



# Sheldon High School

## Handbook

Elk Grove Unified School District  
Sheldon High School  
8333 Kingsbridge Drive  
Sacramento, CA 95829

# **ELK GROVE UNIFIED SCHOOL DISTRICT**

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**EGUSD LAND ACKNOWLEDGEMENT:**

We acknowledge that the Elk Grove Unified School District administrative facilities and schools occupy the unceded territory of the Miwok, the original people of the skies, land, and waters where we work and learn. The Miwok have cared for these lands since time immemorial. They continue to teach their traditional knowledge that comes from and responds to the needs of the land and people who share it. May our daily lives and work-teaching, learning, leadership, and community engagement – support the evolving vision of the Miwok for their community and these lands. May we strive to acknowledge the past for the betterment of our future generations. May we look to our tribal partners the Wilton Rancheria, the descendants of the original people of this land, to assist with the successful education of your community.

## **SHELDON HIGH SCHOOL PRINCIPAL'S MESSAGE**

Dear Sheldon High School Students, Families, and Staff,

Welcome to the 2025–26 school year! I am filled with excitement and pride as we begin another year together as a strong, united school community. It is both an honor and a joy to serve as your Principal, and I look forward to building on the traditions, excellence, and spirit that define Sheldon High School—Home of the Huskies.

Each new school year brings with it a sense of renewal and opportunity. This year, I am especially excited about the partnerships we will continue to foster—with our incredible staff, dedicated families, and most importantly, our students. Together, we will work to ensure that every Husky is supported, challenged, and inspired to achieve their very best.

At Sheldon, we remain committed to creating a safe, inclusive, and nurturing environment where every student can thrive. Our Positive Behavioral Interventions and Supports (PBIS) expectations—**Respect, Integrity, Teamwork, and Effort**—guide everything we do. These core values shape the culture of our school and remind us daily of the kind of community we strive to build:

- **Respect** for ourselves, each other, and our learning environment.
- **Integrity** in our actions, words, and choices—even when no one is watching.
- **Teamwork** in working collaboratively to uplift one another.
- **Effort** in striving for excellence and growth every single day.

By embracing these expectations, we foster a culture of **positivity, kindness, and accountability**—a place where all students feel safe, valued, and ready to learn.

To our students: This year is yours to take on. We believe in you and are here to support you at every step.

To our parents and guardians: Thank you for entrusting us with your child's education. We are proud to be your partners in this journey.

To our staff: Your dedication and passion continue to make Sheldon a truly special place to learn and grow.

Let's make this year our best one yet—together. Every day is a great day to be a Husky!

With Husky Pride,

Leticia Bucio

Principal

Sheldon High School

# **SHELDON HIGH SCHOOL**

## **I. MISSION STATEMENT:**

Sheldon High School students will have the maximum opportunity to accelerate academically by exploring artistic, career, technical, community service, and curricular options via multiple, rigorous elective choices and/or academy programs.

## **II. VISION:**

Sheldon High School will empower students to meet standards of excellence that foster intellectual curiosity and ready them to be responsible, productive, creative, and employable citizens who effectively communicate in a culturally diverse and technologically based society.

# Achieving Excellence the R.I.T.E. Way

## Respect Integrity Teamwork Effort

“Every day I give all my **effort** to be a good **teammate** with **integrity** and **respect**”

	Respect	Integrity	Teamwork	Effort
In the Classroom	<ul style="list-style-type: none"> <li>• Listen attentively</li> <li>• Put away phones</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate academic honesty</li> <li>• Follow directions</li> </ul>	<ul style="list-style-type: none"> <li>• Use kind language</li> <li>• Collaborate in group projects</li> </ul>	<ul style="list-style-type: none"> <li>• Be present during lessons</li> <li>• Advocate for yourself</li> <li>• Be prepared</li> </ul>
In the Library	<ul style="list-style-type: none"> <li>• Keep food and drink in your backpack</li> <li>• Show kindness</li> </ul>	<ul style="list-style-type: none"> <li>• Put books back where they belong</li> <li>• Report lost items to staff</li> </ul>	<ul style="list-style-type: none"> <li>• Be courteous to different perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in learning opportunities</li> <li>• Return all materials on time</li> </ul>
In the Gym and Locker Room	<ul style="list-style-type: none"> <li>• Respect personal space and property</li> <li>• Maintain privacy</li> </ul>	<ul style="list-style-type: none"> <li>• Put phones away</li> <li>• Keep personal belongings secure</li> </ul>	<ul style="list-style-type: none"> <li>• Support teammates and use equipment safely during activities</li> </ul>	<ul style="list-style-type: none"> <li>• Dress quickly</li> <li>• Participate</li> <li>• Report issues to staff</li> </ul>
In the Cafeteria	<ul style="list-style-type: none"> <li>• Use kind language</li> <li>• Use headphones to play music</li> </ul>	<ul style="list-style-type: none"> <li>• Be mindful of personal space</li> <li>• Clean up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Wait in line</li> <li>• Make room for others at tables</li> </ul>	<ul style="list-style-type: none"> <li>• Actively participate in keeping the cafeteria tidy</li> </ul>
In Office Spaces	<ul style="list-style-type: none"> <li>• Speak with kindness and consideration</li> <li>• Listen to directions</li> </ul>	<ul style="list-style-type: none"> <li>• Be honest</li> <li>• Share accurate information when asked</li> </ul>	<ul style="list-style-type: none"> <li>• Support others with open and patient words</li> </ul>	<ul style="list-style-type: none"> <li>• Advocate for yourself</li> <li>• Invest in personal growth</li> </ul>
In Outdoor Spaces	<ul style="list-style-type: none"> <li>• Follow all staff directions and safety guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Pick up your trash</li> <li>• Don't run (unless told to do so)</li> </ul>	<ul style="list-style-type: none"> <li>• Share spaces</li> <li>• Take turns using equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Be mindful of walkways</li> <li>• Follow school schedules</li> <li>• Report hazards</li> </ul>
In Restrooms	<ul style="list-style-type: none"> <li>• Allow others their personal space</li> <li>• Keep it tidy</li> </ul>	<ul style="list-style-type: none"> <li>• One person one stall</li> <li>• Put phones away</li> </ul>	<ul style="list-style-type: none"> <li>• Protect the restroom for everyone–no vandalism</li> </ul>	<ul style="list-style-type: none"> <li>• Wash your hands</li> <li>• Exit promptly</li> </ul>

**Positive Behavioral Interventions and Supports (PBIS)** is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day.



# **EXPECTED SCHOOLWIDE LEARNING RESULTS FOR SHELDON HIGH SCHOOL STUDENTS**

Following are the “Expected Schoolwide Learning Results” (ESLRs) for Sheldon High School students:

## **Effective Communicators who:**

1. Demonstrate effective speaking skills utilizing appropriate verbal and nonverbal techniques.
2. Demonstrate effective listening skills specific to various classroom and real-world situations.
3. Demonstrate effective writing skills employing various forms of communication appropriate to the college or career readiness level.

## **Critical Thinkers who:**

1. Relate acquired knowledge to real-life situations in a global society.
2. Recognize problems and apply appropriate methodology to reach a solution.
3. Apply acquired knowledge to make solid life decisions.
4. Discern when to use appropriate technology tools and resources.

## **Responsible Citizens who:**

1. Respect self, others, and all property.
2. Demonstrate the qualities of honesty, integrity, and initiative in school, home, and community.
3. Positively contribute to group-oriented social, academic, and digital environments.
4. Engage in activities that serve to better their school and community.
5. Make informed decisions to maintain a healthy body and mind.
6. Recognize and avoid all forms of bullying and digital plagiarism.

## **Self-Directed Learners who:**

1. Utilize and discern effective resources for research needed for college and career readiness.
2. Challenge themselves with goal setting beyond the classroom, in order to learn new concepts, apply new knowledge, and mentor their communities.
3. Function in our 21st-century society by incorporating current technological trends into their learning including reading and understanding technical language.

## **Collaborative and Productive Workers who:**

1. Manage time effectively by meeting deadlines.
2. Value learning opportunities by arriving on time and being prepared for class.
3. Create and exhibit quality classwork.
4. Demonstrate reliability and responsibility by being accountable for their own actions.
5. Recognize when to contribute and share online information responsibly and effectively.
6. Regard reflection and effective questioning as tools for success.

## **Diversity Advocates who:**

1. Recognize the strength of diversity by embracing and respecting alternative views, multiple skill levels, and individual differences building a solid awareness of the world.
2. Promote acceptance by constructively challenging discriminatory attitudes and behaviors.

## **COUNSELING & GUIDANCE PROGRAM**

### **I. MISSION STATEMENT:**

The Sheldon High School comprehensive guidance program will provide an integrated program of academic, career/vocational, and personal/social services designed to improve all students' abilities to take advantage of the educational opportunities of the Elk Grove Unified School District.

### **II. ABOUT THE STAFF:**

School Counselors have relevant work experience in guidance and counseling, meet the state certification standards (Pupil Personnel Services Credential), and abide by governing laws. Please feel free to call your student's counselor at any time to discuss your child's progress, by calling the Counseling Office at 916-681-7501.

### **III. ACADEMIC:**

The Sheldon High School Counseling and Guidance Program works to ensure that every student will have an opportunity to develop academically, vocationally, personally, and socially through supportive relationships and sequential guidance activities by providing an integrated program of academic, career/vocational, and personal/social services.

- ◆ Teacher/Parent/Student Conference
- ◆ College Planning, (A-G) Requirements, PSAT, SAT, ACT, Honors, and AP
- ◆ College Admissions
- ◆ Course Selection and Registration
- ◆ Academic Assessment
- ◆ Monitor Graduation Requirements
- ◆ Academic counseling for "at-risk" students
- ◆ Student Study Teams
- ◆ Financial Aid & Scholarship Information
- ◆ Letters of Recommendation

### **IV. CAREER & VOCATIONAL**

The following services are provided to Sheldon High School students who are interested in career and vocational education.

- ◆ Career Center Facilities
- ◆ Career Planning
- ◆ College Programs
- ◆ College Requirements
- ◆ Exams – PSAT, SAT, ACT, PLAN
- ◆ Financial Aid
- ◆ Scholarships
- ◆ Vocational Programs
- ◆ Community Colleges
- ◆ Career Guidance Units for grades 9-12
- ◆ Vocational Career Faire
- ◆ Sheldon High School Academies
- ◆ Career Technical Education (CTE)

### **V. PERSONAL/SOCIAL**

The following services are provided to Sheldon High School students to help them grow personally and socially.

- ◆ Crisis Intervention and Referral
- ◆ Personal Counseling with referral to community resources
- ◆ Parent Consolation
- ◆ Support Groups; i.e., grief
- ◆ Mentoring Program
- ◆ Conflict Management
- ◆ Substance Abuse Assessment

## **ACADEMIC CODE OF CONDUCT**

The staff of Sheldon High School expects the highest standards of honesty and fairness from all students. The promotion of these ideals of education, responsibility, and self-discipline is essential. Therefore, to protect everyone's right to a fair and meaningful evaluation, this **ACADEMIC CODE OF CONDUCT** has been adopted.

- A student who exhibits any behavior which in the judgment of the teacher indicates dishonesty while taking an examination or quiz shall receive a zero for that exercise.
- A student who copies an assignment from another student shall receive a zero for that assignment, and the student who allows an assignment to be copied shall also receive a zero.
- A student who, for the purpose of cheating on an examination, enters a classroom carrying evidence of premeditation---such as aids or notes not allowed--shall receive a zero for that examination.

- Plagiarism is when a student copies or paraphrases someone else's words, work, or ideas without giving credit to the original author/speaker "source". Outside sources that need to be given credit include but are not limited to, books, websites, periodicals, newspapers, material from electronic databases, radio or television programs, interviews, speeches, and/or letters and correspondence, including e-mail. If a student commits plagiarism in any portion of an academic exercise, the student may receive a zero on the assignment and may receive disciplinary consequences. An academic exercise includes but is not limited to, a homework assignment, essay, and/or research paper.)
- A student who is apprehended for taking, without permission, another student's written assignment or project for personal use or academic credit shall receive a zero for that assignment and may be further disciplined under the provisions for theft in the student discipline policy.
- Any unauthorized person who electronically adds, alters, damages, deletes, or destroys any data, including grades, attendance, and/or discipline history, or who knowingly allows another person to engage in such conduct, is subject to suspension, expulsion, and arrest. (E.C. 48900(f), E.C. 48900(g), and Penal Code 502.)
- A student who displays unethical behavior and/or is involved in any other activity such as, but not limited to, electronically photographing and/or the electronic distribution of a test for the purpose of cheating, altering, or falsifying records, removing or copying of any materials (student, teacher, or other), etc., may be disciplined as follows:
  - A student enrolled in the course in which the infraction occurred shall receive a grade of "F" for the assignment/examination for which the infraction takes place. The student may receive disciplinary consequences, including suspension. Also, the infraction may affect any awards or honors the student may receive. This will be at the discretion of the committee(s) in charge of the awards.
  - A student NOT enrolled in a course, however, who is involved in such an infraction, may be disciplined in accordance with the student discipline policy.

## **ACADEMIES/CAREER PATHWAYS**

One of Sheldon High School's secondary school strengths lies in the Academy programs. Because of our "4 x 4" schedule, students will be taking two extra electives each year, grades 9-12, for a total of 8 electives by the end of their senior year. This is above and beyond district graduation requirements and the existing electives in a traditional schedule. In response to industry partners, we will provide focused training within the student's career interests. Through the Academy program students will have the opportunity to be involved in job shadowing at the 11<sup>th</sup> grade and internships at the 12<sup>th</sup> grade. They will enter college and the workforce with a broad area of expertise. This focused learning will take place in a chosen major or Academy. Our Academies require 70 credits in designated Academy courses. Academies are described below.

### **1.BUILDING TRADES**

This academy is intended for students interested in careers in engineering or engineering technology (civil, structural, mechanical, electrical/electronic engineering, CAD drafting or engineering technician), architecture, or building construction. Courses are designed to provide a balanced program of theory and practice, preparing students for successful post-secondary education at the university, community college, or technical school level. The engineering focus introduces students to the fundamentals of engineering and focuses on the application of math, science, and communication skills in open-ended problem-solving activities. Advanced courses prepare the student for the rigor of college and university-level engineering programs. The Building Trades focus provides instruction in the fundamentals of building construction, construction management, and cost estimating. Courses are designed around the primary building systems and materials. Coursework exposes students to the range of skills required for success in the construction industry. Advanced courses present specific skill sets applicable to the primary building trades. The building trades courses also provide crucial hands-on experience for students interested in building-related engineering and or architecture. Courses available for the current school year are.

- Building Trades 1
- Building Trades 2
- Building Trades 3

## **2. ARTSWORK: VISUAL/PERFORMING ARTS**

ARTS work Academy is designed for students who want the opportunity to explore in depth their interest in visual arts, dance, music, theater, or an integration of the visual and performing arts. This will provide students with a broad-based knowledge for pursuing many post-secondary careers or academic paths in the following areas: graphic design, publicity, media, music, dancing, and drama. The strength of the academy is that whatever the student chooses as a career, the coursework is applicable to many professions. Courses available for the current school year are

- Modern Jazz Dance 1, 2, 3
- Guitar
- Piano
- AP Music Theory
- Advanced Theatre Honors
- Drama Productions 1, 2
- Honors Art
- 3D Art/ Sculpture
- Concert Band, Marching, Symphonic and Jazz Band
- Dance Composition & Performance 1, 2, 3, 4
- Concert and Treble Choir
- String Orchestra
- Theater 1, 2, 3
- Children's Theater/Play Productions
- Art 1, 2, 3
- AP Studio Art (General and Drawing)
- Photo 1, 2, 3, 4
- Animation 1, 2, 3 and Independent Study
- Technical Communications
- Vocal Ensemble
- Music Theory
- Advanced Theatre
- Advanced Children's Theatre
- Commercial Art
- ROP: Visual Communications
- Ceramics 1, 2, 3, 4

## **3. BIOTECHNOLOGY**

The Biotech Academy prepares students for both post-secondary education and employment in the current and emerging high-growth science careers labor market. This academy is tailored to meet the needs of all students by combining ongoing and direct contact with local and regional biotech industries, blending academic instruction and meaningful, on-the-job learning experiences for our students. Through this direction and support from businesses/industries, the Biotech Academy will provide a powerful school-to-career educational experience for youth interested in science-related occupations. Courses offered in the current school year include:

### Career Tech Courses

Technology of Biology(9<sup>th</sup>)  
Science/Ethics of Biotechnology(10<sup>th</sup>)  
Honors Microbiology(11<sup>th</sup>)  
Molecular Biotechnology Honors(12<sup>th</sup>)

### Required Science Courses

Biotech Biology(9<sup>th</sup>)  
Biotech Chemistry(10<sup>th</sup>)  
Biotech Physics(11<sup>th</sup>/12<sup>th</sup>)

### Elective Courses(need to take 3+)

AP Chemistry(11<sup>th</sup>/12<sup>th</sup>)  
AP Physics(11<sup>th</sup>/12<sup>th</sup>)  
Criminalistics(11<sup>th</sup>/12<sup>th</sup>)  
Ecology(11<sup>th</sup>/12<sup>th</sup>)  
Physiology(11<sup>th</sup>/12<sup>th</sup>)  
Lab Specialist(12<sup>th</sup>)

Incoming 9<sup>th</sup> & 10<sup>th</sup>-grade students apply to an academy/career pathway through an application.

## **ACADEMY HONORS AND RECOGNITION**

Sheldon High School offers four Academy Programs, in which students may elect to become involved. Academies are built upon an interdisciplinary curriculum in a focused career area. The Academy Ideal is to help students excel through rigorous courses and off-campus job internships in the selected area of student interest. Students may apply for Academy acceptance as early as February of their 8<sup>th</sup>-grade year or as late as February of their 10<sup>th</sup>-grade year depending on each student's individual readiness.

Once students are accepted and successfully complete a minimum of two years in their chosen Academy, they may apply for a Sheldon High School "Block S" to be worn on their letterman jacket. Each Academy has specific guidelines in order for students to receive their letters. Guidelines may include but are not limited to attendance at Academy meetings, participation in Academy activities, minimum GPA and attendance criterion, minimum unit completion in Academy courses, and holding a position in Academy leadership. Letters will be awarded in May of each school year. Seniors who have received their "Block S" may be eligible for the Honor Cord at graduation. Specific Academy criterion applies as stated above. For further details or any Academy questions, please call the counseling office.

## **COMMUNITY SERVICE**

Community Service is a way of learning through experiences. Through Community Service students gain and apply academic, career, and social skills by addressing authentic community needs. Students at Sheldon High School are encouraged to take part in Community Service. Students in 9<sup>th</sup> and 10<sup>th</sup> grade who complete 20 hours in each of those two years, and 25 hours in both 11<sup>th</sup> and 12<sup>th</sup> grades will earn a cord at graduation and special recognition on their transcripts. Community Service record cards may be picked up in the Attendance Office. Completed Community Service record cards must be returned to the front office to be date stamped.

Community Service may begin in June and continue to accumulate until one week before the end of school.

- 1) The student will have full responsibility to submit documentation for service time. The original form must be turned in to the attendance office and date stamped. The student is to keep a copy of the form for his/her records.
- 2) Community Service will be in addition to, but not including, payment, and school credits and should not be during school hours.
- 3) Verification of Community Service must be turned in by the last day of school for freshmen, sophomores, and juniors. Seniors must turn them in on or before the last Friday in April to qualify for graduation recognition.
- 4) Credit for Community Service will only be approved for the current year – June to May.
- 5) Graduation recognition will be for the timely completion of four years of community service.

## **COUNSELING AND CURRICULUM INFORMATION**

### **STUDENT INTERVENTIONS AND RESTORATIVE PRACTICES**

Support services will be coordinated using The Multi Tiered System of Supports (MTSS) model. At Sheldon, the staff is committed to providing a comprehensive 7-12 program of service delivery to students, parents, staff, and the community in an effort to systematically support student achievement and academic success. A few of the resources offered are listed as follows:

- \* Conflict Mediation (9-12)
- \* Student Study Teams (9-12)
- \* Tobacco & Marijuana Education
- \* Pack Time/Flex Time

### **TUTORING PROGRAM**

Many of the departments at Sheldon High School provide tutoring and additional services for students. Students can obtain more information about specific days and times from their teachers or from the counseling department. The library is open daily from 8:00-4:00. A tutoring schedule will be created by counseling with classes, dates and times every semester, and copies will be available in the counseling office.

### **SENIOR EXPECTATIONS**

Participating in senior activities with the culmination of receiving a diploma, the Commencement Ceremony is a milestone in one's life. A student may be granted a diploma based upon earned credits and fulfilling requirements in specific academic areas. The privilege to participate in senior activities or the Commencement Ceremony is contingent upon maintaining acceptable scholastic and behavioral standards.

This important milestone will be achieved by your student(s) adherence to Senior Expectations. Hopefully, the following information will eliminate any problems and assure seniors they will be included in all activities planned to honor their achievements.

#### **Expectations and Procedures**

Seniors are expected to maintain acceptable standards in the areas of academics, attendance, conduct and citizenship. In instances where a senior's conduct or performance does not meet school standards, as determined by the staff and site administrators, an administrative review will be conducted. Based upon the results of the administrative review, students and parents will be notified and conferences held when necessary. Individuals who continue to maintain unacceptable standards and/or are involved in disciplinary situations at the end of the school year may be excluded from one or more senior activities; such as, the senior trip, senior ball, etc., and/or the Commencement Ceremony. While early identification and corrective measures will be attempted, all seniors should understand that misconduct late in the school year may result in "serious" disciplinary action. This is due to limited time, lack of opportunities for counseling and conferences, and fewer options being available at this time of the year.

#### **Graduation Requirements**

To encourage and support the purpose and integrity of the high school educational program during the senior year, the District establishes the following minimum requirements for each student's participation in the high school graduation ceremony:

1. **Achievement:** To participate in the high school graduation ceremony, a student must earn 25 out of 30 credits during the 2nd semester at traditional-schedule high schools or 35 out of 40 credits in the 3<sup>rd</sup> and 4th terms at block-schedule high schools.

Students who transfer to a district school from one outside of the district during their senior year must meet all EGUSD requirements to earn a diploma from the district school. If the student does not meet district requirements but does meet the requirements of his/her prior school, the student's diploma will be issued from that school. Foster youth students who enroll in a district school during their 11th or 12th-grade year and are unable to meet the district's graduation requirements will be allowed to graduate upon completion of the state's graduation requirements rather than the district's.

2. **Attendance:** All seniors will be monitored during both terms and an attendance review will be conducted on any senior who has excessive absences during a term (more than 10%). The review will include excused and unexcused absences, single period, block or full day absences, trancies, and tardies.
  - A. Attendance patterns and reasons for absences will be monitored. If a senior's attendance does not meet school standards, the student and parent will be notified and conferences scheduled as necessary.
  - B. The administration will review all instances of senior truancy (cuts), especially during the last few months of school. Cutting classes whether for a single period block or full day absence, may result in exclusion from senior activities and/or the Commencement Ceremony.
  - C. Attendance at the commencement practice is mandatory. Any student who misses commencement practice will not be allowed to participate in the Commencement Ceremony.
3. **Good Citizenship/Discipline:** A senior student who receives an off-campus suspension from school in the second semester or 3rd and 4th terms will be notified in writing that if a second off-campus suspendable offense occurs, he/she may not be allowed to participate in the graduation ceremony. Moreover, any senior student who receives an off-campus suspension within the last 20 school attendance days prior to the date of graduation may be denied the privilege of participating in the graduation ceremony, even if that off-campus suspension is the student's first off-campus suspension during his/her senior year. In addition, if a student receives an off-campus suspension that falls on the day of graduation practice or of the graduation ceremony, that student may not be allowed to participate in graduation.
4. **Unpaid Damages:** In cases where a senior student has willfully damaged, or otherwise injured the property of the District, or failed to return the property of the District that has been loaned to the student, that student may be denied the privilege of participating in the graduation ceremony until the student or student's parent or guardian has paid for the damage or replacement costs of the District's personal property.

The principal or administrative designee of the student's high school will provide the student and the student's parent or guardian notice of unpaid amounts accrued and due to the District (under Education Code section 48904) based upon the student's damage or other injuries to District personal property, or the student's failure to return personal property of the District loaned to the student.

This notice will inform the student and the student's parent or guardian that failure of the student to pay the amounts due under Education Code section 48904 may result in the revocation of the student's privilege to participate in a graduation ceremony. The written notice shall be provided to the student and the student's parent or guardian at least 5 school days before any graduation ceremony for which the student's participation may be revoked under District policy and regulation because of the failure to pay the amounts due under Education Code section 48904.

The written notice will also inform the student and the student's parent or guardian of the opportunity to meet with the school site principal or the principal's designee to discuss the facts relating to unpaid amounts due relative to Education Code section 48904. This written notice and opportunity to be heard under this policy will constitute sufficient due process for the student in advance of the revocation of the student's privilege of participating in the graduation ceremony.

## **GRADUATION CEREMONIES AND ACTIVITIES**

### **Graduation Practice Attendance**

Each student is required to attend the scheduled graduation practice/s at the school from which he/she is graduating. Unless the absence is approved by the principal, failure to attend the scheduled practice/s may result in the revocation of the student's privilege to participate in the graduation ceremony.

## **Parent Notification and Appeal**

Each high school student and parent/guardian shall receive annual notification of this policy and regulation as related to achievement, citizenship/discipline, unpaid damages, and graduation practice attendance. High school seniors shall also receive additional notification of this policy and regulation at the beginning of the second semester.

Should a student be informed by the school's principal that he/she may not participate in the graduation ceremony; the student's parents/guardians will be notified in writing of their right to appeal the decision of the principal. It is our goal to work with parents and students to make the senior year one that is memorable and productive. We strongly advise seniors and their parents to pay close attention to the areas indicated above to prevent possible loss of any activities or ceremonies which are an important part of the final year of high school.

Please Note: Additional information may be presented throughout the year.

## **Personal Item of Adornment**

The EGUSD office of Secondary Education determines the policies around personal adornments. These policies will be shared with students and parents prior to graduation.

## **GRADING POLICY**

Grades are earned on an A-B-C-D-F scale. Class standards/syllabus will be distributed by all teachers to every student during the first week of class. Daily attendance, class assignments, class participation, homework, examinations, and class conduct are all important and may be a part of a student's grade. Questions or disputes regarding grades should be directed to the classroom teacher. **Also, please register for ParentVUE, this is a great communication tool between the school and the parent/guardian.** You can view your child's grades, view assignments and email teachers directly. See page 8 for more information about our new communication tool

## **PASS/NOT PASS POLICY**

Students taking additional classes during the school day or summer school have the option of taking them on a PASS/NOT PASS basis. During the school day, this includes "0" period classes. The following are limitations to the policy:

1. Teacher's Assistant, Lab Tech. and Math Tutor earns Pass/Not Pass credit only.
2. During the summer school program, only non-academic electives can be taken Pass/Not Pass. A non-academic elective is a non- "A-G" class.
3. A "C" grade or better constitutes a pass. A "D" grade or lower constitutes a Not Pass.
4. Students who are taking an additional course on a Pass/Not Pass basis will receive an "F" grade for non-attendance.

## **CLASS STANDARDS/COURSE SYLLABUS**

During the first week of the course, all students will receive a class expectations sheet/course syllabus in each class. Homework, grading standards, course requirements, and instructional sequence or outline will be reviewed. All courses will have homework and behavior expectations in addition to the whole-school student expectations.

## **GRADE WEIGHTING**

In accordance with rules established by the University of California, students completing honors and advanced placement (AP) courses in their junior and senior years will receive extra grade points when calculating their grade point average (GPA). Freshmen and sophomores completing such courses will receive the extra grade point for their high school GPA only. Questions may be directed to the Counseling Department.

Letter Grade	Grade Points – Regular	Grade Points - AP/Honors
A	4	5
B	3	4
C	2	3
D	1	1
F	0	0

Honors Classes	AP Classes	
English 9-10 Math II Math III Pre-Calculus Art French Theatre	Chemistry Physics U.S. History Government Economics  Statistics	AP English Lit Spanish IV Language Psychology Studio Art World History Calculus AB AP Lang & Comp

## **ParentVUE – SYNERGY COMMUNICATION TOOL**

With Synergy, Parents/Guardians use a single sign-on to access all of their children's information regardless of school. Parents will access the portal using ParentVUE and students will access using StudentVUE.

### **ParentVUE**

ParentVUE helps parents/guardians stay informed and connected by providing day-to-day insight into their child's academic experience with access to important information.

The ParentVUE Portal will provide parents with:

- Single sign-on – one login for each parent, which will allow access to all students associated with that parent across the district in any grade or school
- Big picture information – the ability to view attendance, immunization compliance, transcripts, graduation status, and more
- Ability to update information – emergency contacts, physician and phone numbers
- Grades and assignments – know if your student is on track academically and know when assignments have been given and are due
- Class website access – know what is happening in your children's classroom(s)
- Ability to stay connected with teachers – communicate with teachers
- Web Portal and Mobile App – Easy access from anywhere and anytime

parents will need to register for a ParentVUE account using an activation code and instructions given out at the beginning of the school year by each school site. Instructions on how to register and update information in the system will be included on the activation code handout. If you lose your activation code or need another one, please contact the school office.

## **GRADE REPORTING**

You can view student(s) grades by logging in to ParentVue. Progress reports and term grades are posted in Synergy 3-5 days after the grading period ends and if you choose in ParentVue, to have a hard copy mailed to you, then you will also receive a copy in the mail. Please allow 3-5 business days after the posting date for the report card to arrive. If you have any questions regarding report cards, please contact our Data Processing Assistant.

2025-2026	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Description	Aug. 14 - Oct. 10	Oct. 13- Dec. 19	Jan. 6. - Mar. 13	Mar. 23 - May 29
End of Progress Report Grading Period	Sept.12, 2025	Nov. 7, 2025	Feb 6, 2026	April 24, 2026
End of Grading Period	Oct. 10, 2025	Dec. 19, 2025	Mar. 13, 2026	May 29, 2026

## **POLICY AND PROCEDURE FOR CHALLENGING COURSES**

a. Policy - Board Policy 6155, adopted: October 29, 1984,

### **Challenging courses by Examination**



The school board recognizes the occasional need to allow students to take examinations, which assist in the proper placement of students in the courses of study, which are normally part of the high school curriculum. Students may receive credit by demonstrating competency through examinations and/or performance.

#### **b. Procedure**

**WHY:** The Elk Grove Unified School District makes high school challenge tests available in order to help students make the best use of their time in high school. Some students enter the district with a background in specific areas, but their transcripts do not clearly show this. Other students may be so knowledgeable in a required subject that they wish to pass the course by examination and take a more advanced course instead. Still, others may wish to pass the test in order to take an elective in another area.

**HOW:** There are some limitations:

1. Students may challenge an academic course which is the next course in a required sequence.
2. Students may challenge a specific course only once.
3. Students may not use a challenge test to make up a course they have failed.
4. Students may not challenge physical education or driver education courses.
5. Only grades of "A" or "B" on challenge tests count in the grade point average or toward fulfillment of graduation requirements.
6. If students do pass a challenge test with an overall grade of "A" or "B", the grade is entered on their transcripts; it counts in figuring the grade point average.

#### **WHAT:**

1. All challenge tests include objective and essay sections based on course objectives or on supplementary reading. If appropriate, tests may also include an oral interview, a practical demonstration, or an experiment. Students must pass the objective section before going on to other sections of the test.
2. Overall-all test grades are determined by averaging together grades on all parts of the test. To score well, students must demonstrate that they have an in-depth understanding of the subject. Consequently, the minimum passing score for a challenge exam is the median score earned on this test by students who passed the regular course with a B. (A median score is a score in the middle: the same number of students scored higher than the median as scored lower.)
3. Challenge tests are administered at a central location in the district. All challenge exams are prepared and graded by a district-wide committee under the direction of the Curriculum Specialist. This ensures a district-wide standard for all challenge tests.

## **EXTRA / CO-CURRICULAR ACTIVITIES ELIGIBILITY**

### **Extra-Curricular/ Co-Curricular Activities Eligibility (Proposed Board Policy AR 6145):**

All students who wish to participate in extra-curricular, including athletics and co-curricular activities must:

1. Have earned a 2.0-grade average in their overall district 9-12 program for the grading period prior to their participation and for each succeeding grading period during participation. The grade reports determining eligibility will be those issued at the end of the term before the first day of practice/tryouts. Credits earned will be a factor in computing the end-of-semester grade point averages, but only the grades will be averaged on a 4.0 scale.
2. Meet the Standards of satisfactory citizenship.
3. Have a satisfactory attendance record.
4. In addition, the Associated Student Body (ASB) President shall maintain at least a 2.5-grade point average.

#### **The administration shall establish:**

1. Annually a list of organizations and/or activities that are subject to this policy.
2. Administrative procedures for implementation of this policy.

For the purpose of clarification, the following terms will be used to determine academic eligibility:

3. Grades of Progress: Data processor-generated grades assigned to a student but not officially recorded on a transcript. Students must have a 2.0 GPA or higher with no more than one F.

4. **Grades of Record(Term):** The data processor generated grades assigned to a student and officially recorded on a transcript. Students must have a 2.0 GPA or higher.

**Student-athletes who represent an EGUSD school in any athletic competition must meet the following requirements:**

1. Earn a 2.0 GPA in 9-12 courses for Grades of Record prior to competition.\*
2. Maintain standards of satisfactory citizenship.
3. Maintain satisfactory attendance record as defined by Board Policy.

\*Schools reserve the right to restrict tryouts to only academically eligible students.

Note: Exceptions may be made to the requirements above by the student-athlete completing an Academic Hardship packet when a health, physical, mental disadvantage, or other extenuating and unusual circumstances exist. The Academic Hardship Committee will meet with the student-athlete and their parent/guardian and if the committee grants an exception and waives the Academic Eligibility requirements listed above, the student-athlete must be placed on an official EGUSD Hardship Contract and abide by all of its stipulations. This is a one-time contract for any high school in the Elk Grove Unified School District.

## **CONTINUING ELIGIBILITY**

Eligibility is determined by the following:

1. A student is eligible if, on any Grade of Record(Term), the student has maintained a minimum 2.0 GPA.
2. If on any Grade of Progress, the student has a 2.0 GPA but has more than one "F" the student-athlete is ineligible to compete in any practices or contests beginning the 5th day after grades are published. That student becomes eligible to rejoin the team as soon as the student-athlete completes a grade check form and hands it to the Athletic Director or the student-athlete shows the Athletic Director their current synergy grade book showing that the student is earning a 2.0 with no more than one F.
3. Meet standards of satisfactory citizenship.
4. Have a satisfactory attendance record.
5. In addition, the associated student body (ASB) president shall maintain at least a 2.5-grade point average.
6. Students are ineligible if they are on the No Activities List (NAL). This includes practices, games, and activities that may fall on school holidays.

**The site administration shall establish**

1. Annually a list of organizations and/or activities that are subject to this policy.
2. Administrative procedures for implementation of this policy.

**PLEASE NOTE: Students with outstanding library fines or other school fines will not be allowed to participate in extra-curricular and co-curricular activities!**

A student participating in extra-curricular and/or co-curricular activities becomes ineligible if:

1. On a grade or progress report card the student receives an F grade. If a student receives an F grade, his/her ineligibility begins the Monday after grades are published. The student is eligible as soon as he/she returns a grade clearance form to the Athletic Director and/or Activities Director, signed by the teacher, signifying that the student is passing the class.
2. On a grade record report card or on a traditional semester calendar where "quarter grades" (grades of progress) are issued, the student is below a 2.0-grade point average.

## **SUMMER SCHOOL TO AFFECT EXTRA-CURRICULAR AND CO-CURRICULAR ELIGIBILITY**

Students who have demonstrated a satisfactory attendance record of ninety percent actual attendance and have met standards of satisfactory citizenship in all courses and in the school generally or in its activities during the spring semester have the option of having summer school course work affect their extra-curricular and co-curricular eligibility. In selecting summer school coursework for this purpose, the student must repeat summer school coursework in the same courses in which grades from the preceding grading period caused ineligibility. In the event that identical courses are not available, the student may substitute other coursework with the

same or higher level of difficulty. All substitute coursework must have the approval of the counselor, the appropriate department chairperson, and the final approval of the principal before the student has enrolled in summer school.

## **ATHLETIC ACADEMIC APPEALS**

Students whose academic performance has been affected by a long-term medical problem, personal family duress or tragedy, or other conditions beyond the control of the student and family may petition the school for a one-time athletic academic appeal. If granted, an athletic academic appeal could provide an academic probationary period of up to nine weeks. Requests for athletic academic appeals will be heard by a four-person committee consisting of a site administrator, counselor, classroom teacher, and the athletic/activity director. The appeals committee will determine if the request meets the above criteria. The committee may request written verification of any conditions that affect academic performance. Should probation be granted, the committee will develop a contract between the student, family, and school that clearly outlines the academic performance expected during the probationary period. A student who does not achieve educational progress as defined by the probationary committee may lose his or her eligibility either during or after the probationary period.

## **SCHOOL ATTENDANCE FOR STUDENT-ATHLETES**

Attending all classes is a high priority for all students/athletes. Many athletic events require students to miss classes during the week making it very important for all student-athletes to establish good attendance patterns and communicate with their teachers about assignments to be done.

1. Students must attend 50% (minimum) of the school day, excluding lunch, in order to participate in a competition that day.
2. Student-athletes in violation of these rules will be suspended for a minimum of one contest or game. (Subject to review with Head Coach and Athletic Director)

## **ATHLETIC RESIDENTIAL ELIGIBILITY**

The California Interscholastic Federation (CIF) requires that students who participate on a school team must be living with parents or legal guardians who reside within the school's attendance boundaries. All exceptions to this rule require that special permission forms and letters of approval be on file before a student can be declared eligible. Students who are admitted to a school through an "Intra-district Transfer" must obtain and fill out the necessary CIF form and receive CIF clearance before he/she may participate in any contests. **Intra-district Transfers do not guarantee athletic eligibility.** Questions about residential eligibility should be directed to the Athletic Director.

Because the penalty for allowing an ineligible athlete to participate is severe (forfeiture of all contests in which the athlete participated), any athlete living outside of the school boundaries should notify the coach of his/her residence at the beginning of the season, so that the coach can make sure all of the appropriate forms and approvals are on file. An athlete who is dishonest about his/her residence places an entire team in jeopardy. Any athlete known to be using a false address or otherwise not being honest about a residence should be immediately reported to the coach to avoid penalizing the entire team. If a student and his/her parents move out of the attendance area, but the student remains in the school, the student must immediately report his/her change of residence to the coach.

## **CALIFORNIA SCHOLARSHIP FEDERATION (CSF)**

The California Scholarship Federation (CSF) accepts registrations only twice a year during the second week of February and September. Students qualify for participation with their last term grades. So in September, it is their June grade card that they will use to apply and in February they use their January grades. Participation is based on a point scale where A's equal 3 points, B's equal 1 point, and Honor's B's equal 2 points with a ten-point minimum achieved in academic classes necessary for qualification. The state CSF organization is very strict with grade guidelines and registration deadlines. Once the registration period is over, no one can apply until the next term. Sophomores can apply to be associate members for the first time in February with their first-term Sheldon High School grade cards. Sophomores who qualify will be initiated into full CSF membership in the spring. CSF is an honor society to recognize excellent student scholarships and service organizations for our school. Students with four semesters of CSF membership are CSF seal bearers, and those with six semesters of membership are lifetime members as well.

## **ACADEMIC AWARDS**

The academic award recognizes outstanding academic performance by Sheldon students. The award can be earned twice a year, in fall (terms 1 and 2) and spring (terms 3 and 4). Criteria for the award are based on the average GPA of the two terms being evaluated. Applications are distributed to all eligible candidates who would like to be awarded and recognized; if you do not receive an application but feel you are eligible please contact the Activities Director, Kaila Prestridge. Lists of eligible individuals are also posted

on the Activities windows and applications will be sent out through Synergy mail. **To receive the award you must turn in the application by the deadline and you must attend the academic awards ceremony.**

Students who receive seven consecutive awards, from Sheldon High School only, will be eligible for the eighth academic award which includes a teal academic sash to be worn during graduation.

## **ASSOCIATED STUDENT BODY (ASB) MEMBERSHIP THROUGH 5-STAR**

Sheldon High School students may purchase an ASB membership for \$45. This entitles the student to free admission at all “home” athletic events (except playoffs), discounts on Student Store clothing, class events, T-Shirts, and dances. Students can easily save more than the cost of the card by attending the preceding events. Playoff and Foundation games are all full prices as set by the Sac-Joaquin Section Athletic Association.

<b>ATHLETICS/ACTIVITY</b>	<b>WITH ASB MEMBERSHIP</b>	<b>W/O ASB MEMBERSHIP</b>
Home Football	\$0	\$9.00
Home Basketball	\$0	\$9.00
Away Football, Basketball	\$5.00	\$5.00
Home Volleyball and Wrestling	\$0	\$9.00
Away Volleyball and Wrestling	\$5.00	\$5.00
Homecoming Dances	\$17.00	\$20.00
Formal Dances (Prom/Ball)	\$5.00 off regular price	Varies by dance

**PLAYOFF EXCEPTIONS:** During playoffs, students will not be able to use their ASB membership discount. Students will have to pay full admission to playoff games according to CIF policy.

## **ELECTRONIC DEVICE POLICY**

### **Passwords:**

New students or students who have reset their password need to use the district’s default password to access their account. This password is a formula:

- Capitalized First Letter of First Name
- Last Four of Student ID
- Birth Date (2 digits)
- lowercase “a”

Example: Student ID: 89967536    Birth day: 2nd    First Name: Robert    **Password would be: R753602a**

Sheldon High School will allow students to use electronic devices before school, during passing periods, during both lunches, and after school. Amplification of any kind (i.e. speakers, ringtones, text message alerts, videos, music, etc.) from electronic devices will not be permitted. Parents and guardians will have to pick up the confiscated electronic device from the VP office. Progressive discipline will be in place for each electronic device violation.

**Classroom Policy:** Electronic devices may be used in the classroom at the discretion of the teacher for academic and instructional purposes. Teachers have the discretion to confiscate any electronic device deemed a disruption to the class by the teacher. Electronics in the locker room or any student changing area on campus are strictly prohibited and may result in the confiscation of the device and the possibility of other progressive discipline practices. Teachers’ class violation policy will coincide with the site’s electronic device violation policy. Parents and guardians may need to pick up the confiscated electronic device from the VP office. Other forms of progressive discipline will be in place for each subsequent incident thereafter.

### **Students in violation of the electronic device policy will receive the following consequences:**

<b>Violation</b>	<b>Description</b>
<b>1<sup>st</sup></b>	The electronic device is confiscated and may be picked up by the student at the end of the school day in the Vice Principal’s office.

2 <sup>nd</sup>	The electronic device is confiscated and will result in a parent, or adult, listed on the emergency contact list (over the age of 21) picking up the phone.
3 <sup>rd</sup>	The electronic device is confiscated, and the student is assigned an after-school detention. If the detention is not served, the student is placed on the No Activities List (NAL) until the detention is served. A parent, or adult, listed on the emergency contact list (over the age of 21) must pick up the phone.
4 <sup>th</sup>	The electronic device is confiscated, and the student is assigned an after-school detention. If the detention is not served, the student is placed on the No Activities List (NAL) until the detention is served. A parent, or adult, listed on the emergency contact list (over the age of 21) must pick up the phone.
5 <sup>th</sup>	The student will meet with a Vice Principal, the electronic device is confiscated, and the student is assigned an all-day Restorative Practices Room and placed on the NAL. A parent, or adult, listed on the emergency contact list (over the age of 21) must pick up the phone.

## **ATTENDANCE**      **OFFICE HOURS: 8:00 a.m. to 4:00 pm (M,T,Th,F) and 8:00 a.m. to 3:00 pm (W)**

Students are expected to attend school regularly. Academic success and achievement begin with a commitment to being punctual and prepared for the rigors of school. Maintaining this high standard will positively affect a student's progress and grade as well as reinforce a strong work ethic for the future. Keep in mind that missing one class on the 4x4 block schedule is equivalent to missing two classes on a traditional schedule. Therefore, attendance is extremely important.

Regular attendance and punctuality are key elements in determining your success at Sheldon High School. Irregular attendance will negatively affect class progress and grades. Parents/guardians, please feel free to call and check your student(s) attendance at any time.

## **HOW TO CLEAR ABSENCES**

- A. **ABSENCES MUST BE CLEARED WITHIN SEVEN (7) SCHOOL DAYS** beginning on the day the student returns to school. Students who do not clear their absence(s) within seven days will be considered truant from school. **It is the parent/guardian's responsibility to clear their unexcused absences. Students can request an attendance printout from the attendance office staff. Absences not cleared may affect a student's eligibility for Renaissance, Academic Awards, work experience, etc.**

Parents may send a note with their student to clear an absence. The note must include the following information: the student's name, identification number, date(s) of absence, the reason for absence, a telephone number where the parent/guardian can be reached to verify the absence, and the parent/guardian's signature. If the absence is for a doctor or dentist's appointment, the student is to bring in a note from the doctor/dentist's office with the office phone number and the appointment time.

According to Education Code 48200, a pupil shall be excused from school when the absence is due to an illness, quarantine, medical services, funeral of a student's immediate family member, jury duty, serving as a member of a precinct board for an election, religious exercise (four hours per semester), court appearance, or when approved in writing by the principal.

- B. **EXCESSIVE ABSENCES:** Students with excessive absenteeism or tardiness will be reported to the School Attendance Review Board (SARB) and may be required to provide verification of illness from a doctor. Please remember that if excessive absences or tardies from class or school occur, the school will require verification from a doctor or dentist, etc.
- C. **If** a student accrues more than ten (10) absences (excused or unexcused) a doctor's note is required for every day thereafter. Failure to provide a doctor's note will result in a parent/student agreement being put in place.

## **CLASSIFICATION OF ABSENCES AND TARDIES (Ed. Code 48260, 48261, 48262)**

- A. **EXCUSED:** Illness, doctor or dental appointments, death in the immediate family, counseling, or religious practices. Students attending a medical appointment must bring in a confirmation card from the doctor. Absences stated as "personal" will not be excused.
- B. **SCHOOL APPROVED:** Field trips, school performances, and SHS athletic events.
- C. **UNEXCUSED:** Truancy, flat tires, running out of gas, slow/backed up traffic, missing the bus, oversleeping, home suspensions, vacations, walking to school, babysitting siblings. In addition, all unexcused absences stated as "personal" will not be excused.

## **LEAVING SCHOOL EARLY (LEAVE OF GROUNDS)**

As a closed campus, we do not allow students to leave campus without a verifiable excuse.

- A. PLEASE INFORM YOUR STUDENT AHEAD OF TIME IF THEY NEED A LEAVE OF GROUNDS SLIP. Attendance office staff will only call a student's name over the public address system during passing periods to inform them of the Leave of Grounds slip.
- B. PARENTS MUST CALL OR WRITE A NOTE ASKING THAT THE STUDENT BE RELEASED FROM SCHOOL EARLY. The note should include all of the information noted above under I (A) AND the date and time the student needs to be excused from class and the expected date/time of return. If a student is unable to return by the designated time, the parent should follow up with a call or note. Please follow call-in procedures as outlined in Section A of "How to clear absences." The parent/guardian will be called to confirm all written notes. If we are unable to contact a parent/guardian to verify the note, the student will not be dismissed from school early.
- C. LEAVE OF GROUNDS SLIPS ARE NEEDED BEFORE A STUDENT LEAVES CAMPUS. After verifying the student's information for a Leave of Grounds slip, the attendance staff will call the student during passing periods over the public address system. The student is responsible for picking up the Leave of Grounds slip prior to leaving campus. If the Leave of Grounds slip is not picked up, the student's attendance will be recorded as truancy.
- D. LEAVE OF GROUNDS AT THE END OF THE SCHOOL DAY. Requests for early dismissals during the last 15 minutes of the school day will not be accepted, processed, or distributed after 3:22 pm. Parents/Guardians are encouraged to call ahead of time for any early dismissal. Please call the day before or the morning of. On days that school is let out early, dismissals will not be accepted with less than 15 minutes left in the school day (i.e. if school lets out at 12:00 pm early dismissals will end at 11:45 am.). We have a limited number of individuals available to process those requests. Please keep this in mind as you plan your student's appointments and other commitments.
- E. RETURNING TO CLASS. Students must report to the Attendance Office upon return to school. Their leave of grounds will be date/time stamped and the student will return to class.
- F. EXCESSIVE LEAVE OF GROUNDS. Students with excessive leave of grounds requests will be required to clear future requests with their Vice Principal.
- G. LEAVING SCHOOL AT LUNCHTIME. The Elk Grove Unified Board of Education has established a closed campus policy at all sites. Students may not leave campus at any time during the school day. This is for the security of the campus and to protect your student's health, safety, and welfare. Please cooperate by not requesting permission for your student to leave campus during the school day. (E.C. 44808.5). A parent or guardian needing to pick up their student during lunch must go into the Sheldon office.

### **CONSEQUENCES FOR TRUANCY ("T's"):**

Truancy ("T") is any "unexcused absence" of 30 minutes or more (including Tardies). Truancy may also include an uncleared absence. Truancy reports are run through the Attendance Office on a weekly basis.

- Students will be referred to an administrator and counselor for support, services and correction.
- Students will be referred to the district attendance office for (SART/SARB). This process is a legal process which may lead to Sacramento County court hearings and possible legal judgements against the parents/guardians of students who do not attend school.
- Students will be referred to the Restorative Practices room.
- Students will be considered for the Sheldon High School and EGUSD discipline process.
- Students will be placed on the No Activities list.

### **18 -YEAR OLD AUTHORITY TO VERIFY ABSENCES**

In accordance with Education Code 46012, students 18 years of age or over have the authority to verify their absences as excused. However, excused absences must conform to the California Administrative Code, Title 5, Section 420, Absences Allowed, and the school has the responsibility to check absences to verify their accuracy.

The attendance policy, as stated in this student handbook, still applies. Students who request this privilege must have their parent/guardian sign the form letter agreeing that their 18-year-old student will have the authority to verify their absences as excused. If some absences are in excess, the parent/guardian will be contacted for verification purposes. This privilege may not be used as an

excuse to go off campus for lunch. **18-year-old students are to be advised that this is a privilege and if they abuse this privilege, it will be rescinded and the parent/guardian will be advised.**

## **TARDY POLICY**

Being tardy to class disrupts the instruction. Students are **expected to be in their classroom and seated before the tardy bell rings, with materials necessary for class.** Students need to understand the importance of not interrupting other students in class, therefore maximizing instructional time. Students need to understand the standards of behavior in each class expected so that they accept responsibility for their own actions. No restroom passes will be issued during the first fifteen minutes or last fifteen minutes of class. Teachers are prepared to progressively work with students, parents, and if necessary, the administrative team for students violating the tardy policy.

**A parent/guardian wishing to excuse the student's tardy for a medical or dental reason must provide written proof to the Attendance Office from the doctor.** The written proof must include the date and time of the appointment along with the doctor's phone number in order for the "tardy" to be excused. Each teacher will include the tardy policy for his/her classroom in the class syllabus. A parent/guardian may also excuse a tardy by calling the attendance office to report an illness or a school bus being late. A late city bus will not be excused.

## **TARDY CHECK-INS**

When students are tardy (less than 30 minutes), to first period, they must check in at the nearest Tardy Kiosk or office window before proceeding to class. Tardy Kiosks are located at the outside windows of the Attendance Office and in room P-7 on the north side of campus. Students check in at the Tardy Kiosk by scanning their school ID via their school ID card or StudentVue from their personal cell phones or manually typing in their school ID number. The kiosk will generate a tardy pass that students must present for admittance to class. When students are over 30 minutes tardy they must see the Attendance Office to receive a pass to class.

### **Consequences for Tardies**

- **1 to 3 tardies – Teacher Managed**

Teacher/student conference.

Phone call home via autodialer Tardies **Logged in Synergy.**

- **4-5 tardies – Teacher/student conference**

Teacher assigns detention.

Makes a phone call home noting that the student has been assigned detention.

Log the date which they have to serve by (5 days)–**Log in Synergy report.**

- **6+ Tardies - Teacher refers to alpha Administrator**

**Admin may do any or all of the following:**

Assign another detention.

Assign the student to the Restorative Room.

Meet with the family and the student counselor to review transcripts.

Refer to the district attendance.

## **OUT OF CLASS PASS**

In an attempt to maintain campus safety, keep a secure campus, prevent any negative behavior, and limit the number of students out of class wandering around under the pretense of going to the restroom, office, or library, *all* students will be required to adhere to the following policies and procedures for being out of class:

- Any student out of class going to the Administration Office, Attendance Office, Health Technician, Counseling Office, Library or Behavior Intervention Class (Restorative Practices Room) must have a pass in 5 star from the teacher or the office they are going to before leaving class. Students found without a pass will be sent back to class and may receive a detention for being out of class without a pass.

- Any student wishing to use the restroom during class time, must be in possession of a Sheldon High School Restroom Pass in 5 star. Students will not be permitted to go to the restroom during the first 15 minutes or the last 15 minutes of class. In addition, students will not be permitted to leave class to use the restroom during either lunch period.

## **NO ACTIVITIES LIST (NAL)**

Students who have accumulated multiple tardies, trancies, absences, behavior referrals, other referrals to E-15, and/or suspensions may be prohibited from attending extracurricular activities before, during, or after school; this is called The No Activities List (NAL). Students are placed on The No Activities List by an administrator. In order to be removed from The No Activities List, a student must have at least five consecutive days of incident-free attendance and behavior with no incident referrals. Incidents involving certain types of suspendable violations may extend the duration of The No Activities List by adding additional time. The NAL prohibits students from attending Athletic Events, Dances, Field Trips, Club Activities, and any other event or activity that is not connected to a student's grade (to be approved by a teacher and administrator before the activity).. If a student leaves/dis-enrolls Sheldon High School while on the No Activities List, he/she is still not permitted to participate in or attend Sheldon High School activities i.e. sporting events, or dances. If a student leaves/dis-enrolls Sheldon and is on the NAL and then enrolls back into Sheldon, he/she remains on the NA until meeting all requirements to be removed from the NAL.

## **DETENTION**

Detention is a supervised period held for one hour directly after school. Detentions can be assigned by teachers and administrators. Staff members assigning the detention may contact the parent via phone, email, or a note sent home with the student. Students may request a date of their choosing to serve detention as long as the date is within one week of the violation. Parents or guardians may reschedule their student's detention once by calling 916-681-7500 prior to the date and time of the scheduled detention. If a student fails to attend detention, is late to detention, or is removed from detention for disciplinary reasons, he/she will be considered in defiance of the school authority.

<b>AFTER SCHOOL DETENTION</b>
Monday, Tuesday, Thursday, Friday - After school for 30 mins– 3:45 pm – 4:15 pm and Wed 2:45pm-3:15pm to be held in Room in E-15

During detention, students are required to quietly work on their school assignments. **STUDENTS MAY NOT PARTICIPATE IN ANY EXTRA-CURRICULAR ACTIVITIES WHILE ASSIGNED TO DETENTION OR BEHAVIOR INTERVENTION CLASS. Late students will not be admitted!**

## **DETENTION PROCEDURES**

### **DETENTION RULES, REGULATIONS, AND EXPECTATIONS ARE EXPLAINED TO THE STUDENTS:**

- |  |  |
|--|--|
| *No Cell phones, No talking                | *No disruption of class, i.e., inappropriate questions             |
| *Stay on-task                              | *One warning for violation of rules (possible seat change)         |
| *Take out work and/or reading materials    | *No Activities List for failure to successfully complete detention |
| *Head up and sitting forward (no sleeping) | *Possible suspension   |
| *Bring school ID                           |  |

### **VIOLATION OF DETENTION RULES MAY RESULT IN:**

- A student was warned once and had to change seats or be asked to leave without credit for detention time.
- The Student was brought to the front office and a call made home explaining there was a violation of detention rules. The detention supervisor may make this call home, and confirm further disciplinary action with an administrator.
- Students sent out of detention for violations will be placed on the No Activities List.

## **RESTORATIVE PRACTICES ROOM**

Restorative Practices Room is designed to support students who are exhibiting unproductive classroom behaviors and may benefit from intervention to mitigate those behaviors. Teachers can assign two periods of Restorative Practices Room for the class period the student is enrolled. The teacher must contact the parent to inform them of the referral. Administrators may assign students to the



Restorative Practices Room for any combination of periods including a full day. **Students who are assigned “all day” Restorative Practices Room by an administrator need to be in the Restorative Practices Room for the entire school day and remain in the Restorative Practices Room until the end of the school day.**

- Students who are assigned to the Restorative Practices Room need to be prepared with work and study materials.
- Students assigned to the Restorative Practices Room for the entire day will have lunch in the Restorative Practices Room.
- Students need to arrive before the tardy bell for the first period or check in with an administrator. There are no exceptions.
- Students who have work experience or CTE or sports will not be excused early from Restorative Practices Room; they must stay in Restorative Practices Room until the end of the school day. Should a student miss the Restorative Practices Room due to an appointment (doctors, dental, etc.) they will make up the Restorative Practices Room upon their return to school.
- Student cell phones will be held by the Restorative Practices Room teacher in a secure location for the duration of the student’s stay in the Restorative Practices Room. On the 4th visit to Restorative Practices Room, a warning will be given by the administration to the student that on his/her 6th visit to Restorative Practices Room he/she will be home suspended for one day. Depending on the violation a student may be suspended at any time even if they were sent to the Restorative Room first. The parent/guardian will be contacted informing them of the situation.
- If a student receives a full day of Restorative Practices Room, they will be expected to complete a restorative assignment in addition to their regular school work current and past due. Failure or refusal to do so may result in a home suspension for up to two days.

#### **VIOLATION OF RESTORATIVE PRACTICES ROOM RULES**

Upon violations, a student may have a seat change. A student may be brought to the front office and a phone call home is placed to the parent/guardian explaining that there was a violation of the rules and possible outcomes or consequences. Expect the Restorative Practices Room supervisor to call and confirm further disciplinary action as a discipline referral.

Further disruption, defiance, or refusal to work on teacher-assigned school work and/or Restorative Practices Room-assigned work may result in a home suspension.

### **STUDENT RULES OF CONDUCT**

The staff at Sheldon High School expects students to exhibit good citizenship, appropriate behavior and conduct. Students need to understand rules and accept responsibility for their actions if these rules are violated. The staff at Sheldon encourages communication and cooperation between the home and school concerning discipline matters.

The most important role of discipline in the school is to establish a safe and comfortable atmosphere for students to achieve academic success. Disruptions of the learning environment for staff and students will not be tolerated. A positive climate for learning is created when students maintain high standards for being good citizens. Through collaboration with parents, students, staff, the intervention team and administration, Sheldon has established its discipline policy to meet the needs of students striving for success. It also aims to provide support to those students and families who are experiencing difficult times and working toward improvement.

This climate we are striving for is structured around academic success, having a healthy environment, and maintaining a safe campus for all students and staff. The SHS climate includes but is not limited to a drug, alcohol and tobacco free campus, non-violent campus with interventions to mitigate student conflict, a bully-free campus where students can focus on learning, not intimidation and a campus where students are attending class and learning each period, just to name a few. All of these things contribute to a safe, healthy learning climate where students respect all persons on campus and focus on supporting themselves and others to reach higher levels of success and prepare for adulthood and the many endeavors they will encounter.

Having these goals in mind, students are encouraged to report incidents which disrupt the school, jeopardize student/staff safety emotionally and physically, disrupt learning and expose students to an unhealthy situation. We ask students to avoid associating with or joining, or being within proximity to a person or group violating the school rules as this may cause a disciplinary consequence for inciting, encouraging or supporting violations, and violating student/staff privacy, even when the student is not the direct violator. One example of this could be filming a fight and/or spreading information (rumors and gossip), videos, pictures and comments in any way.

These actions compromise student confidentiality for health and safety, exposes students to further ridicule, glorifies conflict, and can be construed as promoting such acts. This worsens the situation and makes mediation and intervention more difficult. These and other actions disrupt every person learning environment and it is not acceptable

## **PHYSICAL EDUCATION DRESS & PRICE LIST**

If you care to purchase clothes at the Sheldon student store, see the price list below. (\*Note that we do not have athletic shoes for sale at the student store\*).

Dry Fit T-shirt  
Shorts  
Locks

**Purchased from Student Store \$8.00**  
**Purchased from Student Store - \$10.00**  
**Sheldon Combination Lock \$6.00**

**NOTE: There is a specified dress for all Physical Education classes. Please see the syllabus for details. If a student wants to purchase clothes elsewhere or bring clothes from home, P.E. clothes must be school colors (teal, black, gray, and/or white).**

## **STUDENT PARKING POLICY**

- Parking spots will be on a first-come/first-serve basis every day in the student parking lot.
- No one will be allowed to park on the end caps or along the parking lot curbs.
- The first through fourth parking rows in the stadium parking lot and the separate row next to the main office) are reserved for staff parking only. Staff will have displayed permits. Vehicles without staff permits risk being cited and students of those vehicles risk receiving other consequences.
- Students **must** have a valid license, and the vehicle must have current registration and insurance to apply for a parking permit.
- Students are **not** allowed to park in the Visitor's Lot or the Performing Arts Center Lot (PAC) between SHS and Smedberg.
- Students will **not** be allowed to go to their vehicles during the school day without administrative approval.
- Students are **not** allowed to go to lunch off campus during the school day unless with approval from the office and parent/guardian prior to leaving.
- **Students are discouraged from parking in the neighborhood as this is considered off-campus.**

## **STADIUM PARKING LOT EXIT**

To ensure the safety of students leaving the campus during the school day, we are requesting a safe exit for vehicles leaving the stadium parking lot. During dismissal, all vehicles **must** exit onto Calvin Road and turn right (west) when leaving the parking lot. At school dismissal, an alternative exit only will be opened onto Kingsbridge Drive.

## **BICYCLE PARKING**

Bike racks are provided as a convenience to SHS students. In an effort to protect and safeguard your bicycle, please make sure you lock it every day and do not share the combination or key with others. The bike racks are monitored periodically throughout the day, but the student assumes responsibility for the safety of their bicycle.

## **SKATEBOARD CONTRACT**

**Skateboards are not allowed on the Sheldon campus. Skateboarding is prohibited anywhere on school grounds at all times.** However, we recognize that a number of students use their skateboards as a mode of transportation to and from school. In an effort to accommodate these students, Sheldon High School agrees to hold students' skateboards in the vice principal's office during school hours. Students who want to utilize this service must complete and meet the conditions stated in the **Skateboard Contract**. A contract can be picked up in the Sheldon High School Vice-Principals' Office. **We do not assume responsibility for lost or stolen**

**skateboards.** Skateboards that are not checked into the Vice Principal's office will be confiscated and returned to the parent only. Confiscated items not picked up within 30 days will be discarded.

## **GENERAL INFORMATION**

### **SCHOOL INFORMATION AND STAFF CONTACTS**

Students and parents can get up-to-date school information or contact staff by going to our website at [shs.egusd.net](https://shs.egusd.net). Students and parents can also contact staff, and access student class records, assignments, and grades through ParentVUE. **Look for ParentVUE registration information on our website or on page 8 of this handbook. It is necessary to re-register with ParentVUE if you change schools.**

### **STUDENT STORE**

The Student Store at Sheldon is open during lunches. The profits from the store go into the school's Associated Student Body accounts and are used to support the clubs and Associated Student Body activities. The money goes directly back to the student body. The store has a variety of foods, school supplies, and spirit items for students, staff, parents, and the community. The student store manager is available by phone during lunches and is only on campus part-time. All food items sold in the student store meet California Nutritional Guidelines.

### **AMERICANS WITH DISABILITIES ACT**

The Sheldon High School welcomes those with disabilities to participate fully in the programs, services, and activities offered to students, parents, guardians, and members of the public. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in any program, service, or activity offered to you, please contact Craig Grivel at (916) 681-7500 at least 48 hours before the scheduled event so that we may make every reasonable effort to accommodate you. [Government Code Section 54953.2; Americans with Disabilities Act of 1990, Section 202 (42 U.S.C. Section 12132).]

### **HEALTH RECORDS ASSISTANT**

A Health Records Assistant is available during regular school hours for illness, injury, and validation of P.E. excuses. Students needing to see the Health Records Assistant must obtain a pass from their teachers. The Health Records Assistant's Office is located in the Vice Principals' area of the main office. All health information should be updated annually and changes should be noted immediately for the safety of all students.

### **MEDICATION**

Students are not permitted to bring medication to school (neither prescription nor non-prescription) without a written doctor's approval. If your child must take medication at school, a parent must come in and pick up an authorization sheet to be filled out by the doctor before medication can be administered. A parent should bring the medication to the school, in its original container, with the physician's instructions for administering the medication along with the authorization sheet. The medication and/or a reserve supply should be kept in the Health Record Assistant's Office at all times. Please contact the Health Records Assistant to obtain forms and information regarding this procedure.

### **LOST AND FOUND**

Students who find articles of clothing, books, wallets, backpacks, jewelry, personal items, etc., need to take them to the Attendance Office at Sheldon and they will be placed in the "Lost and Found" area located in the room just off the cafeteria waiting to be reclaimed by their owners. If students have lost any items, please check in the "Lost and Found." Students are encouraged not to bring valuable possessions or large sums of money to school. We do not assume responsibility for lost, stolen, or missing articles on campus: lockers are not safes! All items will be disposed of at the end of each school year

### **POSTERS AND FLYERS**

Only Elk Grove District or school-related clubs and activity posters and flyers are allowed to be posted or distributed on campus and must be approved by the District or Sheldon High School. Private/personal parties or outside group events posters and flyers are not allowed on campus. Students found violating this policy will have all posters and flyers confiscated and discarded, will be told to remove and discard all posted advertisements from around the campus and face disciplinary consequences. Birthday greetings and other well wishes may be allowed if messages are appropriate and the student wishing to post greetings has approval from Head Custodial and Administration. If approval is given to post, students can only use **blue painter's tape** and post it on the bulletin boards or inside the cafeteria. Items cannot be taped to doors, windows, room number plates, inside any classrooms, bathrooms, or any

painted surface. Failure to follow these guidelines will result in the student being told to remove and discard all posted items and may face additional disciplinary consequences.

## **STUDENT AND NON-STUDENT VISITORS**

Former students will not be allowed to visit unless they have an appointment with the staff member they are visiting. Staff members must contact the Main Office to inform office staff of prearranged visitors and the visit must be approved by an Administrator. Visitors will not be allowed to visit during lunch periods but may arrive 15 minutes before lunch or 15 minutes after lunch. Sheldon High School does not allow school-age guests on campus during the school day, and does not allow adult age persons on campus unless preauthorized by a parent-guardian-caregiver and cleared, with permission by the main office prior to entry. Any visitor must have a valid visitor badge to not be considered trespassing on the SHS campus.

## **STUDENT DELIVERIES**

Parents and students are strongly discouraged from bringing such items as special deliveries for students (flowers, balloons, gifts, lunch money, personal items) to school due to the potential disruption and/or distraction from the school environment. School staff are not responsible for any lost or damaged items that are delivered to the front office for student pickup. Staff have the discretion to deny an item to enter the campus for any reason where safety, security, policy, disruption of the learning environment or operations, or other concern is or could be a factor.

## **NO DELIVERY SERVICE FOOD ACCEPTED**

Due to excessive disruption and safety concerns, we do not accept food deliveries from outside delivery services (i.e., DoorDash, Uber Eats, etc.). We will only accept food deliveries from parents/guardians or others that are listed on the student's emergency information screen and delivery **MUST** be dropped off in the front office for students to pick up in a timely manner.

**Any unauthorized food deliveries will be rejected at the door/curb. Please note that the money paid for the food will not be reimbursed. If it is not possible to reject the food, the food will be confiscated and disposed of. Sheldon High School does not have the capacity to store food or drink and/or prevent such food from spoiling, so for safety reasons food of this nature will be disposed of.**

### **Food Delivery Consequences**

- 1st delivery – Student meets with an administrator, and a phone call home by an administrator.
- 2nd delivery – Student will be assigned after school detention, and a phone call home.
- 3rd delivery – Student will spend a day in the Restorative Room, and a phone call home.
- 4th delivery and beyond – Student will spend a full day in the Restorative Room, or suspension at the principal's discretion and a phone call home.

## **WITHDRAWALS - TRANSFERS**

Any student withdrawing or transferring from Sheldon High School must report to the Attendance Office for a clearance sheet. A parent must accompany the student. The Drop Form must be signed and approved by the Attendance Office, all teachers, and the librarian before returning it to the Attendance Office. All books must be returned and fines paid before transcripts are released.

## **WORK PERMIT REQUIREMENTS**

- Work permit requests and work permits may be picked up in the Counseling Office.
- There will be a two-day processing period for work permit applications (i.e., if your application is turned in before school on Monday, your work permit may be picked up on Wednesday after school).
- Students with work permits in the Elk Grove Unified School District are required to maintain appropriate attendance and school performance to maintain their work permits.
- Students with three (3) or more school days (12 class periods) truant within a school year will have their work permit revoked. Employers will be notified of the revocation of the work permit.

- Students with a GPA below 2.0 or who receive a failing grade (F) will have their work permit revoked. Employers will be notified of the revocation of the work permit.
- Students must be clear of any outstanding school fines. Work permits will not be issued to students until all fees are paid.
- If the work permit is revoked, students may apply to have their work permit reinstated if attendance and/or academic performance has improved enough to maintain a “C” average for at least one quarter and/or less than three (3) unexcused absences for one quarter.
- Ages, and maximum hours per day and per week for Elk Grove Unified School District students:

Age	Non-School Days	School Days
14 – 15	8 hours/day – 40 hours/week	3 hours/day – 18 hours/week
16 - 17	8 hours/day – 48 hours/week	4 hours/day – 20 hours/week

- A day of rest from work is required if the total hours employed per week exceeds 30 hours or if more than 6 hours are worked on any one day during the week.
- Minor’s work must be performed between specified hours:
  - o 14 - 15 years: 7 a.m. to 7 p.m. (summer 6/1 - Labor Day, 7 a.m. - 9 p.m.)
  - o 16 - 17 years: 5 a.m. to 10 p.m. (12:30 a.m. when no school the next day)
- Students in approved work experience education or cooperative vocational education programs may be authorized to work until 12:30 a.m. on nights proceeding school days with specified written permission. Parental and school permission is required.
- When regulations of enforcement agencies differ, the more restrictive regulation applies.

**PLEASE NOTE:**

**Work Permits will not be issued to students with outstanding lab fees or library fines!**

## **USE OF FILMS, VIDEOS, AND TELEVISION FOR STUDENT VIEWING**

Board Policy 6162.1, Adopted May 16, 1994,

It is the policy of Elk Grove Unified School District to provide visual materials for students, which are appropriate for student viewing and which support the instruction program. The following parameters prevail:

- Films/videos, prints, and other visual media that appear on the Sacramento County Office of Education list are approved for their curricular content for use in the classroom.
- All media used in the classroom must adhere to the copyright policy and must have a direct tie to the curriculum and support the instructional program. All media should provide a different perspective and allow students to experience a curricular area.
- No “X” or “NC-17” rated films shall be shown. “R” and “PG” rated films cannot be shown at the elementary or middle school level.
- Alternative assignments will be given for students excused from viewing.
- Parents must be informed if controversial media is used for students viewing, such as Family Life Media and “PG-13” (6-8), and “R” (9-12) rated media. Accompanying the letter will be a form provided for parents to elect the option of an alternative assignment for their child.
- “R” and “PG” rated films and unrated commercial films/videos/television rebroadcasts must meet the following criteria:
  - o have been reviewed and approved by the site administrator or designee(s)
  - o have been linked to the curricular objectives

- are shown only after written information is provided to parents which include:
  - the rating,
  - Reason for the rating (obscenity, nudity, violence, etc.),
  - the curricular objectives, that the film has a tie to, and,
  - An alternative assignment of comparable difficulty for students excused from viewing.
    - A district family preview session will be provided for “R” rated films in grades 9-12 and for “PG-13” rated films in grades K-8.
- Any educational television shows viewed in the classroom must have a direct tie to the curricular objectives. Activities prior to and after the television event should support the television program and require students to utilize the new knowledge. Opportunities should be available for students to extend their learning beyond the program. Extra-credit activities that recommend the viewing of an “R” rated film for grades 9-12 and a “PG-13” rated film for grades 6-8 will not be allowed.

## **INSTRUCTIONAL MATERIALS**

Elk Grove Unified School District engages in a very careful review process for all of our instructional materials, textbooks, and novels. Our review process is very important because we want to ensure that your children have the best possible instructional tools.

Your child’s teacher should share information about classroom textbooks and pieces of literature with you. They should let you know in particular about any sensitive or potentially objectionable portions of the materials. This will allow you ample time to review the materials prior to their use.

If you are concerned or have questions about the books, please call your child’s teacher, Principal, or the Curriculum/Professional Learning Department at the Education Center. We would like to have the opportunity to discuss these concerns with you. If, after this discussion, your concerns have not been relieved, you have the right to request an alternative assignment or book.

If you have any further questions, please don’t hesitate to call Curriculum/Professional Learning at 686-7748.

## **SHELDON HIGH SCHOOL LIBRARY**

**MISSION STATEMENT:** The mission of the Sheldon High School Library is to promote life-long literacy skills and to ensure that our students can find, evaluate, and utilize information in order to make informed decisions and be independent thinkers who positively contribute to their community. We provide this by providing access to current resources and materials to support our curriculum and to support the diverse needs of our student population.

**LIBRARY HOURS:** The library is open daily from 8:00 – 4:00 Mondays through Fridays.

**CIRCULATION OF LIBRARY MATERIALS:** All library books are checked out for 3 weeks and there is a 5 book limit. The following guidelines apply to checking out library material:

All students must have a current Sheldon High ID card or a California driver’s license to check out books. If a student has lost his/her ID card, he/she must purchase a new one before new library books can be issued.

Overdue books will prevent students from checking out any additional library books.

If a student is on a payment plan for a lost textbook or library book, he/she must make a payment each time he/she checks out a library book. Students check out books for their friends at their own risk!

**CIRCULATION OF TEXTBOOKS:** Guidelines for textbook circulation are as follows:

- All students must have a current Sheldon High ID card or a California driver’s license to check out textbooks. If a student has lost his/her ID card, he/she must purchase a new one before additional textbooks can be issued. During the first week of school and again during the term change in January, students are allowed to use their schedules to check out textbooks. Beyond this time frame, students will have to use their ID cards.
- Students are strongly encouraged to turn in all overdue library and/or textbooks before new textbooks are issued.

- Textbook distribution happens at every term change. Students are brought to the library according to a textbook distribution schedule given to each teacher. If students are absent during this time, they may visit the library at their convenience to check out the textbooks they need.
- Textbooks can be returned in the following ways:
  - Students can return their textbooks themselves directly to the library. This is the preferred way!
  - Students are sometimes instructed to give their textbooks to their teachers who then turn them into the library. Teachers who participate in this method generally turn in a sheet indicating who turned in what textbook.
- Students needing a second set of textbooks will need to provide a doctor's note to the library. They must also notify their counselor. Students are then financially responsible for each textbook they check out.
- Textbooks cannot be checked out over the summer except for AP & Honors summer work.

**LOST/DAMAGED BOOKS:** Please read the following guidelines carefully regarding lost and damaged textbooks. Textbooks are very expensive and we take every effort to ensure the students know the policies regarding lost textbooks. We also work closely with students and parents for payment arrangements should a textbook become lost.

- If a student loses a textbook, he/she must pay for it before a new textbook can be issued. Payment plans are accepted.
  - To start a payment plan, a student must put \$10 down towards the cost of the book. Every time student needs an additional library book or textbook, he/she must bring another \$10 payment until the balance is paid in full.
  - Students and parents may replace lost textbooks or library books from an online source such as Amazon.com or Half.com. Please obtain the required form from the librarian before pursuing this option.
  - Refunds are given whenever the lost textbook is found. They are generated at the district office and can take up to 2 weeks to process.
  - Payments can be cash or check only. The library does not have a credit card or debit card machine. Checks should be made out to Elk Grove Unified School District when paying for lost textbooks. Checks should be made out to Sheldon High School if paying for lost library books.
- Please be advised that students leave their textbooks in the classroom at their own risk despite the teacher's directions to do so. Students are still financially responsible for any stolen textbooks whether it be from their classroom, their cars, etc. Claiming a textbook is stolen is not an automatic waiver of financial responsibility.
- To ask about the prices of lost textbooks, please call the library at 916-681-7500 ext. 8088. Generally, textbook replacement costs range from \$25 to \$150.
- Damages to textbooks are assessed each term. When damage is noted, the book is stamped on the inside corner noting the date the damage was discovered and a librarian's initials. Therefore, if a book is damaged and not stamped, the student who had the book last will be fined accordingly. Please consult the library link on the Sheldon High School website for a list of general damage costs. <http://sheldonhuskies.com>.
- **STUDENT WITHDRAWALS:** If a student is leaving Sheldon High School during the academic year, the following guidelines regarding textbooks are in place:
  - All textbooks and library books must be turned in before the school can formally withdraw a student.
  - All payment plans must be paid in full before a student can formally withdraw.
  - Students that leave Sheldon High with outstanding payments and/or overdue books will be billed for the amount. His/her new school will be notified of the outstanding charges as well.

**END OF YEAR TEXTBOOK/LIBRARY BOOK PROCEDURES:** The Sheldon High School library prints overdue notices twice per year. At the end of the school year, if students leave without turning in their books, report cards may not be mailed home and notices regarding the outstanding books will be mailed home. Students must return all books, pay for lost or damaged books, or start a payment plan before report cards can be given.

**USE OF THE LIBRARY AND COMPUTER LAB:** Our library is considered the “hub” of student academic resources and achievement. We take great pride in offering our students a place to find resources for research, great books to read, and providing an atmosphere for studying and learning. Here’s a list of the following procedures:

- We offer 40 computers for students to use throughout the day.
  - Students must also have a Sheldon High ID card to use the computer. No exceptions!
- Students may print papers
  - Printing is free for school-related assignments only. Free printing is offered after school.
- Quiet Study Time: During this time, all students who use the library are asked to not talk. Anyone talking will be asked to leave. This is a study hall atmosphere catered to those students who need absolute quiet to get their work done.
- Students may borrow textbooks during library hours to use while in the library.
- During the course of a day, the library is used by classes for research, book talks, computer lab use, etc.
- The library maintains an online database for all students to use. This database contains articles from hundreds of newspapers and magazines and ranges from current events to historical events. Please contact the librarian to obtain login information for these database resources.
- It is our hope that students feel like the library is their place to grow academically. We maintain a positive and safe environment for all Sheldon High School students and staff. Our atmosphere is clean and inviting and the librarian is always here willing to assist in any way possible.



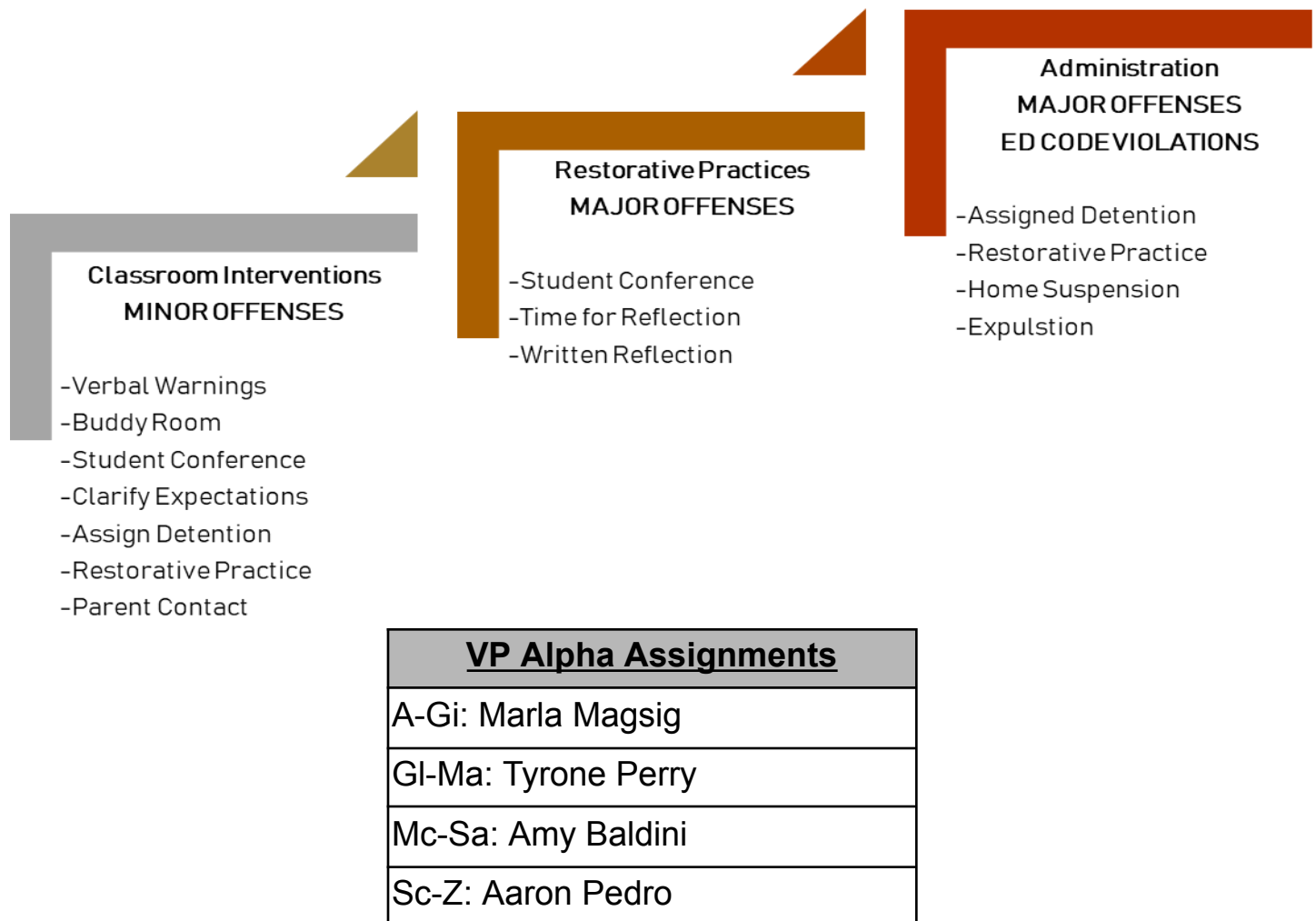
## **PROGRESSIVE DISCIPLINE**

Through progressive discipline, staff members determine appropriate consequences and/or support to help students improve their behavior while considering their individual circumstances. The goal is to help prevent inappropriate student behavior from happening again.

More serious consequences may be considered for inappropriate behavior and conduct that escalates or is repeated. Providing students with the opportunity to reflect on their own actions and the impact of these actions is essential to student learning. Parent involvement is key in supporting the student's success. At times, the seriousness of the behavior(s)/conduct or frequency of those may negate lower levels of intervention and consequences.

The purpose of a progressive discipline system is to:

- Improve the education environment for students, teachers, parents/guardians, and staff
- Inform students and parents/guardians of rules and policies
- Record discipline violations in a systematic way
- Predetermine disposition for violations, when possible



*\*This progressive discipline matrix is recommended for a continued series of behaviors without a dramatic change by the student. If a student's negative behavior were to dramatically escalate, the teacher should respond by skipping steps if necessary*

## **EGUSD Multi-Tiered Systems of Support and Student Wellness**

### ***Healthy kids, healthy future***

*All students will have an equitable opportunity to learn in a culturally responsive, physically, and emotionally healthy and safe environment.*

### **Student Health and Wellness**

We take a comprehensive approach to overall health, recognizing that healthy bodies and minds contribute to increased academic performance, improved attendance, and positive behavior for healthy learning. In recognizing the link between student health and learning, the district promotes healthy eating and physical activity, as well as opportunities for students to further develop their social, emotional, and psychological well-being. The following eight components contribute to the health and well-being of students.

- Health Education
- Physical Education
- Health Services
- Nutrition Services (See Part III)
- Mental Health and Social Services
- Healthy and Safe School Environment
- Health Promotion for Staff
- Family and Community Involvement (See Part III)

More information about these components can be found on our website at [Healthy Body, Healthy Mind, Healthy Learning](#).

### **Social and Emotional Learning**

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

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

Effective SEL programming begins in preschool and continues through high school.

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

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

- Self-management: the ability to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacity to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.
- Social awareness: the ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacity to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports.
- Relationship skills: the ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacity to communicate clearly, listen actively, cooperate, work collaboratively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.
- Responsible decision-making: the ability to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacity to consider ethical standards and safety concerns and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.

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

## **Immunizations**

We cooperate with the local health officer to control and prevent communicable diseases in school-age children. Per the immunization law known as SB 277, effective January 1, 2016, exemptions based on personal beliefs will no longer be an option for the vaccines that are currently required for entry into school in California. Personal beliefs exemptions on file for a child already attending school will remain valid until the child reaches the next immunization checkpoint at kindergarten (including transitional kindergarten), or 7th grade.

A student may not be admitted to school unless they have been fully immunized against Diphtheria, Pertussis (whooping cough), Tetanus, Poliomyelitis, Measles, Mumps, Rubella, Hepatitis B, and Varicella. The required immunizations are available from the Sacramento County Department of Public Health or a physician.

Students who do not present evidence of inoculation (for any of the diseases listed in Health & Safety Code 120335) shall be excluded, and the parent or guardian will be notified that they have two weeks to supply evidence either that the student has been properly immunized, or that the student is exempted from the immunization requirement. [Pursuant to Section 120365 or 120370 of the Health and Safety Code]. Such exclusion shall not be deemed an absence in computing average daily attendance. [E.C. 48216(a) (b)]

Parents will be notified and asked to take their child to the student's usual source of medical care to obtain the immunization. If no usual source exists, the parent or guardian will be referred to the county health department, or if eligible, the immunization may be administered at one of our immunization clinics.

Your student must be immunized against certain diseases before being admitted to school unless formally exempted for medical reasons. Students who had a signed waiver based on religious or personal beliefs on file before January 1, 2016, are exempt from the immunization requirement until they complete the "grade span" they were in as of January 1, 2016.

Grade spans are

- (1) birth through preschool.
- (2) transitional kindergarten through 6th grade.
- (3) 7th through 12th grade.

Students entering our schools for the first time after January 1, 2016, are no longer exempt from immunizations based on their religious or personal beliefs. Students who had a medical exemption issued before January 1, 2021, will be allowed continued enrollment until they enroll in the next grade span. [H.S.C. 120372(a)]

As of January 1, 2021, the District will only be allowed to accept medical exemptions submitted on the standardized, statewide certification form developed by the California Department of Public Health. The student's licensed physician or surgeon must complete and submit medical exemptions directly to the California Immunization Registry. [H.S.C. 120372(a)]

Documented proof of immunization is required upon admission. Consistent with applicable laws, unless a student provides or has on file with the school a recognized medical exemption, we shall exclude a student who is not properly immunized. We will notify the parent/guardian to supply evidence that the student is properly immunized or is exempt from immunization for medical reasons. For more detailed information regarding student immunizations, please refer to the website of the [California Department of Public Health, Immunization Branch](#). For questions regarding school-age immunization requirements for your student, please contact your school nurse.

We adhere to the same privacy requirements per the [California Department of Education](#).

Parents who have questions about the dental screenings (generally for elementary school age students) can call our Student Support & Health Services Department at (916) 686-7568. For additional support in accessing a dentist, call the toll-free telephone number to obtain eligibility requirements and request an application:

Early Smiles Sacramento: (916) 572-4860

Medi-Cal: (800) 322-6384

Child Health and Disability Prevention Program: (916) 875-7151

Sacramento County Public Health Department: (916) 875-5947

You may find it convenient to have your child immunized at the same time that the physical examination is conducted. [E.C. 49450; Health and Safety Code 124085, 124100, 124105]

These services may be available to you at no cost through the Child Health and Disability Prevention Program (CHDP). For more information, contact Sacramento County CHDP at (916) 875-7151.

## **Medication**

Students with a medical disability that requires a physician-prescribed medication taken during the school day must follow California Education Code Section 49423, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

Whether the prescribed medication is of limited or permanent duration, students are entitled to seek assistance from the district in meeting their medication needs when they are under our care, custody, or control. The provision includes regular school hours, plus field trips, sporting events, and other off-campus, school-sponsored activities.

Before medication assistance can be provided, even for students with Individualized Education Plans ("IEPs") or "504 Plans," a Medication Assistance Authorization form ("authorization") must be executed by at least one parent/legal guardian, and the student's duly authorized physician or surgeon. A new authorization is required at the beginning of each school year or any time there is a change in medication directives, such as a change in medication, dosage, timing, or frequency. The parent/legal guardian must immediately notify us of any change in medication directives.

Until we receive an updated authorization signed by the parent/legal guardian and physician or surgeon, we will continue the directives in the existing authorization unless:

- There is evidence the student's health may be endangered by the continued use of the existing medication directive.
- the parent/legal guardian provides a written statement that medication assistance is to cease or be suspended until new authorization can be provided.

All medication must be provided to the district by a parent/ legal guardian. We store the medication and dispense it in compliance with the medication directive. All medication supplied to us must be in its original labeled form (i.e., in the

original prescription bottle, sealed package, etc.) as received from the physician, pharmacist, or store. State law provides that students may carry and self-administer prescription auto-injectable epinephrine and inhaled asthma medication upon the school's receipt of specified written confirmation and authorization from the student's physician, surgeon, and parent/guardian. [E.C.49423 and 49423.1] Except for personal asthma inhalers and personal epi-pens, a student may not independently possess medication during the school day or while on district property. There are no exceptions to this requirement due to health and safety concerns, including the potential theft of the medication or the potential for sharing/use of the medication by other students who may then suffer unexpected allergic or other negative reactions. Any student possessing medication, or providing medication to another student, may face disciplinary action.

Medical Disability means any mental or physical condition limiting a student's ability to engage in major life activities, such as eating, breathing, hearing, speaking, learning, or performing self-care, or who otherwise is subject to a medical disability or condition for which medication has been prescribed by a physician.

Medication means any current (unexpired) prescribed medication, as well as over-the-counter remedies (such as aspirin, decongestant, eye drops), and nutritional/herbal supplements.

Assistance means the providing of the child with medication in accordance with a physician's written instructions or directives when the child presents themselves at the agreed time, or in response to urgent or emergency circumstances. Except as otherwise legally required, assistance may be provided by a district employee other than a nurse or licensed or trained medical care provider. Any emergency assistance provided to a student will be promptly brought to the attention of the parent/guardian. All additional reports of emergency assistance will keep with governing laws and district policies and procedures. At the end of the current school year, all medications must be picked up by the parent within five working days. Medication that is not retrieved by a parent/guardian will be destroyed per safety regulations.

### **Notice to School of Non-Episodic Condition**

The parent or legal guardian of any public school pupil on a continuing medication regimen for a non-episodic condition shall inform the school nurse or other designated certificated school employee of:

- the medication being taken.
- the current dosage.
- the name of the supervising physician.

With the consent of the parent or legal guardian, the school nurse may communicate with the physician and may counsel the school personnel regarding the possible effects of the drug on the child's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose. The Superintendent of each school district shall be responsible for informing parents of all pupils of the requirements of this section. [E.C. 49480-49480. Article 6]

### **Private Duty Nurses**

Parents who provide a private duty nurse for their child at school must notify both our Student Support and Health Services Department at (916) 686-7568, and their child's assigned school site, in order to comply with our procedural guidelines. Specific guidance will be given upon notification.

### **Physical Examination Exemptions**

If you want your child to be exempt from physical examinations at school, you must file a written statement with the school refusing such an exam. However, when there is a good reason to believe that your child is suffering from a recognized contagious or infectious disease, they will be sent home and shall not be permitted to return to school until school authorities are satisfied that any contagious or infectious disease does not exist. [E.C.48980, 49451]

### **Sun Protection**

Students, when outdoors, can wear sun-protective clothing such as hats. Students may also apply sunscreen during the day without a doctor's note or prescription. [E.C. 35183.5]

### **Vision and Hearing Appraisal**

Vision and hearing will be checked by a credentialed school nurse in grades transitional kindergarten, kindergarten, second, fifth, and eighth. A credentialed school nurse or audiologist will screen students unless you present to the school a

certificate from a physician or optometrist verifying prior testing, or a letter stating it violates your faith in a recognized religious belief. [E.C. 49455, 49452]

## **Covered California Insurance**

By law, most people are now required to have health insurance or pay a penalty when they file their taxes. Through Covered California, a program from the state of California, qualified legal residents of California and their families can compare health insurance plans and enroll in the one that works best for their needs and budget. Financial assistance is available to qualifying individuals and families to help pay health insurance premiums.

The federal government may pay a portion of the health insurance premium. Individuals and families may also qualify for Medi-Cal benefits. The open-enrollment period for Covered California health insurance plans happens once a year. Once the open-enrollment period closes, you may enroll in a Covered California health plan only if you have a qualifying life event that makes you eligible to apply. Some examples of qualifying life events are:

- losing your health coverage.
- getting married.
- moving outside your plan's coverage area.
- having a baby and turning 26.

Undocumented and non-citizen or permanent-resident parents who apply for their eligible children or dependents do not need to fear that doing so will result in deportation or other immigration-related actions.

For more clarification, read the Immigrations and Customs Enforcement memo on health enrollment and immigration in [English](#) and in [Spanish](#).

To see if you qualify, visit [www.coveredca.com/special-enrollment](http://www.coveredca.com/special-enrollment).

To enroll during this time, you must apply within 60 days of your qualifying life event.

Visit [CoveredCA.com](http://CoveredCA.com) to learn more, compare health insurance plans, choose the one that best fits your needs, and enroll online. For free, confidential, in-person help, in your area, visit [www.CoveredCA.com/find-help](http://www.CoveredCA.com/find-help) or call (800) 300-1506 or Sacramento Covered at (916) 414-8333.

## **Awareness and Prevention Programs**

### **Comprehensive Sexual Health and HIV/AIDS Prevention**

Written and audiovisual educational material will be used in the California Comprehensive Sexual Health and HIV/AIDS Prevention curriculum. Upon request, these materials are available for inspection before instruction begins.

You have a right to request, in writing, that your child not participate in the curriculum. You may also withdraw this request at any time. School districts must ensure that all pupils receive comprehensive sexual health instruction from adequately trained personnel in appropriate courses. In our district, highly qualified teachers provide such instruction.

If a guest speaker gives a presentation or presents at an assembly, parents are given the dates and names of the guest speaker/organization at least 14 days before the dates of the presentation. This instruction will emphasize sexual abstinence and abstinence from intravenous drug use as the most effective means for HIV/AIDS prevention and avoiding the spread of sexually transmitted diseases. The instruction will also assist students in overcoming peer pressure and using effective decision-making skills to avoid high-risk activities.

Parents will be notified in writing and given the opportunity to review the material. Parents can request in writing that their child not participate in any or all of the above activities. Copies of Board Policy 6142.1 and Education Code Sections 51938, 51933, and 51934 can be requested from the district by contacting the Curriculum/Professional Learning Department at (916) 686-7757. The Education Codes can also be found online at [leginfo.legislature.ca.gov](http://leginfo.legislature.ca.gov). [E.C. 51933, 51934, 51938]

### **Suicide Prevention**

Suicide prevention is the collective effort of school and community resources to support our students. Saving lives often begins with asking a question. We have school counselors, school social workers, school psychologists, and mental health therapists available at our schools. They have been trained to assess suicidal ideation and respond appropriately to the

level of threat identified. It is our top priority to ensure the safety of the students in our schools. Please use our counselors, psychologists, and mental health therapists as resources, in addition to the information provided on our website.

### **Bullying Prevention**

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

### **Student in Crisis: What to Do**

Ask the difficult question. “Have you had thoughts about killing yourself?” Do not offer unrealistic reassurances. Paraphrase what you are hearing the student says. This will support your ability to monitor how accurately you are understanding what the student is saying.

*For example, “I understand when you say that you aren’t sure if you want to live or die, but have you always wanted to die? Well, maybe there’s a chance you won’t feel that way forever. I can help.”*

When interacting with a student in crisis, the following may be helpful strategies:

- Provide information about a current or upcoming life transition can help lessen anxiety.
- Remember, your job is not to act in the role of the mental health professional.
- Maintain visual contact with students at all times.
- Always provide a student with a 24-hour crisis number (see below). Have them put the contact information into their phone if possible.
- Connect the student with a counselor, administrator, or mental health professional immediately. School and Community Resources: EGUSD Counselors, School Psychologists, School Social Workers, and Mental Health Therapists.

### **EGUSD Prevention Information & Resources**

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

Local Suicide Prevention Crisis Line (916) 368-3111 National Suicide Prevention Lifeline 1 (800) 273-TALK (800-273-8255), 988 Lifeline **call or text 988**

- [Sources of Strength](#)
- [Know the Signs](#)
- [American Foundation for Suicide Prevention](#)
- [NAMI Sacramento](#)
- The 988 Lifeline in California. To reach the Lifeline, people can **call or text 988 or chat at Lifeline (988lifeline.org)**
- Be aware of the identified individuals on your site who are working with you to provide more long-term professional support.
- The wider your network of support, the more effective you will be in managing the crisis for the student, family, and others.

### **Student In Crisis: Communication**

- Staff will connect and communicate with the administration and Crisis Team on-site to determine the level of risk.



- Crisis Team and Administration will contact the district director for consultation and support, law enforcement or protective services, inform the parent or guardian, and identify staff members to monitor the student.

### **Student in Crisis: What to Avoid When Helping**

- The student could be in a state of distress and confusion, so modeling and maintaining a sense of calm is essential.
- In an effort to provide support, be careful that you are not providing your opinions. Do your best to avoid being impatient, judgmental, or shocked.
- Be careful not to minimize the student's experience but do not overreact, as it may cause the student to shut down.
- Base the foundation of your relationship on honesty and trust.
- Do not promise secrecy in an effort to glean information regarding the crisis.

### **Student Crisis: Warning Signs**

Warning signs are observable behaviors that may signal the presence of suicidal thinking. They might be considered “cries for help” or “invitations to intervene.” We encourage our staff to follow their instincts. It is not overreacting. Please communicate with your counselor or mental health professional on-site if you observe behaviors that concern you. Some examples include

- Feelings of sadness, hopelessness, and helplessness
- Changes in sleep patterns or eating habits.
- Significant changes in behavior, appearance, thoughts, and/or feelings.
- Change in school attendance/ tardies.
- Social withdrawal and isolation.
- Suicide threats (direct and indirect).
- Suicide notes and plans.
- History of suicidal ideation/ behavior.
- Self-injurious behavior.
- Preoccupation with death
- Making final arrangements (e.g. giving away prized possessions, posting plans on social media, sending text messages to friends).

### **Student Behavior Management and Support**

#### **Positive Behavior Interventions and Supports (PBIS)**

Positive Behavior Interventions and Supports are an integral part of our commitment to student learning and behavioral health. PBIS is a proactive approach to establishing the behavioral supports and social culture needed for all students on a school site to achieve social, emotional, and academic success. PBIS is a framework implemented by explicitly teaching expected behaviors, engaging students in the school community, acknowledging appropriate behaviors, and re-teaching and applying restorative practices as needed.

PBIS is a data-driven, team-based system that enhances the capacity of schools, families, and communities to respond to the unique needs of each student. This Multi-Tiered System of Supports (MTSS) focuses on creating and sustaining universal/school-wide (all students), targeted (small group), and intensive (individual) systems of support that improve the academic and social/emotional outcomes for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

Every school in our District has a PBIS team. Community and family members are critical members of this team. If you have a passion for helping create high-quality learning environments please consider this option. If you would like to know more about PBIS at your area school or have questions, please contact the site administration

#### **Bullying Prevention in PBIS**



School-wide PBIS begins with the premise that all students should have access to support to prevent the development and occurrence of problem behavior, including bullying. To avoid stigmatizing any student, school-wide PBIS emphasizes what a student does and where it occurs. Instead of negatively labeling a student as a bully, victim, perpetrator, or aggressor, the emphasis is on labeling what the student does. Examples of behavior labeling include name-calling, teasing, intimidation, verbal aggression, and cyber harassment. Bullying behavior is always described in the context or setting in which it occurs. For example cyberspace, hallway, dance, field trip, bus, or other “setting”.

### **Drug, Alcohol, Steroid, and Tobacco Prohibition and Prevention**

We work to educate students on the dangers of drug and weapon possession through classroom and individual presentations by school staff, Safety and Security Division staff, and local law enforcement partners. We define “tobacco and nicotine products” as a lighted or unlighted cigarette, cigar, pipe, or other smoking product or material, smokeless tobacco in any form, and electronic cigarettes. “Electronic cigarettes” are defined as battery-operated or other electronic products designed to deliver nicotine, flavor, and other chemicals by turning the substance into a vapor that is inhaled by the user, including, but not limited to electronic vaping devices, personal vaporizers, digital vapor devices, electronic nicotine delivery systems and hookah pens.

All students will abide by this prohibition as a condition of attendance. Any violations of district or school standards of conduct, rules, and regulations, or state or federal laws regarding illicit drugs, alcohol, tobacco, and nicotine will be investigated. Violators will be subject to prosecution in accordance with local, state, and federal law. Additionally, students face district disciplinary action up to and including expulsion, and/or are required to satisfactorily complete a drug abuse assistance program, tobacco cessation program, or rehabilitation program selected by the district in compliance with the law.

Students determined to have used or to be in possession of tobacco or nicotine products at school or school-related activities may be subject to discipline under district policy, Education Code 48900(h), and/or other applicable laws.

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

Secondary student-athletes and their parents/guardians must sign an acknowledgement form that they will adhere to all of the policies of the Student-Athlete/Parent Handbook. One of these policies states that student-athletes will not use tobacco, drugs, alcohol, steroids, or any performance-enhancing drug. Students and parents must sign the form before the student-athlete will be allowed to participate in any contests. The form and policy are available online at [www.egusd.net](http://www.egusd.net). This notice is provided in compliance with the requirements of state and federal law as a part of our drug, alcohol, and tobacco prevention programs. The unlawful manufacture, distribution, dispensing, possession, or use of illicit drugs, alcohol, or any form of tobacco or nicotine product on district premises or as a part of any of its activities are harmful and strictly prohibited.

Our drug, alcohol, and tobacco education and prevention programs are designed to address the legal, social, and health consequences of drug, alcohol, and tobacco use and to provide students with effective techniques for resisting peer pressure to use illicit drugs, alcohol, or tobacco.

Information about any drug, alcohol, and tobacco counseling, rehabilitation, and re-entry programs available to students may be obtained by contacting their school. This information may include programs sponsored or maintained by various community groups or agencies. We neither support nor endorse any specific program, agency, or firm. The information is provided only to assist parents and students who may desire information about available resources.

### **Progressive Discipline and Disciplinary Practices**

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

- While on school grounds.
- While going to or coming from school.

- During the lunch period, whether on or off campus.
- During, while going to, or coming from a school-sponsored activity.
- For conduct that occurs after school hours and off district property, but which is reasonably likely to cause or causes a substantial disruption of a school activity or attendance. [EGUSD AR 5144.1]

### **Alternatives, Interventions, and Progressive Discipline**

We have a defined and progressive set of interventions, remediations, and consequences that schools follow when a student misbehaves. They are outlined in the [EGUSD Disciplinary Matrix](#), which can be found in the Appendix of this handbook. The superintendent or principal may use their discretion to provide alternatives to suspension or expulsion to address student misconduct. [E.C. 48900(v), 48900.5] [EGUSD AR 5144]

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

### **Prohibition on Possession and Use of Tobacco and Nicotine Products**

District policy and the Education Code prohibits the possession, use, manufacture, distribution, or dispensing of tobacco and nicotine products at school or during school-related activities. We define “tobacco and nicotine products” as a lighted or unlighted cigarette, cigar, pipe, or other smoking product or material, smokeless tobacco in any form, and electronic cigarettes.

“Electronic cigarettes” are defined as battery-operated or other electronic products designed to deliver nicotine, flavor, and other chemicals by turning the substance into a vapor that is inhaled by the user. E-cigarettes include but are not limited to

- electronic vaping devices.
- personal vaporizers.
- digital vapor devices.
- electronic nicotine delivery systems.hookah pens.

Students determined to have used or to be in possession of tobacco or nicotine products at school or school-related activities may be subject to discipline under district policy, Education Code 48900(h), and/or other applicable laws.

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

## **Grounds for Suspension or Expulsion**

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

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

\* Please see the Table of Education Codes Related to Discipline noted in the Appendix for more detail.

Students who commit these offenses may be suspended from school. Alternatively, they may be referred to the Superintendent’s designee with the recommendation for reassignment to an alternative program or expulsion and transfer to an alternative program.

Major acts of misconduct must be reported to the school administrator immediately after the incident and may result in the immediate removal of a student from the school following suspension due process procedures. Suspension is the removal of a student from the classroom for disciplinary reasons for a defined period of time by a teacher or school administrator.

There are two kinds of suspension:

1. On-campus suspension (by school/district teacher, administrator, and/or designee)
2. The home suspension (by school/district administrators and/or designee)

Under due process procedures, the following may occur:

- A principal or designee may suspend a student for up to five days.
- A teacher may suspend a student for the remainder of the class in which the misbehavior occurred and for the next day’s class, two class periods.
- A suspension may be extended under certain conditions.

Students placed on home suspension are not permitted on or near the school campus, nor are they allowed to participate in any school activities during suspension. They may, however, be required to complete assignments and tests which will be made available to them through an intermediary.

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

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

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

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

### **Behavioral Requirements for Participation in Graduation Ceremonies**

Students must demonstrate good citizenship to participate in the graduation ceremony. Any student who has received any campus suspension from school in the spring semester prior to graduation will be notified in writing that if a second campus suspendable event occurs, they will not be eligible to participate in the graduation ceremony.

Any senior student who receives any campus suspension within the last 20 school attendance days before the date of graduation may be denied the privilege of participating in the graduation ceremony, even if that campus suspension is the student's first campus suspension during their senior year. If a student receives a campus suspension that falls on the day of graduation practice, or of the graduation ceremony, that student will not be allowed to participate in graduation. A senior student with a second campus suspension will be denied the privilege of participating in the graduation ceremony. In addition, a senior student may not attend the graduation ceremony while under campus suspension, even if the campus suspension is the first for the student during the senior year. In addition, the student will be placed on the No Activities List (NAL) for 5 days starting on the first day back from suspension and may not have any referrals, suspension, attendance issues etc...during the 5 day period to be removed from the No Activities List (see above NAL section on page 23-24) Each high school student and their parent/guardian will receive annual notification of this policy. [B.P. 5127(a)]

### **Partnerships with Law Enforcement**

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

The SRO works with each region's high school, middle school, and elementary school on-site staff to enforce laws and mentor our youth. Additional officers are dedicated to alternative education sites, assist at elementary and middle schools, and address truancy problems.

#### **Interview of a Student by Law Enforcement**

Students can be interviewed by law enforcement officers while at school. In instances where law enforcement is involved, the principal or designee shall attempt to minimize disruption at the school and provide privacy to the student. School officials are required to make every effort to contact a parent or guardian at the time a peace officer requests to interview a student unless directed not to by the peace officer.

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

**Release of a Student to Peace Officer**

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

**Search and Seizure Policy**

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

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

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

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

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

# EDUCATION CODE RELATED TO DISCIPLINE

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> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <b>Other potential actions:</b> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• 1–3 day suspension</li> <li>• <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></li> </ul>	<b>Mandatory Actions:</b> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Contact Family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <b>Other potential actions:</b> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• 2–4 day suspension</li> <li>• Extreme Fights – contact Director or SSHS</li> <li>• <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></li> </ul>	<b>Mandatory Actions:</b> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <b>Other potential actions:</b> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• 3–5 day suspension</li> <li>• Possible consideration for a Recommendation of Expulsion</li> </ul>

## 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> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <b>Other potential actions:</b> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• 1–3 day suspension</li> <li>• <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></li> </ul>	<b>Mandatory Actions:</b> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <b>Other potential actions:</b> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• 2–4 day suspension</li> <li>• <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></li> </ul>	<b>Mandatory Actions:</b> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <b>Other potential actions:</b> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• 3–5 day suspension</li> <li>• Possible consideration for a Recommendation of Expulsion</li> </ul>

**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).

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



**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.

<b>FIRST INTERVENTION/ CONSEQUENCE</b>	<b>SECOND INTERVENTION/ CONSEQUENCE</b>	<b>THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE</b>
<b>Mandatory Actions:</b> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Notify law enforcement within 1 school day (EC 48902)</li> <li>• Give substance to appropriate law enforcement authority</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> <li>• 1–3 day suspension (Marijuana and alcohol)</li> <li>• Others Substances – contact Director or SSHS</li> </ul>	<b>Mandatory Actions:</b> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Notify law enforcement within 1 school day (EC 48902)</li> <li>• Give substance to appropriate law enforcement authority</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> <li>• 2–4 day suspension (Marijuana and alcohol)</li> <li>• Others Substances – contact Director or SSHS</li> </ul>	<b>Mandatory Actions:</b> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Notify law enforcement within 1 school day (EC 48902)</li> <li>• Give substance to appropriate law enforcement authority</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> <li>• 3–5 day suspension (Marijuana and alcohol)</li> <li>• Others Substances – contact Director or SSHS</li> </ul>
<b>Selling Drugs</b> <ul style="list-style-type: none"> <li>• 5 Day Suspension if Student is selling or sold a controlled substance</li> <li>• Recommendation for expulsion if Student is selling or sold a controlled substance</li> </ul>	<b>Selling Drugs</b> <ul style="list-style-type: none"> <li>• 5 Day Suspension if Student is selling or sold a controlled substance</li> <li>• Recommendation for expulsion if Student is selling or sold a controlled substance</li> </ul>	<b>Selling Drugs</b> <ul style="list-style-type: none"> <li>• 5 Day Suspension if Student is selling or sold a controlled substance</li> <li>• Recommendation for expulsion if Student is selling or sold a controlled substance</li> </ul>
<b>Other potential actions:</b> <ul style="list-style-type: none"> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• <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></li> </ul>	<b>Other potential actions:</b> <ul style="list-style-type: none"> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• <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></li> </ul>	<b>Other potential actions:</b> <ul style="list-style-type: none"> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> </ul>

• **ED CODE 48900(d)**

- **SALE OF "LOOK-ALIKE" CONTROLLED SUBSTANCE OR ALCOHOL**
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- \*Reminder: If Student is unlawfully selling a controlled substance, it may also be a violation of 48915(c). If so, please refer to CA Ed. Code 48915(c)(3).

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

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**ROBBERY OR EXTORTION**Committed or attempted to **commit robbery or extortion.**

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• 1–3 day suspension</li> <li>• <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></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Contact Family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• 2–4 day suspension</li> <li>• <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></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• 3–5 day suspension</li> <li>• Possible consideration for a Recommendation of Expulsion</li> </ul>

**DAMAGE TO PROPERTY**

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

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

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

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

**OBSCENE ACTS**

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

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

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



**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.

<b>FIRST INTERVENTION/ CONSEQUENCE</b>	<b>SECOND INTERVENTION/ CONSEQUENCE</b>	<b>THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE</b>
<b>Mandatory actions:</b> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul>	<b>Mandatory actions:</b> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul>	<b>Mandatory actions:</b> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul>
<b>Potential actions:</b> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• <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></li> </ul>	<b>Potential actions:</b> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• 1–3 day suspension (9th thru 12th grades)</li> <li>• <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></li> </ul>	<b>Potential actions:</b> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• 2–5 day suspension (9th thru 12th grades)</li> </ul>

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

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

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

## HARASSMENT OF A STUDENT WITNESS

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

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

**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> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Confiscate substance</li> <li>• Notify law enforcement within 1 school day (EC 48902)</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Follow CA Education Code Requirements for controlled substances</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> <li>• Contact Director or SSHS</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notification to law enforcement</li> <li>• (refer to AR 5144.3 and 5145.11)</li> <li>• Suspension is only permitted on "first offense" if a student's presence causes a danger to persons. In such instances, 1 – 3 day suspension.</li> <li>• <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></li> <li>• <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></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Confiscate substance</li> <li>• Notify law enforcement within 1 school day (EC 48902)</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Follow CA Education Code Requirements for controlled substances</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> <li>• Contact Director or SSHS</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support</li> <li>• Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• 2 – 4 day suspension</li> <li>• <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></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Confiscate substance</li> <li>• Notify law enforcement within 1 school day (EC 48902)</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Follow CA Education Code Requirements for controlled substances</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> <li>• Contact Director or SSHS</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• 3 – 5 day suspension</li> <li>• Possible consideration for a Recommendation of Expulsion</li> </ul>

**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> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student’s past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <b>Other potential actions:</b> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports.</li> <li>• Notification to law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• Suspension is only permitted on “first offense” if a student’s presence causes a danger to persons. In such instances, 1–3 day suspension.</li> <li>• <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></li> <li>• <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></li> </ul>	<b>Mandatory Actions:</b> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student’s past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <b>Other potential actions:</b> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• 2–4 day suspension</li> <li>• Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</li> </ul>	<b>Mandatory Actions:</b> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student’s past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <b>Other potential actions:</b> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• 3–5 day suspension</li> <li>• Possible consideration for a Recommendation of Expulsion</li> </ul>

**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> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student’s past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor, school psychologist, social work, child welfare attendance personnel, or other school support personnel for case management and counseling.</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• Suspension is only permitted on “first offense” if a student's presence causes a danger to persons. In such instances, 1–3 day suspension.</li> <li>• <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></li> <li>• <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></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student’s past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• 2–4 day suspension</li> <li>• <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></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student’s past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• 3–5 day suspension</li> <li>• Possible consideration for a Recommendation of Expulsion</li> </ul>



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

- (1) **"Bullying"** means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
- (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
  - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
  - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
  - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
- (2) (A) **"Electronic act"** means the creation or transmission originated on or off school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- (i) A message, text, sound, video or image.
  - (ii) A post on a social network Internet Web site including, but not limited to:
    - (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
    - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed that the pupil was or is the pupil who was impersonated.
    - (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - (IV) (iii) An act of cyber sexual bullying.
  - (V) (I) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  - (VI) (II) For purposes of this clause "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- (3) **"Reasonable pupil"** means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

**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> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <b>Other potential actions:</b> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• Suspension is only permitted on "first offense" if a student's presence causes a danger to persons. In such instances, 1–3 day suspension.</li> <li>• <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></li> <li>• <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></li> </ul>	<b>Mandatory Actions:</b> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <b>Other potential actions:</b> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• 2–4 day suspension</li> <li>• <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></li> </ul>	<b>Mandatory Actions:</b> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <b>Other potential actions:</b> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• 3–5 day suspension</li> <li>• Student only subject to expulsion if the student has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury.</li> </ul>

**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> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• File CPS Report</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• Suspension is only permitted on "first offense" if a student's presence causes a danger to persons. In such instances, 1–3 day suspension.</li> <li>• <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></li> <li>• <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></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• File CPS Report</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• 2–4 day suspension (4th thru 12th grades)</li> <li>• <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></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• File CPS Report</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• 3–5 day suspension (4th thru 12th grades)</li> <li>• Possible consideration for a Recommendation of Expulsion</li> </ul>

**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> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <b>Other potential actions:</b> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• Suspension is only permitted on "first offense" if a student's presence causes a danger to persons. In such instances, 1–3 day suspension.</li> <li>• <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></li> <li>• <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></li> </ul>	<b>Mandatory Actions:</b> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <b>Other potential actions:</b> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• 2–4 day suspension</li> <li>• <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></li> </ul>	<b>Mandatory Actions:</b> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <b>Other potential actions:</b> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• 3–5 day suspension</li> <li>• Possible consideration for a Recommendation of Expulsion</li> </ul>

**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.

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<b>Mandatory Actions:</b> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul>	<b>Mandatory Actions:</b> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul>	<b>Mandatory Actions:</b> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul>
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**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.

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

- (A) Causing serious physical injury to another person, except in self-defense.
  - (B) Possession of any knife or other dangerous object of no reasonable use to the pupil.
  - (C) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:
    - (i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
    - (ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
  - (D) Robbery or extortion.
  - (E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.
- (2) If the principal or the superintendent of schools makes a determination as described in paragraph (1), he or she is encouraged to do so as quickly as possible to ensure that the pupil does not lose instructional time.
- (b) Upon recommendation by the principal or the superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board of a school district may order a pupil expelled upon finding that the pupil committed an act listed in paragraph (1) of subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel a pupil for any of those acts shall be based on a finding of one or both of the following:
- (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
  - (2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
- (c) The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds.
- (1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (c), may be imposed.
  - (2) Brandishing a knife at another person.
  - (3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
  - (4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (m) of Section 48900 (5) Possession of an explosive.
- (d) The governing board of a school district shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:
- (1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.
  - (2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
  - (3) Is not housed at the school site attended by the pupil at the time of suspension.
- (e) Upon recommendation by the principal or the superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board of a school district may order a pupil expelled upon finding that the pupil, at school or at a school activity off of School grounds violated subdivision (f), (g), (h), (i), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following:
- (1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
  - (2) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
- (f) The governing board of a school district shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study that meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e) if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or another elementary school. The pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.
- (g) As used in this section “knife” means any dirk, dagger, or other weapons with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 ½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

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

## **CHALLENGING STUDENT RECORDS**

You may challenge the content of the student record if you think there is an inaccuracy, unsubstantiated conclusion or inference, a conclusion outside the observer's area of competence, a comment not based on personal observation of a named person with the time and date noted, or if the student record includes misleading information or violates a student's privacy rights. The superintendent or designee will respond to the parent/guardian complaint within 30 days.

The superintendent or designee will determine whether to sustain or deny the allegations. If your challenge is sustained, the changes will be made. If not, you may appeal to the school board, which has final authority. If you still have a different opinion, it can be included in the student's record. Our policies and procedures relating to types of records, logs, kinds of information retained, persons responsible for maintaining records, directory information, persons and organizations permitted access to student information and procedures to challenge records, and policies regarding reviewing and expunging student records, are available through the principal or from our district's Custodian of Records at (916) 686-7753. Parents/guardians have a right to file a complaint with the United States Department of Health, Education, and Welfare, concerning any alleged failure by the District to comply with section 438 of the General Education Provisions Act. If you are not satisfied with how your case was handled by the District, you may file a challenge with the United States Department of Education. [E.C. 49063,49060, 49070; Family Educational Rights and Privacy Act (FERPA); 34 C.F.R. Part 99]

When a student transfers into the school district, a copy of their school records will be requested from their previous District or private school. Parents will be notified of this request, and have the right to review, challenge and receive a copy of the student's record if desired. [E.C. 49068; 5 C.C.R. 438] The District will forward student records, including academic records, suspension and/or expulsion disciplinary records, health records, and special education records (if applicable) to other schools that have requested the records in which the student seeks or intends to enroll. [E.C. 49068; FERPA; 5 C.C.R. 438]

## **RESOLUTION OF CHALLENGES/APPEALS**

After considering all relevant information, the Superintendent or designee shall sustain or deny the parent/ guardian's allegations. [E.C. 49070]

If the Superintendent or designee denies the allegations, the parent/guardian may, within 30 days, appeal the decision in writing to the Governing Board. [E.C. 49070]

Withholding Grades, Diploma, or Transcripts

Any school district whose real or personal property has been willfully cut, defaced, or otherwise injured, or whose property is loaned to a pupil and willfully not returned upon the request of an employee authorized to do so, may, after affording the pupil his or her due process rights, withhold official grades, diploma, and transcripts of the pupil responsible for the damage, from the pupil and/or their parent or guardian, until the pupil or the parent or guardian has paid for the damages. [E.C. 48904]

If a previous school district has withheld the grades, diploma, or transcripts of a pupil pursuant to Section 48904, the school district to which the pupil has transferred shall also withhold the grades, diploma, or transcripts of the pupil as authorized by that section, until it receives notice from the district that initiated the decision to withhold, that the hold has been lifted. [E.C. 48904.3]

## **NON-DISCRIMINATION, HARASSMENT, INTIMIDATION, AND BULLYING**

Our programs and activities shall be free from discrimination, including harassment, intimidation, and bullying based on a student's actual or perceived disability, sex, gender, gender identity, gender expression, nationality, immigration status, race, ethnicity, color, ancestry, religion, sexual orientation, age, marital or parental status, or association with a person or group with one or more of these actual or perceived characteristics.

Our policy on Non-Discrimination/Harassment/ Intimidation/Bullying, Board Policy 5145.3 can be found on the district's website. This policy applies to all acts related to school activity or school attendance occurring with a school under the jurisdiction of the District Superintendent.



Any student who feels that they or another student in the District is being unlawfully discriminated against, harassed, intimidated, or bullied by any student, employee, or another person from or in the District should immediately notify school staff or an administrator such as the principal or a vice principal so that the concern can be investigated and addressed. A student or parent may also file a written complaint following the District's Uniform Complaint Procedures. [BP & AR 1312.3, BP 5131.2, and BP 5145.3] The District prohibits retaliatory behavior against any person filing a complaint or any participant or witness in the complaint process. Each complaint will be fully investigated in a way that respects the privacy of all parties concerned, and appropriate action will be taken to remedy a finding of discrimination, harassment, intimidation, or bullying.

According to California Education Code section 221.5, a pupil shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with his or her gender identity, irrespective of the gender listed on the pupil's records. Any student may request the use of private or unisex restroom facilities for increased privacy. We endeavor to protect the privacy of all students.

## **UNIFORM COMPLAINT PROCEDURES**

For students, employees, parents/guardians, school and District advisory committee members, private school officials, and other interested parties.

We have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, as complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees, and the non-compliance of our Local Control and Accountability Plan (LCAP).

We will investigate all allegations of unlawful discrimination, harassment, intimidation, or bullying against any protected group as identified in Education Code sections 200 and 220 and Government Code section 11135, including any actual or perceived characteristics as outlined in Penal Code section 422.55 or based on a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity conducted by the agency, which is funded directly by, or that receives or benefits from any state financial assistance.

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

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career and Technical Education
- Career Technical Education
- Child Care and Development
- Compensatory Education
- Consolidated Application
- Course Periods without Educational Content
- Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a school district and Children of Military Families, and Migratory and Newly Arrived Students Participating in a "Newcomer Program"
- Every Student Succeeds Act / No Child Left Behind (Titles I-VII) • Local Control Accountability Plans
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School Safety Plans
- School site Councils
- State Preschool

- State Preschool Health and Safety Issues Exempt from Licensing
- The programs and activities subject to the UCP in which Elk Grove Unified School District implements are:
- American Indian Education Centers and Early Childhood Education Program Assessments
- Bilingual Education
- California Peer Assistance and Review Programs for Teachers
- Career Technical and Technical Education; Career Technical; Technical Training
- Child Nutrition Compensatory Education Consolidated Categorical Aid
- Economic Impact Aid
- English Learner Programs
- Tobacco-Use Prevention Education

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

A copy of our UCP complaint policies and procedures is available free of charge and is available on the District's website. For more information regarding the District's uniform complaint procedures or assistance with the complaint or investigation process, please contact the Legal Compliance Office in Human Resources at (916) 686-7795

## **SHELDON HIGH SCHOOL DANCE POLICY**

A current Sheldon High School ID card is mandatory for all Sheldon High School students attending a dance. A “Guest Pass” is mandatory for any non-Sheldon High School student. SHS students will NOT be admitted into a dance without their current Sheldon ID card. Guests of our students will not be admitted without their current school ID card or picture ID (current driver’s license) and their signed guest pass.

*If a guest was a prior Sheldon High School student and was on the NAL when he/she left the school, the guest pass is denied. Or, if a guest is currently on his/her school’s NAL the guest pass is denied.*

Violation of school policy may result in exclusion from participation or attendance in extracurricular events; i.e., athletic events, dances, field trips, etc.

- Tickets will be sold at the Student Store window during lunch for two weeks prior to the dance. Additionally, Sheldon High School students (ONLY) may purchase a ticket at the door. A current Sheldon ID card is **MANDATORY!** Tickets are not sold at the door for any dance.
- Dance times vary, but the door to all dances, except Senior Ball, closes one and a half hours after opening. Students who leave will not be readmitted and students arriving after doors close will not be admitted.
- Semi-formal dances will begin at 7:00 p.m. and end at 11:00. NO ONE will be admitted to semi-formal dances after 8:30 p.m. Senior Ball will begin at 6:00 p.m. and end at 11:00 p.m. due to the inclusion of a sit-down dinner. NO ONE will be admitted to the Senior Ball after 8:00 p.m. Junior Prom will begin at 7:00 pm and end at 11:00 pm. NO ONE will be admitted to Junior Prom after 8:30 p.m.
- Once a student is admitted to a dance and elects to leave, he/she will not be readmitted to the dance.

**GUESTS: NON-SHELDON STUDENTS** may be admitted ONLY if accompanied by the host Sheldon High School student. A **GUEST PASS must be obtained** during the school day from the Activities Office and approved by one of the Vice Principals **at least two weeks prior to the dance.** The administration will check the guest’s high school discipline reports as part of the approval process (the person who applies for the guest pass). Within 48 hours the vice principals will determine a guest’s eligibility to attend a Sheldon dance. This guest pass must then be presented by the host Sheldon High School student who must be with the guest student. The GUEST must provide an ID card with a photograph; i.e., a current driver’s license or school ID card. No middle or elementary school students will be admitted to a high school dance, including Smedberg Middle School students. The maximum age limit for any guest is 20 years old. Guest passes will not be issued for the Welcome Back or Yearbook Dances. Sheldon students on the No Activities List will not be allowed to purchase guest tickets. If a student leaves/dis-enrolls Sheldon High School while on the No Activities List, he/she is still not permitted to participate in or attend Sheldon activities i.e. sporting events, or dances. If a student leaves/dis-enrolls Sheldon and is on the NAL and then enrolls back into Sheldon, he/she remains on the NAL. In the event a guest violates Sheldon policy, the Sheldon host student may face disciplinary consequences.

**Dress Code:** At all dances, the students must at least adhere to the regular dress code of the school. Formal dances will require more formal wear as indicated by the dance sponsors. ***For safety purposes, shoes must be worn at all times.***

**Dance Contract:** All students must read and sign a dance contract prior to purchasing their dance ticket. The dance contract specifies the dress code and regulations for each dance.

**Chaperones:** All dances shall be chaperoned by 4 or more teachers, an administrator, and security personnel.

### **RULES:**

- A. All regulations pertaining to student conduct while in school or on school campus are in effect. Anyone suspected of drug or alcohol use will not be admitted. Offenders are subject to disciplinary action and exclusion from activities. The use of tobacco is not allowed on campus.
- B. Students are to be in the clearly delineated area. No one is to be in any other area or loitering on school grounds. Students found in these areas will be escorted off the school property.
- C. Sheldon host students may face disciplinary consequences for their guest’s violations.
- D. Students are to be picked up within 15 minutes of the end of the event or students may forfeit participation in future events.

## **PARENT INVOLVEMENT**

Sheldon High School values parents/guardians and their involvement in the school's academic and extracurricular programs. Students have shown that there is a direct correlation between a parent/guardian's school involvement and their student's academic success as well as their personal performance.

Sheldon provides varied settings for parents/guardians to support their son or daughter's education. Taking an active role by reading the school newsletter for current school activities, and dates and by visiting the Sheldon Huskies website: [shs.egusd.net](http://shs.egusd.net), parents are able to keep updated on all "Sheldon Happenings."

On campus, volunteers can assist by helping in the Attendance Office, or working in the Library, or for any last-minute, always fun events! Parents/guardians have the freedom to serve whenever their schedules permit: weekly, bimonthly, or occasionally. Stress-free and attitude-free is our motto! If you are interested in volunteering your time at Sheldon High School, please feel free to call our **Parent Coordinator**:

**Venessa Ibarra - Sheldon High School Parent Coordinator**  
**Email: [volunteercoordinatorshs@gmail.com](mailto:volunteercoordinatorshs@gmail.com).**

All volunteers must be fingerprinted prior to working with District students, including those who volunteer at overnight field trips, those volunteers who drive students to and from field trips, and parents/guardians and other members of the community who intend to work directly with or for students in a student activity or for a student program. This policy does not apply to those parents/guardians or other members of the community who plan to only visit or observe their child's educational program or attend a student activity or program. The district provides free fingerprinting to volunteers.

Your active participation at Sheldon High School will benefit both the students and our school. We look forward to seeing you soon!

### **EGUSD Student Opt Out From 2025-2026 - [Click here for the form](#)**

This form provides parents the opportunity to opt their student out of public media coverage, posting of student images and names through EGUSD digital communication tools, release of student directory information, and viewing of PG-13 or R-rated films.

Please read each section of the form carefully. If you would like to opt your child out of any of the following sections, please fill out your child's information (one form per child), check the associated box, and sign the form.

Please note: This is an OPTIONAL form. The form should be returned to the school only if you wish to opt your child out of one of these areas. If you have questions about completing this form, please contact your school.

# SHELDON HIGH SCHOOL

## ALMA MATER

*From the top of the hill to the valley down below  
Our pride will shine in the sun.*

*When day is done and the victor has won,  
The Huskies stand as one.*

*Our Alma Mater strong and true,  
How loyal to thee we'll be.*

*We will cheer at the might  
Of the Teal, Black, and White;  
All hail to Sheldon High.*

*Composed by James Mazzaferro (Retired)  
Sheldon High School Band Director*