

ZEHNDER RANCH



Elementary School

STUDENT & FAMILY

HANDBOOK

2023-2024

PARTNERSHIP COMPACT FOR FAMILIES/STAFF

A compact is an agreement between two parties that outlines expectations for students, school staff, and families. We want to partner with you and help you navigate the public school system and use it as a launching pad for your child's future success. ZRES has a leadership focus that identifies 6 Leadership Habits that we teach students. We believe leadership is about making choices that help you and others.

As part of this agreement, the ZRES staff agrees to focus on these Leadership Habits:

Courtesy

Compassion

Courage

Collaboration

Communication

Confidence

Children follow the model established by their adults. As a staff, we accept the important responsibility of being a part of your child's life. This handbook details the agreements families and staff need to create an alliance aimed at ensuring all students are college and career ready. We emphasize being college bound because we want every child to have an OPTION to apply and be accepted at the college of their choice. They may choose another path, but we aim to make that their choice by preparing them for both a college and career pathway. Our school handbook is homework for students the first week of school. Please review it with your child and return to this page and sign the Compact.

My child and I have read the ZRES Partnership Compact.

Parent Signature

Child's Printed Name

Teacher

Date

TABLE OF CONTENTS

Partnership Compact for Families/Staff	1
Message from Principal	4
ZRES Mission Statement	5
Zehnder Ranch Staff Core Value	6
Classroom Wishlists	7
Bell Schedule	9
Arrival and Dismissal Routines	10
Administrative Protocols	12
Emergency Procedures	13
EGUSD Elementary Academic Program	14
Reading Counts	15
Academic Awards	17
Emotional Intelligence	20
Attendance & Grading Policies	21
Medical Information	22
Expectations for Student Conduct	25
Harassment & Mistreatment	27
Recess Game Rules	28
Schoolwide Routines & Procedures	31
Electronic Devices	36
Dress Code	39
Equitable Discipline Practices	40
Prohibition of Discrimination, Harassment, Intimidation, and Bullying	42
Uniform Complaint Policy	43
California Education Codes for Discipline	44



Message from the Principal

Dear Zehnder Ranch Families,

Welcome to Zehnder Ranch Elementary. I have been fortunate to be part of the ZR community since 2019. I look forward to continuing my time as your principal - celebrating and recognizing your child's success and facing challenges together throughout the year.

Our vision is to leave a **Legacy of Leadership** in your community. Zehnder Ranch was designed to provide students with access to high quality instruction along with coaching for students from teachers and administrators on leadership and advocacy.

The information in this handbook should assist you and your child in navigating the school year. Please note that communication is key in our partnership - I encourage you to stay connected via Synergy ParentVUE, Talking Points, Class Dojo (if your teacher uses), school website, and being a part of our parent leadership group, Family Leadership Council (FLC).

I welcome parent feedback and look forward to building strong, positive relationships with our ZR Families this year! Show up! Work hard! Be You! Moo!

Warm Regards,

A handwritten signature in blue ink, appearing to read "Cheryl Quilatan".

Cheryl Quilatan, Principal

ZEHNDER RANCH ELEMENTARY SCHOOL MISSION STATEMENT

We are Longhorns!

Longhorns lead by
Pursuing Excellence in Teaching & Learning

Inspiring Clarity of Thinking

Advocating for Equity

Engaging Families

Encouraging Community Leadership

and through the

Compassionate Support of Others

CORE VALUES

Our conduct as professional educators is guided by these principles:

Humanity

All children feel safe, loved, and valued.

Teacher Leadership

Teachers take on specific leadership roles and with the power to make decisions on school wide issues.

Accountability

We are accountable for student learning outcomes and are committed to continuous professional development.

Achieving Consensus through Collaboration

We develop, communicate, and gain consensus on powerful goals that transform learning, teaching, and leading.

Responsive Administrators

Our Principal and Vice Principal are expected to take action and solve problems. ZR Administrators protect instructional time and ensure the safety of all staff and students.

Respect for all Perspectives

Listen first, then listen more to foster understanding.

High Expectations

We strive to create a culture of instructional excellence that leads to high student achievement.

CLASSROOM WISHLISTS

<p>Teachers appreciate any and all family support. We provide all of our students with the materials they need to learn. Here is a list of supplies that would be of great support to the classroom.</p>	<p><u>Kindergarten</u></p> <ul style="list-style-type: none"> • Scotch brand glue sticks • Expo black dry erase markers • Playdough • Ziplock • Treasure Box Prizes • Baby wipes • Reams of white copy paper
<p><u>1st Grade</u></p> <ul style="list-style-type: none"> • 1 Primary Journal (Mead brand) • 2 Black Expo Markers (Fine Tip) • White Copy Paper • Astrobright Copy Paper • Colored construction Paper • 3 Boxes of Tissue • 1 Baby Wipes • 2 Glue sticks • 1 Crayola Watercolor Paints • 1 Box of 24 Crayola crayons • Ticonderoga Jumbo Pencils 	<p><u>2nd Grade</u></p> <ul style="list-style-type: none"> • Thin (fine tip) expo markers • Glue sticks • Glue bottles • Colored construction paper • Baby wipes • Boxes of tissue • Ticonderoga pencils • Copy paper • Wide ruled paper • Markers • Colored pencils • Crayola 24-count crayons
<p><u>3rd Grade</u></p> <ul style="list-style-type: none"> • 2 dozen Ticonderoga pencils • 1 pack 3 by 3 post-it notes • 1 package of wide-ruled lined paper • 2 reams copy paper • 1 container of baby wipes • 2 glue sticks • 2 black expo white board markers • 2 pink pearl erasers • 2 boxes of tissue • 1 pack of wide or college ruled paper 	<p><u>4th Grade</u></p> <ul style="list-style-type: none"> • 2 inch Binder w/see through sleeve cover • 2 reams of copy paper • Black Expo markers (fine tip) • Glue sticks • 2 dozen Ticonderoga pencils • 1 Crayola 24-count crayons • 2 boxes of tissue • Post-it notes (various sizes/colors) • 1 box colored pencils • 1 set of 5 binder tabs

5th Grade

- 2 inch binder
- 1 pair of student scissors
- 2 reams of copy paper
- 1 box of tissues
- 1 set of colored binder tabs
- 2 glue sticks
- 2 composition notebooks
- 2 spiral notebooks
- 4 black expo dry erase markers
- 1 whiteboard eraser
- 1 pink, 1 green, and 1 yellow highlighter
- 1 set of colored pencils
- 1 pack of college ruled binder paper
- 1 box of #2 pencils or mechanical pencils
- 1 container of baby wipes
- 1 personal pencil sharpener
- 3 colored Pocket folders

6th grade

- Box of tissue
- Pair of student scissors
- Glue sticks
- Whiteboard markers
- Set of color pencils
- Ticonderoga Pencils or mechanical pencil
- Pack of small post-it notes

***** Other items will be shared at Back to School *****

ZRES 23/24 BELL SCHEDULE

Zehnder Ranch
Elementary



Bell Schedule
2023 - 2024

REGULAR DAY SCHEDULE

AM KINDER 8:30 – 12:01
PM KINDER 11:35 – 3:15
1st-6th GRADES 8:45 – 3:15

MORNING RECESS

GRADES	RECESS
4 th	10:30-10:45
5 th	10:45-11:00
6 th	11:00-11:15
2 nd	1:40-1:55
3 rd	1:55-2:10
1 st	2:10-2:25

LUNCH SCHEDULE

GRADES	LUNCH	RECESS
2 nd	10:55-11:15	11:15-11:35
3 rd	11:20-11:40	11:40-12:00
1 st	11:45-12:05	12:05-12:25
4 th	12:10-12:30	12:30-12:50
5 th	12:35-12:55	12:55-1:15
6 th	1:00-1:20	1:20-1:40

MINIMUM DAY SCHEDULE

ALL KINDER 8:30 - 12:01
1st-6th GRADES 8:45 - 1:20

LUNCH SCHEDULE

GRADES	LUNCH	RECESS
2 nd	10:15-10:35	10:35-11:00
3 rd	10:40-11:00	11:00-11:25
1 st	11:05-11:25	11:25-11:50
4 th	11:30-11:50	11:50-12:05
5 th	12:00-12:20	12:20-12:35
6 th	12:25-12:45	12:45-1:00

INCLEMENT WEATHER/RAINY LUNCH SCHEDULE

GRADES	LUNCH	RECESS
2 nd	10:15-10:35	10:35-10:55
3 rd	10:55-11:15	11:15-11:35
1 ST	11:35-11:55	11:55-12:15
4 TH	12:15-12:35	12:35-12:55
5 TH	12:55-1:15	1:15-1:35
6 TH	1:35-1:55	1:55-2:15

EARLY OUT WEDNESDAY

PM Kinder 11:35 - 2:30
1ST- 6TH 8:45 - 2:25

IMPORTANT NOTE FOR KINDERGARTEN PARENTS:

On track change days Afternoon Kindergarten students arrive at 8:30 and both classes will receive instruction from 8:30-12:01. See District Calendar for track change days

Arrival and Dismissal Routines

hARRIVAL ROUTINES

AM/PM KINDERGARTEN DROP OFF

- The multi-purpose room doors will open for kindergarten breakfast at 8:05 am (siblings can accompany, and escort to class)
- **Morning Kinders** drop off time is 8:25 right outside Gate 4
- **Afternoon Kinders** drop off time is 11:25 right outside Gate 3
- A student is late if they arrive after the door has closed and must go to the office for a late slip.
- Students and younger siblings are not allowed to play on the play structure in the morning.
- Please do not park/leave cars unattended in the valet lane.
- PLEASE DO NOT PARK IN THE BUS AREA BAY on Elston Circle

GRADES 1st - 6th DROP OFF

- The multi-purpose room doors for students in grades 1st-6th will open at 8:15 am for those that would like to eat breakfast
- Supervision of students will be managed by site administration and staff during breakfast
- Students in grades 1st-6th should not be dropped off before 8:30 am unless they are eating breakfast
- **Gates 2, 4, 5 will open at 8:30 am - students in grades 1st-6th will line up in the quad in their designated line spots**
- Students stand in their morning lines and are able to talk to students in front and behind them, but are not permitted to form “groups” and huddle in the lineup area
- Teachers and administrators supervise the morning line in an effort to help students have a **calm and positive start to the learning day**
- At the first bell, teachers will come to retrieve their lines.

IMPORTANT: *Morning pick up is not the best time to conference with teachers. Please set an appointment with the teacher or email the teacher if you need to discuss concerns and have questions.*

DISMISSAL ROUTINES

All students MUST be picked up on time upon dismissal.

KINDERGARTEN PICK-UP

- Kindergarten students are released only to individuals listed on their Kindergarten Release Form. These adults must carry a state issued identification card to pick up students.
- Morning kindergarteners are walked to Gate 3 for pick up.
- Afternoon kindergarteners are picked up from their classroom doors.

GRADES 1st-6th PICK UP

First graders are not permitted to walk home alone without first submitting a Walk Home slip to the office. Without this document, your first grader will not be permitted to walk home alone. This form will be with your first day packet. Please complete it and bring it to the office. 1st grade students will need to be picked up at classroom doors.

EXITS FOR WALKERS

- Gate 5: Between LC and E-wing near the bridge
- Gate 4: Next to kindergarten playground
- Gate 2: Large gate to the right of the MP Room
- Trail Gate by the playground leading to the neighborhood (will only be open afterschool for dismissal)

GUIDELINES FOR PARENTS DRIVING



- o Please demonstrate respect for our neighbors by not parking in their driveways or blocking their driveways with our cars
- o Please do not exceed 15 mph
- o Do not leave cars unattended in the pick-up line
- o Pull forward and students will be sent to their cars once their car reaches the “Valet Area” (between office and MP)
- o Do not stop in the moving lane and wave children to come to the car. Students would be violating school rules and will be told by an adult staff that they cannot cross the lanes.
- o No left turn at the exit. Right turns only.
- o There is no entrance or exit for vehicles at Elston Circle
- o Please do not park in the area designated for buses at any time. Buses arrive at the start of the day, mid-day, and after school and need the space for parking
- o Please be mindful of fire lanes - cars cannot be parked or left unattended at any time throughout the school day

Administrative Protocols

- For early dismissal, students are excused from class only when the parent arrives at school.
- We will locate students on the playground dismissed early if they are at recess.
- Please plan ahead and contact the teacher for early dismissals. Students leaving early must pack up for the day and get their homework. Please allow about 10 minutes to pack up and head to the office.
- Vacations/trips while students are on track that last longer than 5 days are submitted to administration for approval.
- Students missing more than 10 consecutive days are disenrolled and must re-enroll. Students who miss 5 consecutive days in the first month of school are disenrolled and must re-enroll.
- Permission slips must be turned in for a student to go on a field trip. Verbal permission by phone is not permitted per district guidelines.

Protocols for Interacting with Teachers and Staff:

- Teacher working conditions and time is protected by a contract that is strictly adhered to at ZRES. The contract is between the teachers' union and District Administration and not up for negotiation between staff, the principal, or parents.
- The contract requires that parents give 24-hour notice to the principal and the teacher prior to visiting a classroom.
- The contract requires that teachers determine how they choose to prepare vacation packets for traveling students.
- Parents may file appeals related to grading, but grades and guidelines for assignments are determined by the teacher.

Resolving Issues and Concerns:

Parents may **always** speak to the Principal or Vice Principal with or without an appointment. Appointments are sometimes required due to other items on the principal's or vice principal's calendar. However, teachers respectfully request that you first try to resolve matters with the classroom teacher prior to going to the Principal or Vice Principal.

Emergency Procedures

Planning for emergencies is just smart. Our primary job is to keep your children safe. To do this we need the following:

1. **Current phone numbers must be on file.** Otherwise, we are unable to reach parents and must contact emergency contacts. Update your phone number if it should change by coming into the office with valid identification.
2. Please make anyone you list as an emergency contact aware that you have listed them and ensure that they are open to helping us should we need an adult to come for your child.

Regular emergency drill practices are provided to students:

FIRE: An alarm will sound and teachers have an emergency folder that allows us to visually determine if all students in their classes are accounted for. Students and staff are all evacuated and command of the campus is taken by the Fire Department.

LOCKDOWN: This is an emergency procedure used when there are unsafe persons on the campus. All classroom doors at gates at ZRES are to remain locked all day. All staff have a gate key for emergency purposes. Teachers move students to safe/out of view locations in classrooms with heads down, voices off, all doors secured, blinds drawn, and lights off. The same occurs in the library/computer lab. On the playground, students are evacuated to the MP room or nearest bathroom, accompanied by a yard supervisor. Authorities are immediately contacted and command of the campus is taken by the Police Department.

EARTHQUAKE: Students will remain in a safe location directed by their teachers, “duck and cover” until motion ceases. Evacuation will take place to an open area when possible. Students and staff follow command emergency personnel

SHELTER IN PLACE: Evacuation from affected areas to be determined. If evacuation is necessary students will be directed to move away from the affected area - follow fire drill evacuation.

Drills are required by ed code and/or board policy:

- Fire Drills – one each calendar month
- Lockdown – two each year (At ZR: conducted at the beginning of the year with all tracks followed by a second/third for each trimester)
- Earthquake – one each trimester

EGUSD Elementary Academic Program

All teachers in all Elk Grove schools are fully credentialed. EGUSD provides all students instruction in California's Common Core Standards. These standards outline yearly learning targets for grades K-12. You can access the standards at <http://www.cde.ca.gov/re/cc/> .

The following curriculum has been adopted to teach reading, spelling, writing, English language development (grammar), math, science, and social studies.

- ⊗ enVision Mathematics (publisher Savvas Learning Company)
- ⊗ Wonders—Reading, Writing, Grammar, and spelling (publisher MacMillan/McGraw Hill)
- ⊗ Amplify Science (publisher MacMillan/McGraw Hill)
- ⊗ IMPACT - Social Studies (publisher Harcourt for grades K-5 and Holt for grade 6)

The following supplemental curriculum is also used by teachers to increase student learning:

- Novels
- SIPPS (Systematic Intervention for Phonics and Phonemic Awareness)
- Heggerty Phonemic Awareness Curriculum - (Systematic program of daily lesson plans that provide a high level of explicit modeling and student engagement)
- LETRS (Language Essentials for Teachers of Reading and Spelling)
- Reading Counts (tracks independent reading)
- Lexia (reading comprehension/accessible at home and school)
- Xtramath.com (math facts)
- IxL (supplemental personalized digital learning space that covers K-6 curriculum)
- Data Based Questioning curriculum (grades 4-6)
- Imagine Learning - supplemental program intended for English Learners to help support language and literacy acquisition

You can increase your child's learning success by accessing our technology companions that are aligned to both our math and reading/writing/grammar/spelling programs:

Math Support: Envision Mathematics - Interactive lessons and curriculum resources. SAVVAS Easy Bridge Icon in EGUSD PORTAL.

Reading Support: Wonders ELA Curriculum: <http://connected.mcgraw-hill.com/>

Reading Counts

Students read to demonstrate commitment to exceeding our school wide independent reading goals. Students earn awards by reading books that have assessments for comprehension using Reading Counts and track the number of books they have read. The goal of Reading Counts is not to be overly focused on gaining points. The purpose of the points is to help parents and teachers track whether or not students are creating a regular routine of reading. We also measure student growth in comprehension (lexile) using Reading Counts.

Reading Counts is simple:

1. Students take a reading test that gives them their reading level. This is also called their “lexile”.
2. Students take a reading test that gives them their reading level - “lexile” level.
3. Students then select books they enjoy that are at their reading or lexile level.
4. When students finish the book, they may take a test to measure their understanding of the book they read.
5. There are 10 questions and students must get at least 7 questions correct to get the points allotted for the book.
6. RC helps parents and teachers track your reading progress during the year.

Reading Counts is a family engagement tool. It is designed to help parents and teachers track how many books they read during the year.

	1 st	2 nd	3 rd	4 th	5 th	6 th
White Horseshoe	5	10	15	20	20	20
Blue Horseshoe	10	15	20	30	30	30
Orange Horseshoe	15	25	30	40	40	40
Gold Horseshoe	20	35	40	60	60	60
Diamond	25	55	60	80	80	80
Double Diamond	50	110	120	160	160	160
Quadruple Diamond	100	220	240	320	320	320
LEGENDARY LONGHORN	300	500	700	900	1,100	1,100

Diamond is the goal for all Longhorns. Quadruple Diamond are for those students who want to surpass the basic goal. Legendary Longhorns are in a class by themselves. Points at this level indicate exceptional performance and students will be honored with their pictures in the library.

Scholarship: Independent Reading Awards

Students earn awards for their achievement in Reading Counts. Students will have their horseshoes added with their name to their class banner in the MP.

SCHOLARSHIP: Trimester 1	SCHOLARSHIP: Trimester 2	SCHOLARSHIP: Trimester 3
DIAMOND HORSESHOE	DOUBLE DIAMOND HORSESHOE	QUADRUPLE DIAMOND HORSESHOE

Students must meet the goal one week prior to their scheduled awards ceremony.

CLASSROOM & TEACHER HONORS

Team or Class Awards:

1. Class announcements at Friday assembly
2. Individual announcements and incentive for Legendary Longhorn
3. Reading Counts banners in MP - Recognize student's reading achievements
4. Movie Days at the end of the year for all students who reach Double Diamond

IMPORTANT GUIDELINES AND RULES FOR PARTICIPATION IN RC:

1. RC is NOT about collecting points. RC is about building a habit and routine of reading.
2. All quizzes MUST be taken on campus - not at home.
3. Students will not have access when off track.
4. **Students caught taking tests for other students will lose all of their own RC points and the other student will also lose all points. No exceptions will be made.**

Academic Awards

Awards are earned for exceptional performance. Exceptional performance will be recognized in assemblies for each track per trimester. Letters will be sent home with students who are receiving awards a week prior to the assembly.

Grades 1-6:

Perfect Attendance: Our goal is every day, all day, on time! Perfect attendance is no absences, no lates, and no early dismissals. These awards are given in our awards ceremony.

Grades 1-3:

ZR Excellence Award: This is a multi-layered academic achievement award that seeks to honor those students who have demonstrated the “grit” and effort to meet learning goals. ZR Excellence is awarded to students who:

- Achieve 80-90% cumulative scoring in the core subjects of math, reading, and writing for their grade level.
- Achieve Blue Horseshoe in trimester 1, Gold Horseshoe in trimester 2, and DIAMOND by 3rd trimester assembly.
- First grade students will need ten makers for trimester 1, doubles and ten makers for trimester 2, and addition and subtraction facts to 20 for trimester 3.
- For grades 2-3: meet math fluency (math facts) expectancy: **2nd grade** must achieve mastery of addition by trimester 1, addition/subtraction by trimester 2, and by trimester 3. **Grade 3** must achieve mastery of addition by trimester 1, addition/subtraction by trimester 2, and addition/subtraction/multiplication by trimester 3.

HORNS UP! Special recognition from teachers for citizenship and/or improved academic performance in any area the teacher selects.

Reading Counts: Guidelines for recognition at an awards assembly as listed in the RC section.

Grades 4-6:

Principal's Honor Roll: Students who achieve 4.0 GPA in all grade subject areas.

District Honor Roll: Students in grades 4-6 with a calculated GPA of 3.5-4.0.

ZR Excellence Award: This is a multi-layered academic achievement award that seeks to honor those students who have demonstrated the “grit” and effort to meet learning goals. ZR Excellence is awarded to students who:

- Achieve a GPA from 3.0-3.9
- Achieve Orange Horseshoe in trimester 1, Gold Horseshoe in trimester 2, and DIAMOND before 3rd trimester assembly.
- Demonstrate mastery math facts as indicated for each trimester under academic awards

Reading Counts: guidelines as listed in the Reading Counts section.

HORNS UP! Special recognition from teachers for citizenship and/or improved academic performance in any area the teacher selects.

RECOGNITIONS FOR 6th GRADE PROMOTION:

U.S. Presidential Academic Achievement Award (Silver or Gold):

Students who have maintained a GPA between 3.5 and higher for all trimesters from grades 4-6 will be recognized by the White House. A letter and a pin from the White House will be awarded to the student.

- Silver: GPA of 3.5-3.9 all trimesters in 4th-6th grade
- Gold: GPA of 4.0 for all trimesters in 4th-6th grade

John Louis Zehnder, Sr. Leadership Award:

Students apply for this award and must demonstrate significant contribution to the local community, school leadership, and an evident effort to improve their academic achievement. Meets the following qualifications:

- Enrolled for a minimum of 2 years at Zehnder Ranch Elementary
- Student has excellent school attendance (fewer than 5 absences in a school year)
- The student has exceeded our school wide independent reading goals with a comprehension success score of 75% or greater
- Exemplary citizenship and participation in Future Pack Leaders
- Data showing that student effort has resulted in yearly gains in their summative school wide assessments
- GPA of 2.5 or greater upon promotion from Zehnder Ranch
- Student must have the ambition to attend a trade school or college to receive

Nancy J. Zehnder TRUE GRIT Award:

Awarded to a 6th grader who has made exceptional growth in all areas based on grades and cumulative state testing data.

GOLD Cord: Students who earned a 4.0 all 3 trimesters in their 6th grade year.

Future Pack Leader Cord: Students who participate in ZRES Future Pack Leader student leadership program will receive a tri-color cord at promotion.

Athletic Blue Cord: Students who participated in either Basketball, Volleyball, or Track & Field

Reading Counts Medal: All 6th graders who achieve **QUADRUPLE DIAMOND** will receive a medal at 6th grade promotion.

Emotional Intelligence

We have intentionally woven into the culture at ZRES a focus on developing our learning community's emotional intelligence. Emotional intelligence is a combination of self-awareness, self-management, social awareness, and relationship management. At the core of emotional intelligence is the goal of self-acceptance and understanding that everyone, children and adults, are capable of change.

We want to cultivate a learning community that promotes a growth mindset— anything and anyone can change. We do this by focusing on **LEADERSHIP & ADVOCACY**. We want our students to lead in their communities and advocate for:

COMPASSION

COURAGE

COURTESY

CONFIDENCE

COMMUNICATION

COLLABORATION

These are the leadership habits we hope to help students develop while at ZR. Our vision is for students to show compassion and be courageous enough to communicate on behalf of themselves and those in need of their help. We want students to have the confidence to collaborate with their peers. We hope to encourage students to be courteous and show kindness as a habit. We know these are characteristics parents already teach at home and we hope to partner with you so that your student can find the leader within themselves.

Attendance & Grading Policies

ATTENDANCE:

Our goal: 98-100% Daily Attendance!

To report an absence you may do any of the following:

- Call the school office and report the absence at 916-793-3300 if your child is absent.
- Email the school office at zehnderoffice@egusd.net
- Send a note, talking point, message via synergy, dojo, etc. to your child's teacher

Students with absolute Perfect Attendance are honored at assemblies. These are students who have not been absent, late, or excused early from school. 1-6 grade students are honored at trimester assemblies.

GRADING:

Teachers have established grading guidelines as a team. Appeals related to grades must be done in writing and include specific information related to the concern.

Zehnder Ranch is establishing a pathway for a smooth transition to middle school. With that in mind, students in grades 4-6 must turn in all assignments on time. Some teachers may choose to give students half credit for late assignments. Please check with your child's teacher.

Teachers will provide additional information on grading at their Grade Level Orientation Meetings.

Medical Information

STATE MANDATED GUIDELINES FOR ADMINISTRATION OF MEDICATION FOR PUPILS

Procedures for administration of medications at school are listed in the Education Code 49423; it sets forth procedures which must be followed if school staff are to accept the responsibility for administration of medication: Notwithstanding the provision of Section 49422, any pupil who is required to take during the regular school day, medication prescribed for him/her by a physician, may be assisted by the school nurse or other designated school personnel if the school receives (1) a written statement from such physician detailing the method, amount and time schedule by which such medication is to be taken, and (2) a written statement from the parent or guardian of the pupil indicating the desire that the school district assist the pupil in the matters set forth in the physician's statement. (E.C. 49423)

- a. NO medication (prescription or non-prescription – including aspirin, cough drops, etc.) will be dispensed to students or allowed on the school site without the appropriate form being completed and on file in the school office. If the physician requires a portion of a tablet, pill, etc. be dispensed, the parent(s) is responsible for dividing the tablet into the prescribed size.
- b. Students requiring medications at school shall be identified to the school by parent/guardian and physician. Students observed by school personnel administering unauthorized medications to themselves, or other students, will be reported to their parent/guardian (A.R. 4141.21 (a))
- c. All student medication MUST BE IN THE ORIGINAL CONTAINER, clearly labeled with the student's name, type of medication, dosage, etc. and will be kept securely locked in the school office.
- d. Students may not carry medication on their person, although exceptions may be made for students who need medication for potentially life threatening conditions. Such exceptions require physician, parent and principal authorization.
- e. Parents are required to provide written verification from the physician to the school of any change in the medication or dosage. Physicians may fax forms to the school to authorize medication changes.
- f. The "Authorization for the Administration of Medication by School Personnel" must be updated annually or whenever any changes are made in the treatment plan.

Student Insurance

The Board of Education has authorized the principal of each school to send out information on a school accident insurance policy. Since the school district, by law, cannot pay for the medical and hospital expenses incurred as a result of an accident at school, we recommend this insurance policy. These policies are sent with each student at the beginning of the school year.

Head Lice Policy

The Governing Board recognizes that head lice infestations among students require treatment but do not pose a risk of transmitting disease. The Superintendent or designee shall encourage early detection and treatment in a manner that minimizes disruption to the educational program and reduces student absences.

The Superintendent or designee may distribute information to parents/guardians of preschool and elementary students regarding routine screening, symptoms, accurate diagnosis, and proper treatment of head lice infestations. The Superintendent or designee also may provide related information to school staff.

School employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible.

If a student is found with active, adult head lice, he/she shall be allowed to stay in school until the end of the school day. The parent/guardian of any such student shall be given information about the treatment of head lice and encouraged to begin treatment of the student immediately and to check all members of the family. The parent/guardian also shall be informed that the student shall be checked upon return to school the next day and allowed to remain in school if no active head lice are detected.

Upon the student's return to school, the school nurse or designee shall check the student for active head lice. If it is determined that the student remains infected with head lice, the school nurse or designee shall contact the student's parent/guardian to discuss treatment. As needed, he/she may provide additional resources and/or referral to the local health department, health care providers, or other agencies.

When it is determined that a student in a class or school has been infested with head lice, the principal or designee shall notify parents/guardians of students in that class or school and provide them with information about the detection and treatment of head lice.

Staff shall maintain the privacy of students identified as having head lice.

Ringworm Policy

Ringworm is a shallow fungal infection of the skin, scalp and feet. Ringworm is generally, but not always, ring shaped. It is a contagious fungus infection that is spread by direct skin-to-skin contact with an infected person or pets, or by contact with contaminated items such as combs, hats, unwashed clothes, and shower floors. If it appears that your child has ringworm they will be sent home due to its being contagious.

After treatment begins, students are not considered contagious and may return to school. Please contact your physician for further information.

Conjunctivitis or “Pink Eye”

Conjunctivitis, or pink eye, is fairly common. It is an inflammation of the eyes. Only bacterial and viral Conjunctivitis are contagious; they may be spread from person to person by direct contact with the discharge from the eyes. **The only way to know for certain whether your child’s eye infection is of this highly contagious variety is to have your child seen by a healthcare provider. Due to the highly contagious nature of some types of Conjunctivitis, students exhibiting symptoms will be sent home.**

Students cannot come to school until they have been on medication and medical clearance is given by the physician.

Expectations for Student Conduct



Longhorns LEAD!

BE SAFE!

Leaders are “HANDS FREE” at all times.

Leaders use only safe objects and stay away from objects that can injure other students, cause a fire, or frighten other students.

Leaders run only while playing a game. We use “walking feet” in the quad, hallways, and inside all buildings on campus.

Leaders wear a helmet while riding a bike, a skateboard, or a scooter.

BE RESPECTFUL!

Leaders are courteous. We greet each other.

Leaders use appropriate language.

Leaders listen to our friends at school. If they don’t like it, we don’t do it or say it.

Leaders listen to adults who are helping us make smart choices.

BE RESPONSIBLE!


Leaders bring a backpack every day.

Leaders get in line and stay in line before school and after recess bells.

Leaders report behavior that is unsafe, disrespectful, or irresponsible.

***Longhorns are Leaders. If you see something,
know something, say something.***

Longhorns Behavior Matrix

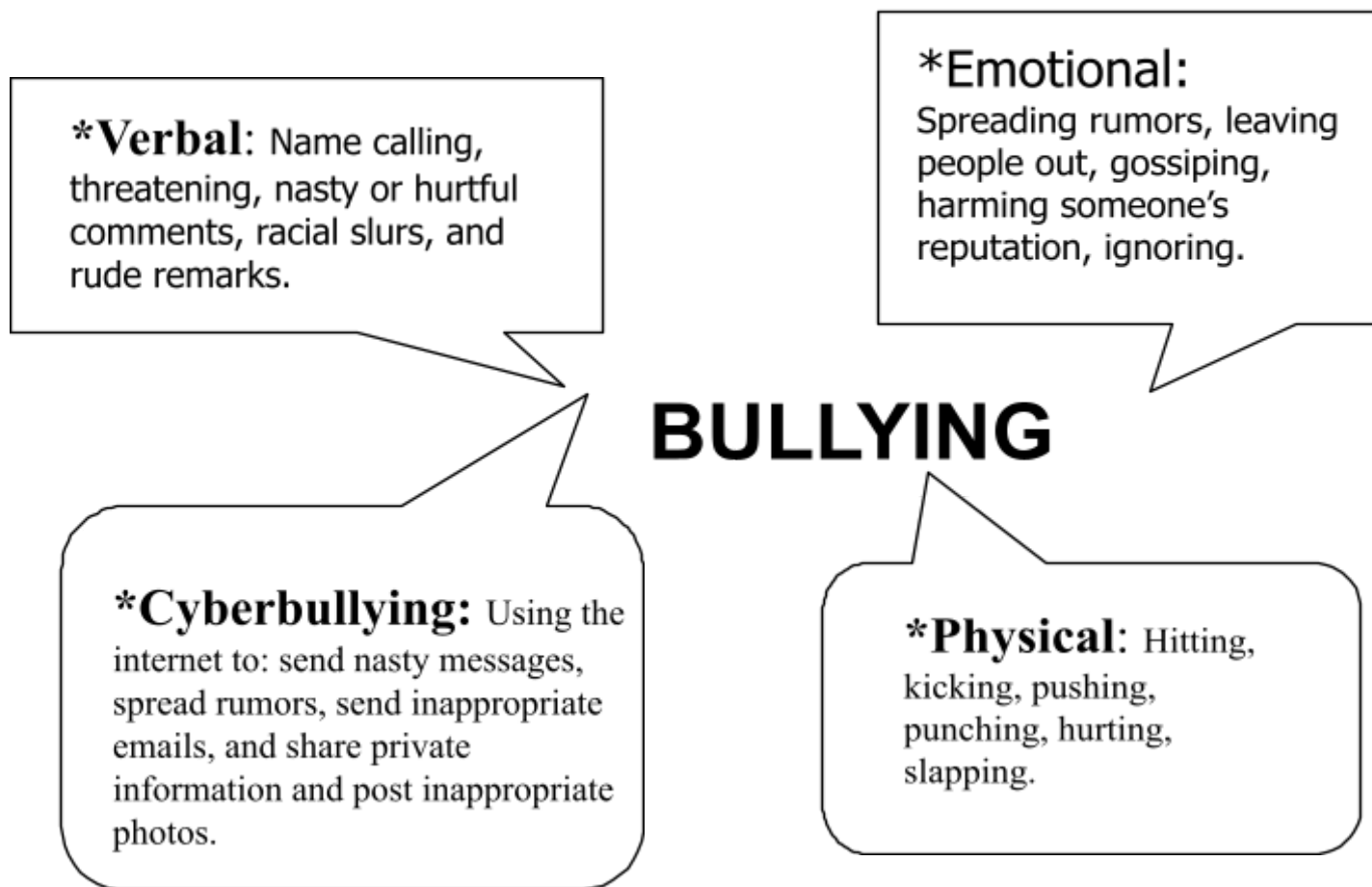
	CLASSROOM	CAFETERIA	BATHROOMS	HALLWAYS	PLAYGROUND	LIBRARY & COMPUTER LAB	COMMON AREAS
SAFE	<ul style="list-style-type: none"> -STAY HANDS AND FEET FREE -FOLLOW CLASSROOM RULES 	<ul style="list-style-type: none"> -WALK IN CALMLY -STAY HANDS AND FEET FREE -FOLLOW DIRECTIONS 	<ul style="list-style-type: none"> -STAY HANDS AND FEET FREE -WALK -KEEP FLOOR CLEAN AND DRY 	<ul style="list-style-type: none"> -STAY HANDS AND FEET FREE -WALK -USE APPROPRIATE LANGUAGE 	<ul style="list-style-type: none"> -STAY HANDS AND FEET FREE -WHEN YOU HEAR THE WHISTLE FREEZE AND TAKE A KNEE -USE EQUIPMENT CORRECTLY -WEAR APPROPRIATE SHOES 	<ul style="list-style-type: none"> -STAY IN YOUR SEAT -REPORT ANY TECHNOLOGY INCIDENTS 	<ul style="list-style-type: none"> -STAY HANDS AND FEET FREE WALK
RESPECTFUL	<ul style="list-style-type: none"> -FOLLOW DIRECTIONS -LISTEN TO OTHERS -WAIT YOUR TURN -USE KIND WORDS -USE YOUR MANNERS 	<ul style="list-style-type: none"> -CHEW YOUR FOOD BEFORE YOU SPEAK -USE KIND WORDS -LISTEN TO STAFF -USE HAND SIGNALS WHEN RAISING HAND 	<ul style="list-style-type: none"> -USE A QUIET VOICE -REPORT PROBLEMS -USE YOUR MANNERS 	<ul style="list-style-type: none"> -USE A QUIET VOICE -PICK UP LITTER 	<ul style="list-style-type: none"> -FOLLOW DIRECTIONS -TAKE TURNS -FOLLOW THE PLAYGROUND RULES -RESPECT PERSONAL SPACE -USE KIND WORDS -USE YOUR MANNERS 	<ul style="list-style-type: none"> -USE A QUIET VOICE -FOLLOW DIRECTIONS -RAISE YOUR HAND TO BE RECOGNIZED -LEAVE FOOD AND DRINKS OUTSIDE -USE KIND WORDS -USE YOUR MANNERS 	<ul style="list-style-type: none"> -FOLLOW DIRECTIONS -USE KIND WORDS -USE YOUR MANNERS
RESPONSIBLE	<ul style="list-style-type: none"> -ARRIVE ON TIME -WORK OUT PROBLEMS -COME TO CLASS PREPARED -HELP OTHERS LEARN -WORK TOGETHER -ASK FOR HELP IF NEEDED 	<ul style="list-style-type: none"> -MAKE YOUR LUNCH CHOICE QUICKLY -KEEP YOUR TABLE AND FLOOR AREA CLEAN -KEEP FOOD IN CAFETERIA -WAIT TO BE DISMISSED -WORK OUT PROBLEMS -ASK FOR HELP IF NEEDED 	<ul style="list-style-type: none"> -DO YOUR BUSINESS AND LEAVE -FLUSH -WASH AND DRY HANDS -THROW TRASH IN GARBAGE CANS -WORK OUT PROBLEMS -ASK FOR HELP IF NEEDED 	<ul style="list-style-type: none"> -FOLLOW DIRECTIONS -HOLD ALL PLAY EQUIPMENT -WORK OUT PROBLEMS -ASK FOR HELP IF NEEDED 	<ul style="list-style-type: none"> -RETURN ALL EQUIPMENT TO THE BALL CART -EAT YOUR SNACK AT THE ORANGE TABLES -ASK AN ADULT FOR HELP -WORK OUT PROBLEMS -ASK FOR HELP IF NEEDED 	<ul style="list-style-type: none"> -COME PREPARED -USE EQUIPMENT CORRECTLY -ACCESS SCHOOL APPROVED WEBSITES ONLY -WORK OUT PROBLEMS -ASK FOR HELP IF NEEDED 	<ul style="list-style-type: none"> -PUT LITTER IN TRASH CANS -WORK OUT PROBLEMS -LEAVE TOYS AND CANDY AT HOME -ASK FOR HELP IF NEEDED

Harassment & Mistreatment

So what is bullying?

Pattern behavior is the best description of bullying. This means, it **happens more than one time**. There is a big difference between an “incident” and actual bullying. An incident means something bad happened one time. Bullying means there are incidents on a regular basis, more than one time, and the behavior is making you afraid of school.

Longhorns are expected to report mistreatment and harassment from a peer or an adult. The report will result in an immediate meeting with the Principal to review the district and site guidelines for harassment. One warning is offered in writing for the child to their parent by phone and in writing. Any further evidence based complaints after warnings from the Principal will result in a home suspension.



Recess Game Rules

BASKETBALL

- All games are 3 on 3. More than 3 on 3 is not allowed
- “Ro Sham Bo” determines who has first possession of the ball
- No “traveling”. The ball must be dribble down the court or the ball goes to the other team.
- No “reaching in”. Students must block or steal the ball while it is in use by the other team.
- Use of elbows to defend the ball will get you removed from the game.
- No free throws when a student claims “foul”. A Yard Supervisor who witnesses a foul may give the ball to the other team.
- Keep score and practice counting by 2s. First team to score 10 wins the game.
- Allow students who are waiting to play the winning team.
- Demonstrate good sportsmanship whether you win or lose. Good sportsmanship includes not bragging or making others feel bad over a game. Good sports players use kind words to encourage fair play.

Four Square

- The ball is served by dropping it and serving it underhand off the bounce.
- The player receiving the ball must keep it in play by striking the ball underhand after it has bounced once in his or her square.
- The receiver directs it to any other square with an underhand hit.
- Play continues until one player fails to return the ball or commits a fault. (See faults listed below.)
- When a player misses or commits a fault, he or she goes to the end of the waiting line and all players move up.
- The player at the head of the waiting line enters the game after a fault.
- The player at the head of the waiting line will call the game in the case of a disagreement.

The following are faults:

- ✓ Hitting the ball sidearm, overhand or a fist.
- ✓ Winding the arms up past the waist/body.
- ✓ Ball landing on a line between the squares. (Ball landing on an outer boundary is considered good.)
- ✓ The first 2 players in line will draw lots (Ro Sham Bo, pick a number between 1 and 10, flip a coin, etc.), and the winner will choose whether he or she wants to be the server or the receiver. The receiver then chooses 'sides' and 'ways'.
- ✓ The server puts the ball into play by standing in his or her square and hitting the ball in his/her direction. A throw (bottle cap) is not permitted.
- ✓ The receiver may not strike the ball the first time around the pole, but after it has traveled around the pole once, or he/she hits the ball back in the opposite direction.
- ✓ If the receiver does not hit the ball the second time around, the server may continue to hit the ball and wrap it around the pole in his/her direction.
- ✓ The game is won by the player who hits the ball until the rope is wrapped around the pole in their direction and above the line on the pole or whose opponent commits a foul. (See fouls listed below.)
- ✓ Players must wait for their turn behind the white line without interfering with the game, either physically or verbally.
- ✓ A player may hit the ball in their opponent's direction to give him or herself a better shot, but not to prolong the game.
- ✓ After winning 3 games, a player must go to the end of the line or to another pole. There will be no saving places or cutting in the line.
- ✓ The first person waiting in the line will act as the referee and is the only person allowed to call fouls.

The following are fouls:

1. Catching or carrying a return volley.
2. Allowing the ball to touch any part of the body except the hands.

TETHERBALL

1. Hitting the ball with any part of the body other than the hands or forearms.
2. Catching or holding the ball during play.
3. Touching the pole.
4. Hitting the rope.
5. Stepping over the line between the sides of the court.

SOCCER

1. No more than 11 students on each team.
2. Ro Sham Bo for first possession.
3. No use of hands or arms during the game.
4. Game ends and a new game starts once one team reaches 2 points.
5. Allow students who are waiting to take the field once the game is over.
6. The winning team plays the team of students who are waiting to play.

Schoolwide Routines & Procedures

Classroom Routines:

- Respect the teacher and your peers
- Follow directions quickly
- You represent your families and your teachers. Show great respect for guest teachers.
- Use kind words. No profanity. Students will be asked to call home and repeat the word they used at school to a parent.
- We line up in number order
- Follow and respect all classroom/building rules, routines, and procedures

Lunchroom Routines:

- No sharing food.
- Do not ask for other students' food.
- Always walk in MP: entering, lunchline, exiting
- Do not talk in the kitchen while choosing food. You will be sent to the end of the line.
- Lunch is a fun time. However, five minutes before it is time to leave we go into "Quiet Lunch" with no talking so that each student can focus on eating their food before going to play.
- Lunch monitors will remain in the MP to assist with tables for the next class
- Students will be seated in number order, at their tables and then transition to open seating
- 6th grade will be able to sit by choice starting trimester 1
- Students should know their lunch number.

Assembly Routines:

- Zero talking during performances or any assembly - respect the speaker(s)
- Stay seated flat on your bottom so that students behind you can see
- Wait to be seated by the Principal or Vice Principal
- Follow the quiet signal and go to "zero noise" when you see/hear the signal
- No talking during dismissal when exiting the building - Safety is the focus
- Follow award assembly expectations when name are called (3 claps)

Recess Routines:

- Balls are meant for group play - no exclusion.
- Wood chips are not toys. They are meant to buffer a fall.
- Students are not to build with the chips as they can be subject to getting splinters.
- Wood chips are also not to be thrown.
- Everyone freezes wherever they are without moving when the bell sounds.
- Students do not scoot to get in line first.
- We line up in number order.
- Do NOT leave the play structure when the bell sounds. Stay wherever you are, take a knee, and freeze.
- Do not return the balls until the whistle blows.

Computer Lab Routines:


The district is immediately alerted when any person on a school campus attempts to use the district server to search or look at inappropriate material. The Principal is immediately contacted by Tech Services and the student or adult will be subject to not being allowed to use site technology. The lab is reserved for learning, not playing. Students should not share their password or use anyone else's password. Students who access a computer with a password that does not belong to them will not be permitted to use the lab.

Library Routines:

- Return books to the library that you borrow.
- Everyone is not the best at remembering things. If you know that about yourself---don't take the book home. Leave it on your desk and then you will not have to worry about losing it.
- Students who do not return a book will not be able to borrow another book until they return the missing book or pay for it.
- Follow all guidelines outlined by the Librarian for browsing and checking out books.
- Libraries are quiet areas. Please keep your voice to a minimum.

Quad, Outdoor Stage, and Breezeway Routines

- No running in the breezeways. Breezeways are the sidewalks near the classroom door openings.
- There is no reason for any student to be in the quad area without adult supervision.
- Students are not to play on the stage at any time. Students are to walk around the stage.
- Playing on the ramp of the stage is also not permitted.

Longhorns Behavior Matrix		CLASSROOM	CAFETERIA	BATHROOMS	HALLWAYS	PLAYGROUND	LIBRARY & COMPUTER LAB	COMMON AREAS
	SAFE	-STAY HANDS AND FEET FREE -FOLLOW CLASSROOM RULES	-WALK IN CALMLY -STAY HANDS AND FEET FREE -FOLLOW DIRECTIONS	-STAY HANDS AND FEET FREE -WALK KEEP FLOOR CLEAN AND DRY	-STAY HANDS AND FEET FREE -WALK -USE APPROPRIATE LANGUAGE	-STAY HANDS AND FEET FREE -WHEN YOU HEAR THE WHISTLE FREEZE AND TAKE A KNEE -USE EQUIPMENT CORRECTLY -WEAR APPROPRIATE SHOES	-STAY IN YOUR SEAT -REPORT ANY TECHNOLOGY INCIDENTS	-STAY HANDS AND FEET FREE WALK
	RESPECTFUL	-FOLLOW DIRECTIONS -LISTEN TO OTHERS -WAIT YOUR TURN -USE KIND WORDS -USE YOUR MANNERS	-CHEW YOUR FOOD BEFORE YOU SPEAK -USE KIND WORDS -LISTEN TO STAFF -USE HAND SIGNALS -WHEN RAISING HAND	-USE A QUIET VOICE -REPORT PROBLEMS -USE YOUR MANNERS	-USE A QUIET VOICE -PICK UP LITTER	-FOLLOW DIRECTIONS -TAKE TURNS -FOLLOW THE PLAYGROUND RULES -RESPECT PERSONAL SPACE -USE KIND WORDS -USE YOUR MANNERS	-USE A QUIET VOICE -FOLLOW DIRECTIONS -RAISE YOUR HAND TO BE RECOGNIZED -LEAVE FOOD AND DRINKS OUTSIDE -USE KIND WORDS -USE YOUR MANNERS	-FOLLOW DIRECTIONS -USE KIND WORDS -USE YOUR MANNERS
	RESPONSIBLE	-ARRIVE ON TIME -WORK OUT PROBLEMS -COME TO CLASS PREPARED -HELP OTHERS LEARN -WORK TOGETHER -ASK FOR HELP IF NEEDED	-MAKE YOUR LUNCH CHOICE QUICKLY -KEEP YOUR TABLE AND FLOOR AREA CLEAN -KEEP FOOD IN CAFETERIA -WAIT TO BE DISMISSED -WORK OUT PROBLEMS -ASK FOR HELP IF NEEDED	-DO YOUR BUSINESS AND LEAVE -FLUSH -WASH AND DRY HANDS -THROW TRASH IN GARBAGE CANS -WORK OUT PROBLEMS -ASK FOR HELP IF NEEDED	-FOLLOW DIRECTIONS -HOLD ALL PLAY EQUIPMENT -WORK OUT PROBLEMS -ASK FOR HELP IF NEEDED	-RETURN ALL EQUIPMENT TO THE BALL CART -EAT YOUR SNACK AT THE ORANGE TABLES -ASK AN ADULT FOR HELP -WORK OUT PROBLEMS -ASK FOR HELP IF NEEDED	-COME PREPARED -USE EQUIPMENT CORRECTLY -ACCESS SCHOOL APPROVED WEBSITES ONLY -WORK OUT PROBLEMS -ASK FOR HELP IF NEEDED	-PUT LITTER IN TRASH CANS -WORK OUT PROBLEMS -LEAVE TOYS AND CANDY AT HOME -ASK FOR HELP IF NEEDED

Administration Office Routines

Students should only be in the administrative office if they are injured, leaving for an early dismissal, or speaking with an administrator. Students are not “sent to the office” by teachers at ZRES. Administrators are called and students are escorted to the office.

Morning Line-Up Routines

- First few days of school ONLY: 1st - 6th line up on black top - look for teacher names
- Students in 1st - 6th grade transition to lining up in quad behind teacher cone by grade level
- There is no playing on play equipment by ZRES students in the morning
- All students are to be lined up, no visiting to other classes
- Students are free to talk in line and socialize until their teacher comes and calls them to attention
- Students line up in number order in all grades
- Kindergarteners line up in the kindergarten areas - outside classroom doors
- Older siblings are allowed to wait with their kindergarten brother or sister until 8:30, but must report to their morning line after their sibling arrives.

Drop Off & Pick Up Routines:

- Students wait in valet line if they are being picked up by a car in the front of the school. In front of gate 2, between the MP and Office building.
- We need parents to pull up as far as possible so that we can fit all cars in the pick up/drop off area and clear our parking lot as quickly as possible.
- Students are NOT to walk across the open driveway at Winkle. No running or playing in the pick up area.
- Students cannot walk into the second lane in front of the school for pick up. Parents must use the pick up line or park and walk to pick up their student when picking up students at the front of the school in a vehicle.

Dismissal Routines

Walkers	Bike Riders	Car Transportation
<ul style="list-style-type: none"> Walkers may enter/exit at the large gate to right of the MP room to walk home via Denali (Gate 2) Walkers may enter/exit by Kinder playground (Gate 4) Walkers may enter/exit at the gate next to the E wing to walk home via Elston or Horseshoe Park bridge (Gate 5) Walkers may use the gate at the back of the school by the playground that meets the neighborhood walking trail as an exit at dismissal - ***OPEN ONLY FOR DISMISSAL*** 	<ul style="list-style-type: none"> Students must walk their bikes at all times when on the sidewalks of campus and entering/exiting campus At dismissal, students will walk with their classes to the front of the school, head straight to the bike rack area and exit nearest gate All bike riders, students and parents, please walk bike/scooters once you are on campus. This includes walkways that lead to gates. 	<ul style="list-style-type: none"> For arrival, students are dropped off in valet lane. No parking or leaving cars unattended. Students in grades 2-6 will be escorted/directed by their teacher to the gate between MP and Office at dismissal Students will wait in valet line for their ride to pull up the “Valet Area” which will be coned off Students may walk to their car once their car reaches the Valet Stop Students will not be permitted to cross parking lot to get to car or adult



Electronic Devices

Students at Zehnder Ranch are NOT permitted to use electronic devices on school grounds. Electronic devices are often lost and/or stolen by students and if a student chooses to bring a device it then becomes the student's responsibility to keep the device turned off and inside of his/her backpack. Teachers will not hold devices for students and students may not keep them in their pockets or inside of their desks. This includes, but are not limited to:

- Cellphones
- Airpods, Earbuds/phones, Beats
- IPads, Tablets
- Handheld games
- Personal electronics

These items will be confiscated and given to the Vice Principal. It will then become the responsibility of the student to inform their parents of the confiscated device as ZRES staff will not call home. The device will remain in the possession of the Vice Principal until a parent (no siblings) can come and retrieve the device. ZRES staff will also not conduct investigations for lost or stolen devices. Please follow the links below to view the updated board policies regarding cell phone usage at Zehnder Ranch Elementary. Students should not have any devices out on campus. They can be used before they enter or after school when they exit.

The final board approved policies regarding mobile device usage can be found below:

BP 5131.8

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

When a student uses a Mobile Communication Device in an unauthorized manner, the student may be subject to behavior interventions, including up to formal discipline, and a district employee may confiscate the device. Unauthorized use includes but is not limited to the use of a camera, video, or voice recording to function in a way or under circumstances which infringe upon the privacy rights of others. (Education Code 51512)

A school administrator may search a Mobile Communication Device in accordance with BP/AR 5145.12 - Search And Seizure, if they have a reasonable suspicion that a search of a student's Mobile Communication Device will turn up evidence of the student's violation of the law or school rules.

A student may also be subject to discipline, in accordance with law, Board policy, and administrative regulation for on-campus or off-campus use of a Mobile Communication Device which poses a threat or danger to the safety of students, staff, or district property, constitutes threats, bullying, or harassment of students or staff in way that impacts the school environment, or substantially disrupts school activities or the school environment. (BP/AR 5131 - Conduct, BP/AR 5144.1 - Suspension And Expulsion/Due Process)

The Superintendent or designee shall inform students that the district will not be responsible for a student's Mobile Communication Device which is brought on campus or to a school activity and is lost, stolen, or damaged.

AR 5131.8

Students in grades TK-6 may not use Mobile Communication Devices while on campus except when a teacher or administrator grants permission to the student per EC 48901.5/ EC 48901.7. Mobile Communication Devices must be turned off and placed out of sight during the school day. Students in these grade levels who need to call parents may use phones located in the school administrative office.

All students in grades TK-12 must comply anytime a request is made by school personnel to cease the use of Mobile Communication Devices, even before or after school. If such a device is observed by staff during school hours or activities when use of the device is not authorized, or after a student has been directed by school personnel to cease use of the device, it shall be confiscated until redeemed by a parent/guardian/caregiver or as determined by the school principal/designee. However, a student shall not be prohibited from possessing or using a Mobile Communication Device under any of the following circumstances: (EC 48901.5, EC 48901.7)

1. In the case of an emergency, or in response to a perceived threat of danger;
2. When a teacher or administrator grants permission to the student to possess or use a Mobile Communication Device, subject to any reasonable limitation imposed by that teacher or administrator;
3. When a licensed physician or surgeon determines that the possession or use is use of which is limited to purposes related to and necessary for the student's health and well-being as required in the student's health plan; and/or
4. When the possession or use is required by the student's individualized education program or 504 plan.

School staff who take actual possession of any personal property of a student, including a Mobile Communication Device, have the responsibility to ensure that the property is placed in a properly secured and locked location until the property can be turned over to an administrator. Placing the item on top of or inside an unlocked desk or cabinet is not considered "a properly secured and locked location."

Schools are to establish a procedure whereby staff can turn in confiscated personal property of students, including Mobile Communication Devices, through which the property is placed in a secured and locked location. A log noting an accurate description of any confiscated device should be maintained of items placed in

or removed from the secured and locked location. Access to confiscated devices shall be limited to a school site administrator or designee.

A student may also be subject to behavior interventions, including discipline, in accordance with law, Board Policy, or administrative regulation, for on-campus or off-campus use of a Mobile Communication Device which poses a threat or danger to the safety of students, staff, or district property, which constitutes threats, bullying, or harassment of students or staff in way that impacts the school environment, or substantially disrupts school activities or the school environment. (BP/AR 5131 - Conduct, BP/AR 5144.1 - Suspension And Expulsion/Due Process). School site administrators are reminded to refer to the EGUSD Behavior Matrix when evaluating student behavior to consider the options available to respond to that behavior, including the applicable scope of intervention and disciplinary options.

When a school administrator has a reasonable suspicion that a search of a student's Mobile Communication Device will turn up evidence of the student's violation of the law or school rules, the school administrator may conduct a search of the devices, and such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure and in accordance with "Elk Grove Unified School District Guidelines Regarding Student Cell Phone Searches Post." SB 178.

Dress Code

All dress code guidelines are for safety and to ensure that students wear garments that promote personal privacy. The following garments, headwear, and footwear are not permitted:

- Flip flops, slippers
- High heeled shoes
- Spaghetti strapped shirts
- Tank tops must be at least 2-3 inches regardless of gender of student
- Shorts and skirts must be a length that ensures privacy for the student when standing upright or when leaning forward. Shorts must cover a student's thighs. This is determined by having the student stand upright with hands downward and his/her shorts must be longer than their fingerprints. Regardless of gender, students are expected to have full coverage to their thigh area while wearing shorts.
- Students wearing dresses are advised to wear shorts underneath to ensure privacy while on play equipment
- All pants must be pulled up and cover undergarments. Students with exposed undergarments will call home for a change of clothes. It is respectfully requested that adults on our campus also pull up their pants and not expose their undergarments.
- Traditional or religious headwear is appropriate attire. We ask that students not wear bandanas to school.

DRESS CODE FOR 6TH GRADE PROMOTION:

Students are expected to dress in age-appropriate attire, following ZR dress code guidelines:

1. Our regular guidelines on skirt and short lengths that are expected during the school year - skirts are no shorter than mid thigh.
2. Students are asked to wear a sweater, shrug, or shawl if they are wearing strapless, backless, or spaghetti strap tops. Cover shoulders and chest area. No low tops.
3. Students will be walking stairs - flat sandals or wide heeled shoes should be worn. It is advised that students not wear heels that are higher than 1 ½ inches.
4. Ties, collared, button shirts with slack/dockers. Dress shoes or casual shoes. No hats.

Equitable Discipline Practices

All Zehnder Ranch students will be treated with respect. Fair and logical discipline practices will be the standard.

Discipline, or consequences, have one focus: Helping students make better choices. This requires a partnership between families and the ZRES Staff.

ZRES will:

- Conduct thorough investigations of incidents.
- Students will not be removed from instruction if they have not injured another student or themselves as part of the incident.
- Students will be required to give written statements.
- Families will be contacted any time a student meets with an Administrator.
- Progressive discipline practices will be used for students who struggle to consistently meet behavior expectations. Parents will be an integral part of encouraging change for these students.

PROGRESSIVE DISCIPLINE

Violations of school rules are recorded as “incidents” in student profiles. Incidents can be and are not limited to the violations of the expectations for conduct listed above. The following outlines the progressive discipline policies of ZRES. Progressive discipline means that students are not immediately given the highest form of consequence with a violation of our expectations of conduct. Instead, effort is taken to TEACH students how to make better choices.

Action by ZRES Staff	Documentation
<p>TIER 1: Intervention: Action taken to intervene or redirect behavior. This is NOT disciplinary action. This is help given to the student to understand behavior expectations.</p>	<p>Entered in student profile as intervention.</p>
<p>TIER 1: 2nd Intervention</p>	<p>Entered in student profile as intervention.</p>
<p>TIER 1: Phone contact with parent to inform that interventions have been ineffective in promoting change.</p>	<p>Documented as phone contact with parent</p>
<p>TIER 2: First written contact with parent</p>	<p>Documented as written contact with parent</p>
<p>TIER 2: Second written contact with parent</p>	<p>Documented as 2nd written contact with parent</p>
<p>TIER 3: Administrative Conference with site administration (Vice Principal) - not a phone call, an in-person meeting</p>	<p>Documented as admin conference. Site administration (Vice Principal) will review expectations for conduct and progressive discipline plan.</p>
<p>TIER 3: Principal Meeting</p>	<p>Documented as administrative intervention prior to a home suspension.</p>

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

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

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

Parents, students and staff should immediately report incidents of alleged discrimination, harassment, intimidation and bullying or sexual harassment to the Principal or designee. Students, parents, guardians or any other individuals having questions or concerns or who may wish to file a complaint are urged to first contact the Principal or designee, but if your concerns are not resolved, you may also contact the Associate Superintendent for Human Resources, at (916) 686-7795, for matters involving a potential complaint or concern regarding a district employee. You may contact the Associate Superintendent for Pre-K-6 Education, at (916) 686-

7704 regarding a potential complaint or concern related to a PreK-6 student (or students); and you may contact the Associate Superintendent for Secondary Education, at (916) 686-7706, regarding a potential complaint or concern related to a student (or students) in grades 7-12. No one shall be retaliated against for reporting any incident of alleged discrimination or harassment, and complainants' identities will be kept confidential to the extent practical in the course of investigating the incidents of alleged discrimination, harassment, intimidation and bullying or sexual harassment.

Uniform Complaint Procedures

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.

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, and special education programs.

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. If you have questions regarding the Uniform Complaint Procedures, you can contact the district's Legal Compliance Specialist in Human Resources at (916) 686-7795.

California Education Codes for Discipline

SUSPENSION

If a student's behavior is a threat to the safety, health or emotional well-being of others, and previous methods of prevention and intervention have not been successful, that student may be suspended in accordance with state law and district policy. Suspension may be imposed upon a first offense if the Superintendent, principal or designee determines the student violated Education Code section 48900(a)-(e) or if the student's presence causes a danger to persons.

[E.C. 48900.5]



APPENDIX I

EGUSD Table of Education Codes Related to Discipline 2023-2024

- 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
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Mandatory Actions:

- 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

Other potential actions:

- 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
- *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.*

Mandatory Actions:

- 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

Other potential actions:

- 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 • *Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of*

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
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Mandatory Actions:

- 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

Other potential actions:

- 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
- *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.

Mandatory Actions:

- 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

Other potential actions:

- 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

Other potential actions:

- 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.*

ED CODE 48900(b)**Mandatory Actions:**

- 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

Other potential actions:

- 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

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
Mandatory Actions:		re-entry conference if suspended	
<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 		Other potential actions: <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 	<ul style="list-style-type: none"> • 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
		Mandatory Actions:	Other potential actions:
		<ul style="list-style-type: none"> • Ensure due process • Conference with student 	

- 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

Mandatory Actions:

- 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

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

Mandatory Actions:

- 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

Selling Drugs

- 5 Day Suspension if Student is selling or sold a controlled substance
- Recommendation for expulsion if Student is selling or sold a controlled substance

Other potential actions:

- 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
 - *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.*
- Mandatory Actions:**
- 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

Selling Drugs

re-entry conference if suspended

Other potential actions:

- 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(d)

Mandatory Actions:

- 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

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).

- 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
- Selling Drugs**
- 5 Day Suspension if Student is selling or sold a controlled substance
 - Recommendation for expulsion if Student is

selling or sold a controlled substance

Other potential actions:

- 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

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</i> 	<p><i>suspension may extend up to 5 days.</i></p> <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 • <p>Notify law enforcement (refer to AR 5144.3 and 5145.11)</p> <ul style="list-style-type: none"> • 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 • <p>Notify law enforcement (refer to AR 5144.3 and 5145.11)</p> <ul style="list-style-type: none"> • 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</i> 	<p><i>suspension may extend up to 5 days.</i></p> <p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • <p>Notify law enforcement (refer to AR 5144.3 and 5145.11)</p> <ul style="list-style-type: none"> • 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 • <p>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</p> <ul style="list-style-type: none"> • Review past alternative means of correction (Ed. Code 48900.5) 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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.*

Mandatory Actions:

- 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

Other potential actions:

- 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.*

Mandatory Actions:

- 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

ED CODE 48900(g)

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

Other potential actions:

- 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

THEFT OR STEALING

Stole or attempted to steal school property or private property.

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
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Mandatory Actions:

- 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

Other potential actions:

- 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.*

Mandatory Actions:

- 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

Other potential actions:

- 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.

Mandatory Actions:

- 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

Other potential actions:

- 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 	<p>exclusionary disciplinary action may not have been taken against the student.</p> <ul style="list-style-type: none"> • <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 	<ul style="list-style-type: none"> • <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 	<p>exclusionary disciplinary action may not have been taken against the student.</p> <ul style="list-style-type: none"> • <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 	<ul style="list-style-type: none"> • <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 	<p>entry</p> <ul style="list-style-type: none"> • 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.
- *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.*

Mandatory Actions:

- 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

Other potential actions:

- 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
- *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.*

Mandatory Actions:

- Ensure due process
- Conference with student
- Collect statements from other witnesses •

ED CODE 48900(k)

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

Other potential actions:

- 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

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
Mandatory actions: <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 	Potential actions: <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> 	Mandatory actions: <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

Potential actions:

- 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) • *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.

Mandatory actions:

- 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

Potential actions:

- 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	<p>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.</p> <ul style="list-style-type: none">• <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	<ul style="list-style-type: none">• 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 	<p>exclusionary disciplinary action may not have been taken against the student.</p> <ul style="list-style-type: none"> • <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 	<ul style="list-style-type: none"> • <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
Mandatory Actions: <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). 	Mandatory Actions: <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). 	Mandatory Actions: <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
Mandatory Actions: <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 Other potential actions: <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 	<p>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.</p> <p><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: <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 Other potential actions: <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 	<p>outside services/supports</p> <ul style="list-style-type: none"> • 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> Mandatory Actions: <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 Other potential actions: <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

ED CODE 48900(p)

- Possible consideration for a Recommendation of Expulsion

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. • "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 	<p><i>regarding the student(s) involved, days of suspension may extend up to 5 days.</i></p> <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 • 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 • 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

ED CODE 48900(q)

- Notify law enforcement (refer to AR 5144.3 and 5145.11)

- 3 – 5 day suspension
- Possible consideration for a

Recommendation of Expulsion

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 • 	<p>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</p> <ul style="list-style-type: none"> • 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>ED CODE 48900(r)</p> <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

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 • <p>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</p> <ul style="list-style-type: none">• 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.• “First offense” refers to the first documented	<p><i>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></p> <ul style="list-style-type: none">• 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 • <p>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</p> <ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• 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 • <p>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</p> <ul style="list-style-type: none">• 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
Mandatory Actions: <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) 	<ul style="list-style-type: none"> • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended Other potential actions: <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 	<ul style="list-style-type: none"> • 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.

Mandatory Actions:

- 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

Other potential actions:

- 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.

Mandatory Actions:

- 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

Other potential actions:

- 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) 	<ul style="list-style-type: none"> • 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) • 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) • *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.*
- Mandatory Actions:**
- 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

- Other potential actions:**
- 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 	<p>persons. In such instances, 1–3 day suspension.</p> <ul style="list-style-type: none"> • <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 	<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 • 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

Other potential actions:

- 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	
Mandatory Actions: <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		<i>been taken against the student.</i> <ul style="list-style-type: none">• <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> Mandatory Actions: <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		<i>suspension may extend up to 5 days.</i>	
Other potential actions: <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		Other potential actions: <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</i>		Mandatory Actions: <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 Other potential actions: <ul style="list-style-type: none">• Consider alternatives to suspension• Restorative Practices/Interventions• Student Study Team (SST)	

ED CODE 48900.7

- 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 • <p>Notify law enforcement (refer to AR 5144.3 and 5145.11)</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • <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 • <p>Notify law enforcement (refer to AR 5144.3 and 5145.11)</p> <ul style="list-style-type: none"> • 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>ED CODE 48915</p> <p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • <p>Notify law enforcement (refer to AR 5144.3 and 5145.11)</p> <ul style="list-style-type: none"> • 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
- Site MTSS process
- 3–5 day suspension
- Contact Foster Youth Services
- Referral to Student Support Centers for outside services/supports
- Possible consideration for a Recommendation of Expulsion

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.)