

# **Student and Parent Handbook**

## **2025-2026**

### **Joseph Kerr Middle School**



***Knights show...Kindness Effort Respect Responsibility***

## ***JOSEPH KERR***

### **JOSEPH KERR MIDDLE SCHOOL**

Most of what is now downtown Elk Grove was once the property of two brothers, Joseph, and George Harvey Kerr. It is the name of Joseph Kerr though that will live forever, shouted proudly by youngsters at Joseph Kerr Middle School in downtown Elk Grove.

For George Harvey Kerr, however, there is nothing. Yet, it was this man whose philanthropy and futuristic thinking resulted in much of what we treasure about Elk Grove. George was also a schoolmaster, so why indeed did we name the school after his brother?

Joseph Kerr was a competent blacksmith, a wagonmaker, rancher, grower of fruits, and a winemaker. But most people do not know what he did that made his name live the way it does.

In 1891, California legislatures passed a law that allowed elementary school districts to join for the purpose of funding and organizing a high school district. At this time, Elk Grove graduates of the eighth grade had to live with relatives or friends in Sacramento, San Jose, or San Francisco to further their schooling as there was no high school in South Sacramento County.

It took some doing to get a high school district accepted by the votes of the small rural elementary districts, but it was done. A primary leader in that endeavor was Dr. James McKee, Elk Grove's "horse and buggy doctor" who gently convinced many residents of the value of a high school education for young people. There are others too – Joseph Kerr among them, and finally, sixteen districts voted for the high school, and victory was assured.

This accomplished, another event delayed the construction of the school. In 1892, a disastrous fire leveled much of the town on both sides of the railroad tracks. The forward-thinking people of Elk Grove did not let this deter them for long, and before long, talk of the new high school was everywhere.

When the Elk Grove Union High School District was finally organized, the first task was to decide where the school would be built. There were those who fought valiantly for Florin, and those who shouted for Elk Grove. Perhaps this was the beginning of the long-time rivalry between the two railroad towns.

Joseph Kerr came to the rescue. He announced that if the high school building was erected in Elk Grove, he would donate the land on which it could be built.

Joseph Kerr's word was good. He delivered the deed to a choice property in the heart of the town. The first high school in south Sacramento County was built on a parcel of land at what is now the corner of Main Street/Elk Grove Boulevard and Derr Street. Elk Grove had the distinction of having the first union free high school in the state of California. The year was 1893.

The school was a fine wooden frame building with several rooms. Later, an annex was built, and this is what was known as Elk Grove Union High School until 1922, when a new school was built at the corner of Elk Grove Boulevard and Elk Grove-Florin Road. You're right – that's the present site of Joseph Kerr Middle School.

The name Joseph Kerr was given to that site when the third high school building was completed at its present location next to Elk Grove Park in 1964. At that time, the vacated high school rooms became Joseph Kerr Junior High School.

Truly, the Kerr family were responsible for what we now call Elk Grove. But there is no Kerr Boulevard, no Kerr Estates, and no Kerr City. But we do have Joseph Kerr Middle School, and it is indeed a fitting way to honor a person who knew that the way to improve the lives of the people of a place was to provide for a proper education for children. Yes, we should remember Joseph Kerr – who paved the way for high school education. (Source: *Elizabeth Pinkerton, excerpt from, "Joseph Kerr, the Hero of Elk Grove," July 3, 1991*)

# **ELK GROVE UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION**

Beth Albiani

Jennifer Ballerina

Susan Davis

Heidi Moore

Delia Baulwin

Michael Vargas

Sean J. Yang

Superintendent Christopher R. Hoffman

## **DISTRICT ADMINISTRATORS**

Mark Cerutti, Deputy Superintendent, Education Services and Schools

Chad Sweitzer, Assistant Superintendent of Schools, Secondary Education

Chantelle Albiani, Director, Secondary Education

Shana Henry, Ed.D., Director, Secondary Education

Richard Gutierrez, Director, Secondary Education

Sue Hubbard, Director, College and Career Connections

Nicole N. Brown, District Head Counselor

Dave Nickerson, District Athletic Director/Facility Utilization Coordinator

## **JOSEPH KERR MIDDLE SCHOOL ADMINISTRATION**

Aaron Muñoz, Principal

Nai Saechao, Vice Principal

Brandon Lewis, Vice Principal

Chelsey Fernandez, Teacher in Charge

Stacie Garibaldi, Secretary

### **COUNSELING**

Kevin Farwell, Head Counselor (Last Name A-G)

Margarita Espinoza, Counselor (Last Name H-O)

Sidra Zumot, Counselor (Last Name P-Z)

### **ATHLETIC DIRECTOR**

Chris Perris

### **ACTIVITIES DIRECTOR**

Kara Link

**JOSEPH KERR MIDDLE SCHOOL**  
**EXCELLENCE AND ACHIEVEMENT**

**MOTTO**

Knights show... **K**indness **E**ffort **R**espect **R**esponsibility

**MISSION**

Joseph Kerr Middle School cultivates a safe environment to facilitate academic and personal growth, where students strive to become responsible citizens that are prepared to solve challenges of the 21st century and make a positive impact in their community.

**VISION**

Joseph Kerr Middle School inspires a dynamic community of learners where academic excellence and personal growth thrive in a safe, supportive environment. Through PLC collaboration, innovation and commitment to lifelong learning, we prepare students to apply critical thinking to overcome the challenges of the 21st century and lead with kindness, effort, respect and responsibility in the communities and beyond.

The staff at Joseph Kerr Middle School strives to provide a learning environment conducive to academic and social growth where all students feel safe on the campus and in the classroom. Mutual respect for persons and property is demonstrated, tolerance of others' differences is expected, school and classroom rules are clearly explained and enforced, and class and school activities are free from unnecessary disruptions. To provide this environment, students are expected to know and follow the **Kerr Student Behavior Code**.

I will:

- Attend all classes every day on time.
- Enter all buildings quietly, in an orderly manner, prepared to learn with necessary materials.
- Be courteous and respectful of others.
- Be respectful of other students' opportunity to learn.
- Respect school property and the property of others.
- Remain in class until dismissed by the teacher.

## **MESSAGE FROM THE PRINCIPAL**

Dear Parents/Guardians and Joseph Kerr Students,

Welcome to Joseph Kerr Middle School. The teachers and support staff at Joseph Kerr have been working hard to develop the curriculum, support programs and student activities that will make our school an outstanding middle grade program for all students. We look forward to working with our parents and students to continue our tradition of excellence at Joseph Kerr Middle School.

At Joseph Kerr Middle School we are committed to academic success. To assist students in being successful, we provide each one with this School Handbook. It is an important learning tool and serves as a valuable resource throughout the school year. Contained within this School Handbook is information about school services and detailed guidelines regarding Joseph Kerr Middle School's behavioral and academic standards.

The content of the School Handbook will be carefully explained to students the first week of the school year. Parents/guardians are asked to read through the School Handbook with their child and discuss its content. In addition, both parents and students are asked to sign the acknowledgement forms at the back of the School Handbook and return the forms to the school.

The Joseph Kerr Middle School staff is looking forward to a successful school year for all our students. We believe that the School Handbook will play an important role in their success.

Sincerely,

Aaron Muñoz, Principal

## **ACADEMIC CODE OF CONDUCT**

The staff of Joseph Kerr Middle School expects the highest standards of honesty and fairness from all students. Promoting the ideals of education, responsibility, and self-discipline are 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 may receive a zero for that exercise. The assignment may not be made up for credit. Other disciplinary actions may apply.
- A student who copies an assignment from another student may receive a zero for that assignment. The student who allows an assignment to be copied may also receive a similar consequence. Other disciplinary actions may apply.
- 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 – may receive a zero for that examination. Other disciplinary actions may apply.
- A student who is apprehended for taking, without permission, another student's written assignment or project for personal use or academic credit may receive a zero for that assignment. Other disciplinary actions may apply.
- A student who displays unethical behavior and/or is involved in any other activity for the purpose of cheating, altering, or falsifying records, removing, or copying of any materials (student, teacher, or other), etc. may lose class credit. A student who plagiarizes any print or online material, or uses artificial intelligence programs, and presents it as his/her own work may receive a zero for that assignment.

The disciplinary policy is as follows for any of the above offenses that demonstrates dishonesty and irresponsibility:

- 1st offense: Zero on assignment, call parent
- 2nd offense: Zero on assignment, call parent, assign detention
- 3rd+ offense: Zero on assignment, call parent, admin referral with escalated disciplinary actions

## **ACCIDENTS**

Students are to report any accidents to their teachers or to the Main Office. An accident report will be completed by the office staff. If a student becomes ill at school, he/she is to report to the Main Office or send word to the Main Office immediately.

## **ACCOMMODATIONS**

Joseph Kerr Middle 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 Aaron Muñoz 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).]

## **ADMINISTRATION**

The principal, vice principals, teacher-in-charge, counselors, nurse, data processor, and attendance offices are in the Main Office.

## **ASSEMBLIES**

Throughout the year, students may have the opportunity to attend assemblies. During assemblies, students are expected to be attentive and courteous. Students failing to follow the standards of good behavior during an assembly will be immediately removed and will be prohibited from attending any other assemblies for the remainder of the school year and may receive disciplinary consequences up to and including home suspension.

# ATHLETICS

The EGUSD Middle School Athletic Program provides equal access for all students. It promotes opportunities for participation, through competition in athletic programs which promote school spirit, self-esteem, sportsmanship, teamwork, and positive social skills.

## The sports offered will include:

## Season

Cross Country	08/18/25-10/24/25
Volleyball 7 <sup>th</sup> grade girls' competitive team	09/1/25-10/17/25
Volleyball 8 <sup>th</sup> grade girls' competitive team	09/1/25-10/17/25
Basketball 8 <sup>th</sup> grade girls' competitive team	10/27/25-12/19/25
Basketball 8 <sup>th</sup> grade boys' competitive team	10/27/25-12/19/25
Wrestling Team – co-ed – 3 <sup>rd</sup> -8 <sup>th</sup> grade	10/27/25-02/27/26
Basketball 7 <sup>th</sup> grade girls' competitive team	01/12/26-02/27/26
Basketball 7 <sup>th</sup> grade boys' competitive team	01/12/26-02/27/26
Volleyball 7 <sup>th</sup> grade boys' competitive team	03/23/26-05/15/26
Volleyball 8 <sup>th</sup> grade boys' competitive team	03/23/26-05/15/26
Track and Field team – co-ed – 7 <sup>th</sup> -8 <sup>th</sup> grade	03/23/26-05/22/26

\*\*Competitive sports may have a limited number of players per team.

\*\*For students to enter athletic events, they must present a VALID Student ID Card or provide their student ID number.

## Eligibility

All students who wish to participate in extracurricular and co-curricular activities must:

- Have earned a 2.0 GPA in their 7<sup>th</sup> and 8<sup>th</sup> grade program for the grading period prior to their participation. This GPA must be maintained for each succeeding grading period during participation. A student who receives a failing report card or progress report (F grade) in any class during the participating season will be removed from participation in the activity, placed on academic probation, and will remain on probation until the student again earns a passing grade in the designated class or classes.
- For athletic eligibility, students must have earned a “C” average (2.0 GPA) with no F grades for the grading period prior to participation and for each succeeding grading period during participation and meet standards of satisfactory citizenship.
- Meet standards of satisfactory or excellent citizenship, no “U” citizenship grades.
- Maintain a satisfactory attendance record, no more than 10% missed days.
- Students on the “**NO-ACTIVITIES LIST**” may not attend or participate in any athletic event.

# ATTENDANCE

**Attendance Telephone Number: 916-686-7736**

## OFFICE HOURS:

**7:30 A.M. TO 4:00 P.M. M, T, TH, F**

**7:30 A.M. TO 3:00 P.M. WED**

**7:30 A.M. TO 1:00 P.M. MINIMUM DAYS**

**7:30 A.M TO 1:30 P.M. TESTING MINIMUM DAYS**

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. Therefore, attendance is extremely important.

Regular attendance and punctuality are key elements in determining your success at Joseph Kerr Middle School. Irregular attendance will negatively affect class progress and grades. Parents/guardians, please feel free to call **(916-686-7736)**, email ([jksattend@egusd.net](mailto:jksattend@egusd.net)) look at Synergy ParentVUE to check your student(s) attendance at any time.

## How to clear absences

- A. **ABSENCES MUST BE CLEARED WITHIN FIVE (5) SCHOOL DAYS** beginning on the day students return to school. Absences that are not cleared within five days will be considered truant.
- B. **PARENTS MAY CALL ATTENDANCE (686-7736), EMAIL ([jksattend@egusd.net](mailto:jksattend@egusd.net)) OR WRITE A NOTE. WHEN CALLING IN, PLEASE IDENTIFY TYPE OF FAMILY MEMBER (mother, father, guardian, stepparent, and grandparents). NOTES ARE TO BE DELIVERED TO ATTENDANCE BEFORE SCHOOL, DURING LUNCH, OR AFTER SCHOOL.** Included in the note or email: student's first and last name, grade level, identification number, dates of absence(s), reason for absence(s), and a telephone number where parent/guardian can be reached to verify the note or email, and parent/guardian signature.
- C. **EXCESSIVE ABSENCES:** Students with excessive absences may be reported to the School Attendance Review Board (SARB) and may be required to provide verification of illness from a doctor. Any parent or guardian who fails to ensure their student's attendance of an infraction can be punishable as follows: \$100 for first conviction; \$250 for second conviction; and \$500 for third conviction. A parent or guardian may be placed in a parent education program or counseling program in lieu of a fine. A willful violation of a court order directing that a student must be enrolled in a school or program can mean a \$1,000 fine. (E.C. 48293)

## Classification of absences

- A. **EXCUSED examples:** Illness (up to 14 days excused), doctor, eye/dental appointments, death in the immediate family (one day for in state services, 3 days out of state), appearance in court, observance of a holiday or ceremony of his or her religion (with prior written notice; not to exceed more than four days per month) naturalization ceremony, a student in foster care has a change in placement, or due to quarantine under the direction of a county or city health officer.
- B. **SCHOOL APPROVED examples:** Field trips
- C. **UNEXCUSED examples:** Truancy, flat tires, running out of gas, missing the bus, transportation issues, sibling or parent illness, oversleeping, getting coffee, suspensions, family time and vacations.

## Late arrival

Students arriving to school after the tardy bell must report to Attendance in the Main Office. Late arrivals for doctor/dental appointments will be excused with a note from the medical/dental provider. Please Note: Traffic delays, stopping for fast-food, sick family members, no alarm, oversleeping, late rides, etc. are not considered valid excuses for tardiness. If necessary, students that arrive to school late will be directed to lock their bike/scooter/skateboard in the front bike rack.



## Leaving School Early

- A. **PARENTS/GUARDIANS MUST REQUEST IN PERSON FOR A STUDENT TO BE RELEASED FROM SCHOOL EARLY.** Parents/guardians will be required to show valid photo identification (i.e., driver's license or CA photo ID) before an early dismissal pass will be issued. Students will not be called from class until parents/guardians arrive. Students may not be signed out during the last 15 minutes of the final class of the day. Please allow extra time for dismissal if the student is in P.E. or at lunch.
- B. **SYNERGY EMERGENCY CONTACT.** Early dismissal requests are permitted by Emergency Contact persons listed in SYNERGY. The Emergency Contact person will be required to show valid photo identification (i.e., driver's license or CA photo ID) before an early dismissal pass will be issued.
- C. **RETURNING TO CLASS.** Students must report to Attendance in the Main Office upon returning to school to obtain a pass before going to class. Parents/guardians do not need to visit the office when a student returns or arrives late.

## BACKPACKS

Lockers are only available in P.E.; therefore, students with disabilities or other physical limitations which prohibit them from carrying a full backpack may request assistance from the student's counselor or vice principal. Students must provide the school with written verification from their doctor. To limit the weight distribution of textbooks and personal items, we encourage students to purchase a rolling-type backpack. Students should stay with their backpack at all times. Students bring personal items to school at their own risk. Joseph Kerr Middle School staff assume no liability for lost or stolen personal items.

## BELL SCHEDULES

Regular Day: (Monday, Tuesday, Thursday, Friday)	8:45 am to 3:12 pm
Early Out: (Every Wednesday)	8:45 am to 2:12 pm
Minimum Days:	8:45 am to 12:12 pm
Testing Days:	8:45 am to 1:12 pm

## BICYCLES/SCOOTERS/SKATEBOARDS/HELMETS

Bikes, scooters, and skateboards must be parked in the fenced bike racks area upon arrival. Each bike/scooter/skateboard should be locked with an individual lock. The bike area is locked throughout the school day. If you need to leave campus during school hours, report to the Attendance Office and request that the gate be unlocked. If you have an after-school activity, leave your bicycles/scooter/skateboard locked in the rack area until you are ready to leave school. **All students riding their bike to school are required to wear a helmet.** The riding of bicycles/scooters/skateboards is prohibited on school grounds. Students violating this policy may be subject to progressive discipline. Joseph Kerr Middle School is **NOT** responsible for lost, stolen or damaged bicycles/scooters/skateboards.

## BIRTHDAYS

Celebrations of students' birthdays must remain positive, appropriate, and safe. Due to district protocols and health concerns, parents and students must abstain from bringing any food or drinks to be shared. Parents and students should also not bring stuffed animals, balloons, or other celebratory items that are a distraction to the learning environment. Flowers, cakes, fruit baskets, etc., will not be delivered to students. Students may not carry balloons, stuffed animals, flower bouquets, etc. into classes. Such items will be kept in the office until the end of the school. The school office does not accept deliveries of food, flowers, balloons.

## **CAFETERIA/MULTI-PURPOSE ROOM**

The maintenance of the school cafeteria is a vital part of the health program of the school. To encourage good nutrition, a well-balanced lunch is offered free of charge for the 2025-2026 school year. While in the cafeteria, students will be expected to follow the criteria listed below: (Failure to do so may result in disciplinary actions.)

- All food must be consumed in the cafeteria/MP room. No food is allowed in the outside quad area.
- Deposit all litter in wastebaskets.
- Leave tables and floor in a clean condition for others.
- Students must remain seated while in the cafeteria.

## **CAMPUS DISCIPLINE**

Due to major disruptions on campus and/or in classrooms, and potential harm these objects (see below) may cause to others, students may receive a lunch/after school detention(s) or campus beautification.:

- Tobacco/Nicotine products
- Poppers
- Fart spray; setting off stink bombs
- Water guns/splashing water on others
- Throwing water bottle filled with water in the air
- Goofy/silly strings

Parents will be contacted and a referral will be made to document student misconduct on school grounds. Progressive discipline will apply for repeat offenders where appropriate:

### **Detentions Assigned by Teachers**

If classroom rules are violated by students, teachers will use discretion in assigning their own detentions to students. Parents will be contacted, and a referral will be made to document student misconduct in the classrooms.

## **CELL PHONES/ELECTRONIC DEVICES**

Joseph Kerr Middle School has a "gate-to-gate" cell phone policy. Cell phones, earbuds/headphones and other electronic devices are to remain set on "silent" and are to be placed in a secure location prior to entering any gate on campus and for the duration of the school day (Ed. Code 48901.5). Students may turn on cell phones and other electronic devices once they leave campus through any gate. Staff may supervise students in using cell phones or other electronic devices in class for academic purposes at their discretion. If students need to use their cell phones for personal reasons during school hours, they may do so in the front office with staff permission.

### **Violations of the Cell Phone/Electronic Policy**

Violations may result in the item being confiscated. **A parent/guardian may be required to pick-up confiscated items from the Attendance Office.** A violation of Ed. Code 48901.5 may result in a suspension.

Pursuant to California Education Code Section 51512, the use of any electronic listening or recording device in an educational setting without prior consent of the teacher and/or the principal is prohibited. Any pupil violating this section will be subject to appropriate disciplinary action.

**Students bring personal items to school at their own risk. Joseph Kerr Middle School staff assume no liability for lost or stolen personal items.**

## **CHANGE OF ADDRESS**

Parents/guardians are to notify the Data Processor immediately of any change in address, telephone number, or guardianship. Parents/guardians will need to provide one of the following proofs of residency:

- Property tax receipts for the current residence.
- Mortgage statement, rental property contract, or lease agreement
- Current utility service (e.g., PG&E, SMUD, water, garbage, sewer) contract, statement, or payment receipts
- Rental property payment receipt
- Parent or guardian's recent pay stub
- Correspondence from a government agency (e.g., documentation from the Department of Human Assistance, court, documents, motor vehicle registration)

## **CHROMEBOOK DAMAGE**

When a student accidentally damages their school-issued Chromebook, they must report the damage and return the Chromebook to the library. The School librarian may issue the student a new or refurbished Chromebook. When necessary, Administration will investigate to confirm accidental vs. intentional chromebook damage. Students may not receive a replacement chromebook for excessive damage or after multiple replacements.

### **Discipline Policy for Intentional Damage**

**First Offense:** Call home and document 48900(f) Damage to School Property in synergy. Other disciplinary actions may apply.

**Second Offense:** Hold a Parent/Guardian meeting and document the second 48900(f) infraction, Damage to School Property, in synergy. Students must check out and return their Chromebooks from the library daily for 30 school days. Other disciplinary actions may apply.

**Third Offense:** The Student will receive a 1-3 day suspension, depending on the severity of the incident. A Parent/Guardian meeting will be held, and the third 48900(f) infraction, Damage to School Property, will be documented in Synergy. Based on recommendations made by the SST meeting, the student may lose the privilege to use a school-issued Chromebook for the remainder of the school year.

**All Violations are subject to progressive discipline policies in the EGUSD Disciplinary Matrix under California Education code 48900(f) Damage to School Property.**

### **Loaners/Repairs**

Chromebook support, including repairs and checking out a daily loaner Chromebook, will stop after late lunch. The library will be open during the first 10 minutes of periods 1-4, during break, or before/after school for students to address any chromebook issues. For exceptions such as Illuminate Testing or CAASPP Testing, teachers can notify the Librarian.

Students will be referred to meet with an administrator after receiving their 3rd daily loaner Chromebook.

## **CITIZENSHIP STANDARDS**

The following grades are issued for the evaluation of citizenship: O, S, N and U. This citizenship evaluation is consistently expected and required by all teachers.

### **O = OUTSTANDING**

Student enthusiastically comes to class each day prepared and motivated to learn. They participate in class discussions and initiate a leadership role in group work. They consistently model school and class rules and are an optimistic and constructive role model for other students to follow. The student seeks to surpass class expectations.

### **S = SATISFACTORY**

Student makes a diligent effort to come to class each day prepared, takes responsibility for his or her own learning, participates in classroom discussions and group work and follows class and school rules. The student meets class expectations.

### **N = NEEDS IMPROVEMENT**

Student occasionally has difficulty respecting others. They have to be reminded regularly to stay on task and to follow directions and rules. They struggle to stay organized, follow through on assignments, be responsible, and be respectful to others. This student interrupts class and needs to be redirected to focus and listen. The student occasionally meets class expectations.

### **U = UNSATISFACTORY**

Student's behavior is disruptive and may warrant behavior consequences. This student is minimally prepared for class, inadequately participates in classroom discussions and/or rarely participates in group work. This student fails to follow class and school rules and fails to follow the directives of the teacher. This student does not meet class expectations. Students that receive two U citizenship grades during quarter 4 will be ineligible to participate in the Promotion Ceremony.

## **CLOSED CAMPUS**

The Elk Grove Unified School District has a “**CLOSED CAMPUS**” policy. Upon arrival students are expected to enter campus and proceed to the quad, multi-purpose room, or a designated classroom. Students are expected to stay on campus once they arrive unless they have legal permission to leave. Permission to leave is obtained through the Main Office. Teachers/staff may not excuse students to leave campus for any reason. Students reported on another campus during the regular school day or violating this policy may be subject to disciplinary action.

## **CLUBS**

The club program is designed to make available as many different interests and activities as possible to meet the needs of the student body. All clubs meet at times convenient to their members. With the help of an advisor, the plans, activities and functions of each club are decided upon and carried out by the members and their elected officers. The success of each activity depends upon the loyalty and work of the clubs' members and the capabilities of its officers. Students are encouraged to make their time productive through active participation.

## **CONFLICT MANAGEMENT**

To co-exist peacefully, students need skills to resolve conflicts that may arise. Conflict management teaches democratic principles and communication skills. Students who are having problems on campus, and who choose to discuss these problems with the assistance of a conflict manager (counselor/admin), will work to reach an agreement. Once an agreement is reached, students who do not abide by it will be referred for disciplinary action. Students may contact the counselor or administrative team for support with conflict mediation.

## COUNSELING

The counseling program is an integral part of our total school program. Our counselors work closely with staff, faculty, administrators, families, and community to provide a supportive, effective, and safe environment in which all students can succeed. The counseling team provides counseling for individuals and/or groups, academic guidance, navigation through emotional and social situations, and career exploration. Counselors assist students in identifying academic and social goals as well as planning courses of study that lead to the achievement of individual success.

While the Joseph Kerr counseling department provides social emotional support through conflict management and other programs, counselors are unable to provide long-term therapy. However, the counselors are available to provide crisis intervention and referrals to appropriate resources. If you need any additional information or have concerns, please call to schedule an appointment.

## DANCES

The following is a list of requirements and expectations for attending dances at Joseph Kerr Middle School.

### Prior To Dances

- Student and parent/guardian must sign and return the dance permission slip form prior to purchasing a dance ticket.
- Dance tickets must be purchased in advance through the Student Activity Center. **NO TICKET SALES AT THE DOOR.**
- Students must have a Student ID card or ID Number at time of ticket purchase and upon entry to the dance. **Students must purchase their own ticket;** the name on the ticket and the ID card must match.
- Ticket prices may increase the day of the dance.

**\*\*Students who are on the "NO-ACTIVITIES LIST" will not be allowed to purchase a dance ticket. (See No-Activities List policy on page 47 for details.) If a ticket was purchased prior to being placed on the "NO-ACTIVITIES LIST" and they are on the list the day of the dance, they will not be admitted.**

### Requirements and Expectations

Only students of Joseph Kerr Middle School may attend school dances. Dances will be chaperoned by staff and parent volunteers. Music is provided by a DJ. Students will be able to purchase refreshments. Students are expected to comply with all school rules (including the **dress code**) and with all directions and requests given by chaperones. Rules are intended to guarantee that all attending participate and enjoy these events:

Respectful, polite and appropriate behavior is expected. Appropriate dance moves are required. Examples of inappropriate behavior at dances include but are not limited to kissing, inappropriate placement of hands, sexually suggestive and/or inappropriate dancing as determined by Administration, i.e., freak dancing, bumping into each other, head banging, and any other dancing that could cause physical harm or injury. This will result in removal. Disrespectful behavior will result in immediate dismissal and will jeopardize participation in future dances. Students on campus during the dance without a ticket will be placed on the **"NO-ACTIVITIES LIST"** and will not be allowed into future dances.

**Students must enter all dances within 15 minutes of the beginning time of the dance. Students must remain in the dance until the ending time. Students need to be picked up no later than 15 minutes after the end of the dance or they may be placed on the "NO-ACTIVITIES-LIST."**

Students are encouraged to leave valuables at home.

Parents who have completed the district volunteer process are welcome to attend dances to help assist staff in supervision, working the snack bar, donating food, or simply to observe.

# DISCIPLINE MATRIX

ED CODE 48900(a)(1)

## CAUSING PHYSICAL INJURY

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

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p><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>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>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>	<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>• 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>• Extreme Fights – contact Director or SSHS</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>	<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>• 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>

**ACTS OF VIOLENCE**

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

<b>FIRST INTERVENTION/ CONSEQUENCE</b>	<b>SECOND INTERVENTION/ CONSEQUENCE</b>	<b>THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE</b>
<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>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>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>	<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>• 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>• 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>	<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>• 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>

**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 had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal

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

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

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

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

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<b>Mandatory Actions:</b> Ensure due process Conference with student Collect statements from other witnesses Confiscate object Notify law enforcement (refer to AR 5144.3 and 5145.11) Give object to appropriate law enforcement Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry Contact family/guardian Review student's past similar behaviors and document current incident in Synergy Hold re-entry conference if suspended	<b>Mandatory Actions:</b> <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> Restorative Practices/Interventions Student Study Team (SST) Referral to school counselor Contact Foster Youth Services Site MTSS process Referral to Student Support Centers for outside services/supports 1–5 day suspension Possible consideration for a Recommendation of Expulsion	<b>Other potential actions:</b> <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>



## ED CODE 48900(c)

### UNLAWFUL POSSESSION OF CONTROLLED SUBSTANCE

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

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

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

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p><b>Mandatory Actions:</b></p> <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> <p><b>Selling Drugs</b></p> <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> <p><b>Other potential actions:</b></p> <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>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>	<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 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> <p><b>Selling Drugs</b></p> <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> <p><b>Other potential actions:</b></p> <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>• 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>	<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 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> <p><b>Selling Drugs</b></p> <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> <p><b>Other potential actions:</b></p> <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).

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 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></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>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>	<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 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></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>• 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>	<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 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></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>

**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>• 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>	<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>• 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>	<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	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>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>	<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>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>	<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>

**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>• 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>	<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>• 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>	<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
<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>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>	<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>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>	<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>

**OBSCENE ACTS**

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

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p><b>Mandatory Actions:</b></p> <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>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>	<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>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>	<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>

**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>• 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>	<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>• 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>	<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.

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<b>Mandatory actions:</b> Ensure due process Conference with student Collect statements from other witnesses Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry Review past alternative means of correction (Ed. Code 48900.5) Contact family/guardian Review student's past similar behaviors and document current incident in Synergy Hold re-entry conference if suspended	<b>Mandatory actions:</b> <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> Consider alternatives to suspension Restorative Practices/Interventions Student Study Team (SST) Referral to school counselor Contact Foster Youth Services Site MTSS process Referral to Student Support Centers for outside services/supports Notify law enforcement (refer to AR 5144.3 and 5145.11) Depending on the severity of the incident, as well as, pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.	<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>• 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>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>• 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>	<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>• 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>	<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.

<b>FIRST INTERVENTION/ CONSEQUENCE</b>	<b>SECOND INTERVENTION/ CONSEQUENCE</b>	<b>THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE</b>
<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>• 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>	<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>• 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>	<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> Notify law enforcement (refer to AR 5144.3 and 5145.11) In consultation with site principal and Director - File CPS Report Contact Director or SSHS 5 day suspension and recommendation for expulsion Refer to California Education Code 48915 (c)(4).	<b>Mandatory Actions:</b> <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
<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>• 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>• 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>	<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:</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 (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>• 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>	<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>• 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 (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>• 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>	<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>• 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>	<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
<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>• 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>• 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>	<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>• 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>	<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>

**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 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>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>	<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>• 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>	<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.
  - (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
<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>• 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>	<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>• 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>	<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>• 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 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>• 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>	<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>• 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>	<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
<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>• 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>	<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>• 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>	<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>

**HARASSMENT, THREATS OR INTIMIDATION****Additional grounds for suspension or expulsion: harassment, threats or intimidation**

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

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

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

**TERRORISTIC THREATS**

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

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

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<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 (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>• 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>• 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>• 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>• 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>• 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>• 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>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>• 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>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>

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.

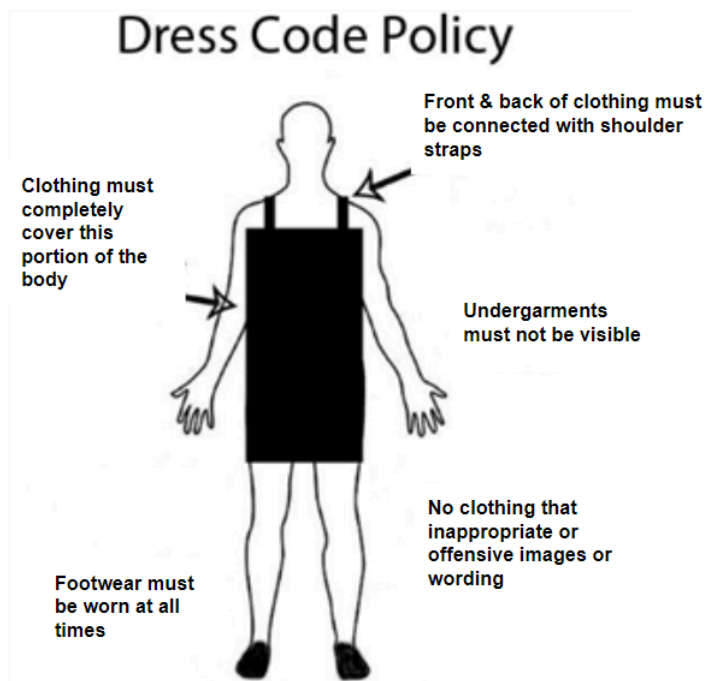
As used in this section, the term "explosive" means destructive device" as described in Section 921 of Title 18 of the United States Code. (Amended by Stats. 2012, Ch. 431, Sec 3. (AB 2537) Effective January 1, 2013.)



## DRESS CODE

Parents or guardians have the primary responsibility for appropriate standards of dress and grooming. However, as an educational entity, the Secondary Division of the Elk Grove Unified School District has the responsibility to establish and maintain standards of dress and grooming that support a positive, appropriate, and safe learning and teaching environment.

The purpose of a dress and grooming code is to facilitate education, not to inhibit any person's taste in attire or appearance. Students should be clean and neatly dressed in a manner that will be appropriate to the school setting, not hazardous to the health and safety of the students, and not disruptive or distracting from the educational program of the school. In addition, no articles of clothing, apparel or school materials, including hats, backpacks, and binders, may have pictures, printing, or writing that is crude, vulgar, profane, sexually suggestive, racially, ethnically, or religiously intolerant, that contain images of weapons, tobacco, drugs and/or alcohol, or which the school's administration reasonably predicts will disrupt the learning environment.



### General Guidelines For Student Clothing:

1. Shirts must have straps over the shoulders.
2. Shirt must cover the entire midriff area (there should be no cleavage or abdomen visible) and should not expose underwear.
3. Shorts, pants, leggings, etc. must be worn so as not to expose underwear or skin as depicted in the image above. This includes "sagging" pants and tears in jeans.
4. Clothing cannot have depictions or references to drugs, alcohol, violence, sexual content, pornography, gangs, or gang symbols. (Including, but not limited to, "Cookies", "Runtz", and "Playboy" brand clothing)
5. Hats may be worn on campus that comply with rules listed above. Hoods must be removed when entering buildings unless given express permission by a staff member. Teachers can set their own classroom policies on hats and non-religious head coverings.
6. No pajama/flannel bottoms except on designated spirit days.

### Reminder:

- School is an academic setting. Our goal is to prepare students for the expectations of a professional college and career setting.

[EGUSD Revised Dress Code Board Policy](#)



## **Progressive Discipline for Dress Code Violations\***

If a student is sent to the office for a dress code violation:

### **1st Offense:**

- If clothing is correctable, you will be given the opportunity to correct it.  
If not, loaner clothing\*\* will be issued at the front office.
- Informal review of dress code

### **2nd Offense:**

- Loaner clothing will be given to you at the front office to correct the dress code violation.
- Parent contact.
- A referral/documentation will be entered into Synergy.

### **3rd Offense:**

- Loaner clothing will be given at the front office to correct the dress code violation.
- Parent contact.
- Review dress code policy with a counselor.
- A referral/documentation will be entered into Synergy.

### **4th Offense:**

- Loaner clothing will be given at the front office to correct the dress code violation.
- Detention will be assigned.
- Admin conference
- A referral/documentation will be entered into Synergy.

\*These are general guidelines. All incidents will be handled on a case-by-case basis.

\*\*Loaner clothing is typically JKMS spirit/pe wear.

## **FIELD TRIP CRITERIA**

Students must meet grade and discipline requirements to participate in field trips. No student may sign up for or attend a field trip if they do not meet the Academic/Citizenship and Behavior Expectations. Parents/guardians are not allowed to transport students to or from field trips unless in the case of an emergency or behavior misconduct.

- Academic/Citizenship Expectation – Students must be in good academic standing. Students must have a 2.0 or better GPA and can have no more than one F and no more than one U in citizenship during the term sign-ups are taken for each field trip.
- Behavior Expectation – Behavior will be monitored up until the day of the trip. Students are expected to maintain appropriate behavior. Should a student receive a full day home suspension at any time during the term of the field trip, they will be removed from the trip.

## **FIRE DRILL INSTRUCTIONS**

Students are to follow these procedures when the fire signal sounds:

1. Evacuate all buildings. Quietly exit the school according to the directions posted in your classroom and remain with your teacher.
2. Do not run or loiter.
3. If you are not in a classroom, move immediately with other students to the nearest designated area.
4. Stay at least fifty (50) feet away from all buildings.
5. When the “all-clear” signal is given, return to class immediately.

## FOOD AND NUTRITION/HEALTH AND WELLNESS

EGUSD participates in the National School Lunch and Breakfast Programs through Food and Nutrition Services. This department is committed to improving the nutritional health and academic success of students by offering lunch daily at all school sites and breakfast daily at most school sites. Meals are analyzed to ensure that they meet the nutritional needs of students and the Dietary Guidelines for Americans.

Students should **ONLY** eat food in the school cafeteria. Students eating in the quad may receive a lunch detention. Food and drinks, except water, are not allowed in classrooms. Students eating in the classrooms may receive a lunch detention.

Students should not share food while on campus.

Energy drinks offer no real health or performance benefit to children. Studies have linked excessive caffeine in children to hypertension, anxiety, headaches, and interrupted sleep patterns. Energy drinks are discouraged on campus due to the excessive caffeine contained in these drinks.

Students are not allowed to chew gum on campus. Students chewing gum may receive a lunch detention.

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

For additional information about meal applications, eligibility, breakfast/lunch menus and Nutrition Education, please contact Food and Nutrition Services at 686-7735 or refer to the website at: <http://blogs.egusd.net/fns/>.

## GRADES

### Student Progress Reports

A progress report is an academic update, which may also include behavioral feedback, for all classes. Students receive a progress report approximately half-way through each quarter. Progress reports may be viewed on ParentVue.

### Report Cards

The report card contains the final academic and citizenship grades for the term. It also shows the student's grade point average and sometimes has special comments from teachers. If you have academic concerns during any grade reporting period, please contact your child's teacher and/or counselor at (916) 686-7728.

### Quarter Grades Submission

- Friday, October 10, 2025
- Friday, December 19, 2025
- Friday, March 13, 2026
- Friday, May 29, 2026

### Possible Academic Grades

Grade of "A"	Outstanding Achievement	4.0 grade points
Grade of "B"	Above Average Achievement	3.0 grade points
Grade of "C"	Average Achievement	2.0 grade points
Grade of "D"	Below Average Achievement	1.0 grade points
Grade of "F"	Little or No Achievement	0 grade points

## GRAFFITI

Graffiti, tagging, or other marks made on school or private property is strictly prohibited. Violators will be subject to administrative disciplinary action, as well as possible criminal charges. In addition, parents will be charged for graffiti removal.

## GUEST TEACHER POLICY

Students are expected to welcome guest teachers with cooperation and respect and represent the motto, mission and vision of Joseph Kerr Middle School towards those who substitute for their regular classroom teacher. Students who are not cooperative and respectful toward guest teachers may receive one or more of the following consequences:

- 1 Period of Class Suspension
- 1 Period of Class Suspension and Lunch Detention
- 2 Periods of Class Suspension
- Parent Teacher Conference
- Home Suspension

## HALL PASSES

Students must obtain an official hall pass whenever they are out of class. A pass is required for students to go to the office, use the restroom, go to the library, or visit the school nurse (excluding passing periods and lunch).

## HOMEWORK POLICY FOR UNEXCUSED ABSENCES AND SUSPENSIONS

Students who miss school work because of unexcused absences may be given the opportunity to make up missed work for full or reduced credit. The teacher of any class from which a pupil is suspended may require the suspended pupil to complete any assignments and tests missed during the suspension (Ed. Code 48913); however, teachers are not required by Ed. Code or Board policy to provide makeup work for students who are absent without an excuse.

## HONORS COURSES

All Honors courses provide an enriching, challenging curriculum that engages all students. Honors students should have the motivation to accelerate through content standards and commit to more in-depth study. Subject matter in Honors courses is more sophisticated and complex, requiring strong organizational skills, self-monitoring, and the ability to work independently and in a team. **Students are encouraged to challenge themselves through enrollment in one or more Honors-level or accelerated courses.**

## HONOR ROLL

Honor Roll recognizes students who are achieving academic excellence based on quarter grades. Students who qualify may sign up to receive rewards, recognition and access to exclusive activities. Recognition includes:

Gold Level	4.0 and No U's in Citizenship*
Silver Level	3.5 and No U's in Citizenship
Bronze Level	3.0 or .5 increase in GPA, no F's or U's in Citizenship

\*Anyone receiving a home suspension during the quarter will not be permitted to sign up.

## ILLNESS AT SCHOOL

If a student becomes ill at school, he/she is to report to the Health Office in Attendance. Students who are ill must first obtain a pass from their teacher to leave the classroom. **Students are NOT allowed to use their personal cell phone in class, restrooms or the quad.** If a student needs to leave campus, office personnel will contact parents. **Parents/guardians or emergency contacts in SYNERGY will be required to check in at the Main Office and show valid photo identification (i.e. driver's license or CA photo ID) to sign a student out.** All health information should be updated annually, and changes in address, parent home and work phone numbers, and emergency contact names and phone numbers should be reported immediately in order to make immediate contact if the student is injured or becomes ill.

## INSURANCE

The Elk Grove Unified School District does not carry accident or injury insurance for students. The responsibility for individual coverage lies with the parents or guardians. Low-cost insurance is available and is highly recommended. Information regarding insurance is provided to each student at the beginning of each school year. Information regarding Covered California can be accessed at: [www.covered-ca.com/find-help](http://www.covered-ca.com/find-help) or call 800-300-1506.

## INTERNET ACCESS

Internet access is a privilege provided for student use. Internet use is strictly limited to websites specifically related to class assignments.

## LIBRARY

The library is open for book checkout each day at 8:30 am, during lunch and after school (unless otherwise noted). The library is also the location to check out textbooks. Students must present their own ID card when checking out books and materials. Students are responsible for fees or fines related to the loss or destruction of books they have checked out. Students who have outstanding fees will be placed on the No-Activities List. Textbooks are furnished by the school at no cost to the student. All textbooks must be covered and treated carefully. Textbooks must be returned promptly when the student is no longer enrolled in the course. Students will be charged for any lost or damaged books.

## LOCKDOWN INSTRUCTIONS

When the Lock Down alert is given, students and teachers are to do the following:

1. Remain in the classroom away from doors and windows.
2. Lock classroom doors, close windows, and blinds.
3. Reserve classroom phone for emergency use only.
4. If outside, go immediately to the nearest classroom or building.
5. Await further instructions from school officials.

NOTE: During a Lockdown situation, students will not be released to parents/guardians. Parents are asked to stay away from the school and from the roads leading to the school to allow access to emergency and law enforcement personnel.

## LOST AND FOUND

The Lost and Found is in the Main Office. Students are urged to always secure their books and personal items to avoid the possibility of loss or theft and are encouraged not to bring valuable possessions or large sums of money to school.

# MAKE-UP WORK

## Make-up Policy for Excused Absences

1. Students have one day for each day of excused absence to make-up missed assignments.
2. Students are responsible for checking with each teacher for missed class work.
3. Students should check their Google Classroom, Synergy and/or StudentVUE for assignments if possible.

## Make-up Policy for Unexcused Absences (Including Suspensions)

Students who miss school work because of unexcused absences may be given the opportunity to make up missed work for full or reduced credit. The teacher of any class from which a pupil is suspended may require the suspended pupil to complete any assignments and tests missed during the suspension (Ed. Code 48913); however, teachers are not required by Ed. Code or Board policy to provide makeup work for students who are suspended or absent without an excuse.

# MEDICATION

Students are not permitted to bring medication to school (prescription and non-prescription) without written doctor's approval. If your child must take medication at school, a parent/guardian must come in and pick up a Medication Assistance Authorization form ("authorization"), which must be executed by at least one parent/legal guardian and the student's duly authorized physician or surgeon. A parent must 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 Nurse's Office always located in the Main Office and will be kept securely locked. Non-prescription drugs must be unopened and signed over to office staff. Students may not carry medication on campus. Failure to follow this procedure will result in school consequences. Please contact the Main Office to obtain forms and information regarding this procedure.

## MINIMUM DAYS (OUT OF SCHOOL AT 2:12)

August 28, 2025	Professional Development
September 25, 2025	Professional Development
October 10, 2025	End of Quarter 1
October 16, 2025	Professional Development
October 31, 2025	Professional Development
November 13, 2025	Professional Development
December 19, 2025	End of Quarter 2
January 29, 2026	Professional Development
February 26, 2026	Professional Development
March 13, 2026	End of Quarter 3
March 26, 2026	Professional Development
April 2, 2026	Professional Development
April 21-24, 2026	State Testing (out at 1:12 pm)
April 28 - May 1, 2026	State Testing (out at 1:12 pm)
May 27, 2026	Promotion Practice
May 28, 2026	Promotion (out at 1:23)
May 29, 2026	End of Quarter 4; Last Day of School

## NO ACTIVITIES LIST (NAL)

The "NO ACTIVITY LIST" is maintained by administration and used as a reminder of the expectation for students to act responsibly. Students must have no outstanding library books/fines or Chrome books checked out, and must meet behavior eligibility criteria to participate in school-sponsored activities. For athletics academic eligibility, please see page 7.

If a student's behavior warrants a home suspension, his/her name will be placed on the "NO-ACTIVITIES LIST" for 1 week for each day of suspension from the first date of suspension for that offense.

A student may not participate in any school activities, including sports activities, when placed on the "NO-ACTIVITIES LIST" until he/she is removed.

8TH GRADE END OF THE YEAR ACTIVITIES: Should a student receive a full day home suspension at any time during the last four weeks, they may not be able to participate in the following activities-

- 8th Grade Activities: Field Trip, Dance, Awards Night
- 8th Grade Promotion

## OFFICE TELEPHONE USAGE

The office telephone is a business phone to be used by students for emergencies and only with permission from the office staff. Students may not use the phone on a daily basis to arrange transportation.

## OFF-LIMIT AREAS

Some areas of the campus are "off-limits" to students during the school day. Students who are in these areas without authorization will be subject to detention and/or suspension. These areas include parking lots, physical education playing fields, in and around the library without teacher supervision, and any area deemed off limits. Students must stay in designated locations until the bell rings.

## PBIS

Positive Behavior Intervention and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for all students to achieve social, emotional, and academic success. The staff at Joseph Kerr understands the need for a safe and positive learning environment. Student expectations for behavior are categorized under our four school rules: "Knights Show Kindness, Effort, Respect, and Responsibility." Our students are taught through explicit instructions and lessons to help them practice the skills necessary to be successful students and citizens at Joseph Kerr.

	<b><i>Showing Kindness means...</i></b>	<b><i>Showing Efforts means...</i></b>	<b><i>Showing Respect means...</i></b>	<b><i>Showing Responsibility means...</i></b>
<b><i>Expected Student Behavior</i></b>	<i>"I think of other people's needs and treat them the way I want to be treated."</i>	<i>"I try my best, work hard, and participate in class discussions."</i>	<i>"I use appropriate language and volume levels. I respect people and property."</i>	<i>"I come to school every day prepared to learn in each class and am accountable for my actions."</i>

## Why do School-Wide Positive Behavior Interventions and Supports (PBIS) work?

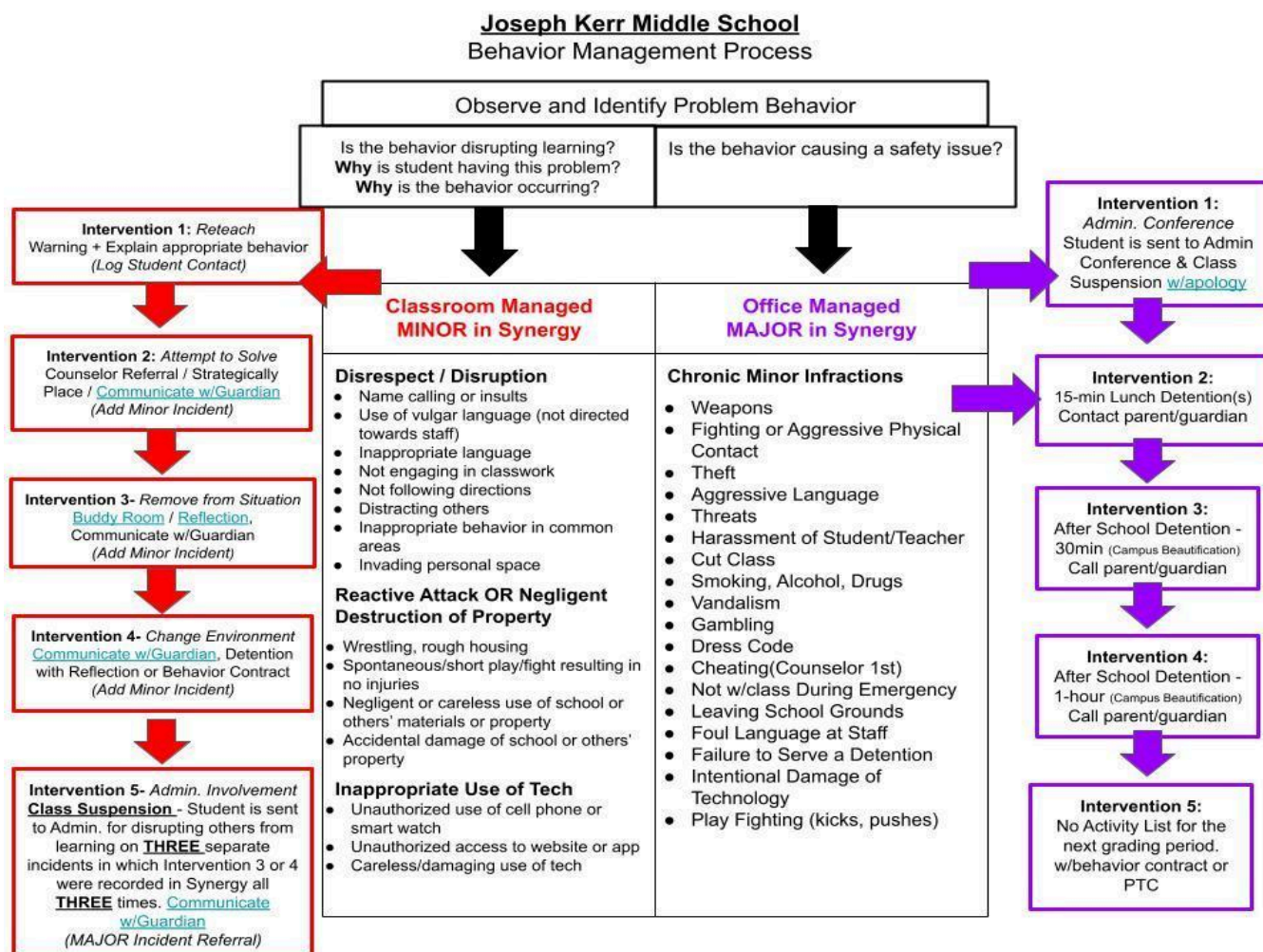
Research shows that when a school environment is positive and predictable, students feel safer, have better academic performance, higher test results and make better behavior choices. Schools also show a gain in instructional time, reduction in out of school suspensions and discipline referrals, and show a decrease in referrals to special education.

## Is PBIS a Curriculum?

No. PBIS is not a curriculum, but a process of planning and problem solving that includes direct teaching of social behaviors like we teach academics. The basic PBIS approach is to use proactive, research-based strategies to teach clearly defined behavior expectations. Most importantly, it establishes ongoing behavior support that can be used by ALL students, staff, volunteers, parents, and community members.

## What are the responsibilities of the staff at Joseph Kerr in regard to PBIS implementation?

Each staff member is responsible for communicating the behavioral expectations of our students. It takes all of us to create an environment where students are showing Kindness, Effort, Respect and Responsibility. Part of the responsibility is to systematically teach the expected behaviors that we all agree will help make our school the best it can be.



# PERSONAL ITEMS

**Items that are disruptive or distract from the educational environment must not be brought to school.** Some of these items include:

- Audio and/or visual recording or listening devices
- Video games, game systems, toys
- Any device or substance that produces odor or can create damage to property
- Laser pointers or any device that projects a light/beam
- Blankets
- Excessive amounts of money
- drugs, alcohol, cigarettes, vape pens
- weapons of any kind
- flowers, balloons, posters, celebratory items

Students who bring these items may be subject to disciplinary actions.

The use of perfumes/colognes, scented lotions and body sprays is prohibited in the classroom and locker room. The use of any grooming products that interfere with classroom instruction may result in teacher confiscation and/or disciplinary action. The school is not responsible for personal items.

## PROPERTY

It is the responsibility of staff and students to help maintain a clean and safe campus. Students are expected to assist the custodial staff in keeping the campus clean. Writing or carving on walls, desks and chairs will not be tolerated. Students may be charged for all damages or losses occurring to school buildings, books, or equipment. Students will be held responsible for monetary losses suffered by another student as the direct result of their inappropriate actions. Vandalism on campus will not be tolerated, and students will receive disciplinary consequences ranging from lunch/afterschool detentions to possible suspension based on their actions.

## PROMOTION CEREMONY

To participate in the 8<sup>th</sup> grade promotion ceremony, students need a minimum total of 100 credits earned during their 7<sup>th</sup> and 8<sup>th</sup> grade years combined. **The promotion ceremony is a privilege earned by the students, not a right.**

Only students who meet credit, grade, and discipline requirements will participate in the promotion ceremony and receive a promotion certificate. Promotion Ceremony participation criteria: No student may participate in promotion if they are on the "NO-ACTIVITIES LIST" and do not meet the Academic/Citizenship and Behavior Expectations. (See "NO-ACTIVITIES LIST" – page 46.)

- **Academic/Citizenship Expectation** – Students must be in good academic standing. Students can have no more than one F and no more than one U in citizenship on their 4<sup>th</sup> term report card. To participate in the 8<sup>th</sup> grade promotion ceremony, students need a minimum total of 100 credits earned during their 7<sup>th</sup> and 8<sup>th</sup> grade years. Students who have earned 65 or more credits in 8<sup>th</sup> grade and at least a 2.0 GPA but have not earned a total of 100 credits over two years may request to have their promotion rights reviewed by the promotion committee.
- **Behavior Expectation** – Behavior will be monitored up until the day of promotion. Students are expected to maintain appropriate behavior. Students who receive a home suspension the last four weeks of school will not be eligible for promotion practice or walking in the promotion ceremony.

**Students who do not meet the requirements for participation in the promotion ceremony will be notified in person by their counselor or an administrator. Notification to parents will be made by telephone call. In addition, a follow-up letter will be given to the student to deliver to the parents at the time of notification.**



Students should dress in appropriate clothing such as dresses, dress shirts, slacks, suits, or other school clothes. Skirts and dresses must not be shorter than mid-thigh and no strapless or spaghetti straps. No “see-through” or fishnet fabrics. Tuxedos, long formal gowns, and limos are not recommended. The dress code will be strictly enforced.

**Tickets will not be required for admittance.** Gates will open at 7:00 a.m. with seating on a first come, first serve basis. Please do not reserve seats. The ceremony will be held on the track and field on the outdoor stage if weather permits. At 7:15 a.m. participating 8<sup>th</sup> grade students are to be seated in their assigned seats. The ceremony will begin promptly at 7:30 a.m. Please adhere to promotion etiquette by not whistling or yelling out student names. **Please no noise makers and hold applause as directed by the speaker.** **Families with balloon bouquets must stand in the back.** Students will receive their promotion certificate at the ceremony.

In the event of inclement weather, there will be two Promotion Ceremonies (by alpha) held in the Gym. Due to fire code attendance restrictions, only two guests per student will be allowed to attend in the Gym. Additional guests will be able to wait outside the Gym during the ceremonies. Should this be necessary, information will be posted on the school's website at [jkms.egusd.net](http://jkms.egusd.net), sent out via Talking Points/Synergy Messenger, and via the automated phone caller system prior to the Promotion Ceremony.

Our school site has limited parking spaces. Additional parking will be available on the basketball courts, at the Community Services District across from the school, and on surrounding public streets. **Please honor local businesses by not parking in their parking lots during the ceremony.**

## SCHOOL ENROLLMENT BOUNDARIES

No school boundary is permanent and can frequently change. When school boundaries change, some students may have to transfer to other schools. For more information, call the district's boundary hotline at (916) 686-7755. Due to increasing enrollment, students may be subject to redirection. Please contact the Secondary Education Department at (916) 686-7706 for questions and/or additional information.

## SILVER K AWARD

Silver “K” is an honor society started over 40 years ago to honor students who are exemplary role models on our campus and in the community. It is the most prestigious award students can earn while attending Joseph Kerr Middle School. All students who receive the Silver “K” are models of excellent citizenship both inside and outside the classroom. Students earn this award by completing service hours beginning on the first day of 7<sup>th</sup> grade and continuing through the end of the third quarter of 8<sup>th</sup> grade. Students must maintain a 2.5 GPA with no F's or U's. Students must not be on the (NAL) two weeks prior to the Awards Night Ceremony. Interested students should see a Silver “K” advisor. Students must attend a minimum of 10 lunchtime meetings, dates TBD.

Requirements: Students must complete 16 service hours in seven out of the following eight areas:

School Service	Leadership	Scholastic Achievement	Class Achievement
Arts	Club Participation	Athletics	Community Service/Personal Achievement

## SPECIAL DELIVERIES

Flowers, balloons, candy, etc., (other than those available at school-sponsored events) are not allowed at school and will not be delivered to a student to acknowledge any special occasion. These items disrupt the educational process. If items are delivered to the school, they will be held in the Main Office until the end of the school day. Food deliveries from DoorDash, Uber Eats, etc. as well as parents/guardians listed in Synergy will be accepted and held in the front office for the student to pick up.

## **STUDENT ACTIVITY CENTER - SAC**

The SAC, located in the Multipurpose Room, is where students purchase PE Uniforms, JKMS spiritwear, dance tickets, ASB membership, and snack items during lunch. Students also pay for field trips in the SAC.

## **STUDENT ACTIVITIES**

Student activities are considered a privilege. Students are expected to maintain satisfactory academic, citizenship, and behavior expectations in school as a requirement of participating in school sponsored activities. The design of these activities is to enrich the social, emotional, physical, and academic growth of students. Most activities require a signed permission slip.

- Athletic events
- Concerts and performances
- Festivals/Fair
- Any non-academic activity which require missing class time
- Dances
- Non-academic and Academic field trips

\*No student may sign up for or attend the field trip if they do not meet the Academic/Citizenship and Behavior Expectations.

Academic/Citizenship Expectation – Students must be in good academic standing with a 2.0 or better GPA, no more than one F and no more than one U in citizenship during the term sign-ups are taken for each field trip.

Behavior Expectation – Behavior will be monitored up until the day of the trip. Students are expected to maintain appropriate behavior. Should a student's behavior place them on the "NO-ACTIVITIES LIST" they will not be able to attend the activity and will be refunded any payments received.

## **STUDENT DROP-OFF**

The designated student drop-off area is in the front parking lot on Elk Grove Blvd. Pull forward along the curb near the front office of the school. For student safety, pull as far forward as possible so as not to back up traffic on Elk Grove Blvd. All parking lot signage will be enforced by the Elk Grove Police Department.

## **STUDENT IDENTIFICATION CARDS**

At the beginning of each school year, student ID photos are taken and students are issued ID cards that include a bar-code for library checkout and entrance to select school events. This label must not be damaged or tampered with in any way. Replacement due to loss, damage, or tampering is \$5.00 and can be paid for in the Student Activity Center (SAC). Students can purchase an Associated Student Body (ASB) sticker that will be affixed to their ID card for \$25.00 for discounts in the student store and reduced ticket prices for events on campus. Students are expected to always carry this card on campus and are expected to present the ID card upon request of staff members, to purchase tickets, to attend athletic events or go on field trips. These measures ensure our students' security and prevent non-students from disrupting the school. Students not presenting an ID card on request may receive disciplinary consequences. Student ID cards are used to affix stickers indicating ASB, dance, internet access, as well as Renaissance.

## **TARDY POLICY**

Students are expected to arrive to school on time and to class prior to the bell ringing. Students will be marked tardy if they are late to school or individual classes. Excessive tardiness will lead to consequences and may be reported to the School Attendance Review Board. Students receiving an excessive amount of tardies during the school week may be subject to placement on the "NO-ACTIVITIES LIST" for the duration of a week, as well as lunch/after school detentions.

# TRANSPORTATION

While school districts are not required to provide regular transportation service, Elk Grove Unified School District has elected to provide limited service to students in eligible service areas for a fee. All students must register to ride before boarding the bus. Please do not attempt to have your student board a bus without a bus pass. Passes identify your student, the school they attend, and their appropriate bus stop. To help the district plan for the appropriate number of buses and needed bus stop locations, an early bird discount is available if you register your student to ride in advance. Contact EGUSD at (916) 686-7733 transportation for more details .

No fees will be charged to qualifying students due to low income or foster status, special education students whose individualized education program provides for transportation services, or students offloaded at district direction between school sites in eligible areas. However, students must still register to ride and obtain a bus pass before boarding.

To qualify for busing, a student must live within the eligible service area for their school of attendance. Inter-district/intra-district transfer students and grand-parented transfer students are not eligible for transportation. Fees and service areas are reviewed annually.

Falsification of information is cause for revocation of bus pass and bus riding privileges. Passes will be mailed to the student's home address or can be picked up at the Transportation Department prior to the start of the new school year.

Students are required to show their transportation pass each time they board the bus. Passes are issued on a round-trip or one-way basis. Single ride ticket booklets are available for those students who need to ride the bus occasionally on a space available basis.

## Bus Stops

Students may request a separate morning pick-up and afternoon drop-off location if it is serviced by the same bus and is consistent each day. For the safety of the students and consistency of routes, multiple pick-up or drop-off locations are not accepted.

## Lost/Damaged Passes

Should a pass be lost, stolen or damaged, please contact Transportation immediately to secure a replacement so that your student may continue to ride. A \$15 service charge is required for a replacement pass.

## Bus Rules and Regulations

Parents, guardians, and students should be familiar with the Bus Rules and Regulations. Violation of any of the rules and regulations may result in suspension or revocation of the student's ability to ride the bus. Please note that video surveillance cameras are used on many district buses. Boarding the bus is consent to audio and video recording and may be used in disciplinary proceedings. Information, including the application, bus rules and regulations, and service areas, can be found on the district's website at <http://www.egusd.net/> or by calling (916) 686-7733.

## Foggy Day / Inclement Weather Policy

Foggy or inclement weather may result in service delays or cancellations. By law, school buses are prohibited from traveling when there is less than 200 feet of visibility in each direction. Parents are advised to listen to or watch local television and radio stations for weather updates and service delays. You may also call our weather hotline at (916) 686-7733 and select #3 or check this District website at [www.egusd.net](http://www.egusd.net) for updates. Students should not stand at the bus stop longer than 30 minutes beyond the usual bus arrival time. Remember, while the sun may have broken through in your area, your bus may still be experiencing delays, elsewhere.

# UNIFORM COMPLAINT PROCEDURES

The Elk Grove Unified School District has the primary responsibility to ensure compliance with federal and state laws and regulations and has established Uniform Complaint Procedures (UPC) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of Local Control and Accountability Plan (LCAP).

The district will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in Education Code section 200 and 220 and Government Code section 11135, including any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis of 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:

- Adult Education
- After School Education and Safety
- Agricultural Vocational Education
- American Indian Education Centers and Early Childhood Education Program Assessments
- Bilingual Education
- California Peer Assistance and Review Programs for Teachers
- Career Technical and Technical Education and Career Technical and Technical Training (State)
- Career Technical Education (Federal)
- Child Care and Development
- Child Nutrition
- Compensatory Education
- Consolidated Categorical Aid
- Course Periods without Educational Content
- Economic Impact Aid
- Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a school district and Children of Military Families
- English Learner Programs
- Every Student Succeeds Act / No Child Left Behind (Titles I-VII)
- Local Control Accountability Plans Migrant Education (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Safety Plans
- Special Education
- State Preschool
- Tobacco-Use Prevention Education

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

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

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

## **VISITORS**

Parents/guardians are welcome to visit the school. Parents/guardians who wish to confer with a specific teacher/team should call or email to arrange a mutually convenient time. These appointments are provided at the discretion of the teacher/team. A 24-hour minimum notice is required to provide adequate information and to ensure teachers/teams are available to meet. Visitors must check in through the Main Office with identification (i.e., driver's license or CA photo ID) and wear a pass while on campus. Visitors are not to enter the campus without following these procedures. Students are not to bring unauthorized guests, small children, or animals to school during school hours.

## **YEARBOOK**

Yearbooks are sold throughout the school year. A limited number of yearbooks are printed each year. Students interested in purchasing one should do so early in the year. Student pictures are taken at the beginning of the school year and are used in the yearbook. If a student is not present on picture day, they may have their picture taken on the picture retake day.

## **ACKNOWLEDGEMENT OF SCHOOL POLICIES**

The following includes information about school policies and programs that require parent signatures. Please read the information and complete the forms at the end of the handbook.

## **VIDEO POLICY**

It is the policy of the Elk Grove Unified School District to provide for student's visual materials which are appropriate to student viewing and which support the instructional program. Parents will be informed if controversial media, such as Family Life Media or films rated "PG" or "PG-13" (grades 6-8), will be used in the classroom. Parents may elect the option of restricting their child from viewing such films for the entire year or may ask that the child be given an alternative assignment in lieu of watching a particular film. Information regarding the use of controversial media will be communicated in course syllabi distributed at the beginning of the school year. In addition, letters allowing parents to remove their child from watching films will be sent home prior to the film viewing.

### **Elk Grove Unified School District Educational Use Internet Account Internet-Terms and Conditions**

1. **Acceptable use** - The use of your account must be in support of education and research and consistent with the educational objectives of your school. Use of another organization's network or computing resources must comply with the rules appropriate for that network. You will be responsible for assisting with monitoring your account, periodically reporting your experiences using technology in an educational setting.
2. **Unacceptable Use** - Transmission of any material in violation of any US or state regulation is prohibited. This includes, but is not limited to copyrighted material, threatening or obscene material, or material protected by trade secrets. Use for commercial activities is not acceptable. Use for product advertisement or political lobbying is also prohibited. Any transmission or reception of pornographic material is expressly prohibited and will result in the cancellation of all information technology access and privileges for the remainder of the year.

3. Privileges - The use of information technology is a privilege, and unacceptable use will result in a cancellation of those privileges. The system administrator may close an account at any time as required. The administrator, faculty, and staff of any school may request the system administrator to deny, revoke, or suspend specific user accounts.
4. Network Etiquette - You are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:
  - A. Be Polite
  - B. Use appropriate language.
  - C. Do not reveal personal or friend's information, including last name, address, or phone number.
  - D. Electronic mail (e-mail) is not guaranteed to be private. Messages relating to or in support of illegal activities may be reported to the authorities.
  - E. Do not use the network or computer to disrupt the use of the network by others.
  - F. All communications and data accessed via the network should be assumed to be private property.
5. The Elk Grove Unified School District makes no guarantees of any kind, whether expressed or implied, for the service it is providing. The Elk Grove Unified School District will not be responsible for any damages you suffer. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by its own negligence or your error or omissions. Use of any information obtained via the internet is at your own risk.
6. Security on any computer system is a high priority, especially when the system involves many users. Do not use another individual's account without written permission from that individual. Attempts to log on to any network server as a system administrator will result in cancellation of user privileges.
7. Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Elk Grove Unified network, or another network that is connected to the internet, as well as any malicious attempt to harm or destroy computer equipment. Vandalism includes the uploading or creation of computer viruses.
8. Joseph Kerr Middle School Computer policy additions:
  - A. Student ID with JKMS internet sticker must always be displayed when accessing the internet
  - B. Software may not be installed on school computers by students
  - C. Computer or network configuration settings may not be altered by students
  - D. Students are limited to printing two pages without instructor permission

## **ACKNOWLEDGMENT OF 2025-2026**

### **JOSEPH KERR MIDDLE SCHOOL STUDENT HANDBOOK**

In accordance with Section 35291 of the Education Code, the district will notify the parent or guardian of every pupil enrolled in grades 7 and 8 of the fact the district's regulations concerning student discipline are available upon request at the principal's office in any district school. The principal of each school shall ensure that every pupil enrolled will be advised of all the regulations of the district and of the school related to student discipline at the beginning of each school year, and that transfer students will also be advised at the time of enrollment in the school.

Student Name \_\_\_\_\_ Student ID # \_\_\_\_\_ Grade \_\_\_\_\_

I have read, understand, and agree to comply with the Joseph Kerr Middle School 2024-2025 Student & Parent Handbook that includes the Attendance Policy, General Information, Discipline Program, Bus Rules, No Activities List, Dance Policy and Fire Drill Procedures.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

### **JOSEPH KERR MIDDLE SCHOOL APPLICATION FOR USE OF THE INTERNET**

The completion of this form is mandatory for all EGUSD students who use the Internet at a school in the district. I understand and will abide by the Terms and Conditions for use of information technologies. I further understand that any violation of internet-terms and conditions is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges will be revoked; school disciplinary action will be taken and/or appropriate legal action.

Student Name \_\_\_\_\_ Student ID# \_\_\_\_\_ Grade \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

### **JOSEPH KERR MIDDLE SCHOOL PROMOTION POLICY**

I have read, understand, and concur with the Joseph Kerr Middle School's Promotion Policy.

Student Name \_\_\_\_\_ Student ID# \_\_\_\_\_ Grade \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

**JOSEPH KERR MIDDLE SCHOOL**  
**DANCE POLICY AND PERMISSION FORM**  
**2025-2026**

The following is a list of requirements and expectations for attending dances at Joseph Kerr Middle School. Attendance at school dances requires that both the student and the student's parent or legal guardian sign the dance permission form.

**Prior to the Dance**

This form must be signed and returned to your first period teacher prior to being eligible to purchase a ticket.

Students who purchase an ASB sticker will get a substantial discount when purchasing their dance ticket.

Students must present Student ID and permission slip at time of ticket purchase. All tickets will be sold in advance at the Student Store. A "D" sticker will be placed on the ID card. **Students must purchase their own ticket.** Ticket prices increase the day of the dance. **NO TICKETS WILL BE SOLD AT THE DOOR.**

Students will not be able to enter the dance without their ticket and Student ID card. **The name on the ticket must match the name on the Student ID card.**

Students whose name appears on the "**NO-ACTIVITY LIST**" will not be allowed to purchase a dance ticket.

**Requirements & Expectations during and after the Joseph Kerr Dances**

Only Joseph Kerr Middle School students may attend school dances. Dances will be chaperoned by staff and parent volunteers. Music is provided by a DJ. Students will be able to purchase refreshments. Students are expected to comply with all school rules (including the dress code) and with all directions and requests given by chaperones. The following rules are intended to guarantee that all attending participate and enjoy these events:

Respectful and polite behavior is expected. Appropriate dance moves are required. Examples of inappropriate behavior at dances include but are not limited to kissing, inappropriate placement of hands, sexually suggestive and/or inappropriate dancing, i.e., freak dancing, bumping into each other, head banging, and any other dancing that could cause physical harm or injury. The administration will determine what is inappropriate dancing at Joseph Kerr Middle School. This will result in removal. Disrespectful behavior will result in immediate dismissal and will jeopardize your participation in future dances.

Dances are open to Joseph Kerr students only. Students on campus during the dance without a ticket will be placed on the "**NO-ACTIVITIES LIST**" and will not be allowed into future dances.

**Students must enter all dances within 15 minutes of the beginning time of the dance.** Students must remain in the dance until the ending time of the dance. No early dismissals from the dance. Students will be picked up within 15 minutes of the end of the dance.

Students are encouraged to leave valuables at home.

A parent or guardian must pick up all students by the designated time, **15 minutes after the end of the dance**, or the student will be placed on the "**NO-ACTIVITY LIST**" and not allowed to participate in future dances.

Parents who have been cleared through the district volunteer process are welcome to attend dances to help assist staff in supervision, working the snack bar, donating food, or simply to observe.

**A telephone is NOT available to students during the dance.**

**Joseph Kerr Middle School Dress Code is in effect at all school-related activities; parents will be contacted to provide suitable clothing or pick up their student.**

Student Name (Please Print) \_\_\_\_\_ Student ID# \_\_\_\_\_ Grade: \_\_\_\_\_

**I have read, understand, and agree to comply with the Joseph Kerr Dance Policy as stated above.**

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_

***This form is to be signed and returned to the Main Office.***