



**STUDENT BEHAVIORAL
EXPECTATIONS HANDBOOK
2026-2027**

SUPERINTENDENT
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California Education Code Section 48980 and 48915, states that school districts must notify the parent or guardians of all pupils registered in schools of the district's rules pertaining to student discipline. California Education Code Section 35291.5 authorizes each school to develop discipline rules and procedures. Schools shall provide this information in writing to continuing pupils at the beginning of each school year and to any other pupils, and their parents or guardians at the time of their enrollment.

WASHINGTON UNIFIED SCHOOL DISTRICT Student Behavioral Expectations

Every preschool through adult student has the right to education in a safe, respectful, and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. The school environment should be characterized by positive interpersonal relationships among students and between students and staff. To that end, the district will support each school site in implementing its school-wide positive behavior plan.

A positive school culture in WUSD is based on research indicating that the most effective discipline systems use proactive strategies to prevent discipline problems. Before consequences are given, students must be supported in learning the skills necessary to enhance a positive school climate and avoid negative behavior. This research also shows a strong link between a positive school climate and academic success for all students when students clearly understand behavioral expectations.

These WUSD Student Behavioral Expectations provide additional guidance to students, parents/caregivers, teachers, and administrators regarding appropriate behavior. Only with the understanding, collaboration, and cooperation of everyone who has a stake in our youth's education can we create learning environments conducive to optimum academic achievement for all students.

STUDENT RESPONSIBILITIES

Students are expected to learn and model WUSD Student Behavioral Expectations, follow all school and classroom rules, and demonstrate appropriate social skills when interacting with adults and peers. When behavioral expectations are not met, the student is expected to work to improve behavior.

1. BE SAFE

- I am responsible, like everyone else, for maintaining safety at school.
- I engage in activities that are safe and report any known safety hazards
- I help maintain a clean, safe campus free of graffiti, weapons, and drugs.
- I report any bullying or harassment.
- I avoid conflicts and physical or verbal violence.

2. BE RESPECTFUL

- I treat others the way I want to be treated.
- I respect laws, rules, and school authority.
- I treat people fairly and respect their rights.
- I respect private and public property.
- I am honest with myself and others.
- I avoid spreading rumors or gossip.

*** I respect each person's right to be different and look for the good in others.

3. BE RESPONSIBLE

- I take responsibility for my actions.

- I choose how I respond to others.
- I return what I borrow to the same person, in the same condition.
- I give my best in everything I do.
- I come to school regularly and on time, ready to learn.
- I help create a positive school environment.

PARENT/CAREGIVER RESPONSIBILITIES

Parents/Caregivers will actively support the school's efforts to maintain a welcoming school climate.

1. Support the implementation of their child's school-wide positive behavior plan.
2. Be familiar with and review the WUSD Student Behavioral Expectations and school rules with their children.
3. Reinforce positive behavior and acknowledge their children for demonstrating appropriate conduct.
4. If misconduct escalates, parents or caregivers will cooperate with the school as a collaborative partner to address the student's needs.
5. Send the student to school prepared for work—with books, a pencil, homework, and appropriate clothing.
6. Ensure that the student attends school regularly and is on time.
7. Provide a home environment that encourages respect for the school and the learning process; provide a healthy environment with adequate nutrition and rest.
8. Take corrective action when requested by the teacher or principal.

TEACHER RESPONSIBILITIES

Each teacher has a fundamental role in supporting a positive classroom and school. This includes utilizing effective classroom management strategies to create an environment conducive to learning and prevent misconduct. The teacher is responsible for:

1. Defining, teaching, reviewing, and modeling WUSD Student Behavioral Expectations and school rules.
2. Acknowledging and reinforcing appropriate student behavior.
3. Providing corrective feedback and re-teaching the behavioral skills when misconduct occurs.
4. Working with families in partnership to reinforce appropriate behavior (meeting, mailing correspondence, utilizing parent center as appropriate, etc.).
5. Teaching the district-approved and evidence-based social-emotional curriculum in elementary and middle schools (e.g., Second Step).
6. The behavior intervention plan for students with disabilities is available to all staff working with identified students.
7. Reporting the behavior to the school administrator or person responsible for discipline at the school site for a student who engages in ongoing misconduct, despite appropriate interventions
8. Assuming responsibility for all school students, not just those in individual classrooms.
9. If a student is placed in Classroom Suspension or In-School Suspension, the teacher **MUST** provide sufficient and relevant classroom work to keep the student engaged in learning.

PRINCIPAL RESPONSIBILITIES

Each school administrator is a role model and a leader. School administrators, in collaboration with instructional staff and community support, are responsible for establishing a caring school climate and safe environment by:

1. Ensuring that WUSD Student Behavioral Expectations and school rules will be taught, enforced, advocated, communicated, and modeled to students, parents/caregivers, staff, and community.
2. Ensure that ongoing, accurate data is input into the district AERIES student database for all students.

3. Utilizing methods for recording, collecting, and analyzing behavior/discipline information to monitor and evaluate data for ongoing decision-making from the individual student through the school-wide student population.
4. Providing necessary training and support for staff and parents/caregivers in maintaining an environment conducive to learning.
5. Implementing the district-approved and evidence-based social-emotional curriculum in elementary and middle schools (e.g., Second Step).
6. Implementing the consistent application of reasonable alternatives to suspension, expulsion, and suspended expulsions that include equitable consequences consistent with law and district policy.
7. Collaborating and partnering with after-school programs and outside agencies when appropriate.
8. Assembling an ongoing collaborative team at the school (e.g. Student Study Teams) with appropriate staff and the parent/caregiver(s) to address behaviors for all students who engage in ongoing misconduct, despite appropriate interventions, and designing and implementing an effective individualized behavior support plan or behavior intervention plan that may include, but is not limited to:
 - a. Intensive behavioral supports and strategies
 - b. Adapted curriculum and instruction
 - c. Communication strategies
 - d. Community agency referrals

DISTRICT RESPONSIBILITIES

The top district priorities are creating a positive school culture, improving behavior, and developing appropriate student discipline practices. All district staff shall teach, enforce, advocate, communicate, and model a positive school culture by playing an active supportive role in assisting schools in the successful implementation of their school safety plan by:

1. Ensuring alignment and ongoing training of all district offices, programs, policies, and initiatives that promote a positive school culture.
2. Regularly identify, develop, maintain, and coach useful prevention and intervention activities.
3. Analyzing data, monitoring, and evaluating school practices to address situations where practices need to be strengthened.
4. Broadening the adoption and implementation of consistent alternatives to suspension and expulsion districtwide by ensuring that all site administrators participate in district training, coaching, and using uniform documents for data collection.
5. Regularly overseeing schools' efforts to maintain relationships with outside community partners.
6. Training sites on using and utilizing data in allocating and providing professional development in school-wide positive behavior interventions and support for new staff.
7. Developing and coordinating regular training for parents/caregivers, student behavior seminars, and employee professional development.
8. Addressing student needs in selecting appropriate placement options for the small percentage of students who do not respond to intensive interventions and are not receiving an appropriate education on a comprehensive school campus. WUSD will use systematic data analysis to indicate the need for a more supportive and/or individualized environment.

CONSEQUENCES FOR STUDENT MISCONDUCT

School discipline consequences strive to be consistent, reasonable, fair, age-appropriate, and matched to the severity of the student's misbehavior. Consequences paired with meaningful interventions, instruction, and guidance (corrective feedback and re-teaching) offer students an opportunity to connect their misconduct with new learning, contribute back to the school community, and are more likely to result in getting the student re-engaged in learning. Consequences should be carefully implemented with well-defined outcomes to provide the most significant benefit. Positive consequences, including systematic recognition of appropriate behavior, frequently lead to an increase in the desired behavior. Negative consequences are designed to inform the student that his or her behavior is unacceptable and should not occur again. The final determination of using these consequences will be the site administrator's decision, who is responsible for handling that individual situation.

DEFINITIONS

As defined in Federal codes and State Education codes, and as used in Administrative and Board policies by the Washington Unified School District Board of Education:

- **Absence (Unexcused) and Truancy** -Any absence not excused by a parent/caregiver or legal guardian and approved by the appropriate school official.
- **Aiding or abetting** - Assisting, encouraging, and supporting others in inflicting injury to another person.
- **Arson** -Starting or setting a fire on the school campus.
- **Battery on a Staff Member** - Aggressive physical contact with an employee of the school district.
- **Bullying, Cyberbullying & Harassment** - Knowing and willful course of conduct directed at a specific person that seriously alarms, annoys, or harasses the person and involves an imbalance of real or perceived power among those involved. This includes cyberbullying, which is the use of information technology (e.g., cell phones, instant messaging, e-mail, social networking sites) to harass, threaten, or intimidate someone.
- **Bus Conduct** - Students who ride school buses are expected to adhere to the same rules of conduct and behavior on the school bus as in school. Engages in misconduct, disrupts school bus travel, disrespects the bus driver, or jeopardizes the safety of school bus rides.
- **Cheating** - Dishonesty on a test or school-related assignment.
- **Defiance of School Personnel's Authority** -Refusal to comply with reasonable requests of school personnel.
- **Destruction or Defacement of Property** - Destroying or mutilating property or materials belonging to the school, school personnel, or other persons.
- **Disorderly Conduct, Including Profanity and Obscene Behavior**—Conduct and/or behavior that disrupts the school's orderly educational procedure.
- **Drug/Alcohol/Paraphernalia** -The use, possession, or sale of a controlled substance, or otherwise furnished to another person, a controlled substance or alcoholic beverage, or the selling of other substances or materials and representing such substances or materials as a controlled substance or alcoholic beverage.
- **Explosive Devices** - The use, possession, or sale of explosive devices.
- **Extortion/Robbery** - The solicitation of money, or something of value, from another person, in return for protection or in connection with a threat to inflict harm.
- **False Fire Alarm** - Deliberately pull or set off the school fire alarm.
- **Fighting/Mutual Combat** - Engaging in or threatening an act that causes or might cause harm to another person; mutual combat between two people.
- **Fighting/Assault** - Willfully using force or violence upon another except in self-defense.
- **Forgery** -Writing and using the signature or initials of another person.
- **Gambling** - Participating in games of chance to exchange money or something of value.

- **Gang Behavior/Attire** - Engaging in behavior (writings, hand signals, intimidation, "stare down", etc.) or wearing attire (caps, shirts, "rags") or symbols (notebooks, tattoos, etc.) that signify gang affiliation or membership.
- **Hate-Motivated Behavior** - Actions committed because of the victim's race, color, religion, nationality, country of origin, ancestry, disability, or sexual orientation.
- **Hazing** - Any method of initiation into a student organization or group that causes or may cause physical harm or personal degradation or disgrace, resulting in physical or mental harm to a student.
- **Off-Campus Without A Pass** - Leaving campus without proper authorization.
- **Parking Violations** - Parking in an unauthorized area on the school grounds.
- **Profanity/Obscene Acts** - Vulgarity or acts which are considered obscene.
- **Reckless Driving On/Around Campus** - Excessive speed or careless driving.
- **Sexual Assault** - Committed or attempted to commit an act of sexual battery, rape, statutory rape, lewd and lascivious conduct, molestation, etc.
- **Sexual Harassment** - Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature. Other types of conduct prohibited in the district and which may constitute sexual harassment include (EC 212.5):
 1. Unwelcomed leering, sexual flirtations, or propositions.
 2. Unwelcomed sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
 3. Graphic verbal comments about an individual's body or overly personal conversation.
 4. Sexual jokes, stories, drawings, pictures, or gestures.
 5. Spreading sexual rumors.
 6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
 7. Touching an individual's body or clothes sexually.
 8. Purposefully limiting a student's access to educational tools.
 9. Displaying sexually suggestive objects in the educational environment.
 10. Continuing to express sexual interest after being informed that the interest is unwelcome.
 11. Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in investigating a sexual harassment complaint.
- **Smoking/Tobacco/Possession** - The possession or use of tobacco or nicotine products on school property.
- **Tardiness** - Arriving late to school or class.
- **Theft/Possession of Stolen Property** - Taking or attempting to take property that does not belong to you, or knowingly being in possession of stolen property.
- **Weapons/Injurious Objects** - The possession, use, or sale of any object that might be used to inflict bodily injury to another person.

INTERVENTIONS & DISCIPLINARY ACTIONS

Even though some situations might signal school suspension, an array of interventions should be considered when action is called for in response to student misconduct. WUSD policy requires school administrators to utilize positive interventions and/or means of correction, if appropriate, before or in lieu of suspension to resolve disciplinary issues. When in-school suspension or suspension is indicated, the school should provide in-school suspension or other alternatives within the school to ensure student safety, mental health, and academic success.

Prior to suspension or any disciplinary measure, students should first be supported in learning the skills necessary to function in the school environment and to avoid negative behavior. Guiding principles that set forth clear expectations and the development of a positive behavior system enable staff to have available the information and resources needed to evaluate and address student misconduct more effectively. Disciplinary and restorative interventions may include:

- **Loss of Privileges** - If someone abuses a previously earned privilege, that privilege can be revoked. The student can earn it back by successfully engaging in the behavior under supervision or meeting prearranged criteria for reinstatement of the privilege. Any activity or event scheduled during the school day (e.g., recess, lunch) is not considered a privilege.
- **Informal Conference** - A school official (teacher, administrator, or counselor) will meet with the student for instruction & guidance, providing re-teaching and corrective feedback. This may offer the student an opportunity to gain an understanding of the subject and be motivated to change his or her behavior. A student who is so involved is more likely to re-engage in learning.
- **Formal Conference** - A formal conference is held between the student, parent, and one or more school officials. During this conference, the student must agree to correct his/her behavior. Parent(s) may be notified by telephone, personal contact, letter, or certified letter. A conference may also be conducted between the student, his/her parent(s), appropriate school personnel, and other individuals concerned.
- **Community Service** - A student may serve on school grounds during non-school hours. Such service may include, but is not limited to, outdoor beautification, campus betterment, and teacher or peer assistance programs. (EC 48900.6, AR 5144 a)
- **Restorative Practices** – Gives students who commit infractions in school an opportunity to understand how their behavior affects others in the school community, including students, teachers, and parents/caregivers, and directly involves them in a process to repair the harm caused. Students may participate in “circles”, “peer mediations,” or other “conferences” to allow affected parties to come together in a safe environment to explore how everyone has been affected by an offense and, when possible, to decide how to repair the harm.
- **Student Study Team (SST)** – A formal process involving a team of school site personnel, parent/caregiver, and students (when appropriate) to develop collaborative strategies to assist students with learning and/or behavioral challenges at school. The goal of the SST is to design a team action plan for student improvement.
- **Behavior Contracts** - An effective contract clearly states the student's behavioral goals, the positive consequences (rewards) he or she can earn for demonstrating these behaviors, and the negative consequences that will follow when those behaviors are not demonstrated.
- **Behavior Support Plans/Behavior Intervention Plans** – A Student experiencing “serious” behavior challenges may benefit from a Behavior Support Plan (BSP) developed through the Student Study Team (SST). Special education students whose behavior impedes learning may also require a Behavior Intervention Plan (BIP) as defined in the Education Code (EC sections 56520 et seq.) through the IEP team. A Functional Analysis Assessment (FAA) and Behavior Intervention Plan (BIP) may also be required. The law also requires additional procedures and considerations for suspensions and expulsions of students with disabilities. For more information, please refer to “Special Education Rights of Parents and Children: Notice of Procedural Safeguards” or call The WUSD Special Services Department at (916) 375-7600 (1350).
- **Recess Restriction/Time Out** - A student's recess time may be restricted (kept in a supervised classroom, benching, or sitting in the office). The student shall be given adequate time to use the restroom and get a drink or lunch. (AR 5144 b)
- **Detention** - Assignment of a student to a supervised detention schedule. Such detention shall not occur during the minimum lunch or recess period and may be imposed for up to one hour after the close of the maximum school day. A student who is transported by school bus shall be detained only until the time when the bus departs. School personnel must give the parent/student 24-hour advance notice. Same-day after-school detentions must receive prior parent/caregiver approval. (AR 5144 b)

- **Parent Liability, Withholding Grades, Diploma, or Transcripts** - Willful misconduct that results in school district property being damaged and not returned (e.g., library & textbooks, uniforms) will result in grades, diplomas, and/or transcripts being withheld until Community Service, Restorative Practices is made. The student's parent will also be liable, not to exceed \$10,000. Suppose the pupil or parent/caregiver cannot pay for the damages or return the property. In that case, the district will provide a voluntary work program for the student in lieu of payment of monetary damages. The grades, diploma, and transcripts shall be released upon completion of the voluntary work. (EC 48904 and Civil Code 1714.01).
- **Alternatives to Suspension** - Consequences identified as appropriate responses to misconduct that allow students to learn skills necessary to avoid future misconduct may include re-teaching expected behavior, practicing the expected behavior, community service, or restorative practices (among others). *ALTERNATIVES TO SUSPENSION; i.e, SARB; MUST BE USED TO ADDRESS PROBLEMS OF TRUANCY, TARDINESS, AND/OR OTHER ATTENDANCE-RELATED ISSUES.
- **Suspension from Extracurricular or Co-curricular Activities** – Extracurricular activities occur outside of the academic day. Co-curricular activities may be within or outside the academic day and are built into the curriculum. It may be determined that a student may not participate in an extracurricular activity (e.g., athletics) or a co-curricular activity (e.g., field trips, Outdoor Ed) if they have shown unsafe or other behavior that would indicate that they may harm themselves or others.
- **Classroom Suspension** - A student may be suspended from one class for no longer than the balance of the day plus the following day and must remain on campus under appropriate supervision. As soon as possible, the teacher shall ask the parent/caregiver to attend a conference with the teacher, at which the school administrator, school counselor, or school psychologist may also be present. If the student has committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities, or otherwise defied the valid authority of school officials, the teacher may require that the parent attend a portion of the school day in his or her child's classroom. The teacher MUST provide the student with sufficient and relevant classroom work to keep the student engaged in learning. (EC 48910)
- **In-School Suspension** - A student may be removed from ongoing instruction and remain on campus during the term of the In-School Suspension site for no more than five consecutive school days if the principal determines it is appropriate and the student is appropriately supervised. At the time of In-School Suspension, the student's parent(s) or legal guardian(s) are notified in person, by telephone, and by letter that the student is subject to In-School Suspension and the infraction resulting in the In-School Suspension. Notifying the parent(s) or legal guardian(s) will include clear instructions regarding the due process procedure. An In-School Suspension program may include conferences between staff, parents/guardians, and students, detention, community service, restorative practices, community agency referrals, Student Study Teams (SST) or other assessment-related teams, and/or referral to school support services staff (EC 48911.1). The teacher MUST provide the student with sufficient and relevant classroom work to keep the student engaged in learning.
- **Informal Suspension** - If a parent or caregiver is told to keep a child at home under the supervision of the parent or caregiver, or a student is sent home without the benefit of a conference, it violates California compulsory attendance laws, the IDEA, and District policy. It is prohibited.
- **Out of School Suspension** - Removal of a pupil from ongoing instruction for adjustment purposes. Any school site may suspend a student for no more than five consecutive school days. The parent/caregiver and student are notified in person or by telephone and confirmed by letter that the student is subject to suspension, and will include the details resulting in the Suspension. Notifying the parent(s) or legal guardian(s) will include clear instructions regarding the due process procedure. A suspension, whether from school or not, may be issued for any of the reasons enumerated in Sections 49800, 48900.2, 48900.3, 48900.4, and 48900.7 of the California Education Code.

- **Expulsion** - A student may be expelled without being suspended and, therefore, not be allowed to attend any WUSD school or program during the term of expulsion, or the enforcement of the expulsion may be suspended pursuant to Education Code Section 48917. The length of expulsion may be for the balance of the semester in which the Board expels or for the balance of the semester, plus the following school semester, or for one calendar year, depending on the violation and/or the student's social adjustment background. Under certain circumstances, the term of an expulsion may be lengthened. Students recommended for expulsion are afforded a fair and impartial hearing if requested and all due process rights. The student's parent(s) or legal guardian(s) are notified by telephone and letter that the student is subject to expulsion by the student's school at the time of Suspension. Notifying the parent(s) or legal guardian(s) will include clear instructions regarding the due process procedure. The school principal will recommend to the Board of Trustees that the student be expelled. The due process procedure is immediately initiated. The expulsion does not become effective until the due process procedure has been completed. (EC 48925, 48917)
- **SARB-** (School Attendance Review Board) - Written notifications of school truancy and parent/caregiver conferences on interventions toward better attendance are implemented for students defined as 'habitual truants' at each school site. Chronic truancy or tardiness may result in a student and parent/caregiver's required attendance at a SART (School Attendance Review Team) meeting at the school site or a SARB (School Attendance Review Board) hearing to be arranged by the Department of Student and Family Support Services. Failure to comply with the SARB directives may result in either a mediation with the Yolo County District Attorney or criminal prosecution of the parent for violating Education Code section 42800 by the student. Violation of this Education Code concerning compulsory school attendance can result in parent fines, community service, suspension of driver's license, revocation of work permits, parents' attendance at school with the student, and/or declaration of the child as a ward under the Welfare and Institutions Code section 601.

RELATIONSHIP BETWEEN PROBLEM AREA AND DISCIPLINE ACTION

The following charts generally indicate the types of disciplinary action that apply in each problem area in each school. Each infraction shows a minimum and maximum action suggested, a suggested action for the first occurrence, and one for repeated occurrences. School officials may want to consider students' school records before taking action. If a student has continually and repeatedly been involved in problem areas, the disciplinary action may result in the maximum action listed. Students should not feel they will automatically receive the maximum action if they have previously been involved in problem areas. Aggravated incidents may result in the maximum disciplinary action without going through the progressive discipline process.

YOUR RIGHTS--DUE PROCESS

All students are entitled to due process. This means there are certain procedures that school officials must follow prior to taking appropriate disciplinary action. There are also procedures that students and parents/caregivers must follow if they do not agree with the school's actions. Suppose a student becomes involved in a situation where a suspension or expulsion might result. In that case, the student and his/her parents will be given a more detailed description of the due process procedures and rights. Challenges or objections to suspensions may be addressed directly to the school-site principal. Students who are recommended for expulsion have a right to an expulsion hearing. (EC 48900, 48915).

REFERENCES:

California Education Code, Section 48900-48927

WUSD INTERVENTIONS AND SUPPORT SERVICES FOR STUDENTS

All District administrators are committed to utilizing interventions and disciplinary supports/consequences that are consistent, reasonable, fair, age-appropriate, and reflect the severity of the student's misconduct. Even though some situations might signal suspension from school, the District's goal is to support students in learning the skills necessary to function in the school environment and avoid negative behavior.

Many support interventions minimize suspension and expulsions and provide our students with meaningful experiences in our learning communities. The following are some representative examples of the interventions our school and district staff employ to improve climate and reduce or eliminate behavior exhibited by students that may result in suspension from school or possible recommendation for expulsion:

Parent Outreach

- School-to-Home Communication
- Parent-Teacher Conferences
- Parent Outreach
- Aeries Parent Portal
- Parent Observation of Child in Class
- District Home Visits
- Catapult Connect
- Technology outreach
- District communications/social media outreach
- Informational Parent Nights
- Parent Group Meetings for At-Risk Students
- Parent Focus Groups
- Anti-bullying campaigns and annual policy distribution to parents and other members of our school communities

Counseling & Mental Health Support

- School Counselor Contacts
- Mental Health Specialist/School Social Worker referral, School Psychologist
- Resource Referrals
- Conflict Mediation
- Counseling for Skill Building
- Focus Groups
- Brief Interventions

Academic Support

- Student Study Team (SST) meetings
- Peer Tutoring
- Homework Center/Homework Help
- Study Hall
- Every Child by Name
- Multi-Tiered Systems of Support (MTSS)
- Response to Intervention (RtI) Programs with Tiered Support
- Online Credit Recovery Programs
- Student Government/Leadership/ASB, Link Crew/WEB Opportunities at the high schools and middle schools

Accommodations and Special Education

- IEP Team Meetings
- Behavior Intervention Plan
- PBIS Plan
- Behavior Specialist Services
- Manifestation
- Classroom Modifications
- Specialized Academic Instruction and related services
- Alternative Dispute Resolution (ADR) Meetings

Behavioral Interventions

- Response to Intervention (RtI)
 - Programs with Tiered Support
 - Positive Behavior Interventions and Supports (PBIS)
 - Behavior Support
 - Curriculum/Character Education
 - Campus Clean-up, Community Service
 - Warnings/Formal Reprimands/Teachable Moments
 - Saturday School/detention
 - Loss of Recess/Free time
 - Individual Crisis Management Plan
 - Section 504 Accommodations
 - Alternative to Expulsion Program
 - Administrative Transfers to other comprehensive school sites
 - Student Handbooks reviewed with students in class
 - School Attendance Review Board (SARB) and School Attendance Review Team (SART)
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- Mentor programs
 - Restitution
 - Reintegration meetings
 - Check-in/Check-out
 - Restorative practices

Community Partnerships & Resources

- WUSD Community Partnerships
- Faith-Based Partnerships
- West Sacramento Police Department

Additional Information

- [BP 5144 Discipline](#)
- [AR 5144 Discipline](#)
- [BP 5144.1 Suspension and Expulsion/Due Process](#)
- [AR 5144.1 Suspension and Expulsion/Due Process](#)
- [AR 5144.2 Suspension and Expulsion/Due Process \(Students with Disabilities\)](#)

STUDENT DISCIPLINE CODE

The student discipline code applies to all students attending school in the Washington 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 when there has been a determination that other means of correction have failed to bring about proper conduct or are not currently feasible, 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/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, fairly and impartially. These procedures were developed to establish a uniform discipline code for the District; this code is expected to be followed and consistently enforced throughout the Washington Unified School District. All District staff authorized to impose disciplinary actions are expected to do so promptly, fairly, and lawfully and to emphasize the student's ability to grow in self-discipline. All District staff are to ensure 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 the 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 after considering the previously mentioned factors, 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 appropriate interventions. The following levels of interventions and consequences shall be applied logically, appropriately, and consistently.

Levels of Response - Consequences and Interventions		
Level 1	Examples of Classroom Managed Responses 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.	
	Possible Consequences • Contact parent • Verbal corrective feedback • In-class time out, Teacher detention • Parent/guardian/Teacher conference • Student's verbal or written apology • Use the buddy teacher system • Loss of classroom privileges • Student-written reflection • Teacher and student conference/Pose logical consequences	Possible Interventions • Establish a positive relationship with the student • Seat change • Pre-correction and redirection • No contact contract • Establish a buddy teacher system • Parent/guardian accompanies student in class • Daily progress report for behavior • Increase positive recognition • Goal setting with the student, Possible counseling check-in
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	Possible Consequences • Parent/guardian notification • Suspension from school (5 days) • May refer for Expulsion (total removal from school if any other means of correction have not brought about proper conduct, or are not feasible, or there is a continuing danger to the physical safety of the student or others) Mandatory recommendation for Expulsion for violations of CA Ed.Code 48915 (a1A-E)	Possible Interventions • Manifestation determination (IEP only)/504 compliance review • Develop/revise Behavior Support Plan (BSP) • Revise IEP (for students with disabilities) Behavior Intervention Plan (BIP) • Develop a Functional Behavioral Assessment and Behavioral Intervention Plan (BIP) • Alternative educational placement
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Problem Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	Required Law Enforcement Notification
Absence from Class or School						
Tardiness	X	X				
Cutting Class	X	X				
Excessive absences/truancy	X	X				
Bullying						
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))	X	X	X	X		
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 (Suspension. Gr. 4-12 only EC 48900 (r))		X	X	X		
Engaged in, or attempted to engage in, hazing as defined in law (EC 48900 (q))		X	X	X		
Contraband - Tobacco						
Possession of tobacco or any products containing tobacco or nicotine (EC 48900 (h))	X	X	X			
Possession of nicotine delivery systems (e.g., vaporizers, hookah pens) (EC 48900 (h))	X	X	X			
Use of tobacco or any products containing tobacco or nicotine (EC 48900 (h))		X	X			
Contraband - Alcohol and Intoxicants						

Possessed or under the influence of an alcohol beverage or an intoxicant of any kind (EC 48900 (c)) *		X	X	X		X
Used, sold, or furnished an alcohol beverage or an intoxicant of any kind (EC 48900 (c))			X	X		X
Contraband - Controlled Substances						
Possessed, offered, arranged, or negotiated to sell any drug paraphernalia (EC 48900 (j))		X	X	X		
Possessed, or came to school under the influence of, a controlled substance (EC 48900 (c), 48915 (a1C)) *		X	X	X		X
Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (EC 48900(p), 48915(c3))			X	X	X	X
Used or offered a controlled substance (EC 48900 (c))			X	X		X
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))			X	X		X
Sold a controlled substance (EC 48915 (c3))					X	X

Levels of Response - Consequences and Interventions

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Contraband - Weapons						
Possessed an imitation firearm (EC 48900 (m))		X	X	X		
Possessed a knife or other dangerous object (EC 48900 (b), 48915 (a1B)) *		X	X	X		X
Sold or otherwise furnished any knife or other dangerous object (EC 48900 (b))			X	X		
Brandished a knife at another person (EC 48915 (c2))					X	X
Possessed an explosive as defined in federal law (EC 48915 (c5))					X	X
Possessed, sold, or otherwise furnished a firearm (EC 48915 (c1))					X	X
Contraband - Other Items						
Possession of unauthorized items not otherwise included in this code	X	X				
Unauthorized sale or distribution of goods not otherwise included in this code	X	X	X	X		
Use of over-the-counter or prescription medicine in a manner other than prescribed by a physician or Education Code (EC 48900 (a1), (b), (c), (d)) *		X	X	X		X
Disruption						
Engaged in behavior causing an interruption during class or other school activity	X	X				
Ran, made excessive noise, or loitered in a hallway or between classes	X	X				
Engaged in gambling	X	X	X			

Repeated and chronic behavior that creates an environment preventing teaching and learning		X				
False activation of a fire alarm		X				
Caused a major disruption to the atmosphere of order and safety in the school, such as a riot		X				
Dress Code Violation						
Wearing clothing that does not fit within dress code guidelines established by the District or school in accordance with BP/AR 5132 - Pupil Dress and Grooming (EC 35183)	X	X				
Wearing clothing that does not fit within dress code guidelines and causes a major disruption to a safe school environment	X	X				

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Harassment						
Minor annoying behavior or negative gestures toward other students	X	X				
Repeated annoying behavior or negative gestures toward other students despite directions to stop by staff		X				
Intentionally engaged in harassment, threats or intimidation directed against District personnel or student(s) causing disorder and creating a hostile school setting (Susp. Gr. 4- 12 only EC 48900.4)		X	X	X		
Harassed/threatened/intimidated a student victim/witness in a school disciplinary proceeding (EC 48900 (o))		X	X	X		
Immodest/Offensive Behavior						
Inappropriate display of affection	X	X				
Viewing or displaying obscene or sexually explicit content (EC 48900 (i))		X	X	X		
Intentional physical or verbal act or conduct that is of a sexual nature or considered obscene by a reasonable person (EC 48900 (i))		X	X	X		
Sexual harassment; Severe or pervasive physical or verbal act(s) or conduct of a sexual nature that has an effect described in law (Susp. Gr. 4-12 only EC 48900.2)			X	X		
Committed a sexual battery (EC 48915 (c4))					X	X
Committed or attempted to commit a sexual assault (EC 48900 (n), 48915 (c4))					X	X
Lying/Cheating						

Lying to get self or others out of trouble	X	X				
Intentional lying to get another person(s) in trouble		X				
Cheating or plagiarism	X	X				
Non-cooperative Behavior						
Trespassing; Unauthorized attendance at school activities	X	X				
Failure to follow directions, share, respond to staff requests, or allow others to participate in an activity	X	X				
Failure to follow directions leading to potential disruption or harm to self or others	X	X				
Failure to follow directions that directly leads to disruption or the harm of self or others		X				

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Problem Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	Required Law Enforcement Notification
Physical Aggression						
Minor physical aggression without injury	X	X				
Mutual fight (EC 48900 (a1))	X	X	X			
Mutual fight (repeat instance and/or with moderate physical injury)			X	X		
Attack on student, attempting to cause physical injury (EC 48900 (a1)(a2)) *		X	X	X		
Aides or abets in the infliction or attempted infliction of physical injury (EC 48900 (t))		X	X	X		
Caused or attempted to cause or participated in an act of hate violence (Susp. Gr. 4-12 only EC 48900.3)		X	X	X		
Attack on student, causing physical injury (EC 48900 (a1))			X	X		
Willfully used force or violence upon the person of another, except in self-defense (EC 48900 (a2))			X	X		X
Caused serious injury to another person, except in self-defense (EC 48915 (a1))				X		X
Unintentional, incidental physical contact with school personnel	X	X				
Unintentional striking of a staff member who is intervening in a fight or other disruptive activity (EC 48900 (a1)) *		X	X	X		
Intentional assault or battery upon any school employee (EC 48915 (a1))				X		X
Property Misuse/Damage						

Littering	X	X				
Minor or accidental damage	X	X				
Attempted to cause damage to property (EC 48900 (f))	X	X	X			
Caused damage to property (EC 48900 (f))		X	X	X		
Breaking and entering on District property (EC 48900 (f))		X	X	X		X
Set fire to property (EC 48900 (f))		X	X	X		X
Stealing/Possessing Stolen Property						
Stole school or private property (EC 48900 (g))	X	X	X			
Knowingly possessed stolen property (EC 48900 (l))	X	X	X			
Committed robbery or extortion (EC 48900 (e), 48915 (a1D))		X	X	X		
Tantrum						
A combination of disruptive behavior (e.g., whining, yelling, throwing objects) to express frustration or gain attention	X	X				

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Level 3	Examples of Administrative Removal Responses 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 as limited as practicable while adequately addressing the behavior.	
	Possible Consequences • Parent/guardian notification • Suspension from school (one to five days) • or In-School Suspension (one to four days) • or an Alternative to Suspension, Saturday School, and (one to five days) Saturday School applicable to middle and high school students	Possible Interventions • Develop/revise Behavior Support Plan (BSP) • Revise 504/IEP (for students with disabilities) and Behavior Intervention Plan (BIP) • Develop a Functional Behavioral Assessment and Behavioral Intervention Plan • Restorative Justice re-entry conferencing
Level 4	Examples of Administrative Removal Responses Including Possible Expulsion Level 4 involves removing 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.	
	Possible Consequences • Parent/guardian notification • Suspension from school (5 days) • May refer for Expulsion (total removal from school if any other means of correction have not brought about proper conduct, or are not feasible, or there is a continuing danger to the physical safety of the student or others) Mandatory recommendation for Expulsion for violations of CA Ed.Code 48915 (a1A-E)	Possible Interventions • Manifestation determination (IEP only)/504 compliance review • Develop/revise Behavior Support Plan (BSP) • Revise IEP (for students with disabilities) Behavior Intervention Plan (BIP) • Develop a Functional Behavioral Assessment and Behavioral Intervention Plan (BIP) • Alternative educational placement
Level 5	Mandatory Recommendation for Expulsion and Mandatory Expulsion Mandatory removal from school and referral for expulsion for acts as specified in CA Ed. Code 48915 (C1-5)	
	Required Consequences • Parent/guardian notification • Suspension from school (5 days) • Mandatory referral for expulsion, mandatory expulsion	Possible Interventions • Manifestation determination (IEP only)/504 compliance review • Alternative educational placement

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 (*).

Problem Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	Required Law Enforcement Notification
Technology Violation						
Violation of school rules regarding use of personal technology not resulting in harm	X	X				
Violation of District's Acceptable Use Agreement for using District technology not resulting in harm	X	X				
Using District technology without permission	X	X				
Repeated violations of school rules, District Acceptable Use Agreement, or using District technology without permission		X				
Use of electronic device(s) for which it is determined that such use directly causes physical or emotional harm to another person as defined in law (Susp. Gr. 4-12 only EC 48900 (r))		X	X	X		
Verbal and Written Aggression						
Yelling or using aggressive language towards another student	X	X				
Minor name calling or teasing, whether written or verbal, towards other students	X	X				
Repeated name calling or teasing, whether written or verbal, towards other students despite directions to stop by staff		X				
Use of profanity or vulgarity not directed at others	X	X				
Habitual use of profanity or vulgarity (EC 48900 (i))		X	X			
Threatened to cause an act of hate violence (Susp. Gr. 4-12 only EC 48900.3)		X	X	X		
Threatened to cause physical injury (EC 48900 (a1)) *		X	X	X		

Made terroristic threats against school officials or school property or both (EC 48900.7)		X	X	X		X
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