

# Pleasant Grove Elementary



Deidra Wood, Principal

Kalli Bowles, Vice Principal

10160 Pleasant Grove School Road

Elk Grove, CA 95624

Phone: 916-685-9630

## Home of the Tigers!

Be Respectful-Be Responsible-Be Safe-Show Your Pride!

# Mission Statement

## 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.

## Pleasant Grove Elementary School

Our mission at Pleasant Grove Elementary is to provide a nurturing environment of academic excellence where all students value service to others, are critical thinkers, and are strong advocates for their own learning.

## Pleasant Grove Region Statement...

At all of our elementary schools in the Pleasant Grove Region, our goal is to ensure that we have safe, positive learning environments for all of our students.

Hateful or hurtful actions/language have no place on our campuses. Slurs, insults, taunting, teasing, pranks, or biased jokes are just some examples of behavior that is not tolerated at any of our schools. No matter the intention, these messages and behaviors can cause fear, damage, and injury to students and the entire school community and will not be tolerated.

# Message from the Principal

Dear Families and Students,

It is my great pleasure to welcome you to the 2024-25 school year. We are so pleased to have this opportunity to partner with you as we build your child's academic foundation allowing them to be college and career ready as they matriculate through our grade levels and move onto our secondary programs.

Our strong team of staff members will continue to build and develop students who think critically, express themselves with writing, and are able to work collaboratively. As students work on mastering the CCSS knowledge and skills expectations for their grade level, they will integrate reading and writing with science and social studies, in addition to Language Arts. Math will be taught with an emphasis on reasoning skills and application to real world situations. We are excited about the discoveries students will make as they apply thinking skills to rich learning experiences.

We strive to build character, confidence, and commitment so that students realize their impact at every stage of their development. We work to develop the whole child, so that they too can leave their legacy on our school, their community, and the people around them. Developing a positive school climate and helping students to grow in their knowledge of shared values and good character has always been of importance at PGES. Our Positive Behavior Intervention and Supports (PBIS) team has worked diligently to equip our staff in building a school where everyone is valued and respected, and where rules and character are explicitly taught, modeled, and expected. We also strive to be culturally responsive and we embrace inclusivity in our practices and philosophy.

Pleasant Grove Elementary places great emphasis on regular school attendance. Learning that is missed due to an absence, late arrival, or early dismissal cannot be duplicated. There is no substitute for being here; we look forward to seeing your child every day. We celebrate students who are here every day, on time, and stay all day.

One of our great assets is our strong partnership with our parents and community. Your deep involvement adds to the depth of what makes Pleasant Grove Elementary School a special place for children. The strong relationship between the home and school is a recipe for success! We strongly encourage you to become involved and help support our school. We truly need you! There are many opportunities for volunteering. Both classroom teachers and the PTA encourage participation at every level whether it's once a year, once a month, or once a week. We want to be responsive to the needs of our families. My office is always open to you...whether there is something that we can improve, there's something we can do to support your family, if you would like to encourage us in our work, or if you would like to become more involved... please don't hesitate to come in.

Communication is a vital component to the success of your children. School-wide communication folders go home each Wednesday from the classroom. Monthly information can be found in the Gazette sent home the 1st of each month and keep an eye out for emails from the school with important dates and events. Our teachers and staff can also be reached by calling our school office at (916) 685-9630. Don't forget to like our school's Facebook, Instagram, and Twitter/X accounts! For more specific school information, please check our Pleasant Grove Elementary School web site at: <https://pleasantgrove.egusd.net/>

This year will be another amazing chapter for Pleasant Grove Elementary School, and it is exciting to be diving into this adventure together. I look forward to this next year in the life of our school, to building our relationship, and serving your family in any way I can. Go Tigers!

Sincerely,

Deidra Wood, Principal  
Pleasant Grove Elementary

# **Pleasant Grove Elementary**

## **2024-2025 Staff Roster**

Deidra Wood	Principal	Office
Kalli Bowles	Vice Principal	Office
Dolly Chamberlain	School Secretary	Office
Teasjia Bangle	School Office Assistant	Office
Cindy Ludwig	School Nurse	Office
Melissa Wagner-Small	Food Service	Cafeteria/MP Room
Tim Roof	Lead Custodian	Room 28
Scot Santucci	Custodian	Room 28
TBD	Head Start/State Pre-K	Room 101
Carolyn Jones	Kindergarten A.M.	Room 100
Scotia Burrell	Transitional Kindergarten P.M.	Room 100
Jessika Ariaz	Kindergarten/First Grade	Room 300
Melissa McMasters	First Grade	Room 301
Cathalina Phayboun	First Grade	Room 405
Sue Karels	Second Grade	Room 302
Shellie Harris	Second Grade	Room 303
Christine Mallison	Third Grade	Room 307
Amy Pepple	Third Grade	Room 306
Daniel Bishop	Third Grade	Room 402
Amy Swensen	Fourth Grade	Room 400
Lisa Praxel	Fourth Grade	Room 401
Kevin Roeser	Fifth Grade	Room 403
Katie Bush	Fifth/Sixth Grade	Room 406
Bill Brown	Sixth Grade	Room 407
Maricela Avelar	Psychologist	Room 25
Holly Anthony	Learning Center	Room 304
Martha Largent	Learning Center	Room 304
Thanh Le	Computer Resource	Room 201
Kristin Shamonda	Speech/Language Therapist	Room 24
Cindy Ahnin	Mental Health Therapist	Room 25
Kerri Saska	Library Tech	Room 27
Carolyn Goehring	Academic Intervention	Room 24
Megan McDowell	Level 4 Grades 1-3	Room 200
Megan Samit	Behaviorist/PBIS Coach	Room 25
Amanda Cascio	Paraeducator Level 4	Room 200
Athyna Xiong	Paraeducator Level 4	Room 200
Suzanne Dionisio	Paraeducator	
Amanda Contartese	Paraeducator	
Debbie Lorraine	Paraeducator	
Dulce Resendiz	Paraeducator	
Amber Barfield	Paraeducator	
Ruby High	Paraeducator	
Noelia White	Campus Supervisor	
Bryan McDowell	Yard Supervisor	
Ashley Zaragoza	Yard Supervisor	
Megan Enterkin	Yard Supervisor	
Jonathan Small	Yard Supervisor	

### **District Administration**

Christopher R. Hoffman  
Superintendent

Bindy Grewal, Ed.D.  
Assistant Superintendent  
PreK-6 Education

### **Directors, PreK-6 Education**

Martin Fine  
Michael Gulden  
Elizabeth Rueda

### **School Office**

Hours – 7:30am to 4:00PM

10160 Pleasant Grove School Road  
Elk Grove, Ca. 95624  
(916) 685-9630

### **School Website**

<https://pleasantgrove.egusd.net/>

### **School Site Administration**

Deidra Wood, Principal  
Kalli Bowles, Vice Principal

### **Board of Education**

Beth Albiani  
Nancy Charies Espinoza  
Carmine S. Forcina  
Gina Jamerson  
Anthony “Tony” Perez  
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

### **School Social Media**

FB: Pleasant Grove Elementary School  
Twitter/X: @PGElem  
Instagram: PGElem

# PLEASANT GROVE ELEMENTARY BELL SCHEDULE

## DAILY SCHEDULE

Breakfast	7:50 am – 8:15 am
Grades 1-6	8:20 am – 2:40 pm
AM Kindergarten	8:20 am – 11:40 am
PM Kindergarten	11:15 am – 2:35 pm
LEVEL 4 Class Gr 1-3	8:10 am – 2:35 pm

## EARLY OUT THURSDAYS

Grades 1-6	8:20 am -1:50 pm
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\*\*Kindergarten schedule does not change

## MORNING RECESS

AM Kinder	10:00 am – 10:15 am
1 <sup>st</sup> , 2 <sup>nd</sup> , & 3 <sup>rd</sup>	10:20 am – 10:35 am
4 <sup>th</sup> , 5 <sup>th</sup> , & 6 <sup>th</sup>	10:40 am – 10:55 am
PM Kinder	1:30 pm – 1:45 pm

## LUNCH SCHEDULES

<u>GR</u>	<u>LUNCH</u>	<u>RECESS</u>
1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup>	12:00 pm – 12:20 pm	12:20 pm – 12:40 pm
4 <sup>th</sup> , 5 <sup>th</sup> , 6 <sup>th</sup>	12:45 pm – 1:05 pm	1:05 pm – 1:25 pm

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## MINIMUM DAY SCHEDULE

Grades 1-6	8:20 am – 12:50 pm
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\*\*Kindergarten schedule does not change

<u>GR</u>	<u>RECESS</u>
AM Kinder	10:00 am – 10:15 am
1 <sup>st</sup> , 2 <sup>nd</sup> , & 3 <sup>rd</sup>	10:20 am – 10:30 am
4 <sup>th</sup> , 5 <sup>th</sup> , & 6 <sup>th</sup>	10:30 am – 10:40 am
PM Kinder	1:30 pm – 1:45 pm

<u>GR</u>	<u>LUNCH</u>
1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup>	11:45 pm – 12:15 pm
4 <sup>th</sup> , 5 <sup>th</sup> , 6 <sup>th</sup>	12:20 pm – 12:50 pm

## **Student Attendance**

One of the most important elements of successful learning is regular, on-time attendance at school. If an absence is necessary, call the school office at 916-685-9630 the morning of the absence or send a note to the school office.

The note should include the date and the reason for the absence. When a child's attendance shows multiple trancies or tardies or excessive excused absences, a letter will be sent to you from our district and you can be sent to the School Attendance Review Board (SARB). You can avoid this by making sure your **child comes to school on time EVERYDAY!**

**STATE LAW** permits the excuse of an absence for the following reasons:

1. Due to his/her illness
2. Due to quarantine under the direction of a county or city health officer.
3. For the purpose of having medical, dental, optometric, or chiropractic appointments.
4. For the purpose of attending a funeral service of a member of his/her immediate family, so long as the absence is not more than **one day** if the service is conducted in California, and not more than three days if the service is conducted outside of California.

For the justifiable personal reasons, including but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, when the pupil's absence has been requested in writing by the parent or guardian and approved by the principal or pursuant to uniform standards established by the governing board.

When students arrive late at school (after 8:20am, even if the gate is open) they should go through the office to receive a late slip.

Absences, tardies, and early dismissals may disqualify the student from receiving a perfect attendance award.

## **Vacation Absences**

Please do not take students out of school for vacations. It is important that students spend the maximum time in school.

## **Tardiness**

Tardiness can also interfere with success in school. Students are expected to be at school when the first bell rings at 8:15am. Students arriving after 8:20am will be marked tardy. Being more than 30 minutes late without an excused reason is considered being truant. The gates do NOT determine if a student is on time or tardy.

**Please Note-** A Perfect Attendance award is earned when a student has no absences, no early dismissals, and no tardies.

## **Early Dismissal**

An early dismissal from school for any child disrupts the instructional day for ALL students, so we encourage you to make appointments for after 2:40 whenever possible. Students may never leave the school for any reason without first coming to the office. A parent/guardian or a person identified by the parent/guardian must sign the student out in the office before the student can leave the campus.

## **Before and After School Day Care**

Our school has an on campus daycare center, Catalyst. If you are interested in detailed information, please call 686-1260. Our campus also has no-cost before (7am-8am) and after school (until 5:30pm) care through ASSIST. Please see the school office for more information.

## **Lost and Found**

Please mark your child's possessions with first and last names in permanent marker. There is a special Lost and Found area for students to claim their lost items. Please do this before or after school.

## **Parent - Teacher Communication**

We value parents and want to communicate with you as much as necessary. Our first priority, however, is to see that the student's learning is not interrupted during the day. Typically, messages will not be delivered to students except in cases of an emergency. Please make all arrangements with your child before he/she comes to school. We also ask that you use these guidelines:

- If you wish to speak to the teacher, please email, call or make an appointment to see him/her before or after school. Telephone calls into the classroom during the day will be limited to emergency messages only. Messages can be left on the teacher's voicemail or email.
- If you would like homework for an absent child, please call the office before 10am. Homework is usually available to pick up after 2:40.
- If you need to pick up your child during the school day for a medical appointment, please come to the office to sign your child out your child will be called from the classroom at that time.

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

## **Student Safety and Traffic Information**

We have one lane entering and exiting our school's parking lot. Parents/guardians driving onto campus to pick up their child have 2 options:

### **Drop-Off and Pick -Up**

The outside lane of the loop is for drive through morning drop-off and afternoon pick-up only. Stay in your vehicle and pull as far forward as possible. Please pull all the way to the curb. We will send your child to your car.

### **Parking**

If your child needs assistance in/out of your vehicle or you need to get out of your vehicle for any reason including putting things in the trunk, we ask that you move into one of our spots in the parking lot and then walk into campus.

**Please DO NOT pull into the inside lane, parking lot, or the street and call for your child to cross to your vehicle. This is extremely unsafe for your child!**



## **Bus Transportation**

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

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

- School Bus Application found online at [egusd.net](http://egusd.net). **Services available and fees are listed on this application.**
- Submit application online or return the application with the supporting documentation (if required) and a check made out to "Elk Grove Unified School District" to your school or mail it to: Transportation Department, 8421 Gerber Road, Sacramento, California 95828.

Respectful and responsible behavior on the bus is expected whether waiting for a bus, going to or from a bus stop, or on a field trip. In part, students must:

- Obey the request of the bus operator, give proper identification when requested.
- Avoid all fighting and rough play while at the bus and at the bus stop.
- Remain seated, facing forward with feet, legs, and other objects clear of the aisle.
- Not use profane language, obscene gestures, create excessive or unnecessary noise.
- Not damage/ deface bus or endanger the safety of others, and,
- Not eat/drink on the bus or throw any objects inside or outside of the bus.

**The bus driver or administration will issue citations if the rules are not followed. The consequences for violating any rules are as follows:**

- 1st=Conference with principal and notification to parent
- 2nd=One day suspension from riding the bus and notification to the parent.
- 3rd=Five day suspension from riding the bus and notification to the parent
- 4th=Ten day suspension from riding the bus and notification to the parent.
- 5th=Permanent suspension for remainder of school year and parent notification



## **Emergency Procedures**

The Elk Grove Unified School District has an emergency plan that specifies action for any emergency situation. Students will practice these procedures routinely throughout the year. Fire drills are scheduled monthly. We also complete three earthquake and two lock-down drills throughout the year.

EGUSD has an automated telephone dialing system for major emergency situation. In the event an emergency takes place on campus, student safety is our top concern. Depending on the level of emergency, parents will be notified by telephone call, email, or a letter home. Please make certain the school has your most current emergency contact information.

During an emergency that requires the children to go home, children will be dismissed only by the Superintendent. They will be dismissed ONLY if there is time to return students safely to their homes and parents can be notified. Students of parents who are not contacted will remain the responsibility of school personnel. If evacuation of the school is necessary, students will be transported to a predetermined location. Parents will be advised of the evacuation site by radio announcements and/or a note posted on the front of the school.

## **Medical Information**

### **Illness and Attendance**

*Children should not come to school with a fever, rash, or vomiting/diarrhea. Children with a fever should remain at home fever free without meds and/or vomit/diarrhea free for 24 hours before returning to school.*

## **Injuries**

Any injury occurring at school is checked by the office or the nurse on the days she is at Pleasant Grove Elementary School. If a student has hit his/her head, a "Bumps and Blows" form will be completed and sent home with the student. If the injury is considered a serious one, a parent/guardian will be contacted immediately for advice and to inform him/her of the injury. If a parent cannot be reached, then the emergency person is called. If the emergency person is not available, the principal will make a decision as to how the situation should be resolved. This may include calling 911. However, medical treatment will not be given without parent permission. Sick or injured children are never sent home without parental knowledge and permission.

**Parents should make sure that all "emergency" information is accurate and current!**

### **Allergic Reactions:**

If your child has an identified allergy or reacts violently to bee stings, you should send a note to the office staff and to the teacher to inform them. **Do this immediately if you have not already done so!** All information should be filed at the beginning of each new school year. If medication for this allergy is necessary, a medical form must be completed.

## **Prescription and Non-Prescription Medication:**

Any pupil who is required to take medication, during the regular school day, (either prescription or non-prescription) must have an updated "Administration of Medication by School Personnel" form on file at school. No medication will be dispensed to students or allowed on the school site without this form being completed or updated and on file at school. These forms are available in our school office.

All student medication must be in the original container, clearly labeled with the student's name and will be kept securely locked in the school office. Students may not carry medication on their person, although exceptions may be made for students who need medication for potentially life threatening conditions. Such exceptions require physician, parent and principal authorization.

## **Breakfast/Lunch Program:**

Our cafeteria is open from 7:50-8:15am each morning for breakfast. **Breakfast and lunch are both provided free of cost at elementary schools.**

Food substitution accommodations will be considered for students with disabilities or medically documented food allergies. Families should obtain a Medical Statement—Food Substitution and/or Accommodations form from the school cafeteria or office. The form must be signed by a recognized medical authority. Return completed forms to the school cafeteria for review by the district dietician.

For additional information about breakfast/lunch menus and Nutrition Education, please contact Food and Nutrition Services at 686-7735 or refer to the website at: [www.egusd.net/nutrition/](http://www.egusd.net/nutrition/).

## **Birthday Celebrations:**

We know that celebrating a birthday is a special occasion for our students! If you choose to bring in birthday treats, we ask that you follow these guidelines to ensure that all the students enjoy the celebration:

- Birthday treats should include single-serving items such as fruit, snacks, cookies or cupcakes. Please check before hand to see if any students in your child's class have dietary or medical restrictions from certain food items.
- Please notify the teacher at least 24 hours in advance if you intend to provide a treat for a birthday celebration.
- Please do not bring a sheet cake, as we do not have the personnel to cut and serve the cake.
- Helium balloons or balloon bouquets can be a distraction in the classroom as well as a health hazard, therefore we will hold any balloon items in the office until dismissal time.

## **Parent Participation:**

### **Classroom and School Visitation**

Parents may visit our school at any time except during testing periods. We ask that all parents and volunteers arrange for visits 24-hours in advance with your child's teacher. All visitors must sign in and sign out in the office. Visitors are also given a "Visitor's Pass" to wear.

If you are visiting your child during his/her recess time, we ask that you allow our Yard Supervisors (who are EGUSD employees) handle all disciplinary actions. If you see or hear something that requires an adult's attention, please go to the Yard Supervisor, rather than approach another child and attempt to deal with the issue yourself.

### **Parent Involvement Opportunities**

#### **Classroom:**

- Classroom volunteer
- PTA Room Parent-organize class parties, activities, etc.
- Classroom Support-assist with misc. preparation activities (can be done at home)
- Work with students
- Be a Special Presenter /Guest Speaker-share a hobby, career, etc.

#### **Schoolwide:**

- Parent Teacher Association Member -join and participate in monthly meetings, assist with PTA events
- Participate on the PTA Executive Board
- Library Volunteer
- Participate in the School Site Council
- Participate in Campus Committees

## **School Site Council**

The primary role of the Pleasant Grove Elementary School Site Council is to assist in the planning, implementation, and the evaluation of our School's "Local Control Accountability Plan (LCAP)". This focuses on enhancing target areas of our curriculum and other key aspects of our school environment. This is done through collaborative decision making. The School Site Council includes the Principal, Staff and Parents. The Council meets regularly to plan, implement, and evaluate school programs. Teachers, support staff, and parents serve for two years.

### **Parent Teacher Association (PTA)**

The PTA is a vital part of the community and is comprised of parents, school personnel, and other community members. Through the PTA, parents, teachers, administrators, and others work for quality education and a true partnership between home and school. Our PTA works to provide funding for programs including Accelerated Reader, Field Trips, school assemblies, and more.

We hope that you support our PTA by joining the PTA, volunteering to help with activities, attending PTA meetings, and by supporting the only PTA fundraiser, Gala Auction & Dinner that will be held in **April/May 2025**.

## **English Learner Advisory Committee**

The ELAC meets once every trimester to discuss educational issues relative to students who are English Language Learners (ELLs). During those meetings, input and feedback are solicited to develop site Local Control Accountability Plan (LCAP) goals. Translators are available during these meetings. We welcome all parents to attend.

## **Curriculum**

### **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 during the year.

We request that students cover their books to protect them, but do not cover with any sticky covers. It is important that your child and you discuss his/her responsibility for these textbooks, as parents will be asked to pay for the replacement cost for damage or lost textbooks.

### **Textbooks are expensive!**

**Replacement costs range from \$55-\$95.**

**Chromebooks are approximately \$250.**

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



## **Language Arts**

*California Wonders* is the adopted ELA program in EGUSD which integrates reading, writing, spelling, listening, and speaking. Classroom teachers also use social studies and science textbooks, short stories, poetry, plays, essays, biographies and novels to help all students achieve grade level Common Core Standards. The “*ConnectEd*” website linked to California Wonders is helpful to both parents and students. A link appears on our website and in the Student Portal.

## **Mathematics**

In EGUSD K-6 classrooms, teachers will be implementing Common Core Standards using *Envisions* curriculum. The *Envisions* Materials are teacher, parent, and student friendly and the “*Saavas*” website linked to *Envisions* is helpful to both parents and students. A link appears on our website and in the Student Portal.

## **Science**

Our adopted standards-based science curriculum is *California Science* (K-5) and *Earth Science* (6th). As we implement Next Generation Science Standards NGSS, this curriculum will provide students more opportunities to read and understand informational text. State science standards are assessed annually as part of 5th grade CAASPP testing.

## **History/Social Studies**

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 (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.

## **Physical Education**

Students in grades 1-6 will receive 100 minutes per week of physical education. For students to be excused from PE activities, a note from the parent or doctor detailing limitations (as well as what the student can participate in) is required. Fifth grade students will participate in a state-required Physical Fitness Test in the spring.

## **Technology**

EGUSD has adopted an Elementary School Technology Literacy Curriculum. This curriculum is supported by instruction in our Computer Labs as well as by the classroom teacher. The intent of the curriculum is to establish a minimum level of computer competency that every student will attain by the time of his or her sixth grade promotion. The knowledge is defined as keyboard, word processing, digital citizenship and critical problem solving. Technology supports classroom instruction.

## **Academic Support Field Trips**

Field trips are planned to coordinate with and enhance our basic curriculum while providing students with an exciting opportunity to visit interesting locations. Only district-approved transportation will be used for trips. The Elk Grove Unified School District requires the use of chaperones on all field trips.

If, for any reason, a scheduled field trip does not have the sufficient number of chaperones, the field trip may be canceled. In order to attend a field trip, students must return a correctly completed field trip permission form to their classroom teacher or the teacher sponsor by the deadline stated on the form. School attendance is required on field trip days. Classroom instruction will be provided for students who are not attending the field trip.

While on school field trips, students are required to behave in a safe and responsible manner and follow adult directions at all times. The same rules that apply at school also apply on field trips. Students choosing to behave inappropriately may lose their field trip privileges and may be returned to school by a teacher or administrator. The classroom teacher and/or administrator will notify parents if this should occur.

Chaperones must complete district DOJ fingerprint clearance prior to chaperoning a field trip. This process may take 1-6 weeks. Chaperones may also be asked to complete Mandated Reporter Training. The purpose of a chaperone is to assist the classroom teacher in enriching the student experience and primarily to keep students safe. To this end, other children (babies, toddlers, or school aged children) are not allowed on field trips.

### **Grading Criteria and Progress/Report Cards**

Student progress is reported to parents at the end of each 12 week (or trimester) grading period. Teachers will also send home a "Progress Report" at the end of 6 weeks. Grades provide parents with information about how your child

is progressing toward mastering his/her grade level standards.

### **Grade Key**

**A - 90-100%) 4.0 = Outstanding Achievement**  
**B - (80 – 89%) 3.0 - 3.9 = Above Average**  
**C - (70 - 79%) 2.0 - 2.9 = Average Achievement**  
**D - (60-69%) 1.0 - 1.9 = Below Average**  
**F - (0-59%) 0 = Little to No Achievement**

### **Standard Key**

+ Above grade level standards  
√ Meets grade level standards  
- Does not meet grade level standards  
NA Indicates not introduced and/or not formally assessed.

Criteria for determining grades for achievement may include but are not limited to:

- Preparation of assignments, including accuracy, legibility, and promptness
- Contribution to classroom discussions.
- Demonstrated understanding of concepts in daily assignments, projects and tests.
- Organization and presentation of written and oral reports.
- Applications of skills and principles to new situations
- Originality and reasoning ability when working through problems
- Unexcused or late assignments

Late and missing assignments are the biggest reason for grade drops.

- Progress and achievement of grade level standards and benchmarks
- Attendance (i.e. excessive absences, family vacations)

## **Progress Reports**

At mid-trimester, teachers send official reports to parents about the progress of students. “Deficiency Reports” are sent home if the student is not making appropriate progress. However, teachers may also send reports home on all students. Check with your child’s teacher as to his/her policy. If parents receive a Deficiency Report because their child is falling below expected goals (earning a D or F), then a follow-up conference is encouraged.

## **Homework**

Homework is an important means of improving learning. It is an opportunity for students to practice independently and to enrich what they have learned. Every grade level, K-6 has a Homework Policy. Each individual teacher sends home his/her policy with all the other information at the beginning of the year. If a child does not bring home information that you are expecting, please contact your child’s teacher.

1. Homework is assigned daily/weekly.
2. Length of time will vary from 10-60 minutes, depending on the grade. The higher the grade, the more time is required to complete it. Students’ own pace will determine the time for completion.
3. Homework is REINFORCEMENT of skills or material already taught in class.

4. Homework is generally not assigned on weekends. If a student has been assigned a large project or report, students may indeed use a weekend to complete their tasks.
5. All teachers assign independent reading. Generally no less than 15 minutes per night is required.
6. In the event of an absence, please speak with your child’s teacher to make arrangements to pick up homework.
7. For every day out ill, (with an illness note submitted by the parent or a telephone call into the office), the student has the same number of days to make up the missed work.

## **Learning Center**

Pleasant Grove Elementary School’s Learning Center focuses on addressing children’s specific educational needs while supporting social and academic participation in the general education classroom. This program offers small group instruction, co-teaching, and teacher consultation as determined by the students Individualized Education Plan (IEP).

## **Library**

Pleasant Grove Elementary has a beautiful library containing thousands of fiction, nonfiction and reference books. Students will be required to have signed permission from parents/guardians before checking out library books.



## **School/District-Wide Test:**

Certain tests are administered to the students throughout the school year.

- English Language Proficiency Assessment of California (ELPAC) is given to English Language Learners
- Kindergarten/1st /2nd grade “Benchmark Assessments” will be given 4 times yearly (upon entry to the new grade level, and at the end of each trimester)
- California Assessment of Student Progress and Performance (CAASPP) is given to students in grades 3-6.
- Science Test (CST) is given to 5th grade students only.
- Physical Fitness Test (PFT) is given to 5th grade students only.

Tests are an important part of our on-going assessment program. Students are taught test-taking skills. Parents can help in this important effort by providing encouragement (without pressure) to their child to do their best.

## **School Psychologist**

The school psychologist is primarily responsible for identifying students with learning disabilities or special educational needs and determining eligibility for Special Education Programs. Additional psychological services include student groups, individual counseling, parent education, crises intervention and teacher consultation. The school psychologist is available by appointment. Referrals to appropriate district and community resources are made as needed.

## **Speech Therapist**

This specialist teacher provides individual or small group instruction to students who have identified needs in these areas:

- Articulation (the ability to formulate sounds and words correctly)
- Fluency (smooth flow of speech)
- Voice (pitch, loudness, hoarseness)
- Delayed language
- Aphasia (difficulty speaking or remembering words)
- Auditory functioning (difficulty understanding others' speaking)

## **Student Success Team**

The Student Success Team (SST) is an effective way to bring together many resources to support students. The team, which meets at the request of the parent/guardian or classroom teacher, is composed of the parents/guardians, regular education teachers, special education teachers, school psychologist, speech/language specialist, and site administrator(s) who meet to study, discuss, and decide about appropriate programs for:

- Students who are accelerated and beyond their grade level standards
- Students with behavioral challenges
- Students with possible learning difficulties
- Students who have been recommended for retention or acceleration.

Parents are first notified of a student's needs, then invited to attend the SST meeting where they participate in the discussion along with the SST members.

## **Dress Code and Guidelines**

Students at Pleasant Grove Elementary are expected to wear appropriate clothing at all times. Students need to wear clothing and footwear which are safe, conducive to physical education or recess activities and are not distracting to instruction.

### **Dress Code Includes:**

1. Safe shoes are necessary at all times. Sneakers are best for the daily program and during PE time. Sandals must have an ankle strap and protect the toes. Students unable to participate in PE due to inappropriate footwear will receive a non-participation grade.
2. Clothing, hats, and jewelry must be free of writing, pictures, or any insignia which are offensive to any race, ethnicity, religion, gender, or which advocates the use of drugs, alcohol or weapons.
3. No sagging pants are permitted.
4. See-through or fishnet fabrics, halter tops, off the shoulder or low cut tops, spaghetti straps, short/crop tops, tube tops, or muscle shirts are not permitted. Tank top shirt straps must be at least 2-finger widths (adult) wide.
5. Shorts and skirts must be at least fingertip length with arms extended down the sides.
6. Hats shall be worn with bill forward and will not be worn inside buildings.
7. Parents/guardians will be notified to bring a change of clothing if the child is dressed inappropriately. A student may also be asked to turn an inappropriate shirt inside out.

## **Personal Items**

Materials or objects that distract from instruction must be left at home. Toys, cameras, cards (sports, anime, gaming, etc.), ipods, video games or any objects, which are not requested by the teacher or school personnel, are not permitted on the school grounds. These items can create problems of distraction, loss and damage. School personnel will confiscate inappropriate items and secure the items until parents claim them. The school and EGUSD are not responsible for lost or stolen items.

### **Cell Phones**

Students' cell phones must be turned off as soon as the student arrives to school and can be turned back on after dismissal. They should be placed in a secured section of their backpack and not taken out in class or on the playground. If there is misuse of a cell phone, the phone may be taken and given to the teacher or administrator. Parents will be notified of the misuse of the phone and ask that parents come pick up the phone. The school is not responsible for lost or stolen items.

### **Newsletter**

We will send monthly newsletters "Gazette" through e-mail only. This will be sent out on or around the 1st of every month. If you do not have access to e-mail, we will have a few copies of our newsletter available in the front office. Please keep your e-mail address current so that you do not miss out on important weekly and monthly information.

## **Student Accident Insurance**

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

Markel will no longer be providing application packets. Applications will ONLY be accepted online at the following link,

<http://markel.sevencorners.com> or by phone:

(877) 444-5014. For further information:

<http://www.egusd.net/riskmanagement/Info-SAR.html#SAI>

## **American with Disabilities Act 1990**

This activity welcomes those with disabilities to participate fully. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in this or any program, service or activity offered, please contact Pleasant Grove Elementary School Administration at 916-685-9630, at least 48 hours before the scheduled event so that we may make every reasonable effort to accommodate you. (Government Code Section 54953.2; American's with Disabilities Act 1990, Section 202 (42 U.S.C. Section 12132)

## **Telephone Usage**

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

## **Head Lice Policy**

Head lice are tiny bugs that live on the hair and scalp. They are transmitted from one person to another by direct contact or on shared combs, hair brushes, hats, etc. They can also be acquired from upholstered furniture, clothing, and bedding. Head lice cannot hop or jump. If a child is found to have head lice:

1. The child's parent(s) will be notified and provided information about the treatment of head lice.
2. A student may return to school after the first treatment if no active lice is found. All returning students must be checked and cleared by the office before going to class.

Our district's head lice policy/procedure is in line with evidence based practice and is based on the recommendation from the CDC, Sac County Public Health, American Academy of Pediatrics, and National Association of Nurses.

## **PBIS: STUDENT RESPONSIBILITIES**

- ◇ Be Respectful
- ◇ Be Responsible
- ◇ Be Safe
- ◇ Show Your Pride

At Pleasant Grove Elementary 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.

At all of our elementary schools in the Pleasant Grove Region, our goal is to ensure that we have safe, positive learning environments for all of our students. Hateful or hurtful actions/language have no place on our campuses. Slurs, insults, taunting, teasing, pranks, and biased jokes are just some examples of behavior that is not tolerated at any of our schools. No matter the intention, these messages and behaviors can cause fear, damage, and injury to students and the entire school community. We utilize an “educate, then enforce” approach to addressing Hateful/Hurtful Actions and Language. On the first offense, the student (no matter the age) is educated on why what he/she did or said was inappropriate, unacceptable, and potentially damaging. This often includes the history behind the words/action. If the student commits another offense of Hateful/Hurtful words or action, it is an automatic suspension.



## PBIS – General School Rules:

Be Respectful	Be Responsible	Be Safe	Show Your Pride
<ul style="list-style-type: none"><li>• Use kind words</li><li>• Respect property</li><li>• Include others</li></ul>	<ul style="list-style-type: none"><li>• Follow directions</li><li>• Be quiet in learning zones</li><li>• Keep our school clean</li></ul>	<ul style="list-style-type: none"><li>• Keep hands and feet to self</li><li>• Walk inside</li></ul>	<ul style="list-style-type: none"><li>• Do your best at all times</li></ul>

## PBIS – Rules for Each School Area:

### In the Classroom

Respectful	Responsible	Safe	Show Your Pride
<ul style="list-style-type: none"><li>• Follow adult directions at all times</li><li>• Raise your hand</li><li>• Use appropriate language and inside voices</li><li>• Respect people's property</li></ul>	<ul style="list-style-type: none"><li>• Be prepared to learn</li><li>• Be an active learner and listener</li><li>• Be a problem solver and be helpful</li><li>• Clean up after yourself and put materials back where they belong</li></ul>	<ul style="list-style-type: none"><li>• Use materials appropriately</li><li>• Keep walkways clear</li><li>• Sit in chair correctly and keep all 4 legs on the floor</li><li>• Hands free-keep your hands, feet, and objects to yourself</li></ul>	<ul style="list-style-type: none"><li>• Do your best at all times</li><li>• Take pride in your work</li><li>• Put your name on your paper</li></ul>



## Bus and Dismissal Rules

Respectful	Responsible	Safe	Show Your Pride
<ul style="list-style-type: none"><li>• Hands free</li><li>• Follow adult directions</li></ul>	<ul style="list-style-type: none"><li>• Watch for your ride</li><li>• Wait in designated pickup area</li><li>• Leave promptly</li></ul>	<ul style="list-style-type: none"><li>• Walk</li><li>• Keep hands to self</li><li>• Stand still and wait patiently</li></ul>	<ul style="list-style-type: none"><li>• Do your best</li><li>• Be prepared</li><li>• Make good choices</li></ul>

## Recess Rules

Respectful	Responsible	Safe	Show Your Pride
<ul style="list-style-type: none"><li>• Hands free</li><li>• Use kind words</li><li>• Demonstrate good sportsmanship</li></ul>	<ul style="list-style-type: none"><li>• Put garbage in the cans</li><li>• Follow posted rules</li><li>• Keep electronic devices at home</li></ul>	<ul style="list-style-type: none"><li>• Walk from class</li><li>• Keep hands to self</li></ul>	<ul style="list-style-type: none"><li>• Do your best</li><li>• Be prepared</li><li>• Make good choices</li></ul>

## MP Room/Cafeteria Rules

Respectful	Responsible	Safe	Show Your Pride
<ul style="list-style-type: none"><li>• Hands free</li><li>• Use quiet voices</li><li>• Wait patiently</li><li>• Allow anyone to sit next to you</li><li>• Use kind words</li></ul>	<ul style="list-style-type: none"><li>• Clean up after yourself</li><li>• Walk at all times</li></ul>	<ul style="list-style-type: none"><li>• Keep body to self</li><li>• Keep food in your own area</li><li>• Eat your own food</li></ul>	<ul style="list-style-type: none"><li>• Do your best</li><li>• Have good manners</li><li>• Make good choices</li></ul>

## Bathroom Rules

Respectful	Responsible	Safe	Show Your Pride
<ul style="list-style-type: none"> <li>• Hands free</li> <li>• Quiet voices</li> <li>• Give others privacy</li> </ul>	<ul style="list-style-type: none"> <li>• Wash hands</li> <li>• Keep it clean</li> </ul>	<ul style="list-style-type: none"> <li>• Walk</li> <li>• Use the toilet, wash hands, go out to play</li> </ul>	<ul style="list-style-type: none"> <li>• Be neat</li> </ul>

## Library Rules

Respectful	Responsible	Safe	Show Your Pride
<ul style="list-style-type: none"> <li>• Hands free</li> <li>• Use quiet voices</li> <li>• Follow adult directions</li> <li>• Keep it the way you found it</li> <li>• Use kind words</li> </ul>	<ul style="list-style-type: none"> <li>• Bring back your books on time</li> <li>• Use the yellow sticks</li> </ul>	<ul style="list-style-type: none"> <li>• Walk into the library</li> <li>• Keep hands to self</li> <li>• Push in chairs</li> <li>• Sit properly in your chair</li> </ul>	<ul style="list-style-type: none"> <li>• Do your best</li> </ul>

## Office Rules

Respectful	Responsible	Safe	Show Your Pride
<ul style="list-style-type: none"> <li>• Use appropriate language</li> <li>• Politely state your purpose for being in the office</li> <li>• Respect people's privacy and personal space</li> <li>• Remove hats and hoods</li> </ul>	<ul style="list-style-type: none"> <li>• Check in with office staff immediately</li> <li>• Quietly wait for your turn</li> <li>• Clean up after yourself</li> <li>• Be a problem solver</li> </ul>	<ul style="list-style-type: none"> <li>• Walk at all times</li> <li>• Have an office pass</li> <li>• Sit in chair correctly</li> <li>• Keep your hands, feet, and objects to yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Set an example, show how proud you are of your school</li> </ul>

## Computer Lab Rules

Respectful	Responsible	Safe	Show Your Pride
<ul style="list-style-type: none"> <li>Follow adult directions at all times</li> <li>Use your RED CUP to signal for help</li> <li>Use appropriate language and inside voices</li> <li>Clean your station for the next student</li> </ul>	<ul style="list-style-type: none"> <li>Access only approved websites</li> <li>Report computer problems to an adult</li> <li>Put materials back where they belong</li> <li>Log in/out with your account only</li> </ul>	<ul style="list-style-type: none"> <li>Use equipment appropriately</li> <li>Keep walkways clear</li> <li>Enter and exit in an orderly manner and walk at all times</li> <li>Sit in chair correctly and keep all 4 legs on the floor</li> </ul>	<ul style="list-style-type: none"> <li>Be prepared to learn</li> <li>Do your best</li> </ul>

### 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 misbehaviors according to the level of the 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. Serious/major incidents will be referred to an administrator for intervention. 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:**

- Redirection
- Warning
- Time out- in class
- Time out -out of class
- Loss of privilege





# Accelerated Reader Program



Our focus for this program is for our students to improve in reading and hopefully “plant the seed” for our students to become lifelong readers. The purpose of the Accelerated Reader Program is to encourage children to practice reading. As with any activity, practice is needed for improvement. The program is to be used as a supplement to the teacher’s classroom reading program. Upon request through the program, you can be notified of the books your child(ren) have read, number of points earned and the percentage of comprehension questions answered correctly. There are three basic steps the child needs to do for successful participation in the Accelerated Reader program.

1. **The child chooses a book to read that is part of the Accelerated Reader program and is in the child’s independent reading level.** To help determine a child’s independent reading level the Accelerated Reader program comes with a computerized reading test known as the STAR Test. Using the results of the test, the teacher then determines the independent reading level and informs the child of his/her book level. The child chooses an appropriate book and reads it. Although an abundance of wonderful children’s literature is available, not all books are part of the Accelerated Reader Program.
2. **The child reads the book for comprehension (understanding of the story).** It is recommended for lower reading level books that the child independently reads the story at least two times, prior to taking a quiz. Asking your child questions is one of the best forms of increasing reading comprehension. Questions like . . . What is the story about? What is the setting? What is your favorite part of the story and why? Who is the main character? Are the characters real or make-believe? How do you know?
3. **At school, the child takes a computerized quiz of comprehension questions. Points will be awarded if the child answers the majority (70% or more) of the questions correctly.** Each Accelerated Reader quiz will ask multiple choice questions randomly chosen from a pool questions. Two students sitting side by side taking a quiz on the very same book, could take completely different quizzes. Students are told at the end of the quiz if they passed. Quizzes may only be taken at school. Each book is worth a certain amount of points. Once the quiz is complete, students can check their progress to see how many points they have.

Parents and students can search for Accelerated Reader books at:

<https://www.arbookfind.com>

### **Accelerated Reader Award Levels:**

1st Grade - Bronze= 5, Silver= 10, Gold= 15, Platinum= 30

2nd Grade - Bronze= 10, Silver= 20, Gold= 30, Platinum= 50

3rd Grade - Bronze= 15, Silver= 35, Gold= 55, Platinum= 75

4th Grade - Bronze= 20, Silver= 45, Gold= 70, Platinum= 90

5th Grade - Bronze= 25, Silver= 50, Gold= 75, Platinum= 100

6th Grade - Bronze= 30, Silver= 60, Gold= 90, Platinum= 120

Accelerated Reader points are cumulative from month to month and trimester to trimester for determination of incentives and levels.

### **PGES Cumulative Point Awards (cumulative 1st through 6th grade)**

**Level 1:** 50 points - lanyard + brag tag

**Level 3:** 100 points - brag tag

**Level 5:** 200 points - brag tag

**Level 7:** 300 points - brag tag

**Level 9:** 500 points - brag tag

**Level 11:** 1,000 points - brag tag + office plaque

**Level 13:** 1,500 points - brag tag

**Level 15:** 2,000 points - brag tag + office plaque

**Level 17:** 3,000 points - brag tag + office plaque

**Level 2:** 75 points - brag tag

**Level 4:** 150 points - brag tag

**Level 6:** 250 points - brag tag

**Level 8:** 400 points - brag tag

**Level 10:** 750 points - brag tag

**Level 12:** 1,250 points - brag tag

**Level 14:** 1,750 points - brag tag

**Level 16:** 2,500 points - brag tag

### **Maximum Tests per Day:**

- 1st - 3rd grade - A maximum of three (3) tests may be taken each school day.
- 4th - 6th grades - A maximum of five (5) tests may be taken each week.

**Cheating:** If a student is caught giving their AR log-in to another student, has another student take an AR quiz for them, takes a quiz on a book he/she did not read, takes an AR quiz for another student, gets answers/help from another student or parent, or any other form of cheating the following consequences will be enforced.

- Student will lose all points acquired for that trimester.
- Student may lose the opportunity to attend the end of year AR Gold & Platinum Celebration.

### **Reading Aloud Point Criteria:**

- 1st - 3rd grade - Only 10 points, per year, may be used towards receiving AR points from the books the teacher has read to the class.
- 4th - 6th grades - One book/test per trimester may be used towards receiving AR points from the books the teacher has read to the class.

### **Incentives:**

Students earning **Bronze, Silver, Gold, and Platinum** will be recognized in the classroom and monthly at the Student of the Month assembly.

Students earning **GOLD: AR t-shirt may be purchased (1st student in each class to attain Gold gets a free shirt)**. Invitation to end of year AR Gold & Platinum Celebration.

Students earning **PLATINUM**: In addition to earning the GOLD level items, students reaching PLATINUM level will be admitted early and moved to the front of the lines for the AR Celebration.

### **Monthly Drawing:**

Every month, students earning enough points for entry into the monthly drawing are given a ticket for the drawing. Students may receive only one ticket per monthly drawing for which they are eligible, no matter how many points they earned that month.

1st -3rd Grade - 5 points

4th—6th Grade - 10 points

### **Monthly Drawing Procedure:**

Points earned through the last day of the month will count toward the monthly drawing. At the end of each month, teachers will be provided with a list of all students who have qualified for the monthly drawing (along with tickets to give to students). On the first Friday after month's end, students will be called up during morning announcements to deposit their ticket in the monthly drawing box. Drawings occur during the Student of the Month assemblies. In the past, monthly drawing winners have received gift certificates to Target or a similar business.

**We would like to thank our PTA for making this program possible at our school!**

## **After School Activities**

Golf – 5th and 6th grade – September and October

Basketball – 5th and 6th grade – November to February

Volleyball – 5th and 6th grade – January to March

Track & Field – 4th – 6th grade – March to May

Gate (Gifted and Talented Education) - 3rd-6th grade

Band – 3rd – 6th grade – whole school year

Student Council – 4th – 6th grade – whole school year

## **Outside Agencies**

Vary year by year – fee based

Example– Young Rembrandts (art class)

Mad Science

Early Engineers





## APPENDIX I

### EGUSD Table of Education Codes Related to Discipline 2023-2024

Acts of Violence [E.C. 48900(a)]

[\(1\) Causing Physical Injury](#)

[\(2\) Acts of Violence](#)

[Weapons and Dangerous Objects \[E.C. 48900\(b\)\]](#)

[Drugs and Alcohol \[E.C. 48900\(c\)\]](#)

[Sale of "Look-Alike" Controlled Substance or Alcohol \[E.C. 48900\(d\)\]](#)

[Robbery or Extortion \[E.C. 48900\(e\)\]](#)

[Damage to Property \[E.C. 48900\(f\)\]](#)

[Theft or Stealing \[E.C. 48900\(g\)\]](#)

[Tobacco \[E.C. 48900\(h\)\]](#)

[Profanity, Obscene Acts, Vulgarity \[E.C. 48900\(i\)\]](#)

[Drug Paraphernalia \[E.C. 48900\(j\)\]](#)

[Willful Defiance or Disruption of School Activities \[E.C. 48900\(k\)\(1\)\]](#)

[Possession of Stolen Property \[E.C. 48900\(l\)\]](#)

[Imitation Firearm \[E.C. 48900\(m\)\]](#)

[Sexual Assault or Sexual Battery \[E.C. 48900\(n\)\]](#)

[Harassment of a Student Witness \[E.C. 48900\(o\)\]](#)

[Prescription Drug Soma \[E.C. 48900\(p\)\]](#)

[Hazing \[E.C. 48900\(q\)\]](#)

[Bullying and Bullying by Electronic Act \[E.C. 48900\(r\)\]](#)

[Aided or Abetted to Inflict Physical Injury \[E.C. 48900\(t\)\]](#)

[48900.2 \(Sexual Harassment\)](#)

[48900.3 \(Hate Violence\)](#)

[48900.4 \(Harassment, Threats or Intimidation\)](#)

[48900.7 \(Terroristic Threats\)](#)

[48915 \(Expulsion\)](#)

# ED CODE 48900(a)(1)

## CAUSING PHYSICAL INJURY

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

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<b>Mandatory Actions:</b>  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  <b>Other potential actions:</b>  Consider alternatives to suspension Restorative Practices/Interventions Student Study Team (SST) Referral to school counselor Contact Foster Youth Services Site MTSS process Referral to Student Support Centers for outside services/supports Notify law enforcement (refer to AR 5144.3 and 5145.11) 1–3 day suspension <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i>	<b>Mandatory Actions:</b>  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  <b>Other potential actions:</b>  Consider alternatives to suspension Restorative Practices/Interventions Student Study Team (SST) Referral to school counselor Contact Foster Youth Services Site MTSS process Referral to Student Support Centers for outside services/supports Notify law enforcement (refer to AR 5144.3 and 5145.11) 2–4 day suspension Extreme Fights – contact Director or SSHS <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i>	<b>Mandatory Actions:</b>  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  <b>Other potential actions:</b>  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

**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
<b>Mandatory Actions:</b> 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  <b>Other potential actions:</b> Consider alternatives to suspension Restorative Practices/Interventions Student Study Team (SST) Referral to school counselor Contact Foster Youth Services Site MTSS process Referral to Student Support Centers for outside services/supports Notify law enforcement (refer to AR 5144.3 and 5145.11) 1–3 day suspension <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i>	<b>Mandatory Actions:</b> 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  <b>Other potential actions:</b> Consider alternatives to suspension Restorative Practices/Interventions Student Study Team (SST) Referral to school counselor Contact Foster Youth Services Site MTSS process Referral to Student Support Centers for outside services/supports Notify law enforcement (refer to AR 5144.3 and 5145.11) 2–4 day suspension <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i>	<b>Mandatory Actions:</b> 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  <b>Other potential actions:</b> Consider alternatives to suspension Restorative Practices/Interventions Student Study Team (SST) Referral to school counselor Contact Foster Youth Services Site MTSS process Referral to Student Support Centers for outside services/supports Notify law enforcement (refer to AR 5144.3 and 5145.11) 3–5 day suspension Possible consideration for a Recommendation of Expulsion

**WEAPONS AND DANGEROUS OBJECTS**

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

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

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

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

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

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<b>Mandatory Actions:</b> 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	<b>Mandatory Actions:</b> 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	<b>Mandatory Actions:</b> 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
<b>Other potential actions:</b> 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	<b>Other potential actions:</b> 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	<b>Other potential actions:</b> 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



**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
<b>Mandatory Actions:</b> 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  <b>Other potential actions:</b> Consider alternatives to suspension Restorative Practices/Interventions Student Study Team (SST) Referral to school counselor Contact Foster Youth Services Site MTSS process Referral to Student Support Centers for outside services/supports Notify law enforcement (refer to AR 5144.3 and 5145.11) 1–3 day suspension <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i>	<b>Mandatory Actions:</b> 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  <b>Other potential actions:</b> Consider alternatives to suspension Restorative Practices/Interventions Student Study Team (SST) Referral to school counselor Contact Foster Youth Services Site MTSS process Referral to Student Support Centers for outside services/supports Notify law enforcement (refer to AR 5144.3 and 5145.11) 2–4 day suspension <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i>	<b>Mandatory Actions:</b> 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  <b>Other potential actions:</b> 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
<b>Mandatory Actions:</b>	<b>Mandatory Actions:</b>	<b>Mandatory Actions:</b>
Ensure due process	Ensure due process	Ensure due process
Conference with student	Conference with student	Conference with student
Collect statements from other witnesses	Collect statements from other witnesses	Collect statements from other witnesses
Confiscate object	Confiscate object	Confiscate object
Notify law enforcement (refer to AR 5144.3 and 5145.11)	Notify law enforcement (refer to AR 5144.3 and 5145.11)	Notify law enforcement (refer to AR 5144.3 and 5145.11)
Give object to appropriate law enforcement	Give object to appropriate law enforcement	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	Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry	Provide 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	Contact family/guardian	Contact family/guardian
Review student's past similar behaviors and document current incident in Synergy	Review student's past similar behaviors and document current incident in Synergy	Review student's past similar behaviors and document current incident in Synergy
Hold re-entry conference if suspended	Hold re-entry conference if suspended	Hold re-entry conference if suspended
<b>Other potential actions:</b>	<b>Other potential actions:</b>	<b>Other potential actions:</b>
Restorative Practices/Interventions	Restorative Practices/Interventions	Restorative Practices/Interventions
Student Study Team (SST)	Student Study Team (SST)	Student Study Team (SST)
Referral to school counselor	Referral to school counselor	Referral to school counselor
Contact Foster Youth Services	Contact Foster Youth Services	Contact Foster Youth Services
Site MTSS process	Site MTSS process	Site MTSS process
Referral to Student Support Centers for outside services/supports	Referral to Student Support Centers for outside services/supports	Referral to Student Support Centers for outside services/supports
1–5 day suspension	3–5 day suspension	3–5 day suspension
Possible consideration for a Recommendation of Expulsion	Possible consideration for a Recommendation of Expulsion	Possible consideration for a Recommendation of Expulsion

## ED CODE 48900(c)

### UNLAWFUL POSSESSION OF CONTROLLED SUBSTANCE

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

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

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

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p><b>Mandatory Actions:</b></p> <p>Ensure due process Conference with student Collect statements from other witnesses Notify law enforcement within 1 school day (EC 48902) Give substance to appropriate law enforcement authority Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry Contact family/guardian Review student's past similar behaviors and document current incident in Synergy Hold re-entry conference if suspended 1–3 day suspension (Marijuana and alcohol) Others Substances – contact Director or SSHS</p> <p><b>Selling Drugs</b></p> <p>5 Day Suspension if Student is selling or sold a controlled substance Recommendation for expulsion if Student is selling or sold a controlled substance</p> <p><b>Other potential actions:</b></p> <p>Restorative Practices/Interventions Student Study Team (SST) Referral to school counselor Contact Foster Youth Services Site MTSS process Referral to Student Support Centers for outside services/supports <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></p>	<p><b>Mandatory Actions:</b></p> <p>Ensure due process Conference with student Collect statements from other witnesses Notify law enforcement within 1 school day (EC 48902) Give substance to appropriate law enforcement authority Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry Contact family/guardian Review student's past similar behaviors and document current incident in Synergy Hold re-entry conference if suspended 2 –4 day suspension (Marijuana and alcohol) Others Substances – contact Director or SSHS</p> <p><b>Selling Drugs</b></p> <p>5 Day Suspension if Student is selling or sold a controlled substance Recommendation for expulsion if Student is selling or sold a controlled substance</p> <p><b>Other potential actions:</b></p> <p>Restorative Practices/Interventions Student Study Team (SST) Referral to school counselor Contact Foster Youth Services Site MTSS process Referral to Student Support Centers for outside services/supports <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></p>	<p><b>Mandatory Actions:</b></p> <p>Ensure due process Conference with student Collect statements from other witnesses Notify law enforcement within 1 school day (EC 48902) Give substance to appropriate law enforcement authority Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry Contact family/guardian Review student's past similar behaviors and document current incident in Synergy Hold re-entry conference if suspended 3–5 day suspension (Marijuana and alcohol) Others Substances – contact Director or SSHS</p> <p><b>Selling Drugs</b></p> <p>5 Day Suspension if Student is selling or sold a controlled substance Recommendation for expulsion if Student is selling or sold a controlled substance</p> <p><b>Other potential actions:</b></p> <p>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</p>

**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
<b>Mandatory Actions:</b>  Ensure due process Conference with student Collect statements from other witnesses Notify law enforcement within 1 school day (EC 48902) Give substance to appropriate law enforcement authority Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry Contact family/guardian Review student's past similar behaviors and document current incident in Synergy Hold re-entry conference if suspended	<b>Mandatory Actions:</b>  Ensure due process Conference with student Collect statements from other witnesses Notify law enforcement within 1 school day (EC 48902) Give substance to appropriate law enforcement authority Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry Contact family/guardian Review student's past similar behaviors and document current incident in Synergy Hold re-entry conference if suspended	<b>Mandatory Actions:</b>  Ensure due process Conference with student Collect statements from other witnesses Notify law enforcement within 1 school day (EC 48902) Give substance to appropriate law enforcement authority Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry Contact family/guardian Review student's past similar behaviors and document current incident in Synergy Hold re-entry conference if suspended
<b>Other potential actions:</b>  Consider alternatives to suspension Restorative Practices/Interventions Student Study Team (SST) Referral to school counselor Contact Foster Youth Services Site MTSS process Referral to Student Support Centers for outside services/supports 1–3 day suspension <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i>	<b>Other potential actions:</b>  Consider alternatives to suspension Restorative Practices/Interventions Student Study Team (SST) Referral to school counselor Contact Foster Youth Services Site MTSS process Referral to Student Support Centers for outside services/supports 2–4 day suspension <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i>	<b>Other potential actions:</b>  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

**ROBBERY OR EXTORTION**

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

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<b>Mandatory Actions:</b> 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  <b>Other potential actions:</b> Consider alternatives to suspension Restorative Practices/Interventions Student Study Team (SST) Referral to school counselor Contact Foster Youth Services Site MTSS process Referral to Student Support Centers for outside services/supports Notify law enforcement (refer to AR 5144.3 and 5145.11) 1–3 day suspension <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i>	<b>Mandatory Actions:</b> 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  <b>Other potential actions:</b> Consider alternatives to suspension Restorative Practices/Interventions Student Study Team (SST) Referral to school counselor Contact Foster Youth Services Site MTSS process Referral to Student Support Centers for outside services/supports Notify law enforcement (refer to AR 5144.3 and 5145.11) 2–4 day suspension <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i>	<b>Mandatory Actions:</b> 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  <b>Other potential actions:</b> Consider alternatives to suspension Restorative Practices/Interventions Student Study Team (SST) Referral to school counselor Contact Foster Youth Services Site MTSS process Referral to Student Support Centers for outside services/supports Notify law enforcement (refer to AR 5144.3 and 5145.11) 3–5 day suspension Possible consideration for a Recommendation of Expulsion

## ED CODE 48900(f)

### DAMAGE TO PROPERTY

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

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p><b>Mandatory Actions:</b></p> <p>Ensure due process Conference with student Collect statements from other witnesses Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry Review past alternative means of correction (Ed. Code 48900.5) Contact family/guardian Review student's past similar behaviors and document current incident in Synergy Hold re-entry conference if suspended</p> <p><b>Other potential actions:</b></p> <p>Consider alternatives to suspension Restorative Practices/Interventions Student Study Team (SST) Referral to school counselor Contact Foster Youth Services Site MTSS process Referral to Student Support Centers for outside services/supports Notify law enforcement (refer to AR 5144.3 and 5145.11) Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1–3 day suspension. "First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/ or 48915, although formal exclusionary disciplinary action may not have been taken against the student. <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></p>	<p><b>Mandatory Actions:</b></p> <p>Ensure due process Conference with student Collect statements from other witnesses Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry Review past alternative means of correction (Ed. Code 48900.5) Contact family/guardian Review student's past similar behaviors and document current incident in Synergy Hold re-entry conference if suspended</p> <p><b>Other potential actions:</b></p> <p>Consider alternatives to suspension Restorative Practices/Interventions Student Study Team (SST) Referral to school counselor Contact Foster Youth Services Site MTSS process Referral to Student Support Centers for outside services/supports Notify law enforcement (refer to AR 5144.3 and 5145.11) 2–4 day suspension <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></p>	<p><b>Mandatory Actions:</b></p> <p>Ensure due process Conference with student Collect statements from other witnesses Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry Review past alternative means of correction (Ed. Code 48900.5) Contact family/guardian Review student's past similar behaviors and document current incident in Synergy Hold re-entry conference if suspended</p> <p><b>Other potential actions:</b></p> <p>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</p>

## ED CODE 48900(g)

### THEFT OR STEALING

**Stole or attempted to steal** school property or private property.

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p><b>Mandatory Actions:</b></p> <p>Ensure due process            Conference with student            Collect statements from other witnesses            Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry            Review past alternative means of correction (Ed. Code 48900.5)            Contact family/guardian            Review student's past similar behaviors and document current incident in Synergy            Hold re-entry conference if suspended</p> <p><b>Other potential actions:</b></p> <p>Consider alternatives to suspension            Restorative Practices/Interventions            Student Study Team (SST)            Referral to school counselor            Contact Foster Youth Services            Site MTSS process            Referral to Student Support Centers for outside services/supports            Notify law enforcement (refer to AR 5144.3 and 5145.11)            Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1–3 day suspension. "First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/ or 48915, although formal exclusionary disciplinary action may not have been taken against the student.  <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></p>	<p><b>Mandatory Actions:</b></p> <p>Ensure due process            Conference with student            Collect statements from other witnesses            Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry            Review past alternative means of correction (Ed. Code 48900.5)            Contact family/guardian            Review student's past similar behaviors and document current incident in Synergy            Hold re-entry conference if suspended</p> <p><b>Other potential actions:</b></p> <p>Consider alternatives to suspension            Restorative Practices/Interventions            Student Study Team (SST)            Referral to school counselor            Contact Foster Youth Services            Site MTSS process            Referral to Student Support Centers for outside services/supports            Notify law enforcement (refer to AR 5144.3 and 5145.11)            2–4 day suspension  <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></p>	<p><b>Mandatory Actions:</b></p> <p>Ensure due process            Conference with student            Collect statements from other witnesses            Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry            Review past alternative means of correction (Ed. Code 48900.5)            Contact family/guardian            Review student's past similar behaviors and document current incident in Synergy            Hold re-entry conference if suspended</p> <p><b>Other potential actions:</b></p> <p>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</p>

**TOBACCO OR NICOTINE PRODUCTS**

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

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p><b>Mandatory Actions:</b></p> <p>Ensure due process            Conference with student            Collect statements from other witnesses            Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry            Review past alternative means of correction (Ed. Code 48900.5)            Contact family/guardian            Review student's past similar behaviors and document current incident in Synergy            Hold re-entry conference if suspended</p> <p><b>Other potential actions:</b></p> <p>Consider alternatives to suspension            Restorative Practices/Interventions            Student Study Team (SST)            Referral to school counselor            Contact Foster Youth Services            Site MTSS process            Referral to Student Support Centers for outside services/supports            Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1–3 day suspension. "First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/ or 48915, although formal exclusionary disciplinary action may not have been taken against the student.  <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></p>	<p><b>Mandatory Actions:</b></p> <p>Ensure due process            Conference with student            Collect statements from other witnesses            Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry            Review past alternative means of correction (Ed. Code 48900.5)            Contact family/guardian            Review student's past similar behaviors and document current incident in Synergy            Hold re-entry conference if suspended</p> <p><b>Other potential actions:</b></p> <p>Consider alternatives to suspension            Restorative Practices/Interventions            Student Study Team (SST)            Referral to school counselor            Contact Foster Youth Services            Site MTSS process            Referral to Student Support Centers for outside services/supports            2–4 day suspension  <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></p>	<p><b>Mandatory Actions:</b></p> <p>Ensure due process            Conference with student            Collect statements from other witnesses            Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry            Review past alternative means of correction (Ed. Code 48900.5)            Contact family/guardian            Review student's past similar behaviors and document current incident in Synergy            Hold re-entry conference if suspended</p> <p><b>Other potential actions:</b></p> <p>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</p>



# ED CODE 48900(i)

## OBSCENE ACTS

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

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p><b>Mandatory Actions:</b></p> <p>Ensure due process            Conference with student            Collect statements from other witnesses            Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry            Review past alternative means of correction (Ed. Code 48900.5)            Contact family/guardian            Review student's past similar behaviors and document current incident in Synergy            Hold re-entry conference if suspended</p> <p><b>Other potential actions:</b></p> <p>Consider alternatives to suspension            Restorative Practices/Interventions            Student Study Team (SST)            Referral to school counselor            Contact Foster Youth Services            Site MTSS process            Referral to Student Support Centers for outside services/supports            Notify law enforcement (refer to AR 5144.3 and 5145.11)            Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1–3 day suspension. "First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/ or 48915, although formal exclusionary disciplinary action may not have been taken against the student.  <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></p>	<p><b>Mandatory Actions:</b></p> <p>Ensure due process            Conference with student            Collect statements from other witnesses            Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry            Review past alternative means of correction (Ed. Code 48900.5)            Contact family/guardian            Review student's past similar behaviors and document current incident in Synergy            Hold re-entry conference if suspended</p> <p><b>Other potential actions:</b></p> <p>Consider alternatives to suspension            Restorative Practices/Interventions            Student Study Team (SST)            Referral to school counselor            Contact Foster Youth Services            Site MTSS process            Referral to Student Support Centers for outside services/supports            Notify law enforcement (refer to AR 5144.3 and 5145.11)            2–4 day suspension  <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></p>	<p><b>Mandatory Actions:</b></p> <p>Ensure due process            Conference with student            Collect statements from other witnesses            Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry            Review past alternative means of correction (Ed. Code 48900.5)            Contact family/guardian            Review student's past similar behaviors and document current incident in Synergy            Hold re-entry conference if suspended</p> <p><b>Other potential actions:</b></p> <p>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</p>

## ED CODE 48900(j)

### DRUG PARAPHERNALIA

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

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p><b>Mandatory Actions:</b></p> <p>Ensure due process            Conference with student            Collect statements from other witnesses            Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry            Review past alternative means of correction (Ed Code 48900.5)            Contact family/guardian            Review student's past similar behaviors and document current incident in Synergy            Hold re-entry conference if suspended</p> <p><b>Other potential actions:</b></p> <p>Consider alternatives to suspension            Restorative Practices/Interventions            Student Study Team (SST)            Referral to school counselor            Contact Foster Youth Services            Site MTSS process            Referral to Student Support Centers for outside services/supports            Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1–3 day suspension.            "First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/ or 48915, although formal exclusionary disciplinary action may not have been taken against the student.  <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></p>	<p><b>Mandatory Actions:</b></p> <p>Ensure due process            Conference with student            Collect statements from other witnesses            Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry            Review past alternative means of correction (Ed Code 48900.5)            Contact family/guardian            Review student's past similar behaviors and document current incident in Synergy            Hold re-entry conference if suspended</p> <p><b>Other potential actions:</b></p> <p>Consider alternatives to suspension            Restorative Practices/Interventions            Student Study Team (SST)            Referral to school counselor            Contact Foster Youth Services            Site MTSS process            Referral to Student Support Centers for outside services/supports            2–4 day suspension  <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></p>	<p><b>Mandatory Actions:</b></p> <p>Ensure due process            Conference with student            Collect statements from other witnesses            Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry            Review past alternative means of correction (Ed Code 48900.5)            Contact family/guardian            Review student's past similar behaviors and document current incident in Synergy            Hold re-entry conference if suspended</p> <p><b>Other potential actions:</b></p> <p>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</p>

# 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
<b>Mandatory actions:</b> 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  <b>Potential actions:</b> Consider alternatives to suspension Restorative Practices/Interventions Student Study Team (SST) Referral to school counselor Contact Foster Youth Services Site MTSS process Referral to Student Support Centers for outside services/supports Notify law enforcement (refer to AR 5144.3 and 5145.11) <i>Depending on the severity of the incident, as well as, pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i>	<b>Mandatory actions:</b> 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  <b>Potential actions:</b> Consider alternatives to suspension Restorative Practices/Interventions Student Study Team (SST) Referral to school counselor Contact Foster Youth Services Site MTSS process Referral to Student Support Centers for outside services/supports Notify law enforcement (refer to AR 5144.3 and 5145.11) 1–3 day suspension (9th thru 12th grades) <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i>	<b>Mandatory actions:</b> 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  <b>Potential actions:</b> Consider alternatives to suspension Restorative Practices/Interventions Student Study Team (SST) Referral to school counselor Contact Foster Youth Services Site MTSS process Referral to Student Support Centers for outside services/supports Notify law enforcement (refer to AR 5144.3 and 5145.11) 2–5 day suspension (9th thru 12th grades)

## ED CODE 48900(I)

### POSSESSION OF STOLEN PROPERTY

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

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p><b>Mandatory actions:</b></p> <p>Ensure due process            Conference with student            Collect statements from other witnesses            Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry            Review past alternative means of correction (Ed. Code 48900.5)            Contact family/guardian            Review student's past similar behaviors and document current incident in Synergy            Hold re-entry conference if suspended</p> <p><b>Other potential actions:</b></p> <p>Consider alternatives to suspension            Restorative Practices/Interventions            Student Study Team (SST)            Referral to school counselor            Contact Foster Youth Services            Site MTSS process            Referral to Student Support Centers for outside services/supports            Notify law enforcement (refer to AR 5144.3 and 5145.11)            Suspension only permitted on "first offense"            If student's presence causes a danger to persons. In such instances, 1–3 day suspension.            "First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/ or 48915, although formal exclusionary disciplinary action may not have been taken against the student.  <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></p>	<p><b>Mandatory actions:</b></p> <p>Ensure due process            Conference with student            Collect statements from other witnesses            Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry            Review past alternative means of correction (Ed. Code 48900.5)            Contact family/guardian            Review student's past similar behaviors and document current incident in Synergy            Hold re-entry conference if suspended</p> <p><b>Other potential actions:</b></p> <p>Consider alternatives to suspension            Restorative Practices/Interventions            Student Study Team (SST)            Referral to school counselor            Contact Foster Youth Services            Site MTSS process            Referral to Student Support Centers for outside services/supports            Notification to law enforcement (refer to AR 5144.3 and 5145.11)            1–4 day suspension  <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></p>	<p><b>Mandatory actions:</b></p> <p>Ensure due process            Conference with student            Collect statements from other witnesses            Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry            Review past alternative means of correction (Ed. Code 48900.5)            Contact family/guardian            Review student's past similar behaviors and document current incident in Synergy            Hold re-entry conference if suspended</p> <p><b>Other potential actions:</b></p> <p>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</p>

**IMITATION FIREARM**

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

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p><b>Mandatory Actions:</b></p> <p>Ensure due process            Conference with student            Collect statements from other witnesses            Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry            Review past alternative means of correction (Ed. Code 48900.5)            Contact family/guardian            Review student’s past similar behaviors and document current incident in Synergy            Hold re-entry conference if suspended</p> <p><b>Other potential actions:</b></p> <p>Consider alternatives to suspension            Restorative Practices/Interventions            Student Study Team (SST)            Referral to school counselor            Contact Foster Youth Services            Site MTSS process            Referral to Student Support Centers for outside services/supports            Notify law enforcement (refer to AR 5144.3 and 5145.11)            Suspension only permitted on “first offense” if student’s presence causes a danger to persons. In such instances, 1–3 day suspension. “First offense” refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/ or 48915, although formal exclusionary disciplinary action may not have been taken against the student.  <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></p>	<p><b>Mandatory Actions:</b></p> <p>Ensure due process            Conference with student            Collect statements from other witnesses            Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry            Review past alternative means of correction (Ed. Code 48900.5)            Contact family/guardian            Review student’s past similar behaviors and document current incident in Synergy            Hold re-entry conference if suspended</p> <p><b>Other potential actions:</b></p> <p>Consider alternatives to suspension            Restorative Practices/Interventions            Student Study Team (SST)            Referral to school counselor            Contact Foster Youth Services            Site MTSS process            Referral to Student Support Centers for outside services/supports            Notification to law enforcement (refer to AR 5144.3 and 5145.11)            2–4 day suspension  <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></p>	<p><b>Mandatory Actions:</b></p> <p>Ensure due process            Conference with student            Collect statements from other witnesses            Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry            Review past alternative means of correction (Ed. Code 48900.5)            Contact family/guardian            Review student’s past similar behaviors and document current incident in Synergy            Hold re-entry conference if suspended</p> <p><b>Other potential actions:</b></p> <p>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</p>

## 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
<b>Mandatory Actions:</b>  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).	<b>Mandatory Actions:</b>  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).	<b>Mandatory Actions:</b>  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).

**HARASSMENT OF A STUDENT WITNESS**

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

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p><b>Mandatory Actions:</b></p> <p>Ensure due process Conference with student Collect statements from other witnesses Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry. Review past alternative means of correction (Ed. Code 48900.5) Contact family/guardian Review student's past similar behaviors and document current incident in Synergy Hold re-entry conference if suspended</p> <p><b>Other potential actions:</b></p> <p>Consider alternatives to suspension Restorative Practices/Interventions Student Study Team (SST) Referral to school counselor Contact Foster Youth Services Site MTSS process Referral to Student Support Centers for outside services/supports Notification to law enforcement (refer to AR 5144.3 and 5145.11) Suspension only permitted on "first offense" If student's presence causes a danger to persons. In such instances, 1–3 day suspension. "First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/ or 48915, although formal exclusionary disciplinary action may not have been taken against the student. <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></p>	<p><b>Mandatory Actions:</b></p> <p>Ensure due process Conference with student Collect statements from other witnesses Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, reteach/practice identified behavior skills, facilitate student re-entry Review past alternative means of correction (Ed. Code 48900.5) Contact family/guardian Review student's past similar behaviors and document current incident in Synergy Hold re-entry conference if suspended</p> <p><b>Other potential actions:</b></p> <p>Consider alternatives to suspension Restorative Practices/Interventions Student Study Team (SST) Referral to school counselor Contact Foster Youth Services Site MTSS process Referral to Student Support Centers for outside services/supports Notification to law enforcement (refer to AR 5144.3 and 5145.11) 2–4 day suspension <i>Depending on the severity of the incident, as well as, pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></p>	<p><b>Mandatory Actions:</b></p> <p>Ensure due process Conference with student Collect statements from other witnesses Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry Review past alternative means of correction (Ed. Code 48900.5) Contact family/guardian Review student's past similar behaviors and document current incident in Synergy Hold re-entry conference if suspended</p> <p><b>Other potential actions:</b></p> <p>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</p>

**PRESCRIPTION DRUG SOMA**

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

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p><b>Mandatory Actions:</b></p> <p>Ensure due process            Conference with student            Confiscate substance            Notify law enforcement within 1 school day (EC 48902)            Collect statements from other witnesses            Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry            Review past alternative means of correction (Ed. Code 48900.5)            Follow CA Education Code Requirements for controlled substances            Contact family/guardian            Review student's past similar behaviors and document current incident in Synergy            Hold re-entry conference if suspended            Contact Director or SSHS</p> <p><b>Other potential actions:</b></p> <p>Consider alternatives to suspension            Restorative Practices/Interventions            Student Study Team (SST)            Referral to school counselor            Contact Foster Youth Services            Site MTSS process            Referral to Student Support Centers for outside services/supports            Notification to law enforcement (refer to AR 5144.3 and 5145.11)            Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1 – 3 day suspension. <i>"First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/or 48915, although formal exclusionary disciplinary action may not have been taken against the student.</i>  <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></p>	<p><b>Mandatory Actions:</b></p> <p>Ensure due process            Conference with student            Confiscate substance            Notify law enforcement within 1 school day (EC 48902)            Collect statements from other witnesses            Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry            Review past alternative means of correction (Ed. Code 48900.5)            Follow CA Education Code Requirements for controlled substances            Contact family/guardian            Review student's past similar behaviors and document current incident in Synergy            Hold re-entry conference if suspended            Contact Director or SSHS</p> <p><b>Other potential actions:</b></p> <p>Consider alternatives to suspension            Restorative Practices/Interventions            Student Study Team (SST)            Referral to school counselor            Contact Foster Youth Services            Site MTSS process            Referral to Student Support Centers for outside services/supports            Notify law enforcement (refer to AR 5144.3 and 5145.11)            2 – 4 day suspension  <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></p>	<p><b>Mandatory Actions:</b></p> <p>Ensure due process            Conference with student            Confiscate substance            Notify law enforcement within 1 school day (EC 48902)            Collect statements from other witnesses            Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry            Review past alternative means of correction (Ed. Code 48900.5)            Follow CA Education Code Requirements for controlled substances            Contact family/guardian            Review student's past similar behaviors and document current incident in Synergy            Hold re-entry conference if suspended            Contact Director or SSHS</p> <p><b>Other potential actions:</b></p> <p>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</p>



**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
<b>Mandatory Actions:</b> 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	<b>Mandatory Actions:</b> 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	<b>Mandatory Actions:</b> 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
<b>Other potential actions:</b> Consider alternatives to suspension Restorative Practices/Interventions Student Study Team (SST) Referral to school counselor Contact Foster Youth Services Site MTSS process Referral to Student Support Centers for outside services/supports. Notification to law enforcement (refer to AR 5144.3 and 5145.11) Suspension only permitted on “first offense” if student’s presence causes a danger to persons. In such instances, 1–3 day suspension. <i>“First offense” refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/or 48915, although formal exclusionary disciplinary action may not have been taken against the student.</i> <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i>	<b>Other potential actions:</b> 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.	<b>Other potential actions:</b> Consider alternatives to suspension Restorative Practices/Interventions Student Study Team (SST) Referral to school counselor Contact Foster Youth Services Site MTSS process Referral to Student Support Centers for outside services/supports Notify law enforcement (refer to AR 5144.3 and 5145.11) 3–5 day suspension Possible consideration for a Recommendation of Expulsion

**BULLYING**

Engaged in the act of **bullying**.

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

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p><b>Mandatory Actions:</b></p> <p>Ensure due process Conference with student Collect statements from other witnesses Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry Review past alternative means of correction (Ed. Code 48900.5) Contact family/guardian Review student’s past similar behaviors and document current incident in Synergy Hold re-entry conference if suspended</p> <p><b>Other potential actions:</b></p> <p>Consider alternatives to suspension Restorative Practices/Interventions Student Study Team (SST) Referral to school counselor, school psychologist, social work, child welfare attendance personnel, or other school support personnel for case management and counseling. Contact Foster Youth Services Site MTSS process Referral to Student Support Centers for outside services/supports Notify law enforcement (refer to AR 5144.3 and 5145.11) Suspension only permitted on “first offense” if student’s presence causes a danger to persons. In such instances, 1–3 day suspension. <i>“First offense” refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/or 48915, although formal exclusionary disciplinary action may not have been taken against the student.</i> <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></p>	<p><b>Mandatory Actions:</b></p> <p>Ensure due process Conference with student Collect statements from other witnesses Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry Review past alternative means of correction (Ed. Code 48900.5) Contact family/guardian Review student’s past similar behaviors and document current incident in Synergy Hold re-entry conference if suspended</p> <p><b>Other potential actions:</b></p> <p>Consider alternatives to suspension Restorative Practices/Interventions Student Study Team (SST) Referral to school counselor Contact Foster Youth Services Site MTSS process Referral to Student Support Centers for outside services/supports Notify law enforcement (refer to AR 5144.3 and 5145.11) 2–4 day suspension <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></p>	<p><b>Mandatory Actions:</b></p> <p>Ensure due process Conference with student Collect statements from other witnesses Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry Review past alternative means of correction (Ed. Code 48900.5) Contact family/guardian Review student’s past similar behaviors and document current incident in Synergy Hold re-entry conference if suspended</p> <p><b>Other potential actions:</b></p> <p>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</p>

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

**"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:

Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

Causing a reasonable pupil to experience substantial interference with his or her academic performance.

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.

**(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:

A message, text, sound, video or image.

A post on a social network Internet Web site including, but not limited to:

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).

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.

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.

(iii) An act of cyber sexual bullying.

(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.

(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.

**"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.

**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
<b>Mandatory Actions:</b>  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	<b>Mandatory Actions:</b>  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	<b>Mandatory Actions:</b>  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
<b>Other potential actions:</b>  Consider alternatives to suspension Restorative Practices/Interventions Student Study Team (SST) Referral to school counselor Contact Foster Youth Services Site MTSS process Referral to Student Support Centers for outside services/supports Notify law enforcement (refer to AR 5144.3 and 5145.11) Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1–3 day suspension. <i>"First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/or 48915, although formal exclusionary disciplinary action may not have been taken against the student.</i> <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i>	<b>Other potential actions:</b>  Consider alternatives to suspension Restorative Practices/Interventions Student Study Team (SST) Referral to school counselor Contact Foster Youth Services Site MTSS process Referral to Student Support Centers for outside services/supports Notify law enforcement (refer to AR 5144.3 and 5145.11) 2–4 day suspension <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i>	<b>Other potential actions:</b>  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.

**SEXUAL HARASSMENT**

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

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

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p><b>Mandatory Actions:</b></p> <p>Ensure due process Conference with student Collect statements from other witnesses Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry Review past alternative means of correction (Ed. Code 48900.5) File CPS Report Contact family/guardian Review student's past similar behaviors and document current incident in Synergy Hold re-entry conference if suspended</p> <p><b>Other potential actions:</b></p> <p>Consider alternatives to suspension Restorative Practices/Interventions Student Study Team (SST) Referral to school counselor Contact Foster Youth Services Site MTSS process Referral to Student Support Centers for outside services/supports Notify law enforcement (refer to AR 5144.3 and 5145.11) Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1–3 day suspension. <i>"First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/or 48915, although formal exclusionary disciplinary action may not have been taken against the student.</i> <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></p>	<p><b>Mandatory Actions:</b></p> <p>Ensure due process Conference with student Collect statements from other witnesses Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry Review past alternative means of correction (Ed. Code 48900.5) File CPS Report Contact family/guardian Review student's past similar behaviors and document current incident in Synergy Hold re-entry conference if suspended</p> <p><b>Other potential actions:</b></p> <p>Consider alternatives to suspension Restorative Practices/Interventions Student Study Team (SST) Referral to school counselor Contact Foster Youth Services Site MTSS process Referral to Student Support Centers for outside services/supports Notify law enforcement (refer to AR 5144.3 and 5145.11) 2–4 day suspension (4th thru 12th grades) <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></p>	<p><b>Mandatory Actions:</b></p> <p>Ensure due process Conference with student Collect statements from other witnesses Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry Review past alternative means of correction (Ed. Code 48900.5) File CPS Report Contact family/guardian Review student's past similar behaviors and document current incident in Synergy Hold re-entry conference if suspended</p> <p><b>Other potential actions:</b></p> <p>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</p>

**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
<b>Mandatory Actions:</b>  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	<b>Mandatory Actions:</b>  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	<b>Mandatory Actions:</b>  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
<b>Other potential actions:</b>  Consider alternatives to suspension Restorative Practices/Interventions Student Study Team (SST) Referral to school counselor Contact Foster Youth Services Site MTSS process Referral to Student Support Centers for outside services/supports Notify law enforcement (refer to AR 5144.3 and 5145.11) Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1–3 day suspension. <i>"First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/or 48915, although formal exclusionary disciplinary action may not have been taken against the student.</i> <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i>	<b>Other potential actions:</b>  Consider alternatives to suspension Restorative Practices/Interventions Student Study Team (SST) Referral to school counselor Contact Foster Youth Services Site MTSS process Referral to Student Support Centers for outside services/supports Notify law enforcement (refer to AR 5144.3 and 5145.11) 2–4 day suspension <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i>	<b>Other potential actions:</b>  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

**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
<b>Mandatory Actions:</b>  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  <b>Other potential actions:</b>  Consider alternatives to suspension Restorative Practices/Interventions Student Study Team (SST) Referral to school counselor Contact Foster Youth Services Site MTSS process Referral to Student Support Centers for outside services/supports Notify law enforcement (refer to AR 5144.3 and 5145.11) Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1–3 day suspension. <i>"First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/or 48915, although formal exclusionary disciplinary action may not have been taken against the student.</i> <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i>	<b>Mandatory Actions:</b>  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  <b>Other potential actions:</b>  Consider alternatives to suspension Restorative Practices/Interventions Student Study Team (SST) Referral to school counselor Contact Foster Youth Services Site MTSS process Referral to Student Support Centers for outside services/supports Notify law enforcement (refer to AR 5144.3 and 5145.11) 2–4 day suspension <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i>	<b>Mandatory Actions:</b>  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  <b>Other potential actions:</b>  Consider alternatives to suspension Restorative Practices/Interventions Student Study Team (SST) Referral to school counselor Contact Foster Youth Services Site MTSS process Referral to Student Support Centers for outside services/supports Notify law enforcement (refer to AR 5144.3 and 5145.11) 3–5 day suspension Possible consideration for a Recommendation of Expulsion

**TERRORISTIC THREATS**

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

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

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p><b>Mandatory Actions:</b></p> <p>Ensure due process Conference with student Collect statements from other witnesses Notify law enforcement (refer to AR 5144.3 and 5145.11) Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry Review past alternative means of correction (Ed. Code 48900.5) Contact family/guardian Review student’s past similar behaviors and document current incident in Synergy Hold re-entry conference if suspended</p> <p><b>Other potential actions:</b></p> <p>Consider alternatives to suspension Restorative Practices/Interventions Student Study Team (SST) Referral to school counselor Contact Foster Youth Services Site MTSS process Referral to Student Support Centers for outside services/supports Suspension only permitted on “first offense” if student’s presence causes a danger to persons. In such instances, 1–3 day suspension. <i>“First offense” refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/or 48915, although formal exclusionary disciplinary action may not have been taken against the student.</i> <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></p>	<p><b>Mandatory Actions:</b></p> <p>Ensure due process Conference with student Collect statements from other witnesses Notify law enforcement (refer to AR 5144.3 and 5145.11) Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry Review past alternative means of correction (Ed. Code 48900.5) Contact family/guardian Review student’s past similar behaviors and document current incident in Synergy Hold re-entry conference if suspended</p> <p><b>Other potential actions:</b></p> <p>Consider alternatives to suspension Restorative Practices/Interventions Student Study Team (SST) Referral to school counselor Contact Foster Youth Services Site MTSS process Referral to Student Support Centers for outside services/supports 2–4 day suspension <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></p>	<p><b>Mandatory Actions:</b></p> <p>Ensure due process Conference with student Collect statements from other witnesses Notify law enforcement (refer to AR 5144.3 and 5145.11) Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry Review past alternative means of correction (Ed. Code 48900.5) Contact family/guardian Review student’s past similar behaviors and document current incident in Synergy Hold re-entry conference if suspended</p> <p><b>Other potential actions:</b></p> <p>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</p>



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:

Causing serious physical injury to another person, except in self-defense.

Possession of any knife or other dangerous object of no reasonable use to the pupil.

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:

The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.

The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.

Robbery or extortion.

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.

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:

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

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.

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.

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.

Brandishing a knife at another person.

Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.

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.

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:

Is appropriately prepared to accommodate pupils who exhibit discipline problems.

Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.

Is not housed at the school site attended by the pupil at the time of suspension.

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:

That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

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.

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.

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

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