

**9461 Soaring Oaks Drive
Elk Grove, CA 95758
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ELK GROVE UNIFIED SCHOOL DISTRICT MISSION
Elk Grove Unified School District will provide a learning community that challenges ALL students to realize their greatest potential.

ELK GROVE UNIFIED SCHOOL DISTRICT CORE VALUES

Outcomes for students

- Achievement of core academic skills
- Confident, effective thinkers and problem solvers
- Ethical participants in society

Commitments about how we operate as an organization

- Support continuous improvement of instruction
- Build strong relationships
- Find solutions

High expectations for learning for ALL students and staff

- Instructional excellence
- Safe, peaceful, and healthy environment
- Enriched learning environment
- Collaboration with diverse communities and families

DISTRICT ADMINISTRATION

Christopher R. Hoffman
Superintendent

Mark Cerutti
Deputy Superintendent, Education Services and Schools

Bindy Grewal
Assistant Superintendent, PreK-6 Education

Jenifer Avey
Director, PreK-6 Education

Fawzia Keval, Ed.D.
Director, PreK-6 Education

SCHOOL SITE ADMINISTRATION

Michelle Jenkins
Principal

Stuart Jackson
Vice Principal

EGUSD Board of Education

Beth Albiani
Nancy Chaires Espinoza
Carmine S. Forcina
Chet Madison, Sr.
Dr. Crystal Martinez-Alire
Anthony "Tony" Perez
Bobbie Singh-Allen

ELITHA DONNER ELEMENTARY

Mission

Elitha Donner Elementary School will provide a learning community that challenges ALL students to realize their greatest potential.

Vision

To realize the greatest potential of each student, we will enhance the academic growth, cultural understanding, and social and emotional development of all students. As a result of collaborative effort, our students will meet college and career-readiness standards to excel in a global society.

Core Values

Focus on Learning

- Strive to exceed all curricular standards
- Provide engaging academics
- Present learning opportunities for all students
- Use evolving technology as a tool to compete in a global environment
- Employ research-based instructional strategies
- Differentiate instruction based on student needs; including time, reteaching, and enrichment

Collaborative Culture

- Take collective ownership for the education of every student
- Reflect as a team to improve professional practice
- Create and maintain an open and friendly environment that welcomes and respects all cultures in our community
- Grade level teams will share and implement best practice strategies in order to ensure equitable learning opportunities for each classroom

Focus on Results

- Use data from frequent formative common assessments to drive instructional changes; interventions and enrichments.
- Use grade level proficiency standards for each skill and concept examined on summative assessments.
- Use agreed on criteria in judging the quality of student work.
- Use common summative assessments to assess strengths and weaknesses of our programs.
- Implement a variety of timely interventions and enrichment strategies to meet student needs

Multiple Tiered Systems of Supports (MTSS)

- Have school wide systems that teach self and social awareness and management
- Treat everyone with courtesy, dignity, and respect by demonstrating ethical and responsible behaviors
- Cultivate effective communication skills
- Embrace and highlight the value of diversity
- Practice a lifestyle that promotes health and wellness
- Support families by providing resources and family education
- Ensure and protect a safe learning environment for all
- Provide social competence and connectedness
- Maintain and create opportunities for meaningful participation
- Develop a sense of Purpose and Future

Elitha Donner

Our school is named in honor of Elitha Cumi Donner McCoon Wilder. She lived most of her life here in Elk Grove and around the Cosumnes River, but it is what happened to her as a young child that brought her lasting fame. Elitha, daughter of George Donner, was one of the fortunate survivors of the Donner Party tragedy in the Sierra Nevada Mountains in the winter of 1846-47. Elitha endured social ostracism, a sorrowful marriage, the birth of seven children, poverty, and the epic Donner Party horror. Elitha died July 3, 1923 and was buried in the Wilder plot in the Masonic Cemetery in Elk Grove. Her grave is State Historical Landmark 719.

Elitha Donner is Elk Grove's golden link to the early settlement of California and a symbol of hope for children everywhere. Elitha Donner Elementary is one of only a few schools named after a child. Opening as one of Elk Grove Unified School District's "hopscotch" schools in 1994, it initially consisted of relocatable classrooms while awaiting construction of permanent buildings. A new permanent set of buildings was constructed at the Elitha Donner site in 1997 to supplement the portable buildings.

PRINCIPAL'S WELCOME

Dear Parents, Students, and Community Members:

Elitha Donner Elementary School was recognized as a California Gold Ribbon School in 2016 and a 2017 Silver Implementation Award recipient by the California PBIS Coalition. These recognitions reflect our school's success in creating a positive and rigorous learning environment for our students. Donner's educational program features a wide range of student services to accommodate various learning levels and styles. The school offers general education and special education programs designed to meet student's individual needs, which include an integrated preschool Autism class and 3 preschool special day classes, 2 PALSS classes and a Pre-K Special Education Assessment Center, a Learning Resource Center, and a full inclusion program.

Donner Elementary is utilizing a School-Wide Positive Behavioral Intervention and Supports framework (SWPBIS). This is a systems approach for establishing the social culture and behavioral supports needed to provide all students equal opportunities to learn in a culturally responsive, physically and emotionally safe environment. STOP, WALK, TALK is our school-wide bully prevention program taught and reinforced regularly.

Motivated by a school-wide commitment to equity and accountability, Donner staff participates in Professional Learning Communities where academic, social, emotional, and behavioral data are analyzed to inform planning, instruction, and interventions that are aligned with California's Common Core State Standards.

Parents, family, and neighbors, embody the core of Donner's community-wide network of support. The staff designs opportunities for all to be fully engaged in goal setting, planning, and execution of efforts to promote the success of all students.

School wide communication folders go home each Monday. Additional information can be found on the marquees on the corner of the school campus and above the Multipurpose Room. For more specific information, please continue to view our Elitha Donner Elementary School website at: <http://blogs.egusd.net/donner> as it is updated regularly. Elitha Donner teachers and staff can also be reached by calling the school office at 683-3073.

Sincerely,

Michelle Jenkins

Principal

Donner Elementary School Hours 2019-2020

Breakfast: 7:25-7:50 a.m.

REGULAR DAY SCHEDULE

AM Kindergarten	8:05 am - 11:36 am
PM Kindergarten	11:04 am - 2:35 pm
Grades 1st thru 6th	8:05 am - 2:35 pm

MINIMUM DAY SCHEDULE

AM Kindergarten	8:05 am - 11:36 am
PM Kindergarten	8:05 am - 11:36 am
Grades 1st thru 6th	8:05 am - 12:30 pm

EARLY OUT WEDNESDAY

Grades 1 st thru 6th	8:05 am - 1:35 pm
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NO Morning Recess

Morning Recess

2 nd Grade	9:35 am – 9:50 am
1 st Grade	9:50 am – 10:05 am
3 rd Grade	10:05 am – 10:20 am
4 th Grade	10:20 am – 10:35 am
5 th Grade	10:35 am – 10:50 am
6 th Grade	10:50 am – 11:05 am

Grades

Lunch/Recess

1 st & 2 nd	10:45 am – 11:15 am
3 rd & 4 th	11:15 am - 11:45 am
5 th & 6 th	11:45 am – 12:15 pm

Grade	Lunch	Recess
2 nd	10:55 am – 11:15 am	11:15 am – 11:35 am
3 rd	11:15 am – 11:35 am	11:35 am – 11:55 am
1 st	11:35 am – 11:55 am	11:55 am – 12:15 pm
4 th	11:55 am – 12:15 pm	12:15 pm – 12:35 pm
5 th	12:15 pm – 12:35 pm	12:35 pm – 12:55 pm
6 th	12:35 pm – 12:55 pm	12:55 pm – 1:15 pm

Rainy Day/Spare the Air Day Schedule

7:50 am – 8:05 am
Students are to report
directly to their
Classroom as they normally do.
Students will remain in the
Classroom or Multipurpose Room
during their scheduled recess/
lunch time.

Afternoon Break

2 nd Grade	1:05 pm – 1:15 pm
3 rd Grade	1:15 pm - 1:25 pm
1 st Grade	1:25 pm – 1:35 pm

Yearly Calendar of Events for 2019-2020

Date	Day	Events
7/16/2019	Tuesday	· Back to School Night – Tracks B, C, & D at 5:30 PM
7/17/2019	Wednesday	· Kindergarten Orientation – Tracks C & D at 9:00 AM Track B at 9:45AM
7/18/2019	Thursday	· FIRST DAY OF SCHOOL - TRACKS B, C, & D
7/19/2019	Friday	· Spirit Wear Day
7/24/2019	Wednesday	· Early Out Wednesday – School dismissed at 1:35 – College Wear
7/26/2019	Friday	· Spirit Wear Day
7/31/2019	Wednesday	· Early Out Wednesday – School dismissed at 1:35 – College Wear
8/02/2019	Friday	· Spirit Wear Day
8/07/2019	Wednesday	· Early Out Wednesday – School dismissed at 1:35 – College Wear · Kindergarten Minimum Day
8/09/2019	Friday	· Spirit Wear Day
8/13/2019	Tuesday	· Fall Picture Day – Tracks B, C & D
8/14/2019	Wednesday	· Early Out Wednesday – School dismissed at 1:35 – College Wear
8/15/2019	Thursday	· Kindergarten Orientation – Track A at 12:00 PM · Back to School Night – Track A at 5:30 PM
8/16/2019	Friday	· Track Off Assembly - Track B – 8:30 AM · Track Change/Minimum Day – School Dismissed at 12:30PM · Spirit Wear Day · PTA Movie Matinee at 12:30 PM
8/19/2019	Monday	· FIRST DAY OF SCHOOL - Track A
8/21/2019	Wednesday	· Early Out Wednesday – School dismissed at 1:35 – College Wear
8/23/2019	Friday	· Spirit Rally – Sports Day at 8:30 AM
8/28/2019	Wednesday	· Early Out Wednesday – School dismissed at 1:35 – College Wear
8/30/2019	Friday	· Spirit Wear Day
9/02/2019	Monday	· <i>Labor Day</i> – SCHOOL HOLIDAY
9/04/2019	Wednesday	· Kindergarten Minimum Day · Early Out Wednesday – School dismissed at 1:35 – College Wear
9/05/2019	Thursday	· Fall Picture Day – Track A & PreK ASD classes

9/06/2019	Friday	· Spirit Wear Day
9/11/2019	Wednesday	· Early Out Wednesday – School dismissed at 1:35 – College Wear
9/13/2019	Friday	· Spirit Rally – “Constitution Day” Wear Red, White & Blue (5 th Grade) · Track Off Assembly - Track C – 9:15 AM · Track Change/Minimum Day – School dismissed at 12:30 PM · PTA Movie Matinee at 12:30 PM
9/16/2019	Monday	· Welcome Back Track B
9/18/2019	Wednesday	· Early Out Wednesday – School dismissed at 1:35 – College Wear
9/20/2019	Friday	· Spirit Wear Day
9/25/2019	Wednesday	· Early Out Wednesday – School dismissed at 1:35 – College Wear
9/26/2019	Thursday	· Fall Picture Retake Day – Tracks B & D
9/27/2019	Friday	· Cultural Clothing Spirit Wear Day · PTA General Meeting – Multicultural Rally
9/30/2019	Monday	· Book Fair
10/01/2019	Tuesday	· Book Fair
10/2/2019	Wednesday	· Early Out Wednesday – School dismissed at 1:35 – College Wear · Kindergarten Minimum Day · Reports Cards Go Home – Track D · Book Fair · Walk to School Day
10/3/2019	Thursday	· Book Fair
10/4/2019	Friday	· Track Off Assembly - Track D – 8:30 AM · Book Fair · Spirit Wear Day · Track Change/Minimum Day – School Dismissed at 12:30PM · PTA Movie Matinee at 12:30 PM
10/07/2019	Monday	· Welcome Back Track C
10/09/2019	Wednesday	· Early Out Wednesday – School dismissed at 1:35 – College Wear
10/11/2019	Friday	· Spirit Wear
10/16/2019	Wednesday	· Early Out Wednesday – School dismissed at 1:35 – College Wear
10/17/2019	Thursday	· Fall Picture retake Day – Tracks A & C & PreK, PALSS classes
10/18/2019	Friday	· Spirit Wear
10/23/2019	Wednesday	· Early Out Wednesday – School dismissed at 1:35 – College Wear · Report Cards Go Home - Tracks A & C

10/25/2019	Friday	<ul style="list-style-type: none"> · Track Off Assembly - Track A – 8:30 AM · Track Change/Minimum Day – School Dismissed at 12:30PM · Spirit Wear Day · PTA Movie Matinee at 12:30 PM
10/28/2019	Monday	<ul style="list-style-type: none"> · Red Ribbon Week · Welcome Back Track D
10/30/2019	Wednesday	<ul style="list-style-type: none"> · Red Ribbon Week · Report Cards Go Home – Track B
10/31/2019	Thursday	<ul style="list-style-type: none"> · <i>Halloween</i> · Red Ribbon Week
11/01/2019	Friday	<ul style="list-style-type: none"> · Red Ribbon Week Rally · Wear Red Spirit Day
11/03/2019	Sunday	<ul style="list-style-type: none"> · Standard Time returns
11/06/2019	Wednesday	<ul style="list-style-type: none"> · Early Out Wednesday – School dismissed at 1:35 – College Wear · Kindergarten Minimum Day
11/08/2019	Friday	<ul style="list-style-type: none"> · Spirit Wear Day
11/11/2019	Monday	<ul style="list-style-type: none"> · <i>Veterans' Day</i> - SCHOOL HOLIDAY
11/13/2019	Wednesday	<ul style="list-style-type: none"> · Early Out Wednesday – School dismissed at 1:35 – College Wear
11/15/2019	Friday	<ul style="list-style-type: none"> · Spirit Wear Day
11/20/2019	Wednesday	<ul style="list-style-type: none"> · Early Out Wednesday – School dismissed at 1:35 – College Wear
11/22/2019	Friday	<ul style="list-style-type: none"> · Spirit Wear Day · Track Off Assembly - Track B – 8:30 AM · Track Change/Minimum Day – School Dismissed at 12:30PM
11/25/2019	Monday	<ul style="list-style-type: none"> · Thanksgiving Break - NO SCHOOL
11/26/2019	Tuesday	<ul style="list-style-type: none"> · Thanksgiving Break - NO SCHOOL
11/27/2019	Wednesday	<ul style="list-style-type: none"> · Thanksgiving Break - NO SCHOOL
11/28/2019	Thursday	<ul style="list-style-type: none"> · <i>Thanksgiving</i>- NO SCHOOL
11/29/2019	Friday	<ul style="list-style-type: none"> · Thanksgiving Break - NO SCHOOL
12/02/2019	Monday	<ul style="list-style-type: none"> · Welcome Back Track A
12/04/2019	Wednesday	<ul style="list-style-type: none"> · Early Out Wednesday – School dismissed at 1:35 – College Wear · Kindergarten Minimum Day
12/5/2019	Thursday	<ul style="list-style-type: none"> · PTA Event – Bingo with Santa
12/06/2019	Friday	<ul style="list-style-type: none"> · Spirit Wear Day
12/11/2019	Wednesday	<ul style="list-style-type: none"> · Early Out Wednesday – School dismissed at 1:35 – College Wear

12/13/2019	Friday	· Spirit Wear Day
12/18/2019	Wednesday	· Early Out Wednesday – School dismissed at 1:35 – College Wear
12/20/2019	Friday	· Track Off Assembly - Track C – 8:30 AM · Track Change/Minimum Day – School Dismissed at 12:30PM · Spirit Wear Day
12/23/2019	Monday	· Winter Break – NO SCHOOL
12/24/2019	Tuesday	· Winter Break – NO SCHOOL
12/25/2019	Wednesday	· Winter Break – NO SCHOOL · <i>Christmas</i>
12/26/2019	Thursday	· Winter Break – NO SCHOOL
12/27/2019	Friday	· Winter Break – NO SCHOOL
12/30/2019	Monday	· Winter Break – NO SCHOOL
12/31/2019	Tuesday	· Winter Break – NO SCHOOL
1/01/2020	Wednesday	· <i>New Year's Day</i> · Winter Break – NO SCHOOL
1/02/2020	Thursday	· Welcome Back Tracks A, B, & D
1/03/2020	Friday	· Pajama Spirit Wear Day
1/08/2020	Wednesday	· Kindergarten Minimum Day · Early Out Wednesday – School dismissed at 1:35 – College Wear
1/10/2020	Friday	· Spirit Wear Day
1/15/2020	Wednesday	· Early Out Wednesday – School dismissed at 1:35 – College Wear
1/17/2020	Friday	· Spirit Wear Day
1/20/2020	Monday	· <i>Martin Luther King, Jr. Day (Observed)</i> – SCHOOL HOLIDAY
1/22/2020	Wednesday	· Early Out Wednesday – School dismissed at 1:35 – College Wear
1/24/2020	Friday	· Spirit Wear Day
1/27/2020	Monday	· Great Kindness Challenge
1/28/2020	Tuesday	· Great Kindness Challenge
01/29/2020	Wednesday	· Great Kindness Challenge · Early Out Wednesday – School dismissed at 1:35 – College Wear · Report Cards Go Home – Track D
1/30/2020	Thursday	· Great Kindness Challenge

1/31/2020	Friday	<ul style="list-style-type: none"> · Great Kindness Challenge · Spirit Wear Day · Track Off Assembly - Track D – 8:30 AM · Track Change/Minimum Day – School Dismissed at 12:30PM · PTA Movie Matinee at 12:30
2/03/2020	Monday	<ul style="list-style-type: none"> · Welcome Back Track C
2/05/2020	Wednesday	<ul style="list-style-type: none"> · Early Out Wednesday – School dismissed at 1:35 – College Wear · Kindergarten Minimum Day
2/07/2020	Friday	<ul style="list-style-type: none"> · Crazy Hat Spirit Wear Day
2/10/2020	Monday	<ul style="list-style-type: none"> · <i>Lincoln's Birthday Observed</i> - SCHOOL HOLIDAY
2/12/2020	Wednesday	<ul style="list-style-type: none"> · Early Out Wednesday – School dismissed at 1:35 – College Wear
2/13/2020	Thursday	<ul style="list-style-type: none"> · Spring Pictures – Track A & B & PreK ASD Classes
2/14/2020	Friday	<ul style="list-style-type: none"> · Spirit Wear Day
2/17/2020	Monday	<ul style="list-style-type: none"> · <i>Washington's Birthday Observed</i> - SCHOOL HOLIDAY
2/19/2020	Wednesday	<ul style="list-style-type: none"> · Early Out Wednesday – School dismissed at 1:35 – College Wear
2/20/2020	Thursday	<ul style="list-style-type: none"> · PTA General Meeting – Family Math Night
2/21/2020	Friday	<ul style="list-style-type: none"> · Spirit Wear Day
2/26/2020	Wednesday	<ul style="list-style-type: none"> · Early Out Wednesday – School dismissed at 1:35 – College Wear
2/28/2020	Friday	<ul style="list-style-type: none"> · Spirit Wear Day
3/03/2020	Tuesday	<ul style="list-style-type: none"> · Report Cards Go Home – Track A, B, C
3/04/2020	Wednesday	<ul style="list-style-type: none"> · Early Out Wednesday – School dismissed at 1:35 – College Wear · Kindergarten Minimum Day
3/05/2020	Thursday	<ul style="list-style-type: none"> · Track Off Assembly - Track A – 8:30 AM · Track Change/Minimum Day – School Dismissed at 12:30PM · PTA Movie Matinee at 12:30 PM
3/06/2020	Friday	<ul style="list-style-type: none"> · Welcome Back Track D · Dr. Seuss Spirit Wear Day
3/10/2020	Sunday	<ul style="list-style-type: none"> · <i>Daylight-Saving Time Begins</i>
3/11/2020	Wednesday	<ul style="list-style-type: none"> · Early Out Wednesday – School dismissed at 1:35 – College Wear
3/13/2020	Friday	<ul style="list-style-type: none"> · Spirit Wear Day
3/17/2020	Tuesday	<ul style="list-style-type: none"> · <i>St. Patrick's Day</i>
3/18/2020	Wednesday	<ul style="list-style-type: none"> · Early Out Wednesday – School dismissed at 1:35 – College Wear
3/19/2020	Thursday	<ul style="list-style-type: none"> · Spring Picture Day – Track C & D & PALSS

3/20/2020	Friday	<ul style="list-style-type: none"> · Dolphin Dash, Track C & D · Spirit Wear Day · PTA Family Movie Night
3/25/2020	Wednesday	<ul style="list-style-type: none"> · Early Out Wednesday – School dismissed at 1:35 – College Wear
3/27/2020	Friday	<ul style="list-style-type: none"> · Track Off Assembly - Track B – 8:30 AM · Track Change/Minimum Day – School Dismissed at 12:30PM · Spirit Wear Day
3/30/2020	Monday	<ul style="list-style-type: none"> · Welcome Back Track A
4/01/2020	Wednesday	<ul style="list-style-type: none"> · <i>April Fool's Day</i> · Kindergarten Minimum Day · Early Out Wednesday – School Dismissed at 1:35 - College Wear Day
4/03/2020	Friday	<ul style="list-style-type: none"> · Spirit Wear Day
4/08/2020	Wednesday	<ul style="list-style-type: none"> · Early Out Wednesday – School dismissed at 1:35 – College Wear
4/10/2020	Friday	<ul style="list-style-type: none"> · Sunglasses Spirit Wear Day
4/14/2020	Tuesday	<ul style="list-style-type: none"> · Talent Show Tryouts – Tracks C & D
4/15/2020	Wednesday	<ul style="list-style-type: none"> · Early Out Wednesday – School dismissed at 1:35 – College Wear
4/17/2020	Friday	<ul style="list-style-type: none"> · Spirit Wear Day
4/20/2020	Monday	<ul style="list-style-type: none"> · Sly Park – Track C & D
4/21/2020	Tuesday	<ul style="list-style-type: none"> · Sly Park – Track C & D
4/22/2020	Wednesday	<ul style="list-style-type: none"> · Early Out Wednesday – School dismissed at 1:35 – College Wear · Sly Park – Track C & D
4/23/2020	Thursday	<ul style="list-style-type: none"> · Sly Park – Track C & D
4/24/2020	Friday	<ul style="list-style-type: none"> · Spirit Wear Day · Sly Park – Track C & D
4/27/2020	Monday	<ul style="list-style-type: none"> · Staff Appreciation Week
4/28/2020	Tuesday	<ul style="list-style-type: none"> · Staff Appreciation Week
4/29/2020	Wednesday	<ul style="list-style-type: none"> · Track Off Assembly - Track C – 8:30 AM · Track Change/Minimum Day – School Dismissed at 12:30PM · College Wear Day · Last Day to take AR Tests - Tracks C & D · Staff Appreciation Week · PTA Movie Matinee at 12:30 PM
4/30/2020	Thursday	<ul style="list-style-type: none"> · Welcome Back Track B · Staff Appreciation Week
5/01/2020	Friday	<ul style="list-style-type: none"> · Spirit Wear Day

		<ul style="list-style-type: none"> · Staff Appreciation Week
5/06/2020	Wednesday	<ul style="list-style-type: none"> · Bike to School Day · Early Out Wednesday – School dismissed at 1:35 – College Wear · Kindergarten Minimum Day
5/07/2020	Thursday	<ul style="list-style-type: none"> · Open House – Track D at 5:30 PM.
5/08/2020	Friday	<ul style="list-style-type: none"> · “Dolphin Dash” - Tracks A & B · Spirit Wear Day
5/10/2020	Sunday	<ul style="list-style-type: none"> · <i>Mother’s Day</i>
5/13/2020	Wednesday	<ul style="list-style-type: none"> · Early Out Wednesday – School dismissed at 1:35 – College Wear
5/14/2020	Thursday	<ul style="list-style-type: none"> · AR Barbecue - Track D
5/15/2020	Friday	<ul style="list-style-type: none"> · Spirit Wear Day · Spirit Rally and PTA General Meeting · Recognition Rally
5/19/2020	Tuesday	<ul style="list-style-type: none"> · Talent Show Tryouts – Tracks A & B
5/20/2020	Wednesday	<ul style="list-style-type: none"> · Early Out Wednesday – School dismissed at 1:35 – College Wear
5/22/2020	Friday	<ul style="list-style-type: none"> · Twin Day Spirit Wear Day
5/25/2020	Monday	<ul style="list-style-type: none"> · <i>Memorial Day (Observed)</i>– SCHOOL HOLIDAY
5/26/2020	Tuesday	<ul style="list-style-type: none"> · End of the Year Awards Assembly – Track D – 8:30 AM
5/26/2020	Tuesday	<ul style="list-style-type: none"> · Sly Park – Tracks A & B
5/27/2020	Wednesday	<ul style="list-style-type: none"> · Sly Park – Tracks A & B · BEAR Ice Cream Party – Track D
5/28/2020	Thursday	<ul style="list-style-type: none"> · Sly Park – Tracks A & B · Kindergarten Promotion – Track D
5/29/2020	Friday	<ul style="list-style-type: none"> · Sly Park – Tracks A & B · Last Day of School – Track D · 6th Grade Promotion – Track D – 8:30 AM · Last Day to take AR Tests – Tracks A & B · Report Cards Go Home – Track D · Track Change/Minimum Day – School Dismissed at 12:30 PM · PTA Movie Matinee at 12:30 PM
6/01/2020	Monday	<ul style="list-style-type: none"> · Welcome Back Track C
6/03/2020	Wednesday	<ul style="list-style-type: none"> · Early Out Wednesday – School dismissed at 1:35 – College Wear · Kindergarten Minimum Day
6/05/2020	Friday	<ul style="list-style-type: none"> · AR Barbecue - Tracks A, B, & C · Tropical Spirit Wear Day

6/10/2020	Wednesday	<ul style="list-style-type: none"> · Early Out Wednesday – School dismissed at 1:35 – College Wear
6/11/2020	Thursday	<ul style="list-style-type: none"> · Open House, Tracks A, B & C at 5:30 PM
6/12/2020	Friday	<ul style="list-style-type: none"> · Spirit Wear Day
6/14/2020	Sunday	<ul style="list-style-type: none"> · <i>Father's Day</i>
6/16/2020	Tuesday	<ul style="list-style-type: none"> · 14th Annual Talent Show Dress Rehearsal
6/17/2020	Wednesday	<ul style="list-style-type: none"> · Early Out Wednesday – School dismissed at 1:35 – College Wear · Accelerated Breakfast
6/18/2020	Thursday	<ul style="list-style-type: none"> · 5-Star Family Recognition Dinner · BEAR Ice Cream Party – Tracks A, B, & C
6/19/2020	Friday	<ul style="list-style-type: none"> · Spirit Wear Day · 14th Annual Talent Show
6/22/2020	Monday	<ul style="list-style-type: none"> · End-of-the-Year Awards Assembly - Tracks A - 8:30 AM
6/23/2020	Tuesday	<ul style="list-style-type: none"> · End-of-the-Year Awards Assembly – Track B - 8:30 AM
6/24/2020	Wednesday	<ul style="list-style-type: none"> · End-of-the-Year Awards Assembly – Track C - 8:30 AM · Early Out Wednesday – School dismissed at 1:35 – College Wear
6/25/2020	Thursday	<ul style="list-style-type: none"> · Kindergarten Promotion Track A – 9:15 AM Track B – 10:00 AM Track C – 10:45 AM
6/26/2020	Friday	<ul style="list-style-type: none"> · Spirit Wear Day · 6th Grade Promotion - Tracks A & B – 8:30 AM · 6th Grade Promotion - Track C – 10:00 AM · Last Day of School – Tracks A, B, & C · Track Change/Minimum Day – School Dismissed at 12:30PM · Report Cards Go Home - Tracks A, B & C

ACADEMICS

ACADEMIC CODE OF CONDUCT

Please see the EGUSD Handbook.

COMMON CORE STATE STANDARDS

In California the educational program is based on district and state standards. Standards for each grade level are found on the district website at <http://blogs.egusd.net/donner>. It is our desire that you thoroughly understand your child's educational program. In July and August a "Back to School" night will be scheduled to better acquaint you with the year's program. A summary of some of the student programs follows:

ENGLISH LANGUAGE ARTS:

California Wonders is a comprehensive K-6 ELA/ELD program built on the California ELA/ELD Framework and the CA Common Core State Standards. Through its connected pathways, intentional instruction, and inspiring content, *CA Wonders* prepares all students for college and career in the 21st century. To learn more about what your student is learning, log in to your student's portal using their username and password at Connected.mcgraw-hill.com.

MATH:

California Go Math![™] is a K-8 program written specifically to support the Common Core State Standards for Mathematics with an emphasis on developing 21st-century skills. The Standards for Mathematical Practice are integrated into the content, along with an equal emphasis on conceptual fluency. The program provides rigor, depth of understanding through interactive lessons, research-based instructional approaches, best practices, English learner support, and differentiated instructional resources to ensure success for all students. The comprehensive digital resources promote college and career readiness and support students, teachers, administrators, and parents.

HISTORY/SOCIAL SCIENCE:

Impact Social Studies by McGraw Hill, Copyright 2019

SCIENCE:

The Board of Education recently adopted new science textbooks to be used by teachers to teach the science standards. All students are instructed in physical science, life science, earth science and investigation and experimentation. Students will receive science instruction by their classroom teacher or other grade level instructor. Please look for additional information from your child's teacher and the school.

PHYSICAL EDUCATION:

*Ed Code section 512109(g) for Grades 1-6 specify the number of minutes of P.E. provided each **ten** days: **200 minutes** every 10 days.* Elitha Donner has adopted the SPARK program. The **SPARK** (Sports, Play, and Active Recreation for Kids) Programs began studying elementary physical education in 1989, and today, the name SPARK represents a collection of exemplary, research-based physical activity/nutrition programs. The original SPARK study was initially supported by the Heart, Lung and Blood Institute of the National Institutes. SPARK is dedicated to improving the quantity and quality of physical activity for children and teachers everywhere and countering our nation's growing epidemic of childhood obesity. SPARK hopes to accomplish these goals by disseminating materials and services created during and after our seven-year study to schools and organizations throughout the world.

SPARK elementary physical education has been selected as the intervention program in many important research studies and cited in the Surgeon General's Report as a "school-based solution to our nation's health care crisis." SPARK PE was validated by the National Diffusion Network of the U.S. Department of Education in 1993 and earned "Exemplary Program" status. Physical Education instruction consists of a program providing for student participation in psychomotor activities, gymnastics, individual games and group games. Good sportsmanship and positive attitude are stressed throughout the year.

COMMUNICATION

STUDENT ACHIEVEMENT

There is a minimum of three report card reporting periods during the school year. Parent/teacher conferences are scheduled throughout the year, rather than during a designated parent conference week. Conferences may be held in person, or you may be contacted by phone. If you have a question or concern regarding your child's progress, please do not hesitate to contact your child's teacher.

HOME & SCHOOL

Contacting a Teacher:

Parent/Teacher communication is extremely important to the success of our children. Teachers will accept phone calls in the morning prior to 7:50 a.m. and after school at 2:35 p.m. Teachers welcome your notes, e-mails, and calls with e-mail being the preference. The e-mail addresses of all teachers can be located on our school web page at <http://blogs.egusd.net/donner>. Please allow time for teachers to return your messages outside of the instructional day.

IF YOU ARE CONCERNED ABOUT SOMETHING:

1. **Talk to the teacher first.** Besides you, the teacher has the most direct contact with your child.
2. If the situation is still not resolved, please contact the office for administrative support.
3. You may also utilize the Elk Grove Unified School District Uniform Complaint procedures. More information can be found under the specific section in this handbook.

COMMUNICATION FOLDERS:

Every student will receive an Elitha Donner Elementary School Communication folder. These folders will be used to aid in the communication between home, your child's teacher, and school. Important communication will be placed in these folders, including notices to inform you of all changes in the school day such as minimum days, holidays, progress reports, field trip information, etc. Your interest in school notices helps your child to understand their importance.

Folders that are lost or destroyed will not be replaced. Students may purchase an additional folder for \$1.00. All students will receive new folders at the beginning of each school year.

EDUCATIONAL USE of the INTERNET

All of our students are given the opportunity to develop technology skills that support learning, personal productivity, decision making, and daily life. Our standards provide a framework for preparing students to be lifelong learners who make informed decisions about the role of technology in their life. We base our technology curriculum and lessons on the NETS (National Technology Standards for Students) for Students. There are opportunities for students to work with computer and multimedia equipment in their classroom or in the computer lab under the direction of the classroom teacher.

- For additional information please visit our website at <http://blogs.egusd.net/donner>
- All students who attend the computer lab or use a EGUSD Chromebook will need to sign and return the "Application for Use of the Internet" prior to being able to participate in internet related activities. (The form is provided to each student on their first day of school.)

ENRICHMENT/GIFTED and TALENTED EDUCATION (GATE)

The Enrichment /GATE learning program is designed for pupils demonstrating a willingness to be challenged to learn at a faster pace, with greater depth in curriculum and above that of his/her grade level standards. GATE/Enrichment includes projects such as boards, dioramas, powerpoint presentations, and demonstrations. It also means activities such as Oral Language Faire, Spelling Bee, Student Leadership, and band. It is the intent of the program to have students take an active role in determining WHAT they want to learn and HOW they will learn it! The topic and the form may be determined by grade level curriculum, teacher assignments, and/or student interest.

Students participating in the GATE/Accelerated program participate in three levels of acceleration:

1. Accelerate yourself and your assignments.
2. Choose from a menu of activities
Teacher directed/Student Choice
3. Independent Learning – Student pursues his own interests and determines how to present his learning.

Program Results (Intrinsic and Extrinsic Rewards):

1. Become more knowledgeable
2. Receive self-satisfaction
3. Feel a sense of accomplishment
4. Become aware of one's own capabilities
5. Become more self-sufficient
6. Prepare for future academic and personal challenges
7. Collect a pin and certificate
8. Have breakfast with and be served by the principal
9. Have opportunities to "take the stage" by presenting to peers

FAMILY ENGAGEMENT

English Learners Advisory Committee (ELAC):

The Elk Grove Unified School District has an English Learners Advisory Committee that consists of representatives from schools in the district. A majority of members of the committee are parents of students who are English Learners. The ELAC annually approves the plans for English Learners, both at the district level and at the school site. They also approve the annual census of LEP students and participate in the annual needs assessment. Information regarding student performance, student services, and site level needs for EL students is gathered throughout the year. The priority for all schools is focused on the identified site level needs such as after school assistance with homework, tutoring and additional materials, instructional supplies and books that reflect the culturally related academic needs of students. Additionally, the Elitha Donner ELAC Committee has designated as priority to (1) Meet monthly to increase parent participation, and (2) to provide support to the adult learners through such activities as Parenting and Adult and Community Education classes. We welcome any parents of English Learners to participate in the Elitha Donner Elementary School English Learners Advisory Committee.

SCHOOL SITE COUNCIL:

The primary role of the School Site Council is to assist in the planning, implementation and evaluation of our Plan to Achieve Bold Goals. The Plan to Achieve Bold Goals focuses on enhancing targeted areas of our curriculum and other key aspects of our school environment. This is done through collaborative decision making on the allocation of funds received annually from the state. The Plan to Achieve Bold Goals is supported at our school by a joint committee of teachers and parents as the School Site Council (SSC). Parents are elected to act as representatives for the school and teachers volunteer to serve on the School Site Council. The primary purpose of the SSC is to assist the Principal in the development of the school improvement plan. The SSC helps to identify the needs of the school and prepare goals and objectives using that plan to prepare a budget on available funding. The School Site Council meetings are open to the public. Meeting dates and times are posted in the school office prior to each meeting.

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP):

The Elk Grove Unified School District (EGUSD) has posted its adopted 2014-2017 Local Control Accountability Plan (LCAP) and Budget. This LCAP and Budget was presented to the EGUSD Board of Education at their June 17 Board Meeting. The Board held a public hearing on both the LCAP and the budget. On July 1, 2014, the Board adopted both the final LCAP and Budget.

Over the past year, the Elk Grove Unified School District has gathered public input to build the LCAP and budget. The State mandates that both the LCAP and budget be a three year plan that is updated each year. The plan includes a description of annual goals for all students as well as for the following student subgroups: English language learners, foster youth and socioeconomically disadvantaged students. Furthermore, the plan includes a description of the specific action that the District will take to achieve these goals. Funding delineated for these actions are called out in the LCAP and included in EGUSD's budget.

Elitha Donner Elementary School recognizes the vital connection between home and school. Parents are a child's first and most important teachers. When parents participate in their children's education, students are more successful in school. Parental involvement is more important for student achievement than income, social standing, or a parent's education level. All families can help their children succeed by creating a home environment that encourages learning, sharing high yet reasonable expectations, and getting involved with their children's education through school and community programs.

Parent involvement helps schools, too. The support for education works both ways: from school to home and home to school. We know that when parents are welcome partners in education, the quality of our schools increases greatly. Elitha Donner Elementary School is pleased to welcome you as a partner in the education of your child. We want your involvement, communication, and feedback. Our partnership with parents increases and sustains our school's sense of community. Here are just a few ways families can provide meaningful support to their children and help build stronger school communities.

VISIT THE SCHOOL REGULARLY – Don't just wait for a special occasion or Parents on Campus Days! Get to know your child's teachers and other school staff any time. Come by for lunch. Visit the classrooms. We want to get to know you. Quality learning requires meaningful two-way communication. Please sign in at the front office when you visit.

CREATE LEARNING OPPORTUNITIES AT HOME –ADVOCATE FOR YOUR CHILD – You know your child better than anyone. Make sure the teachers and staff knows of any special needs your child may have. Contact school staff by telephone, in person or through a note, anytime you have a question or concern.

The following are a couple of tips to help your child succeed in school:

- Read to your child every day, or encourage your child to read independently.
- Carefully review your child's report cards, school newsletters, and other information from school.

ATTEND PARENT/TEACHER CONFERENCES – This gives parents and teachers a chance to discuss how children can do their best work. Parents may request a conference at any time. For example:

- Anytime they would like to share information about their child.
- When they have a concern or want information about their child's progress.
- When family needs may be having an impact on their child's progress.

During a parent conference, parents may want to discuss:

- Information about their child such as hobbies, talents, and study habits.
- Ways they can work with the teacher to help the child be successful.
- An outline of subjects covered by the grade level.
- How the child will be evaluated or graded.

VOLUNTEER – Your involvement and participation is needed and valued. Please see our school's website to learn how you can participate in our 5 STAR Parent Recognition Program. Parent involvement helps schools, too. The support for education works both ways: from school to home and home to school. We know that when parents are welcome partners in education, the quality of our schools increases greatly. Elitha Donner Elementary School is pleased to welcome you as a partner in the education of your child. We want your involvement, communication, and feedback. Our partnership with parents increases and sustains our school's sense of community. Here are just a few ways families can provide meaningful support to their children and help build stronger school communities. ***Parents who remain on campus after 8:05am are required to check in with the office or leave campus immediately.**

PARENT LEARNING OPPORTUNITIES - Classes for parents of children from preschool through teenage years are offered through the district's Always Learning program with Adult Education. Some of these classes are offered at Elitha Donner. Please call our school office for additional information.

JOIN THE PARENT TEACHER ASSOCIATION (PTA):

Goals of PTA:

- To promote parent and public involvement in schools and communities
- To purchase additional school supplies and equipment, and fund special program
- To assist parents through educational trainings, workshops, and opportunities to increase student development and success in the home and educational environment.

Parents are an important part of the Elitha Donner Elementary School family. Parents, grandparents, and other interested community members are strongly urged to join our Association. Dues help support the school in many ways including: additional teacher materials needed for special projects, computer programs, library books, custodial equipment, incentives, safety materials, communication folders and student agendas.

This Association PTA cannot operate without parental support. **You are needed!** Please share your talents! Parents can learn more about the California PTA at www.CAPTA.org.

PROTECTING INSTRUCTIONAL TIME

- Phone calls will not be put through to the classroom during instructional time. If your child has called you from the classroom, they have been instructed to leave a message if they don't reach you directly. Please listen to the message before calling the school.
- We will not interrupt classrooms. All classroom have an automated phone system with the ability to leave a voice message. (Teachers have up to 48 hours to respond to messages). Consider email whenever possible to communicate with the teacher. You can find the staff email list at: blogs.egusd.net/donner

- Forgotten items can be dropped off in the office. We will notify teachers via email that items are in the office.
- Should you have an emergency and need to get a message to your child, please call the office by **2:00 p.m. (1:00 p.m. on Wednesdays)** and we will make every attempt to get the message to the teacher but there is no guarantee that the message will reach your student on time.

SCHOOL ASSIGNMENTS

Make-Up Work:

Nothing can replace the learning and experience that takes place in the classroom; therefore, it is important that students attend class every day. In those instances when students must be absent, they may collect missed assignments or an alternative assignment approved by the teacher. Parents/guardians may call in to request homework when a student is absent. Requests for homework made before 11:00 a.m. will be available for pick up in the school office at 3:00 p.m. the same day. Requests made after 11:00 a.m. will be available for pick up the following day. On excused absences, students have the same number of days to complete the work as they were absent. Example: if a student is absent three days, he/she has three days to complete and return the make-up work after they return from their absence.

HOMEWORK POLICY:

The District homework policy states that homework is an integral and meaningful part of the total program for all students, K-12. Homework is defined as subject related assignments by the teacher, which will require time and effort outside of the regular classroom for successful completion. Information is sent home regarding grade level and specific classroom homework policies.

While homework is meant for practice and to learn work habits that can aid in future success, we at Elitha Donner ES believe that homework should not be punitive or used as a negative part of a student's grade. Homework is for credit only. If assigned, homework is not to exceed 10 minutes per grade level which includes a reading log. Each teacher will communicate the grade level homework policy to parents.

STUDENT PROGRAMS

ACCELERATED READER:

Accelerated Reader (AR) is a computer program that facilitates reading practice by providing students and teachers feedback from quizzes based on the books students read. The program gives students in 2nd through 6th grades the opportunity to practice reading books at their level, provides feedback on student comprehension of books, and helps student establish goals for their reading. Students are given an initial assessment to determine their independent reading level. Students should choose books to read that are within their "Reading Zone". Based on their percentage of correct answers they will be awarded a designated number of points for the book. These points are then accrued throughout the year for incentives. These points may also be included as part of a student's classroom grade.

Throughout the trimester and upon request you will be notified as to the number of books your child(ren) have read, number of points earned and percentage of answers correct. All of our AR books are labeled with grade level and points possible. A link to the Accelerated Reading website which includes available book titles is located on our school website for your convenience.

<https://hosted17.renlearn.com/286588/HomeConnect/Login.aspx>

KINDERGARTEN READING CLUB: (B.E.A.R.)

Our Kindergarten students have the opportunity to become a member of the BEAR– Be Excited About Reading – Club. To qualify for a membership, students must be able to do the following:

1st trimester – 5 upper case letter names; 5 lower case letter names; 5 letter sounds, 7 HFW as introduced in Wonders.

2nd trimester – 17 upper case letter names; 17 lower case letter names; 17 letter sounds; 18 HFW as introduced in Wonders.

3rd trimester – 26 upper case letter names; 26 lower case letter names; 31 letter sounds; 30 HFW as introduced in Wonders.

Students will receive rewards trimesterly as they reach each level. Students who complete all 3 levels and become a member of the BEAR club will be invited to an ice cream celebration at the end of the school year.

NATIONAL ELEMENTARY HONOR SOCIETY

The National Elementary Honor Society (NEHS) was established in 2008 by the [National Association of Secondary School Principals](#) (NASSP) in cooperation with the [National Association of Elementary School Principals](#) (NAESP) to recognize elementary students in both public and non-public elementary schools for their outstanding academic achievement and demonstrated personal responsibility, to provide meaningful service to the school and community, and to develop essential leadership skills in the students of elementary schools.

As the nation's newest student recognition program, NEHS joins the [National Junior Honor Society](#) (NJHS); and [National Honor Society](#) (NHS), the nation's two oldest and largest student recognition programs, in creating a continuum of excellence being established throughout the elementary, middle, and high school education community.

Elitha Donner is a participating elementary school and has been sanctioned by the National Elementary Honor Society to participate as Charter 544. 5th grade students who met the established criteria will be invited to apply for NEHS membership. Those students successful completing the requirements will be inducted during a formal ceremony. 6th grade students who maintain the established requirements will be honored as annual members.

SCIENCE FAIR:

Each year a Science Fair is sponsored by the Elk Grove Unified School District. Students are invited to organize and set up science fair projects which can be entered in the school site competition. School site winners then advance to the District competition. Winners from the school and district are presented awards.

STUDENT LEADERSHIP:

We believe that developing the leadership potential of all our students will help create productive, responsible citizens, both now and in the future. At Elitha Donner Elementary, we rely on our leadership students to provide a range of services to the school. Our leaders not only provide services for the school but prove to be exemplary role models for the younger students at our campus. We are proud of the services they provide and the example they set. Elitha Donner Student Leadership is a group of 4th – 6th grade students who have applied and been appointed to represent Elitha Donner in a variety of ways. Once a student has applied and is appointed to a position, they may remain in Student Leadership as long as they are a member in “good standing” and wish to continue in the program. Members are given the expected qualities of participating members when they join student leadership.

GOALS AND GUIDING PRINCIPLES OF OUR STUDENT LEADERSHIP PROGRAM

1. Our faculty seeks to identify students with leadership skills and assist them to develop and promote this leadership growth.
2. Our student leadership program helps develop strong communication skills between our leadership students and adults, both on campus and off.
3. Our student leadership program develops and encourages school spirit and personal pride.
4. Our leadership members gain a degree of understanding of simple and complex organizations and work together as a team to problem solve and make decisions which will affect many students outside of their immediate group.

FINE ARTS:

5. VAPA (Visual and Performing Arts) program is provided for all participating teachers of students in K-6. Students are also engaged in fine arts performances throughout the year with their class taught by their teacher. Private band lessons are offered after school for students in grades 4, 5, and 6.

SYNERGY ParentVUE PORTAL - See District Handbook

SPECIAL EDUCATION

SCHOOL PSYCHOLOGIST:

The school psychologist is a resource for teachers, administration, and students on campus. They are an integral part of an IEP team, completing psycho-educational assessments to help determine if a student's needs meet eligibility for special education services. The school psychologist works closely with learning center and inclusive education staff to help develop supports and services for students with learning disabilities, autism spectrum disorders, and/or social/emotional challenges; which can include counselling directly related to school-based difficulties. He/she is also a resource for parents to learn more about community-based counseling, medical, and family support services, a resource for school staff about positive behavioral interventions, and a member of Student Study teams. The school psychologist has written, phone, or personal contact with parents if direct services are provided.

RESOURCE SPECIALIST:

The Resource Specialist (RSP) provides individualized educational plans (IEP), specialized academic instruction, and services to students who have been assessed and have qualified for Special Education. The instructional plans based upon individual testing/evaluation and IEP team input are reviewed yearly, or as needed, with parent(s) and staff to insure that the goals are appropriate and that maximum progress is being made. To qualify, these students must be found to have one of the 13 disabilities listed in the Individuals with Disabilities Education Act and it must adversely affect their educational performance. The main goal is to make the necessary progress for the student to return full time to the regular classroom.

SPEECH AND LANGUAGE PATHOLOGIST:

The Speech and Language Pathologist (SLP) environmentally observes all children referred by teachers, parents and/or the Student Study Team. Students who qualify for SLP services work with the specialist and classroom teacher on communication disorders that interfere with a student's ability to access the core curriculum. Speech-Language sessions address the areas of receptive/expressive/pragmatic language, articulation/speech intelligibility, fluency (stuttering), voice, and address language deficits impacted by hearing impairments. In addition, the SLP consults with teachers with students whose primary disability may be in the auditory comprehension or language processing areas affecting their expressive/receptive language skills. All testing and evaluations are individualized and begin only with prior parental consent.

STUDENT SUPPORT PLAN:

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

WEBSITE

<http://blogs.egusd.net/donner> The ELITHA DONNER ELEMENTARY SCHOOL Website offers up-to-date information and provides daily bulletins, as well as departmental information, club and athletic information, testing information, calendars, staff profiles, bell schedules, newsletters and much more.

ATTENDANCE

Elitha Donner Elementary School and the Elk Grove Unified School District firmly believe that a strong home and school partnership will enable our students to achieve in a positive and effective academic environment. To that end, your assistance is critical in ensuring that your child attends school. There is great academic value in a student being present in class, in hearing the lessons and explanations of teachers, and regularly discussing subjects with other students. While there may be instances when extenuating circumstances require absences, please make every effort to plan appointments and any family vacations during off track times whenever possible. Students with perfect attendance will be recognized at their off track assembly. To receive perfect attendance for a trimester, students must have no absence, no tardy, and no more than 1 excused late arrival or early dismissal. To receive perfect attendance for the year, students must have no absence, no tardy and no more than 1 excused late or early dismissal for the entire school year.

HOW TO CLEAR ABSENCES:

Parents may call the school to report absences on the day the absence occurs. Parents can also clear an absence by sending an email to Donner Office. There is a direct link to this email address through the information link on the school website, <http://blogs.egusd.net/donner>. The school attendance clerk and other designated office staff have been directed by the principal to contact the home (or workplace of the parent) on a daily basis when necessary to follow-up when students are shown to be absent on the attendance roster. These calls will confirm your e-mails or notes to the teachers or make you aware of any absence that has occurred without your knowledge.

Excused attendance codes: See District Handbook

Tardies:

Tardiness can also interfere with success in school. Students in Kindergarten are expected to be at school prior to their designated start time. Students in 1st through 6th grades are expected to be at school before the first bell rings at 8:00. Students will be marked late if they are not in their classroom or in line by 8:05am. Students arriving after 8:05am must report to the office for a tardy slip in order to be admitted to class. *Please do not send or take your child to class without stopping by the office if you arrive after the second bell. The teacher cannot admit any student without an entrance slip.*

Early Dismissal:

Leaving early is sometimes necessary. Students can be released from school early; however, this is permitted on a “need basis” only and cannot occur regularly. Parent(s) or a person over the age of 18 identified by the parent must sign the student out in the office before the student can leave the campus. All persons signing students out for early dismissal are required to show valid identification and must be named on the student’s emergency form. Students will be called to the office when parent/guardian/designee has arrived and the student has been signed out. This guideline is for the protection of your child. **STUDENTS MAY NOT SIGN THEMSELVES OUT.**

TRAVELING STUDENT

It may become necessary for families to travel for emergency reasons during the period of time when school is in session. In order to provide on-going education for students whose families must travel, the Elk Grove Unified School District offers “K-6 Independent Study for Traveling Students” to all elementary sites; administered through Las Flores High School – Independent Study. Independent study is available for students who will be gone from school for a period of two to four weeks. Independent study provides structure and accountability for learning during family travel.

Independent study is a “privilege” whereby unique partnership is formed between the school, the student, and the parent. Its success depends on the commitment and cooperation of the parents and student while away from school. The site administrator will determine the eligibility of the student/parent partnership to participate in the Traveling Student program. All requests must be made at least 2 weeks prior to the scheduled time of the trip. No students with poor attendance will be approved. Approved requests require a Master Agreement to be completed by the parent. **If a student does not fulfill the agreed upon goals, and/or does not return at the agreed upon time, his/her space at the school may be filled by a waiting student. In addition, all future requests will be denied.**

CODE OF CONDUCT

COMPREHENSIVE SAFE SCHOOL PLAN

As part of the Comprehensive Safe School Plan, the Elitha Donner Elementary School Preparedness Team has crafted a plan to deal with any unforeseen emergency. A crisis response box is located in the school’s office and is updated every year.

In July of 2017 our staff updated and reviewed our School Safety Plan. An “Emergency Handbook”, outlining a plan of action for emergencies such as earthquakes, fires, floods, and chemical spills, is kept in the office of our school. In addition, an ‘Emergency Procedures’ flip chart is located on the wall in every classroom for immediate access. Students and staff participate in monthly fire drills and quarterly lock down and earthquake drills. Random school safety inspections are conducted by the County of Sacramento. The district’s Police Services Department also works closely with our school site to provide a safe, secure environment for all.

DRESS AND GROOMING CODE GUIDELINES FOR STUDENTS IN ELEMENTARY EDUCATION DIVISION (GRADES K-6)

Parents or guardians have the primary responsibility for appropriate standards of dress and grooming. The purpose of a dress and grooming code is to establish and maintain appropriate standards of dress and grooming that support a positive, wholesome, and safe learning and teaching environment, not to inhibit any person’s taste in attire or appearance. Students should be clean and neatly dressed in a manner that will be decent, not hazardous to the health and safety of the students, and not disruptive or distracting from the educational program of the school. The Elementary Education Division of the Elk Grove Unified School District believes that it is the responsibility of the schools to:

- exercise their legal and ethical responsibility for establishing a classroom and campus atmosphere which creates the

- appropriate environment for learning and teaching;
 - establish and maintain appropriate standards of dress and grooming that support a positive, wholesome and safe learning environment;
 - enhance/support the classroom by providing guidance and direction in manners, decency, dress and grooming as elements of good citizenship;
 - acknowledge reasonable expression of individual taste or expression in clothing and grooming styles, but restrict dress or grooming which is distracting, dangerous, profane, inciteful/offensive to individuals or groups or simply inappropriate for a school setting;
 - support and encourage dress and grooming practices that will enable students to be successful in the world of work.
1. Shoes must be worn at all times. Shoes and shoelaces must match and be securely fastened to the foot. Students wearing shoes not securely fastened to their feet will not be allowed to participate in recess or P.E. activities due to safety concerns or otherwise deemed dangerous, i.e. high heels.
 2. Clothing, hats, jewelry, and body markings must be free of writing, pictures, or any other insignia which are crude, vulgar, profane or sexually suggestive, or which advocate racial, ethnic or religious prejudice or the use of drugs or alcohol or gang affiliation.
 3. Students are allowed to wear hats only in outdoor areas during recesses. Billed hats must be worn bill facing forward.
 4. Students will not be permitted to wear hair rollers, shower caps, hair rags, hair nets, or other such grooming items to school.
 5. No sagging pants are permitted. "Saggy" pants are more than one size larger than the waist and cannot stay up without a belt. Pants and bib overalls are to be properly fastened.
 6. All clothing shall be within the bounds of decency and good taste as appropriate for school. Clothing that is disruptive to the learning environment will not be permitted.
 - a. Clothes shall be sufficient to conceal undergarments at all times. See-through or fishnet fabrics, halter tops, off-the-shoulder or low-cut tops, spaghetti straps, short/crop tops, tube tops, muscle shirts, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
 - b. Students must wear shirts at all times.
 7. Any apparel, jewelry, accessory, notebook, personal belonging, or manner of grooming which, by virtue of its color, arrangement, trademark, or other attribute which advocates drug or alcohol use, violence or disruptive behavior is prohibited.
 8. Any clothing or combination of clothing and/or accessories deemed or identified as gang apparel by the local law enforcement gang task force will not be permitted. Reference: Education Code Section 48907 Elk Grove Unified School District BP 5145(a) and (b) Students violating the Dress and Grooming Code Guidelines will be issued a warning, may be removed from the learning environment, may be provided appropriate clothing from the school's clothes closet or may be sent home to change into appropriate clothing, if necessary. **Confiscated items will not be released to the students.** Elitha Donner Elementary School is not responsible for loss or damage to any items worn to school. Parents must make arrangements to claim the item from the office. **Repeated violations may result in disciplinary action according to Education Code 48900.**


SCHOOL WIDE POSITIVE BEHAVIOR SUPPORT (SWPBIS)

Responsive Classroom

Positive behavior is requisite to school success. And positive behavior can and must be taught, just as math, reading, science, and art are taught. Responsive classroom is a research-based teaching approach that gives teachers concrete practices for ensuring a high-quality education for every child every day. Although the approach offers practices for improving student behavior through effective management, it goes beyond that to also offer strategies for promoting academic engagement, building a positive community, and teaching in a developmentally appropriate way. Responsive classroom approach rests on the foundational idea that these four areas of teaching—engaging academics, positive community, effective management, and developmental awareness—are interrelated and are all crucial to student success. SWPBIS is a framework for enhancing students' academic and social outcomes. As a guide to system building, the SWPBIS framework names essential features of an effective behavior support system which include:

- ✱ the use of respectful, non-punitive, prevention-oriented practices
- ✱ a focus on skill teaching
- ✱ the use of evidence-based practices
- ✱ the availability of a continuum of interventions that meet the needs of all students
- ✱ ongoing assessment of students' needs
- ✱ data-based decision making it is the mission of the Elitha donner ES SWPBIS program to provide all stakeholders a safe and nurturing environment through effective teaching and learning of positive behavioral expectations.

CATCH THE DONNER W.A.V.E.
BE WISE
BE ACCOUNTABLE
BE VIGILANT
BE EMPATHETIC



SAFETY AND SECURITY

All district rules related to safety and security are in effect at all times at the local school level.

STUDENT SAFETY

At the beginning of each school year students will receive a safety presentation from their teacher. The following is discussed: Arrival and Dismissal; Fire Drills; Lock Down Drills; Bullying; Earthquake Drills, Bully Prevention - EXPECT RESPECT; Threats and Intimidation; Knives; Firearms; If you SEE something or KNOW something, SAY something.

The power point used in this presentation can be viewed on our website. You are encouraged to talk with your child about the topics covered. **NOTE- Any student in possession of a knife of any size or in combination, i.e. pocket knife, Swiss Army knife, or any 'knife-like' item will must be recommended for expulsion from school. All recommendations for expulsion will be heard by the Expulsion and Due Process Department of the Elk Grove Unified School District.**

SUSPENSION

If a student's behavior is a threat to the safety, health or emotional well-being of others, and previous methods of prevention and intervention have not been successful, that student may be suspended in accordance with state law and district policy. Suspension may be imposed upon a first offense if the Superintendent, principal or designee determines the student violated Education Code section 48900(a)-(e) or if the student's presence causes a danger to persons. [E.C. 48900.5]

Reasons for Suspension*

State law allows for the suspension of a student if a student commits or engages in any of the acts listed below, where such conduct or acts relate to school activities or attendance, such as, but not limited to when such acts or conduct take place--while on school grounds, going to or from school, during lunch period (on or off campus), during, or while going to or from, a school-sponsored activity, or for certain conduct which occurs after school hours and off District property, but which is reasonably likely to cause or causes a substantial disruption of a school activity or attendance:

- **Assault/Battery [E.C. 48900(a)]**

Causing, attempting to cause, or threatening to cause physical injury to another person. Exceptions may be made in a situation where witnesses and evidence support a case of self-defense.

- **Weapons [E.C. 48900(b)]**

Possessing, selling or otherwise providing any weapon--including firearms, knives, explosives, or other dangerous object.

- **Alcohol/Intoxicants/Controlled Substances [E.C. 48900(c)]**

Unlawfully possessing, using, selling or otherwise providing alcohol, intoxicants or controlled substance, including prescribed medications. Also applies to being under the influence of alcohol, intoxicants or controlled substances.

- **Substance in Lieu of Alcohol/Intoxicants/Controlled Substances [E.C. 48900(d)]**

Delivering, providing or selling items which are claimed to be alcohol, intoxicants or controlled substances but were not such items.

- **Robbery or Extortion [E.C. 48900(e)]**

Committing or attempting to commit robbery or extortion. Extortion occurs when threats are made with the intent to obtain money or something of value.

- **Property Damage** [E.C. 48900(f)]**

Causing or attempting to cause damage to school property or private property.

- **Property Theft** [E.C. 48900(g)]**

Stealing or attempting to steal school or private property.

- **Tobacco or Nicotine Products [E.C. 48900(h)]**

Possessing, providing or using tobacco, or any item containing tobacco or nicotine products, including but not limited to cigarettes, cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.

- **Obscenity [E.C. 48900(i)]**

Committing an obscene act or engaging in regular profanity, swearing or vulgarity.

- **Drug Paraphernalia [E.C. 48900(j)]**

Unlawfully possessing, offering, arranging for, or negotiating to sell any drug items.

· **Disruption or Defiance [E.C. 48900(k)]**

Disrupting school activities or otherwise refusing to follow the valid authority of school personnel, including supervisors, teachers, school officials or other school staff performing their duties.

“Disruption of school activities” is defined as follows: when a student’s conduct, presence or actions disrupts or threatens to disrupt normal district or school operations, threatens the health or safety of anyone on district or school property, or causes or threatens to cause damage to district property or to any property on school grounds.

Examples of disruption of school activities under subdivision (k) of Education Code section 48900, as defined above, which may subject a student to discipline, include but are not limited to:

- Classroom behavior that impedes a teacher’s ability to teach and other students’ ability to learn, such as a student talking loudly or making other distracting noises or gestures while a teacher is speaking to and instructing the class and when students are expected to be silent and attentive; or
- The intentional activation of the fire alarm causing the temporary evacuation of the school and/or causing emergency personnel to respond.

“Willful defiance of valid authority” is defined as follows: when a student defies the valid authority of a district or school official or district or school staff in a manner that has an impact on the effective or safe functioning of district or school operations, such as continuing to remain at the scene of a fight or to instigate a disturbance after being told to stop the subject behavior; repeated disobedience to or defiance of school personnel when other interventions have not been successful in modifying the misbehavior; or in the proper instance one-time or first-time disobedience to or defiance of school personnel that has an impact on the effective or safe functioning of district or school operations.

Examples of willful defiance of valid authority under subdivision (k) of Education Code section 48900, as defined above, which may subject a student to discipline, include but are not limited to:

- Continuing to remain at the scene of a fight or other violent disturbance despite specific directions to leave the area by administrators or other school staff attempting to break up the fight or mitigate the disturbance caused by the fight; or
- Repeated episodes of misbehavior, despite multiple efforts and/or directives by a classroom teacher or other district staff intended to change and correct the student’s misbehavior.

· **Receiving Stolen Property** [E.C. 48900(l)]**

Receiving stolen school or personal property.

· **Possessing Imitation Firearm [E.C. 48900(m)]**

Possessing an imitation firearm or simulated firearm that is substantially similar in physical properties to an existing firearm.

· **Sexual Harassment [E.C. 48900(n)]**

Committing or attempting to commit a sexual assault or committing a sexual battery.

· **Threats and Intimidation [E.C. 48900(o)]**

Harassing, intimidating or threatening a student who is a witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both.

· **Prescription Drug Soma [E.C. 48900(p)]**

Offered, arranged to sell, negotiated to sell or sold the prescription drug Soma.

· **Hazing [E.C. 48900(q)]**

Engaging in, or attempting to engage in any activities used for initiation or pre-initiation into a student organization, or student body or related activities, which causes or is likely to cause bodily danger, physical harm, or personal degradation or disgrace, resulting in physical or mental harm.

· **Bullying [E.C. 48900(r)]**

Bullying means any severe or pervasive or verbal act or conduct, including communications made in writing or by means of an *electronic act*, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a *reasonable student* in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from services, activities, or privileges provided by a school. [E.C. 48900(r)] Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 that has any of the effects described above on a reasonable student. [E.C. 48900(r)]

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

Aiding or abetting in the infliction or attempted infliction of physical injury to another student. However, the District cannot seek to expel a student for violation of Education Code 48900(t) until juvenile court proceedings are completed and the juvenile has been convicted of being an aider or abettor of a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury.

· **Sexual Harassment (Grades 4-12) [E.C. 48900.2]**

Engaging in prohibited sexual harassment that includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature.

· **Hate Violence (Grades 4-12) [E.C. 48900.3]**

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (E.C. 233; Penal Code 422.55)

• **Other Harassment (Grades 4-12) [E.C. 48900.4]**

Harassing, intimidating, or threatening a student or group of students, or school personnel, with the actual or expected effect of disrupting class work or creating substantial disorder, or creating a hostile educational environment.

• **Terrorist Threats [E.C. 48900.7]**

Making terrorist threats against school officials and/or property, or both.

* The superintendent or principal may use his or her discretion to provide alternatives to suspension or expulsion to address student misconduct. [E.C. 48900(v), 48900.5] [EGUSD AR 5144]

**School property includes, but is not limited to, electronic files. [E.C. 48900(u)]

EXPULSION

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

A student shall be recommended for expulsion for violation of any of the acts set forth in Education Code 48915(a)(1)(A)-(E), unless the Superintendent, Superintendent's designee, principal or principal's designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct.

• **Serious Physical Injury [E.C. 48915(a)(1)(A)]**

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

• **Possession of Knife or Dangerous Object [E.C. 48915(a)(1)(B)]**

Possessing a knife or other dangerous object of no reasonable use to the student.

• **Unlawful Possession of a Controlled Substance [E.C. 48915(a)(1)(C)]**

Unlawful possession of any drug except for (1) the first time offense of possession of not more than one ounce of marijuana, or (2) for the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician.

• **Robbery or Extortion [E.C. 48915(a)(1)(D)]**

• **Assault or Battery on a School Employee [E.C. 48915(a)(1)(E)]**

State law requires a school administrator to recommend expulsion if a student commits certain violations of the Education Code. A student shall immediately be recommended for expulsion for violation of any of the acts set forth in Education Code section 48915(c)(1)-(5).

• **Possession, Selling or Furnishing a Firearm [E.C. 48915(c)(1)]**

Possessing, selling or otherwise furnishing a firearm (verified by an employee of the school district). However, possession of an imitation firearm, as defined in Education Code 48900(m), shall not be regarded as an offense requiring a mandatory recommendation for expulsion and mandatory expulsion.

• **Brandishing a Knife [E.C. 48915(c)(2)]**

Brandishing a knife at another person.

• **Selling a Controlled Substance [E.C. 48915(c)(3)]**

Unlawfully selling a controlled substance.

• **Sexual Assault or Battery [E.C. 48915(c)(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 (n) of Section 48900.

• **Possession of an Explosive [E.C. 48915(c)(5)]**

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

Prohibition on Possession and Use of Tobacco and Nicotine Products

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

Students determined to have used or to be in possession of tobacco or nicotine products at school or school related activities may be subject to discipline under District policy, Education Code 48900(h), and/or other applicable laws. Students determined to have used or to be in possession of products at school or school related activities that can be used to consume and/or use tobacco or nicotine products, including but not limited to

“electronic cigarettes” as defined above, but which do not contain tobacco, nicotine, or any other controlled substance, may be subject to discipline under District policy, Education Code 48900(k), and/or other applicable laws. [E.C. 48901]

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

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

Parents, students and staff should immediately report incidents of alleged discrimination, harassment, intimidation and bullying or sexual harassment to the Principal or designee. Students, parents, guardians or any other individuals having questions or concerns or who may wish to file a complaint are urged to first contact the Principal or designee, but if your concerns are not resolved, you may also contact the Associate Superintendent for Human Resources, at (916) 686-7795, for matters involving a potential complaint or concern regarding a district employee. You may contact the Associate Superintendent for Pre-K-6 Education, at (916) 686-7704 regarding a potential complaint or concern related to a PreK-6 student (or students); and you may contact the Associate Superintendent for Secondary Education, at (916) 686-7706, regarding a potential complaint or concern related to a student (or students) in grades 7-12. No one shall be retaliated against for reporting any incident of alleged discrimination or harassment, and complainants’ identities will be kept confidential to the extent practical in the course of investigating the incidents of alleged discrimination, harassment, intimidation and bullying or sexual harassment.

Pursuant to California Education Code section 221.5, a pupil shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with his or her gender identity, irrespective of the gender listed on the pupil’s records. Questions regarding the foregoing rights shall be directed to your Principal or Vice Principal.

VOLUNTEER FINGERPRINTING POLICY

All volunteers working with students in a “student activity or program” to be fingerprinted and cleared through a Department of Justice and Federal Bureau of Investigation criminal background check prior to beginning volunteer duties. <http://www.egusd.net/wp-content/uploads/2019/01/Fingerprinting.pdf>

EGUSD is offering free livescan services at the District Office. Please sign up for a block of time to guarantee a spot with our Fingerprint office located in the District Office at the Robert E. Trigg Education Center. EGUSD is requiring all volunteers have fingerprints on file. Volunteers have the option to go to any Preferred UPS Store Location for a \$12 fee, or to the district during their specified hours (listed below) for free. Free District Fingerprint Information: Robert L. Trigg Education Center; 9510 Elk Grove-Florin Road, Room 103A (in the Lobby) Monday – Thursday 8:30 a.m. – 12:00 p.m. and 1:00 p.m. – 4:30 p.m.

NON-DISCRIMINATION AND BULLYING

UNIFORM COMPLAINT PROCEDURES

The Elk Grove Unified School District has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, complaints alleging violation of state or federal laws governing educational programs, and complaints alleging the district’s failure to comply with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities.

The district shall use the uniform complaint procedures to resolve any complaint alleging unlawful discrimination, harassment, intimidation, or bullying in district programs and activities based on actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics.

Uniform complaint procedures shall also be used to address any complaint alleging the district's failure to comply with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities, the requirements for the development and adoption of a school safety plan, and state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs.

More detailed information regarding the Uniform Complaint Procedures, including the timeline for resolving complaints and the complaint appeal process, is contained in the district's Parent & Student Handbook. If you have questions regarding the Uniform Complaint Procedures, you can contact the district's Legal Compliance Specialist in Human Resources at (916) 686-7795.

BULLYING POLICY

The Elk Grove Unified School District has a no tolerance policy against bullying in all forms. Student safety is a top priority for Elk Grove Unified and the district does not allow any behaviors that infringe on the safety or emotional or physical well-being of any student. Elk Grove Unified has developed strategies for bullying prevention and intervention to help keep students safe and ensure a healthy learning environment. The district has an extensive board policy on bullying that covers a variety of areas, including cyberbullying, bullying prevention, intervention, complaints and investigation, discipline and enforcement mechanisms. More information can be found at <http://www.egusd.net/students-families/wellness/bullying-prevention/>

The US Department of Education Office of Safe Schools defines bullying as unwanted, aggressive behavior among school aged children that involve a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. In order to be considered bullying, the behavior must be aggressive and include:

An Imbalance of Power: Kids who bully use their power – such as physical strength, access to embarrassing information, or popularity – to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.

Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

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

EXPECT RESPECT TOGETHER WE PREVENT BULLYING

BULLY PREVENTION AND PBIS:

1. School-wide curriculum that emphasizes targeted social skills instruction.
2. Positive school and classroom social cultures where teaching and learning are emphasized.
3. Challenging and engaging instructional practices that effectively maximize academic success for all students.
4. Continuous, positive, and active supervision and monitoring of student behavior and learning.
5. Regular, frequent, and positive acknowledgements and reinforcement for student displays of academic and social behavior success.
6. Active involvement of all students and family, faculty, and community members.
7. Multi-year and multi-component approaches to implementation.
8. Adults who model the same positive social behaviors and values expected of students.

PARENTS' RIGHT TO KNOW

ACCIDENTS OR ILLNESS

Students are to immediately report any accidents or illnesses to a yard supervisor, their teachers, or to the main office. All health information should be updated annually or as needed. Any changes in address, parent home and work phone numbers, and emergency contact names and phone numbers should be reported immediately so that the school can make immediate contact if the student is injured or becomes ill.

ADDRESS CHANGES

Parent/guardians are to notify the office immediately of any change in address, telephone number, or change in guardianship. EGUSD Board of Directors have adopted a new proof of residency policy as outlined below:

Must produce ONE from this column:

- Property tax receipts for the current residence.
- Mortgage statements in parent/guardian's name. If the home is under construction, a title/deed or

AND

Must produce ONE from this column:

- Parent/Guardian's motor vehicle registration with current address.
- Parent/Guardian's driver's license with current residence.

signed sales or purchase agreement in parent/guardian's name will be accepted.

Additionally, if you use one of these documents, a current PG&E, SMUD bill that indicates location of service or a mortgage payment **must be presented to the school within six months**.

- Rental/Lease agreement – Current or recently signed in parent/guardian's name. **Additionally**, if you use one of these documents, two consecutive months of a current PG&E or SMUD bill in the parent/guardian's name **must be presented to the school within two months**.

- Court documents indicating current address.
- Payment verification (paid invoice, credit card receipt, cashed check) for two consecutive months of two of the following utilities: gas, electricity, water or garbage for the current residence must be presented within two months of enrollment.
- Rent payment receipts for two consecutive months for the current residence must be presented within two months of enrollment.
- Documentation from the Department of Human Assistance with current residence.

ANIMALS/PETS

Animals and pets are **NOT** allowed on the school campus during the school day including arrival and dismissal times.

The Governing Board recognizes that animals can be an effective teaching aid. In addition, instruction related to the care and treatment of animals teaches students a sense of responsibility and promotes the humane treatment of living creatures. The Board also recognizes that animals may be necessary for assisting individuals with disabilities to access District programs and activities. Individuals with disabilities, including students, employees, parents, and other visitors to the District, may be accompanied on school premises and, if applicable, on school transportation, by specially trained service dogs, including guide dogs, signal dogs, or other service animals. (Education Code [39839](#); Civil Code [54.2](#); 28 CFR [35.136](#).)

UNLESS OTHERWISE REQUIRED BY LAW, THE ONLY TIME ANIMALS, INCLUDING PETS, ARE ALLOWED ON SCHOOL GROUNDS OR AT DISTRICT-SPONSORED ACTIVITIES IS WHEN THEY ARE BEING USED FOR EDUCATIONAL PURPOSES OR TO ASSIST INDIVIDUALS WITH DISABILITIES IN COMPLIANCE WITH THE LAW AND REQUIREMENTS STATED HEREIN AND CONSISTENT WITH ADMINISTRATIVE REGULATION 6163.2.

ARRIVAL AND DISMISSAL - SEE WAVE EXPECTATIONS FOR ARRIVAL/DISMISSAL

ARRIVAL:

Our school safety team has worked closely with the Elk Grove Unified School District Police Services and local law enforcement to develop arrival and dismissal procedures that will enhance the safety of ALL of our students. Please obey all crossing guards' directions and those of administration directing traffic. Refrain from making U-Turns during arrival and dismissal. Please be reminded that the law prohibits the making of U-Turns on any street within 200 feet of traffic coming from either direction. But most importantly U-turns place our children at greater risk.

CRITICAL SAFETY CONCERNS:

Please support our efforts to keep your children safe!

1. Teach your children to walk across the street **ONLY** in a crosswalk.
2. **NEVER** allow your child to walk between parked/stopped cars or parked school buses!
3. Park your cars **ONLY** in marked parking spaces, even if only for a minute.

Your cooperation is greatly appreciated. Please understand when we ask you to adhere to these safety measures that the safety and well-being of our students is our highest priorities. ***Parents who remain on campus after 8:05am are required to check in with the office or leave campus immediately.**

BEFORE SCHOOL SUPERVISION:

Students, who participate in the breakfast program, may arrive between 7:25am and 7:50am and report immediately to the Multipurpose Room where they will remain until 7:50am. **Only students who are eating a school provided breakfast will be allowed to participate in the breakfast program.**

All other students may be on campus and will be supervised beginning at 7:50am. The safety of our children is important to us. There is no supervision before 7:50am unless your children are enrolled in a child care program on site. For additional information about the Child Development Center, please call 683-5526.

Students are to report directly to their classroom upon arrival after 7:50am.

WALKERS:

Under no circumstances are children to walk through the parking lot. Children are to cross the streets in the painted crosswalks only, even if they are walking with a parent or adult. Help us teach our children to obey the law and be safe.

BICYCLES/SKATEBOARDS/ROLLERBLADES/SCOOTERS/HEELYS:

All riders are expected to WALK their bikes along the main walkway on the school campus. Students must lock their bikes in the bike area. **All students riding their bike to school are required by law to wear a helmet. Proper fitting helmets save lives as well as help prevent serious trauma to the head. Please take a strong stance with your child if he or she desires to ride their bicycle to and from school without wearing a helmet.** Skateboards, scooters, and rollerblades should be clearly labeled with student name and must remain in the classroom or student backpack throughout the school day. Students who wear rollerblades or shoes with wheels to school will need to change into proper shoes or remove rollers before coming onto campus. The riding of bikes, skateboards, rollerblades, scooters, shoes with wheels, or other transportation devices on campus is prohibited at all times. The school is NOT responsible for lost, stolen, or damaged bicycles, skateboards, rollerblades, scooters or other transportation devices.

ARRIVAL BY CAR:

Students arriving in cars are to be dropped off in one of two 'Yellow Zone' drop-off areas, either inside the parking lot or at the Kindergarten entrance on Soaring Oaks Drive. Those using the drop-off zones must pull forward as far as possible before letting their children exit the car. Please ensure that children exit the cars on the passenger (curb) side only.

Please do not double park, or stop next to any red painted curb, designated No Parking Area, or in any handicapped zone. **This is a traffic violation and you may be cited.**

Student valets are often available to assist by opening car doors. Once children have safely exited the car, drivers are to pull into the drive thru lane and proceed to the exit. Please note: if your child must exit from the driver's side of the car, you may not use the drop-off service. You must park your car in a marked parking space and escort your child to the sidewalk using the crosswalk.

Parents/guardians needing to attend to business on campus or who wish to walk their children in must park in a marked parking space and escort their children to the sidewalk.

- Kindergarten drop off and pick up is located on Soaring Oaks Drive near the Kindergarten entrance. Students walking Kindergarten siblings to class must walk onto the campus using the crosswalks and then walk their sibling to their kindergarten room. **No students will be allowed to walk through the parking lot.**

DISMISSAL:

At dismissal, students waiting for a ride will wait on the sidewalk in the designated areas. As you drive in, continue to pull forward as far as you can and follow the directions of the yard supervisors. Your child will walk to you once you pull forward and stop.

- When picking up your child, please do not block other cars. If your child is not waiting for you at the designated pick up point, please pull all the way forward and/or park in a designated parking place.
- **Please do not leave your vehicle parked or unattended in the student loading/unloading zone during arrival and departure times.**

Students are expected to go directly home at dismissal unless they are enrolled in one of the after-school programs or they are participating in organized after-school activities. Siblings are not allowed to remain with students participating in these activities unless prior arrangements have been made with the acting supervisor. All students remaining on campus or in the park adjacent to the school 15 minutes following dismissal will be escorted to an on campus location. Parents will be contacted and are required to sign student out when picking them up.

ASSEMBLIES - SEE WAVE EXPECTATIONS FOR SPECIAL EVENTS

Students will have the opportunity to attend assemblies throughout the school year, both at school and while on field trips. During assemblies, students are expected to follow the WAVE expectations for Special Events. Anyone failing to follow these expectations during an assembly will be removed and disciplinary action may be taken.

BIRTHDAYS

Celebrations of students' birthdays are allowed if done with little to no disruption to the learning environment. Flowers or balloons will not be delivered to a student to acknowledge a special occasion. These items disrupt the educational process. If these items are delivered to school they will be kept in the office until the end of the school day at which time they can be picked up by the student. As more and more of our children must adhere to strict dietary needs, and to avoid disruption, please make arrangements with your child's teacher prior to bringing treats to the classroom.

CELL PHONES, PAGERS, ELECTRONIC DEVICES

CD players, I-pods, radios, pagers, games (including cards) or any other games or electronic devices are not permitted at school. These items disrupt the learning environment and are often lost or stolen. **Cell phones must be turned off, kept in the student's backpack, and may not be used during the school day or on the school campus.** When cell phones or any other prohibited items are found on campus, they will be confiscated and turned in to the office. Parents/guardians must make arrangements to recover confiscated items from the office. These confiscated items will not be released to students. **Repeated violations** may result in disciplinary action according to Education Code 48900.

Elitha Donner Elementary School is NOT responsible for lost, stolen, or damaged items.

CLASSROOM ASSIGNMENTS

Due to class size reduction and the number of students enrolled at our school, each school year some involuntary track changes may have to be implemented. These track changes are instituted based on registration dates. Although we do not like to change the tracks of students, it is sometimes required so that we are able to maintain as many students as possible on our campus. Every effort is made to not "offload" students to other campuses. In addition, all reasonable attempts are made to keep siblings placed on the same track. If you do not receive the desired track, please complete a 'Track Change Request' form available in our office. Completed requests will be date and time stamped and changes will be made throughout the year as space becomes available to match the request. We are available to assist with this process. However, due to the size of our school, requests for specific teacher may not be honored.

CLASSROOM VISITATIONS

Parents and/or guardians have the right, as supportive and respectful partners in the education of their child, to be informed by the school, and to participate in the education of their child, as follows:

- To meet with their child's teacher or teachers and/or the principal, within a reasonable time of the request
- To observe their child's class or classes, within a reasonable time following their request
- To be informed of their child's progress and of the appropriate staff to contact if problems arise with their child
- To examine the curriculum materials of their child's class or classes

Appointments are to be made so that parents/guardians may confer with teachers at a mutually convenient time. Parents/guardians and authorized guests are welcome to visit the school except during periods of testing.

All visitors must check in with office personnel before entering the school grounds. A "pass" will be provided for approved visitors. This is required for the protection of all of our students. **Visitors are not to bring unauthorized guests, young children, others who are off-track or not currently enrolled during school hours.** The school administration does have the right to deny classroom visitation if the visitation is deemed a disruption to the learning environment.

HEALTH

The health of your child is important to all of us. Students who show definite signs of a cold, has a temperature of 99 degrees or higher, or any other symptoms of illness should not be sent to school. The parent of a student with a communicable disease should notify the school by telephone as soon as the illness is diagnosed. The school telephone number is 683-3073.

In case of serious injury, the normal procedure is to contact the parent first unless the child is unconscious, seriously bleeding, not breathing, or in danger of paralysis or otherwise in danger as determined by school personnel. In the aforementioned instances, 9-1-1 will be called along with the parent.

DISTRICT HEAD LICE POLICY: Effective as of July 1, 2015

A suspected case of head lice will be individually screened. If students are identified with live lice by the presence of a live louse or lice the student's parent will be called to come and pick up the student from school. No classroom checks will be done. A notification letter will be sent home with the student. When a student is sent home families will be provided with instructions for treatment. Pharmacists and physicians can assist in recommending over-the-counter medication. Directions from the treatment labels should be followed exactly regarding application and any repeat treatments. Readmission occurs if and when the student is free of live lice. Students that have nits (eggs) present in their hair are not excluded from school. Our head lice policy/procedure is in line with evidence based practice and is based on the recommendation from the Center for Disease Control, the American Academy of Pediatrics, the Sacramento County Public Health Department, and the National Association of School Nurses.

MEDICATION:

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

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 office at all times and will be kept securely locked. Students' medications are kept in the health office and not carried on their person. An exception to this are Epi-Pens (California Education Code section 49423 (a)) and inhalers (California Education Code section 49423.1). Carrying Epi-Pens or inhalers must be approved by the physician, the parent, and discussed with the school site nurse. Failure to follow this procedure may result in school consequences.

First Grade Physical Examinations: At first grade entry, all students must provide the district with written evidence of a physical examination (by a licensed physician or clinic), completed no later than 18 months prior to first grade entry. (Health and Safety Code 323.5; 324.2; 324.3)

SCHOOL NURSE:

The health program at Elitha Donner Elementary School is administered by a qualified school nurse who provides the following services: vision and hearing screening for all kindergarteners, 2nd and 5th graders and referred students; obtaining medical information and keeping records of each student; providing nutritional and dental health education; and acting as a Special Education team member. Please note that the school nurse is not on campus daily.

LIBRARY - SEE WAVE EXPECTATIONS FOR LIBRARY

Students and staff use the library for research, class projects, accelerated reader, and pleasure reading throughout the school day. Quiet and polite behavior is expected. Students with overdue, lost books or damaged materials will not be allowed to check out additional materials until the book is returned or payment is made. A school library use form must be completed and signed at the beginning of each school year.

LOST AND FOUND

Found items are kept in large containers in the multi-purpose room. All lost and found items not claimed by each track change day will be donated to a local organization. Volunteers will sort clothing on track change days. Items still remaining after 3:00pm will be removed. Students are offered the opportunity to look through the lost and found for items they are missing before and after school as well as during recesses. **Please write your child's name on jackets and other appropriate clothing items so they may be positively identified and returned if found.**

RACE AND EDUCATIONAL EQUITY

The elk grove unified school district and Elitha Donner ES believes that equity is a fundamental component to student success. Equity is when all staff focus on promoting equity to close persistent gaps of opportunity, access, achievement, expectations and resources where equality and nondiscrimination are:

- Integrated into the mindset, work and lives of every student, teacher and staff member.
- Recognized as core institutional values and informs thinking, policies and practices throughout our schools.
- Inherently intertwined with academic excellence and the goal of developing leaders for a globally inclusive society.

With this belief, elk grove unified will ensure that decisions, policies and practices are supportive of students' learning, growth, and development fostering the ultimate goal of all students becoming college, career and life ready.

<http://www.egusd.net/about/district/initiatives/race-educational-equity/>

STUDENT RECOGNITION

Acknowledging and reinforcing positive behavior is one of the best ways to change inappropriate behavior and encourage appropriate behavior. At Donner, students can earn W.A.V.E. cards for meeting behavior expectations. Students can trade their W.A.V.E. cards for Beach Bucks to spend at the Surf Shop where they can purchase various tangibles or privileges.

Students receive positive feedback and special recognition in their classrooms, as well as at our school's "Track Off" Assemblies. These awards are intended to promote and recognize a variety of achievements including academic accomplishments and citizenship. Parents are invited to attend. These assemblies take place on each track change minimum day for the track that is going off. The assemblies begin at 8:30am in our school multipurpose room.

SERVICES FOR STUDENTS

CAFETERIA - See WAVE Expectations for Cafeteria

FOOD AND NUTRITION SERVICES

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 the majority of school sites. Meals are analyzed to ensure that they meet the nutritional needs of students and the Dietary Guidelines for Americans www.mypyramid.gov.

The lunch price is \$2.75 at elementary schools. The breakfast price is \$1.75 Milk (white or chocolate) is \$0.50.

Families may qualify for free or reduced price breakfast/lunch. Students eligible for free or reduced price meals can eat both breakfast and lunch at no charge. To be eligible for free or reduced price meals, an application must be completed each school year. Once the application is processed, the family will receive notification by mail regarding their eligibility for that school year. Students who are verified as homeless are immediately eligible for free breakfast/lunch.

Your family must have a new application on file to qualify for free and reduced meals for the new school year 2018-2019. The applications will be available the last week of May 2018. During the 2018-2019 school year the charge for reduced price meals will be waived and there will be no cost to eligible students.

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

During breakfast and lunch times, students will be expected to follow the criteria below:

1. All food and drink must be consumed in the cafeteria or assigned eating area; any food/drink consumed outside these areas will be confiscated and thrown away. Students will deposit all litter in wastebaskets.
2. Students will be seated upon receiving their lunch. Students will raise their hands to be excused from the cafeteria. The tables and floor are to be left in clean condition. Failure to do so may result in the loss of privileges and/or assignment of school consequences.

NUTRITIONAL SNACKS/LUNCHES:

All students have a mid-morning recess/nutrition break followed by their scheduled lunch time. Children are allowed to bring a **nutritious** snack/lunch from home to eat at these times. **Please do not send candy, gum, soft drinks, or a snack that is high in sugar.**

CHARGED MEALS:

Elementary students are only allowed two charged lunches. The FNS Lead will provide a lunch and give the student a “charge reminder” note to take home to the parent the first time a lunch is charged. If a student forgets to bring money for lunch a second time, the FNS Lead will give the student a second charge reminder note. This note will inform the parent of the total amount owed and that the student will not be able to charge additional meals until the FNS Lead receives payment in full. **Children are NOT allowed to charge breakfast.** Children who have money on their account may use the money to purchase breakfast or lunch. Additional purchases of a la carte items such as milk, fruit or juice can be deducted from your child’s advance payment balance. If you do not want your child to have access to a la carte items, please let the site Food and Nutrition Services Lead know.

LUNCH PAYMENTS:

We encourage parents to make arrangements for their children to eat lunch daily by making advance payments, sending a lunch from home, or completing an application to receive free or reduced priced meals through the National School Lunch or the School Breakfast programs.

To reduce the need for sending cash on a daily basis, families are encouraged to purchase meals in advance. Putting money into your child’s lunch account is a convenient way to assure that your child always has money available when needed. Advance payments by check should be made out to “Food and Nutrition Services.” Please include your child’s name and pin number. Advance payments will automatically be credited to your child’s school meal account. Also, payment for school meals may be made at www.myschoolbucks.com where credit/debit cards are accepted.

There is a \$15.00 returned check processing fee for all checks returned for insufficient funds or stop payment.

The lunchroom is equipped with the CAFS (Computer Assisted Food Service) system. All students at Donner have been assigned a four-digit PIN (Personal ID number). This number is ONLY for internal, departmental use and is used strictly for tracking meal count information. If you have any questions, please feel free to contact June Franklin, Food and Nutrition Lead in the cafeteria @ 683-8138.

FIELD TRIPS

Field trips are planned to coordinate with the regular instructional program. Teachers will provide detailed information regarding field trips throughout the school year. Families are asked to pay the actual cost of entrance fees for the trip, in addition to donations for

transportation costs. Please contact your child's teacher if the cost of these trips will pose a financial burden for your family. No child will be prohibited from participating in field trips that are a required part of the curriculum. Students who have violated school behavior expectations must be accompanied by a parent or adult to attend field trips.

To attend a school field trip, students must return a correctly completed field trip permission form **by 4:00 p.m. the day before the scheduled field trip**. Because attendance is required at school for students who are not going on the field trip, instruction will be provided in a guest classroom for students who are unable to attend.

Parent volunteers are needed on most school field trips to ensure an appropriate adult to student ratio. In addition, parents may be required to act as a chaperone for their child to ensure that their child behaves in a safe, responsible manner while on the field trip. **Parents/Chaperones are NOT to bring unauthorized guests, young children, others who are off-track or not currently enrolled at the school on any school supervised field trips.**

Students with significant school behavior problems may not be allowed to participate on field trips. While on school field trips, students are expected to behave in a safe and responsible manner and follow all adult directions. Students who exhibit poor behavior will receive school discipline consequences.

Field trip lunches are available to all students upon request. Payment for school meals including field trip lunches must be made directly to the Cafeteria.

To order a field trip lunch for your child, complete the portion of the field trip permission form and return to your child's teacher at least **2 weeks prior to date of the trip**. Students will pick up their sack lunches from the cafeteria prior to leaving school on the day of the field trip. Ice chests with ice packs will be provided to keep milk cold for field trips. **Students turning in "Lunch Requests" after the 1 week deadline will need to bring a sack lunch from home on the day of the field trip. Students without a lunch may have to remain at school to ensure lunch is provided.**

TEXTBOOKS

Each student is issued textbooks for his/her grade at the beginning of the school year. She/he is individually responsible for these books for the year. Students and parents will be held accountable for lost and damaged textbooks. Students are expected to return textbooks in good condition, allowing for wear occurring from normal use. Textbooks are to be returned at the end of the school year or when a student withdraws from school. We recommend that you tell your child to check at the end of each day for his/her textbooks. If a book is missing at that time, the class and the teacher can assist in locating the book. If a student waits until several weeks later, the chances of finding the book are poor.

The replacement cost will be charged for books not returned, lost, and/or damaged. Most textbooks cost between \$66-\$80 or more to replace. It is important that students cover textbooks, handle them with care, and keep them in a secure location. They will be charged for books that are damaged or not returned promptly at the end of the year.

TRANSPORTATION

To qualify for busing, a student must live within the eligible service area. Elitha Donner Elementary School is a walking neighborhood school and is not in an eligible service area. Inter-district and intra-district students are not eligible for transportation. Students who are "off loaded" due to overcrowding, may qualify for transportation. You will be notified at the time of off load if you qualify.

TRANSPORTATION POLICIES REGARDING BUS RIDERS:

This includes students who ride the bus during field trips.

Riding the Bus & Bus Safety:

Bus safety includes the time the student goes to the bus stop and returns home from a bus stop after school. The rules also apply at the bus stop. According to state law, the bus driver has absolute jurisdiction over the conduct of all students on the bus. Students who do not follow the driver's directions and the district's Code of Conduct are subject to discipline, including not being allowed to ride the bus for the remainder of the year, as well as administrative action by the child's school.

Riders should also be aware of the following guidelines:

1. Stand in lines, facing traffic so you can see the bus approaching. Stand back 10 feet from where the bus will stop. Do not approach the bus until the driver opens the bus door.
2. Students must show a current bus pass in order to ride the bus and only the person whose name is on the pass may use it.
3. Be courteous and respectful to the bus driver, other students and adults at all times. When loading at a school, follow the directions of the driver and/or teacher on bus duty.
4. Make sure you are getting on the right bus.
5. Never go under or stoop down in front of any bus to retrieve papers or other items. The bus driver cannot see you in the "danger zone: under the bus.
6. Destroying property, playing in or running across the street or any type of horseplay or fighting at a bus stop or on the bus is

dangerous and prohibited.

7. Profane language, obscene gestures, and excessive or unnecessary noise are not tolerated.
8. Large school projects, large band instruments, scooters, and skateboards cannot be transported on the bus unless contained in a backpack. Pets and hazardous or destructive objects of any kind are prohibited on the bus.
9. School buses can only stop at designated bus stops. If you miss the bus, have a parent/guardian take you to another bus stop or directly to school. Never run after your bus once it leaves.
10. A written request from the parent/guardian and signed by the school administrator will allow for the use of an occasional alternate bus stop.

CONSEQUENCES FOR INFRACTIONS OF BUS RULES:

Citations are issued by the bus driver if rules are not followed. The Principal supports the bus drivers in their attempts to provide the safest environment. In cases of severe misconduct, students may be assigned penalties more severe than provided for in the normal process. Parent may also be required to transport student to all remaining school field trips.

The normal progression of penalties for violations of the rules and regulations on the bus is:

First Violation - warning by school administrator, notification of parent.

Second Violation - 1-day suspension from riding bus, notification of parent.

Third Violation - 5-day suspension from riding bus, notification of parent.

Fourth Violation - 10-day suspension from riding bus, notification of parent.

Fifth Violation - suspension from riding bus for the remainder of the year, notification of parent.

ASSESSMENTS & TESTING

KINDERGARTEN & FIRST GRADES:

Teachers in grades K-1 will be giving formative assessments to their students throughout the school year. These assessments will be administered at the beginning of the year (entry-level) and at the end of each trimester. The purpose of these assessments is to assist teachers with informing their instruction based upon the data from these assessments in order to meet their students' needs. Parents will receive information from these assessments about their students that will help them know areas they can work on at home to help their student.

THIRD THROUGH SIXTH GRADES:

As part of the move to Common Core State Standards (CCSS), the State of California is moving to a new statewide assessment system. The new assessments are administered through a computerized testing system being developed by the Smarter Balanced Assessment Consortium (SBAC). The CAASPP program is designed to give information to teachers, students, and their families about what students know and are able to do and whether they are on track to be ready for success in college or career when they graduate from high school. Test results will help identify and address gaps in knowledge or skills early on so students get the support they need to be ready for success in higher grades.

California's new standards (i.e. Common Core State Standards or CCSS) set higher expectations for our students than ever before. These higher expectations were carefully developed by classroom teachers, community colleges, colleges, universities, and leaders in the workforce. They represent the skills that today's students need to succeed in college, career, and life. Skills like critical thinking, problem solving, and strong writing so that our children are competitive with peers from around the world. Measuring these skills requires different types of test questions.

Practice tests are available at <http://sbac.portal.airast.org/practice-test/>. The practice tests can be taken by parents, teachers, students, and others and will give information about the type of test questions that students will see in different grades and subject areas.

STUDENT DISCIPLINE

Disciplinary Practices

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

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

Alternatives, Interventions and Progressive Discipline

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

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

Grounds for Suspension or Expulsion

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

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

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

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

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

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

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

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

STUDENT DISCIPLINE

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

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

The Role of Parents and Guardians

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

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

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

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

Behavioral Requirements for Participation in Graduation Ceremonies

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

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

Prohibition on Possession and Use of Tobacco and Nicotine Products

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

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

Law Enforcement Partnerships

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

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

Interview of a Student by Law Enforcement

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

STUDENT DISCIPLINE

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

Release of a Student to Peace Officer

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

Search and Seizure Policy

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

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

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

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

The District may use specially trained, non-aggressive dogs to detect the presence of substances prohibited by law or

District policy. Dogs may be used in the inspection of lockers, vehicles, or personal property, but may not be used to search a person.

Williams Settlement Complaint Procedure

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

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

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STUDENT DISCIPLINE

ED CODE 48900(a)(1)

STUDENT INFRACTION	FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<ul style="list-style-type: none"> Caused, attempted to cause, or threatened to cause physical injury to another person 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> Ensure due process Conference with student Collect statements from other witnesses Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry Contact family/guardian Review student's past similar behaviors and document current incident in Synergy Re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> Consider alternatives to suspension Restorative Practices/Interventions Student Study Team (SST) Referral to school counselor Contact Foster Youth Services Site MTSS process Referral to Student Support Centers for outside services/supports Notification to law enforcement (refer to AR 5144.3 and 5145.11) 1 – 3 day suspension <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. Contact your director or SSHS.</i> 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> Ensure due process Conference with student Collect statements from other witnesses Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry Contact Family/guardian Review student's past similar behaviors and document current incident in Synergy Re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> Consider alternatives to suspension Restorative Practices/Interventions Student Study Team (SST) Referral to school counselor Contact Foster Youth Services Site MTSS process Referral to Student Support Centers for outside services/supports Notification to law enforcement (refer to AR 5144.3 and 5145.11) 2 – 4 day suspension Extreme Fights – contact Director or SSHS <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. Contact your director or SSHS.</i> 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> Ensure due process Conference with student Collect statements from other witnesses Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry Contact family/guardian Review student's past similar behaviors and document current incident in Synergy Re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> Consider alternatives to suspension Restorative Practices/Interventions Student Study Team (SST) Referral to school counselor Contact Foster Youth Services Site MTSS process Referral to Student Support Centers for outside services/supports Notification to law enforcement (refer to AR 5144.3 and 5145.11) 3 – 5 day suspension In consult with site Principal, contact SSHS for possible consideration for a Recommendation of Expulsion

STUDENT DISCIPLINE

ED CODE 48900(a)(2)

STUDENT INFRACTION	FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p>Willfully used force or violence upon the person of another, except in self-defense</p>	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • 1 – 3 day suspension • <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. Contact your director or SSHS.</i> 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • 2 – 4 day suspension • <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. Contact your director or SSHS.</i> 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • 3 – 5 day suspension • In consult with site Principal, contact SSHS for possible consideration for a Recommendation of Expulsion

STUDENT DISCIPLINE

ED CODE 48900(b)

STUDENT INFRACTION	FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p>Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.</p> <p>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.</p> <p>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)</p> <p>*If student brandished a knife at another person, please refer to CA Ed. Code 48915(c)(2)</p> <p>*If Student possessed an explosive please refer to CA Ed. Code 48915(c)(5) and (h).</p>	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Confiscation of object • Notification to 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 • Re-entry conference if suspended • Confiscation of object • Give object to appropriate law enforcement <p>Other potential actions:</p> <ul style="list-style-type: none"> • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • 1 – 5 day suspension • In consult with site Principal, contact SSHS for possible consideration for a Recommendation of Expulsion 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • Confiscation of object • 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 • Re-entry conference if suspended • Confiscation of object • Give object to appropriate law enforcement <p>Other potential actions:</p> <ul style="list-style-type: none"> • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • 3 – 5 day suspension • In consult with site Principal, contact SSHS for possible consideration for a Recommendation of Expulsion 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • Confiscation of object • 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 • Re-entry conference if suspended • Confiscation of object • Give object to appropriate law enforcement <p>Other potential actions:</p> <ul style="list-style-type: none"> • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • 3 – 5 day suspension • In consult with site Principal, contact SSHS for possible consideration for a Recommendation of Expulsion

STUDENT DISCIPLINE

ED CODE 48900(c)

STUDENT INFRACTION	FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p>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.</p> <p>*If Student was unlawfully selling a controlled substance please refer to CA Ed. Code 48915(c)(3).</p> <p>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.</p>	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Notification to law enforcement within 1 school day (EC 48902) • Give substance to appropriate law enforcement authority • Provide corrective feedback: de- escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student’s past similar behaviors and document current incident in Synergy • Re-entry conference if suspended • 1 – 3 day suspension (Marijuana and alcohol) • Others Substances – contact Director or SSHS <p>Selling Drugs</p> <ul style="list-style-type: none"> • 5 Day Suspension if Student is selling or sold a controlled substance • Recommendation for expulsion if Student is selling or sold a controlled substance <p>Other potential actions:</p> <ul style="list-style-type: none"> • Restorative Practices/Interventions • Student Study Team (SST) • Email Tami Silvera w/ student name and ID# • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. Contact your director or SSHS</i> 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Notification to law enforcement within 1 school day (EC 48902) • Give substance to appropriate law enforcement authority • Provide corrective feedback: de- escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student’s past similar behaviors and document current incident in Synergy • Re-entry conference if suspended • 2 – 4 day suspension (Marijuana and alcohol) • Others Substances – contact Director or SSHS <p>Selling Drugs</p> <ul style="list-style-type: none"> • 5 Day Suspension if Student is selling or sold a controlled substance • Recommendation for expulsion if Student is selling or sold a controlled substance <p>Other potential actions:</p> <ul style="list-style-type: none"> • Restorative Practices/Interventions • Student Study Team (SST) • Email Tami Silvera w/ student name and ID# • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. Contact your director or SSHS.</i> 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Notification to law enforcement within 1 school day (EC 48902) • Give substance to appropriate law enforcement authority • Provide corrective feedback: de- escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student’s past similar behaviors and document current incident in Synergy • Re-entry conference if suspended • 3 – 5 day suspension (Marijuana and alcohol) • Others Substances – contact Director or SSHS <p>Selling Drugs</p> <ul style="list-style-type: none"> • 5 Day Suspension if Student is selling or sold a controlled substance • Recommendation for expulsion if Student is selling or sold a controlled substance <p>Other potential actions:</p> <ul style="list-style-type: none"> • Restorative Practices/Interventions • Student Study Team (SST) • Email Tami Silvera w/ student name and ID# • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports

STUDENT DISCIPLINE

ED CODE 48900(d)

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

STUDENT DISCIPLINE

ED CODE 48900(e)

STUDENT INFRACTION	FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p>Committed or attempted to commit robbery or extortion</p>	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • 1 – 3 day suspension • <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. Contact your director or SSHS.</i> 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Contact Family/guardian • Review student's past similar behaviors and document current incident in Synergy • Re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • 2 – 4 day suspension • <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. Contact your director or SSHS.</i> 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • 3 – 5 day suspension • In consult with site Principal, contact SSHS for possible consideration for a Recommendation of Expulsion

STUDENT DISCIPLINE

ED CODE 48900(f)

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

STUDENT DISCIPLINE

ED CODE 48900(g)

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

STUDENT DISCIPLINE

ED CODE 48900(h)

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

STUDENT DISCIPLINE

ED CODE 48900(i)

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

STUDENT DISCIPLINE

ED CODE 48900(j)

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

STUDENT DISCIPLINE

ED CODE 48900(k)

STUDENT INFRACTION	FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p>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.</p> <p>NOTE:</p> <ul style="list-style-type: none"> • 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 so suspend any student, regardless of grade, from their classroom for disruption or willful defiance, whether it's a student's first offense or not. 	<p>Mandatory actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Re-entry conference if suspended <p>Potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • <i>Depending on the severity of the incident, as well as, pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. Contact your director or SSHS.</i> 	<p>Mandatory actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Re-entry conference if suspended <p>Potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • 1 – 3 day suspension (4th thru 12th grades) • <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. Contact your director or SSHS.</i> 	<p>Mandatory actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Re-entry conference if suspended <p>Potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • 2 – 5 day suspension (4th thru 12th grades)

STUDENT DISCIPLINE

ED CODE 48900(I)

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

STUDENT DISCIPLINE

ED CODE 48900(m)

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

STUDENT DISCIPLINE

ED CODE 48900(n)			
STUDENT INFRACTION	FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p>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.</p> <p>If student committed or attempted to commit a sexual assault please refer to CA Ed. Code 48915(c)(4).</p> <p>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.</p>	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • Contact Director or SSHS • In consultation with site principal and director - CPS Report • 5 day suspension and recommendation for expulsion • Refer to California Education Code 48915 (c) (4). 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • Contact Director or SSHS • In consultation with site principal and director - CPS Report • 5 day suspension and recommendation for expulsion • Refer to California Education Code 48915 (c) (4). 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • Contact Director or SSHS • In consultation with site principal and director - CPS Report • 5 day suspension and recommendation for expulsion • Refer to California Education Code 48915 (c) (4).

STUDENT DISCIPLINE

ED CODE 48900(o)

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

STUDENT DISCIPLINE

ED CODE 48900(p)

STUDENT INFRACTION	FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p>Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.</p>	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Confiscation of substance • Notification to law enforcement within 1 school day (EC 48902) • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed Code 48900.5) • Follow CA Education Code Requirements for controlled substances • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Re-entry conference if suspended • Contact Director or SSHS <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1 – 3 day suspension. • <i>"First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/or 48915, although formal exclusionary disciplinary action may not have been taken against the student.</i> • <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. Contact your director or SSHS.</i> 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Confiscation of substance • Notification to law enforcement within 1 school day (EC 48902) • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed Code 48900.5) • Follow CA Education Code Requirements for controlled substances • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Re-entry conference if suspended • Contact Director or SSHS <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • 2 – 4 day suspension • <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. Contact your director or SSHS.</i> 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Confiscation of substance • Notification to law enforcement within 1 school day (EC 48902) • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed Code 48900.5) • Follow CA Education Code Requirements for controlled substances • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Re-entry conference if suspended • Contact Director or SSHS <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • 3 – 5 day suspension • In consult with site Principal, contact SSHS for possible consideration for a Recommendation of Expulsion

STUDENT DISCIPLINE

ED CODE 48900(q)

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

STUDENT DISCIPLINE

ED CODE 48900(r)

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

STUDENT DISCIPLINE

48900(r) - Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

- (1) "Bullying"** means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A)** Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B)** Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C)** Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D)** Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
- (2) (A) "Electronic act"** means the creation or transmission originated on or off school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - (i)** A message, text, sound, video or image.
 - (ii)** A post on a social network Internet Web site including, but not limited to:
 - (iii)** 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).
 - (iv)** 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.
 - (v)** 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.
 - (vi)** (iii) An act of cyber sexual bullying.
 - (vii)** (l) 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.
 - (viii)** (ll) 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.
 - (ix)** (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.

STUDENT DISCIPLINE

ED CODE 48900(t)

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

STUDENT DISCIPLINE

ED CODE 48900.2

STUDENT INFRACTION	FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p>Additional grounds for suspension or expulsion: sexual harassment.</p> <p>This section does not apply to students in kindergarten through grade 3.</p>	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed Code 48900.5) • File CPS Report • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1 – 3 day suspension. • "First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/or 48915, although formal exclusionary disciplinary action may not have been taken against the student. • Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. Contact your director or SSHS. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed Code 48900.5) • File CPS Report • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • 2 – 4 day suspension (4th thru 12th grades) • Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. Contact your director or SSHS. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed Code 48900.5) • File CPS Report • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • 3 – 5 day suspension (4th thru 12th grades) • In consult with site Principal, contact SSHS for possible consideration for a Recommendation of Expulsion

STUDENT DISCIPLINE

ED CODE 48900.3

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

STUDENT DISCIPLINE

ED CODE 48900.4

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

STUDENT DISCIPLINE

ED CODE 48900.7

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

STUDENT DISCIPLINE

EDUCATION CODE

Section 48915

48915. (a)

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

- (A) Causing serious physical injury to another person, except in self-defense.
- (B) Possession of any knife or other dangerous object of no reasonable use to the pupil.
- (C) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:
 - (i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
 - (ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
- (D) Robbery or extortion.
- (E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

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

- (A) 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:
 - Is appropriately prepared to accommodate pupils who exhibit discipline problems.
 - Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
 - Is not housed at the school site attended by the pupil at the time of suspension.
 - (e) Upon recommendation by the principal or the superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board of a school district may order a pupil expelled upon finding that the pupil, at school or at a school activity off of School grounds violated subdivision (f), (g), (h), (i), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following:
 - (1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
 - (2) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
 - (f) The governing board of a school district shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study that meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e) if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or another elementary school. The pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.
 - (g) As used in this section "knife" means any dirk, dagger, or other weapons with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 ½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.
 - (h) As used in this section, the term "explosive" means destructive device" as described in Section 921 of Title 18 of the United States Code.
- (Amended by Stats. 2012, Ch. 431, Sec 3. (AB 2537) Effective January 1, 2013.)