

# Robert J. McGarvey Elementary School

4350 Sophistry Drive  
Rancho Cordova, CA 95742  
Phone: (916) 793-3400  
Fax: (916) 689-7640  
Rob Aikman, Principal  
Erin Metcalf, Vice Principal  
Linda Eck, Secretary



*“Griffins SOAR to Incredible Heights”*

**2023-2024**

**Student-Parent-Faculty  
Handbook**

#### **2023-2024 DAILY BELL SCHEDULE**

To ensure the safety of your child, your child should not be dropped off at school earlier than 8:35 am if eating breakfast at school or 8:50 am for all others. Students should depart within 10 minutes of dismissal. Parents assume responsibility for students dropped off or left outside of this time frame.

**Gates Open:** 8:35 am Only students having breakfast 8:50 am All other students go to designated lines.  
**First Bell:** 9:00 am Students lined up outside of the classroom.  
**Second Bell:** 9:05 am All students seated in class ready for morning announcement and instruction.  
**Dismissal Bell:** 3:35 pm Students should depart campus by 3:45 pm unless in a school sponsored after school activity.

- ✓ Like us on Facebook at <https://www.facebook.com/RobertMcGarveyElementary>.
- ✓ Follow our RJMES Parent Faculty Organization (PFO) at <https://www.facebook.com/rjmeppo/>

## Section 1: Quick References

### Bell Schedule for 2023/2024

Gates Open at 8:50 a.m. and will lock at 9:05 a.m.

#### Breakfast Schedule

8:35 a.m. - 9:00 a.m.

#### Daily Schedule

Warning bell at 9:00

A.M. Kindergarten & Transitional Kinder

9:05 a.m. - 12:36 p.m.

P.M. Kindergarten

11:54 a.m. - 3:35 p.m.

Grades 1 – 6

9:05 a.m. - 3:35 p.m.

#### Early Out Thursdays

A.M. Kindergarten & Transitional Kinder

9:05 a.m. - 12:36 p.m.

P.M. Kindergarten

11:54 a.m. - 2:55 p.m.

Grades 1 – 6

9:05 a.m. - 2:45 p.m.

#### Minimum Days

A.M. Kindergarten & Transitional Kinder

9:05 a.m. - 12:36 p.m.

P.M. Kindergarten

9:05 a.m. - 12:36 p.m.

Grades 1 – 6

9:05 a.m. - 1:35 p.m.

#### Lunch Schedule

#### Lunchroom

#### Playground

#### Recess Schedule

First Grade

12:35 p.m. - 12:55 p.m.

12:55 p.m. - 1:15 p.m.

11:10 a.m. - 11:25 a.m.

Second Grade

12:55 p.m. - 1:15 p.m.

12:35 p.m. - 12:55 p.m.

11:10 a.m. - 11:25 a.m.

Third Grade

1:20 p.m. - 1:40 p.m.

1:40 p.m. - 2:00 p.m.

10:50 a.m. - 11:05 a.m.

Fourth Grade

1:40 p.m. - 2:00 p.m.

1:20 p.m. - 1:40 p.m.

10:50 a.m. - 11:05 a.m.

Fifth Grade

11:50 p.m. - 12:10 p.m.

12:10 p.m. - 12:30 p.m.

2:00 p.m. - 2:15 p.m.

Sixth Grade

12:10 p.m. - 12:30 p.m.

11:50 a.m. - 12:10 p.m.

2:00 p.m. - 2:15 p.m.

These hours listed are subject to change throughout the school year. You will be notified of any changes.

**Heat/ Extreme Weather Schedule** Recesses and lunches are at the same time as regular day schedule, but yard supervisors will supervise students during indoor recess on rainy, hot, or “unhealthy” air days.

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### The Mission, Vision, and Values of Our RJMES Learning Community

*"It is wise to know our WHYS"*

**Mission:** Our Robert J. McGarvey educational community develops inquiring, knowledgeable and caring young people who take pride and responsibility in solving complex problems to create a more peaceful world.

**Vision:** To this end, our faculty and families collaborate to provide a rigorous, high-quality education that challenges every individual to excel in his/her studies, encourages both personal and academic achievement, and fosters intercultural understanding and respect.

**Values:** Our balanced program guides students and faculty to become active, compassionate, lifelong learners who understand and value the differences and unique perspectives of all people.

## Welcome letter from Mr. Robert Aikman, Our Principal

Welcome Back Griffin Families!!

Thank you for joining us for our 7th year here at Robert J. McGarvey Elementary. Our school community is designed to provide students with access to high quality instruction along with coaching for students from teachers and administrators on leadership and advocacy. Our published mission here at Robert J. McGarvey Elementary guides everything we do. An essential element of our mission is to provide a rigorous, high quality education that challenges every individual to excel in her or his studies, encourages both personal and academic achievement, and fosters intercultural understanding and respect. Our highly qualified staff is committed to these ideals and to collaboration with families and the broader community to ensure our mission is accomplished. As we embark on the sixth year of the McGarvey journey together, it is my hope that this document provides you with helpful information.

As we begin the 2023-2024 school year, we are excited to introduce our **#BEEtheHIVE** theme. As every student and staff member at all grade levels explore what it means to "BEEtheHIVE", we will engage in class and school-wide activities that promote a culture of learning and growth through behaviors like open-mindedness, thinking, engaging, connecting, communicating, acting, and planning. We already have a wonderful school community, with an emphasis on "unity." As a community, we take pride in our unique identities and celebrate our differences while building our community around the idea that by working together, we are wonder-full and SOAR to incredible heights. We are also committed to looking for "Lollipop Moments" again this year. Where we recognize that leaders are everywhere on our campus, no matter what age. Real leadership is seen most clearly in the small moments throughout the day. It's about behaving in a way that makes the life of another person better than before you arrived.

We look forward to collaborating with you as we further our school's mission to guide students and faculty in becoming active, compassionate, lifelong learners who understand and value the differences and unique perspectives of all people. It is my privilege to join the McGarvey team this year, and to partner with our families, students, and staff in leveling up RJMES to exceptional achievements. I look forward to building new relationships, and serving your family in any way I can. My office door is always open if you have questions, concerns or you just want to say hi. I welcome and encourage parent feedback, and look forward to strengthening positive relationships with all of our families.

Griffin Strong, All Day Long!

Rob Aikman  
Principal, Robert J. McGarvey Elementary School

## What is SOAR?

Our school motto, "Griffins SOAR to incredible heights" means that at RJMES, all learners, adult and child alike, are expected to demonstrate SOAR attributes:

- **Safe**
- **Open-Minded**
- **Accountable**
- **Resilient**

## Section 2: Parent-Faculty Engagement

### ATTENDANCE

#### On Time, All Day, Every Day

Students start arriving at 8:30 for breakfast. Gates are open to all students at 8:50. First bell rings at 9:00 AM. Music starts at the 9:00 AM bell to alert students that class will start soon. Students and their teachers should be in classrooms ready for learning to begin when the second bell rings at 9:05 am. On-time attendance is essential. If an absence is necessary, please call the office by 10 am at (916) 793-3400. California law permits the excuse of an absence for the following reasons:

- Illness
- Quarantine, as directed by the Health Department.
- Medical, Dental, or eye appointment.
- Attendance at funeral of immediate family member. ONLY ONE DAY within the state of California, and NO MORE THAN THREE DAYS outside California.

#### Closed Campus/Security

Once our gates are locked at 9:05 am, all campus entry and exit is through the office. Gates remain locked until dismissal. The kindergarten gates are unlocked and relocked to accommodate AM class dismissal and PM Kindergarten class arrival.

#### Procedures for Tardies or Early Dismissal

Students who are tardy or picked up early will sign in or out in the front office. No student may be released to anyone under the age of 18. The office staff will call the classroom to have the child sent to the office. **If you are sending someone other than those listed on the student's emergency card for your child, the office staff will call to verify the pick-up.** Students must remain in class until the designated person arrives to pick them up. Leaving school early constitutes an early dismissal for attendance purposes. Up to three early dismissals equal an absence per Trimester.

#### Unattended Students

Students should be picked up by **10 minutes** after dismissal (i.e. 3:45 pm on a regular day; 2:35 pm on early out Thursdays; 1:45 pm on minimum days). Students should go directly home or to their designated daycare provider. Students arriving early or staying late for academic or behavior reasons must be arranged in advance with the classroom teacher. Any student needing to ride to or from school on a different bus must bring a note signed by a parent or guardian. This note must be verified by the principal prior to boarding the bus. Students not picked up are brought into the office where emergency contacts are called for alternative transportation. These children must sign them out when picked up. Please be aware that there is no supervision available for unattended students. On-site childcare is available through Catalyst Kids (formerly CDI) and the Assist After School Care. Contact the office for more information.

#### Accessibility Statement:

"Individuals with disabilities who need a special accommodation to participate in an event, please call Linda Eck at (916) 793-3400 (also through the California Relay Service at "711"), at least 72 hours in advance. Accommodations may include, but are not limited to, interpreters, assistive listening devices, accessible seating, or documentation in an alternate format."

#### Doctor Verified Absences/Late Arrivals

To verify an absence, your child's doctor must specify on a note the date(s) of absence and the date that your child is expected to return. If students are going to be late on the day of their appointment, students need to bring a note from the doctor's office stating the time that they were seen. **Doctor/Dental appointment DOES NOT EXCUSE A FULL DAY ABSENCE.**

#### Truancies

Truancies are absences that do not have a valid excuse. If your child receives four or more, the principal, school office assistant or other designated staff may report it to the School Attendance Review Board (SARB).



**Students with truant absences of ten consecutive days or more are subject to disenrollment. Please plan family travel on non-school days.**

### **Transfers & Disenrollment**

Students transferring or dis-enrolling from school must be cleared through the school office. Parents must come into the office and complete a Notice of Student Transfer.

### **Student Absences and Grades**

When a student is absent from class and does not take a test or fulfill class requirements (i.e., homework, complete a project), the assigned grade will reflect this non-performance. When a student's work is not finished because of illness or other excused absence, work must be completed within a specified length of time (i.e. equivalent number of make-up days corresponding with excused absences), or the report card grade will reflect scores of zero for all missing work.

### **Homework for Absent Children**

Please notify your child's teacher of upcoming absences as soon as possible. If you would like work for your child who is absent due to an excused absence, please email the teacher at least 24 hours in advance to arrange for afternoon pickup or to have the work sent home with a sibling. Please note that same day requests are not always possible to fulfill.

## **PARENT-FACULTY COLLABORATION**

### **Classroom and School Volunteers**

Our faculty highly values collaboration with parents and we encourage volunteers in school. Currently, for the safety of everyone involved, we are not having volunteers involved directly in classroom activities. Consider helping with a school special event or an advisory activity like our Multilingual Advisory Committee. For the safety of students, all volunteers on a regular schedule or who attend field trips, must be fingerprinted through the EGUSD Fingerprinting Office (at the District Office at 9510 Elk Grove-Florin Road) and cleared through both the DOJ and FBI databases. We encourage you to schedule time to get fingerprinted this summer, as it is not historically their peak time and they are not as busy during the summer months. Please ask your child's teacher or the school office for more information.

### **Multilingual Learner Advisory Committee**

The Multilingual Learner Advisory Committee meets at least three times each year to discuss educational issues relative to students whose primary language is other than English. We welcome our parents with a second language to be involved in our school activities. Please contact the Vice Principal for more information at ([emetcalf@egusd.net](mailto:emetcalf@egusd.net)).

### **Parent Faculty Organization (PFO)**

Our PFO strives to enhance the educational experience of every child on campus. We are blessed with a very active PFO that goes above and beyond to make sure our children have access to the best. PFO is a wonderful way to get involved in the goings on here at RJMES. The PFO sends home e-mail notices and newsletters throughout the year to keep you informed of upcoming activities, meetings, and opportunities to get involved. Please contact the Principal ([raikman@egusd.net](mailto:raikman@egusd.net)) or PFO Executive Board ([info@rjmepfo.org](mailto:info@rjmepfo.org)) for more information.

### **School Site Council**

The School Site Council meets 4-5 times each year. It is composed of an equal number of parents and staff members. The School Site Council is responsible for the development, monitoring, and evaluation of the School Improvement Plan. The agendas for the School Site Council meetings are posted in the office three days prior to our meetings. Meetings are open to the public and we welcome one and all to attend. Contact the Principal for more information at ([raikman@egusd.net](mailto:raikman@egusd.net)).

### **Contacting Teachers, Parent-Student-Teacher Conferences, & Requests to Visit a Class**

Parent-Student-Teacher Conferences are held to discuss your child's progress. Conferences may take place in person or by telephone. Conferences are welcomed as parents or teachers wish. Additional conferences may be scheduled as necessary at the request of either the teacher or parent. Requests to visit a class should be arranged with the teacher a minimum of 24 hours in advance of the visit. Please allow 24 hours for return of phone calls to schedule appointments.

### **Visitors to Campus**

Visitors are required to sign in at the front office. After signing in, all visitors must wear a visitor tag while on campus. This is required for the protection of all students (Penal code 626.8). All visitors must check out with the front office when leaving. Visitors are defined as any person who seeks access to campus that is not a registered student or a member of the site faculty.

### **Working Together to Stop School Vandalism**

Millions of dollars are wasted each year on senseless acts of vandalism. As the cost of education grows, there is a special need to protect our school and tax dollars. Although the school is equipped with an alarm system, personal interest and concern is the best defense. Parents and students can help. If you observe vandalism of any kind at our school, please report it to the principal. Parents of students involved in school vandalism will be required to pay for all damages. You may also call EGUSD Safety and Security at 916-686-7786 if you notice vandalism at night or on the weekends.

### **Encourage Advanced Planning/Limited Student Access to Phones**

Office phone use by students is limited to essential matters with faculty permission. We encourage students to take an active part in planning and organizing their lives in a purposeful manner. Students may not use the phone to make after-school social arrangements, since a parent/guardian note must be provided in advance for such situations.

### **Mobile Communication Devices**

"Mobile Communication Device" means any portable electronic device capable of transmitting or receiving data in the form of a voice, text message, or capable of accessing the Internet ("Mobile Communication Device"). The Governing Board recognizes that the use of Mobile Communication Devices, including cell phones, smartphones, smart watches, earbuds, or other like devices, and District issued devices on campus may be beneficial to student learning and well-being, but can also be disruptive of the instructional program in some circumstances.

Students are permitted to have cell phones on campus, but they are not to be used inside the campus gates. If a cell phone is on campus, it must be kept in the student's back and powered off at all times. Students may turn cell phones on once they are off school grounds. Cell phones disrupting class or school activities will be collected by an administrator and held in the office for parent pick up. The school is not responsible for broken, lost, or stolen phones.

### **Toys/Electronics on Campus**

RJMES is dedicated to providing a world-class education for all children. We have plenty of equipment, balls, etc. for use during recess and PE activities. Therefore, balls, games, toys of any kind, and electronic devices are not needed at school and should remain at home unless with written permission through an instructional plan or from faculty. The school is not responsible for broken, lost, or stolen equipment, etc.

### **Party Invitations & Celebrations**

Party Invitations may only be distributed at school with teacher approval and only if the entire class is invited. Parents wishing to provide birthday treats for the class should consult with the classroom teacher to avoid issues with food allergies and religious observations. For everyone's health and safety we ask that all food brought into classrooms be purchased from a store and sealed in their original packaging, in accordance with the EGUSD Wellness Policy, RJMES supports nutritious snacks, non-allergenic snacks. **Balloons, bouquets, etc. delivered to school will be held in the office for student pick up after school is dismissed.**

## **STUDENT RECOGNITION**

### **Principal's List/Honor Roll**

- **Students in 4<sup>th</sup> – 6<sup>th</sup> grades** can receive **Principal's List** status by receiving **All A's** in the areas of Reading, Writing, Mathematics, Social Studies, and Science. Performance in Technology and Physical Education must be at the + or √ level. These grades must be earned by performance on standards at or above grade level.
- **Students in 4<sup>th</sup> – 6<sup>th</sup> grades** can receive **EGUSD Honor Roll** status by receiving a GPA of 3.5 in the areas of Reading, Writing, Mathematics, History/Social Studies, and Science. These grades must be earned by performance on standards at or above grade level.

### **Personal Success Award**

This award is given to students in grades 1-6 upon teacher recommendation. Students who receive this award have shown "extraordinary growth and development" during the school year. The award may reflect growth in any or all of the following areas: high motivation, initiative, perseverance, integrity, academic growth, and/or exceptional judgment resulting in improved behavior.

### **Presidential Award for Educational Excellence**

Sixth grade students are eligible to receive the Presidential Award for Educational Excellence at the end of the year. Recipients must have earned a 3.5 grade point average each trimester through grades 4, 5, and 6.

### **Attendance Awards**

Trimester Attendance Awards for grades TK-6th grades – **Gold Perfect Attendance – “On Time, All Day, Every Day”**

### **Platinum Yearly Attendance Award (1 Award) 100% Attendance (3 Trimesters of 3 Gold Awards)**

These awards can be earned in TK-6<sup>th</sup> grade. Awards will be given at the end of the year Awards Assembly (grades 4-6) or in the classroom (grades TK-3)

### **Recognition of Student Accomplishments**

**Awards Ceremonies** - Each trimester, RJMES students in grades 4-6 who have demonstrated attendance and/or academic excellence receive public recognition for their accomplishments through the Honor Roll and Principal's List. Dates and times for the presentation of awards are published in the monthly calendar.

### **Student Contests and Competitions**

Teachers at RJMES make an effort to provide students with the opportunity to participate in a variety of contests and competitions in various areas of the school curriculum. Such events may include the Science Fair, District Writing Contest, Regional Writing Contests, and Spelling Bee. These events give students additional experience and recognition.

### **Griffin Grams**

Faculty will give out **Griffin Grams** to students who SOAR. SOAR represents four universal characteristics of Griffins, adult and child alike: Safe, Open-Minded, Accountable, and Resilient. Griffin Grams can be given to any student, not just those in a teacher's homeroom class. Each Friday morning, a drawing from each class's Griffin Grams will be taken. One student from each class will be acknowledged during schoolwide morning announcements and receive classroom recognition. Each month, we will hold a **Griffin Gala**, a fun and motivational activity, to recognize 1-2 students from each class.

### **Fly to the Front Awards for SOAR (Safe, Open-Minded, Accountable, and Resilient)**

Each week the teacher selects one student who consistently demonstrates Griffin characteristics (Safe, Open-Minded, Accountable, and Resilient).

### **Golden Awards**

At every Friday Morning Assembly, classes may be recognized with “Golden Awards” for practicing all SOAR attributes in various activities and locations around campus: Golden Lunchbox (lunchroom), Golden Book (library), Golden Shoe (PE). Other “Golden Awards” may be presented as the year proceeds.

## **Section 3: Curriculum and Instruction**

### **ACADEMIC & CHARACTER STANDARDS**

#### **Culture of Character**

During the school year, every student and staff member at all grade levels will be introduced to the book *Wonder* by R.J. Palacio or to one of the *Wonder*-related titles like *We're All Wonders*, *365 Days of Wonder*, or *Auggie & Me*. In case you are unfamiliar with the story, *Wonder* is about a boy named August, nicknamed Auggie; a 10-year-old with a facial deformity that causes others to avoid and even shun him. When he enters a regular school in fifth grade, after being home-schooled for many years, Auggie must learn to cope with difficult new situations and new people who do not always treat him kindly.

As we explore what it means to “be wonder-full,” students and staff will engage in class and school wide activities that promote a culture of being wonderful through behaviors like

- open-mindedness
- thinking
- engaging
- connecting
- communicating
- acting with integrity
- and planning.

*Wonder* provides the McGarvey Community – students, families, faculty, and staff - a common lens through which to continue to build a schoolwide culture of character. As a McGarvey community, we take pride in our unique identities and celebrate our differences while building our community around the idea that by working together, we are wonder-full and SOAR to incredible heights. We are so excited about bringing back our #WonderfulGriffins campaign as we further our



school's mission to guide students and faculty in becoming active, compassionate, lifelong learners who understand and value the differences and unique perspectives of all people.

We are also launching "Lollipop Moments" this year. Where we recognize that leaders are everywhere on our campus, no matter what age. Real leadership is seen most clearly in the small moments throughout the day. It's about behaving in a way that makes the life of another person better than before you arrived.

### **Academic Standards Overview**

One of the primary responsibilities of RJMES is to provide students with appropriate and rigorous academic instruction. Our teachers and parents collaborate to prepare students to meet the world of tomorrow with confidence and skill. While providing students with quality academics, we must also develop creativity and appreciation for the arts.

Students are expected to work up to their abilities or capabilities and to adhere to the homework schedule. School work missed or time wasted will be made up by the student. Deadlines for the completion of assignments and special projects will be adhered to. Students who cheat or aid someone else in cheating will receive a grade of zero for the assignment.

At Back to School Night, each classroom teacher will share with parents the academic program as well as performance and behavior standards for their classroom. Back to School Night is an important evening. It really begins the parent-teacher partnership. We encourage all parents to attend!

### **Academic Grading of Students**

Grades are based on mastery of subject standards, with trimester benchmarks. Other factors that may influence grades include behaviors that support learning (including participation and engagement), classwork, homework, and tests. Student work is evaluated in relation to the standards and benchmarks established for a particular grade level by the State of California.

Progress Reports serve as a formal update of a student's progress. These are issued at least once a trimester, at about the midway point or at any time a grade drops below a C. Report cards serve as a tool for formally notifying students and parents of academic, behavioral, and social progress. Report cards are issued three times during the school year, near the end of each track's trimester.

RJMES uses an electronic report card for all grade levels. An explanation of the report card and grading practices will be shared at Back to School Night. Grades for achievement shall be reported each marking period as follows:

#### **Transitional Kindergarten – 3<sup>rd</sup>**

##### **Standards Marks:**

- 1: Meeting Standards
- 2: Progressing Toward Standards
- 3: Not Meeting Standards

#### **Grades 4<sup>th</sup> -6<sup>th</sup>**

##### **Standards Marks:**

- 1: Meeting Standards (+)
- 2: Progressing Toward Standards (✓)
- 3: Not Meeting Standards (-)

##### **Overall Subject Grades:**

- A (90-100%) Outstanding Achievement
- B (80-89%) Above Average Achievement
- C (70-79%) Average Achievement
- D or N (60-69%) Needs Improvement
- F (0-59%) Unacceptable

\*\* Plus and minus signs may be used at the option of the teacher.

### **Students Working Below Grade Level**

Any student in grades 1-3 with an overall grade of "not meeting standard" 4-6 whose overall subject grade drops to C- or lower will be given a Deficiency Report at the midway point in the trimester. The Deficiency Report is designed to notify students and parents of unsatisfactory performance in relation to grade level standards so that they may work together to make the necessary improvements prior to the end of the trimester. Deficiency notices may be issued at other points during the trimester should a student's performance fall below standard. A Synergy or other grading program progress report may be substituted for the district deficiency report form. Students with satisfactory performance may receive a progress report. Regular education students who are working below grade level will have this indicated on their report card. Special

education students with active IEPs will receive grades based on their IEP goals and objectives. A student with an IEP may earn an A/"meeting standards" in area(s) designated as goal areas on the IEP. In areas not identified as goal areas, grades will be given according to the general education content standards. Below grade level work in an area not covered by the IEP will receive a grade no higher than C or "progressing toward standards." Modified curriculum for identified special needs students will be noted on the report card.

### **Behaviors That Support Learning**

In grades 1-6, teachers will use ✓, +, or - for citizenship/work habits. Criteria for citizenship/work habits may include but are not limited to:

- Student **follows school-wide rules and procedures**
- Student **follows classroom rules and procedures**
- Student **respects others and their property**
- Student **manages self, work space, and materials**
- Student **exhibits self-control**
- Student **accepts responsibility for own actions**
- Student **listens and follows directions**
- Student **actively participates in class discussions and activities**
- Student **works independently**
- Student **works cooperatively**
- Student **uses time productively**
- Student **completes assignments**
- Student **works neatly and carefully**
- Student **writes legibly**

### **Homework Philosophy**

Homework is an important part of the learning process at RJMES. Homework may take a variety of forms from nightly reading to special research projects. Our faculty is strongly committed to the philosophy that homework:

- \* Is meaningful
- \* Extends and/or enriches the day's learning
- \* Prioritizes quality over quantity
- \* Includes nightly reading

Homework will be assigned Monday - Thursday in all grade levels. However, some students may have homework over the weekend if work was not completed when assigned. Consideration will be given to holidays and special events at the discretion of the teacher. **Students in Grades 1-6 are expected to read or be read to a minimum of twenty minutes nightly.**

Parents can help their children develop good homework habits by establishing a regular time each day during which homework is done. A special location, complete with supplies, and free of distractions will also assist your child. As partners with teachers in sharpening every child's academic skills, parents are encouraged to interact with their children as they complete assignments. If you wish to work with your child at home to master the concept, teachers are available to provide direction.

### **Promotion and Bonus Year**

Promotion to the next grade level is based upon successful completion of minimum grade level standards. Failure to meet minimum standards may be cause to consider a Bonus Year in the current grade level. Parents will be notified in writing of promotion/bonus year decisions discussed at parent conferences. With the exception of kindergarten, promotion decisions are made by the school.

### **Principled Learner Policy**

To further their own learning, students are expected to do their schoolwork themselves. Copying the work of other students or allowing someone to copy work, excessive parental involvement in class work and projects, plagiarism of primary sources, and downloading and submitting internet sources as original student work, are all forms of cheating that rob the student of essential learning opportunities. **Possible consequences of cheating include: a grade of zero for the assignment or test, and the receipt of a Robert J. McGarvey Referral Form.**

## **CURRICULUM**

### **Science**

RJMES's Science curriculum includes two different adopted curricula. For grades K-5, we use the newly adopted Amplify Science curriculum. With Amplify Science students don't just passively learn about science concepts. Instead, they take on

the role of scientists and engineers to actively investigate and figure out real-world phenomena. They do this through a blend of cohesive and compelling storylines, hands-on investigations, collaborative discussions, literacy-rich activities, and interactive digital tools. Sixth graders use the STEMScopes "Earth and Space Science" curriculum. Built on a digital platform, enhanced by print, and brought to life in hands-on kits, STEMscopes employs 3D learning to comprehensively address the Disciplinary Core Ideas, Crosscutting Concepts, and Science and Engineering Practices through the student-driven inquiry of phenomena across flexible storylines.

### **Visual and Performing Arts (VAPA)**

RJMES's Visual and Performing Arts program includes a variety of experiences in arts, song, dancing, poetry, and drama. Guest artist presentations and art resources may be brought in to further expand the experience of the students. Our PFO proudly supports music instruction during the school day for all students TK-6. Each class receives about 30 minutes of music instruction each week during Trimesters 2 and 3. Our PFO also provides VAPA assemblies throughout the school year. Off-track students are welcome to attend these assemblies with parent supervision. Students also experience community artistic events through a variety of field trips. We proudly offer music programs through the services of the Sacramento Mandarins ([www.mandarins.org](http://www.mandarins.org)) and Newsongs School of Music ([musicbus@elkgroovemusiclessons.com](mailto:musicbus@elkgroovemusiclessons.com)); these are fee-based programs offered after school.

### **Mathematics**

California Go Math!™ is a K–8 program written specifically to support the Common Core State Standards for Mathematics with an emphasis on developing 21st-century skills. The Standards for Mathematical Practice are integrated into the content, along with an equal emphasis on conceptual fluency. The program provides rigor, depth of understanding through interactive lessons, research-based instructional approaches, best practices, English learner support, and differentiated instructional resources to ensure success for all students. The comprehensive digital resources promote college and career readiness and support students, teachers, administrators, and parents.

### **English Language Arts/Literacy**

The EGUSD has adopted McGraw-Hill's *California Wonders* curriculum. *Wonders* is a comprehensive K-6 ELA/ELD program built on the California ELA/ELD Framework and the CA Common Core State Standards. Through its connected pathways, intentional instruction, and inspiring content, *CA Wonders* prepares all students for college and career in the 21st century. To learn more about what your student is learning, log in to your student's portal using their username and password at [www.Connected.mcgraw-hill.com](http://www.Connected.mcgraw-hill.com). Reading of novels may also supplement the *Wonders* core literacy curriculum.

### **Speaking and Listening**

Along with writing and reading, speaking and listening skills are essential for effective communication. In the classroom, students may participate in collaborative conversations on grade-level topics, in small and large groups, with classroom peers and adults, becoming more skilled in asking and responding to questions. Speaking and listening skills allow students to critically listen to each other and respond appropriately. When opportunities to learn and practice these skills are intentionally infused into daily lessons, students develop useful interpersonal skills for the classroom, workplace, and the world.

### **History/Social Studies**

The EGUSD adopted McGraw-Hill's *Impact: California Social Studies* curriculum for K-6 in 2019. *Impact* is a dynamic, student-centered program designed to help teachers make an impact in the classroom, and to inspire students to make an impact on the world around them. The curriculum engages students in the lives of the people who made history, allow them to experience relevancy through active learning, and empower them to develop empathy and critical thinking skills. Students will gain the tools they need to understand their place in the world, to take action in society, and to succeed in college, career, and civic life. Parents may view the *Impact* materials online using the log-in credentials provided below:

- Go to the webpage: [www.my.mheducation.com](http://www.my.mheducation.com)
- Username: Studentcass100
- Password: MHEreview

### **Physical Education**

Physical education is an integral part of the educational process for all students. Students learn about how their bodies move, how to safely perform a variety of physical activities, the health-benefits of regular physical activity, and specific skills that will allow them to grow into active, healthy adults. Good sportsmanship, cooperation, teamwork, and positive attitudes are character traits that are stressed throughout the year. All teachers in grades 1-6 plan for at least 200 minutes of physical education every two weeks. All students are expected to participate in physical education activities unless the teacher receives a note from a parent or doctor. Students should be dressed appropriately for physical activity each day. Students unable to participate in PE due to dress, including footwear, will receive a non-participation grade. State and district Physical Education standards are assessed annually in the 5<sup>th</sup> grade as part of CAASPP testing.

### **California Assessment of Student Performance and Progress (CAASPP: formerly STAR and CST)**

Each spring, California's students in grades 3-11 participate in the California Assessment of Student Performance and Progress (CAASPP). CAASPP provides parents and guardians with an annual snapshot of each child's proficiency on California's rigorous English Language Arts and Math Common Core Standards. Physical Fitness and Science are assessed in 5<sup>th</sup> grade as well. CAASPP also provides our teachers and administration with important information about not only our students' needs but also our needs and strengths as a professional community. Contact the Principal with any questions ([raikman@egusd.net](mailto:raikman@egusd.net)).

### **Social Emotional Learning (SEL):**

Due to the increased awareness of the impact a student's social-emotional wellbeing has on their educational success, EGUSD has purchased SEL curriculum for all 68 schools sites. At McGarvey, we will be using PurposeFull People from the publisher Character Strong. "CharacterStrong provides research-based Pre-K through 12th grade social & emotional learning curricula and professional learning services that positively impact lives. This curricula and professional learning are grounded in research and focused on fostering the whole child with lessons that teach SEL and character, side-by-side."

## **INSTRUCTIONAL RESOURCES**

### **Library Books**

Students visit the library once a week to receive instruction and to check out books. The student and parent will agree to handle library books carefully, return them promptly, and pay for any loss or damage. A Library Agreement Permission slip must be completed before library use.

- The checkout period is for one week. Intermediate grade students may renew books.
- Overdue notices, with information about the title, author, and price of the book are first given to children when the book becomes past due.
- Report cards may be withheld from students who lose or damage books until the record is cleared.
- A student's library checkout privileges may be suspended for the following school year, if payment or compensation is not made.
- ***Please ask your child's teacher or Mrs.Chen, our Library Technician, if you need help in locating books to read with your child.***

### **Textbooks**

Each student is issued textbooks for his/her grade at the beginning of the school year. Your child is individually responsible for these books for the year. *If a book is lost or damaged, the student will have to pay the full or partial price, depending on the original condition of the book when issued to the student.* **Textbooks must be covered at all times. Textbooks are expensive; Replacement costs range from \$55 - \$95.**

- Tell your child to check at the end of each day for their textbooks. If a book is missing at that time, the class and the teacher can assist with locating the book
- If a student waits until several weeks later, the chances for finding the book are slim
- If the book is lost, the parent will be billed for the replacement cost of the book, and the check must clear our school account before a replacement will be issued
- Wear and tear for uncovered textbooks will be assessed a minimum of \$10.00 fee
- Books damaged by water, other liquids, or food will be billed the replacement cost. The most frequent sources of damage are from water bottles in backpacks and damage from uncovered textbooks.

**Please inspect your child's textbooks carefully when completing the annual "Textbook Condition" form. Unrecorded damage will result in the assessment of fees.**

### **Reading Counts**

Reading Counts is a Lexile®-based independent reading program that tracks students' success on the books they read, in and out of school. This internet-based program creates a personalized and engaging learning environment that ensures independent reading accountability. Reading Counts!:

- MOTIVATES students with suggested reading choices that match their interests and reading levels.
- EMPOWERS educators with reports and actionable data at the student, school, and district level.
- REINFORCES comprehension, vocabulary, and fluency skills.

Students will earn Reading Counts tags for Reading Counts progress.

## **TECHNOLOGY**

### **Computers**

Students receive computer instruction through hands-on use in the computer lab. The computer lab is equipped with 34 desktop computers. In addition to our main computer lab, each student is assigned a Chromebook or touch tablet (TK only). By using school devices and the internet, students and parents are showing they agree to the Acceptable Use Agreement of EGUSD. The full Student Acceptable Use Agreement is on the Student Information tab in StudentVue. Families may opt-out by submitting a form to the front office. This policy is enforced strictly so that students use the Internet appropriately. All students in grades K-6 have access to the lab and all grades will receive instruction in Digital Citizenship from the computer teacher. Grades K-2 will focus on computer fundamentals and experience coding. Grades 3-6 will develop skills in keyboarding, Google apps via Google Classroom, and will further develop their coding knowledge. Grades 1-6 will have access to assignments and activities via Google Classroom.

### **Classroom Learning Walls**

Each TK-6<sup>th</sup> grade classroom and the Learning Center are equipped with Learning Walls featuring a white board fitted with an interactive projection unit.

## **Section 4: Procedures and Policies**

### **DRESS EXPECTATIONS**

The purpose of establishing a dress code is to promote an atmosphere conducive to learning and promote our academic learning environment.

#### **General Guidelines**

All clothing must be neat, clean, and appropriate for a regular instructional day at school. Clothing must be safe and worn in a safe manner. Clothing must not promote conflict among students or cause class disruption. Clothing should fit the child in a manner that will not hinder physical movement during PE, (i.e. pants that are too tight or too loose.) Students may not wear hairstyles, hair color, jewelry, or make-up that is excessive or causes a disruption to the classroom.

<b>Pants and Shorts:</b> Shorts may be worn if they follow these guidelines:  1. Mid-thigh or longer (at least fingertip length) 2. Neat looking and of appropriate size ( <b>no sagging</b> )	<b>Unacceptable:</b> 1. Bicycle or skin-tight bottoms, unless covered with shorts, skirt, or skorts. 2. Pants/shorts worn below the waist or sagging 3. Style or color indicative of gang affiliation 4. Chains or other items worn hanging down from belt loops or pockets
<b>Tops:</b> Appropriate tops must cover the upper body so that no underwear or body parts are exposed <u>on all students.</u>	<b>Unacceptable:</b> 1. Strapless shirts or dresses 2. Midriff, half-shirts, and open back tops 3. Tube tops or tank tops with large armholes 4. Halters and tops with spaghetti straps 5. Tops with low necklines or that fit skin-tight 6. Shirts with profanity, violence, degrading messages, sexual implications, drugs, alcohol, tobacco use, or gangs 7. Style or color indicative of gang affiliation
<b>Shoes:</b> Safe shoes are necessary at all times. Lace-ups or tennis shoes are best for the daily program and during PE time. When wearing sandals, the sandals must have an ankle strap and protect the toes. Students wearing sandals should bring tennis shoes and socks for PE	<b>Unacceptable:</b> 1. Flip Flops or slides of all kinds 2. High heels or open toed/loose sandals 3. Shoes with wheels
<b>Coats, Jackets, and Outerwear:</b> During colder months, students are encouraged to wear outerwear that will protect them while going to and from school and during recess. Windbreakers, parkas, coats and sweaters are appropriate.	<b>Unacceptable:</b> 1. Excessively oversized clothing

<p><b>Hats/ Headwear/Sunglasses:</b> There is no need for students to wear hats, headwear, or sunglasses of any type. Exceptions are head coverings worn for religious purposes, knit caps worn outdoors during winter weather, and brimmed hats and sunglasses worn as protection from the sun. If ball caps are worn, they must be worn bill forward sitting squarely on the head. Hats are to be removed when indoors. We will occasionally have Spirit Days or special class events connected to the curriculum when special hats may be worn.</p>	<p><b>Unacceptable:</b> 1. Sunglasses and hats inside any building except for religious purposes.</p>
<p><b>Distracting or Unsafe Materials or Items:</b> Fashion items, make-up, materials or objects that distract from instruction must be left at home. Special events such as Picture Day, Spirit days, or classroom activities with teacher permission may modify standards. Distracting items will be taken from the student by a staff member and sent home at the end of the school day or <i>retained for pick-up by the parent</i>. The item(s) will determine the decision.</p>	<p><b>Unacceptable:</b> 1. Pictures, trading cards, comic books 2. Headphones, CD players, MP3 players, iPods 3. Sports equipment (RJMES furnishes all equipment) 4. Skateboards/rollerblades/rip sticks 5. Toys of any type or Electronic Devices, laser pointers 6. Spray cans or spray containers of any type 7. Make-up 8. Cell phones that are turned on and not kept in backpacks during school hours and while on campus 9. Perfumes or colognes 10. Hoop or long dangling earrings</p>

**Accountability for the Dress Code**

The teacher or principal will notify the parent the same day of the violation to discuss future follow through and support. The teacher or principal will also discuss it with the student while at school. Parents may be contacted to bring appropriate clothing to school to solve the immediate problem.

The Elk Grove Unified School District provides support for the school's adoption of a dress policy through State and local policies: based on CAC, Title5, Section 302; EGUSD Policy #5132; and Education Code 35291.5. Dress Code Guidelines Adopted May, 2005

**FOOD & NUTRITION SERVICES**

**Hot Breakfast & Lunch**

EGUSD participates in the National School Lunch and Breakfast Programs through Food and Nutrition Services. The department is committed to improving the health and academic success of students and offers lunch daily at each school site. Lunches are analyzed to ensure that meals meet the nutritional needs of students and the Dietary Guidelines for Americans (<http://www.mypyramid.gov>). Meals will be served at no cost. Families who qualify for Free and Reduced meals are asked to complete the application.

**Breakfast Program**

Breakfast is served in the MP room from 8:35 am – 9:05 am. Breakfasts are served at no cost.

**Lunch Program**

Hot lunches are available for no cost during our regular lunch times.

**Federal Lunch Guidelines**

Continuing in the 2023-2024 school year, all students will be provided with breakfast and lunch free of charge. This process will require your student's ID number, please call the office for this information (there is a service charge for this service).

**Forgotten Lunches**

Occasionally the morning routine results in a forgotten lunch. Lunches brought to school by parents after class has begun, should be brought to the office and placed in the "LATE LUNCH" basket. All lunches should be clearly labeled with the student's name, teacher, and grade. The lunch basket will be delivered to the lunchroom in time for the first lunch. ***Class instruction will not be interrupted for forgotten lunches.***

## **HEALTH AND SAFETY**

### **COVID Safety - current as of July 5, 2023**

The health and safety of our students, staff and families remains our top priority at McGarvey and across EGUSD. As we return to our campuses this year, we will continue to have COVID-19 health and safety measures in place to maintain a safe learning environment. We continue to monitor and follow guidance provided by Sacramento County Public Health. We will update our protocols as the COVID-19 pandemic continues to evolve.

#### **Students Who Test Positive:**

- Isolation can end after Day 5 if:
  - Symptoms are not present, or are mild and improving; AND
  - You are fever-free for 24 hours (without the use of fever-reducing medication).
- If symptoms, other than fever, are not improving, continue to isolate until symptoms are improving or until after Day 10.
- Students **should** wear a well-fitting mask around others for a total of 10 days, especially in indoor settings. May remove the mask sooner than Day 10 with two sequential negative tests at least one day apart.
- After isolation has ended, if symptoms return or worsen, get tested again and if positive, restart isolation at Day 0.

#### **All persons with COVID-19 symptoms, regardless of vaccination status or previous infection, should:**

- Stay home and test as soon as possible to determine infection status.
- If you test positive, please stay home, report to school, and your school will connect you to an EGUSD contact tracer.
- **Students** with COVID-19 symptoms should stay home and follow one of the options below:
  - Test for COVID-19 (follow decision tree for positive/negative results)
  - Receive an alternative diagnosis/clearance from physician
  - Stay home for 5 days from the first day of symptoms and may return on day 6 if 24 hours fever free and symptoms have significantly improved.

#### **Dismissal and Readmission Policy**

**Fever** - A student will be dismissed from school for the following: a fever of 100.0F or higher, the student is too ill or uncomfortable to function adequately in the classroom, excessive coughing or colored drainage from the nose. The student may return when they have been fever-free for 24 hours without the use of medications, and the student is able to attend to classroom activities and assignments, and drainage is clear during the daytime.

**Nausea or Vomiting** - A student that is vomiting must be dismissed from school, even if they are "feeling better" after vomiting. A student must be vomit-free for 24 hours without the use of medications before returning to school. If a person has repetitive vomiting, Public Health advises staying home for 48 hours after the last episode.

**Rash or Skin Sores** - A student with an undiagnosed or unexplained rash or skin sore must be dismissed from school and may return when free from rash or open sores or with a medical release from a physician.

#### **Medications**

A medical authorization form must be submitted to the office for any prescription or non-prescription medication. **Students may not carry medication of any type on their person without authorization from a doctor.**

#### **District Head Lice Policy: (revised March 2017)**

School employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible. If a student is found with active, adult head lice, they shall be allowed to stay in school until the end of the school day. The parent/guardian of any such student shall be given information about the treatment of head lice and encouraged to begin treatment of the student immediately and to check all members of the family. The parent/guardian also shall be informed that the student shall be checked upon return to school the next day and allowed to remain in school if no active head lice are detected. Upon the student's return to school, the school nurse or designee shall check the student for active head lice. If it is determined that the student remains infected with head lice, the school nurse or designee shall contact the student's parent/guardian to discuss treatment. As needed, the student may be provided additional resources and/or referral to the local health department, health care providers, or other agencies. When it is determined that a student in a class or school has been infested with head lice, the principal or designee shall notify parents/guardians of students in that class or school and provide them with information about the detection and treatment of head lice. Staff shall maintain the privacy of students identified as having head lice. Our head lice policy/procedure is in line with evidence based practice

and is based on the recommendation from the Center for Disease Control, the American Academy of Pediatrics, the Sacramento County Public Health Department, and the National Association of School Nurses.

### **Bike & Scooter Rules**

All bike and scooter riders must:

- Obey all traffic rules: i.e., stop signs and stop lights.
- Ride with the traffic (right side).
- Walk bikes and scooters while in front of the school or on campus
- Park and lock bikes and scooters in the bike racks provided.
- Scooters should contain an identifiable mark.
- Wear a helmet for safety. This is a state law.
- Cross streets at designated crosswalks only.
- Biking/scootering in an organized "bike train" is strongly recommended.
- Motorized personal transportation of any kind including hoverboards, skateboards, roller-blades, ripsticks, and shoes with wheels must stay at home.

The school is not responsible for lost, stolen or damaged bikes or scooters.

### **Safe Routes to School**

RJMES partners with the City of Rancho Cordova and 50 Corridor to provide your family with safe alternatives to automobile transport to and from school. A walking school bus is like a carpool without a car; it is a group of students who walk a designated route to school supervised by adults. The adults are parents and grandparents who completed a Walking School Bus Training. All parents and family members are welcome to walk along with the bus any time. The more the merrier! The "bus" begins at a central meeting point from which everyone walks together, picking up kids along the way just like a bus. Similarly, bicycle trains are supervised by adults who act as ride leaders. Both are fun ways to practice safe alternatives to cars during arrivals and dismissals. Contact Rob Aikman, principal at ([raikman@egusd.net](mailto:raikman@egusd.net)) or call our school office at (916-793-3400) with questions.

### **Pets and Dogs on Campus**

Due to safety issues, dogs are not permitted anywhere on the school campus at any time whether carried or on a leash, this includes on school sidewalks. The only dogs permitted on the school grounds without prior approval of a school administrator are trained service dogs.

## **STUDENT BEHAVIOR EXPECTATIONS/EDUCATION CODE**

### **Positive Behavioral Interventions and Supports**

Robert J. McGarvey Elementary is a Positive Behavioral Interventions and Supports school (PBIS). The safety and welfare of your child is the primary consideration in implementing this PBIS framework. Our mission is to develop consistency in positive behavior using a proactive, preventive approach where students develop respect for others, themselves, the environment, and learning. One important element of this framework is in how well students understand the expectations and consequences. All students and parents are asked to review these expectations together at the beginning of the year and throughout the year to ensure clear understanding for everyone. For questions about behavioral interventions or student discipline, please contact the Principal, Rob Aikman at ([raikman@egusd.net](mailto:raikman@egusd.net)) or Vice Principal, Erin Metcalf at ([emetcalf@egusd.net](mailto:emetcalf@egusd.net)).

### **The RJMES PBIS framework consists of the following:**

- Griffins S.O.A.R. defines expectations in each area of campus
- Culture of Character describes seven desired attributes or "blocks" of all Griffins – adult and child alike
- Communicating School Expectations and Procedures with Interactive Modeling and Clear and Natural Consequences

**Please Note: All school rules apply to students on campus as well as on the way to and from school.**

### **Other School Procedures:**

#### **Lining up**

- Students must use restrooms and get drinks **before** the first whistle.
- First whistle; all students freeze.
- Second whistle; students will walk to their line.
- Students must stand in line quietly, facing forward, hands at their sides.



## **Snacks on the Playground**

- No sunflower seeds, gum, hard candy or full size candy bags. We advocate healthy snacks, such as fruit.
- To avoid the possibility of allergic reactions to food, snacks and lunch items should never be shared with others.

## **Arrival Routine**

- Students should arrive between 8:50 am (8:35 am for breakfast) and 9:00 am. Entry is through the back gate or front gate.
- "Griffin Greeters" are 6th graders who will greet students around campus in the morning. Bikes and scooters should be locked in the back or front racks.
- Students will line up safely and orderly outside classrooms.
- Students arriving after the gates close at 9:05 am will enter through the office.
- Students and teachers will be in class ready for morning announcements at 9:05 am.

## **Dismissal Routine**

- Student dismissal is at 3:35 pm for grades 1-6, as well as P.M. kindergarten.
- Students may leave through either the front or back gates.
- Students waiting for automobile pick-up should wait at the front gate for their parent to arrive in the pickup zone.
- The side gate along Appolon Drive is for bus riders only. No other students or guardians should use this gate.

## **Communicating School Rules and Procedures**

The teacher and students establish classroom rules consistent with district guidelines published in the EGUSD [Parent and Student Handbook](#). Behavioral expectations are posted in classrooms and other zones around campus for ready reference. Beginning the first day of school, teachers teach classroom, school, lunch, playground, and bus expectations and procedures. They practice and review these as needed throughout the school year. Additionally, each teacher develops their own classroom management system based on the needs of the students in the class. The principal and vice-principal will meet with each class to emphasize the school wide expectations, including behavior while riding a bus. Parents are to review School Rules and Procedures with their child.

## **Positive Behavior Interventions and Supports (PBIS)**

Positive Behavior Interventions and Supports is an integral part of our commitment to student learning and behavioral health. PBIS is a proactive approach to establishing the behavioral supports and social culture needed for all students on a school site to achieve social, emotional, and academic success. PBIS is a framework implemented by explicitly teaching expected behaviors, engaging students in the school community, acknowledging appropriate behaviors, and re-teaching and applying restorative practices as needed.

PBIS is a data-driven, team-based system that enhances the capacity of schools, families, and communities to respond to the unique needs of each student. This Multi-Tiered System of Supports (MTSS) focuses on creating and sustaining universal/school-wide (all students), targeted (small group), and intensive (individual) systems of support that improve the academic and social/emotional outcomes for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

## **Bullying Prevention in PBIS**

School-wide PBIS begins with the premise that all students should have access to supports to prevent the development and occurrence of problem behavior, including bullying. To avoid stigmatizing any student, school-wide PBIS emphasizes what a student does and where it occurs. Instead of negatively labeling a student as a bully, victim, perpetrator, or aggressor, the emphasis is on labeling what the student does. Examples of behavior labeling include name-calling, teasing, intimidation, verbal aggression, and cyber-harassment. To help combat bullying and other problem behavior, students receive continued instruction in the use of the schoolwide "stop, walk, and talk" protocol, where students advocate for themselves by first telling the individual to "stop". If that does not work, the student then "walks" away, and "tells" a trusted adult.

## **Consequences for Misbehavior**

Elk Grove Unified School District and RJMES classify misbehavior into three general categories: incidental violations, minor violations, and major violations. Parents will be notified when behaviors occur that fall into the minor or major categories. When a major violation occurs, an administrator will meet with the student to discuss the infraction. The administrator will contact parents/guardians after such conferences to complete the communication triad.

# STUDENT DISCIPLINE

## Disciplinary Practices

A student may be disciplined, suspended, or expelled for acts enumerated in Disciplinary Practices and Progressive Discipline that are related to school activity or school attendance occurring at any district school or within any other school district, including, but not limited to, any of the following:

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period whether on or off campus.
4. During, while going to, or coming from a school sponsored activity.
5. For conduct which occurs after school hours and off District property, but which is reasonably likely to cause or causes a substantial disruption of a school activity or attendance. [EGUSD AR 5144.1]

## Alternatives, Interventions and Progressive Discipline

The Elk Grove Unified School District has a defined and progressive set of interventions, remediations and consequences that schools follow when a student misbehaves. The superintendent or principal may use his or her discretion to provide alternatives to suspension or expulsion to address student misconduct. [E.C. 48900(v), 48900.5] [EGUSD AR 5144]

- **Parent Contact** – verbal or written communication with the parent or guardian
- **Counseling** – individual or group meetings of the student, which consist of teachers, counselors, administrators, parents, and the student to address the behavior issue and develop a plan of action to correct the student's behavior.
- **Personal Responsibility** – students participate in directed activities such as written apologies, restitution, school/community service, conflict resolution skills.
- **Detention** – Students participate in behavior modification for a period of 30 minutes to 1 hour during non-instructional time.
- **Community Service** - Student may be assigned work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs.
- **Parent Conference** – a formal meeting between the parents or guardians and school personnel to discuss the student's needs.
- **In-School Suspension** – assignment of student to separate supervised activity during the school day with the intent of correcting inappropriate activity.

## Grounds for Suspension or Expulsion

A student shall not be disciplined, suspended or recommended for expulsion unless the Superintendent, a designee or the principal of the school in which the student is enrolled determines the student has violated one or more parts of an act as defined by any of the following subdivisions identified in Ed Code 48900 inclusive of:

- Acts of Violence [E.C. 48900(a)]
- Weapons and Dangerous Objects [E.C. 48900(b)]
- Drugs and Alcohol [E.C. 48900(c)]
- Sale of "Look-Alike" Controlled Substance or Alcohol [E.C. 48900(d)]
- Robbery or Extortion [E.C. 48900(e)]
- Damage to Property [E.C. 48900(f)]
- Theft or Stealing [E.C. 48900(g)]
- Tobacco [E.C. 48900(h)]
- Profanity, Obscene Acts, Vulgarity [E.C. 48900(i)]
- Drug Paraphernalia [E.C. 48900(j)]
- Willful Defiance or Disruption of School Activities [E.C. 48900(k)(1)]
- Possession of Stolen Property [E.C. 48900(l)]
- Imitation Firearm [E.C. 48900(m)]
- Sexual Assault or Sexual Battery [E.C. 48900(n)]
- Harassment of a Student Witness [E.C. 48900(o)]
- Prescription Drug Soma [E.C. 48900(p)]
- Hazing [E.C. 48900(q)]
- Bullying and Bullying by Electronic Act [E.C. 48900(r)]

*(Please see the Table of Education Codes Related to Discipline for more detail.)*

Students who commit these offenses may be suspended from school and/or to the Superintendent's designee with the recommendation for reassignment to an alternative program or expulsion and transfer to an alternative program. Major acts of misconduct must be reported to the school administrator immediately after the incident and may result in the immediate removal of a student from the school following suspension due process procedures.

Suspension is the removal of a student from the classroom for disciplinary reasons for a defined period of time by a teacher or school administrator. A principal or designee may suspend a student for up to five days. A teacher may suspend a student for the remainder of the class in which the misbehavior occurred and for the next day's class. A suspension may be extended under certain conditions.

There are two kinds of suspension – on-campus suspension and home suspension. Students placed on home suspension are not permitted on or near the school campus, nor are they allowed to participate in any school activities during suspension. They may, however, be required to complete assignments and tests which will be made available to them through an intermediary.

Expulsion, as ordered by the Board of Education, is the removal of a student from all schools in the Elk Grove Unified School District for violating the California Education Code. The expulsion is for a defined period of time, but an application for re-admission must be considered within a specified time period. State law provides for due process and rights to appeal any order of expulsion.

If a student's behavior is a threat to the safety, health or emotional well-being of others, and previous methods of prevention and intervention have not been successful, that student may be suspended in accordance with state law and district policy.

# STUDENT DISCIPLINE

Suspension may be imposed upon a first offense if the Superintendent, principal or designee determines the student violated Education Code 48900(a)-(e) or if the student's presence causes a danger to persons. [E.C. 48900.5]

For all other acts and conduct for which a student is subject to discipline under Education Code 48900 through 48900.7 and which are not specifically listed or addressed under Education Code 48915(a) or 48915(c), a student may be recommended for expulsion where other means of correction are not feasible or have repeatedly failed to bring about proper conduct, or where due to the nature of the student's conduct violation, the presence of the student causes a continuing danger to the physical safety of the student or others. [E.C. 48915(b) and (e)]

## **The Role of Parents and Guardians**

School rules are designed to teach children to be responsible, respectful, and safe. Parents and guardians have a key role in maintaining welcoming, safe campus environments that are conducive to learning.

Parents and guardians are urged to review district and school standards of conduct and rules with their children at the start of each school year, with special emphasis during critical transitional years when children move from elementary to middle school, and from middle to high school. Reinforcing positive behavior and acknowledging children for demonstrating appropriate conduct is important. If parents or guardians spot a behavior problem, they should contact school staff, who will partner with them to find solutions. Parent/student handbooks are available online in English, Spanish, Hmong and Vietnamese.

The Elk Grove Unified School District is committed to strong partnerships between home and school to establish and enforce appropriate standards of conduct for students. In the event of student misconduct, teachers, school or district personnel will contact parents first, unless the infraction is so serious that police notification is mandated.

Assistance is available for parents or guardians who are dealing with difficult or out-of-control children. Parents are given tools to empower them as they work toward modifying the behavior of their difficult children. To find out more, visit the webpage of the Student Support and Health Services at [www.egusd.net/student-support-and-health-services](http://www.egusd.net/student-support-and-health-services).

## **Behavioral Requirements for Participation in Graduation Ceremonies**

Students must demonstrate good citizenship to participate in the graduation ceremony. Any student who has received an off-campus suspension from school in the spring semester prior to graduation will be notified in writing that if a second off-campus suspendable event occurs, he/she will not be eligible to participate in the graduation ceremony. Any senior student who receives an off-campus suspension within the last 20 school attendance days prior to the date of graduation may be denied the privilege of participating in the graduation ceremony, even if that off-campus suspension is the student's first off-campus suspension during his/her senior year. If a student receives an off-campus

suspension that falls on the day of graduation practice or of the graduation ceremony, that student will not be allowed to participate in graduation. A senior student with a second off-campus suspension will be denied the privilege of participating in the graduation ceremony. In addition, a senior student may not attend the graduation ceremony while under off-campus suspension, even if the off-campus suspension is the first for the student during the senior year. Each high school student and his/her parent/guardian will receive annual notification of this policy. [B.P. 5127(a)]

## **Prohibition on Possession and Use of Tobacco and Nicotine Products**

District policy and the Education Code prohibit the possession, use, manufacture, distribution, or dispensing of tobacco and nicotine products at school or during school related activities. The District defines "tobacco and nicotine products" as a lighted or unlighted cigarette, cigar, pipe or other smoking product or material, smokeless tobacco in any form, and electronic cigarettes. "Electronic cigarettes" are defined as battery-operated or other electronic products designed to deliver nicotine, flavor, and other chemicals by turning the substance into a vapor that is inhaled by the user, including, but not limited to electronic vaping devices, personal vaporizers, digital vapor devices, electronic nicotine delivery systems, and hookah pens.

Students determined to have used or to be in possession of tobacco or nicotine products at school or school related activities may be subject to discipline under District policy, Education Code 48900(h), and/or other applicable laws. Students determined to have used or to be in possession of products at school or school related activities that can be used to consume and/or use tobacco or nicotine products, including but not limited to "electronic cigarettes" as defined above, but which do not contain tobacco, nicotine, or any other controlled substance, may be subject to discipline under District policy, Education Code 48900(k)(1), and/or other applicable laws. [E.C.48901]

## **Law Enforcement Partnerships**

The Division of Safety and Security works in cooperation with the Sacramento County Sheriff's Department. This department also works closely with the Elk Grove Police, Sacramento Police, Rancho Cordova Police and the Sacramento County Probation Department. Each comprehensive high school region has an assigned Sheriff's deputy as a School Resource Officer (SRO).

The SRO is stationed at the high school and works with each region's middle school and elementary schools' site staff to enforce laws and mentor the District's youth. Additional officers are dedicated to the alternative education sites, assist at elementary and middle schools as well as address truancy problems.

## **Interview of a Student by Law Enforcement**

Students can be interviewed by law enforcement officers while at school. In instances where law enforcement is involved, the principal or designee shall attempt to minimize disruption at the school and provide privacy to the student. School officials are required to make every effort to contact



ED CODE 48900(a)(1)

CAUSING PHYSICAL INJURY

Caused, attempted to cause, or threatened to cause physical injury to another person.

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• <u>1-2 day</u> suspension</li> <li>• <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Contact Family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• <u>2-4 day</u> suspension</li> <li>• Extreme Fights – contact Director or SSHS</li> <li>• <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• <u>3-5 day</u> suspension</li> <li>• Possible consideration for a Recommendation of Expulsion</li> </ul>

**ED CODE 48900(a)(2)**

**ACTS OF VIOLENCE**

**Willfully used force or violence upon the person of another, except in self-defense.**

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• <u>1-3 day</u> suspension</li> <li>• <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• <u>2-4 day</u> suspension</li> <li>• <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• <u>3-5 day</u> suspension</li> <li>• Possible consideration for a Recommendation of Expulsion</li> </ul>

## ED CODE 48900(b)

### WEAPONS AND DANGEROUS OBJECTS

Possessed, sold, or otherwise furnished any **firearm, knife, explosive, or other dangerous object**, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

Ed. Code 48915(g) – As used in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 ½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

Ed. Code 48915(h) – As used in this section, the term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code. \*If student possessed, sold, or otherwise furnished a firearm, please refer to CA Ed. Code 48915(c)(1)

\*If student brandished a knife at another person, please refer to CA Ed. Code 48915(c)(2)

\*If Student possessed an explosive please refer to CA Ed. Code 48915(c)(5) and (h).

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Confiscate object</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• Give object to appropriate law enforcement</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• 1-<u>5 day</u> suspension</li> <li>• Possible consideration for a Recommendation of Expulsion</li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Confiscate object</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• Give object to appropriate law enforcement</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• 3-<u>5 day</u> suspension</li> <li>• Possible consideration for a Recommendation of Expulsion</li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Confiscate object</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• Give object to appropriate law enforcement</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• 3-<u>5 day</u> suspension</li> <li>• Possible consideration for a Recommendation of Expulsion</li> </ul>



## ED CODE 48900(c)

### UNLAWFUL POSSESSION OF CONTROLLED SUBSTANCE

Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

\*If Student was unlawfully selling a controlled substance please refer to CA Ed. Code 48915(c)(3).

Ed. Code 48915(c)(3) – The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds... unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Notify law enforcement within 1 school day (EC 48902)</li> <li>• Give substance to appropriate law enforcement authority</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> <li>• 1–3 <u>day</u> suspension (Marijuana and alcohol)</li> <li>• <u>Others</u> Substances – contact Director or SSHS</li> </ul> <p><b>Selling Drugs</b></p> <ul style="list-style-type: none"> <li>• 5 Day Suspension if Student is selling or sold a controlled substance</li> <li>• Recommendation for expulsion if Student is selling or sold a controlled substance</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Notify law enforcement within 1 school day (EC 48902)</li> <li>• Give substance to appropriate law enforcement authority</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> <li>• 2–4 <u>day</u> suspension (Marijuana and alcohol)</li> <li>• <u>Others</u> Substances – contact Director or SSHS</li> </ul> <p><b>Selling Drugs</b></p> <ul style="list-style-type: none"> <li>• 5 Day Suspension if Student is selling or sold a controlled substance</li> <li>• Recommendation for expulsion if Student is selling or sold a controlled substance</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Notify law enforcement within 1 school day (EC 48902)</li> <li>• Give substance to appropriate law enforcement authority</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> <li>• 3–5 <u>day</u> suspension (Marijuana and alcohol)</li> <li>• <u>Others</u> Substances – contact Director or SSHS</li> </ul> <p><b>Selling Drugs</b></p> <ul style="list-style-type: none"> <li>• 5 Day Suspension if Student is selling or sold a controlled substance</li> <li>• Recommendation for expulsion if Student is selling or sold a controlled substance</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> </ul>

## ED CODE 48900(d)

### SALE OF "LOOK-ALIKE" CONTROLLED SUBSTANCE OR ALCOHOL

**Unlawfully offered, arranged, or negotiated to sell any controlled substance** listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

\*Reminder: If Student is unlawfully selling a controlled substance, it may also be a violation of 48915(c). If so, please refer to CA Ed. Code 48915(c)(3).

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Notify law enforcement within 1 school day (EC 48902)</li> <li>• Give substance to appropriate law enforcement authority</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• <u>1-3 day</u> suspension</li> <li>• <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Notify law enforcement within 1 school day (EC 48902)</li> <li>• Give substance to appropriate law enforcement authority</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• <u>2-4 day</u> suspension</li> <li>• <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Notify law enforcement within 1 school day (EC 48902)</li> <li>• Give substance to appropriate law enforcement authority</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• <u>3-5 day</u> suspension</li> <li>• Possible consideration for a Recommendation of Expulsion</li> </ul>



## ED CODE 48900(e)

### ROBBERY OR EXTORTION

Committed or attempted to commit robbery or extortion.

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• <u>1-3 day</u> suspension</li> <li>• <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Contact Family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• <u>2-4 day</u> suspension</li> <li>• <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• <u>3-5 day</u> suspension</li> <li>• Possible consideration for a Recommendation of Expulsion</li> </ul>

## ED CODE 48900(f)

### DAMAGE TO PROPERTY

Caused or attempted to cause damage to school or private property.

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1–<u>3 day</u> suspension.</li> <li>• "First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/ or 48915, although formal exclusionary disciplinary action may not have been taken against the student.</li> <li>• <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• <u>2–4 day</u> suspension</li> <li>• <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• <u>3–5 day</u> suspension</li> <li>• Possible consideration for a Recommendation of Expulsion</li> </ul>

## ED CODE 48900(g)

### THEFT OR STEALING

Stole or attempted to steal school property or private property.

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1–<u>3 day</u> suspension.</li> <li>• "First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/ or 48915, although formal exclusionary disciplinary action may not have been taken against the student.</li> <li>• <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• 2–<u>4 day</u> suspension</li> <li>• <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• 3–<u>5 day</u> suspension</li> <li>• Possible consideration for a Recommendation of Expulsion</li> </ul>



## ED CODE 48900(h)

### TOBACCO OR NICOTINE PRODUCTS

Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, <u>1-3 day</u> suspension.</li> <li>• "First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/ or 48915, although formal exclusionary disciplinary action may not have been taken against the student.</li> <li>• <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• <u>2-4 day</u> suspension</li> <li>• <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• <u>3-5 day</u> suspension</li> <li>• Possible consideration for a Recommendation of Expulsion</li> </ul>

## ED CODE 48900(j)

### OBSCENE ACTS

Committed an **obscene act** or engaged in **habitual profanity or vulgarity**.

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, <u>1-3 day</u> suspension.</li> <li>• "First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/ or 48915, although formal exclusionary disciplinary action may not have been taken against the student.</li> <li>• <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• <u>2-4 day</u> suspension</li> <li>• <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• <u>3-5 day</u> suspension</li> <li>• Possible consideration for a Recommendation of Expulsion</li> </ul>

## ED CODE 48900(j)

### DRUG PARAPHERNALIA

Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any **drug paraphernalia**.

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, <u>1-3 day</u> suspension.</li> <li>• "First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/ or 48915, although formal exclusionary disciplinary action may not have been taken against the student.</li> <li>• <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• <u>2-4 day</u> suspension</li> <li>• <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• <u>3-5 day</u> suspension</li> <li>• Possible consideration for a Recommendation of Expulsion</li> </ul>



## ED CODE 48900(k)

### DISRUPTION OF SCHOOL ACTIVITIES

**Disrupted school activities** or otherwise willfully **defied** the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

**NOTE:**

- School districts cannot suspend students in kindergarten through grade 3 for disruption or willful defiance;
- School districts cannot recommend any student for expulsion for disruption or willful defiance, regardless of grade level;
- For students in grades 4 to 12, school districts cannot suspend them for disruption or willful defiance if it is their first offense; and
- Teachers are permitted to suspend any student, regardless of grade, from their classroom for disruption or willful defiance, whether it's a student's first offense or not.

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p><b>Mandatory actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• <i>Depending on the severity of the incident, <u>as well as</u>, pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></li> </ul>	<p><b>Mandatory actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• 1–<u>3 day</u> suspension (9th thru 12th grades)</li> <li>• <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></li> </ul>	<p><b>Mandatory actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• 2–<u>5 day</u> suspension (9th thru 12th grades)</li> </ul>

## ED CODE 48900(I)

### POSSESSION OF STOLEN PROPERTY

Knowingly received stolen school property or private property.

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p><b>Mandatory actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student's past similar <u>behaviors and</u> document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers <u>for outside</u> services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• Suspension only permitted on "first offense"</li> <li>• If student's presence causes a danger to persons. In such instances, <u>1-3 day</u> suspension.</li> <li>• "First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/ or 48915, although formal exclusionary disciplinary action may not have been taken against the student.</li> <li>• <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></li> </ul>	<p><b>Mandatory actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notification to law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• <u>1-4 day</u> suspension</li> <li>• <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></li> </ul>	<p><b>Mandatory actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• <u>3-5 day</u> suspension</li> <li>• Possible consideration for a Recommendation of Expulsion</li> </ul>



## IMITATION FIREARM

Possessed an **imitation firearm**. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• Suspension only permitted on “first offense” if student's presence causes a danger to persons. In such instances, <u>1-3 day</u> suspension.</li> <li>• “First offense” refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/ or 48915, although formal exclusionary disciplinary action may not have been taken against the student.</li> <li>• <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notification to law enforcement</li> <li>• (<u>refer</u> to AR 5144.3 and 5145.11)</li> <li>• <u>2-4 day</u> suspension</li> <li>• <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• <u>3-5 day</u> suspension</li> <li>• Possible consideration for a Recommendation of Expulsion</li> </ul>

**ED CODE 48900(n)**

**SEXUAL ASSAULT OR SEXUAL BATTERY**

**Committed or attempted to commit a sexual assault** as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

If student committed or attempted to commit a sexual assault please refer to CA Ed. Code 48915(c)(4).

Ed. Code 48915(c)(4) – The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds... committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• In consultation with site principal and Director - File CPS Report</li> <li>• Contact Director or SSHS</li> <li>• <u>5 day</u> suspension and recommendation for expulsion</li> <li>• Refer to California Education Code 48915 (c)(4).</li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• In consultation with site principal and Director - File CPS Report</li> <li>• Contact Director or SSHS</li> <li>• <u>5 day</u> suspension and recommendation for expulsion</li> <li>• Refer to California Education Code 48915 (c)(4).</li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• In consultation with site principal and Director - File CPS Report</li> <li>• Contact Director or SSHS</li> <li>• <u>5 day</u> suspension and recommendation for expulsion</li> <li>• Refer to California Education Code 48915 (c)(4).</li> </ul>

## HARASSMENT OF A STUDENT WITNESS

Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry.</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notification to law enforcement (<a href="#">refer to AR 5144.3 and 5145.11</a>)</li> <li>• Suspension only permitted on "first offense"</li> <li>• If student's presence causes a danger to persons. In such instances, <u>1-3 day</u> suspension.</li> <li>• "First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/ or 48915, although formal exclusionary disciplinary action may not have been taken against the student.</li> <li>• <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, reteach/practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notification to law enforcement (<a href="#">refer to AR 5144.3 and 5145.11</a>)</li> <li>• <u>2-4 day</u> suspension</li> <li>• <i>Depending on the severity of the incident, <u>as well as, pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</u></i></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notification to law enforcement (<a href="#">refer to AR 5144.3 and 5145.11</a>)</li> <li>• <u>3-5 day</u> suspension</li> <li>• Possible consideration for a Recommendation of Expulsion</li> </ul>



## ED CODE 48900(p)

### PRESCRIPTION DRUG SOMA

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Confiscate substance</li> <li>• Notify law enforcement within 1 school day (EC 48902)</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate <u>student</u>, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Follow CA Education Code Requirements for controlled substances</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> <li>• Contact Director or SSHS</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notification to law enforcement</li> <li>• (<u>refer</u> to AR 5144.3 and 5145.11)</li> <li>• Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1 – <u>3 day</u> suspension.</li> <li>• "First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/or 48915, although formal exclusionary disciplinary action may not have been taken against the student.</li> <li>• Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Confiscate substance</li> <li>• Notify law enforcement within 1 school day (EC 48902)</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Follow CA Education Code Requirements for controlled substances</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> <li>• Contact Director or SSHS</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• 2 – <u>4 day</u> suspension</li> <li>• Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Confiscate substance</li> <li>• Notify law enforcement within 1 school day (EC 48902)</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Follow CA Education Code Requirements for controlled substances</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> <li>• Contact Director or SSHS</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• 3 – <u>5 day</u> suspension</li> <li>• Possible consideration for a Recommendation of Expulsion</li> </ul>

## HAZING

Engaged in, or attempted to engage in, **hazing**. For purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school sanctioned events.

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student’s past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports.</li> <li>• Notification to law enforcement (refer to <a href="#">AR 5144.3</a> and 5145.11)</li> <li>• Suspension only permitted on “first offense” if student’s presence causes a danger to persons. In such instances, <u>1–3 day</u> suspension.</li> <li>• <i>“First offense” refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/or 48915, although formal exclusionary disciplinary action may not have been taken against the student.</i></li> <li>• <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student’s past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• <u>2–4 day</u> suspension</li> <li>• Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student’s past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• <u>3–5 day</u> suspension</li> <li>• Possible consideration for a Recommendation of Expulsion</li> </ul>

ED CODE 48900(r)

**BULLYING**

Engaged in the act of **bullying**.

“Electronic act” means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, as specified.

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student’s past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor, school psychologist, social work, child welfare attendance personnel, or other school support personnel for case management and counseling.</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• Suspension only permitted on “first offense” if student’s presence causes a danger to persons. In such instances, <u>1–3 day</u> suspension.</li> <li>• <i>“First offense” refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/or 48915, although formal exclusionary disciplinary action may not have been taken against the student.</i></li> <li>• <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student’s past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• <u>2–4 day</u> suspension</li> <li>• <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student’s past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• <u>3–5 day</u> suspension</li> <li>• Possible consideration for a Recommendation of Expulsion</li> </ul>



**Engaged in an act of bullying.** For purposes of this subdivision, the following terms have the following meanings:

- (1) **"Bullying"** means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
- (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
  - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
  - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
  - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
- (2) (A) **"Electronic act"** means the creation or transmission originated on or off school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- (i) A message, text, sound, video or image.
  - (ii) A post on a social network Internet Web site including, but not limited to:
    - (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
    - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed that the pupil was or is the pupil who was impersonated.
    - (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
    - (IV) (iii) An act of cyber sexual bullying.
    - (V) (i) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    - (VI) (ii) For purposes of this clause "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
  - (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- (3) **"Reasonable pupil"** means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

ED CODE 48900(t)

**AIDED OR ABETTED TO INFLICT PHYSICAL INJURY**

A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, **but not expulsion**, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, <u>1-3 day</u> suspension.</li> <li>• "First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/or 48915, although formal exclusionary disciplinary action may not have been taken against the student.</li> <li>• Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• <u>2-4 day</u> suspension</li> <li>• Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• <u>3-5 day</u> suspension</li> <li>• Student only subject to expulsion if the student has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury.</li> </ul>



## SEXUAL HARASSMENT

Additional grounds for suspension or expulsion: **sexual harassment.**

This section does not apply to students in kindergarten through grade 3.

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• File CPS Report</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, <u>1-3 day</u> suspension.</li> <li>• "First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/or 48915, although formal exclusionary disciplinary action may not have been taken against the student.</li> <li>• Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• File CPS Report</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• <u>2-4 day</u> suspension (4th thru 12th grades)</li> <li>• Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• File CPS Report</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• <u>3-5 day</u> suspension (4th thru 12th grades)</li> <li>• Possible consideration for a Recommendation of Expulsion</li> </ul>

ED CODE 48900.3

**HATE VIOLENCE**

In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

This section does not apply to students in kindergarten through grade 3.

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student’s past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• Suspension only permitted on “first offense” if student’s presence causes a danger to persons. In such instances, 1–<u>3 day</u> suspension.</li> <li>• “First offense” refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/or 48915, although formal exclusionary disciplinary action may not have been taken against the student.</li> <li>• Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student’s past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• 2–<u>4 day</u> suspension</li> <li>• Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate <u>student</u>, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student’s past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• 3–<u>5 day</u> suspension</li> <li>• Possible consideration for a Recommendation of Expulsion</li> </ul>

## ED CODE 48900.4

### HARASSMENT, THREATS OR INTIMIDATION

#### Additional grounds for suspension or expulsion: harassment, threats or intimidation

In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

This section does not apply to students in kindergarten through grade 3.

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, <u>1-3 day</u> suspension.</li> <li>• "First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/or 48915, although formal exclusionary disciplinary action may not have been taken against the student.</li> <li>• Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• <u>2-4 day</u> suspension</li> <li>• Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• <u>3-5 day</u> suspension</li> <li>• Possible consideration for a Recommendation of Expulsion</li> </ul>



ED CODE 48900.7

**TERRORISTIC THREATS**

a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made **terroristic threats against school officials or school property, or both.**

(b) For the purposes of this section, **“terroristic threat” shall include** any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student’s past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Suspension only permitted on “first offense” if student’s presence causes a danger to persons. In such instances, <u>1–3 day</u> suspension.</li> <li>• <i>“First offense” refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/or 48915, although formal exclusionary disciplinary action may not have been taken against the student.</i></li> <li>• <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student’s past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• <u>2–4 day</u> suspension</li> <li>• <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student’s past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• <u>3–5 day</u> suspension</li> <li>• Possible consideration for a Recommendation of Expulsion</li> </ul>

## ED CODE 48915

48915. (a) (1) Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

- (A) Causing serious physical injury to another person, except in self-defense.
- (B) Possession of any knife or other dangerous object of no reasonable use to the pupil.
- (C) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:
  - (i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
  - (ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
- (D) Robbery or extortion.
- (E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

(2) If the principal or the superintendent of schools makes a determination as described in paragraph (1), he or she is encouraged to do so as quickly as possible to ensure that the pupil does not lose instructional time.

(b) Upon recommendation by the principal or the superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board of a school district may order a pupil expelled upon finding that the pupil committed an act listed in paragraph (1) of subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel a pupil for any of those acts shall be based on a finding of one or both of the following:

- (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- (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.

(c) The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds.

- (1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (c), may be imposed.
- (2) Brandishing a knife at another person.
- (3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- (4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (m) of Section 48900 (5) Possession of an explosive.

(d) The governing board of a school district shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:

- (1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.
- (2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
- (3) Is not housed at the school site attended by the pupil at the time of suspension.

(e) Upon recommendation by the principal or the superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board of a school district may order a pupil expelled upon finding that the pupil, at school or at a school activity off of School grounds violated subdivision (f), (g), (h), (i), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following:

- (1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- (2) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

(f) The governing board of a school district shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study that meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e) if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or another elementary school. The pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.

(g) As used in this section "knife" means any dirk, dagger, or other weapons with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 ½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

As used in this section, the term "explosive" means destructive device" as described in Section 921 of Title 18 of the United States Code. (Amended by Stats. 2012, Ch. 431, Sec 3. (AB 2537) Effective January 1, 2013.)

## **PROHIBITION ON POSSESSION AND USE OF TOBACCO AND NICOTINE PRODUCTS**

District policy and the Education Code prohibit the possession, use, manufacture, distribution, or dispensing of tobacco and nicotine products at school or during school related activities. The District defines "tobacco and nicotine products" as a lighted or unlighted cigarette, cigar, pipe or other smoking product or material, smokeless tobacco in any form, and electronic cigarettes. "Electronic cigarettes" are defined as battery-operated or other electronic products designed to deliver nicotine, flavor, and other chemicals by turning the substance into a vapor that is inhaled by the user, including, but not limited to electronic vaping devices, personal vaporizers, digital vapor devices, electronic nicotine delivery systems, and hookah pens.

Students determined to have used or to be in possession of tobacco or nicotine products at school or school related activities may be subject to discipline under District policy, Education Code 48900(h), and/or other applicable laws. Students determined to have used or to be in possession of products at school or school related activities that can be used to consume and/or use tobacco or nicotine products, including but not limited to "electronic cigarettes" as defined above, but which do not contain tobacco, nicotine, or any other controlled substance, may be subject to discipline under District policy, Education Code 48900(k)(1), and/or other applicable laws. [E.C. 48901]

Item 2: Prohibition of Discrimination or Harassment and Related Complaint Procedures

Instructions: Add or replace in your School Handbook using the exact title. Place insert in its entirety and without modification. If you currently have no section with this title or only a section that is entitled "Sexual Harassment," the following is to be used.

## **PROHIBITION OF DISCRIMINATION, HARASSMENT, INTIMIDATION AND BULLYING, AND RELATED COMPLAINT PROCEDURES**

District programs and activities shall be free from discrimination, including harassment, intimidation and bullying based on a student's actual or perceived disability, gender, gender identity, gender expression, nationality, race, ethnicity, color, ancestry, religion, sexual orientation, age, marital or parental status, or association with a person or group with one or more of these actual or perceived characteristics. The district has a policy of nondiscrimination in accordance with federal law and Title IX, and also prohibits sexual harassment of or by any student or by anyone in or from the district. More detailed information regarding the district's prohibition of discrimination, harassment, intimidation, and bullying or the prohibition against sexual harassment is contained in the district's Parent & Student Handbook and is also available on the district's website.

Parents, students and staff should immediately report incidents of alleged discrimination, harassment, intimidation and bullying or sexual harassment to the Principal or designee. Students, parents, guardians or any other individuals having questions or concerns or who may wish to file a complaint are urged to first contact the Principal or designee, but if your concerns are not resolved, you may also contact the Associate Superintendent for Human Resources, at (916) 686-7795, for matters involving a potential complaint or concern regarding a district employee. You may contact the Associate Superintendent for Pre-K-6 Education, at (916) 686-7704 regarding a potential complaint or concern related to a PreK-6 student (or students); and you may contact the Associate Superintendent for Secondary Education, at (916) 686-7706, regarding a potential complaint or concern related to a student (or students) in grades 7-12. No one shall be retaliated against for reporting any incident of alleged discrimination or harassment, and complainants' identities will be kept confidential to the extent practical in the course of investigating the incidents of alleged discrimination, harassment, intimidation and bullying or sexual harassment.

Pursuant to California Education Code 221.5, a pupil shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with his or her gender identity, irrespective of the gender listed on the pupil's records. Questions regarding the foregoing rights shall be directed to your Principal or Vice Principal.

## **UNIFORM COMPLAINT PROCEDURES**

The Elk Grove Unified School District has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, complaints alleging violation of state or federal laws governing educational programs, and complaints alleging the district's failure to comply with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities.

The district shall use the uniform complaint procedures to resolve any complaint alleging unlawful discrimination, harassment, intimidation, or bullying in district programs and activities based on actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or

any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

Adult Education  
After School Education and Safety  
Agricultural Vocational Education  
American Indian Education Centers and Early Childhood Education Program Assessments  
Bilingual Education  
California Peer Assistance and Review Programs for Teachers  
Career Technical and Technical Education and Career Technical and Technical Training  
Career Technical Education  
Child Care and Development  
Child Nutrition  
Compensatory Education  
Consolidated Categorical Aid  
Course Periods without Educational Content  
Economic Impact Aid  
Education of Pupils in Foster Care and Pupils who are Homeless  
Every Student Succeeds Act / No Child Left Behind  
Local Control Accountability Plans (including Charter Schools as described in EC §§ 47606.5 and 47607.3);  
Migrant Education  
Physical Education Instructional Minutes  
Pupil Fees  
Reasonable Accommodations to a Lactating Pupil  
Regional Occupational Centers and Programs  
Rights of certain juvenile court school transfer students  
School Safety Plans  
Special Education  
State Preschool  
Tobacco-Use Prevention Education

Uniform complaint procedures shall also be used to address any complaint alleging the district's failure to comply with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities, the requirements for the development and adoption of a school safety plan, and state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, special education programs, homeless education, foster youth services, rights of certain juvenile court school transfer students, reasonable accommodation for a lactating student on a school campus, assignment of a student to a course without educational content for more than a week in one semester or to a course the student has previously completed, noncompliance with the physical education instructional minutes for students in elementary school, alleged retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy, and noncompliance with the Local Control and Accountability Plan (LCAP).

More detailed information regarding the Uniform Complaint Procedures, including the timeline for resolving complaints and the complaint appeal process, is contained in the district's Parent & Student Handbook. A copy of our UCP complaint policies and procedures is available free of charge and is available on the District's website at the following link:

<http://www.egusd.net/about/district/policiesproceduresnotices/>.



## Section 6: Campus Map

\*AIT/Kris Huscher E Pod \*Max Huscher B Track 4<sup>th</sup> Grade Rover \*K/1 Push In/Lorinda Childs D & G Pods

