, apology letter, seat change, etc) 	<ul style="list-style-type: none"> • Staff/student conference • School community service • Logical consequences (loss of free time, clean up mess, apology letter, seat change, etc) • Restorative practices/circle • Think About It sheet (age appropriate) <p>On going offense: Refer to 2I</p>
1C	Use of cell phones or other electronic devices at unauthorized times including air pods, headphones etc.	<ul style="list-style-type: none"> • Teacher/student conference • Incident documented by teacher • Verbal warning 	<ul style="list-style-type: none"> • Teacher/student conference • Electronics confiscated returned at the end of the period. • Parent/guardian consultation 	<ul style="list-style-type: none"> • Teacher/student conference • Electronics confiscated • Electronics placed in the main office, returned at the end of the day • Dean Parent/guardian conference

	(K - 6) (For 7-12 See below at 2D)			Refer to Tier 2 (2D)
1D	Cheating and or Plagiarism (See specific grade for consequences)	<ul style="list-style-type: none"> • Teacher/student conference • Reteach appropriate Behavior • Redo assignment under supervision, then grade points deducted based on teacher discretion (7-12) • Age appropriate consequence (think sheet, reflection, apology, etc.) 	<ul style="list-style-type: none"> • Teacher, student, parent/guardian consultation (K-12) • Reteach appropriate behavior (K-6) • Redo assignment under supervision, then grade points deducted based on teacher discretion (K-12) 	<ul style="list-style-type: none"> • Administrator, student, parent/guardian conference • Zero on assignment (K-12)
1E	Defiance, & Non-Compliance (K - 12) <i>Defiance toward school rule and/or staff member.</i> <i>Failure to follow directions (including classroom norms)</i>	<ul style="list-style-type: none"> • Teacher/student conference • Verbal warning • Incident documented by teacher • Reteach behaviors • Use of calming corner in classroom • Supportive interventions • Acknowledging positive Behavior • Logical consequences (loss of free time, clean up mess, apology letter, seat change, etc) 	<ul style="list-style-type: none"> • Teacher/student conference • Parent/guardian consultation • Incident documented by teacher • Think About It Sheet (age appropriate) • Logical consequences (loss of free time, clean up mess, apology letter, seat change, etc) • Restorative practices/circles 	<ul style="list-style-type: none"> • Parent/guardian conference • Incident documented by teacher • Logical consequences (loss of free time, clean up mess, apology letter, seat change, etc) • Restorative practices/ Circles <p>On going offense: Refer to 2I Excessive tardies: Refer to 2E</p>
1F	Dress Code Violation (K-12)	<ul style="list-style-type: none"> • Document on tracker • Verbal warning • Review dress code • Inform parent/guardian 	<ul style="list-style-type: none"> • Document on tracker • Review dress code policy • Inform parent/guardian • Community service during 	<ul style="list-style-type: none"> • Document on tracker • Inform parent/guardian • Dress code project during lunch detention

		<ul style="list-style-type: none"> ● Change of apparel (<i>If a student changes apparel, they will not be documented in the tracker.</i>) 	<p>lunch detention.</p> <ul style="list-style-type: none"> ● Change of apparel (<i>If a student changes apparel, they will not be documented in the tracker.</i>) 	<ul style="list-style-type: none"> ● Change of apparel (<i>If a student changes apparel, they will not be documented in the tracker.</i>) <p>On going offense: Refer to 2F</p>
1G	General Disruptive Conduct <i>Horseplay, throwing objects, excessive disturbance in classroom, hallway or outside (K-12)</i>	<ul style="list-style-type: none"> ● Teacher/student conference ● Verbal warning ● Incident documented by teacher ● Reteach behaviors ● Acknowledging positive Behavior ● Supportive interventions ● Logical consequences (loss of free time, clean up mess, apology letter, seat change, etc) 	<ul style="list-style-type: none"> ● Teacher/student conference ● Parent/guardian consultation ● Incident documented by teacher ● Think About It Sheet (age appropriate) ● Logical consequences (loss of free time, clean up mess, apology letter, seat change, etc) ● Restorative practices/circles 	<ul style="list-style-type: none"> ● Parent/guardian conference ● Incident documented by teacher ● Logical consequences (loss of free time, clean up mess, apology letter, seat change, etc) ● Restorative practices/ Circles <p>On going offense: Refer to 2I</p>
1H	Inappropriate Language <i>(profanity)</i>	<ul style="list-style-type: none"> ● Verbal warning ● Teacher increased proximity ● Re-teach positive behaviors ● Logical consequences (loss of free time, apology letter, etc) 	<ul style="list-style-type: none"> ● Parent/guardian consultation ● Lunch detention ● Loss of privileges ● Logical consequences (loss of free time, clean up mess, apology letter, etc) ● Restorative practices/circles 	<ul style="list-style-type: none"> ● Racial, sexual, or vulgar language see 2N ● N-Word Assignment ● “Thats so Gay” Assignment <p>On going offense: Refer to 2O</p>
1I	Leaving class Without permission <i>(K-4)</i>	<ul style="list-style-type: none"> ● Teacher/student conference ● Incident documented by teacher. ● Offer break ● Support staff stay with the student. ● Logical consequences (loss 	<ul style="list-style-type: none"> ● Teacher/student conference ● Incident documented by teacher. ● Restorative justice practices/ circles ● Parent/guardian consultation ● Support staff stay with the student. 	<ul style="list-style-type: none"> ● Dean/student conference ● Possible ISS with teacher collaboration. ● Loss of privileges to make up for lost instruction time ● Restorative justice practices/circles

		of free time, apology letter, etc)	<ul style="list-style-type: none"> • Logical consequences (loss of free time, apology letter, etc) 	Refer to Tier 2I
1J	Leaving class Without permission (5-12)	<ul style="list-style-type: none"> • Teacher/student conference • Incident documented by teacher. • Offer break • Logical consequences (loss of free time, apology letter, etc) • Loss of privileges to make up for lost instruction time 	<ul style="list-style-type: none"> • Teacher/student conference • Incident documented by teacher. • Parent/guardian consultation • Restorative justice practices/circles • Loss of privileges to make up for lost instruction time 	<ul style="list-style-type: none"> • Dean/student conference • ISS for 2-days • Loss of privileges to make up for lost instruction time • Restorative justice practices/circles Refer to Tier 2 (2I)
1K	Minor Damage to any school property, including electronics (K-12) <i>i.e. chromebooks, Ipads, laptop, etc</i> <i>I.e. petty graffiti</i>	<ul style="list-style-type: none"> • Verbal warning • Teacher increased proximity • Re-teach positive behaviors • Logical consequences (loss of free time, apology letter, etc) 	<ul style="list-style-type: none"> • Teacher/student conference • Refer to Technology Contract possible payment • Possible loss of Technology Privilege • Restorative justice practices/circle 	Repetitive or major damage to school <i>electronic</i> property: Refer to Tier 2 (2M) Repetitive/major damage to school property, Intentional destruction: Refer to Tier 2 (2K)
1L	Public Display of Affection (K-12)	<ul style="list-style-type: none"> • Verbal warning • Teacher increased proximity • Teacher/student conference • Restorative practices/circle with all parties impacted 	<ul style="list-style-type: none"> • Parent/guardian consultation • ISS 1 day • Restorative practices/circle with all parties impacted 	Refer to Tier 3 (3D)
1M	Unsafe behavior not resulting in injury <i>physical contact, Horseplay, inappropriate</i>	<ul style="list-style-type: none"> • Staff/student conference • Verbal warning • Teacher increased proximity • Incident documented • Reteach behaviors 	<ul style="list-style-type: none"> • Staff/student conference • Parent/guardian consultation • Incident documented • Think About It Sheet (age appropriate) • Logical consequences (loss of 	<ul style="list-style-type: none"> • Parent/guardian conference • Incident documented • Loss of privilege (loss of recess, specials, seat choice, use of playground equipment,

	<i>touching, misusing equipment, playground violations, running in the hall, etc.</i>	<ul style="list-style-type: none"> • Taking a break, sitting out • Supportive interventions • Acknowledging positive Behavior • Possible loss of privilege (loss of recess, specials, seat choice, use of playground equipment, assemblies, games, athletic activities, clean up mess, apology letter, etc.) • Nurse consultation refer to 2Q If there is any injury 	<p>free time, clean up mess, apology letter, seat change, etc)</p> <ul style="list-style-type: none"> • Restorative practices/circles • Loss of privilege (loss of recess, specials, seat choice, use of playground equipment, assemblies, games, athletic activities, clean up mess, apology letter, etc.) • Lunch Detention 	<p>assemblies, games, athletic activities, clean up mess, apology letter, etc.)</p> <ul style="list-style-type: none"> • Restorative practices/ Circles <p>On going offense: Refer to 2I</p>
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Tier 2: Moderate Behaviors

Tier 2 Behaviors will generally result in interventions or disciplinary responses that involve the school administration, Student success coordinator, and/or Dean of Students. These actions aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school.

	Tier 2 Behavior	1st Offense Recommended Interventions	2nd and 3rd Offense Recommended Interventions	Ongoing Offenses Recommended Interventions
2A	Absenteeism (on going offense)	<ul style="list-style-type: none"> • Attendance Team consultation. • Attendance Team contacts family via call, text, or email. • Attendance Team will email letter #2 • Attendance Team sets up attendance meeting with family. 	<ul style="list-style-type: none"> • Attendance Team meeting with family. • Attendance contract. • Family is informed of potential CYFD referral if attendance is not improved. 	<ul style="list-style-type: none"> • CYFD referral for chronic absenteeism • Potential drop from ECRA.

2B	<p>Aiding, supporting, or encouraging the infliction of physical injury to another person (K-12)</p>	<ul style="list-style-type: none"> • Student conference with, parent/guardian, dean, and/or administrator • Restorative practices/circle with all parties impacted • Progressive ISS, or possible suspension • Nurse consultation, if injured refer to 3E 	Refer to Tier 3 (3F)	Refer to Tier 3 (3F)
2C	<p>Attempt to intentionally harm another <i>one sided injury, kick, slap, pencil poke, bite, spitting.</i> <i>Rough housing resulting in minor injuries such as cuts, scrapes.</i></p>	<ul style="list-style-type: none"> • Teacher/student conference • Incident Report (referral) to Dean • Student conference with Dean of Students or designated Administrator • Restorative practices/circle with all parties impacted • Logical consequences (loss of free time, apology letter, etc) • Nurse consultation 	<ul style="list-style-type: none"> • Incident Report (referral) to Dean • Nurse consultation • Student & parent/guardian conference with Dean of Students or designated Administrator • Restorative practices/circle with all parties impacted • Possible ISS 	<ul style="list-style-type: none"> • Incident Report (referral) to Dean • Nurse consultation • Student & parent/guardian conference with Dean of Students or designated Administrator • Restorative practices/circle with all parties impacted • Progressive ISS • If continued: possible suspension, and/or due process Hearing <p>Fight or Major injury: refer to 3F</p>
2D	<p>Use of cell phones or other electronic devices at unauthorized times <i>including air pods, headphones etc.</i></p>	<ul style="list-style-type: none"> • Student conference with Dean of Students or designated Administrator • Incident Report (referral) to Dean • Electronics confiscated for remainder of the period • Parent/guardian notified 	<ul style="list-style-type: none"> • Student and parent/guardian conference with Dean of Students or designated Administrator • Incident Report (referral) to Dean 	<ul style="list-style-type: none"> • Incident Report (referral) to Dean • Electronics confiscated for the remainder of the day • Student and parent/guardian conference with Dean of Students or designated

		to about confiscation	<ul style="list-style-type: none"> ● Electronics confiscated for remainder of the day ● Parent/guardian notified to about confiscation and need to retrieve electronics from main office 	Administrator <ul style="list-style-type: none"> ● Loss of specified electronics during school hours ● Technology Behavior Contract
2E	Ditching and/or Excessive Tardiness Student is at school, but does not arrive to class on time, or at all.	<ul style="list-style-type: none"> ● Dean/student conference ● Incident Report (referral) to Dean ● Logical consequences (loss of free time: lunch detention to make up the lost class time/assignment. ● Restorative practices/circles, Apology letter 	<ul style="list-style-type: none"> ● Administrator, parent/guardian/Teacher and student conference ● Incident Report (referral) to Dean ● Receive a 0 on missed assignments. ● Loss of privileges to make up for lost instruction time- week of lunch detention with community service. ● Restorative justice practices/circles ● Possible referral to SAT or safety/crisis plan 	<ul style="list-style-type: none"> ● Administrator, parent/guardian and student conference ● Incident Report (referral) to Dean ● Receive a 0 on missed assignments. ● Restorative justice practices/circles ● Progressive ISS (of classes that are usually attended) ● Referral to SAT ● Safety/crisis plan ● Possible suspension ● Due Process Hearing
2F	Dress Code Violation (K-12) (On going offense)	<ul style="list-style-type: none"> ● Document on tracker ● Inform parent/guardian ● ISS until family conference where student explains dress code policy ● Change of apparel (<i>If a student changes apparel, they will not be documented in the tracker.</i>) 	<ul style="list-style-type: none"> ● Document on tracker ● Inform parent/guardian ● ISS for two school days, and family conference where student explains dress code policy ● Change of apparel (<i>If a student changes apparel, they will not be documented in the tracker.</i>) 	<ul style="list-style-type: none"> ● Document on tracker ● Inform parent/guardian for pick up ● Family conference where student explains dress code policy upon return. ● Change of apparel (<i>If a student changes apparel, they will not be documented in the tracker.</i>) Suspension
2G	False accusations (K-12)	<ul style="list-style-type: none"> ● Student conference with, parent/guardian, dean, and/or administrator 	<ul style="list-style-type: none"> ● Student conference with, parent/guardian, dean, and/or administrator 	Refer to Tier 3 (3B)

		<ul style="list-style-type: none"> ● Restorative practices/circle with all parties impacted 	<ul style="list-style-type: none"> ● Restorative practices/circle with all parties impacted ● Progressive ISS, or possible suspension 	
2H	Forging of a pass, permission slip, grade checks, others signatures.	<ul style="list-style-type: none"> ● Natural consequences, i.e. losing out on the activity in which the document was forged. ● Administrator, parent/guardian and student conference ● Restorative practices/circle with all parties impacted ● Law enforcement consultation ● School community service 	<ul style="list-style-type: none"> ● Administrator, parent/guardian and student conference ● Restorative practices/circle with all parties impacted ● Law enforcement consultation ● School community service ● Due Process Hearing 	<ul style="list-style-type: none"> ● Administrator, parent/guardian and student conference ● Restorative practices/circle with all parties impacted ● Law enforcement consultation ● School community service ● Due Process Hearing
2I	On going General Disruptive Conduct and Disrespect, Defiance, Non- Compliance, & Unsafe behavior not resulting in injury (K-12)	<ul style="list-style-type: none"> ● Incident Report (referral) to Dean ● Dean/student Conference ● Think About It Sheet (age appropriate) 	<ul style="list-style-type: none"> ● Dean/student conference ● Parent/guardian consultation ● Logical consequences (loss of free time, clean up mess, apology letter, seat change, etc) ● Restorative practices/circles 	<ul style="list-style-type: none"> ● Dean/student conference ● Parent/guardian conference ● Restorative practices/Circles ● Progressive ISS ● Possible suspension <p>On going or causes injury, refer to Tier 3 (3A)</p>
2J	Instigating, recording, and/or posting an	<ul style="list-style-type: none"> ● Student conference with, parent/guardian, dean, and/or administrator 	<ul style="list-style-type: none"> ● Student conference with, parent/guardian, dean, and/or administrator 	Refer to Tier 3 (3F)

	altercation, <i>(K-12)</i>	<ul style="list-style-type: none"> ● Restorative practices/circle with all parties impacted ● ISS 1 day 	<ul style="list-style-type: none"> ● Restorative practices/circle with all parties impacted ● Progressive ISS, or possible suspension 	
2K	Intentional and/or Major destruction of school property graffiti or tagging/ vandalism	<ul style="list-style-type: none"> ● Administrator, parent/guardian and student conference ● Restorative practices/circle with all parties impacted ● Law enforcement consultation ● School community service ● Potential suspension 	<ul style="list-style-type: none"> ● Administrator, parent/guardian and student conference ● Law enforcement consultation ● Suspension ● Potential Due Process Hearing 	<ul style="list-style-type: none"> ● Law enforcement consultation ● Due Process Hearing
2L	Possession of firecrackers/ fireworks <i>(K-12)</i>	<ul style="list-style-type: none"> ● Incident Report (referral) to Dean ● Dean/student Conference ● Restorative practices/circle with all parties impacted, if applicable 	<ul style="list-style-type: none"> ● Incident Report (referral) to Dean ● Parent/guardian conference ● Restorative practices/circles with all parties impacted ● 1-day ISS with Think About It Sheet Reflection ● Search and confiscate 	<ul style="list-style-type: none"> ● Incident Report (referral) to Dean ● Parent/guardian conference ● Progressive ISS with Think About It Sheet Reflection ● Search and confiscate ● Law enforcement consultation
2M	Repetitive or major damage to any school electronic property <i>(K-12)</i>	<ul style="list-style-type: none"> ● Parent/guardian conference ● Refer to Technology Contract, possible payment ● Restorative justice practices/circle 	<ul style="list-style-type: none"> ● Parent/guardian conference ● Refer to Technology Contract, payment ● Possible loss of Technology Privilege 	<ul style="list-style-type: none"> ● Parent/guardian conference ● Refer to Technology Contract, payment ● Loss of Technology Privilege
2N	Vulgar language <i>Racial, sexual, and other inappropriate</i>	<ul style="list-style-type: none"> ● Incident Report (referral) to Dean ● Dean/student conference 	<ul style="list-style-type: none"> ● Incident Report (referral) to Dean ● Parent/guardian conference 	<ul style="list-style-type: none"> ● Incident Report (referral) to Dean ● Parent/guardian

	<p><i>comments towards other people.</i> (K-12)</p>	<ul style="list-style-type: none"> ● N-Word Assignment ● Parent/guardian consultation ● Restorative practices/circles for all parties impacted ● Logical consequences (loss of free time, clean up mess, apology letter, etc) 	<ul style="list-style-type: none"> ● Progressive ISS ● Restorative practices/circles 	<p>conference</p> <ul style="list-style-type: none"> ● Restorative practices/circles ● Progressive ISS, potential suspension. <p>On going offenses or Hate Crime Refer to Tier 3 (3C)</p>
2O	<p>Off campus without permission</p>	<ul style="list-style-type: none"> ● Dean/student conference ● Parent/guardian consultation ● Restorative justice practices/circles ● Possible safety/crisis plan ● Law Enforcement consultation ● Progressive ISS ● Possible suspension 	<ul style="list-style-type: none"> ● Administration, Dean/student conference ● Parent/guardian consultation ● Restorative justice practices/circles ● Safety/crisis plan ● Law Enforcement consultation ● Suspension 	<p>Re to Tier 3 (3A)</p>
2P	<p>Possesses or brandishes an item that does not cause harm but distracts the education process. <i>Water gun, over sized items, musical instruments, confetti eggs, etc</i></p>	<ul style="list-style-type: none"> ● Incident Report (referral) to Dean ● Dean/student Conference ● Think About It Sheet (age appropriate) 	<ul style="list-style-type: none"> ● Dean/student conference ● Parent/guardian consultation ● Logical consequences (loss of free time, clean up mess, apology letter, seat change, etc) ● Restorative practices/circles 	<ul style="list-style-type: none"> ● Dean/student conference ● Parent/guardian conference ● Restorative practices/Circles ● Progressive ISS ● Possible suspension

2Q	Stealing or attempted to steal <i>Petty theft</i>	<ul style="list-style-type: none"> ● Incident Report (referral) to Dean ● Dean/student conference ● Parent/guardian consultation ● Restorative justice practices, apology letter, replace the item, school community service, billed for item. Theft assignment ● Law Enforcement consultation ● Progressive ISS ● Possible suspension 	<ul style="list-style-type: none"> ● Incident Report (referral) to Dean ● Administrator, parent/guardian, and student conference ● Law enforcement consultation ● Restorative justice practices, apology letter, replace the item, school community service, billed for item ● School community service ● Possible suspension 	<ul style="list-style-type: none"> ● Incident Report (referral) to Dean ● Administrator, parent/guardian, and student conference ● Law enforcement Consultation ● School community service ● Suspension ● Due Process Hearing
2R	Suspected drug use on campus	<ul style="list-style-type: none"> ● Dean/student conference ● Search ● Check in, offer mental health professional and/or additional outside resources 	<ul style="list-style-type: none"> ● Administrator, counselor, parent/guardian, and student conference ● Search ● Check in, offer mental health professional and/or additional outside resources ● EverFi vape course: Vaping: Know the truth Or Live Vape Free: livevapefree.com ● Possible suspension 	<ul style="list-style-type: none"> ● Administrator, counselor, parent/guardian, and student conference ● Suspension ● Possible Process Hearing

Tier 3: Major Behaviors

Type 3 Behaviors will generally result in interventions or disciplinary responses that involve the school administration, and/or Dean of Students. These actions aim to correct behavior by stressing the seriousness of the behavior and may result in removal from

the school environment and education opportunities. Due process hearings may occur if referring a student for expulsion or long term suspension. Additionally, Level 3-1: Severe Behaviors, may require involvement of law enforcement professionals.

	Tier 3 Behaviors	1st Offense Recommended Interventions	2nd and 3rd Offense Recommended Interventions	Ongoing Offenses Recommended Interventions
3A	Failure to follow directions when it causes an unsafe situation or injury	<ul style="list-style-type: none"> ● Incident Report (referral) to Dean ● Student & parent/guardian conference with Dean of Students ● Review and reteach safety procedures ● Restorative practices/circles ● Progressive ISS ● Possible suspension 	<ul style="list-style-type: none"> ● Incident Report (referral) to Dean ● Administrator, parent/guardian, and student conference ● Loss of privileges related to safety behavior ● Referral to SAT, potential for abbreviated schedule ● Possible safety/crisis plan ● Progressive ISS ● Suspension ● Law Enforcement consultation 	<ul style="list-style-type: none"> ● Incident Report (referral) to Dean ● Administrator, parent/guardian, and student conference ● Referral to SAT, potential for abbreviated schedule ● Safety/crisis plan ● Law Enforcement consultation ● Due Process Hearing
3B	Harassment, Bullying, Hazing, Threats & Intimidation <i>verbal or physical harassment towards another student or teacher</i>	<ul style="list-style-type: none"> ● Administrator, parent/guardian, and student conference ● Restorative practices/circle with all parties impacted ● Law Enforcement Consultation 	<ul style="list-style-type: none"> ● Administration, parent/guardian, and student conference ● Restorative practices/circle with all parties impacted ● Law Enforcement consultation ● Due Process Hearing 	<ul style="list-style-type: none"> ● Administration, parent/guardian, and student conference ● Law Enforcement consultation ● Due Process Hearing
3C	Hate Crime <i>attempting or engaging in an act of hate violence, including hate</i>	<ul style="list-style-type: none"> ● Incident Report (referral) to Dean ● Administration, parent/guardian and student conference 	<ul style="list-style-type: none"> ● Incident Report (referral) to Dean ● Administration, counselor, 	<ul style="list-style-type: none"> ● Incident Report (referral) to Dean ● Administration, counselor,

	<i>speech/language based on race, ethnicity, age, disability and/or or sexual identity</i>	<ul style="list-style-type: none"> ● Restorative practices/circle with all parties impacted ● Law Enforcement consultation ● Progressive ISS, potential suspension. 	parent/guardian and student conference <ul style="list-style-type: none"> ● Restorative practices/circle with all parties impacted ● Law Enforcement Consultation ● Progressive ISS, suspension. ● Due Process Hearing 	parent/guardian and student conference <ul style="list-style-type: none"> ● Law Enforcement consultation ● Suspension. ● Due Process Hearing
3D	Engaging in sexual behavior on campus	<ul style="list-style-type: none"> ● Administrator, parent/guardian and student conference ● Nurse consultation ● Law enforcement consultation ● Restorative practices ● Possible suspension 	<ul style="list-style-type: none"> ● Administrator, parent/guardian, and student conference ● Law enforcement consultation ● Nurse consultation ● Restorative justice practice ● Progressive ISS ● Possible suspension 	<ul style="list-style-type: none"> ● Administrator, parent/guardian, and student conference ● Law enforcement consultation ● Nurse consultation ● Suspension
3E	Extortion, blackmail <i>Cyber extortion, blackmail, or physical threats used to obtain something.</i>	<ul style="list-style-type: none"> ● Administrator, parent/guardian, and student conference ● Restorative practices/circle with all parties impacted ● Progressive ISS ● Law enforcement consultation 	<ul style="list-style-type: none"> ● Law enforcement consultation ● Possible Due Process Hearing ● Possible suspension 	<ul style="list-style-type: none"> ● Law enforcement consultation ● Suspension ● Due Process Hearing
3F	Physical altercation <i>involved in a fight resulting in injuries.</i>	<ul style="list-style-type: none"> ● Incident Report (referral) to Dean ● Administrator, parent/guardian, and student conference ● Restorative practices/circle with all parties impacted 	<ul style="list-style-type: none"> ● Incident Report (referral) to Dean ● Administrator, parent/guardian, and student conference ● Restorative practices/circle with all parties impacted 	<ul style="list-style-type: none"> ● Incident Report (referral) to Dean ● Administrator, parent/guardian, and student conference ● Restorative practices/circle with all parties impacted

		<ul style="list-style-type: none"> ● One day suspension ● Nurse consultation 	<ul style="list-style-type: none"> ● One day suspension ● Possible ISS ● Nurse consultation 	<ul style="list-style-type: none"> ● Law Enforcement consultation ● Due Process Hearing ● Nurse consultation
3G	<p>Possesses or brandishes an imitation gun <i>with intention to intimidate or pass as real weapon</i></p>	<ul style="list-style-type: none"> ● Administrator, parent/guardian, and student conference ● Restorative practices/circle with all parties impacted ● Possible due Process Hearing ● Possible suspension ● Law enforcement consultation 	<ul style="list-style-type: none"> ● Administrator, parent/guardian, and student conference ● Suspension ● Law enforcement consultation ● Due Process Hearing 	<ul style="list-style-type: none"> ● Administrator, parent/guardian, and student conference ● Suspension ● Law enforcement consultation ● Due Process Hearing
3H	<p>Possession, use of or selling of drug paraphernalia, a controlled substance or alcoholic beverage or intoxicant or anything capable of altering behavior/ feelings / state of mind including tobacco THC Vape or E-cigarettes pens</p>	<ul style="list-style-type: none"> ● Administrator, parent/guardian, and student conference ● Restorative practices/circle with all parties impacted ● EverFi vape course: <u>Vaping: Know the truth</u> Or Live Vape Free: livevapefree.com ● Possible suspension ● Referral to mental health professional and/or additional outside resources 	<ul style="list-style-type: none"> ● Administrator, counselor, parent/guardian, and student conference ● Suspension ● Possible Process Hearing 	<ul style="list-style-type: none"> ● Administrator, counselor, parent/guardian, and student conference ● Suspension ● Due Process Hearing
3I	<p>Possessing, selling, using, and/or furnishing Weapons /</p>	<ul style="list-style-type: none"> ● Administrator, parent/guardian and student conference ● Nurse consultation 	<ul style="list-style-type: none"> ● Law enforcement consultation ● Due Process Hearing 	<ul style="list-style-type: none"> ● Law enforcement consultation ● Due Process Hearing

	Sharp Objects / Explosives	<ul style="list-style-type: none"> ● Law enforcement consultation ● Restorative practices ● Possible suspension and/or Due Process Hearing 		
3J	Racialized aggression attempting or engaging in an act of hate violence, including hate speech/language based on race	<ul style="list-style-type: none"> ● Incident Report (referral) to Dean ● Administration, parent/guardian and student conference ● Restorative practices/circle with all parties impacted ● Law Enforcement consultation ● Progressive ISS, potential suspension. 	<ul style="list-style-type: none"> ● Incident Report (referral) to Dean ● Administration, counselor, parent/guardian and student conference ● Restorative practices/circle with all parties impacted ● Law Enforcement Consultation ● Progressive ISS, suspension. ● Due Process Hearing 	<ul style="list-style-type: none"> ● Incident Report (referral) to Dean ● Administration, counselor, parent/guardian and student conference ● Law Enforcement consultation ● Suspension. ● Due Process Hearing
3K	Trespassing / Unauthorized Presence	<ul style="list-style-type: none"> ● Law Enforcement consultation ● Escort off property ● Parent/guardian consultation (K-12) 	<ul style="list-style-type: none"> ● Law Enforcement consultation ● Possible legal charges filed 	<ul style="list-style-type: none"> ● Law Enforcement consultation ● Parent/guardian conference ● Possible legal charges filed
3-1. A	Committed, attempted, or alleged sexual assault or battery	<ul style="list-style-type: none"> ● Administration and/or Behavior Team, parent/guardian and student conference ● Restorative Practices/circles ● Law enforcement consultation ● Due Process Hearing 	<ul style="list-style-type: none"> ● Law enforcement consultation ● Due Process Hearing 	<ul style="list-style-type: none"> ● Law enforcement consultation ● Due Process Hearing

3-1. B	False Alarms - bomb threats, false: 911 calls, activation of fire alarm	<ul style="list-style-type: none"> ● Administration and/or Behavior Team, parent/guardian and student conference ● Law enforcement consultation ● Restorative Practices/circles ● Due Process Hearing ● Threat assessment 	<ul style="list-style-type: none"> ● Law enforcement consultation ● Due Process Hearing 	<ul style="list-style-type: none"> ● Law enforcement consultation ● Due Process Hearing
3-1. C	Unlawful/criminal activity: Homicide, kidnapping, robbery / theft using force, Arson, Gang Related Activity	<ul style="list-style-type: none"> ● Law enforcement consultation ● Restorative justice practices/circles Theft assignment ● Referral to outside agency ● Due Process Hearing 	<ul style="list-style-type: none"> ● Law enforcement consultation ● Due Process Hearing 	<ul style="list-style-type: none"> ● Law enforcement consultation ● Due Process Hearing

DEFINITIONS/ CLARIFICATIONS

Bullying: Bullying is a way of using power aggressively in which a person is subjected to intentional, unwanted, and unprovoked hurtful verbal and/or physical actions. An act of bullying results in the targeted student feeling oppressed, fearful, distressed, injured, or uncomfortable. The aggression is repeated on more than one occasion and can include physical, verbal, emotional, racial, sexual, written, electronic, damage to property, social exclusion, and intimidation. Bullying may be motivated by actual or perceived characteristics such as race, color, religion, ancestry, national origin, gender, sexual orientation or identity, mental, physical, or academic disability. Bullying often takes place in a social context. Cyber bullying means any bullying that takes place through electronic communication.

To determine if an incident qualifies as bullying:

- The incident must involve an imbalance of power between the target and the student who acts aggressively
- Bullying usually involves multiple incidences, aggressor and the target have drastically different reactions to the incident, and target feels powerless to self-advocate Guidelines for reporting an incident of bullying
- Students may bring the incident to the attention of a teacher, counselor, administrator, or any school personnel.
- Parents are encouraged to report any incidents of bullying to a school administrator

NORMAL CONFLICT vs BULLYING

- Equal power vs Imbalance of power
- Happens occasionally vs Repeated negative interactions
- Accidental vs Purposeful
- Equal emotional reaction vs Strong emotional reaction from the target
- Not seeking power or attention vs Seeking power and control
- Not trying to get something vs Trying to gain material things or power
- Remorse – takes responsibility vs No remorse – blames target
- Effort to solve problem vs No remorse – blames target

Reporting Incidents of Bullying:

- Anyone who sees or hears of a bullying incident must report the incident
- All referrals should be submitted to an administrator within one day of the incident or report of incident
- If it is an immediate safety concern, the staff member will contact the office to escort the student who is acting aggressively to the office to ensure student safety.

Responding to an Incident of Bullying: Teachers or other school staff who witness or receive reports of acts of bullying will appropriately intervene.

- An investigation will take place where all parties involved, including bystanders, are interviewed separately ensuring the confidentiality of reporters, bystanders, and students. Findings of the investigation will be documented.

- If it is deemed a bullying situation, parents of all students involved will be notified of the incident and of outcomes, which pertain to their student. Confidentiality in regard to other students will be maintained.
- Schools shall develop a student safety plan for students who are determined to be targets of bullying
- An appeal process is available for a student accused of bullying or a student who is the target of bullying who is not satisfied with the outcome of the steps taken

The Gun Free Schools Act provides for a mandatory expulsion of a period of not less than one year for a student who is determined to have brought or to have possessed a firearm at school or any setting that is under the control and supervision of school officials. Only the superintendent may modify in writing the one-year expulsion requirement on a case-by-case basis.

New Mexico requires that, if any school employee has reasonable cause to believe that a child is or has been in possession of a firearm on school premises, the employee shall immediately report the child's actions to a law enforcement agency and the Children, Youth, and Families Department.