2026 – 2027

C. W. Dillard Elementary School

Family – Student Handbook

C.W. DILLARD
PIONEERS

Pioneer Pride . . . Be Respectful ❖ Be Responsible ❖ Be Safe

Mission *Statement*

of the Elk Grove Unified School District

The Elk Grove Unified School District
will provide a learning community that challenges **ALL** students
to realize their greatest potential.

ELK GROVE UNIFIED SCHOOL DISTRICT CORE VALUES

1. **Outcomes for Students**
   - Achievement Of Core Academic Skills
   - Confident, Effective Thinkers And Problem Solvers
   - Ethical Participants In Society

1. **Commitments About How We Operate As An Organization**
   - Support Continuous Improvement Of Instruction
   - Build Strong Relationships
   - Find Solutions

1. **High Expectations For Learning For ALL Students And Staff**
   - Instructional Excellence
   - Safe, Peaceful, And Healthy Environment
   - Enriched Learning Atmosphere
   - Collaboration With Diverse Communities And Families

District Administration

David E. Reilly
Superintendent

Mark Cerutti
Deputy Superintendent,
Education Services & Schools

Jenifer Avey
Assistant Superintendent of Schools
PreK-6 Education

Martin Fine
Director
PreK-6 Education

Michael Gulden
Director
PreK-6 Education

Elizabeth D. Rueda
Director
PreK-6 Education

Dr. Jody Boyle, Ed. D.
Director
PreK-6 Education

School Office

Hours – 7:45am to 4:15pm

9721 Dillard Rd.
Wilton, CA 95693
(916) 687-6121
(916) 687-8183 Fax

School Site Administration

Trina Keating
Principal

Robert Aikman
Vice Principal

EGUSD Board of Education

Beth Albiani
Jennifer Ballerini
Delia Baulwin
Susan Davis
Heidi Moore
Michael Vargas
Sean J. Yang

District Office

Elk Grove Unified School District
9510 Elk Grove-Florin Road
Elk Grove, CA 95624
(916) 686-5085

Transportation

(916) 686-7733

Visit the Dillard Website at https://dillard.egusd.net/

Dillard's Vision and Mission Statement

Our Vision…

Dillard scholars will pursue the skills needed for college and career readiness through hard work and determination.

Our Mission and Areas of Pride

C.W. Dillard Elementary provides a unique educational experience for children, from the safety of the campus, to the warmth of the learning environment, and to the rigor and breadth of the instructional programs. All aspects of the school contribute to providing students with the skills they need to be successful learners.

The heritage and culture of this pioneering school is ever present throughout all aspects of a Dillard education. Anyone who walks onto the C.W. Dillard campus can see and feel the pride of all Pioneers who have ventured through its halls. C.W. Dillard is named after Columbus Wade Dillard who donated the grounds for the school in 1914. This contemporary Dillard School is the unified product of three smaller "schoolhouses". The Davis School founded in 1856, the Lee School founded in 1872, and the Dillard School founded in 1914, combined to become C.W. Dillard School in 1927.

Even though Wilton is only 15 minutes away from suburban Elk Grove, C.W. Dillard Elementary School enjoys the simplicity of country life, where the focus is on children, families, and community. Parent and community support continue to be the cornerstone of our success. Whether it is parents volunteering in the classroom, local fire and law enforcement officers sharing time with students, or all members coming together for fund raising or social events, C.W. Dillard incorporates all components of life to enrich and educate each student. Parents support students and send a clear message that education and regular attendance are important to the family. They also provide guidance by serving on the Site Council, assisting the PTO in their functions, working as classroom and library volunteers, and planning activities or attending field trips. The Dillard staff is also paramount to student success and takes pride in making this school the best it can be. Within each classroom, teachers dedicate themselves to motivating and inspiring each child to set and achieve high academic goals. It is the team effort of teachers, families, and community members working together that makes it possible for **ALL** students at C.W. Dillard Elementary to reach their greatest potential.

Students are provided with a safe learning environment, because safety is our first priority and discipline is strictly enforced. We emphasize cooperative, responsible, and respectful behavior. The atmosphere of the school makes students feel comfortable and secure, freeing them to focus on achieving their academic goals.

Dear Pioneer Families,

Welcome to the 2026-2027 school year! I'm so excited to start this new year and look forward to all the growth and learning that will take place. C.W. Dillard Elementary School is a place where every child can be both challenged and nurtured as they work towards their highest potential. As we begin, I want to take a moment to revisit the goals we have for our students and the ways we can all contribute to their success.

Our district's mission is to "provide a learning community that challenges all students to realize their greatest potential." We strive to live out this mission every day at our school. To achieve this, it's essential that we create a safe learning environment where every student feels secure. Our school rules and procedures are in place to help us maintain this safety, allowing our students to focus on their learning.

We are incredibly fortunate to have a dedicated team of highly qualified and well-trained teaching and support staff. This outstanding group of professionals is committed to meeting your student's academic and safety needs, and they work hard to make every day a great day for learning.

Parents and family members are essential partners in this journey. We know that the support you provide at home is invaluable. Whether it's ensuring your child has the structure they need, making sure they are ready for school each day, or guiding them through their homework, your efforts make a huge difference.

To ensure everyone has a clear understanding of our procedures and expectations, **please take some time to review the student handbook with your child. After you've done so, please complete the google verification form.** This step helps us all work together toward a positive and productive year.

I am confident that by working together, we can help all our students achieve the high goals they and their teachers have set for them. We look forward to a fantastic year ahead!

Sincerely,
Trina Keating
Principal

C.W. DILLARD ELEMENTARY
SCHOOL STAFF

			Extension
Mrs. Keating	Principal		
Mr. Aikman	Vice Principal		
Mrs. Cools	Secretary	Office	11362
Mrs. Ebberts	Office Assistant	Office	11363
Ms. Avila	AM TK	Room 101	11350
Mrs. Evans	PM TK	Room 101	11350
Mrs. Alikhan	AM Kindergarten	Room 106	11352
Mrs. Young	PM Kindergarten	Room 106	11352
Mrs. Gallagher	First Grade	Room 172	11384
Ms. West	First Grade	Room 169	11382
Mr. Coppola	Second Grade	Room 181	11388
Mrs. Miller	Second Grade	Room 184	11390
Ms. Eddy	Second Grade	Room 189	11392
Mrs. Espinoza	Third Grade	Room 196	11396
Mr. Jedlicka	Third Grade	Room 193	11394
Mrs. Engelman	Fourth Grade	Room 205	11399
Mrs. Perfler	Fourth Grade	Room 202	11397
Ms. Bowman	Fifth Grade	Room 239	11413
Mrs. Lambertus	Fifth Grade	Room 236	11411
Mr. Edwards	Sixth Grade	Room 232	11410
Ms. Pettenger	Sixth Grade	Room 228	11408
Mrs. Schumacher	Level 4	Room 176	11387
Mr. Barber	Computer	Room 130	11365
Ms. Thompson	PE	Room 192	11393
Ms. Merwin	VAPA	Room 192	11393
Mrs. Coppola/Mrs. DeYoung	AIT	Room 206	11400
Miss Hutchinson	Learning Center Teacher	Room 137	11428
Mrs. M. Brown	Learning Center Teacher	Room 136	11370
Ms. Lewis	Learning Center Para Educator	Room 132	11415
Mrs. Quilao	Psychologist	Room 134	11368
Mrs. Love	Mental Health Specialist	Room 135	11369
Mrs. Reyes	Counselor	Room 227	11407
Ms. Hirsch (Remote)	Speech/Language Specialist	Room 133	11367
Mrs. Hawkins	Speech Asst.	Room 133	11367
Mrs. Stotts-Petzold	Nurse	Room 121	11380
Mrs. Ortiz	Food Service - Lead	Kitchen	11375
Mrs. Rodiquez	Food Service	Kitchen	11375
Mr. Maroney	Custodian - Lead	Room 217	11404
Ms. Ewen	Custodian - PM	Room 217	11404
Mr. Rosebrooks	Custodian – PM	Room 217	11404
Mrs. Payne	Librarian	Library	11372
Mrs. Anderson	Para Educator		
Mrs. Crable	Para Educator		
Mrs. Dutt	Para Educator		
Mr. Oneto	Para Educator		
Mrs. Stewart	Para Educator (TK)		
Mrs. Wood	Para Educator (TK)		

FIRST DAY OF SCHOOL

August 13, 2026

SCHOOL HOLIDAYS

Labor Day – September 7
Veteran's Day – November 11
Thanksgiving Break - November 23 – 27
Winter Break - December 21 – January 4
Martin Luther King, Jr. Day – January 18
Lincoln's Birthday – February 8
Presidents' Day - February 15
Spring Break – March 15 - 19
Last Day of School - May 27
Memorial Day – May 31

SCHOOL MASCOT

Pioneers

SCHOOL COLORS

Royal Blue & White

SCHOOL SPIRIT DAY

Fridays
Wear school colors or spirit wear

DISTRICT PARENT HANDBOOK

The Elk Grove Unified School District's 2026-2027 Parent Handbook is available through egusd.net. This handbook contains useful information related to district practices and procedures.

STUDENT REGISTRATION AT C. W. DILLARD ELEMENTARY SCHOOL

Registrations for the 2026-2027 school year are taken throughout the school year. Registration forms may be picked up from the school office or found on the district website at www.egusd.net. The school office is open from 7:45 AM - 4:15 PM daily. Please note that children currently enrolled at C. W. Dillard and residing within our school boundaries will automatically be registered for the 2027 -2028 school year.

SCHOOL INFORMATION AND PROCEDURES

SCHEDULES

Regular School Day:

Grades 1 – 6	9:00 – 3:20
TK - AM	9:00 – 12:20
TK – PM	11:50 – 3:20
AM Kindergarten	9:00 – 12:20
PM Kindergarten	11:50 – 3:20

Minimum Day:

Grades 1 – 6	9:00 – 1:30
TK – AM	9:00 – 12:20
TK - PM	11:50 – 3:20
AM Kindergarten	9:00 – 12:20
PM Kindergarten	11:50 – 3:20

Early Out Wednesday:

Grades 1 – 6	9:00 – 2:30
TK - AM	9:00 – 12:20
TK – PM	11:50 – 2:35
AM Kindergarten	9:00 – 12:20
PM Kindergarten	11:50 – 2:35

Breakfast:

8:30 – 9:00

On-Campus Procedures for Arrival/Dismissal

STUDENT CHECK OUT/EARLY DISMISSAL

Any parents, guardians, or other adults, picking up children before regular dismissal times must first go to the office and sign them out. The office staff will call for the child and the teacher will direct the child to the office for check out. **Any person picking up a child early must be listed on the child's Emergency Card**.

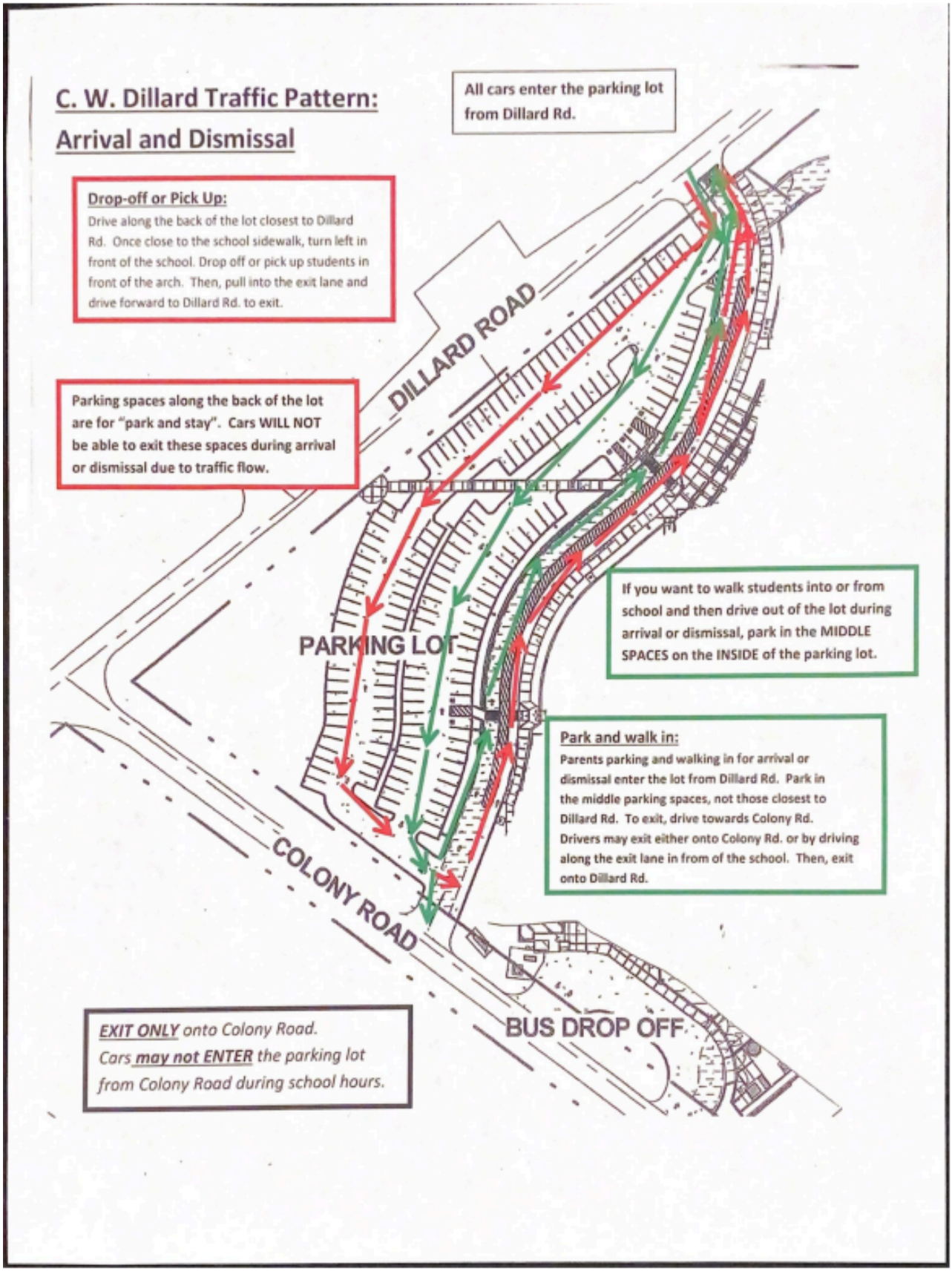
STUDENT DROP-OFF AND PICK-UP

TK - Kindergarten

- AM TK/K students will enter through the kindergarten playground gate where they will go directly to their classrooms at the start of their day. PM TK/K students will enter through the kinder double doors. Teachers will meet students at the doors and have them line up to enter the classroom in the hallway.
- The door to the kindergarten wing will remain locked to provide additional security.
- Kindergarten students will stay with their teacher to be picked up by the appropriately identified parent(s) at dismissal time. TK will be dismissed from double doors. Kinder will be dismissed from the playground gate. Family members picking up must park in the parking lot and walk up.

STUDENT DROP-OFF AND PICK-UP (continued)

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



STUDENT DROP-OFF AND PICK-UP (continued)

All Students:

- Families should have a plan for who will pick up students, as well as their designated pick-up location. Students should know their pick-up arrangements at all times.
- A parent or guardian must either send written instructions to the teacher or call in the instructions to the front office, if a parent/guardian is requesting that an alternate person be given permission to pick up their student that day.

STUDENT ARRIVAL/DISMISSAL

For our children's safety, students are not allowed on campus earlier than 15 minutes **(8:45)** before their starting time (hallway opens at 8:50), unless they are taking part in our ExL before-school program, tutoring, breakfast, or a pre-arranged school activity. Students taking part in the ExL may arrive at 8:00. Students who are not taking part in after school activities or attending the ExL program should leave school promptly upon dismissal. We **do not have supervision** for students who arrive too early or stay late unless they are enrolled in the ExL program or part of a pre-arranged school activity. In addition, students are not allowed to leave the school grounds without permission.

Before School - Soft Start:

Students will:

- Arrive to the MP room and sit at a table, no earlier than 8:30 for breakfast
- Sign up for the ExL program if arriving earlier than 8:30
- Clean and line up in the MP room beginning at 8:45; staff will walk student lines to classrooms
- Hallways to classrooms open up at 8:50

At 8:50, teachers open doors to welcome students into the classroom. Teachers will be supervising students, helping them prepare for a calm start to their day.

- Parents may walk students to class to drop them off beginning at 8:48
- If you would like to meet with your child's teacher (before or after school), please email or call to schedule a time with them

When the rooster crows at 8:58, teachers and students prepare for their instructional day to begin and families make their way off campus.

By 9:00, doors and gates will be closed and locked to ensure the safety of our students. All adults who are not signed in to volunteer must exit the campus.

Late Arrivals:

Students arriving after 9:00 enter through the front office to sign in. Students will get a pass and walk to class.

After School:

Students will:

- Walk to pick-up areas when dismissed from the classroom at the end of the day
- Wait on the sidewalk directly in front of the front arch and watch for their ride if being picked up by car. Cars will pull as far forward and stop at the appropriate cone to allow for their student to safely get in.
- Wait for an adult before using the crosswalk across Dillard Road. Students must NOT use this crosswalk without an adult.

Bike Riding:

- Bike riders must wear safety helmets.
- Upon arriving on campus, students must walk their bike to the MP where the bike will be stored during the school day.
- Bike riders must be supervised by a teacher when crossing the crosswalk on Dillard Road.

ATTENDANCE/TARDIES

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

1. Students are expected to report to class on time.
2. Students who have been absent from school are to bring a written excuse from their parent upon their return **only** if they did not call the school office to clear the absence. If your child visits the doctor, please bring a doctor's note that includes the number of days your child should be excused.
3. If your child is going to be absent from school because of illness or for a personal reason, please call the office or send an email to cwdattendance@egusd.net on the day of the absence to let us know **(even if you have informed the teacher)**.
4. If attendance is a recurring problem, parents will be asked to meet with an administrator and teacher for the following reasons:
   a. Absence without a written excuse or telephone call
   b. Unexcused tardiness
   c. Truancy, (absence without parental permission)
5. Attendance that does not improve or is excessive will generate a letter from the District Office for the following reasons:
   a. Unexcused absences
   b. Excused absences
   c. Tardies
   d. Truancy
   e. Early dismissal
   f. Illness
6. Excused Absences (see AR 5113 for more detail)
   1. Personal Illness – Limit 14 per school year without a Doctor's Note
   2. Quarantined by Health Officer
   3. Medical Appointment
   4. Funeral of "immediate" Family Member
   5. Jury Duty
   6. Religious Instruction or Exercise
   7. Illness or Medical Appointment of a Child

8. Service as a Member of a Precinct Board
9. To spend time with an immediate family member who is an active duty member of the uniformed services, and has been called to duty for deployment to a combat zone or a combat support position or is on leave from or has immediately returned from such deployment
10. To Attend His/Her Naturalization Ceremony to Become a United States Citizen
11. Justifiable Personal Reasons - With Prior Approval

CLASSROOM VISITATIONS/VOLUNTEERS

Parents may request to visit their children's classroom if they wish **except during periods of testing**. The parent must first contact the school office to request a classroom visit then the teacher will contact the parents within 24 hours of the request to set up a date and time for the class visit. Volunteering (i.e. chaperone on field trips, working in classrooms, assisting with activities) requires the completion of the EGUSD Volunteer Application Packet (new this year) and fingerprint clearance.

All visitors must, however, check with office personnel and sign the visitor/volunteer log before entering the school grounds or before going to the classroom. This is required for the protection of all our students. Parent involvement and assistance in all classrooms is encouraged and appreciated. All volunteers must obtain fingerprinting clearance following EGUSD processing before assisting in the classroom or at other school activities or events. Finally, students are not permitted to bring student guests to spend the day.

HEALTH

Students need to be 24 hours free of vomiting, diarrhea or a temperature of 100 degrees or higher before returning to school.
The parent of a student with a communicable disease should notify the school by telephone as soon as the illness is diagnosed. A doctor's note is required to determine when the student can return to school.

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

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

CRUTCHES

I. Definition Support used to assist a physically injured or disabled person to aid in walking, usually designed to fit under the armpit and often used in pairs.

II. Initial Management

- School nurse is notified of student with crutches
- Medical provider provides an order for crutch use at school
- Special consideration may be needed for resting, sitting, and maneuvering around school campus

III. Safety Considerations for Crutch Use

- Crutches should have rubber tips on the bottom and padded arm piece
- Crutches must be appropriate size for student (2 fingers below axilla when standing straight
- Accommodations may include assistance with opening doors, repositioning, carrying books, and personal care

WHEELCHAIRS/KNEE SCOOTERS

I. Definition: A manually operated or power-driven device designed primarily for use by an individual with a mobility disability. Mobility may be temporary or long term.

II. Initial Management

- School nurse is notified of student with wheelchair/knee scooter
- Medical provider provides an order for wheelchair/knee scooter use at school
- Special consideration may be needed for resting, changing positions in chair, and maneuvering around the school campus

III. Safety Considerations for Wheelchair/Knee Scooter Use

- Wheelchair/knee scooter must be in good working order with brakes that lock and unlock
- Wheelchair/knee scooter must be appropriate size for student to prevent skin irritation
- Accommodations may include assistance with opening doors, repositioning, and personal care
- **Wheelchairs in the health office are to be used for student emergency use**
- **Students are not authorized to push other students in wheelchairs**

ACCIDENTS OR ILLNESS

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

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

Student Accident Insurance

Dear Parents/Guardians:

The school district assumes no liability for accidents to students at school (E.C. 49472, 49471, 48980) and the district does not provide medical insurance for individual students. However, you may purchase student accident insurance if you wish to do so.

Serviced by: K&K Insurance Group, Inc. Phone: 855-742-3135

Visit our website for faster enrollment: www.studentinsurance-kk.com Online Enrollment—Secured Accident Coverage can be purchased any time throughout the year.

CAFETERIA SERVICES

The lunchroom is equipped with the CAFS (Computer Assisted Food Service) system. All students have been assigned a four-digit PIN (Personal ID Number). The number is only for internal, departmental use and is strictly for tracking meal count information.

Universal Meals for All: Free meals continue for all enrolled students. CA legislation (AB130) established Universal Meals for all enrolled students until further notice. AB 130 also requires that public school districts offer two meals (breakfast & lunch), free of charge, during each school day, to any enrolled child requesting a meal regardless of their free or reduced-price meal eligibility.

Meal Applications: While parents do not need to complete the application for the Free & Reduced-price Meal Program (FRMP) in order to receive meals at no cost, parents who complete the FRMP application may be eligible for other benefits like discounted utilities and free AP testing. Parents are welcome to complete the application online or a paper may be obtained from the school office. The information is also available through ParentVue.

TELEPHONE USAGE

Students are permitted to use school phones for emergencies. Special arrangements for out-of-school activities or for transportation should be made prior to school. **Forgetting homework, library books, etc. is not deemed an emergency.** Cell phone use by students is not allowed on campus. Student cell phones are to be turned off and kept in their backpacks while on school property. If a student needs to use their cell phone while on campus, they may do so in the front office.

TRANSPORTATION

Transportation will be available for a fee for students who live in designated service areas, which includes the C.W. Dillard Elementary School attendance area.

If you would like to receive transportation services, you must complete the following:

- School Bus Pass Application found online at egusd.net. **Services available and associated fees are listed on this application.**

- Submit application online or return the application with the supporting documentation (if required) and mail a check made out to "Elk Grove Unified School District" to: Transportation Department, 8421 Gerber Road, Sacramento, California 95828.

Safe behavior on the bus is required whether traveling to or from school or on a field trip. The driver and/or teacher will explain and enforce the rules of proper behavior. Progressive discipline and bus citations will be issued for misbehavior on the bus. Please note that serious or repeated behaviors could result in suspension from the bus.

LOST AND FOUND

Lost and found items are kept in large containers or hung on the mobile clothes rack in the student center/ multi-purpose room. **Please write your student's name on jackets and other appropriate clothing items so they may be returned promptly if found.** Every year we donate many new or gently used items to charity organizations when there is no name written to identify the owner.

HOME/SCHOOL COMMUNICATIONS

NOTICES

We are cutting back on paper and copies. School notices and calendars are now posted on C.W. Dillard's website at https://dillard.egusd.net/ as well as being sent by email. If you do not have an email address or access to our website, please stop by the office to pick up a hard copy or notify your child's teacher.

Contacting a Teacher

Communication between teachers and parents is extremely important. Teachers welcome your notes, emails, and calls. Teachers stay connected with families through various methods such as Talking Point (text messaging), Synergy emails, and class DoJo. Families are encouraged to sign up for ParentVue and Talking Points. Please make sure your cell numbers and emails are up to date with the school.

Conferences may be arranged at a parent's request. Please know that a 24-hour notice is required. Teachers are usually available to accept phone calls from 8:15 - 8:50 AM and after school until 3:45 PM. During the day, the office will take messages, and the teacher will return the call as soon as practical.

If You Are Concerned About Something, Talk To The Teacher First. Other than you, the teacher has the most direct contact with your child. If a situation is still not resolved after adequate communication with your child's teacher, you can contact an administrator.

TEXTBOOKS

Each student is issued a numbered copy of the textbooks for his/her grade at the beginning of the school year. He/she is individually responsible for these books for the year. If a book is lost or damaged, the student will have to reimburse the school district for the value of the book, depending on the original condition of the book when issued to the student. It is important that you and your child discuss their responsibility for these textbooks.

HOMEWORK POLICY

Homework is an important means of improving learning. It is an opportunity for students to practice independently and to enrich what they have already learned. Your child's teacher will distribute a complete description of his/her homework policy on Back to School Night. Make-up homework may be requested, under reasonable conditions, by calling the school office before noon for pick up at school dismissal.

TESTS

Achievement Tests are administered to the students throughout the school year. The California Assessment of Student Performance and Progress (CAASPP) will be administered to students in Grades 3 – 6 during the spring trimester to assess student progress on the California Common Core State Standards. Individual student scores will be sent to parents. Classroom assessments will be given throughout the year. Tests are an important part of our program, as the results provide valuable information to teachers as they plan instruction to match student needs. Students learn test-taking skills in class, so their results accurately reflect their knowledge. Parents can help in this important effort by providing encouragement to their child to do their best.

STUDENT STUDY TEAM

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

COMMUNICATIONS ABOUT STUDENT PROGRESS

We highly value the role of parents in the education of their children. To foster a strong partnership, teachers communicate about student growth throughout the year. Three formal reporting methods are conferences, progress reports, and report cards which are available on Synergy and accessed through ParentVue:

Parent/Teacher Conferences:

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

Progress Reports:

Mid-trimester, teachers send reports to parents about the progress of students who are falling below expected goals. **Progress reports are only required if the student is not making appropriate progress, or if requested by a parent.** If you have questions regarding a progress report, please call your student's teacher. Progress reports for students whose grades are deficient will be sent home by these dates:

Trimester 1: September 25
Trimester 2: December 18
Trimester 3: April 9

Report Cards:

We have three reporting periods during the school year, at the end of each trimester. This year, report cards will be available in ParentVue on these dates:

Trimester 1: November 13
Trimester 2: March 5
Trimester 3: May 27

HONORS, AWARDS, AND RECOGNITION

Each trimester, we recognize students who have demonstrated strong character and outstanding academic achievement. Six times during the year, TK–6th grade students in each classroom are honored for showing good character traits as part of our Character Counts program. Awards assemblies for students in grades 4th – 6th will be conducted at the end of each trimester, honoring students for academics, effort, and attendance. Parents/guardians are encouraged to attend.

CLASSROOM ASSIGNMENTS

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

DONATIONS TO SCHOOLS

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

PARENT INVOLVEMENT OPPORTUNITIES

At C.W. Dillard, we realize the power and potential of parent involvement in their children's education. We welcome and encourage active participation in your child's education. To ensure student safety, all volunteers must obtain fingerprinting clearance following EGUSD procedures. Please contact the school office if you need assistance. The following chart is designed to help you identify the areas in which you could get involved:

CLASSROOM

Classroom Volunteer
Contact your child's teacher
Room Mother or Father
Organize class parties, etc.
Contact your child's teacher
Classroom Support From Your Home
Assist with misc. preparation activities
Contact your child's teacher
Be a Special Presenter/Guest Speaker
Share a hobby, career, etc.
Contact your child's teacher

SCHOOLWIDE

Parent Teacher Organization Member
Join and participate in monthly meetings
Assist with PTO Fundraisers
Participate on the PTO Executive Board
Elected Positions
Library Volunteer
Contact the Librarian
Participate in the School Site Council
Elected Positions
Participate in Campus Committees
Watch for notices/emails sent home

PARENT-TEACHER ORGANIZATION (PTO)

Parents are an important part of the CW Dillard School family. Through their involvement with events and activities that we provide. Without your continued dedication of time and talents we would not have such an amazing school. Through the efforts of the PTO, we are able to enhance the educational experience of our children. We strongly encourage parents, grandparents, and other interested community members to join our PTO and make a positive difference in your children's lives.

There will be a variety of membership and volunteer options from which you can choose. Your membership dues help us support the school in many ways: funding fun and memorable activities for your children, additional teacher materials needed for special projects, computer programs, library books and needed library materials, custodial equipment, and office supplies (if needed).

Our PTO General meetings are held once a month during the school year. Your input, talents and love for Dillard kids are needed. Please consider giving a little to your school by being a member of the PTO.

STUDENT PROGRAMS

It is our desire that you thoroughly understand your child's educational program. Our **"Back to School Night"** allows us to better acquaint you with the year's program. This is a night for parents and students to meet their teachers and learn about the classroom routines and expectations. A summary of some of the student programs are as follows:

ENGLISH-LANGUAGE ARTS

The English Language Arts Common Core State Standards have been adopted by the state of California and are implemented by all teachers in the Elk Grove Unified School District. We implement the *California Reading Wonders* curriculum from McGraw-Hill Education for ELA-ELD instruction. Teachers use this along with literature and Accelerated Reading within their classroom programs to help all students achieve mastery of grade level standards. They also use social studies and science textbooks, short stories, poetry, plays, essays, biographies, and novels to help all students achieve grade level goals and objectives.

MATHEMATICS

Common Core State Standards in Mathematics have also been adopted and are being implemented by all teachers in the Elk Grove Unified School District. Teachers use the *enVision Mathematics* curriculum published by SAVVAS to engage their students in higher order thinking to reach mastery of all CCSS math standards at their grade level.

HISTORY/SOCIAL SCIENCE

The K-6 History/Social Science program in the Elk Grove Unified School District is standards-based with an emphasis on both subject-area content and historical and social science analysis skills. The K-6 curriculum (*Impact: California Social Studies* from McGraw-Hill Education) contains strategies for writing, note-taking, critical thinking, vocabulary development, and building success in comprehending expository text. Primary source materials, both written and through media, are included to enhance student engagement in learning about people and events of the past.

SCIENCE EXPLORATION

State-adopted Next Generation Science Standards are implemented using *Amplify Science* in grades K-5 and *STEMscopes* in sixth grade. Frequently taught science topics -- including weather, plants, animals, the human body, space, geology, ecology, and energy -- are treated in appropriate depth at each grade level. Classroom hands-on activities allow students to discover for themselves important concepts developed in the text. Students will also be involved in expository reading.

COMPUTER TECHNOLOGY

Students in grades 1 – 6 receive computer instruction two times each week in the school's computer lab and/or through Chromebooks in the classroom. Instruction focuses on word processing, multimedia presentations, and use of computer resources as a tool for learning and to demonstrate what has been learned in English language arts and mathematics.

Student Technology Acceptable Use Agreement.

The EGUSD Student Technology Acceptable Use Agreement can be acknowledged in StudentVUE/ParentVUE.

EGUSD Chromebook Agreement.

EGUSD provides Chromebooks for all students in grades 1-12. Chromebooks have become critical for instruction and are to be treated like instructional materials. Students are to bring Chromebooks to and from school every day, just like books, unless the students' teacher instructs otherwise. It is the responsibility of the student to ensure the Chromebook is fully charged each day. As with any borrowed school property (textbook or sports equipment), the Chromebook checked out to the student is the responsibility of the legal parents/guardians and the student to ensure the safety and security of the device at home. For more information, please read the EGUSD Chromebook Agreement.

PHYSICAL EDUCATION

Students in grades 1 – 6 receive 100 minutes of physical education instruction each week. Lesson plans are drawn from the Spark curriculum and additional resources to target specific skill areas. Fifth grade students are assessed each spring using the Fitnessgram Physical Fitness Test. Grades 4 – 6 are provided with physical education lessons by a subject matter teacher two times each week. Our physical education schedule is available in the front office.

Advancement Via Individual Determination (AVID)

AVID is implemented schoolwide at Dillard. Teachers use AVID strategies to help students learn tools and skills that will help prepare them to be college and career ready. Instructional areas focus on writing, inquiry, collaboration, organization, and reading (WICOR). Starting in 2025-26, Dillard is a District AVID Showcase School.

VISUAL AND PERFORMING ARTS

Teachers address fine arts standards in their classrooms. Areas of focus are art, music, oral language recitations, and dramatic performances.

SPECIAL PROGRAMS

PACE/GATE ACCELERATED LEARNING PROGRAM

The "Programs for Accelerating Creativity and Enrichment" (PACE) learning program is designed for pupils demonstrating a willingness to be challenged to learn a greater depth of existing curriculum, beyond that of the grade level standards. The accelerated "Gifted and Talented Education" (GATE) services will be delivered through differentiated instruction within the classroom during the regular school day and various after school hours.

SCHOOL NURSE

The health program at C.W. Dillard Elementary is administered by a qualified school nurse who provides the following services: vision and hearing screening; obtaining medical information and keeping records of each student; providing nutritional and dental health education. **Please note that the school nurse is only on campus one day per week.**

SCHOOL PSYCHOLOGIST

The school psychologist administers psychological tests, consults with teachers and parents on learning disabilities and/or social emotional problems. He/she may also be involved with individual evaluations of potential gifted and talented (GATE) students. A conference is always held with parents whenever direct services are provided. **Please note that the school psychologist is only on campus two days per week.**

MENTAL HEALTH THERAPIST / POSITIVE BEHAVIOR INTERVENTION SUPPORTS (PBIS)

A mental health therapist supports students weekly as part of the PBIS program. She works with students using a variety of interventions, including formation and implementation of social skills groups and individual support targeted to specific needs. In addition to the mental health therapist, a team of Dillard teachers and staff work together to implement positive behavior interventions and programs school-wide.

SPECIAL EDUCATION - RESOURCE SPECIALIST

The Resource Specialist (RSP) provides instruction and services to students identified by the Student Study Team. To qualify, these students must exhibit learning disabilities in one or more of the academic skills and/or psychomotor areas. The instructional plans based upon individual testing/evaluation and committee input are reviewed yearly or as needed with parent(s) and staff to ensure that the goals are appropriate, and that maximum progress is being made. The main goal is to make the necessary progress for the student to return full time to the regular classroom.

SPECIAL EDUCATION - SPEECH/LANGUAGE SPECIALIST

The Speech and Language Specialist screens all children referred by teachers or parents. In addition to working with children who need speech or language therapy, the specialist assists teachers with students whose primary communication disability may be in the auditory comprehension or processing areas. All testing and evaluations are individualized and begin only with prior parental consent.

SCHOOL ACTIVITIES

BACK TO SCHOOL NIGHT (FALL)

C. W. Dillard sponsors a night for **families** to visit the school and meet their teachers. During this session, teachers will share our school program for the new year. Teachers will review their classroom expectations and highlight programs and activities. This is a chance to meet your teachers and is **not** meant as conference time. Conferences should be scheduled individually with teachers at other times.

OPEN HOUSE (SPRING)

Open House occurs in the spring. This is a time when families and students can come together to visit the classrooms to view work and visit with the teachers. This is **not** conference time. Conferences should be scheduled individually with teachers at other times.

SCHOOL SITE COUNCIL (SSC)

The primary role of the School Site Council is to assist in the planning, implementation, and evaluation of our Local Control Accountability Plan (LCAP). The LCAP focuses on enhancing targeted areas of our curriculum and other key aspects of our school environment. This is done through collaborative decision-making on the allocation of funds received annually from the state. Our School Site Council is composed of our principal, 4 staff members, and 5 parents. The position for staff and parents on the SSC is voted upon. Each position is a two year term for staff and parent members.

STUDENT RECOGNITION

Students receive special recognition in their classrooms and during 4th – 6th grade awards assemblies. These awards promote and recognize a variety of achievements, including academic and citizenship. We also award one **Character Strong** student per class, six times a year, based upon students exhibiting good character choices.

Character Strong
2026-2027

Be Kind Be Strong Be Well

As part of Positive Behavioral Interventions and Supports or PBIS, Dillard School participates in our district curriculum, Character Strong. Character Strong is a program that focuses on developing and building up our students' character traits and shaping a positive school culture which includes learning about and putting into practice these characteristics:

- **Kindness**
- **Respect**
- **Responsibility**
- **Gratitude**
- **Empathy**
- **Perseverence**
- **Honesty**
- **Cooperation**
- **Courage**
- **Creativity**

Throughout the school year students who consistently exhibit a particular trait are selected, identified, and celebrated by teachers, staff, and their peers. These students are recognized at Friday Round-Up and are invited to enjoy a special pizza luncheon with Principal Keating and the other students who have received the honor. A certificate with their picture hangs in a prominent area in our school for all to see, and each recipient also receives a complimentary treat such as a Pizookie donated by BJ's Restaurant, a proud supporter of this program.

PBIS: STUDENT RESPONSIBILITIES

- Be Respectful
- Be Responsible
- Be Safe

At Dillard it is our goal to create a safe, positive learning environment. We implement ***PBIS (Positive Behavioral Interventions and Supports)***, a framework for establishing a school culture where all students are supported in making positive choices. To do this, we

- Have defined positive social expectations for all areas of the campus
- Teach students our expectations for all campus areas
- Acknowledge the positive behaviors of students
- Implement a behavioral referral process for those students who do not follow these expectations
- Thoroughly investigate incidents and use behavioral referral data to determine consequences and provide supports and interventions that are appropriate for each situation.

PBIS—General School Rules:

Be Respectful	Be Responsible	Be Safe
● Use kind words ● Respect property ● Include others	● Follow directions ● Be quiet in learning zones ● Keep our school clean	● Keep hands and feet to self ● Walk inside keeping to the right ● Stay clear of railings

PBIS—Rules for Each School Area:

	Be Respectful	Be Responsible	Be Safe
Classroom	● Use an inside voice ● Keep eyes on the speaker ● Respect school and classmates' property	● Be prepared to learn ● Bring all needed materials ● Stay on task as an active listener and learner	● Keep hands and feet to self ● Sit correctly with all chair legs on the ground ● Use all materials in a safe and appropriate way
Arrival/ Dismissal	● Follow adult directions ● Be ready to go once your car or bus arrives	● Take care of your backpack and belongings ● Be on time ● Know who is picking you up	● Wait in designated areas ● Wait for car to stop before walking to get in ● Enter crosswalks with an adult

Playground	● Share and take turns ● Use respectful words when playing with others ● Demonstrate good sportsmanship	● Put away equipment at the end of recess ● Follow all rules ● Freeze at the bell and walk to line at the whistle	● Walk out to the playground ● Use all play equipment safely and appropriately ● Stay in supervised areas
Cafeteria/MP	● Use an inside voice ● Follow adult directions ● Allow classmates to sit next to you	● Clean up your area and throw away your garbage ● Keep all food in the lunch area	● Keep hands and feet to self ● Raise your hand to go to the bathroom, get lunch items, or throw away trash ● Eat your own hot lunch or food from home
Hallways/ Staircases	● Use quiet voices ● Take turns entering and exiting doorways ● Walk in a line when you are with your class	● Keep all personal materials under control and in your hands ● Follow a direct path to where you need to go	● Walk and keep to the right ● Stay clear of railings and daylight openings
Bus Area	● Take turns getting on and off the bus ● Follow adult directions	● Go directly to blacktop when you get off the bus in the morning ● Wait in your bus line after school ● Be on time for your bus	● Use walking feet to and from the bus ● Keep hands and feet to self ● Stay clear of the road while waiting
Office	● Use a quiet voice ● Wait quietly ● Follow adult directions	● Have an office pass ● Follow a direct path to and from the office ● Put away materials you use	● Walk inside the office ● Keep hands and feet to self ● Stay in the office when waiting
Bathrooms	● One person in the stall at a time ● Take turns ● Leave once you are finished	● Wash your hands when you are done ● Keep the bathroom clean	● Walk at all times ● Keep water in the sink
Library	● Use a library voice ● Take turns using bean bags ● Take good care of books	● Use shelf marker when choosing a book ● Return books on time ● Follow computer rules	● Use walking feet ● Keeps hands and feet to self ● Keep chair legs on the floor
Computer Lab/ Chromebooks	● Enter the lab quietly ● Keep computer settings the way you found them ● Use your assigned computer	● Use the internet appropriately ● Leave a blue screen ● Keep food and drink away from the lab and chrome books	● Use computers with adults present ● Keep chair legs on floor
Learning Center	● Enter and work quietly ● Take turns	● Be prepared by having all needed materials ● Stay on task and be an active learner	● Walk to and from the Learning Center ● Sit correctly with chair legs on the ground

	● Be positive when responding to other learners	● Return all materials before leaving	● Use all materials in a safe and appropriate way
Assemblies	● Follow the quiet signal to get ready to listen ● Eyes on the speaker ● Applaud to show appreciation	● Follow directions	● Use walking feet ● Stay in your seat space ● Keep aisles clear

PBIS: Responding to Behavior

Sometimes, even with direct teaching of our rules, students still might not meet our behavior expectations. Teachers and staff will respond to student behaviors according to the level of severity and whether it is a new or repeated behavior. If teachers or yard supervisors determine that an incident is minor, they will investigate and address the incident, providing appropriate interventions. Each classroom teacher has rules and expectations specific to the needs of the classroom. These are shared at Back to School Night and through other classroom communications. Students may be referred to administration based on repeated inappropriate behaviors not remedied through the classroom setting. Serious/major incidents will be referred to the office for intervention. Severity of interventions will increase with repeated violations. A parent or guardian may be contacted to communicate the incident and to enlist additional support. Our goal is always to help a student learn from his or her behavior and to return to the learning environment as quickly as possible.

Possible Interventions:

- Verbal warning/redirect
- Private conference discussing more positive ways or responding
- Verbal or written apology
- Lose a privilege
- Change of seat in the lunchroom
- Community service
- Restricted activities at recess
- Call home/note to parent

(Note: Serious behavioral incidents may result in in-school or home suspension.)

Additional School Expectations:

General:

* Hands Free: We use the term “hands free” when students are using their hands or body in a way that can hurt others. For example, we would say, “Hands free” if a student is grabbing, jumping on, pushing, or hitting/kicking another student. Often children are playing but this kind of play usually results in someone getting hurt, upset, or angry. So, we ask our students to be “hands free” so everyone can stay safe.

* No dangerous objects or toy weapons may be brought to school including pocketknives, airsoft guns, or replica guns of any type
* No gum or sunflower seeds
* Play equipment, toys, stuffed animals, or other items from home are only allowed with permission of the teacher
* No trading cards of any kind are allowed at school
* No electronic games, IPODS, or other electronic entertainment devices are allowed at school **AND the school will not be responsible if these items are lost or stolen.**
* Cell phones must be turned off and stored in backpacks when arriving on campus and may not be turned on again while on campus. Students are not to receive or send texts during the day. If a child needs to make a phone call, they should use a school phone after asking an adult.
* Smart watches must be placed on airplane mode while on campus
* IPads and other electronic devices used as electronic readers may only be brought to school with permission from the classroom teacher and may only be used for the purpose of reading or doing other supervised academic activities. They may NOT be used for gaming, other entertainment activities, or any unsupervised activities. Also, **the school will not be responsible if these items are lost or stolen.**

Playground:

Lining Up

* At the sound of a long whistle blow - everyone freezes.
* At the sound of two short whistle blows- students walk to line.
* Students stand in line quietly, facing forward, hands to themselves.
* Students should use restrooms and get drinks **before** the freeze bell.

Play Structure

* Always walk in the bark area.
* Tag and running games are not allowed on the play structure or in the bark area.
* One person may slide down the slide at a time, and climbing up the slide is not allowed.
* On the monkey bars, travel in one direction.
* Students may not stand on top of monkey bars and chin-up bars.
* Use all equipment safely, taking turns to prevent crowding.

Basketball

* Maximum of 5 players per team on the court playing at one time.
* When the ball goes out of the court, both teams sub in.
* Pass in after a foul.
* Disputed calls are decided by a majority vote or rock, paper, scissors.
* Hands-free policy - avoid hitting or grabbing the ball from others.
* Only basketballs may be used.
* NO traveling or double-dribbling, and no more than 5 seconds in the key.

Four-square Rules:

* Maximum of 4 players
* Form a line outside the squares while waiting for a turn.
* The first person in line is the referee.
* The ball may only bounce once per square.
* Hit the ball with opened hands.

Tag:

* No tag at recess
* Tag games allowed if supervised by an adult (such as Shark and Minnows)

Soccer Rules:

* Maximum of 10 players per team; others need to wait in line to join when another player leaves.
* Show respect and use fairness when choosing teams.
* Follow the rules of soccer.
* The goalie is the only player to use hands.
* Disputed calls are decided by a majority vote.
* Hands-free - avoid slide tackles, hip checks, pushing, kicking other players.

Tetherball Rules:

* The new opponent chooses sides, direction of hitting, and gets to unwind.
* The winner may stay in for a maximum of three games **only**.
* The first person in line is the ref and calls out.
* The ball must be hit **only** with a fist or an open hand.
* Players may not climb the pole for any reason.
* Players may NOT sit on the tetherball.
* Each player in grades 1-2 must be allowed 2 hits, and 1 hit in grades 3 – 6, serve not included.

The following are not allowed:

* Kicking volleyballs or basketballs. *Only footballs, red balls, and soccer balls may be kicked and only on the field/grass areas).*
* Pushing, wrestling, play fighting or kick-fighting.
* Football games played without direct full supervision of an adult.
* Skateboards, skates, heely shoes, or bicycle riding on campus.
* Throwing sand, rocks, or any other object.
* Chasing others with sticks or other objects

Pioneer Pact

Be RESPECTFUL, Be RESPONSIBLE, Be SAFE

How do we Recognize Students who Show their Pioneer Best?

Students who are **Respectful, Responsible, or Safe** can earn Dillard Dollars from their teacher or other staff members. Students are responsible for holding on to their Dillard Dollars until the Trading Post opens. Trading Post opens at least once a month during recess times. Students can then trade their Dillard Dollars for items donated by families and the PTO. The operation of Trading Post is dependent on volunteers. If you are interested in volunteering during the school year, please contact the Dillard PTO.

What to Do When You Suspect Bullying

So what is bullying? Pattern behavior is the best description of bullying. This means that 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.

Pioneers should report mistreatment. The report will result in an immediate meeting with school administrators to review the district and site guidelines for harassment. One warning is offered for the child and their parent is contacted by phone and in writing. Any further evidence-based complaints after warning from the Administrator could result in a suspension.

Bullying Prevention

Because student **safety** is one of our top priorities, we do not allow any behaviors that infringe on the security or emotional or physical well-being of any student. We have developed strategies for bullying prevention and intervention to help keep students **safe** and ensure a healthy learning environment. We have an extensive board policy on bullying that covers a variety of areas, including cyberbullying, bullying prevention, intervention, complaints and investigation, discipline, and enforcement mechanisms.

Social and Emotional Learning and Mental Health

Social and emotional learning (SEL) is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make **responsible** and caring decisions. SEL advances educational equity and excellence through authentic school-family-community partnerships. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to **safe**, healthy, and just communities.

SEL programming is based on the understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging, and meaningful. Social and emotional skills are critical to being a good student, citizen, and worker. Many risky behaviors (e.g., drug use, violence, bullying, and dropping out) can be prevented or reduced when multi-year, integrated efforts are used to develop students' social and emotional skills. This is best done through effective classroom instruction and practice opportunities, student engagement in positive activities in and out of the classroom, and broad parent and community involvement in program planning, implementation, and evaluation.

Elk Grove Unified has adopted the 5 core SEL competencies from the Collaborative for Academic and Social Emotional Learning (CASEL):

Self-awareness: the ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes the capacity to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.

Self-management: the ability to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacity to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.

Social awareness: the ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacity to feel compassion for others,

understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports.

Relationship skills: the ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacity to communicate clearly, listen actively, cooperate, work collaboratively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.

Responsible *decision-making:* the ability to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacity to consider ethical standards and **safety** concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.

Student mental health services are available through Student Support & Health Services at (916) 686-7568. [E.C. 49428] For access to community-based mental health supports, families may contact Care Solace at www.caresolace.com/site/egusdfamilies**.**

Suicide Prevention

Suicide prevention is the collective effort of school and community resources to support our students. Saving lives often begins with asking a question. We have school counselors, school social workers, school psychologists, and mental health therapists available at our schools. They have been trained to assess suicidal ideation and respond appropriately to the level of threat identified. It is our top priority to ensure the safety of the students in our schools. Please use our counselors, psychologists, and mental health therapists as resources, in addition to the information provided on our website.

— EGUSD Prevention Information & Resources

- Bullying and Cyberbullying Prevention
- Suicide Prevention
- Catapult EMS - (Anonymous Bully & Threat Reporting) How to Report Link

— Local Suicide Prevention Crisis Line (916) 368-3111 National Suicide Prevention Lifeline 1 (800) 273-TALK (800-273-8255)

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.

Consequences for Disregarding Rules:

As noted above, the classroom teacher or administrator will impose consequences for breaking school rules. Severity of consequences will increase with repeated violations. EGUSD Student Discipline includes Education Codes governing student behavior.

EGUSD Student Discipline

Disciplinary Practices

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

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

Alternatives, Interventions and Progressive Discipline

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

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

Grounds for Suspension or Expulsion

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

- Acts of Violence [E.C. 48900(a)]
- Weapons and Dangerous Objects [E.C. 48900(b)]
- Drugs and Alcohol [E.C. 48900(c)]

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

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

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

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

There are two kinds of suspension – on-campus suspension and home suspension. Students placed on home suspension are not permitted on or near the

school campus, nor are they allowed to participate in any school activities during suspension. They may, however, be required to complete assignments and tests which will be made available to them through an intermediary.

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

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

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

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

The Role of Parents and Guardians

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

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

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

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

Behavioral Requirements for Participation in Graduation Ceremonies

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

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

Prohibition on Possession and Use of Tobacco and Nicotine Products

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

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

Law Enforcement Partnerships

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

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

Interview of a Student by Law Enforcement

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

a parent or guardian at the time a peace officer requests to interview a student, unless directed not to by the peace officer. For example, no notification will be made in the case of child abuse or neglect. The principal or designee may be present for the interview if allowed by the officer and with the student's approval. [B.P. 5145.11]

Release of a Student to Peace Officer

If a peace officer removes a student from school, the principal or designee shall take immediate steps to notify a parent or guardian, except when a student has been taken into custody as a victim of suspected child abuse or neglect. In such cases, the peace officer will notify the parent or guardian. [E.C. 48906; Penal Code 11165.6]

Search and Seizure Policy

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

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

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

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

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

Williams Settlement Complaint Procedure

Complaint policies and forms are available at the school office and are available online at: www.egusd.net/about/district/policiesproceduresnotices. The following procedures shall be used to file Williams related complaints:

1. Complaint forms can be turned in to the principal or designee who will make every reasonable attempt to investigate.
2. Complaints beyond the site authority will be forwarded to the District within 10 days.
3. Complaints may be filed anonymously. The form will have a box to mark if a response is requested. The complainant must be identified and provide a mailing address on the complaint form to receive a written response.
4. Valid complaints shall be remedied within 30 days of receipt.
5. If a response was requested, it shall be provided by mail within 45 days of resolution to the address listed. The principal will also inform the Superintendent of the reso- lution within the same time frame.
6. If dissatisfied with the resolution, the complainant may file a request to describe the complaint to the governing board at a regularly scheduled meeting.
7. If the complaint involves a condition of a facility that poses an emergency or urgent threat, a complainant who is not satisfied with the resolution proffered by the principal or appropriate District official has the right to file an appeal to the Superintendent of Public Instruction.
8. The District will report quarterly on the number of resolved and unresolved complaints and summarize data regarding complaints and resolutions to the county superintendent and the local governing board in public session making it part of the public records.

Table of Education Codes Related to Discipline

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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
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 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

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
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 • *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

ED CODE 48900(b)

WEAPONS AND DANGEROUS OBJECTS

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

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

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

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

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

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
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 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 • 1–5 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 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	**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 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(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 • Notfiy 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 • Notfiy 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** • 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 • Notfiy law enforcement within 1 school day (EC 48902) • Give substance to appropriate law enforcement authority • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended • 3–5 day suspension (Marijuana and alcohol) • Others Substances – contact Director or SSHS **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

ED CODE 48900(d)

SALE OF "LOOK-ALIKE" CONTROLLED SUBSTANCE OR ALCOHOL

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

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

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
Mandatory Actions: • Ensure due process • Conference with student • Collect statements from other witnesses • Notfiy 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 **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 • 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 • Notfiy 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 **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 • Notfiy 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 **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

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
Mandatory Actions: • Ensure due process • Conference with student • Collect statements from other witnesses • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended **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 • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Contact Family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended **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 • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended **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(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
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(g)

THEFT OR STEALING

Stole or attempted to steal school property or private property.

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
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
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 • 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 • Provide 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

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
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(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
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 • 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 • Provide 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

ED CODE 48900(k)

DISRUPTION OF SCHOOL ACTIVITIES

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

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

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
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	**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	**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) • *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.*	**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 (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.*	**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 (4th thru 12th grades)

ED CODE 48900(l)

POSSESSION OF STOLEN PROPERTY

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

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
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 • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • 1–4 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(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
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 • Notification to 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(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: • 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:** • 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:** • 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: • 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 • 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 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 • Notification to 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 • Notification to law enforcement • (refer to AR 5144.3 and 5145.11) • 3–5 day suspension • Possible consideration for a Recommendation of Expulsion

ED CODE 48900(p)

PRESCRIPTION DRUG SOMA

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

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
Mandatory Actions: • 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 **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 • 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 regarding the student(s) involved, days of suspension may extend up to 5 days.*	**Mandatory Actions:** • Ensure due process • Conference with student • Confiscate substance • Notfiy 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 **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 • Confiscate substance • Notfiy 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 **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(q)

HAZING

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

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
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. • 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 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(r)

BULLYING

Engaged in the act of **bullying**.

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

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
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, 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 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

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: • 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 • 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
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) • 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) • 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) • 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
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 48900.4

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: • 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 48900.7

TERRORISTIC THREATS

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

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

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
Mandatory Actions: • Ensure due process • Conference with student • Collect statements from other witnesses • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended **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 • 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 • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended **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 • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended **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

EGUSD Student Discipline

EDUCATION CODE 48915

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

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

(D) Robbery or extortion.
(E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

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

(b) Upon recommendation by the principal or the superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board of a school district may order a pupil expelled upon finding that the pupil committed an act listed in paragraph (1) of subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel a pupil for any of those acts shall be based on a finding of one or both of the following:
- (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- (2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

(c) The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds.
- (1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal
  or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (c), may be imposed.
- (2) Brandishing a knife at another person.
- (3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- (4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as Defined in subdivision (m) of Section 48900
- (5) Possession of an explosive.

(d) The governing board of a school district shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:
- (1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.
- (2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
- (3) Is not housed at the school site attended by the pupil at the time of suspension.

(e) Upon recommendation by the principal or the superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board of a school district may order a pupil expelled upon finding that the pupil, at school or at a school activity off of School grounds violated subdivision (f), (g), (h), (i), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following:
- (1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- (2) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

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

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

(h) As used in this section, the term“explosive” means destructive device” as described in Section 921 of Title 18 of the United States Code. (Amended by Stats. 2012, Ch. 431, Sec 3. (AB 2537) Effective January 1, 20

C.W. Dillard Elementary School

2025-2026 VERIFICATION OF HANDBOOK DISCUSSION

I have read and discussed with my child the C. W. Dillard School Student/Parent Handbook. We understand all stated rules and agree to abide by them, acting and dressing appropriately for school activities, on the way to school, at school, and on the way home from school. Please sign and return to your classroom teacher.

Parent/Guardian Signature: _____

Parent/Guardian Print Name:_____

Student Signature: _____

Student Print Name: _____

Date: _____