

# 2021-2022

## Parent, Family, and Student Handbook

### Carroll Elementary School

#### Mission Statement

“Carroll Elementary School will provide a supportive learning community that is inclusive of all students, challenging them to exceed expectations, and preparing them for the future.”

Jack Ferreira, Principal

Michelle Fennell, Vice Principal





Websites:  
[www.egusd.net/carroll](http://www.egusd.net/carroll)  
 Office Hours: 7:30 am – 3:30 pm

10325 Stathos Drive  
 Elk Grove, CA 95757  
 Phone: (916) 714-0106  
 Fax: (916) 714-0828

Principal: Jack Ferreira  
 Vice Principal: Michelle Fennell  
 Secretary: Vickie Garcia

School Office Assistant II: My Xiong  
 School Office Assistant II: Bridgette Hall

<b>1ST - 6TH SCHOOL TIMES:</b> M /T /TH /F 8:00 am–2:30 pm ** Wednesdays 8:50 am–2:30 pm Minimum Days 8:00am–12:40 pm	<b>KINDER and *TK SCHOOL TIMES:</b> Morning Class (AM Class) 7:45–11:16 am *Afternoon Class (PM Class) 11:04–2:35 pm Minimum Days 7:45 -11:16am (all kindergarten classes)
<b>BREAKFAST:</b> M/T/TH/F Opens at 7:30 am Wednesdays Opens at 8:20 am	

**1st - 6th GRADE RECESS & LUNCH SCHEDULE**

**RECESS SCHEDULE**

Grades 1	9:00–9:15 am
Grades 2	9:20–9:35 am
Grades 3	9:40–9:55 am
Grade 4	10:00–10:15 am
Grade 5	10:20–10:35 am
Grade 6	10:40–10:55 am

**LUNCH/RECESS SCHEDULE:**

	<b>LUNCH</b>	<b>RECESS</b>
Grade 1	(11:00-11:40)	11:00–11:20
Grade 2	(11:00-11:40)	11:20–11:40
Grade 3	(11:45-12:25)	11:45–12:05
Grade 4	(11:45-12:25)	12:05–12:25
Grade 5	(12:30-1:10)	12:30–12:50
Grade 6	(12:30-1:10)	12:50–1:10

**AFTERNOON RECESS:**

Grade 1	1:15-1:25
Grade 2	1:30-1:40
Grade 3	1:45-1:55*

**1st - 6th GRADE MINIMUM DAY RECESS & LUNCH SCHEDULE: 8:00 am –12:40 pm**

<b>MINIMUM DAY RECESS SCHEDULE</b>		
Grade 1		8:30-8:45
Grade 2		8:50-9:05
Grade 3		9:10-9:25
Grade 4		9:30-9:45
Grade 5		9:50-10:05
Grade 6		10:10-M10:25
<b>MINIMUM DAY LUNCH SCHEDULE</b>		
	Lunch	Recess
Grade 1	10:20-10:40	10:40-10:50
Grade 2	10:40-11:00	11:00-11:10
Grade 3	11:00-11:20	11:20-11:30
Grade 4	11:20-11:40	11:40-11:50
Grade 5	11:40-12:00	12:00-12:10
Grade 6	12:00-12:20	12:20-12:30

\*Teacher Lunch Time 1:00- 1:40pm



Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ Track: \_\_\_\_\_

20\_\_/20\_\_ SUNRISE ELEMENTARY STUDENT BEHAVIOR CONTRACT I have read and discussed the Sunrise Student/Parent Handbook with my parents and/or guardians. I understand that it is my responsibility to follow the rules. I will do everything in my power to be the best learner that I can be at Sunrise Elementary School. I will arrive at school on time, ready to learn with a positive attitude. I will resolve conflicts in a positive, non physical manner. I will try my hardest so I can reach my goals and achieve my best in everything that I do. I will help make Sunrise Elementary School an excellent place to learn. Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please return this form to your child's teacher or the Sunrise Front Of ice.

### School Procedures and Policies

Carroll Elementary School is open Monday – Friday from 7:30 AM – 3:30 PM.

**Teacher contract hours are between 7:45 AM – 3:15 PM.**

Prior to the school day beginning, teachers are typically putting the finishing touches on their plans for the day or they are providing before – school safety supervision. Therefore, if you need to contact or conference with your child's teacher, please send a note with your child, send the teacher an e-mail, or leave a message on the teacher's voicemail. The office staff will not put calls through to classroom teachers unless the classroom teacher has made prior arrangements with the school secretary.

You are welcome to accompany your child to his/her line-up area at 7:55, but please do not go to your child's classroom or attempt to conference with the teacher at the line up area. Your child's teacher will be happy to schedule a conference with you at a mutually convenient time.

### School Visitation

We invite you to visit our school and your child's classroom. You may do so at any time except during testing. It would be appreciated if you would please call 24 hours in advance so arrangements can be made with the teacher. When you visit, please report to the office first, sign in, and obtain a visitor's pass.

When you are in a classroom observing, please remember this is not an appropriate time for a conference with the teacher since it can be very disruptive to the instructional program. Conferences may be scheduled before and after the school day.





We would prefer that you drop your children off at the gates once you feel comfortable in allowing them to line up in the quad with their classmates. If your child is late to school, he/she needs to come to the office for a late slip. Students are considered late if they arrive after the 8:00 bell.

We do appreciate your cooperation. It is important for all of us to maintain a safe, productive, and uninterrupted educational program.

### Supervision of Students

**Before School:** The campus is open to students beginning at 7:50 AM. Please do not bring or send students before that time unless they are participating in the breakfast program. There is no adult supervision prior to 7:50 AM. PM kindergarten students may arrive at 10:55 AM.

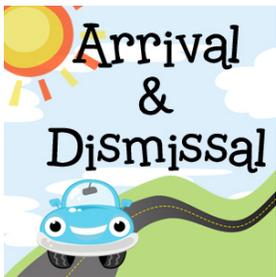
**During School:** Yard supervisors are on the playground during morning and lunch recesses and wear vests like the one pictured to the right. Teachers are assigned supervision before and after school.



**After School:** Students are directed to go immediately home or to child care. Staff members supervise dismissal times at designated areas for the first 15 minutes after dismissal. Students are expected to go directly home at the time of dismissal.

Students are not allowed to play on the playground after school. Please do not ask your child(ren) to wait for you for any amount of time after dismissal. If you have an emergency, please call the office.

### Before School Drop Off Procedures



1. All cars will need to enter into the parking lot through the entrance on Stathos Drive.
2. Parents using the curb-side drop off area in front of the school must pull as far forward as possible before letting their child(ren) exit the car.
3. Please ensure that children exit the cars on the passenger (curb) side only. Be

sure that your child is ready to exit the car **BEFORE** you pull up to the curb (has backpack, lunch, and instructions for the day).

4. Once children have safely exited the car, drivers are to pull into the exit (left) lane and proceed to the exit.

5. Parents who park in the parking lot must walk their child(ren) across the parking lot and use the crosswalk.

6. If you need to attend to business on campus, or would like to walk your child to the gate, please park in a designated parking space and use the crosswalk in the parking lot.

7. The school parking lot and the BUS ZONE on Franklin High are **NOT** drop-off areas.



8. Please do not park in the red zone, double park, block the crosswalks, or make U-turns along Stathos or Franklin High Roads.

9. Please follow the traffic signs and staff directions for drop off and pick up.

**\*\*CARROLL ELEMENTARY ENCOURAGES WALKING TO AND FROM SCHOOL \*\***

### **After School Pick Up Procedures**



At dismissal time, students can exit out through one of three gates. Please note that in the afternoon dismissal time, the gates located by the office will remain closed. Alternate gates are located next to Kindergarten and by the Bus Zone on Franklin High Road. Please be sure to wait outside the gate for your children to avoid causing additional congestion at this busy time. If you arrive by car to pick

up your child, please adhere to the following when using the parking lot:

- Enter the parking lot through the entrance on Stathos Drive.
- If you use curb-side pick up, pull as far forward as possible in the pick up lane.
- Once your car has stopped, your child will walk to your car and enter on the curb (passenger) side. Do not leave car unattended.
- Proceed to exit onto Franklin High Road.
- If you arrive prior to the dismissal bell or prefer to meet your child on campus, please park in a designated parking space.
- Please walk to the front or side of campus to pick up your child. For your child's safety, he/she will not be allowed to walk across the parking lot crosswalk and in between vehicles without an adult. **The parking lot cannot be used as a pick up area.**
- Once you have walked back to your car with your child, please loop through the parking lot and exit onto Stathos or Franklin High. The parking lot is a one way direction system. Please do not drive opposite traffic indicated by the arrows.

# Arrival Procedure 1st through 6th Grade

Monday, Tuesday, Thursday, Friday: gates open at 7:50 am so students can walk directly to the classroom  
 Late Start Wednesday: Gates Open at 8:40 am so students can walk directly to the classroom

- Grades 1 parents have the option to drop them off at the classroom or let them walk to the classroom on their own
- Grades 2- 6 may walk on their own to class
- **Parents/Guardians may not enter classrooms**

Breakfast starts in MP room at 7:30 am. Parents must remain outside of MP room during breakfast

**GATE 1:** Students walking from the direction of Backer Park enter here

**GATE 2:** entrance for car drop off only

**GATE 3:** entrance for car drop off only

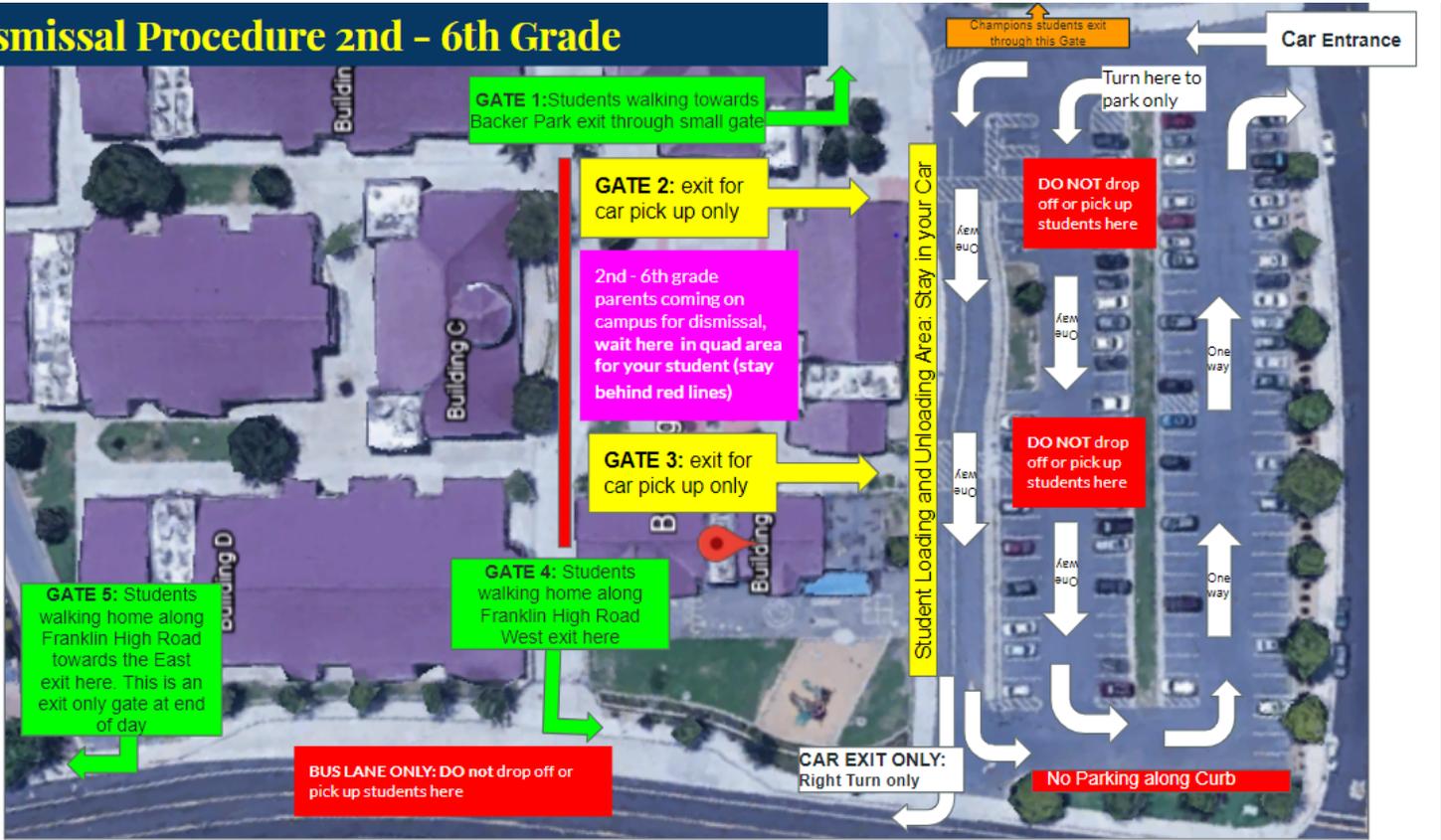
**GATE 4:** Students walking along Franklin High Road Enter Here

**BUS LANE ONLY:** Do not drop off or pick up students here

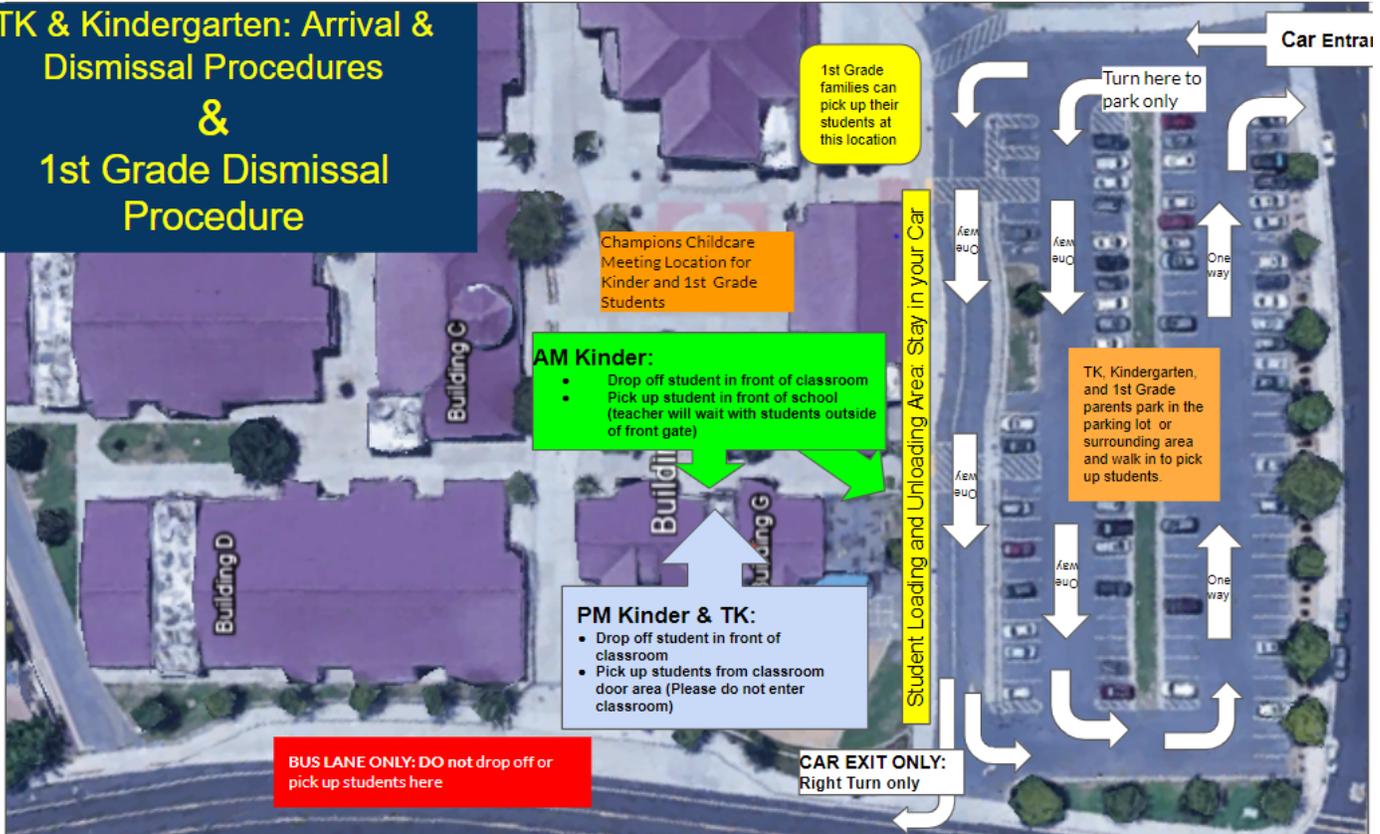
**CAR EXIT ONLY:** Right Turn only



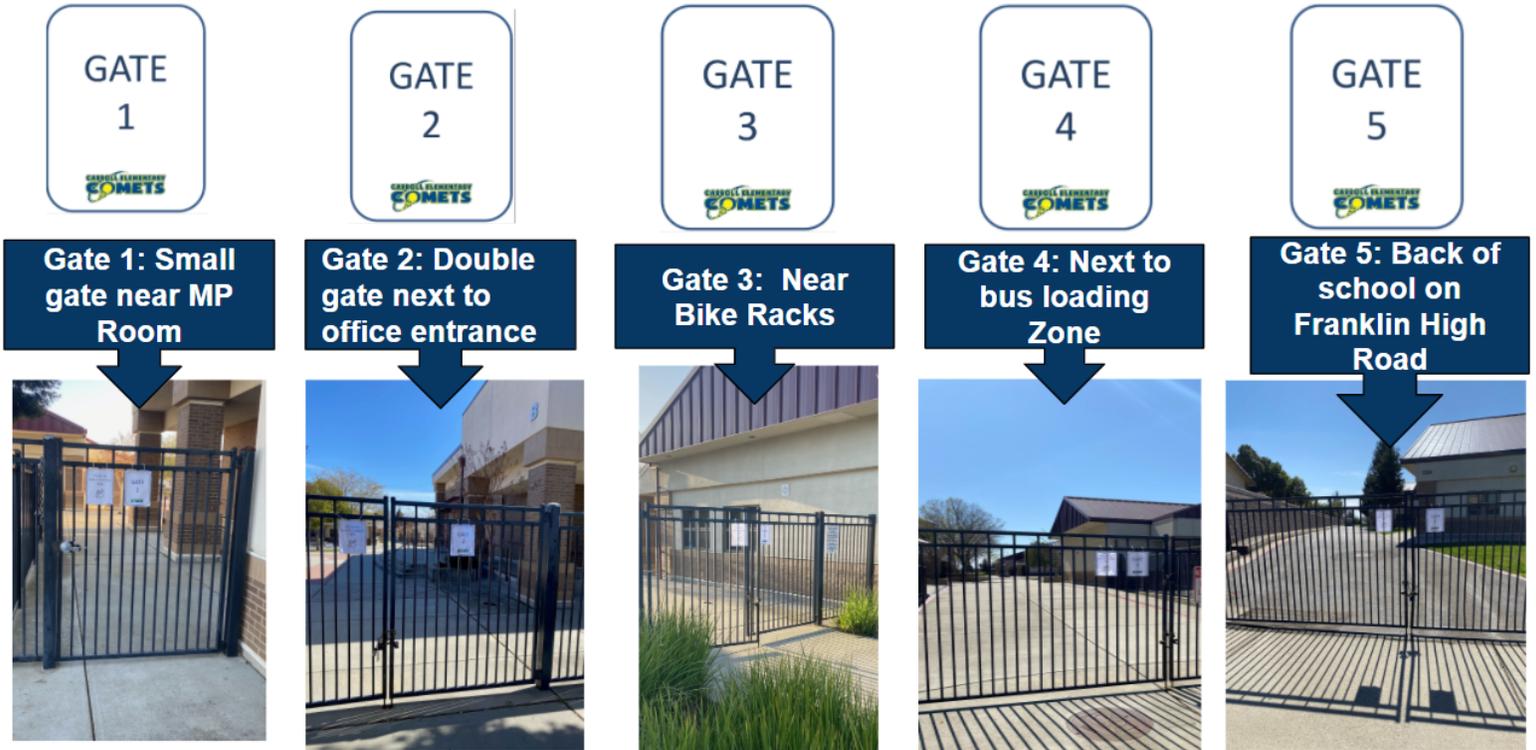
## Dismissal Procedure 2nd - 6th Grade



## TK & Kindergarten: Arrival & Dismissal Procedures & 1st Grade Dismissal Procedure



# Gate Locations



## Early Dismissal

To protect your child, we require parents, guardians, etc., who pick up children before regular dismissal time to come to the office and sign them out. The student will then be called from the classroom and sent to the office to meet you or whoever is authorized to pick him/her up.

Your child will be released only to his/her parents and individuals listed on the emergency list. Identification will be required of all adults picking up children from the school office. Adults not listed on the child's emergency list will not be allowed to sign the child out from school.

## Dogs Not Allowed on Campus

To ensure the safety of our students, staff, and campus visitors, dogs **will** be allowed on campus at any time—before, during, or after school. If your family's dog accompanies you on walks to or from school, you must remain the outskirts of campus (as least 50 ft from the gates). Any animals brought onto campus must be approved by the principal in advance.



## Medical and Dental Appointments

Please arrange medical and dental appointments before and after school hours. If you need to make an appointment during school hours, please meet your child in the office and sign him/her out.

## Notices/Newsletters Notices

Important notices will be sent home with your child each Monday in the school wide Carroll folders



and/or e-mailed directly to families. Other notices may be sent on other days as needed. A "Carroll Comet Newsletter," PTA information, lunch menu, and school calendar will be published monthly. The school website will also post newsletters, calendars, and other important information. Please be sure that the office and your child(ren)'s teacher have your current email address.

### **Student Personal Information Update/Emergency Cards**

Parents are requested to complete student update and emergency list on Parent Vue immediately. It is extremely important that telephone numbers for home, work, cell and emergency contact persons, and doctors are current. It is critical that the emergency information be completed so that care can be provided in the case of an emergency if no parent can be reached. Not only do these numbers allow us to contact the appropriate responsible person or agency in the event of illness, accident, or other emergencies, but they also allow home/school communication necessary to enhance learning. Please keep the office informed of address and telephone number changes.

### **Telephone Usage**



Students are permitted to use the school telephone for school business and emergencies only. Please make special arrangements for after school activities or for transportation before students come to school. We highly discourage students from carrying cell phones to school. However, state law says that students may carry cell phones in their backpacks. The phones must remain off and in the backpacks during school hours. The school is not responsible for lost or stolen items. Failure to follow these rules will result in the device being taken from the student and returned only to a parent or guardian.

### **Reporting to Parents**

There are three reporting periods or trimesters during the school year. Parent/ teacher conferences are available for all students in the first trimester and during other times of the school year as needed. Report cards will be sent home at the end of each trimester. Midway during each trimester, progress reports or deficiency notices will be sent home for students whose performance is less than satisfactory.

### **Hot Lunch and Breakfast Program**



Students have the opportunity to buy hot lunch and breakfast. Breakfast is served from 7:30 AM until 8:00 AM (Wednesdays breakfast is at 8:20). Menus are posted on the district website. Menus are also sent home monthly. Since students now have a choice of several food items each day, it is helpful if you discuss the possible choices beforehand. **Breakfast and lunches are free for the 2021-2022 school year.**

### **Candy/Gum/Soda**

In support of our district and school goals for encouraging students to eat nutritious lunches and



snacks, Food and Nutrition Services does not sell gum, soda, or candy at school during lunch, and we ask that parents NOT put these items in a child's home- packed lunch.

Recommended Nutritious Snacks include: Shelled nuts, popcorn, any fruit (please pre-peel and cut as needed), dried fruit, fruit rolls, any vegetable, cheese, peanut butter and cracker, juice box, granola bars, etc. **SUNFLOWER SEEDS, UNCOOKED RAMEN NOODLES and GUM ARE NOT ALLOWED.**

## Parties at School

Parties are kept to a minimum and are not held during instructional time. If a student has a birthday, a parent may choose to send a special treat to be eaten during recess or lunch. We would like to encourage parents to donate a book to their child's classroom library as a birthday celebration gift. Helium balloons, bouquets, etc. will not be delivered to classrooms if sent to school. Although they are fun and exciting for children, they are distracting and disruptive as well as a potential safety hazard. Balloons are not allowed on buses.

## Communication/Concerns



We value your input, questions, and suggestions. Home/school communication is highly important to quality education. We hope you will communicate with us often and as soon as the need arises. Our first priority is to see that learning is not interrupted during the day. For this reason, we ask that you use these guidelines:

- Due to the large size of our school, telephone calls and messages to the classroom during the day will be limited to emergencies only. Please make all arrangements with your child before he/she comes to school.
- If you wish to speak to the teacher, please call or make an appointment to see him/her before or after school.
- You may also communicate with the teacher by email. Email addresses are available on the school website. Procedural and other informational items are also available on the website.
- If you would like homework for a child who will be absent for more than one day, call the office by noon to request homework for pick up the following day. This will allow the teacher time to prepare the homework without taking time from the rest of the class.
- If you have a concern, please contact the appropriate staff member. If you are uncertain, the office staff will ask the nature of your concern and either assist you personally or refer your call to the teacher or administrator as appropriate.

If the concern is one that originates in the classroom, please contact the teacher first to discuss the matter. If for some reason the issue is not satisfactorily resolved, it is appropriate to request an administrator's involvement. If the problem is one that originates due to school-wide procedures, please contact the office and convey your concern.



## **Distracting Materials or Objects**

Materials or objects that distract from instruction must be left at home. Some of these items may be brought to school on special occasions and only with teacher permission. These items include, but are not limited to:

- Trading cards, comic books, magazines, marbles, etc.
- Make-up, unusually dyed/tinted hair, artificial nails, colored nail polish.
- Electronic devices such as video games, MP3 players, headphones, laser pointers, pagers, CD players, etc.
- Spray cans or aerosol containers of any type.
- Sports equipment.
- Toys of any type

## **HOMEWORK**

### **Homework and Book Policies**

Homework is defined as subject related assignments that review or extend classroom work. Its purpose is twofold: (1) to develop good study habits; and (2) to assist in mastering material learned in the classroom. The school-wide homework policy includes the following:

1. Homework will be provided four days a week- Monday through Thursday.
2. The length of time will vary from 20-60 minutes depending on the grade level. The higher the grade level, the more time is required to complete it. The students' own pace will also determine the time for completion.
3. Homework is generally not assigned on weekends. If a student has been assigned a large project or report, students may need weekend time to complete their tasks.
4. For every day a child is out ill, the student has the same number of days to make it up.

### **Textbooks**

Each student is issued numbered copies of the textbooks for his/her grade level at the beginning of the school year. If a book is damaged, a portion of the new book price for the year is charged. If a book is lost, it is the responsibility of the parents to replace the book at full price. It is required that students cover their books to protect them. It is very important that you and your child discuss his/her responsibility for these textbooks.

### **Chromebooks**

There is a need for Elk Grove Unified School District (EGUSD) to distribute technology equipment to students who have limited or no access to devices at home. Our goal is to ensure that every student has equal access to technology equipment in order to provide distance learning during the time in which schools are closed. As with any borrowed school property (textbook, library book or sports equipment), any technology equipment checked out to the student is the responsibility of the legal parents/guardians and the student to ensure the safety and security of the device at home. If the



EGUSD issued devices are willfully damaged or not returned to EGUSD, the legal parents/guardians and student are responsible to work with the school site to recover the cost of repair or replacement (AR 5125.2). All EGUSD technology equipment MUST be returned in the same working condition into the school site when directed.

Please carefully review the Responsible Use and Care Guidelines listed below:

### **Responsibility & Care of EGUSD Technology Equipment**

- Students MUST make all EGUSD issued devices available to any school administrator or teacher for inspection.
- Students MUST report to school administration or teachers any inappropriate communications while using EGUSD devices.
- Students MUST keep all EGUSD issued devices free of any physical damage, writing, drawing, stickers, or non-EGUSD labels.
- Students MUST never leave technology equipment in unsupervised areas, to prevent devices from being damaged or stolen.
- Students MUST always log out, turn off, and secure their EGUSD issued devices to protect their work/information.
- Students MUST never attempt to gain access to another student's accounts, files, and/or data under any circumstances.
- Students MUST never attempt to bypass District security, filters, and/or safeguards on the device.
- Students MUST only use a clean, dry, soft cloth to clean the screen and/or keyboard; no cleansers or liquids of any type.
- Students MUST not place liquid near any EGUSD issued devices to avoid causing accidental liquid damage. If any EGUSD technology equipment has liquid damage, do NOT plug it into a charger or power the device on. Turn the EGUSD issued device off, unplug and contact the school site immediately for instructions, drop-off, repair, and loaner check-out.

### **Legal Parent/Guardian's Responsibility for Using EGUSD Devices at Home**

- Talk to your children about values and the standards that your children should follow on the use of the Internet, just as you do on the use of all media information sources such as television, telephones, movies, and radio.
- Regularly monitor your child's device use and Internet activity to ensure only appropriate content is being accessed.
- Ensure that your child is maintaining the safety and security of the assigned EGUSD devices and using them responsibly.

### **Malfunction, Damage, Loss & Theft**

- Any EGUSD issued devices that malfunction or are damaged MUST be immediately reported to the support number below for instructions, drop-off, repair, and loaner check-out. Students and legal parents/guardians will NOT be held responsible for any pre-existing damage (small scratches, minor dings, etc.).
- Any EGUSD issued devices that are lost or stolen MUST be immediately reported to the number below. Devices that are lost or stolen will result in an initial conversation with school staff, students, and/or parents/guardians. Determination on continued access thereafter will be made on a



case-by-case basis.

### Student Technology Equipment Support

Reach out via the information below if any EGUSD technology issued devices malfunction, become damaged, are lost, or stolen.

For any EGUSD curriculum support and learning opportunities, please work with your student's teacher.

- Email: stusupport@egusd.net
- Phone: (916) 686-0245 (Note: This is a limited support number and you may need to leave a voicemail with a call back number.)

By borrowing a Chromebook, the legal parents/guardians and the student agree to the terms of this Technology Loaner

<b>CARROLL AWARDS</b>	
	<b>We have removed perfect attendance award: we are not doing attendance awards this year (This is the same as last year). All other awards are the same as previous years.</b>
<b>All Grade Levels</b>	<p><b><u>Student of the Month Award</u></b></p> <ul style="list-style-type: none"> <li>• Monthly award given out on every track change minimum day</li> <li>• Award given to those displaying the Choose Love focus of the month (Courage, Gratitude, Forgiveness, Compassion)</li> <li>• <a href="#">Please see 2 Months at a Glance for Which Character Trait</a></li> <li>• <a href="#">Please see important dates for the yearlong schedule of focus character traits</a></li> </ul>
<b>1st &amp; 2nd</b>	<p><b><u>Academic Achievement Award</u></b></p> <ul style="list-style-type: none"> <li>• All A's</li> <li>• The awards are available for your to pick up in staff workroom (you fill in the names on these)</li> </ul> <p><b><u>Achievement Award:</u></b> Hard Work, perseverance, and Effort</p> <ul style="list-style-type: none"> <li>• Teacher discretion as to what the special recognition is</li> <li>• Examples: improvement in behavior, increase in AR points, improved effort, increase in fluency. Etc.</li> <li>• Maximum of 2 awarded per trimester/Award Assembly</li> <li>• Write up to 2 sentences written on the back on why they received the award.</li> <li>• The awards are available for your to pick up in staff workroom (you fill in the names on these)</li> </ul>
<b>3rd</b>	<p><b><u>Silver Honor Roll</u></b></p> <ul style="list-style-type: none"> <li>• 3rd grade award for earning a GPA between 3.5 - 3.9</li> <li>• receiving only A's, B's and C's (No D's or F's) in the academic areas (language arts, mathematics, science, history/social science).</li> <li>• The awards are available for your to pick up in staff workroom (you fill in the names on these)</li> </ul> <p><b><u>Gold Honor Roll</u></b></p> <ul style="list-style-type: none"> <li>• 3rd grade award for earning a GPA of 4.0 +</li> <li>• receiving All A's in the academic areas (language arts, mathematics, science, history/social science). Citizenship and work habits are not computed for eligibility.</li> </ul> <p><b><u>Achievement Award:</u></b> Hard Work, perseverance, and Effort</p> <ul style="list-style-type: none"> <li>• Teacher discretion as to what the special recognition is</li> <li>• Examples: improvement in behavior, increase in AR points, improved effort, increase in fluency. Etc.</li> <li>• Maximum of 2 awarded per trimester/Award Assembly</li> </ul>



	<ul style="list-style-type: none"> <li>• Write up to 2 sentences written on the back on why they received the award.</li> <li>• The awards are available for your to pick up in staff workroom (you fill in the names on these)</li> </ul>
<p><b>4th - 6th</b></p>	<p><b>District Honor Roll</b></p> <ul style="list-style-type: none"> <li>• 4th - 6th Grade Award for earning a GPA between 3.5 - 3.99</li> <li>• Office will print these certificates for you</li> <li>• Students in the Fourth through Sixth Grades may receive a District Honor Roll if the student has no current grade below a C and has a GPA of 3.5 or better in all of the following six subjects:             <ul style="list-style-type: none"> <li>○ Reading/Language Arts</li> <li>○ Writing</li> <li>○ Math</li> <li>○ Spelling</li> <li>○ Science</li> <li>○ History/Social Science</li> </ul> </li> </ul> <p><b>Principal's Honor Roll</b></p> <ul style="list-style-type: none"> <li>• 4th - 6th Grade Award for earning a GPA between 4.0 +</li> <li>• These certificates are the same as the district honor roll certificates above, we just add a gold seal to them</li> </ul> <p><b>Achievement Award:</b> Hard Work, perseverance, and Effort</p> <ul style="list-style-type: none"> <li>• Teacher discretion as to what the special recognition is</li> <li>• Examples: improvement in behavior, increase in AR points, improved effort, increase in fluency. Etc.</li> <li>• Maximum of 2 awarded per trimester/Award Assembly</li> <li>• Write up to 2 sentences written on the back on why they received the award.</li> <li>• The awards are available for your to pick up in staff workroom (you fill in the names on these)</li> </ul>
	<p align="center"><b>President's Award for Educational Excellence</b></p> <ul style="list-style-type: none"> <li>• This award is given to 6th grade students only at their 6th grade promotion ceremony.</li> <li>• 6th grade students are eligible to receive this award 3.5 grade point average or higher for every trimester in the 4th, 5th, and 6th grades.</li> </ul>



**Attendance Policy**

Student success is dependent upon many factors. One of the most important is regular attendance. The drop out rate for a student in later years is much greater among students who were frequently absent during their elementary school years. Student achievement is higher for those students with regular attendance. We want our students to be successful and to complete high school and/or college. Not only is attendance important to a student's achievement, but it is also the basis for our school funding.

School districts are required to review the cases of students who develop a record of truancy (absent without calling in or sending a note) or questionable absence patterns.

Parents are asked to reinforce good attendance practices so their children may have the best educational opportunities. The following attendance policy will be enforced.

**Absences**

If an absence is necessary, call the school office at 714-0106 the morning of the absence or send a note to the school office. The note should include the dates of the absence and the reason for the absence.



Excused absences include but are not limited to:

-illness -bereavement -injury -medical/dental appointments -court attendance

### **Tardiness**

Tardiness also interferes with success in school. Students are expected to be at school and in line before the 7:55 AM bell rings. Being over 30 minutes late to school without a legitimate excuse is considered truant.

Please arrange for your child to arrive five minutes prior to class. If your child arrives after the 8:00 bell, he/she should report directly to the office and where he/ she will be given a tardy slip.

### **Vacation Absences**

Please do not take students out of school for vacations. It is important that students spend the maximum time in school. Since vacation absences are unexcused, students will be dropped from class if they are absent for a two week period and the school has not been contacted. If a parent must take a child out of school for ten or more days, he/she should contact the school at least two weeks prior so that arrangements can be made while the student is absent. It is very important that the child completes the work prepared for him/her. Failure to complete the work will be reflected in the report card grades.

### **Inclement Weather Policies**

#### **Rainy Day**

On rainy days, students should report to the multipurpose room prior to the start of school. Students will be dismissed to their classrooms from the multipurpose room. Students will remain inside during recesses.



#### **Hot Day**

During the warm weather season, students may remain inside during recess and/or lunch recess if the temperature reaches 98 degrees and/or poor air quality exists. Feel free to send bottled water for your child to drink. Note: Please advise the school nurse if your child has asthma, upper respiratory weaknesses, or any other medical condition which may worsen due to heat and sun exposure or bad air quality.

### **Medical Information**

#### **Illness and Attendance**

Children should not come to school with a fever or a rash. In fact, children should stay home at least 24 hours after a fever subsides (without medication) to decrease the risk of a reoccurrence or infection of others. In addition, students must also be diarrhea and vomit free for 24 hours as well.

#### **Medication**

Medicine cannot be administered to students unless the parent and the family physician complete a



district medical form. This form can be obtained from the school office, and it must be renewed every new school year.

***Non-prescription medicines also cannot be administered to your child without a medical form from you and your doctor.***

**Your child may not bring medicine to school, not even aspirin. We are concerned that children do not share medicines with each other nor take the wrong amount on their own. You may come to the school at any time to administer medication to your child.**

## **Injuries**

The office staff checks any injury occurring at school.

If the injury is considered potentially serious, the parents are contacted immediately for advice and to inform them of the injury. If a parent cannot be reached, the emergency contact person is called. If the emergency person is not available, the school principal/vice principal/head teacher will make a decision as to how the situation should be resolved. This can include calling an ambulance or taking them to the Emergency Room. However, medical treatment will not be given without parent permission.

**Please inform the school nurse of all medical conditions that may affect your child and his/her participation in school activities.**

All information should be filed at the beginning of every new school year. If medication is necessary, a medical form must be completed and renewed yearly as stated above.

## **Curriculum Programs**

### **Language Arts**



California Wonders is utilized in grades (K-6). Wonders is a researched-based language arts reading series that is aligned with district and state standards. It provides a well defined plan of systematic, explicit instruction which consist of the following components: phonemic

awareness, phonics, word knowledge, comprehension skills/strategies, inquiry/investigation, oral language, spelling, and writing. Differentiated instruction is also provided to meet the needs of all students. English Language Learners receive support throughout the lessons based on their level of development. Assessments are an integral part of instruction; they are administered at the end of each lesson and at the end of each unit. Wonders creates a literature-rich environment in the classroom which helps to instill a passion for learning.

### **Mathematics**



The District's mathematics standards and benchmarks as well as the California Common Core State Standards define the elementary level mathematics program in the Elk Grove Unified School District. The goal of the math program is to teach all students basic facts and skills, to compute, to understand mathematical concepts, to problem solve, to use calculators, and to apply all of

these skills to life situations.



To reinforce the areas of this goal, students will be practicing basic math skills and facts as well as using mental math and manipulative activities, computer activities and games, and collaborative learning activities. The Go Math is used in grades K-6 History, Social Studies, and Science are infused across the curriculum. Mystery Science and Document Based Inquiries support these areas of your child's experience.



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

Carroll has a strong VAPA program that includes art, music, drama, and dance lessons as outlined by the standards and benchmarks. The classroom teachers teach the VAPA lessons throughout the school year. Art, music, drama, and dance are integrated into all areas of curriculum whenever possible providing an interdisciplinary approach to the arts. Before and after school programs such as band, choir and Drama are planned for the school year. Some after school programs may be fee-based. Parent support, such as serving as docents in the Art Docent program, is especially valuable. There are a number of performing arts opportunities and professional assemblies available on a regular basis throughout the school year. Grade level and school wide performances are also planned.

### **Physical Education**

The physical education program emphasizes the development of appropriate skills at each grade level as summarized by the California State Standards and benchmarks. Psychomotor activities and appropriate individual/team games will be taught to promote skills development. Good sportsmanship and positive attitudes will be emphasized throughout the year.



All students in grades 1-6 are mandated to participate in 100 minutes of Physical Education per week. If your child needs to be exempt from PE for any reason, you must provide a doctor's note.

### **Computer Technology**

The computer teacher provides computer instruction for grades 1-6. Instruction is based on the standards and benchmarks and includes academic areas such as language arts, social science, and math as well as key-boarding and beginning/ intermediate programming/equipment concepts.

### **Field Trips**

Field trips are planned to coordinate with and enhance our basic curriculum while providing students with an exciting opportunity to visit interesting locations. We attempt to keep our field trips local in order to reduce cost. Only district-approved transportation will be used for trips. If behavior problems



develop with a child, the parent will be asked to accompany their child on a trip; otherwise, the student may have to remain at school. The Elk Grove Unified School District requires the use of chaperones on all field trips. If, for any reason, a scheduled field trip does not have the sufficient number of chaperones, the field trip may be canceled. Students must return a correctly completed field trip permission form to their classroom teacher or teacher sponsor by the deadline stated on the form.

Field trip transportation is reserved for Carroll students, teachers, and chaperones only. Parents, who are acting as chaperones, may not bring small children or siblings on the trip due to insurance and liability reasons. School attendance is required on field trip days. Classroom instruction will be provided for students who are not permitted to attend the field trip. While on the school field trips, students are required to behave in a safe and responsible manner and follow adult directions at all times. The same rules that apply at school also apply on field trips. Students choosing to behave inappropriately may lose other field trip privileges and may be returned to school by a teacher or administrator. The classroom teacher and/or administrator will notify parents if this should occur.

### **Dress Code**



Dress and grooming guidelines are designated to help students establish and maintain appropriate standards of dress, grooming, and conduct that support good citizenship and a positive, wholesome, and safe learning environment. The school shares with parents a responsibility for teaching young people appropriateness of dress. Students are expected to dress appropriately and in a manner that reflects pride in oneself and in one's

school. The school administration will determine appropriateness for dress code items.

Research has found a high correlation between the way children dress and their behavior in school. In keeping with this philosophy, the following standards will be expected:

1. Pants are to be neat, clean, hemmed, in good repair, and worn appropriately around the waist (no sagging). Pants are to be properly fastened.
2. Hemmed shorts are permitted through the warm weather. "Cut-offs" are not permitted.
3. Bare midriffs, fishnet tops, halter-tops, spaghetti strap tops, crop tops, muscle shirts, or any revealing clothing are not permitted at any grade level.
4. Shorts, skorts, and skirts must measure on his/her thighs as long as the student's extended arm/fingertip length.
5. Revealing tank tops (body parts or underwear exposed) are not permitted.
6. Clothing and jewelry must be free of writing, pictures, or any insignia that are offensive to any race, ethnicity, religion, gender, or that advocates the use of drugs or alcohol.
7. Hoop (except for very small sizes) and lavalier earrings, heavy chains, etc. are not permitted for safety reasons.
8. Attire which is typically gang affiliated is not permitted.
9. Flip flops, clogs, platform shoes, slides, heels, or sandals without heel straps are considered unsafe and are not to be worn. Bare feet are not permitted. Shoes should be appropriate for ALL school activities.



10. Hats can be worn with the bill forward but will not be worn inside buildings.
11. Sunglasses are not allowed at school except for medical reasons.
12. All removable clothing (jackets, etc.), lunch pails, and backpacks **shall be labeled**.

### **Discipline Policy**

Our mission is to provide a calm, positive, caring, consistent and structured learning environment. The physical and emotional safety and welfare of your child is our first concern.

All students and parents are asked to review these rules together at the beginning of the year and throughout the year to make certain there is a clear understanding of our expectations.

Please note that this policy was developed by a committee of teachers, parents, and administration.

**The Carroll Elementary School Discipline Policy consists of the following:**

- **THE “COMET CODE”: Be Safe, Be Respectful, Be Responsible, Be Kind**
- **CITATION PROCEDURES**
- **POSITIVE BEHAVIOR INCENTIVES AND SUPPORTS (PBIS)**
- **BUS RULES and PROCEDURES**

### **Communicating School Rules and Procedures**

The teacher posts the expectations in the classroom for ready reference.

Beginning the first day of school, teachers and administrators review classroom, school, lunch, playground and bus expectations and procedures. They practice and review these as needed throughout the school year.

The teachers use positive reinforcement techniques to recognize students for appropriate behavior. They discuss misbehavior with individual students or the whole class as appropriate. They will use classroom management techniques that include recognition and rewards for appropriate and outstanding behavior and consequences for misbehavior. Each teacher will develop his/her own classroom management system based on the needs of the students in the class.

The administrative team will meet with each grade level to emphasize the school wide expectations and



# Positive Behavioral Interventions and Supports PBIS

## Carroll Elementary School



### PBIS AND RESPONSIVE CLASSROOM

Positive Behavioral Interventions and Supports (PBIS) is an approach to teaching and supporting positive behaviors and meeting the needs of ALL students. Responsive Classroom is a research-based teaching approach that gives teachers concrete practice for ensuring a high-quality education for every child every day. This school-wide approach focuses on building a safe and positive environment in which all students can learn.

The foundation of PBIS at Carroll Elementary School is our COMET CODE, four school-wide expectations:



In addition to our school wide expectations, PBIS has four other components:

1. **Expectations Matrix** which explains behavior expectations in each school setting;
2. **Direct Teaching** of the expectations;
3. **Comet Code Stars** to recognize expected behavior; and
4. **Response to Misbehaviors** to address inappropriate behaviors

### Expectations Matrix

The expectation matrix is a detailed description of expected behavior in each setting of the school. For example, in the bathroom students will be accountable by using the bathroom for its intended purpose and returning to class quickly. The matrix can be found in the parent/student handbook, on our school's website, and on the back of students' communication folders and agendas.

### Teaching Expectations

Throughout the school year, students are taught how to behave according to the four expectations in each setting during the school day. These lessons are re-taught and reinforced throughout the school year, and become a regular part of our instructional program.

### Comet Code Stars

Acknowledging and reinforcing positive behavior is one of the best ways to change inappropriate behavior and encourage appropriate behavior. At Carroll students can earn Comet Code Stars for meeting behavior expectations. Students are then entered into a drawing where they can acquire various tangibles or privileges. Students will also be given the opportunity monthly to trade the Comet Stars for various tangibles or privileges. **How can you help our Comet Code store?** Our store accepts donations of new items.

### Response to Misbehaviors

Even with clear expectations and positive reinforcement, sometimes children will misbehave. We at Carroll believe our students are great kids, who will sometimes make a mistake/bad choice. We view these mistakes as an opportunity for growth and learning.

Discipline issues are divided into major and minor infractions. Major infractions are issues that result in office time. Parents/guardians are always notified by an administrator or teacher about major infractions.

Minor infractions are behaviors that are disruptive to the learning environment, but are handled by the supervising staff member. If a student's behavior results in a loss of privilege and does not improve, it becomes a major infraction and will result in an office referral.

If a student engages in a minor infraction, the following steps are followed:

- **Step 1: Reminder** - The student is redirected or receives a reminder about the expected behavior.
- **Step 2: Warning** - The student is redirected or receives an additional reminder about the expected behavior.
- **Step 3: Think Time** - The student is given think time, a "positive in-class time out" or sent to a "buddy class" in order to refocus and reflect on his or her behavior. Family is contacted by the teacher.
- **Step 4: Think Time in Office**- The student will be sent to the office for "think time" to refocus and reflect on his/her behavior. An administrator will counsel the student to assist in the reflection process, and the family is contacted so they can speak to the student so they can return to class and make good choices.
- **Step 5: Office referral** -The student is sent to the office to reflect and family is contacted regarding incident.

Steps 3 is recorded in Synergy by the teacher. Steps 4 and 5 are recorded in Synergy by an administrator. In an effort to collaborate with families to promote student good choices, we will contact the family to inform them of the incidents on steps 3, 4, and 5.

When a student repeatedly receives minor or major infractions, parents/guardians, teachers, support staff and an administrator will meet to build an effective behavior intervention plan for that student.



# COMET CODE

	SAFE	RESPECTFUL	RESPONSIBLE	KIND
<b>CLASSROOM</b>	<ol style="list-style-type: none"> <li>1. Use materials appropriately</li> <li>2. Keep your hands, feet, and objects to yourself</li> </ol>	<ol style="list-style-type: none"> <li>1. Actively listen when others are speaking</li> <li>2. Respect personal space, property, &amp; opinions of others</li> </ol>	<ol style="list-style-type: none"> <li>1. Be prepared and on time</li> <li>2. Follow directions the first time</li> <li>3. Complete all assigned work to the best of your ability</li> </ol>	<ol style="list-style-type: none"> <li>1. Write and speak kind words</li> <li>2. Be compassionate, inclusive, and encouraging</li> </ol>
<b>PLAYGROUND</b>	<ol style="list-style-type: none"> <li>1. Keep hands, feet, and objects to yourself</li> <li>2. Play with equipment properly and in correct area</li> </ol>	<ol style="list-style-type: none"> <li>1. Return equipment after recess</li> <li>2. Follow directions of staff</li> </ol>	<ol style="list-style-type: none"> <li>1. Bell = freeze and whistle = walk to line</li> <li>2. Use the restroom</li> <li>3. Report problems and injuries to nearest adult</li> </ol>	<ol style="list-style-type: none"> <li>1. Share the equipment</li> <li>2. Win or lose show good sportsmanship</li> <li>3. Include and invite others to play</li> </ol>
<b>LINES: HALLWAY AND RECESS</b>	<ol style="list-style-type: none"> <li>1. Walk facing forward</li> <li>2. Keep hands, feet, and objects to yourself</li> </ol>	<ol style="list-style-type: none"> <li>1. Follow directions</li> <li>2. Stay with your own class line</li> </ol>	<ol style="list-style-type: none"> <li>1. Use a quiet voice</li> <li>2. Walk quietly and directly to where you are going</li> </ol>	<ol style="list-style-type: none"> <li>1. Use kind words towards others</li> <li>2. Stay in your position in line</li> </ol>
<b>BEFORE AND AFTER SCHOOL</b>	<ol style="list-style-type: none"> <li>1. Use crosswalks ONLY</li> <li>2. Look both ways before crossing</li> <li>3. Do not talk to strangers</li> </ol>	<ol style="list-style-type: none"> <li>1. Arrange meeting area with family after school</li> <li>2. Arrive on time before school</li> </ol>	<ol style="list-style-type: none"> <li>1. Enter and exit from curbside ONLY</li> <li>2. Leave campus promptly and go directly home</li> </ol>	<ol style="list-style-type: none"> <li>1. Use kind words towards others</li> <li>2. Keep hands, feet, and objects to yourself</li> </ol>
<b>LIBRARY</b>	<ol style="list-style-type: none"> <li>1. Walk</li> <li>2. Read when seated or still</li> <li>3. Push your chair in</li> </ol>	<ol style="list-style-type: none"> <li>1. Wait your turn</li> <li>2. One person per computer</li> </ol>	<ol style="list-style-type: none"> <li>1. Use bookmarks</li> <li>2. Put books back correctly</li> </ol>	<ol style="list-style-type: none"> <li>1. Take turns with favorite books</li> <li>2. Treat materials with kindness</li> </ol>
<b>CAFETERIA</b>	<ol style="list-style-type: none"> <li>1. Walk</li> <li>2. Keep your hands, feet, and objects to yourself</li> <li>3. Stay seated with legs under the table</li> </ol>	<ol style="list-style-type: none"> <li>1. Use a quiet voice</li> <li>2. Keep table and floor area clean</li> <li>3. Raise your hand</li> </ol>	<ol style="list-style-type: none"> <li>1. Put lunch pail in lunch bin</li> <li>2. Take only what you will eat and stack tray when finished</li> </ol>	<ol style="list-style-type: none"> <li>1. Stay in your position in line</li> <li>2. Use kind words towards others</li> </ol>
<b>ASSEMBLIES</b>	<ol style="list-style-type: none"> <li>1. Leave an aisle in the middle</li> <li>2. Keep hands and feet to yourself</li> </ol>	<ol style="list-style-type: none"> <li>1. Raise your hand</li> <li>2. Remove hat/hood</li> </ol>	<ol style="list-style-type: none"> <li>1. Follow directions</li> <li>2. Enter and exit in a single file</li> </ol>	<ol style="list-style-type: none"> <li>1. Respond with kind actions and words towards the speaker and others on stage</li> <li>2. Be silent when speaker is talking</li> </ol>
<b>OFFICE</b>	<ol style="list-style-type: none"> <li>1. Walk</li> <li>2. Sit correctly</li> </ol>	<ol style="list-style-type: none"> <li>1. Enter and exit quietly</li> <li>2. Wait at the counter and let staff know the reason you there</li> </ol>	<ol style="list-style-type: none"> <li>1. Use a quiet voice</li> <li>2. Follow the directions of staff</li> </ol>	<ol style="list-style-type: none"> <li>1. Use kind words towards other</li> <li>2. Be polite towards everyone</li> </ol>
<b>COMPUTER LAB</b>	<ol style="list-style-type: none"> <li>1. Keep hands on your own keyboard/mouse</li> <li>2. Stay in your chair with all four feet of the chair on the floor</li> </ol>	<ol style="list-style-type: none"> <li>1. Put items back where they belong</li> <li>2. Stay in your own personal space</li> </ol>	<ol style="list-style-type: none"> <li>1. Enter quietly and use inside voice</li> <li>2. Ask before printing</li> <li>3. Report computer problems to an adult</li> </ol>	<ol style="list-style-type: none"> <li>1. Listen attentively to all directions</li> <li>2. Log out before leaving</li> </ol>
<b>BATHROOMS</b>	<ol style="list-style-type: none"> <li>1. Keep hands, feet, and objects to yourself</li> <li>2. Toilet paper in the toilet, paper towels in the trash</li> <li>3. Keep water in the sink</li> </ol>	<ol style="list-style-type: none"> <li>1. Use a quiet voice</li> <li>2. Clean up after yourself</li> </ol>	<ol style="list-style-type: none"> <li>1. Flush the toilet</li> <li>2. Wash and dry hands</li> </ol>	<ol style="list-style-type: none"> <li>1. Use kind words towards others</li> <li>2. Give others privacy</li> </ol>



## Expectations Matrix



## **Safety Expectations**

- Students must behave safely at school and on the way to and from school.
- Students are to use the sidewalks and walk on the campus.
- Students need to leave all toys at home, unless the classroom teacher has given prior approval.
- Items such as pocket knives, toy guns, laser pointers, “poppers” or anything else which could be used, considered, or mistaken for a weapon are not allowed.
- Our school has a “hands-free” policy meaning students will keep their hands and feet to themselves at all times. This includes any kind of touching during recess and during physical education instruction.
- Students will behave safely meaning no fighting, play fighting, engaging in physical contact where physical harm is intended; or demonstrating other violent, sexually harassing, or provoking behaviors such as bullying, racial slurs, etc. When there is an incident of physical contact, sexual harassment, or violence, any staff member who observes the incident shall report it to an administrator, who will remove the student(s) from the class or suspend according to District Policy.
- No student will be in a classroom or on the playground unless under adult supervision.
- The area inside the quad is off limits during recess times. Hall passes, office passes, and restroom passes are required when in the quad area.
- Students should have the permission of the person in charge, as well as an office pass, in their possession before going to the office.
- All play will stop when the bell rings at recess and students will freeze and stop talking. When a whistle is blown by the supervisor in charge, students will proceed to line up for class at an appointed red dot. Students wait quietly for the classroom teacher to pick up the class.

## **Expectations of Respect and Responsibility**

- Students will make a sincere effort to learn during instruction by all teachers including homeroom teachers, resource teachers, guest instructors, substitute teachers, etc.
- Students will use appropriate language, which excludes profanity; name calling; loud, abusive, or sexually harassing language or behavior.
- Students are expected to use school supplies and equipment carefully and economically.
- Students and parents are financially responsible for damage to school buildings, equipment, books, and other materials.
- Students are expected to take good care of the school buildings and grounds.

## **Lunchroom Expectations**

- Students enter the room quietly and follow the black line to the lunch line. Those with sack lunches may go directly to the assigned table.



- Students will walk at all times and wait quietly in line.
- Students are expected to use acceptable table manners.
- Students may talk using “restaurant” voices.
- Students may not share food with others.
- Students will remain seated unless they have permission from an adult.
- Students are expected to clean up their own area. The yard supervisor will let them know when to get up and throw away trash.
- All food, forks, straws, trays, etc. must be kept in the lunchroom.
- Students will be asked to be quiet for dismissal purposes.
- Tables will be dismissed that are quiet and clean.
- Students who do not follow the rules will receive warnings, be asked to finish lunch at another table or receive a behavior citation if needed.

### **Assembly Expectations**

- Students enter the multi-purpose room quietly and in line.
- Teachers escort students to their assigned seating area.
- Students sit quietly, keep hands to themselves, and face forward.
- Students may raise hands if there is an opportunity to ask questions at the end.
- Remember that applause only is used for assemblies. Cheering and whistling are reserved for sports events outside of school.
- At the end of the assembly, students remain seated until their teacher gives further instructions.

### **Bike, Scooter and Skateboard Rider Expectations**

**Helmets are required by law.** Any students arriving to school without a helmet may be required to call home to either have a helmet brought to them or have their bike picked up. Bike, scooter and skateboard riders need to:

- Walk their bikes in the quad area, on the playground, across parking/driveway areas, and on sidewalks surrounding the school grounds.
- Ride safely and in a manner that shows concern for others.
- Obey all traffic laws, stop at stop signs and stop lights.
- Park bikes, skateboards, and scooters in the bicycle lock up area in the quad.

### **Playground Expectations**

#### **Equipment and Playground Balls:**

Students will use all equipment properly. Basketballs, volleyballs, and rubber balls are to be used



appropriately. Balls are kicked only as part of a supervised game. Students will lose the privilege of playing with equipment if it is not used properly.

Personal playground equipment such as balls may be brought to school and used only with the supervising teacher's permission and in a designated area. This equipment should be clearly marked with the student's name. The student shall be responsible for his own equipment. Bats and hard balls are not permitted.

**Field Area:** If the grass area is muddy or wet, the yard supervisors may ask students to stay off the area until it is drier and safe to play. The yard supervisors may also limit the number of games on the field area if the play has become too dangerous. Students are encouraged to use the field area for organized games including soccer and kickball. Tackle games and games which involve touching (football, tag, play fighting, etc.) are not allowed at any time.

**Basketball Courts:** Each team is limited to five players. Teams will be chosen at the beginning of the game. Players can only be replaced if a team member leaves the game. If the game becomes too rough, after a warning, play will be stopped.

**Play Structure:** Students are to use the bars in the manner for which they have been designed. This does not include climbing on the top of the equipment, running and jumping on the bars, hanging upside down, flipping off the bars, or playing chase games near the equipment. Running, chasing, tagging, and throwing bark are not allowed on the structure or in the structure area. Only one person may use the slide at a time. Students may only slide down sitting up while feet are first.

### **Bus Rules**

The following rules and discipline procedures have been published by the Transportation Department and are required of all EGUSD students:

- Arrive at the bus stop five minutes before the bus is scheduled to arrive.
- Use only his/her assigned bus stop.
- Arrange for transportation of live animals, insect, and reptiles to and from school by means other than on the bus.
- Transporting of hazardous or destructive objects of any kind, such as firearms, weapons, glass objects, or containers, explosives, sharp or pointed objects, skateboards or ball bats is not permitted.
- Respect the rights and property of others on the bus or at the bus stop.
- No fighting, name-calling, and rough play while on the bus or at the bus stop will be allowed.
- Always enter and leave the bus through the entrance door except in emergencies.
- Remain seated, facing forward with feet, legs, and other objects clear of the aisle while the bus is in motion.
- Keep all parts of the body inside the bus.
- Keep windows closed unless otherwise instructed by the bus operator.



- Remain quiet at railroad crossings.
- Do not use profane language, obscene gestures, or create excessive or unnecessary noise.
- Do not damage or deface any part of the bus, tamper with the radio controls, emergency exits or other equipment, shoot or throw any objects inside/outside or at the bus stop or in any way endanger the safety of others.
- Help keep the bus safe and free from litter by not eating or drinking on the bus.
- Be courteous and respectful to the bus operator, other students, and passersby.
- Obey the request of the bus operator; give proper identification when requested.
- Give the bus operator a written request when leaving the bus at other than the student's assigned stop. The request must be signed by a parent/guardian and approved by the principal or designee.
- Always cross in front of the bus when it is necessary to cross the street.

### **Bus Discipline Procedures**

The administrator or his/her designee is responsible for notifying the parent of all violations. The required progression of penalties for violations of the rules and regulations on the bus are:

First Violation Warning by administrator and notification of parent

Second Violation One day suspension from riding bus and notification of parent  
Third Violation Five day suspension from riding bus and notification of parent  
Fourth Violation Ten day suspension from riding bus and notification of parent

Fifth Violation Suspension from riding bus for the remainder of the school year and notification of parent

## **PROGRESSIVE DISCIPLINE AND 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:

- While on school grounds.
- While going to or coming from school.
- During the lunch period whether on or off campus.
- During, while going to, or coming from a school sponsored activity

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]



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## ALTERNATIVES, INTERVENTIONS AND PROGRESSIVE DISCIPLINE

EGUSD 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.

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## 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(a)]
- 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.

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)]



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### 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).

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### 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)]



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#### 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]

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

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#### 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 a parent or guardian at the time a peace officer requests to interview a student, unless directed not to by the peace officer. For





example, no notification will be made in the case of child abuse or neglect. The principal or designee may be present for the interview if allowed by the officer and with the student's approval. [B.P. 5145.11]

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#### RELEASE OF A STUDENT TO PEACE OFFICER

If a peace officer removes a student from school, the principal or designee shall take immediate steps to notify a parent or guardian, except when a student has been taken into custody as a victim of suspected child abuse or

neglect. In such cases, the peace officer will notify the parent or guardian. [E.C. 48906; Penal Code 11165.6]

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#### SEARCH AND SEIZURE POLICY

The Search and Seizure Policy governs the District's authority to search individual students and their property and the student's responsibility to submit to searches. Under Board Policy 5145.12, school officials may conduct a search when there is a reasonable suspicion the search will uncover evidence that the student is violating the law or the rules of the school or District.

General inspections of school properties, such as lockers and desks, may be conducted on a regular, announced basis. Any items in a locker shall be considered the property of the student to whom the locker was assigned.

The school principal or designee may search the person of a student, the student's locker, backpack, purse or other belongings if there is a reasonable suspicion to believe the student may have a concealed weapon, narcotics, stolen property or contraband. [U.S. Supreme Court Case: New Jersey v. T.L.O. (1985) 469 U.S. 325; B.P. 5145.12]

To ensure the safety of students and staff, schools may conduct random searches for weapons using metal detectors.

The District may use specially trained, non-aggressive dogs to detect the presence of substances prohibited by law or District policy. Dogs may be used in the inspection of lockers, vehicles, or personal property, but may not be used to search a person.

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#### \* ED CODE VIOLATIONS

The following are Intervention and Consequence disciplinary matrices of our progressive discipline related to violations of Ed Code 48900.



**ED CODE 48900(a)(1)**

**CAUSING PHYSICAL INJURY**

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

INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT 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>• 1–3 day 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>• 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>• 2–4 day suspension</li> <li>• Extreme Fights – contact Director or SSHS</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>• 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>• 3–5 day 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.

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>• 1-3 day 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>• 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>• 2-4 day 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>• 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>• 3-5 day 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).

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>• 1–5 day 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>• 3–5 day 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> </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.

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 day suspension (Marijuana and alcohol)</li> <li>• Other 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>• 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>• 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 day suspension (Marijuana and alcohol)</li> <li>• Other 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>• 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>• 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 day suspension (Marijuana and alcohol)</li> <li>• Other 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).

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>1-3 day 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>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>2-4 day 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>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>3-5 day 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.

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>1-3 day 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>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>2-4 day 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>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>3-5 day suspension</li> <li>Possible consideration for a</li> <li>Recommendation of Expulsion</li> </ul>



## ED CODE 48900(f)

### DAMAGE TO PROPERTY

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

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, 1–3 day 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>• 2–4 day 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>• 3–5 day 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.

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, 1–3 day 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>2–4 day 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>3–5 day suspension</li> <li>Possible consideration for a</li> <li>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.

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, 1–3 day 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>• 2–4 day 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>• 3–5 day suspension</li> <li>• Possible consideration for a Recommendation of Expulsion</li> </ul>



## ED CODE 48900(i)

### OBSCENE ACTS

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

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, 1–3 day 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>2–4 day 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>3–5 day suspension</li> <li>Possible consideration for a</li> <li>Recommendation of Expulsion</li> </ul>





**ED CODE 48900(J)**

**DRUG PARAPHERNALIA**

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

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, 1-3 day 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>• 2-4 day 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>• 3-5 day 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 8 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 9 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.

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>• 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>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>• 1–3 day suspension (9th 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>• 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>• 2–5 day suspension (9th thru 12th grades)</li> </ul>





## ED CODE 48900(I)

### POSSESSION OF STOLEN PROPERTY

**Knowingly received stolen school property or private property.**

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"</li> <li>• If student's presence causes a danger to persons. In such instances, 1-3 day 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>• Notification to law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• 1-4 day 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>• 3-5 day suspension</li> <li>• Possible consideration for a</li> <li>• Recommendation of Expulsion</li> </ul>





## ED CODE 48900(m)

### 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.

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, 1-3 day 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>• Notification to law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• 2-4 day 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>• 3-5 day suspension</li> <li>• Possible consideration for a</li> <li>• 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.

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>• 5 day 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>• 5 day 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>• 5 day 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.

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</li> <li>• (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>• (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</li> <li>• to persons. In such instances, 1–3 day 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>• Notification to law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• 2–4 day 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>• Notification to law enforcement</li> <li>• (refer to AR 5144.3 and 5145.11)</li> <li>• 3–5 day 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**.

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 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>• Notification to 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 – 3 day 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>• Notification to law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• 2 – 4 day 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>• Notification to law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• 3 – 5 day suspension</li> <li>• Possible consideration for a</li> <li>• Recommendation of Expulsion</li> </ul>





## ED CODE 48900(q)

### 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.

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 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, 1–3 day 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>2–4 day 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>3–5 day suspension</li> <li>Possible consideration for a</li> <li>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.

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, 1–3 day 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>• 2–4 day 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>• 3–5 day suspension</li> <li>• Possible consideration for a Recommendation of Expulsion</li> </ul>



## ED CODE 48900(r)

**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).

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, 1–3 day 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>• 2–4 day 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>• 3–5 day 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>





**ED CODE 48900.2**

**SEXUAL HARASSMENT**

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

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

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, 1–3 day 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>• 2–4 day 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>• 3–5 day 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.

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, 1-3 day 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>• 2-4 day 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>• 3-5 day suspension</li> <li>• Possible consideration for a</li> <li>• Recommendation of Expulsion</li> </ul>





## D 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.

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, 1–3 day 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>• 2–4 day 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>• 3–5 day suspension</li> <li>• Possible consideration for a Recommendation of Expulsion</li> </ul>



## D 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.

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, 1–3 day 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>• 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>• 2–4 day 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>• 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>• 3–5 day 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 is 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.
- 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. (Amended by Stats. 2012, Ch. 431, Sec 3. (AB 2537) Effective January 1, 2013.)



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