



ROBERT J. FITE
ELEMENTARY SCHOOL

Be Safe • Be Open-minded • Be Accountable • Be Respectful

Parent-Student Handbook

2022-2023



“EVERYDAY is a GREAT DAY to be a FITE FALCON!”

Robert J. Fite Elementary School Mission Statement and Core Values

Mission Statement

Robert J. Fite Elementary School will develop lifelong learners who are respectful, productive members of our diverse community.

Our Core Values

Create lifelong learners who meet their greatest potential.

Celebrate learning achievements

Use assessment to drive instruction

Learn with a growth mindset

Develop trustworthy, respectful, and productive citizens.

Welcome and greet everyone with a smile

Commit to agreed upon expectations

Treat others as you would want to be treated

Work together to build unity within our diverse community.

Students engage in team building within and across grade levels

Staff takes part in campus and community events

Families are engaged and involved in school activities and events



UNITY
IN
DIVERSITY

Principal's Welcome Letter

August 11, 2022

Dear Fite Falcon Families,

Welcome to the 2022-2023 school year! Our wonderful school opened in 2002, and this year we are celebrating 20 years of excellence at Robert J. Fite Elementary. I look forward to sharing and celebrating with you and your families throughout the year.

The information in this handbook should help you and your student(s) navigate the school year with ease. I encourage you to stay connected to the school by checking Synergy ParentVUE regularly, visiting our school website, and liking our school Facebook page.

Connection with students and families is extremely important to me, so please know that my door is always open if you have questions, concerns or suggestions. I welcome parent feedback and look forward to building strong, positive relationships with all our Fite families.

I can't wait to see our Falcon students SOAR through a fantastic school year!

Sincerely,

Diane Standring

Diane Standring

Principal, Robert J. Fite Elementary

ROBERT J. FITE ELEMENTARY – PARENT/STUDENT HANDBOOK

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ROBERT J. FITE ELEMENTARY - SCHOOL INFORMATION

Robert J. Fite Elementary
 9561 Fite School Road
 Sacramento, CA 95829
 (916) 689-2854

Principal: Diane Standing
Vice Principal: Sara Zettel
Secretary: Dawn Brooks
Office Hours: 7:30am - 3:45pm

Breakfast Service: 7:45am - 8:15am * **Gates Open:** 8:05am

Please do not drop off students before 8:05am unless they are joining us for breakfast. Thank you!

Regular Daily Schedule

Morning (AM) Kindergarten	8:20 am - 11:40 am
Afternoon (PM) Kindergarten and TK	11:20 am - 2:40 pm
Grades 1-6	8:20am-2:40pm
Grades 3-4 ABBS with Mr. Wedel	8:10am-2:30pm
Grades 4-6 TAC with Ms. Williams	8:10am-2:30pm
Kindergarten Level 4 Self-Contained with Ms. Agra	9:30am-2:30pm
Grades 1-2 Level 4 Self-Contained with Ms. Agra	8:10am-2:30pm
PreK Level 3 with Ms. Decena	9:30am-2:30pm
PreK Level 4 with Ms. Feng	9:30am-2:30pm

Early Out WEDNESDAY Schedule

General Education Grades 1-6 ONLY	8:20am-12:50pm
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**Kindergarten and special education students maintain their regular schedule on Wednesdays.*

Minimum Day Schedule

Grades 1-6, ABSS, TAC	8:20am-12:50pm
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**Kindergarten may have select single session days throughout the year. Teachers will communicate with parents in advance of schedule changes.*

ROBERT J. FITE ELEMENTARY – IMPORTANT DATES

BACK TO SCHOOL NIGHT

Tuesday, August 9, 2022 – 5:00pm Parent Meeting in the Multipurpose Room followed by visits to the classroom.

FIRST DAY OF SCHOOL

Thursday, August 11, 2022

OPEN HOUSE

Date To Be Determined

SCHOOL HOLIDAYS/ VACATION

Labor Day – Monday, September 5, 2022

Veteran's Day – Thursday, November 11, 2022

Thanksgiving Break - November 21-25, 2022

Winter Break - December 19, 2022 – January 6, 2023

Teacher In-Service - No School - Monday, January 9, 2023

Martin Luther King, Jr. Day – Monday, January 16, 2023

Lincoln's Birthday – Monday, February 13, 2023

Washington's Birthday – Monday, February 20, 2023

Spring Break – March 13-24, 2023

Memorial Day – Monday, May 29, 2023

Last Day of School – Friday, June 9, 2023

DISTRICT PARENT HANDBOOK

The Elk Grove Unified School District's Parent and Student Handbook is available online at <https://www.egusd.net/StudentsFamilies/ResourcesSupports/District-Handbook/index.html>.

This annual publication contains updated information relevant to the families of Elk Grove Unified. The Parent and Student Handbook outlines our expectations, our culture, and provides information to help families understand our District policies and procedures. If you cannot access the electronic version online or would like a hard copy of the handbook, please contact the Fite office.

ROBERT J. FITE ELEMENTARY

INFORMATION, POLICIES, AND PROCEDURES

STUDENT ARRIVAL / DISMISSAL

For our children's safety, students are not allowed on campus earlier than **8:05AM** unless they are participating in our breakfast program. Students should leave school promptly upon dismissal. **We do not have supervision for students who arrive too early or stay late.** In addition, students are not to leave school grounds without permission. In the morning, the bell will ring at 8:15AM. Teachers will meet their students at line-up and students are expected to be in the classroom ready to learn at 8:20AM. The dismissal bell rings promptly at 2:40PM on regular days and 1:50 PM on Early Out Wednesday. Please plan ahead to pick up your students on time.

When dropping-off or picking-up student(s) before or after school, please drive with the utmost caution in all areas - when in the neighborhood near the school and especially when entering the parking lot. Please follow the designated traffic flow plan of the parking lot and follow signals and directions from school staff. As a community, we must all ensure the safety of all our students.

Robert J. Fite Parking Lot Procedures

When dropping off your children, wait your turn in the drive-through line until you have reached the yellow curb in front of the school. Staff members, Student Valets, or other school volunteers can assist your child getting in and out of your car.

Please do not drop off your child in the red zone or in front of Catalyst.

Please pull as far forward as possible! This way we can have multiple students dropped off and picked up at the same time.

You may not drop off your child from the left-hand lane of the drive-through line.

After you have dropped off or picked up your child, please merge into the left-hand lane and exit the parking lot onto Fite School Road with a right-hand turn **ONLY**.

If you choose to park your car in the parking lot, you must park your car in a designated parking spot and walk across the designated crosswalk onto campus.

Park in the handicapped space **ONLY** if you have a visible handicapped placard or designated license plate.

Children walking to and from school must use the painted crosswalks when crossing the street. This includes children walking with a parent or other adult. Once inside the school parking lot, please cross at the designated crosswalk across from the main gate monitored by a school staff member.

Please follow staff member instructions by pulling your car forward and waiting to cross at the crosswalk until it is safe.

Please be courteous to school staff and be mindful of students, pedestrians, and other vehicles.

STUDENT CHECK OUT/EARLY DISMISSAL

Any parents, guardians, etc., picking up children before regular dismissal times must first go to the office and sign them out. The office staff will call for the child and the teacher will direct the child to the office for check out. **Any person picking up a child early must be listed in Synergy.** In accordance with California Education Code, we ask that you supply the school with your current names, addresses, email and telephone numbers. In case of emergency, student illness or injury, or other necessity, it is critical that we have accurate contact information on file.

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HOME/SCHOOL COMMUNICATION

Please check your child's backpack regularly for notices, flyers, and important information from your child's teacher and/or the school. Much of the communication from the school and district is now done electronically via email and social media. Please make sure the office and your child's teacher have a current email address that you check regularly. Also, please visit the school website regularly and join our Facebook group to get information about activities and programs going on here at school.

Contacting a Teacher

Communication between teachers and parents is extremely important, and teachers welcome your notes, emails and calls. Conferences may be arranged at a parent's request with a required 24 hour notice. Teachers are usually available to accept phone calls before school between 8:00-8:15 AM and again after school until 3:30 PM. During the instructional day, the office will take messages and the teacher will return the call as soon as practical. Please allow 24-48 hours for teachers to respond to emails and phone calls. **If You Are Concerned About Something, Talk To The Teacher First.** Besides you, the teacher has the most direct contact with your child. If the situation is still not resolved, then make an appointment to speak with an administrator.

TEXTBOOKS/CHROMEBOOKS

Each student is issued a numbered copy of the textbooks for his/her grade at the beginning of the school year. He/she is individually responsible for these books for the year. If a book is lost or damaged, the student will have to pay the full or partial price, depending on the original condition of the book when issued to the student. It is very important that you and your child discuss his/her responsibility for these textbooks. This year, students in grades 1-6 will also be issued a student Chromebook. Students and families will be responsible for the cost to repair or replace damaged Chromebooks above the natural wear and tear. Chromebooks should go back and forth between home and school each day. If your child does not have a Chromebook, please contact the office.

AT HOME LEARNING POLICY

Opportunities for at home learning, like homework, are an important means of student support and success. At home learning is an opportunity for students to practice independently and to enrich what they have already learned. Your child's teacher will distribute a complete description of his/her at home learning policy on Back To School Night. If your child is absent, make-up work may be requested, under reasonable conditions, by calling the school office before 10am for pick up at school dismissal.

ASSESSMENTS

Student assessments are administered throughout the school year. Assessments include the English Language Proficiency Assessment for California (ELPAC), EGUSD benchmark assessments in ELA and Math, student placement tests for middle school, and the California Assessment of Student Performance and Progress (CAASPP). In addition, regular classroom assessments will be given by teachers throughout the year. Assessments are an important part of our program because the results provide valuable information for teachers as they plan instruction to match student needs. During the year, teachers prepare students for assessments by providing

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INFORMATION, POLICIES, AND PROCEDURES

ASSESSMENTS (Continued)

instruction on the Common Core State Standards and practicing test-taking skills and strategies. Parents can help in this important effort by providing encouragement (without pressure) to their child to do their best.

For more information about specific student assessments, including dates of administration, please contact your child's teacher or the Robert J. Fite Elementary Office.

STUDENT STUDY TEAM

The Student Study Team (SST) is a collaborative effort to provide resources to support students having either academic or social difficulties in regular classes. The team meets at the request of a teacher or parent for a concentrated problem-solving meeting. During the Student Study Team Meeting, either recommendations and/or a comprehensive action plan will be formulated in an effort to resolve concerns about student progress. A brief follow-up meeting may be scheduled to assess progress, make further recommendations and evaluate success and resolution.

SCHOOL & CLASSROOM VISITATION, VOLUNTEERS, & FINGERPRINTING

Parent involvement and assistance in all classrooms and at school events is encouraged and appreciated! **Please note: As of January 2019, ALL parent and family volunteers who help under both the direct and indirect supervision of a district employee, need to be fingerprinted.** This includes volunteers in the classroom, Watch D.O.G.S. on campus, and field trip chaperones. Fingerprinting is available at the Robert L. Trigg Education Center, 9510 Elk Grove-Florin Road. For more information and times of operation, please contact the EGUSD Fingerprinting Office at (916) 686-7795, ext. 67172.

Parents may request to visit their children's classroom if they wish **except during periods of testing**. The parent must first contact the school office to request a classroom visit then the teacher will contact the parent within 24 hours of the request to set up a date and time for the class visit. **All visitors must check-in with office personnel and receive a visitor's badge before entering the school grounds or before going to the classroom, playground, cafeteria, or other location on our school campus.** This is required for the protection of all of our students.

SYNERGY & COMMUNICATION ABOUT STUDENT PROGRESS

We highly value the role of parents in the education of their children. In order to foster a strong partnership, teachers communicate about student growth throughout the year. The district student information system SYNERGY is a great way to keep on your child's progress. Synergy offers easy access to grades, assignments, resources, and direct email to your child's teacher. Parents can log-in online or using the Synergy app on your mobile device. If you have not yet logged on to Synergy, please contact the school office for your parent access code. For more information, please visit the district website <http://www.egusd.net/students-families/synergy/>.



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INFORMATION, POLICIES, AND PROCEDURES

In addition to Synergy, there are three formal reporting methods: parent-student-teacher conferences, progress reports, and report cards.

Parent/Student/Teacher Conferences:

In November and March, parents are invited to attend a conference with the teacher. During these conferences, parents should feel free to ask questions and share ideas about each child's progress and behavior. In addition, if you have questions regarding a progress report or other issue, please call your student's teacher so an additional conference may be set up if necessary.

Progress Reports and Report Cards:

Each trimester, teachers send reports to parents about the progress of students who are falling below expected goals. **Mid-trimester progress reports are only required if the student is not making appropriate progress, or if requested by a parent.** Some teachers may choose to send progress reports home more frequently. If you have questions regarding a progress report, please call your student's teacher. Report cards are sent home at the end of each of the three trimesters throughout the year. You may choose to discuss your child's report card at Parent/Teacher conferences.

Progress Report Dates:

Trimester 1: September 23, 2022

Trimester 2: December 16, 2022

Trimester 3: April 14, 2023

Report Card Dates:

Trimester 1: November 18, 2022

Trimester 2: March 3, 2023

Trimester 3: June 9, 2023

HONORS, AWARDS, AND PBIS RECOGNITION

Student recognition for positive behavior and exemplary character takes place through each month. Every other week we will have a "Caught You S.O.A.R.ing!" ticket drawing where students can receive prizes and recognition for positive behavior both in and outside the classroom. Our monthly "Fabulous Falcons" PBIS assemblies, teachers acknowledge 1-2 students per class who demonstrate and exemplify the Robert J. Fite's PBIS expectations known as S.O.A.R.: *Be Safe, Be Open-minded, Be Accountable, and Be Respectful*. These brief morning assemblies take place in the quad at the beginning or end of the day, depending on grade level. All parents and families are welcome to attend.

Each trimester, we recognize students who have demonstrated outstanding academic progress and achievement at the end-of-trimester assemblies. At these assemblies, we recognize students for effort and improvement as well as academic achievement. Parents/guardians are encouraged to attend.

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CLASSROOM ASSIGNMENTS

Students' classroom assignments are based on a variety of criteria. The numbers of students enrolled in school dictate to a large extent the organization of grades and levels within the school and classroom. State law and District policy set the number of students in a classroom. Each classroom is balanced to meet the range of needs of all students. Teachers have skills for grouping and regrouping students for learning based on mastery of skills. Whether a combination class or straight grade, opportunities for student success in these classes will be equal.

STUDENT REGISTRATION AT ROBERT J. FITE ELEMENTARY SCHOOL

Student registration packets are available throughout the school year and can be processed during normal office hours. The school office is open from 7:30 AM – 3:45 PM daily. Please note that children currently enrolled at Robert J. Fite will automatically be registered for the next school year.

NOTICES, SCHOOL WEBSITE, FACEBOOK

We are doing our best to cut back on paper and copies. School information and calendars will be posted on Robert J. Fite's website at www.fite.egusd.net and will also be sent via email. If you do not have email or access to our website, please notify your child's teacher or stop by the office to pick up hard copies of information.

In order to receive regular notifications and stay informed about school information and activities, please bookmark our website at www.fite.egusd.net and LIKE us on Facebook @FiteElem! Also, please make sure you have a current email address on file with the school office and check your spam and junk folders regularly.

ACCIDENTS OR ILLNESS

If your child becomes ill or is injured at school, he/she will receive aid and assistance from the school staff. If it is deemed necessary, every effort will be made to involve the school nurse. If it is determined that your child should go home and/or receive additional professional attention, you will be called. Sick or injured children are never sent home early without parental notification and permission.

PARENTS SHOULD MAKE SURE THAT ALL "EMERGENCY CARD" INFORMATION IS ACCURATE AND CURRENT. IN CASE OF AN EMERGENCY, WE MUST BE ABLE TO REACH A PARENT OR GUARDIAN FOR EACH CHILD ENROLLED.

Student Accident Insurance - The school district assumes no liability for accidents to students at school (E.C. 49472, 49471, 48980) and the district does not provide medical insurance for individual students. However, you may purchase student accident insurance if you wish to do so. The insurance provides coverage for your child while on school grounds or in school building during the time your child is required to be there during a regular school day while being transported by the district to and from school or other place of instruction; or while at any other place as an incident to school-sponsored activities and while being transported to, from and between such places.

Applications are accepted online at <http://markel.sevencorners.com> or by phone: (877) 444-5014.

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EMERGENCY DRILLS & PROCEDURES

In the event that an emergency takes place on campus, student safety is our top priority. Depending on the level of emergency, parents will be notified by telephone call, email, or a letter home. Please make certain that the office has your most current emergency contact information.

The students and staff at Robert J. Fite Elementary participate in monthly emergency drills (fire, earthquake, and lockdown) to ensure that all persons on campus are aware of what to do in case of an emergency. Developed in accordance with Elk Grove Unified School District policies, Robert J. Fite has developed a school safety plan that is updated yearly. For more information about school emergency procedures or to view the school safety plan, please contact the school office.

ATTENDANCE - TARDIES & EARLY DISMISSAL

The importance of regular, daily attendance cannot be over-emphasized. State law requires mandatory attendance and research shows that student success is dependent on good attendance.

1. Students are expected to report to class on time. (8:15AM warning bell; students in class at 8:20AM)
2. Students who have been absent from school are to bring a written notice from their parent upon their return **only** if they did not call the school office to clear the absence. If your child visits the doctor, please bring a doctor's note which includes the number of days your child should be excused.
3. If your child is going to be absent from school because of illness or for a personal reason, please call the school office at (916) 689-2854 or email one of the two SOAs in the office at jlmler@egusd.net or MLGallag@egusd.net on the day of the absence to let us know (even if you have informed the teacher). According to EGUSD [AR 5113(c)], when a student has had 14 absences in the school year for illness, any further absences for illness must be verified by a physician.
4. If attendance is a recurring problem, parents will be asked to meet with an administrator and teacher for the following reasons:
 - a. Absence without a written excuse or telephone call
 - b. Unexcused tardiness
 - c. Truancy, i.e., absence without parental permission
5. Attendance that does not improve or is excessive may generate a letter from the District Office for the following reasons:
 - a. Unexcused absences
 - b. Excused absences
 - c. Tardies / Early Dismissal
 - d. Truancy

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STUDENT HEALTH AND WELLNESS POLICY

Students need to be 24 hours free of vomiting, diarrhea or a temperature of 100.5 degrees or higher before returning to school. The parent of a student with a communicable disease should notify the school by telephone as soon as the illness is diagnosed. In some cases, a doctor's note is required for the student to return to school.

WHEN SHOULD I SEND MY CHILD TO SCHOOL?	
Symptoms and Illnesses	Should My Child Go To School?
Cold Symptoms or Seasonal Allergies <small>Stuffy nose / runny nose, sneezing, mild cough</small>	YES - If your child is able to participate in school activities send him or her to school.
Strains, Sprains, and Pains	YES - If there is no known injury and your child is able to function (walk, talk, eat) he or she should be in school. If the pain is severe, doesn't stop, or requires accommodations (brace, ACE bandage, crutches), consult a healthcare provider. Any accommodations must be accompanied by a doctor's note.
Chronic Diseases (Asthma, Diabetes, Allergies, Sickle Cell, Epilepsy, Etc.) <small>Chronic disease is a long-lasting condition that can be controlled but not cured.</small>	YES - Your child should attend school. School personnel are trained to assist your child with his or her chronic disease and associated needs. If your child requires medication to be kept or administered on site, please see the office for the Medication Authorization Form.
Menstrual Symptoms	YES - Most of the time menstrual (period) issues should not be a problem. If they are severe and interfering with your daughter attending school, consult with a healthcare provider.
Child Doesn't Want to go to School <small>Frequent crying, fear, anger, not wanting to socialize, behavior change, stomach ache, nausea</small> <small>(These can be signs of depression, anxiety, post-traumatic stress, or fear)</small>	YES - You should keep your child in school, but try to determine what is causing the changes. It is important to keep communication open between parents and school personnel (administration, teacher counselor, etc) to ensure your child is not experiencing social or academic difficulties in school. These and other issues may require your or school personnel's attention.
Parent is Sick, Hospitalized, or Stressed	YES - If your child is absent because you are ill, the absence will not be excused. If you cannot take your child to school because of your illness, please arrange an alternative way for your child to get to and from school. It may be helpful to make this arrangement in advance, just in case of unexpected circumstances.
Fever <small>Fever usually means illness, especially if your child has a fever of 100.0 or higher as well as other symptoms like behavior change, rash, sore throat, vomiting, etc.</small>	NO - If your child has a fever of 100 or higher, keep them at home until his or her fever is below 100 for 24 hours without the use of fever reducing medication. If the fever does not go away, you should consult a healthcare provider.
Diarrhea <small>Frequent, loose or watery stool can mean illness but can also be caused by food and medication.</small>	NO - If, in addition to diarrhea, your child acts ill, has a fever or is vomiting, keep him or her at home. If the diarrhea persists, you should consult a healthcare provider.
Vomiting	NO - Keep your child at home until the vomiting has stopped for 24 hours. If vomiting continues, contact a healthcare provider.
Rash	NO - If your child has an undiagnosed rash, a doctor's note that states he or she is not contagious and that they are able to be in school is required.

MEDICATION AND STUDENT PHYSICAL EXAMS/VACCINATIONS

State law and district policies strictly regulate the use or administration of medications at school. **No medication (prescription or non-prescription) may be dispensed to students or allowed on the school site without appropriate forms being completed and on file in the school office.** Please contact the office for a copy of the district's policy and required authorization forms.

First Grade Physical Examinations: At first grade entry, all students must provide the district with written evidence of a physical examination (by a licensed physician and surgeon or clinic), completed no sooner than 18 months prior to first grade entry. (Health and Safety Code 323.5; 324.2; 324.3) All students entering 7th grade will need proof of a TDAP booster shot before starting school. The California Law AB 354 has been in effect since July 1, 2011.

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CAFETERIA SERVICES

Fite Elementary offers both breakfast and lunch meals for students. The cafeteria is equipped with the Computer Assisted Food Service (CAFS) system and all students are assigned a four-digit Personal ID Number (PIN). This number is only for internal, departmental use and is strictly for tracking meal count information. Fite qualifies as part of the Community Eligibility Provision (CEP) under the Federal Meal Programs and provides free meals to all enrolled students without having to collect Free or Reduced Meal Applications (FRMP).

LOST AND FOUND

Lost and found items are kept in large containers in the multi-purpose room. **Please write your student's name on lunch boxes, water bottles, jackets, sweatshirts and other appropriate clothing items so they may be returned promptly if found.** Every year we give away dozens of nearly new items to charity organizations because there is no name written to identify the owner.

DONATIONS TO SCHOOLS

The Elk Grove Unified School District recognizes that community organizations, especially parent clubs associated with our schools, often wish to support school programs through privately raised funds. Groups are encouraged to work with the school's administration to discuss the needs that the school may have. These support organizations may donate money to the school. Reasonable efforts will be made to provide the services, equipment, or materials that meet the intent of the donor; however, the donations from private groups become a part of the school's general fund.

ESSA AND TEACHER QUALIFICATION

The Elk Grove Unified School District is very proud of the performance of students in our schools, and we commend you, the parents, for your excellent support of academic achievement. The ESSA, "Every Student Succeeds Act," requires that parents, upon request, should be informed about the qualifications of their children's teachers.

As a parent, you have the right to request the following information regarding the professional qualifications of your child's teacher:

1. The college degree major of your child's teacher and any other graduate certification or degree held
2. Whether the State of California has licensed or qualified your child's teacher for the grade level and subjects taught
3. Whether your child's teacher is teaching with an emergency credential
4. Whether your child is provided services by paraprofessionals, and if so, their qualifications.

Information about the teacher's qualifications can be obtained by written request from the school office.

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PARENT INVOLVEMENT OPPORTUNITIES

At Robert J. Fite Elementary, we realize the power and potential of parents being involved in their children's education. We welcome and encourage you to actively participate in your child's education. The following chart is designed to help you identify the areas in which you could become involved:

CLASSROOM

Classroom Volunteer

Contact your child's teacher

Room Mother or Father

Organize class parties, etc.

Library Volunteer - Contact the Librarian

Classroom Support From Home

Assist with miscellaneous preparation activities. feedback. Contact your child's teacher.

Be a Special Presenter/Guest Speaker

Share a hobby, career, etc.

SCHOOLWIDE

Parent Faculty Organization Member

Join and participate in monthly meetings and fundraising.

Participate on the PTO Executive Board

Elected Positions

Participate in the School Site Council - Elected Positions

ELAC/DELAC Representative

Support English Learner programs by sharing your School and district positions available.

PBIS Team Member

Support and provide feedback for our site PBIS program.

Please note: ALL parent volunteers on campus, in classrooms, or on field trips MUST have fingerprint clearance through the district office. Please see the FINGERPRINTING section for more details.

PARENT TEACHER ORGANIZATION (PTO)

Parents are an important part of the Robert J. Fite Elementary School family and the events and activities that we provide. Without your continued dedication of time and talents we would not have such an amazing school. Through the efforts of the PTO we are able to enhance the educational experience of our children. We strongly encourage parents, grandparents, and other interested community members to join our PTO and make a positive difference in your children's lives. For more information about the Robert J. Fite PTO or to become a general or board member, please contact the school office.

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CELL PHONES & SCHOOL TELEPHONE USAGE

Cellular phones are not permitted to be used while students are on campus. Once inside the school gates or buildings, cell phones should be turned OFF and secured in the students' backpack. Students at Robert J. Fite shall be permitted to use cell phones before and after school, but **MAY NOT** use or turn on cell phones until they are outside the school gates and/or off campus unless deemed necessary on an individual basis and authorized by school administration. Students found using cell phones during the school day will have the phone confiscated and turned in to the school office where it may be picked up by a parent or guardian. The school is not responsible for lost, stolen, or damaged cell phones.

Students are permitted to use school phones for emergencies only. Special arrangements for out-of-school activities or for transportation should be made prior to school. **Forgetting homework, library books, etc. is not deemed an emergency.**

CHILD CARE & CHILD DEVELOPMENT

Robert J. Fite Elementary is home to Catalyst before and after school care programs. This fee-based program offers childcare before school beginning at 7:00am and after school until 6:00pm. Catalyst offers hands-on, interactive learning in a stimulating and safe environment. After school participants have dedicated homework time, snacks, and opportunities to participate in mind-expanding activities and physical fitness. Catalyst programs include before school, preschool, and after school programs. For more information about the Catalyst programs, please visit the Robert Fite CDC website at <https://www.cdicdc.org/locations/robert-fite-cdc/> or contact site supervisor, Dianna Esparza at (916) 688-3310.

Positive Behavioral Interventions and Supports

Robert J. Fite Elementary uses the district adopted Positive Behavioral Interventions and Supports program to support student learning and achievement. PBIS is a proactive approach to establishing the behavioral supports and social culture needed for all students on a school site to achieve social, emotional and academic success. It is a framework that is implemented by explicitly teaching the expected behaviors, acknowledging appropriate behaviors and re-teaching when behavioral errors are made.

At Robert J. Fite Elementary, our students have four behavioral expectations that can be remembered through the acronym S.O.A.R. To create a safe and positive learning environment, students will:

- Be Safe**
- Be Open-minded**
- Be Accountable**
- Be Respectful**


Students demonstrate these traits school-wide, both in and outside of the classroom. These expectations are explicitly taught, reinforced, and rewarded.

We break down these four main expectations for each area of the school environment. These expectations are explicitly taught, practiced, and reinforced throughout the school year. Students can earn “Caught You SOARing” tickets for exemplifying these traits. Students collect, enter their SOAR tickets into a prize drawing every other week.

Robert J. Fite – Caught you SOARing!

Name: _____

Teacher: _____ Grade: _____



Robert J. Fite Falcons

I WAS CAUGHT BEING:

SAFE

OPEN-MINDED

ACCOUNTABLE

RESPECTFUL

Given By: _____

Area/Setting	Be SAFE	Be OPEN-MINDED	Be ACCOUNTABLE	Be RESPECTFUL
CLASSROOM	<ul style="list-style-type: none"> *Keep hands and belongings to self *Use classroom furniture appropriately 	<ul style="list-style-type: none"> *Be prepared with materials essential for success *Stay on task and focused *Follow directions 	<ul style="list-style-type: none"> *Use kind words *Help others *Be respectful to others, including teachers and peers 	<ul style="list-style-type: none"> *Respect personal space of others *Listen and follow directions
HALLWAYS	<ul style="list-style-type: none"> *Walk when in hallways * Stay clear of classroom door paths *Walk quietly in a straight line with the teacher 	<ul style="list-style-type: none"> *Hands free from trees *Focus on the task at hand 	<ul style="list-style-type: none"> *Walk on the sidewalk *Be mindful of doorways and stay clear of red markings on the ground 	<ul style="list-style-type: none"> *Voices off *Follow directions at all times
OFFICE	<ul style="list-style-type: none"> *Walk in the office *Keep hands, feet, and objects to self 	<ul style="list-style-type: none"> *Wait quietly at the counter for an office staff to assist you *Wait for directions from the office staff 	<ul style="list-style-type: none"> *Use quiet voices *Sit appropriately in the chairs 	<ul style="list-style-type: none"> *Use kind words with others *Follow directions from adults at all times
ARRIVAL & DISMISSAL AREAS	<ul style="list-style-type: none"> * Stand on the lines keeping hands, feet, and backpacks to yourself *Wait for crossing guard's signal before crossing the street and always use the crosswalk 	<ul style="list-style-type: none"> *Go straight to pick up area *Listen to the adults and staff on duty *Walk scooters and bikes when on-campus. 	<ul style="list-style-type: none"> *Stay on a line while you are waiting to be picked up, moving forward as needed *Face the street and watch for your vehicle *Enter the vehicle carefully 	<ul style="list-style-type: none"> *Listen to all teachers/adults on duty *Follow directions quickly the first time they are given *Be prepared to get into your vehicle
BATHROOMS	<ul style="list-style-type: none"> *Use walking feet *Wash hands with soap and water *Dry your hands when done 	<ul style="list-style-type: none"> *Gossip free zone *Graffiti free zone *Bathroom areas are for using the restroom and washing hands only, not for playing 	<ul style="list-style-type: none"> *Clean up after yourself and throw paper towels in the trash *Flush the toilet! *Report issues to an adult *Walk directly to and from the restroom 	<ul style="list-style-type: none"> *Keep voices low *Respect privacy *Give others "personal space"

Area/Setting	Be SAFE	Be OPEN-MINDED	Be ACCOUNTABLE	Be RESPECTFUL
PLAYGROUND	<ul style="list-style-type: none"> *Use equipment the way in which it is intended (See sandwich boards for game rules) *Stay in safe places where adults can see you *Clean up (pick up trash, snacks in the snack area) 	<ul style="list-style-type: none"> *Use “Stop, walk, talk” when needed *Invite people to play who have been left out *Use water wisely 	<ul style="list-style-type: none"> *Play by the rules *Use kind words and kind actions *Use the restroom, get a drink *When the bell rings, freeze and kneel *When the whistle sounds, walk to the lines 	<ul style="list-style-type: none"> *Treat everyone (adults and students) with respect *Say “Please”, “Thank you”, and “Excuse me” *If someone falls, help them up *Follow directions from all adults *Personal items stay at home - use school equipment only
MULTI-PURPOSE ROOM: BREAKFAST & LUNCH	<ul style="list-style-type: none"> *Walk in quietly to cafeteria *Eat your own food *Stay seated until dismissed 	<ul style="list-style-type: none"> *Make healthy food choices - try something new! *Eat your own food *Use proper hand signals for water, restroom, and assistance 	<ul style="list-style-type: none"> *Use quiet voices *Sit at designated table *Sort food waste from garbage and throw away all trash *Take all belongings 	<ul style="list-style-type: none"> *Quietly choose food items *Follow all adult directions the first time at all times *Use “Please” and “Thank You”
MULTI-PURPOSE ROOM: ASSEMBLIES	<ul style="list-style-type: none"> *Walk when entering and exiting the MP *Wait for direction from your teacher *Sit criss-cross *Keep hands, feet, and objects to self 	<ul style="list-style-type: none"> *Give speakers your undivided attention *Applaud at the appropriate times *Use polite manners 	<ul style="list-style-type: none"> *Listen attentively *Keep hands, feet, and objects to self. *Sit quietly *Restroom use for emergencies only; exit using the aisle closest to you 	<ul style="list-style-type: none"> *Use quiet voices *Treat others with respect *Follow directions at all times *Be a positive audience member

Area/Setting	Be SAFE	Be OPEN-MINDED	Be ACCOUNTABLE	Be RESPECTFUL
COMPUTER LAB	<ul style="list-style-type: none"> *Use walking feet *Be aware of cords and wires 	<ul style="list-style-type: none"> *Visit only appropriate internet sites *Sit appropriately *Try typing using correct finger position and keyboarding skills 	<ul style="list-style-type: none"> *Use a quiet voice *Raise a quiet hand to ask and answer questions *Be considerate and helpful to others 	<ul style="list-style-type: none"> *Follow directions *Use your time wisely *Do your best work
LIBRARY	<ul style="list-style-type: none"> *Use walking feet *Push in chairs *Carry your book to class *Wait quietly for directions 	<ul style="list-style-type: none"> *Find a book appropriate for you *Check-out the book you chose *Read quietly until dismissed 	<ul style="list-style-type: none"> *Arrive on time *Quiet Zone- Use quiet voices *Use markers when looking at books and put books back in the correct place 	<ul style="list-style-type: none"> *Treat others with respect *Follow adult directions the first time *Use "Please" and "Thank You"

Additional Robert J. Fite Elementary School Expectations

General Rules:

- No dangerous objects or weapons may be brought to school. This includes knives and guns of any kind including plastic replicas like water guns or Nerf guns.
- No gum.
- No toys are allowed at school (including P.E. or recess equipment), unless with permission of the teacher for use in class.
- No trading cards of any kind are allowed at school.
- No electronic games or devices are allowed at school.

The school will not be responsible for any personal items that are lost or stolen at school.

Before/After School:

- Arrive no earlier than 8:05am, unless the student is participating in the breakfast program, which begins at 7:45am.
- Only go into the cafeteria if you are participating in the breakfast program.
- Once the gate is opened (at 8:05am) walk to the designated line-up area.
- Walk to pick-up areas when dismissed from the classroom at the end of the day.
- Students being picked up by car wait on the sidewalk directly in front of the school and watch for their ride.
- Follow directions of teachers and adults monitoring traffic.
- Use the crosswalk to safely cross to and from the parking lot.

Bikes / Scooters / Skateboards:

- Bike, scooter, and skateboard riders must wear safety helmets. **It's the LAW!**
- Bike, scooter, and skateboard riders must have a signed permission slip on record.
- Upon arriving on campus, students must walk their bike, scooter, or skateboard to the rack.

Dress and Grooming:

The primary responsibility for a student's attire resides with the student and families. The school district and individual schools are responsible for seeing that student attire does not interfere with the health or safety of any student, and that student attire does not contribute to a hostile or intimidating atmosphere for any student.

- Make-up is not permitted on campus.
- No tube tops, bare midriffs, or strapless tops. Inappropriate clothing will be addressed on a situational and individual basis as needed.
- No clothing with see-through material is to be worn.
- No oversized tank tops (large arm openings.)
- No flip-flops or slippers are to be worn.
- Appropriate footwear, preferably tennis shoes, must be worn during Physical Education.
- No clothing with inappropriate graphics or sayings is to be worn.
- No gang related or associated apparel.
- If students violate the above guidelines, parents may be contacted for a change of clothing.
- If violations continue students may be subject to appropriate disciplinary action.

Consequences for Disregarding School Behavior Expectations:

Consequences for failing to follow behavior expectations at school will be dealt with on a case by case basis and may include warnings, time outs, loss of recess or other privileges, a PBIS referral, or suspension. Severity of interventions will increase with repeated violations.

Robert J. Fite Elementary welcomes parent feedback regarding our PBIS program and discipline policies and practices. Throughout the year, we collect parent input during our School Site Council and English Learner Advisory Committee meetings, our site PBIS team meetings, and at Back to School Night. The school newsletter will include a Principal's Message with updated PBIS information as needed. School specific and district wide surveys will be distributed throughout the year to collect additional feedback. As always, if you are interested in participating as part of our PBIS team or having feedback or suggestions to support our PBIS program, please contact the school office.

EGUSD ONLINE INCIDENT REPORTING SYSTEM

The Elk Grove Unified School District (EGUSD) online Incident Reporting System offers students, parents and community members a web accessible method to report incidents of bullying, discrimination and/or harassment, harm to school and/or property or harm to self. The Incident Reporting System can be accessed from anywhere online through a unique link located on every school's website. For emergencies and/or urgent situations requiring immediate help, people will still be encouraged to call 911 or contact EGUSD's Safety and Security office at (916) 686-7786.

When making an online report in the new Incident Reporting System, it will not be necessary to enter one's name or identity, however, there is an option to provide identification and contact information in order to communicate with the Incident Response Team. Photos and links to video can be submitted with a report.

The types of issues that can be reported through the online Incident Reporting System are:

Bullying: Bullying includes verbal, non-verbal, physical or emotional acts against another student either in person, via electronic device or online.

Damage or Harm to School or Property: Damage or harm to school property includes intentional destruction to the school or school property in a harmful or malicious manner.

Discrimination or Harassment: Discrimination or harassment includes acts against another person on the basis of gender, sexual orientation, race, ethnicity, religion, age, or personal beliefs either in person, via electronic device or online.

Harm to Self or Others: Harm includes intent or desire to injure yourself or others.

Incident reports made on the Incident Reporting System are received by administration when they are submitted and reports are reviewed as soon as possible. All reports are taken seriously and are acted upon in a timely manner. As each incident is different, each will warrant a different reaction and timeline for action and can be as thorough as the information provided.

The Elk Grove Unified School District is committed to providing a safe, secure and healthy environment that allows every Student to be learning in every classroom, in every subject, every day. The district believes that students and staff have the right to be free of bullying, threats, intimidation and harassment while on our campuses or participating in or being associated with any school/district related activity. In Elk Grove Unified, the community is encouraged that "if you see something, or know something, to say something."

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

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

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

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

UNIFORM COMPLAINT PROCEDURES

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

The district shall use the uniform complaint procedures to resolve any complaint alleging unlawful discrimination, harassment, intimidation, or bullying in district programs and activities based on actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics.

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

- Adult Education
- After School Education and Safety
- Agricultural Vocational Education
- American Indian Education Centers and Early Childhood Education Program Assessments

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

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

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

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

For additional district information, please see the EGUSD District Handbook and/or visit the district website at www.egusd.net.

Robert J. Fite Elementary School

2022-2023 VERIFICATION OF PARENT/STUDENT HANDBOOK DISCUSSION

The Robert J. Fite Elementary Parent/Student Handbook is available on the school website at www.fite.egusd.net. Hard copies of the handbook are available in the front office.

I have read and discussed with my child(ren) the Robert J. Fite Elementary School Parent - Student Handbook. We understand all stated policies, procedures, and behavior expectations and agree to abide by them, acting and dressing appropriately for school activities, on the way to school, at school, and on the way home from school. We agree to SOAR each day by being Safe, Open-minded, Accountable, and Respectful at all times.

Date: _____

Parent/Guardian Signature: _____

Parent/Guardian Print Name: _____

Student Signature: _____

Student Print Name: _____ Teacher: _____

Student Signature: _____

Student Print Name: _____ Teacher: _____

Student Signature: _____

Student Print Name: _____ Teacher: _____

Student Signature: _____

Student Print Name: _____ Teacher: _____

Please sign and return to the classroom teacher or school office.



APPENDIX I

EGUSD Table of Education Codes Related to Discipline 2022-2023

- Acts of Violence [E.C. 48900(a)]
 - [\(1\) Causing Physical Injury](#)
 - [\(2\) Acts of Violence](#)
- [Weapons and Dangerous Objects \[E.C. 48900\(b\)\]](#)
- [Drugs and Alcohol \[E.C. 48900\(c\)\]](#)
- [Sale of “Look-Alike” Controlled Substance or Alcohol \[E.C. 48900\(d\)\]](#)
- [Robbery or Extortion \[E.C. 48900\(e\)\]](#)
- [Damage to Property \[E.C. 48900\(f\)\]](#)
- [Theft or Stealing \[E.C. 48900\(g\)\]](#)
- [Tobacco \[E.C. 48900\(h\)\]](#)
- [Profanity, Obscene Acts, Vulgarity \[E.C. 48900\(i\)\]](#)
- [Drug Paraphernalia \[E.C. 48900\(j\)\]](#)
- [Willful Defiance or Disruption of School Activities \[E.C. 48900\(k\)\(1\)\]](#)
- [Possession of Stolen Property \[E.C. 48900\(l\)\]](#)
- [Imitation Firearm \[E.C. 48900\(m\)\]](#)
- [Sexual Assault or Sexual Battery \[E.C. 48900\(n\)\]](#)
- [Harassment of a Student Witness \[E.C. 48900\(o\)\]](#)
- [Prescription Drug Soma \[E.C. 48900\(p\)\]](#)
- [Hazing \[E.C. 48900\(q\)\]](#)
- [Bullying and Bullying by Electronic Act \[E.C. 48900\(r\)\]](#)
- [Aided or Abetted to Inflict Physical Injury \[E.C. 48900\(t\)\]](#)
- [48900.2 \(Sexual Harassment\)](#)
- [48900.3 \(Hate Violence\)](#)
- [48900.4 \(Harassment, Threats or Intimidation\)](#)
- [48900.7 \(Terroristic Threats\)](#)
- [48915 \(Expulsion\)](#)

ED CODE 48900(a)(1)

CAUSING PHYSICAL INJURY

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

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

ED CODE 48900(a)(2)

ACTS OF VIOLENCE

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

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

ED CODE 48900(b)

WEAPONS AND DANGEROUS OBJECTS

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

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

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

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

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

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

ED CODE 48900(c)

UNLAWFUL POSSESSION OF CONTROLLED SUBSTANCE

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

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

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

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

ED CODE 48900(d)

SALE OF "LOOK-ALIKE" CONTROLLED SUBSTANCE OR ALCOHOL

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

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

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

ED CODE 48900(e)

ROBBERY OR EXTORTION

Committed or attempted to **commit robbery or extortion**.

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

ED CODE 48900(f)

DAMAGE TO PROPERTY

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

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

ED CODE 48900(g)

THEFT OR STEALING

Stole or attempted to steal school property or private property.

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

ED CODE 48900(h)

TOBACCO OR NICOTINE PRODUCTS

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

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

ED CODE 48900(i)

OBSCENE ACTS

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

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

ED CODE 48900(j)

DRUG PARAPHERNALIA

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

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

ED CODE 48900(k)

DISRUPTION OF SCHOOL ACTIVITIES

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

NOTE:

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

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

ED CODE 48900(I)

POSSESSION OF STOLEN PROPERTY

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

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

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.

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

ED CODE 48900(n)

SEXUAL ASSAULT OR SEXUAL BATTERY

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

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

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

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

ED CODE 48900(o)

HARASSMENT OF A STUDENT WITNESS

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

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

ED CODE 48900(p)

PRESCRIPTION DRUG SOMA

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

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

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.

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

ED CODE 48900(r)

BULLYING

Engaged in the act of **bullying**.

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

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

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).

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • 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 • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student’s past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Suspension only permitted on “first offense” if student’s presence causes a danger to persons. In such instances, 1–3 day suspension. • “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. • 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. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • 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 • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student’s past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 2–4 day suspension • 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. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • 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 • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student’s past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 3–5 day suspension • 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.

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.

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

ED CODE 48900.3

HATE VIOLENCE

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

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

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • 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 • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student’s past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Suspension only permitted on “first offense” if student’s presence causes a danger to persons. In such instances, 1–3 day suspension. • “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. • 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. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • 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 • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student’s past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 2–4 day suspension • 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. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • 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 • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student’s past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 3–5 day suspension • Possible consideration for a Recommendation of Expulsion

ED CODE 48900.4

HARASSMENT, THREATS OR INTIMIDATION

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

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

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

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

TERRORISTIC THREATS

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

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

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

ED CODE 48915

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

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

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

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

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

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

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

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

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

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

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

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

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

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