

Introduction



Secondary Student Behavior and Intervention Matrix

The following presents student behaviors and recommended interventions for Level I through Level 6 behaviors.

Student Behavior and Intervention Matrix

How to: This document is not meant to be an exhaustive list of every behavior and intervention - it was created by a multidisciplinary team in keeping with SFUSD's values, particularly given our [Comprehensive Coordinated Early Intervening Services](#) to prevent disproportionate suspension and exclusionary practices of focal students. It takes into account California Education Code, SFUSD Board policies, established SFUSD practices, the [Student and Family Handbook](#), our [core values](#), and Board-adopted [Vision, Values, Goals, and Guardrails](#). The document also assumes that Tier 1 practices are in place (see resources tab for additional information). [Here](#) is a flow chart to support determining who manages which behavior.

Considerations: For every potential disciplinary action, consider the following domains and contexts to inform your decision. Except for a few scenarios with mandated outcomes per Board Policy and California Education Code, you have significant discretion in what actions you can take to shape behavior and support students:

- **Frequency vs Intensity (Level):**
 - The current layout of this matrix is formatted to address the intensity (level) of behavior.
 - Frequency of low level behaviors should also be considered when looking at appropriate level of response.
- **Special Student Categories:**
 - Foster Youth, SAFEH/Homeless/In Transition, English Language Learners, Newcomers, Section 504 or Special Education
 - Does the student have a [504 plan or an IEP](#)? If the student has a Behavior Intervention Plan or is accessing SOAR Academy and/or an Autism-focused classroom or other intensive social-emotional or behavioral supports, are staff aware of their specific plans and how to implement them? Was the plan implemented with fidelity?
- **Behavior Context and Patterns:**
 - What is the student trying to communicate, what do they need, and/or what skill are they lacking?
 - Is this the first time the behavior has occurred? Has the student made some changes to their behavior even if this time there was "backsliding?"
 - Given that the Education Code requires "other means of correction" (emphasis on support and teaching skills instead of punishment) before suspension, have [alternatives](#) been attempted? What [restorative practices](#) have been implemented?
 - What was the impact (or lack thereof) to the community - did others see the behavior or, for example, was the language just inappropriate versus a specific slur? Consider the impact on an individual versus a community.
- **Developmental:**
 - How old is the student and is the behavior within developmental parameters? *In California, [preschool suspension and expulsion](#) are heavily restricted by AB 2806 (Ed Code § 8489), which prohibits these practices in state-funded programs except as a last resort for serious safety threats. Suspension is limited to situations with verified, extreme safety concerns that cannot be addressed through support services.*
 - Has the student been assessed by the Wellness team (e.g. level of social emotional skills, high [ACES](#), etc.) and are they accessing supports for trauma or skill deficits?
- **Social:**
 - What are the dynamics between the adult and student including the strength of the relationship, race, class, gender, religion, etc.?
 - Is the student/family in crisis? What is their housing situation, is there food instability, are they a newcomer and/or have they had interrupted formal education and is English their first language and/or is translation needed? How well are they able to communicate, etc?
 - Consider the quality of a student's relationships with peers and staff - has previous harm been repaired? Does the student have a trusted adult in the building?

Additional Notifications if Student is:

- [Foster Youth](#): State law requires that the notices required for suspension or expulsion referrals must be provided to a foster youth's Protective Social Worker (i.e. County CPS worker), dependency attorney, and education rights holder (i.e., call at time of suspension, written Notice of Suspension within 24 hours, Notice of Extension of Suspension or Notice of Expulsion Hearing). Best Practice: also contact LEAD, SFSD Foster Youth Services Coordinating Program (FYSCP).
- Native foster youth: State law requires that the notices required for suspension or expulsion referrals must be provided to a Native youth's tribal social worker and Protective Social Worker (i.e. County CPS worker), if applicable. (Call at time of suspension, written Notice of Suspension within 24 hours, Notice of Extension of Suspension or Notice of Expulsion Hearing) Best practice: also contact LEAD, SFSD Foster Youth Services Coordinating Program (FYSCP). Student with 504: Section 504 Site and District Coordinators
- Special Education: notify Special Education Supervisor if nearing [10 days](#) of total suspensions or considering expulsion.
- Any [district-designated focal population](#): consult LEAD prior to a suspension

Remember that **relationships** are everything - how we talk with students about their behaviors (and the function of students' behaviors) can dramatically affect the outcomes of an intervention. Additionally, **documentation** is key - document all interventions, consequences etc in [Synergy](#). State law and SFUSD Board Policy BP 5144.1 prohibit undocumented suspensions. Sending a student home or recommending to a parent/guardian they pick up their student without documenting it is still a suspension, it violates state law and Board policy, and will likely harm relationships.

Level 1 - Classroom-Managed

Level I Classroom-Managed Behaviors

Behavior	Recommended Interventions	Suspension Y/N	Contact Principal/AP or LEAD Y/N	Referral for Expulsion Y/N
Dress code infraction	Implement all Tier 1 strategies (see other resources below)	N	N	N
Picking on, bothering, or distracting other students, playfighting	Mandatory: Ensure all plans are followed for any student with an IEP or 504 - communicate with Case Manager	Consider assigning community service, teachable moment using slide deck with historical information, and/or research project in alignment with behavior needing correction - consequences should be clear, consistent, logical, and enforceable. Look at the function of the maladaptive behavior, identify appropriate replacement and strategy to reinforce	Communicate with Case Manager if student has a 504/IEP	
Technology infraction (i.e. using cell phone in class without permission, inappropriate use of Google suite) - see Mobile Communication Devices Policy , Acceptable Use Policy & Cyberbullying Policy	For dress code violations, keep in mind equity issues			
Use of profanity or vulgarity (not directed toward others), yelling, repeatedly interrupting activity	Privately remind student of (posted) rules and expectations and include in syllabus			
Failure to follow directions or classroom/school rules	Directly teach social skill e.g. how to disagree appropriately, asking to take a break, raising hand. Praise any attempt in the right direction e.g. "Thank you for sitting down! Let me know if you need anything to get started!" Re-direct to another task with high probability of follow through.	Utilize Restorative Practices (The purpose of the RP framework is to provide disciplinary processes for accountability, repair, support, and reintegration across the continuum of behavior response. It is intended to function as a discipline response framework itself, not as a separate support layer added to administrative consequences. One strategy that can go a long way is if adults sincerely take ownership of any harm they may have caused, even inadvertently.)		
Cutting class or first few occurrences of missing class (unexcused)				
Leaving class without permission	Use proximity control. Request quick private "check in" in the hallway. Walk away and dis-engage if needed.			
Cigarettes, vaping (first time) - Middle School aged students please notify Administrator	Proactively communicate with the student and caregiver on the student's strengths to build/strengthen the relationship. Call family (use language line when needed) to enlist support when needed.		For cigarettes, vaping - for Middle School aged students, please notify Administrator	
Minor theft e.g. inexpensive school supplies, personal item of low monetary value				

	Consider a behavior contract if on-going Consult with the school's Coordinated Care Team. Consider a classroom consultation. Consider referral to Wellness Program for substance use/abuse Consider using self assessment tool to ensure classroom expectations, layout, routines and tier I strategies are clearly in place Connect with CBOs that support your campus			
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Level 2 - Classroom & Wellness/Counseling

Level 2 Classroom and Counseling/Wellness Supported Behaviors; Notify Admin when requested

Behavior	Recommended Interventions	Suspension Y/N	Contact Principal/AP or LEAD Y/N	Referral for Expulsion Y/N
Repeated Level I behavior - dress code, picking on, bothering, technology infraction, distracting peers	Mandatory: Ensure all plans are followed for any student with an IEP or 504 - communicate with Case Manager	N	Contact Principal/AP for bullying/ harassment and sexual harassment; <u>Admin notify Office of Equity</u> .	N
Repeated failure to follow directions (suspensions never permitted for defiance/disruption)	<i>Select as appropriate:</i> One or more appropriate interventions and/or bullying prevention resources ; refer to CCIT (try to identify root cause) if repeated interventions not supporting student to change behavior		Contact Principal/AP for others after more than one intervention if it has not led to positive change	
First time use of profanity or vulgarity toward others (i.e., sexually offensive or degrading verbal or written comment or images shown)	Connect with CBOs that support your campus	Discouraged and not permitted unless tiered interventions (other means of correction - supports and skills must be taught) have been provided and failed. If so, suspension permitted 1-2 days (consult Title IX and B&H guidelines)	Contact LEAD only if suspending a student who is in a group disproportionately referred for discipline per Safe and Supportive Schools Resolution	
First time use of harmful language against others, such as personal insults, slurs or images related to race, gender, disability or other protected characteristic	Targeted Social Emotional Learning/SEL (see Middle School & High School lessons). Direct to expected skills in a specific environment; may require a conversation, practice and/or learning modules.	Consider assigning community service and other Restorative Practices (the purpose of the RP framework is to provide disciplinary processes for accountability, repair, support, and reintegration across the continuum of behavior response. It is intended to function as a discipline response framework itself, not as a separate support layer added to administrative consequences)	Communicate with Case Manager if student has a 504/IEP	
Minor property damage including graffiti or tagging - damage that can be repaired on-site	School Counselors to support, particularly with patterns of behavior.			
Repeated playfighting				
Repeatedly leaving class without permission (suspensions never permitted)*	Notify guardians, recommend student/family meeting , SST (see resources section for additional)	Please note that defiance/disruption behaviors (most of these - consult with LEAD with questions) are not suspendable behaviors in CA Education Code.		
Possessed or used tobacco including vape pens with tobacco	Document incident in Synergy			
Possession of firecrackers (non-projectile)	Consider community service, such as cleaning or repairing damage - include math around the cost it takes to repair, job	Optional supervised in school suspension or 1 day suspension if other interventions have failed and other behaviors have occurred as a result		

Students engaging in consensual sexual activity on campus	application process, etc.	(teacher suspension guidelines)		
False activation of fire alarm	Consider behavior contract			
Trespassing on a campus where student is not assigned (without engaging in harmful or threatening conduct)	*Students who are late are marked T or T30. If students leave class and do not return, there is no way to indicate this in Synergy (follow steps above as you would for other behaviors). Additionally, attendance is not factored into grading, per Board Policy 5121.) See attendance resources .			
Gambling on site	For false activation of fire alarm, consider inviting fire department to family meeting as follow up For gambling, take into consideration type of gambling, online, in person e.g. affecting peers, money exchanged or not, in class or out of class e.g. level of disruption to school			

Level 3 - Dean/Administrator

Managed Behaviors

Level 3 Dean/Administrator-Managed Behaviors (unless part of classroom program, e.g. SOAR supports)

In determining the number of days a student is suspended, please consider safety concerns for the student and others in the community, the student's history, interventions attempted, parent/guardian support, meetings held, consult with LEAD. Alternative means of correction must be attempted first, particularly if the behavior is related to the student's disability or suspected disability. **Mandatory: Ensure all plans are followed for any student with an IEP or 504 - communicate with Case Manager. Consider if all parts of the IEP were implemented (IEP is up to date) and if the behavior was a result of their disability. An MD is required if the suspension will cause the student to accumulate 10 days of suspension. (20 days maximum suspension days in a school year).**

Behavior	Recommended Interventions	Suspension Y/N	Contact LEAD Y/N	Referral for Expulsion Y/N
Repeated Level 2 behavior - dress code, picking on, bothering, technology infraction, distracting peers	Parent/guardian consultation and one or more appropriate interventions (other means of correction); refer to CCT if repeated interventions are not supporting student to change behavior	Discouraged and not permitted unless tiered interventions have been attempted and failed (PK-12+ students may not be suspended for defiance or disruption) 1-2 day suspension unless permission from LEAD for more days Utilize Restorative Practices	Only if suspending a student who is in a group disproportionately referred for discipline per Safe and Supportive Schools Resolution or more than 2 days	N
Failure to follow directions when it causes an unsafe situation Examples could include 1) during a drill where students are expected to evacuate and one teacher cannot remain to supervise a student who is not following directions, 2) blocking an egress when there is a safety concern and staff or students need to leave	Immediate redirection, reteach expectations, follow up conversation Parent/guardian consultation and one or more appropriate interventions (other means of correction); refer to CCT if repeated interventions not supporting student to change behavior	N	N	N
Repeated use of harmful speech, such as insults or slurs, that has not yet met the criteria for bullying (not severe & pervasive & causing significant harm or Title IX sexual harassment (not severe, pervasive,	Restorative conference if appropriate and both parties are willing Initiate B&H investigation if not already started, to determine if criteria has been met, refer to	Can consider suspension of 1 -2 days (consult Title IX and B&H guidelines to verify whether criteria has been met, more days of suspension may be warranted depending on specific facts, such as number of	Contact LEAD only if suspending a student who is in a group disproportionately referred for discipline per Safe and Supportive Schools Resolution	N

objectively offensive and denying equal access)	bullying prevention resources Put in place supportive measures Family engagement, facilitated learning	incidents or severity of comments		
Attempted to cause, or threatened to cause physical injury to students or staff (not involving threats of weapons)	Mediation, restorative circle, conflict resolution Refer to CCT; If threat is substantial and there is potential for follow-through on threat, inform family. Refer to Violence Interruptor teams if threat is connected to community violence. Mandatory parent/ guardian contact	1-2 days out of school, More days only with LEAD consult	N	Discouraged unless secondary findings present* If student has a 504/IEP or a suspected disability, hold an MD when accumulating ten total days of suspension, referring for expulsion
Low level fighting (mutual combat resulting in minor injuries such as cuts, scrapes; or instigating a physical altercation that occurs)		Y if interventions had been attempted or pattern of behaviors - 1 day only unless there have been prior repeated attempts at intervention	Only if suspending a student who is in a group disproportionately referred for discipline per Safe and Supportive Schools Resolution	N unless other circumstances (e.g. multiple behaviors prohibited by ed code) and have already reached out for support (e.g. SSW consulted supervisor, SPED CM consulted Supervisor, Admin consulted w LEAD) If student has a 504/IEP or a suspected disability hold an MD
Intoxication	Refer to Counseling (incl parent/ guardian phone call) who may then refer to Wellness to offer Brief Intervention Services (BIS) or ongoing Counseling. Call family immediately and ask for student pick up (no Lyft, Uber or self-transport), consult School Nurse/NOD, and call 911 if needed.	Only if interventions had been attempted and behavior is disruptive to others Monitor student at all times	Only if suspending a student who is in a group disproportionately referred for discipline per Safe and Supportive Schools Resolution Refer to ILM Alt to Suspensions BIS Substance Refer to CCT	N
Theft of property of larger value (school or personal) (ed code 48900g or receiving stolen property (48900i))	If possible and item(s) are returned, mediation, restorative circle, conflict resolution	Can consider suspension of 1 -2 days or more if item was very expensive and cannot be returned/replaced*	Only if suspending a student who is in a group disproportionately referred for discipline per Safe and Supportive Schools Resolution	Discouraged unless secondary factors present OR item was very expensive and cannot be returned/replaced*

				If student has a 504/IEP or a suspected disability, hold an MD when accumulating ten total days of suspension, referring for expulsion
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** Secondary findings are defined as 1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct or 2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.*

Level 4 - Administrator

Managed Behaviors

Level 4 Administrator-Managed Behaviors

In determining the number of days a student is suspended, please consider the safety concerns for the student and others in the community, student's history, interventions attempted, parent/guardian support, meetings held, consult with LEAD. Alternative means of correction should -be attempted first, particularly if the behavior is related to the student's disability or suspected disability. **Mandatory: Ensure all plans are followed for any student with an IEP or 504 - communicate with Case Manager. Consider if all parts of the IEP were implemented (IEP is up to date) and if the behavior was a result of their disability. An MD is required if the suspension will cause the student to accumulate 10 days of suspension. (20 days maximum suspension days in a school year).**

Behavior	Recommended Interventions	Suspension Y/N	Contact LEAD Y/N	Referral for Expulsion Y/N
Caused, threatened or attempted physical injury, or willful use of violence (not minor mutual affray or reasonable self defense) <i>(For less-severe incidents, refer to Level 2 - playfighting, or Level 3 - low level fighting.)</i>	Parent/guardian consultation and one or more appropriate interventions (supports and skills must be taught i.e. "other means of correction") from above; refer to CCT Supportive Measures Menu School Staff Training	1-2 days for first, minor concern, 3-5 for more serious issues and if referring for expulsion. 5 days only if referring for expulsion Suspensions must include sufficient evidence and due process (student conference, call to parent, written notice provided within 24 hours) Utilize Restorative Practices when possible and both parties are willing	Y if suspension or pursuing expulsion or if suspending a student who is in a group disproportionately referred for discipline per Safe and Supportive Schools Resolution	Expulsion permitted if secondary findings are present If student has a 504/IEP or a suspected disability, hold an MD prior to accumulating ten total days of suspension, referring for expulsion
Bullying/Harassment [severe or pervasive conduct, including online conduct, that has a substantially detrimental effect on physical or mental health or as described in 48900(r)]				**Secondary Findings: The school must show that (1) due to the nature of the act, the pupil causes a continuing danger to physical safety at school, or (2) other means of correction are not feasible or have failed to bring about proper conduct Secondary Findings are not required for mandatory offenses, but because we advise always including the discretionary version of any offense, the school should be prepared to show secondary findings for any expulsion referral.
Sexual Harassment (severe or pervasive conduct of a sexual nature as described in 48900.2) - electronically sending/forwarding explicit pictures of another student (Note: Contact LEAD after reviewing Title IX guidance, Office of Equity when needed, and prior to any discipline)			Y if suspension or pursuing expulsion or if suspending a student who is in a group disproportionately referred for discipline per Safe and Supportive Schools Resolution	

Possessing, furnishing, and/or using marijuana (with no intent to sell) or strong odor of including paraphernalia, vape pens with cartridge less than an ounce and not selling (with careful conversation) - see Board policy	Refer to ILM Alt to Suspensions BIS Substance ; refer to CCT If under the influence, refer to Counseling (incl guardian phone call) who later refers to Wellness to offer Brief Intervention Services (BIS) or ongoing Counseling; family conference; refer to CCT (Call family immediately and ask for student pick up (no Lyft, Uber or self-transport), consult School Nurse/NOD, and call 911 if needed)		N unless pursuing expulsion	Expulsion not required for first time possession of one ounce or fewer of marijuana; expulsions permitted for repeated offenses if tiered interventions have failed or student poses a danger (secondary findings are present)
Possessing and/or using a controlled substance other than marijuana - see Board policy		Not more than 3 days - depends on circumstances, e.g first occurrence, were other peers present, were peers injured, amount of controlled substance found, was other paraphernalia present?	Only if suspending a student who is in a group disproportionately referred for discipline per Safe and Supportive Schools Resolution or if pursuing expulsion	Expulsion not required for first time possession of one ounce or fewer of marijuana; expulsions permitted for repeated offenses if tiered interventions have failed or student poses a danger (secondary findings are present) If student has a 504/IEP or a suspected disability hold an MD - see above
Possession of an imitation firearm such as a BB gun (that does not project a metallic object), igniting or selling firecrackers/fireworks	Parent/guardian conference plus one or more appropriate interventions above; refer to CCT Lesson regarding mace, pepper spray, weapons, etc. being illegal and how improper use can impact a student	0-5 day suspension - case-by-case basis (consider who saw and what was the impact - was it brought to "show off" or was there a safety threat or mitigating factors - consult with LEAD for number of days) In-school suspension as a potential alternative where circumstances warrant.	Only if suspending a student who is in a group disproportionately referred for discipline per Safe and Supportive Schools Resolution or if pursuing expulsion	Case-by-case basis depending on safety threat or mitigating factors If student has a 504/IEP or a suspected disability hold an MD - see above
Possessing a BB gun that projects metallic object, mace, pepper spray (or other unsafe object that foreseeably could injure others) - see Board policy		0-5 day suspension - case-by-case basis depending on who saw, was there a safety threat or mitigating factors - <i>consult with LEAD for number of days</i>	Y	Case-by-case basis depending on safety threat or mitigating factors If student has a 504/IEP or a suspected disability hold an MD - see above

Committed harassment, threats, or intimidation against a student witness (including gang-related behavior) (see Board policy)		1-5 day suspension - case-by-case basis - consult with LEAD for number of days	Y	Expulsion discretionary and if secondary findings are present If student has a 504/IEP or a suspected disability hold an MD - see above
Theft of property of larger value (school or personal) (ed code 48900g or receiving stolen property (48900i))	Parent/guardian conference, restitution if possible (e.g. community service)	1-5 day suspension - case-by-case basis depending on evidence, was there a safety threat or mitigating factors, repeated behavior after interventions or very significant cost of item/hardship to student-consult with LEAD for number of days	Only if suspending a student who is in a group disproportionately referred for discipline per Safe and Supportive Schools Resolution	Expulsion discretionary and if secondary findings are present If student has a 504/IEP or a suspected disability hold an MD - see above

Level 5 - Non-Mandatory Expulsion Referral

Level 5 Non-Mandatory Referral for Expulsion - Administrator-Managed

For the behaviors below, the Administrator **shall** refer for expulsion unless they determine that an expulsion is not appropriate under the particular circumstances, or that alternative means of correction can effectively address the conduct. To make this determination, consider factors such as whether the student's presence causes continuing safety concerns for the student or others; impact on community and mental health of other students; whether the student has cooperated and taken responsibility for their actions; whether the student has shown willingness to participate in alternative interventions; whether the student has a past history of harmful conduct that has continued despite interventions; whether student and family have demonstrated that the behavior will not occur again. **Mandatory: Ensure all plans are followed for any student with an IEP or 504 - communicate with Case Manager. Consider if all parts of the IEP were implemented (IEP is up to date) and if the behavior was a result of their disability. If a student will meet or exceed 10 days of suspension within the school year, an MD is required (20 days maximum suspensions per school year).**

Behavior	Recommended Interventions	Suspension Y/N	Contact LEAD Y/N	Referral for Expulsion Y/N
Possession of a knife (i.e., 3.5+ inches or folding knife with blade that locks into place, razor with unguarded blade) or other dangerous object (taser, stun gun, imitation gun) (EC 48915(a)(1)(B))	Parent/guardian re-entry meeting if suspension and not moving forward with expulsion, research project, restorative work as appropriate; refer to CCI	Y, 1-5 days, depending on severity and harm. 5 days if referring for expulsion. Factors to consider for severity and harm (non-exhaustive list):	Y, if expulsion or if suspending a student who is in a group disproportionately referred for discipline per Safe and Supportive Schools Resolution	Y, Unless the principal determines that an expulsion is not appropriate under the particular circumstances, or that alternative means of correction can effectively address the conduct. If refer for expulsion, must prove secondary findings for all offenses in this chart.*
Caused serious physical injury (typically documented by a doctor) to another student except in self-defense (EC 48915(a)(1)(A)) (For less severe incidents, refer to Level 4 .)	Fifth Day Suspension contract meeting with SFSD, when appropriate Bullying prevention resources Tier 3 resources	Knife/dangerous object: Did the student remove the object from their backpack/purse within the school or school activity; or mention it in a threatening manner? Did a student brandish a dangerous object (taser, imitation gun, non-safety scissors) at another person?		Otherwise - use alternative interventions listed in column 2.
Committed an assault or battery on a school employee. (EC 48915(a)(1)(E))				+Different rules for IAES (Interim Alternative Educational Setting) - please consult SPED supervisor
Committed robbery or extortion (taking property by force or intimidation directly from someone). (EC 48915(a)(1)(D))		Serious Physical injury: Was student taken to hospital? Were two or more students beating up one student? Did a student film and/or post the fight? Was the fight the result of bullying or harassment?		
Unlawful possession of a controlled substance EXCEPT (i) first time possession of less than one ounce of marijuana, or (ii) possession of over the counter or medication	Refer to ILM Alt to Suspensions BIS Substance , to CCT if student is not referred for suspension or expulsion	Assault/Battery: Consider "willful" and introductory comments during the assault; the student's		

prescribed for use by the student for medical purposes) (EC 48915(a)(1)(C))		history, trauma, age, special education services, etc. If staff, consider if they followed de-escalation protocols and moved away from the student, etc) Robbery/Extortion: 4th/5th grade only - consider prior interventions, student's mental health, family/home situation, other relevant factors Possession of Controlled Substance: Consider amount of drugs; whether individually packaged in amount beyond personal use; whether shared with others; presence of other paraphernalia (scale, baggies, multiple vape pens)		
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Secondary findings are defined as 1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct or 2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Level 6 - Mandatory Referral for Expulsion

Level 6 Mandatory Referral for Expulsion - Administrator-Managed

Behavior	Recommended Interventions	Suspension Y/N	Contact LEAD Y/N	Referral for Expulsion Y/N
Brandishing a knife (waving or pointing in a threatening manner). (EC 48915(c)(2)). Knife is defined as a weapon with blade 3.5 inches or longer, folding knife with blade that locks into place, razor with unguarded blade. For brandishing scissors, see Level 5 possession of knife or dangerous object.	- Isolate student to ensure safety of others - Contact LEAD - Contact parent/guardian - Contact law enforcement if necessary - Complete investigation - Begin paperwork for expulsion referral - Refer for expulsion - strong consideration of context and having student return on an SEA when student takes responsibility for their actions and shows willingness to participate in interventions and repair harm	Y - mandatory, 5 days <i>Please consult with LEAD prior to administering any discipline.</i>	<u>Contact LEAD before any suspension with mandatory expulsion referral</u>	Y - mandatory <i>If a student has a 504/IEP or a suspected disability, hold a Manifestation Determination prior to 10th day of suspension within the school year.</i> <i>Schools must have substantial evidence to show that the student committed the offense. Hearsay alone is not adequate.</i> <i>Secondary findings are NOT required for mandatory-referral offenses in this chart. They are required for other offenses—see Level 5.</i> <i>Examples of substantial evidence: student admission; video evidence; eyewitness willing to testify; sworn declaration from eyewitness with facts explaining reasonable fear of testifying at hearing.</i>
Committed or attempted sexual assault (see “What is Prohibited by Title IX?” section) or sexual battery (Administrators refer to Title IX guidance and consult with LEAD for guidance prior to any discipline)(EC 48915(c)(4))	Please see Supportive Measures Menu when appropriate			
Selling a controlled substance (EC 48915(c)(3)) (evidence of sales such as communications to sell/buy; witness to exchange; amount of drugs in student's possession; individually packaged/several vapes; paraphernalia such as scales, baggies) For possession of drugs <u>without</u> evidence of sales see Level 4 or 5 possession				
Possessing, selling, or furnishing a firearm (EC 48915(c)(1))				

Possession of an explosive (i.e. bomb, grenade, missile, poison gas). This does not include fireworks/firecrackers. (EC 48915(c)(5))				
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Resources

Resources

Classroom Management/MTSS

- ☐ [Creating Your Classroom Management Plan](#)
- ☐ [MTSS Workbook](#)
- ☐ [MTSS Workbook Example](#)
- ☐ [MTSS Overview Slidedeck](#)
- ☐ [Tiered Interventions List](#)
- ☐ [Tier 1 Overview & Resources](#)
- ☐ [MTSS Tier 2 Slidedeck](#)
- ☐ [Tier 2 Overview & Resources](#)
- ☐ [Tier 2 Interventions](#)
- ☐ [MTSS Tier 3 Slidedeck](#)
- ☐ [Tier 3 Overview & Resources](#)
- ☐ [Tier 3 \(PTR\) Planning Guide](#)
- ☐ [SPED Behavior Modules & Trainings](#)
- ☐ [IRIS Resource Locator](#)
- ☐ [California PBIS](#)
- ☐ [Behavioral Intervention Strategies and Supports](#) (CDE)
- ☐ [Supporting students with IEPs](#) (CDE)

De-escalation & Debrief

- ☐ [Deescalation and Crisis Resources](#)
- ☐ [Debriefing tool](#)
- ☐ [Landing Page for Mental Health Crisis](#)
- ☐ See labor contracts Article 14 (certificated) and Article 15 (classified) for more information on staff response after a crisis

Coordinated Care Team/Counseling/School Social Workers

- ☐ [Coordinated Care Team \(CCT\) Landing Page](#)
- ☐ [Landing Page for Mental Health Crisis](#)
- ☐ [School Site Support Landing Page](#)
- ☐ SFUSD K-5 Safety Risk Assessments: ([English](#), [Spanish](#), [Chinese](#))
- ☐ SFUSD MS/HS Safety Risk Assessments: ([English](#), [Spanish](#), [Chinese](#))
- ☐ SFUSD K-5 Safety Plans: ([English](#))
- ☐ SFUSD MS/HS Safety Plans: ([English](#), [Spanish](#), [Chinese](#))
- ☐ [SFUSD Behavioral Threat Assessment Slides](#)
- ☐ [Behavioral Threat Assessment Protocol](#)
- ☐ [CCT Implementation Guide](#)
- ☐ [CCT Classroom Consultation Tool](#)
- ☐ [Updated SST Template](#)
- ☐ [Updated Spanish SST Template](#)
- ☐ [Updated Chinese SST Template](#)
- ☐ [Updated SST Follow Up Template](#)
- ☐ [Updated Spanish SST Follow Up](#)
- ☐ [Updated Chinese SST Follow Up](#)
- ☐ [Tiered Behavior Supports for SSWs & School Psychologists](#)

Policy & Research

- ☐ [Questions and Answers: Addressing the Needs of Children with Disabilities and IDEA's Discipline Provisions](#)
- ☐ [Discipline in California Schools](#)
- ☐ [Behavior is Communication](#)
- ☐ [The Effect of School Discipline on Offending Across Time](#)
- ☐ [Report of Unfair Discipline at School and Associations with Health Risk Behaviors and Experiences](#)
- ☐ [CDE guidance on discipline](#)
- ☐ [SFUSD Other Means of Correction/Alternatives to Suspension](#)
- ☐ [Alternatives to Suspension and Expulsion](#)
- ☐ [Ten Alternatives to Suspension](#)
- ☐ [How One Middle School Cut Discipline Referrals](#)

Administrator & Head Counselor Resources

- ☐ [Title IX resources](#) & [Supportive Measures Menu](#)
- ☐ [Bullying & Harassment resources](#)
- ☐ [Hate Speech - MSK8 Resources](#)
- ☐ [Suspension Due Process Checklist](#)
- ☐ [Teacher Suspension Guidelines](#)
- ☐ [Expulsion Packet Checklist](#)
- ☐ [BER and Ed Code guidelines](#) & [template](#)
- ☐ [Synergy documentation](#) for lower level incidents
- ☐ [Synergy procedures for Suspensions/Expulsions](#) (Updated 2025)
- ☐ Templates: [behavior contract](#), [stay away](#), [debrief template](#), [safety and support \(supportive measure\) template](#), SFUSD MS/HS Safety Risk Assessments: ([English](#), [Spanish](#), [Chinese](#)), SFUSD MS/HS Safety Plans: ([English](#), [Spanish](#), [Chinese](#)), [SFUSD Behavioral Threat Assessment Slides](#), [Behavioral Threat Assessment Protocol](#)
- ☐ Suspensions must be in sent in writing to guardians: **CA EDUC 48911** (d) At the time of suspension, a school employee shall make a reasonable effort to contact the pupil's parent or guardian or, if applicable, the foster child's educational rights holder, attorney, and county social worker, or, if applicable, the Indian child's tribal social worker and, if applicable, county social worker in person, by email, or by telephone. If a pupil is suspended from school, the parent or guardian or, if applicable, the foster child's educational rights holder, attorney, and county social worker, or, if applicable, the Indian child's tribal social worker and, if applicable, county social worker shall be notified in writing of the suspension. **BP 5144.1** [Notice to Parents/Guardians](#): At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall also be notified in writing of the suspension. (Education Code 48911) For a foster child, the reasonable effort to contact in person or by telephone, and the written notice of suspension will be provided to the student's education rights holder within 24 hours, attorney and appropriate county child welfare agency representative. This notice shall state the specific offense committed by the student. (Education Code 48900.8) In addition, the notice may state the date and time when the student may return to school.

Parent/Family Resources

- ☐ [SFUSD Family Supports & Services](#)
- ☐ [SFUSD Special Education Handbook](#)
- ☐ [SFUSD IEP Resources & Articles](#)
- ☐ [Triple P Parenting](#)
- ☐ [Parent Training Institute](#)
- ☐ [Title XI Supportive Measures - Family Resource](#)

See anything that's missing or needs more consideration? Questions? Submit feedback or questions [here!](#)

Quick Reference - Behaviors @ Multiple Tiers

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Please note that behaviors such as playfighting, setting off the fire alarm, gambling, trespassing are not suspendable behaviors in CA Education Code unless in combination with other behaviors.						
Bullying/ Harassment	Picking on, bothering, or distracting other students, playfighting Use of profanity or vulgarity (not directed toward others), yelling, repeatedly interrupting activity	Use of profanity or vulgarity toward others, slurs Ongoing Bullying/Harassment or slurs, symbolic, non-verbal, or visual hate speech (e.g. creating harmful images using AI, etc.) See <i>definition</i> & refer to protocol Sexual Harassment (verbal, written, or electronic comments that are sexually offensive or degrading) - see <i>definition</i> & refer to protocol	Repeated bullying/harassment or slurs, hate speech and not responding to redirection (see resources)	Ongoing or more severe Bullying/Harassment [severe or pervasive conduct, including online conduct, that has a substantially detrimental effect on physical or mental health or as described in 48900(r)] Sexual Harassment (severe or pervasive conduct of a sexual nature as described in 48900.2) - electronically sending/ forwarding explicit pictures of another student (Note: Contact LEAD after reviewing Title IX guidance, Office of Equity when needed, and prior to any discipline) Committed harassment, threats, or intimidation against a student witness (including gang-related behavior) (see Board policy)		Committed or attempted sexual assault (see "What is Prohibited by Title IX?" section) or battery (Administrators refer to Title IX guidance and consult with LEAD for guidance prior to any discipline)

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Fighting	Picking on, bothering, or distracting other students, playfightingLevel 1 Use of profanity or vulgarity (not directed toward others), yelling, repeatedly interrupting activity	Repeated playfighting unless tiered interventions have failed or it escalates to more unsafe behaviors.	Attempted to cause, or threatened to cause physical injury to staff or students (not involving threats of weapons) Fighting Level 1 (mutual combat resulting in minor injuries such as cuts, scrapes; or instigating a physical altercation that occurs)	Assault or repeated fighting after previous interventions - resulting in minor injuries such as cuts, scrapes. (Consider "present ability" and the introductory comments around the student's history, trauma, special education services, etc. If staff, consider if they followed de-escalation protocols and moved away from the student, etc.) <i>(For less-severe incidents, refer to Level 2 - playfighting, or Level 3 - attempt or fighting.)</i> Committed harassment, threats, or intimidation against a student witness (including gang-related behavior) (see Board policy)	Caused serious physical injury (typically documented by a doctor) to another student except in self-defense	
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Dangerous Objects/ Weapons		Possession of firecrackers (non-projectile) or other dangerous object		Threatening to cause physical injury with a weapon (this	Possession of a knife (3.5 inches+ or non-folding dagger), taser, stun gun, or other	Brandishing a knife (waving or pointing in a threatening manner). This does not include

				includes social media) (see Board policy)	dangerous object (brandishing a knife, possessing firearm/explosive listed separately, possession)	scissors unless they were used with intention to cause harm. Possessing, selling, or furnishing a firearm Possession of an explosive (i.e. bomb, grenade, missile, poison gas). This does not include fireworks/firecrackers.
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Substances	Cigarettes, vaping (first time)	Possessed or used tobacco including vape pens with tobacco	Intoxication	Possessing, furnishing, and/or using marijuana (with no intent to sell) or strong odor of including paraphernalia , vape pens with cartridge less than an ounce and not selling (with careful conversation) - see Board policy Possessing and/or using a controlled substance other than marijuana - see Board policy	Furnishing a controlled substance other than marijuana	Selling a controlled substance (see note below)
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Theft	Minor theft e.g. a school supplies, personal item of low monetary value		Theft of property of larger value (school or personal) (ed code 48900g or receiving stolen	Theft of property of larger value (school or personal) (ed code 48900g or receiving stolen property	Theft of property of larger value (school or personal) (ed code 48900g or receiving stolen property	

			property (48900i))	(48900i)) - repeated behavior after interventions or very significant cost of item/hardship to student	(48900i)) - repeated behavior after interventions or very significant cost of item/hardship to student	
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When assessing student behaviors and our response, consider frequency, intensity and duration of behavior.

Last updated August 10, 2026