

# Student & Parent Handbook 2019-2020

## Joseph Kerr Middle School



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

## **JOSEPH KERR**

### **JOSEPH KERR MIDDLE SCHOOL**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Superintendent Christopher R. Hoffman

## **DISTRICT ADMINISTRATORS**

Mark Cerutti, Deputy Superintendent, Education Services and Schools  
Craig Murray, Assistant Superintendent, Secondary Education  
Amy Besler, Ed.D., director, Secondary Education  
John Dixon, Ed.D., Director, Secondary Education  
Melanie Dopson, Ed.D., Director, Secondary Education  
Kathy Hamilton, Director, College and Career Connections

## **JOSEPH KERR MIDDLE SCHOOL ADMINISTRATION**

Zachary Cheney, Principal  
Matthew Kempen, Vice Principal  
Garrett Lebsock, Teacher in Charge

## **SCHOOL SECRETARY**

Sue Faulkner

## **COUNSELING**

Kevin Farwell, Head Counselor (Last Name A-L)  
Margarita Espinoza, Counselor (Last Name M-Z)

## **AHTLETICS DIRECTOR**

Richard Palmiere

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

Joseph Kerr Middle School promotes an atmosphere of educational excellence by providing a safe, nurturing environment where students are inspired to become responsible citizens and life-long learners.

**MOTTO**

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

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

I will:

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

## **MESSAGE FROM THE PRINCIPAL**

Dear Parents/Guardians and Joseph Kerr Students,

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

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

The content of the School Handbook will be carefully explained to students the first week of the school year. Parents/guardians are asked to read through the School Handbook with their son or daughter and discuss its content. In addition, both parents and students are asked to sign the acknowledgement forms at the back of the School Handbook and return the forms to the school. We ask all students to keep the School Handbook in their binders so it will be available for use in all classes at all times.

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

Sincerely,

A handwritten signature in black ink, appearing to read "Zachary Cheney". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Zachary Cheney, Principal

## **ACADEMIC CODE OF CONDUCT**

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

- A student who exhibits any behavior which in the judgment of the teacher indicates dishonesty while taking an examination or quiz may receive a zero for that exercise. The assignment may not be made up for credit. Other disciplinary actions may apply.
- A student who copies an assignment from another student may receive a zero for that assignment. The student who allows an assignment to be copied may also receive a similar consequence. Other disciplinary actions may apply.
- A student who, for the purpose of cheating on an examination, enters a classroom carrying evidence of premeditation – such as aids or notes not allowed – may receive a zero for that examination. Other disciplinary actions may apply.
- A student who is apprehended for taking, without permission, another student's written assignment or project for personal use or academic credit may receive a zero for that assignment. Other disciplinary actions may apply.
- A student who displays unethical behavior and/or is involved in any other activity for the purpose of cheating, altering, or falsifying records, removing or copying of any materials (student, teacher, or other), etc. may lose class credit. A student who plagiarizes any print or online material and presents it as his/her own work may receive a zero for that assignment. Other disciplinary actions may apply.

## **ACCIDENTS**

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

## **ACCOMMODATIONS**

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

## **ADMINISTRATION**

(Located in Main Office)

The principal, vice principal, teacher-in-charge, counselors, psychologist, attendance, data processor, and nurses offices are located in the Main Office.

## **ASSEMBLIES**

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

## **ATHLETICS**

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

<b><u>The sports offered will include:</u></b>	<b><u>Season</u></b>	<b><u>District Tournament</u></b>
Cross Country team – co-ed, 7 <sup>th</sup> -8 <sup>th</sup> grade	August 26-mid October 2019	TBD
Volleyball 7 <sup>th</sup> grade girls' competitive team	August 26-October 17, 2019	October 14-17, 2019
Volleyball 8 <sup>th</sup> grade girls' competitive team	August 26-October 17, 2019	October 14-17, 2019
Basketball 8 <sup>th</sup> grade girls' competitive team	October 21-December 18, 2019	December 16-18, 2019
Basketball 8 <sup>th</sup> grade boys' competitive team	October 21-December 18, 2019	December 16-18, 2019
Wrestling Team – co-ed – 3 <sup>rd</sup> -8 <sup>th</sup> grade	November 4, 2019-mid February 2020	TBD
Basketball 7 <sup>th</sup> grade girls' competitive team	January 7-February 27, 2020	February 25-27, 2020
Basketball 7 <sup>th</sup> grade boys' competitive team	January 8-February 27, 2020	February 25-27, 2020
Track and Field team – co-ed – 7 <sup>th</sup> -8 <sup>th</sup> grade	March 9-May 7, 2020	May 7, 2020

**Competitive: There may be a limited amount of players per team.**

In order for students to enter athletic events, they must present a VALID student ID card.

## **Eligibility**

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

- Have earned a 2.0 GPA in their 7<sup>th</sup> and 8<sup>th</sup> grade program for the grading period prior to their participation. This GPA must be maintained for each succeeding grading period during participation. A student who receives a failing report card or progress report (F grade) in any class during the participating season will be removed from participation in the activity, placed on academic probation, and will remain on probation until the student again earns a passing grade in the designated class or classes.
- For athletic eligibility, students must have earned a “C” average (2.0 GPA) with no F grades for the grading period prior to participation and for each succeeding grading period during participation and meet standards of satisfactory citizenship.
- Meet standards of satisfactory or excellent citizenship.
- Maintain a satisfactory attendance record.

## **ATTENDANCE**

(Located in Main Office)

**OFFICE HOURS: 7:30 A.M. TO 4:00 P.M.**

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

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

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

**ATTENDANCE TELEPHONE NUMBER: (916) 686-7736**

**ATTENDANCE EMAIL: [jkmsattend@egusd.net](mailto:jkmsattend@egusd.net)**

Students are expected to attend school regularly. Academic success and achievement begin with a commitment to being punctual and prepared for the rigors of school. Maintaining this high standard will positively affect a student’s progress and grade as well as reinforce a strong work ethic for the future. Therefore, attendance is extremely important.

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

## **How to clear absences**

A. **ABSENCES MUST BE CLEARED WITHIN SEVEN (7) SCHOOL DAYS** beginning on the day they return to school. Students who do not clear their absence(s) within the seven days will be considered truant from school.

- B. **PARENTS MAY CALL ATTENDANCE (686-7736), EMAIL ([jkmsattend@egusd.net](mailto:jkmsattend@egusd.net)) OR WRITE A NOTE. WHEN CALLING IN, PLEASE IDENTIFY TYPE OF FAMILY MEMBER (mother, father, guardian, step-parents, and grandparents). NOTES ARE TO BE DELIVERED TO ATTENDANCE BEFORE SCHOOL, DURING LUNCH, OR AFTER SCHOOL.** Include in the note or email: student's first and last name, grade level, identification number, dates of absence(s), reason for absence(s), and a telephone number where parent/guardian can be reached to verify the note or email, and notes need to include parent/guardian signature.
- C. **EXCESSIVE ABSENCES:** Students with excessive absences may be reported to the School Attendance Review Board (SARB) and may be required to provide verification of illness from a doctor.

## **Classification of absences**

- A. **EXCUSED:** Illness, doctor, eye or dental appointments, death in the immediate family.
- B. **SCHOOL APPROVED:** Field trips.
- C. **UNEXCUSED:** Truancy, flat tires, running out of gas, missing the bus, transportation issues, sibling or parent illness, oversleeping, suspensions, and vacations.

## **Late arrival**

Students arriving late to school five minutes or less should report directly to their first period class. Students arriving late to school after the first five minutes must report to Attendance in the Main Office. If a student is more than 30 minutes late, he/she must bring a signed and dated note written by the parent/guardian.

Late passes for doctor/dental appointments will only be excused with a note from the medical/dental provider. Please Note: Traffic delays, oversleeping, late rides, etc. are not considered valid excuses for tardiness.

## **Leaving school early**

- A. **PARENTS/GUARDIANS MUST COME INTO MAIN OFFICE AND REQUEST IN PERSON FOR A STUDENT TO BE RELEASED FROM SCHOOL EARLY.** Joseph Kerr parents/guardians will be required to check in at the Main Office, **show valid photo identification (i.e. driver's license or CA photo ID)** and they will be given a visitors pass to go to Attendance to sign the student out before an early dismissal pass will be issued. **Students will not be called from class until parents/guardians arrive.** **Students may not be signed out after 2:50 p.m. and 2:15 p.m. on Wednesdays or 11:50 a.m. on minimum days due to teachers' closure procedures.**
- B. **STUDENTS WILL BE ISSUED AN "Early Dismissal Pass."** Passes will be sent to students in their classrooms when a parent/guardian comes into Attendance to sign a student out.
- C. **SYNERGY EMERGENCY CONTACT.** If a parent/guardian is not able to pick up a student during the school day, they may request that one of the Emergency Contact persons in SYNERGY be able to. The Emergency Contact person must come to the Main Office in person, **show valid photo identification (i.e. driver's license or CA photo ID)** and they will be given a visitor's pass to go to Attendance to sign the student out.
- D. **RETURNING TO CLASS.** Students must report to attendance in the Main Office upon return to school to obtain a pass before going to class.

## **BACKPACKS**

Lockers are only available in P.E.; therefore, students with disabilities or other physical limitations which prohibit them from carrying a full backpack, may request assistance from the student's counselor or vice principal. Students must provide the school with written verification from their doctor. To limit the weight distribution of textbooks and personal items, we encourage students to purchase a rolling-type backpack.

# BELL SCHEDULES FOR THE 2019–2020 SCHOOL YEAR

## JOSEPH KERR MIDDLE SCHOOL

### BELL SCHEDULES

<b>Regular Day Schedule</b> (Monday, Tuesday, Thursday & Friday)			
Period 0			7:30-8:20
Period 1			8:30-9:30
Period 2			9:34-10:30
Period 3			10:34-11:30
Period 4			
	Early Lunch	11:30-12:05	
	Early Class	11:34-12:30	
	Late Class	12:09-1:05	
	Late Lunch	12:30-1:05	
Period 5			1:09-2:05
Period 6			2:09-3:05

<b>Minimum Day Schedule</b> (9/11/19, 9/26/19, 10/11/19, 10/17/19, 11/13/19, 12/20/19, 1/23/20, 2/19/20, 3/13/20, 3/19/20 & 4/1/20)			
Period 0			7:30-8:20
Period 1			8:30-9:05
Period 2			9:09-9:40
Period 3			9:44-10:15
Period 4			10:19-10:50
Period 5			10:54-11:25
Period 6			11:29-12:00

<b>Early Dismissal Wednesday Schedule</b>			
Period 0			7:30-8:20
Period 1			8:30-9:25
Period 2			9:29-10:19
Period 3			10:23-11:13
Period 4			
	Early Lunch	11:13-11:48	
	Early Class	11:17-12:07	
	Late Class	11:52-12:42	
	Late Lunch	12:07-12:42	
Period 5			12:46-1:36
Period 6			1:40-2:30

<b>Testing Minimum Day Schedule</b>			
(Periods 1-3: 4/20/20, 4/21/20, 4/22/20 & 4/23/20)			
(Periods 4-6: 4/27/20, 4/28/20, 4/29/20 & 4/30/20)			
Period 0			7:30-8:20
Period 1 / 4			8:30-9:53
Break			9:53-10:02
Period 2 / 5			10:06-11:29
Break			11:29-11:37
Period 3 / 6			11:41-1:04

<b>Special Minimum Day Schedule</b>			
(5/28/20)			
Period 0			7:30-8:20
Period 1			8:30-9:15
Period 2			9:19-10:00
Period 3			10:04-10:45
Period 4			10:49-11:30
Period 5			11:34-12:15
Period 6			12:19-1:00

<b>Minimum Day – Late Start Schedule</b>			
<i>(5/29/20)</i>			
Period 1			9:00-9:35
Period 2			9:39-10:10
Period 3			10:14-10:45
Period 4			10:49-11:20
Period 5			11:24-11:55
Period 6			11:59-12:30

## **BICYCLES/SCOOTERS/SKATEBOARDS/HELMETS**

If you ride a bike, scooter or skateboard to school, park your bike/scooter/skateboard in the enclosed, fenced bike rack area when you arrive. Each bike/scooter/skateboard should be locked with its own individual lock. The bike area is locked throughout the school day. If you need to leave campus during school hours, report to the Attendance Office and request that the gate be unlocked. If you have an after-school activity, leave your bike/scooter/skateboard locked in the rack area until you are ready to leave school. All bikes/scooters/skateboards should be recovered before 4:00 p.m., and should not be left overnight. Joseph Kerr Middle School is not responsible for unlocked bicycles/scooters/skateboards or for bicycles/scooters/skateboards left overnight at the site. **All students riding their bike to school are required to wear a helmet.** The riding of bikes, scooters and skateboards is prohibited on school grounds at all times. Students violating this policy may be subject to progressive discipline. The school is NOT responsible for lost, stolen or damaged bicycles, scooters or skateboards.

## **BIRTHDAYS**

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

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

The school cafeteria is maintained as a vital part of the health program of the school. To encourage good nutrition, a well-balanced lunch is offered at a reasonable price. Free and reduced lunch applications are available in the Main Office. Students will be expected to follow the below criteria while in the lunchroom:

1. All food must be consumed in the cafeteria/MP room. Deposit all litter in wastebaskets.
2. Leave the tables and floor in a clean condition for others. Failure to do so will result in the loss of lunch privileges and/or assignment of lunch detention.
3. Remove hats while inside the MP room. Repeated failure to do so may result in confiscation.
4. Students should leave the MP room when they have finished eating.

## **CELL PHONES/ELECTRONIC DEVICES**

Joseph Kerr Middle School has a “**gate-to-gate**” cell phone policy. Cell phones and other electronic devices are to remain off and are not to be visible at anytime during the school day (Ed. Code 48901.5). Students must turn off their cell phones and other electronic devices **prior to entering any gate on campus, and students may turn on cell phones and other electronic devices once they leave campus through any gate.** Staff may supervise students in using cell phones or other electronic devices in class for academic purposes at their discretion.

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

Any violations of these policies will result in the item being confiscated and a parent/guardian may be required to pick-up confiscated items from the attendance office. A violation of Ed. Code 48901.5 may result in a suspension.

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

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

## **CHANGE OF ADDRESS**

Parents/guardians are to notify the Data Processor immediately of any change in address, telephone number, or guardianship. To change an address a parent/guardian will need to come into the Main Office, **show a valid photo identification (i.e. driver's license or CA photo ID)** and provide the following -

Must produce **ONE** of the following:

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

**AND**

Must also produce **ONE** of the following:

- Parent/guardian's motor vehicle registration with current address.
- Parent/guardian's driver's license with current residence.
- Court documents indicating current residence.
- 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.

## **CITIZENSHIP STANDARDS**

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

### **O = OUTSTANDING**

A student enthusiastically comes to class each day prepared and motivated to learn. The student may lead class discussions and initiates a leadership role in group work. Consistently models school and class rules and is an optimistic and constructive role model for other students to follow. The student seeks to surpass class expectations.

### **S = SATISFACTORY**

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

## **N = NEEDS IMPROVEMENT**

A student who needs improvement in citizenship occasionally has difficulty respecting others. This student has to be reminded regularly to stay on task and constantly needs reminders to follow directions and rules. This student continually needs reminders to be organized, follow through on assignments, be responsible, and be respectful to others. This student frequently interrupts class through disruption and needs to be redirected to focus and listen. The student occasionally meets class expectations.

## **U = UNSATISFACTORY**

This student's behavior is disruptive and may warrant behavior consequences. This student is minimally prepared for class, inadequately participates in classroom discussions and/or rarely participates in group work. This student fails to follow class and school rules and fails to follow the directives of the teacher. This student does not meet class expectations.

## **CLOSED CAMPUS**

The Elk Grove Unified School District has a “**CLOSED CAMPUS**” policy at Joseph Kerr Middle School. Upon arrival students are expected to enter campus and proceed to the quad area. Students are expected to stay on campus once they arrive unless they have legal permission to leave. Permission to leave is obtained through the Main Office. Teachers may not excuse students to leave campus for any reason. Students violating this policy may be subject to search.

Students reported on another campus during the regular school day may be subject to disciplinary action.

## **CLUBS**

Joseph Kerr Middle School's club program is designed to make available as many different interests and activities as possible to meet the needs of the student body. All clubs meet at times convenient to their members. With the help of an advisor, the plans, the activities, and the functions of each club are decided upon and carried out by the members and their elected officers. The success of each activity depends upon the loyalty and work of the clubs' members and the capabilities of its officers. A club is only as good as its members make it. Students are encouraged to make their time productive through active participation. Club sign-ups are at the beginning of the school year.

## **CONFLICT MANAGEMENT**

To co-exist peacefully, students need skills to resolve conflicts that may arise. Peer conflict management teaches democratic principles and communication skills. It also offers a forum through which students can be a positive influence in their school community.

Students who are having problems with each other, and who choose to discuss these problems with the assistance of a conflict manager, will work to reach an agreement. Once the agreement is reached, students who do not abide by it will be referred for disciplinary action.

## **COUNSELING**

(Located in Main Office)

The counseling program is an integral part of our total school program. Our school counselors work closely with the Joseph Kerr Middle School staff, faculty, administrators, families, and community to provide a supportive, effective and safe environment in which all students can succeed. The Joseph Kerr Middle School counseling program provides personal counseling for individuals and groups, academic guidance, and career exploration. Counselors assist students in identifying academic and career goals and in planning courses of study that will lead to the achievement of these goals. While the Joseph Kerr counseling department provides social emotional support through conflict management and other programs, counselors are unable to provide long-term therapy. However, the counselors are available to provide crisis intervention and referrals to appropriate resources. If you need any additional information or have concerns, please call to schedule an appointment.

## CSU and UC “A-G” Admission Requirements

A-G courses are required for students seeking admission to University of California or California State University. These courses must be taken during high school to fulfill the requirement for college entrance. Counselors use the University of California A-G guide (Doorways), the website is [www.ucop.edu/agguide](http://www.ucop.edu/agguide).

### **A | History/Social Science – 2 YEARS**

World History, US History or US and Government

### **B | English – 4 YEARS.**

### **C | Mathematics – 3 YEARS REQUIRED, 4 YEARS RECOMMENDED**

Three years of college-preparatory mathematics that include Math I, Math II, Math III.

### **D | Laboratory Science – 2 YEARS REQUIRED, 3 YEARS RECOMMENDED**

Two years of laboratory science which includes biology, chemistry and or physics.

### **E | Language Other Than English – 2 YEARS REQUIRED, 3 YEARS RECOMMENDED**

Students must take two years of the same language.

### **F | Visual and Performing Arts (VAPA) – 1 YEAR REQUIRED**

This includes dance, drama/theater, music or visual art.

### **G | College-Preparatory Electives – 1 YEAR REQUIRED**

One year (two semesters), in addition to those required in "a-f" above, chosen from the following areas: visual and performing arts (non-introductory level courses), history, social science, English, advanced mathematics, laboratory science and language other than English (a third year in the language used for the "e" requirement or two years of another language).

## DANCES

When students attend a dance, they do so to enjoy a social event. The dances have a theme and students are asked to dress to match the theme where possible to enhance the school spirit and climate.

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

### **Prior to the Dance**

*Students must purchase a dance ticket prior to arrival at the dance. They may either purchase a single dance ticket or an ASB sticker with a dance ticket which greatly reduces the cost of the dance ticket. The ASB sticker is \$25.00 for the school year and can be used to obtain discounts at school events. **NO DANCE TICKETS ARE SOLD AT THE DOOR.***

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

Students must present Student ID card and dance permission slip at time of ticket purchase. All tickets will be sold in advance at the Student Store. A "D" sticker will be placed on the ID card when the ticket is purchased if the dance permission slip has been signed and returned. **Students must purchase their own ticket.** Ticket prices increase the day of the dance.

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

Students whose name appears on the "**NO-ACTIVITIES LIST**" will not be allowed to purchase a dance ticket. (See No-Activities List policy on pages 51-52 for details.) If a ticket was purchased prior to their being placed on the "**NO-ACTIVITIES LIST**" and they are on the list the day of the dance, they will not be admitted.

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

Only Joseph Kerr Middle School students may attend school dances. Dances will be chaperoned by staff and parent volunteers. Music is provided by a DJ. Students will be able to purchase refreshments. Students are expected to comply with all school rules (including the

dress code) and with all directions and requests given by chaperones. The following rules are intended to guarantee that all attending participate and enjoy these events:

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

Students on campus during the dance without a ticket will be placed on the “**NO-ACTIVITIES LIST**” and will not be allowed into future dances.

Students must enter all dances within 15 minutes of the beginning time of the dance. Students must remain in the dance until the ending time of the dance unless picked up earlier by a parent or guardian. Afternoon dances will be from 3:15-5:15 p.m. and the promotion dance will be from 5:00-7:00 p.m.

Students are encouraged to leave valuables at home.

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

Parents are welcome to attend dances to help assist staff in supervision, working the snack bar, donating food, or simply to observe.

Cell phones and electronic devices are not allowed at a dance.

See the Dance Policy and Permission Form on page 64.

## **DRESS CODE**

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

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

Specifically, the students at Joseph Kerr Middle School are expected to abide by the following dress code:

### **1. PANTS, SHORTS, SKIRTS:**

- No undergarments showing.
- No holes, rips or frays higher than mid-thigh.
- No “sagging pants”.
- No “short shorts” or “short skirts.” Shorts, skirts and dresses must not be shorter than mid-thigh.
- No pajamas (including onesies/one piece pajamas) except for flannel pajama bottoms during designated spirit days.
- Belts must be tucked around the waist.

### **2. TOPS, SHIRTS, BLOUSES:**

- No undergarments showing (including clear bra straps).

- No bare midriffs: tops must completely cover the skin and overlap the waistband of pants, shorts, or skirts. When arms are raised above the student's head, if the garment does not fall naturally below the midriff area, the student is in violation.
- No low cut tops.
- No "see-through" or fishnet fabrics.
- No halter tops, strapless tops, off the shoulder tops, or bra-like tops.
- No muscle shirts.

### 3. FOOTWEAR:

- Shoes must be worn at all times.
- No house slippers, or "wheelies" are allowed.

### 4. HAT/HEAD COVERING POLICY:

The Elk Grove Unified School District allows students to wear certain types of hats on campus to protect them from damage caused by exposure to the sun. At Joseph Kerr Middle School, students may not wear baseball caps and visors with writing and/or images that are deemed by school administration to be disruptive to the learning environment. All cap bills must face forward.

In addition, the following rules regarding hats on campus must be observed:

- Bandanas, skull/wave caps, and masks are not permitted on campus.
- Grooming items and headwear such as hair rollers, shower caps, hair rags, picks worn in the hair, etc., are not allowed.

Headwear is not to be worn inside of classrooms or buildings with the exception of for medical or religious reasons (a note must be provided to the administration).

The school administration may limit or prohibit specific clothing that has been determined by law enforcement or gang experts to be affiliated with an actual gang. In consultation with law enforcement or other gang experts, the school administration may limit clothing or apparel where there is a reasonable basis for identifying such clothing or apparel as gang affiliated. Limitations and prohibitions on gang-related clothing or apparel will be applied equally to all students, and in no instance will a student's clothing or apparel be identified as gang-related based solely on the student's race, national origin or ancestry.

Students failing to comply with the dress code may be asked to call their parents or guardians to bring a change of clothing, may have inappropriate items confiscated, or in the case of repeated violations, may be subject to progressive disciplinary consequences.

Students are expected to abide by individual classroom policies as they pertain to the use of personal grooming products.

## **JOSEPH KERR MIDDLE SCHOOL 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 two hours 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 referred to the Superintendent's designee with the recommendation for reassignment to an alternative program or expulsion and transfer to an alternative program. Major acts of misconduct must be reported to the school administrator immediately after the incident and may result in the immediate removal of a student from the school following suspension due process procedures.

Suspension is the removal of a student from the classroom for disciplinary reasons for a defined period of time by a teacher or school administrator. 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.

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](http://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 Districts’ youth. Additional officers are dedicated to the alternative education sites, assist at elementary and middle schools as well as address truancy problems.

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

Students can be interviewed by law enforcement officers while at school. In instances where law enforcement is involved, the principal or designee shall attempt to minimize disruption at the school and provide privacy to the student. School officials are required to make every effort to contact a parent or guardian at the time a peace officer requests to interview a student, unless directed not to be 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 peace officer and with the student’s approval. [B.P. 5145.11]

### **Release of 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 the student has been taken into custody as a victim or 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 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 Procedures**

Complaint policies and forms are available at the school office and are available online at:

[www.egusd.net/about/district/policiesproceduresnotices](http://www.egusd.net/about/district/policiesproceduresnotices). The following procedures shall be used to file a 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 sire 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 response is requested. The complaint 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 officials has the right to file an appeal to the Superintendent of Public Instruction.
8. The District will report quarterly on the number of resolved and unresolved complaints and summarize data regarding complaints and resolutions to the county superintendent and the local governing board in public session making it part of the public records.

**TABLE OF EDUCATION CODES RELATED TO DISCIPLINE**

<b>ED CODE 48900(a)(1)</b>			
<b>STUDENT INFRACTION</b>	<b>FIRST INTERVENTION/ CONSEQUENCE</b>	<b>SECOND INTERVENTION/ CONSEQUENCE</b>	<b>THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE</b>
<p>Caused attempted to cause or threatened to <b>cause physical injury</b> to another person.</p>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provided corrective feedback, de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry</li> <li>• Contact family/guardian</li> <li>• Review student’s past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notification to law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• 1–3 day suspension</li> <li>• <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. Contact your director or SSHS.</i></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provided corrective feedback, de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry</li> <li>• Contact family/guardian</li> <li>• Review student’s past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notification to law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• 2–4 day suspension</li> <li>• Extreme Fights – contact Director or SSHS</li> <li>• <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provided corrective feedback, de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry</li> <li>• Contact family/guardian</li> <li>• Review student’s past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference id suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notification to law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• 3–5 day suspension</li> <li>• Possible consideration for a Recommendation of Expulsion</li> </ul>

**ED CODE 48900(a)(2)**

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

**ED CODE 48900(b)**

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

**ED CODE 48900(c)**

<b>STUDENT INFRACTION</b>	<b>FIRST INTERVENTION/ CONSEQUENCE</b>	<b>SECOND INTERVENTION/ CONSEQUENCE</b>	<b>THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE</b>
<p><b>Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance</b> 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><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Notification to law enforcement within 1 school day (EC 48902)</li> <li>• Give substance to appropriate law enforcement authority</li> <li>• Provided corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry</li> <li>• Contact family/guardian</li> <li>• Review student’s past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> <li>• 1–3 day suspension (Marijuana and alcohol)</li> <li>• Other Substances – contact Director or SSHS</li> </ul> <p><b>Selling Drugs</b></p> <ul style="list-style-type: none"> <li>• 5 Day Suspension if Student is selling or sold a controlled substance</li> <li>• Recommended for expulsion is student is selling or sold a controlled substance</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Notification to law enforcement within 1 school day (EC 48902)</li> <li>• Give substance to appropriate law enforcement authority</li> <li>• Provided corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry</li> <li>• Contact family/guardian</li> <li>• Review student’s past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> <li>• 2–4 day suspension (Marijuana and alcohol)</li> <li>• Other Substances – contact Director or SSHS</li> </ul> <p><b>Selling Drugs</b></p> <ul style="list-style-type: none"> <li>• 5 Day Suspension if Student is selling or sold a controlled substance</li> <li>• Recommended for expulsion is student is selling or sold a controlled substance</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Notification to law enforcement within 1 school day (EC 48902)</li> <li>• Give substance to appropriate law enforcement authority</li> <li>• Provided corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry</li> <li>• Contact family/guardian</li> <li>• Review student’s past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> <li>• 3–5 day suspension (Marijuana and alcohol)</li> <li>• Other Substances – contact Director or SSHS</li> </ul> <p><b>Selling Drugs</b></p> <ul style="list-style-type: none"> <li>• 5 Day Suspension if Student is selling or sold a controlled substance</li> <li>• Recommended for expulsion is student is selling or sold a controlled substance</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> </ul>

**ED CODE 48900(d)**

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

**ED CODE 48900(e)**

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

**ED CODE 48900(f)**

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

**ED CODE 48900(g)**

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

**ED CODE 48900(h)**

<b>STUDENT INFRACTION</b>	<b>FIRST INTERVENTION/ CONSEQUENCE</b>	<b>SECOND INTERVENTION/ CONSEQUENCE</b>	<b>THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE</b>
<p><b>Possessed or used tobacco, or any other products containing tobacco or nicotine products</b>, including, but not limited to, cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by pupil of his or her own prescription products.</p>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provided corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student’s past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Suspension only permitted on “first offense” if student’s presence causes a danger to persons. In such instances, 1–3 day suspension.</li> <li>• “First offense” refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/or 48915, although formal exclusionary disciplinary action may not have been taken against the student.</li> <li>• <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provided corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student’s past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• 2–4 day suspension</li> <li>• <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provided corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student’s past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• 3–5 day suspension</li> <li>• Possible consideration for a Recommendation of Expulsion</li> </ul>

**ED CODE 48900(i)**

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

**ED CODE 48900(j)**

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

**ED CODE 48900(k)**

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

**ED CODE 48900(I)**

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

**ED CODE 48900(m)**

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

**ED CODE 48900(n)**

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

**ED CODE 48900(o)**

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

**ED CODE 48900(p)**

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

**ED CODE 48900(q)**

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

**ED CODE 48900(r)**

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

**48900(r) - Engaged in an act of bullying.** For purposes of this subdivision, 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) Post on a social network Internet Web site including, but not limited to:
    - (I) Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
    - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed that the pupil was or is the pupil who was impersonated.
    - (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
    - (IV) n act of cyber sexual bullying.
    - (V) (I) For purposes of this clause, “cyber sexual bullying” means the dissemination of, of the solicitation or incitement, 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 recordings, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    - (VI) (II) For the purposes of this clause “cyber sexual bullying” does not include a depiction. Portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that is 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 judgement in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

**ED CODE 48900(t)**

<b>STUDENT INFRACTION</b>	<b>FIRST INTERVENTION/ CONSEQUENCE</b>	<b>SECOND INTERVENTION/ CONSEQUENCE</b>	<b>THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE</b>
<p><b>A pupil who aids or abets</b>, as defined in Section 31 of the Penal Code, <b>the infliction or attempted infliction of physical injury to another person</b> may be subject to suspension, <b>but not expulsion</b>, 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><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provided corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student’s past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notification to law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• Suspension only permitted on “first offense” if student’s presence causes a danger to persons. In such instances, 1–3 day suspension.</li> <li>• <i>“First offense” refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/or 48915, although formal exclusionary disciplinary action may not have been taken against the student.</i></li> <li>• <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provided corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student’s past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notification to law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• 2–4 day suspension</li> <li>• <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provided corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student’s past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notification to law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• 3–5 day suspension</li> <li>• Student only subject to expulsion if the student has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury.</li> </ul>

**ED CODE 48900.2**

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

**ED CODE 48900.3**

<b>STUDENT INFRACTION</b>	<b>FIRST INTERVENTION/ CONSEQUENCE</b>	<b>SECOND INTERVENTION/ CONSEQUENCE</b>	<b>THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE</b>
<p><b>Hate Violence</b></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 <b><u>caused, attempted to cause, or threatened to cause, or participate in an act of hate violence</u></b>, as defined in subdivision (e) of Section 233.</p> <p>This section does not apply to students in kindergarten through grade 3.</p>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provided corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student’s past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notification to law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• Suspension only permitted on “first offense” if student’s presence causes a danger to persons. In such instances, 1–3 day suspension.</li> <li>• <i>“First offense” refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/or 48915, although formal exclusionary disciplinary action may not have been taken against the student.</i></li> <li>• <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provided corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student’s past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notification to law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• 2–4 day suspension</li> <li>• <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provided corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student’s past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notification to law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• 3–5 day suspension</li> <li>• Possible consideration for a Recommendation of Expulsion</li> </ul>

**ED CODE 48900.4**

<b>STUDENT INFRACTION</b>	<b>FIRST INTERVENTION/ CONSEQUENCE</b>	<b>SECOND INTERVENTION/ CONSEQUENCE</b>	<b>THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE</b>
<p><b>Additional grounds for suspension or expulsion: harassment, threats or intimidation</b></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 reasonable 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><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provided corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student’s past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notification to law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• Suspension only permitted on “first offense” if student’s presence causes a danger to persons. In such instances, 1–3 day suspension.</li> <li>• <i>“First offense” refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/or 48915, although formal exclusionary disciplinary action may not have been taken against the student.</i></li> <li>• <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provided corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student’s past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <p><b>Other potential actions:</b></p> <ul style="list-style-type: none"> <li>• Consider alternatives to suspension</li> <li>• Restorative Practices/Interventions</li> <li>• Student Study Team (SST)</li> <li>• Referral to school counselor</li> <li>• Contact Foster Youth Services</li> <li>• Site MTSS process</li> <li>• Referral to Student Support Centers for outside services/supports</li> <li>• Notification to law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• 2–4 day suspension</li> <li>• <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></li> </ul>	<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provided corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. 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**ED CODE 48900.7**

<b>STUDENT INFRACTION</b>	<b>FIRST INTERVENTION/ CONSEQUENCE</b>	<b>SECOND INTERVENTION/ CONSEQUENCE</b>	<b>THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE</b>
<p><b>Terroristic Threats</b></p> <p>a) In addition to the reasons specified in Sections 48900, 48900.2, 484900.3, 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 <b>terroristic threats against school officials or school property, or both.</b></p> <p>b) For the purpose 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 (\$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><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Provided corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. 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## EDUCATION CODE

### Section 48915

#### 48915. (a)

- (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 of 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 make a determination as described in paragraph (1), he or she is encouraged to do so as quickly as possible to ensure that the pupil does not lose instructional time.
- (b) Upon recommendation by the principal or 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), (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 proper conduct.
  - (2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
- (c) The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds.
- (1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (c), may be imposed.
  - (2) Brandishing a knife at another person.
  - (3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
  - (4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (m) of Section 48900.
  - (5) Possession of an explosive.
- (d) The governing board of a school district shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:
- (1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.
  - (2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
  - (3) Is not housed at the school site attended by the pupil at the time of suspension.
- (e) Upon recommendation by the principal or the superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board of a school district may order a pupil expelled upon finding that the pupil, at school or at a school activity off of school grounds violated subdivision (f), (g), (h), (i), (k), (l) or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following:
- (1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
  - (2) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

- (f) The governing board of a school district shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study that meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e) if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or another elementary school. The pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.
- (g) As used in this section “knife” means any dirk, dagger, or other weapons with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 ½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.
- (h) As used in this section, the term “explosive” means destructive device” as described in Section 924 of Title 18 of the United States Code. (Amended by Stats. 2012, Ch. 431, Sec 3. (AB 2537) Effective January 1, 2013.)

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

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

The District's policy on Non-Discrimination/Harassment/Intimidation/Bullying, Board Policy 5145.3 can be found at: [www.gamutonline.net/district/elkgrove/DisplayPolicy/854176/5](http://www.gamutonline.net/district/elkgrove/DisplayPolicy/854176/5). This policy applies to all acts related to school activity or school attendance occurring with a school under the jurisdiction of the District Superintendent.

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:

### **For complaints against employees-**

Legal Compliance Specialist, Human Resources  
9510 Elk Grove-Florin Road, Elk Grove, CA 95624  
(916) 616-7795; [legalcompliance@egusd.net](mailto:legalcompliance@egusd.net)

### **For student against student complaints-**

Associate Superintendent, PreK-6 Education  
9510 Elk Grove-Florin Road, Elk Grove, CA 95624  
(916) 616-7704; [PK6Ed@egusd.net](mailto:PK6Ed@egusd.net)

Associate Superintendent, Secondary Education,  
9510 Elk Grove-Florin Road, Elk Grove, CA 95624  
(916) 616-7706; [egusded@egusd.net](mailto:egusded@egusd.net)

Pursuant to California Education Code 221.5, a pupil shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with his or her gender identity, irrespective of the gender listed on the pupil's records. Any student may request the use of private or unisex restroom facilities for increased privacy. The District endeavors to protect the privacy of all students. Questions regarding the foregoing rights shall be directed to your Principal or Vice Principal.

## **STUDENTS AND PARENTS PLEASE BE ADVISED**

Should a student be suspended twenty (20 days) during the school calendar, that student will automatically be recommended for expulsion from the Elk Grove Unified School District.

## **SUSPENSION APPEALS PROCESS**

The school recognizes that not all decisions made by staff are in agreement with students and/or parents. The following steps outline the formal appeal process.

- A. Meet with the Vice Principal.
- B. Complete the Appeals Form and turn it in to the office within five days of the first day of suspension.
- C. Meet with the school Principal to appeal.
- D. Call the school district Student Support and Health Services at (916) 686-7568 to discuss the issue with district administration.

## **FIELD TRIP CRITERIA**

Students must meet grade and discipline requirements to participate in fields trips. No student may sign up for or attend a field trip if they do not meet the Academic/Citizenship and Behavior Expectations.

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

## **FIRE DRILL INSTRUCTIONS**

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

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

When the all-clear signal is given, return to class immediately.

## **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.

Middle and high schools offer breakfast for \$2.00 and lunch for \$3.25.

Families may qualify for free or reduced price breakfast/lunch. 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 2019-2020.

Families are encouraged to purchase meals in advance using the prepayment system, <http://myschoolbucks.com>. Parents can use myschoolbucks.com to check balances, view student's spending history and place restrictions on their purchases, if desired.

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

## **GRADES**

### **Student Progress Reports**

A progress report is an academic update, which may also include behavioral feedback, for all classes. Students receive a progress report approximately half-way through each quarter. If the student is in danger of failing a class with a "D" or an "F", then a progress report is mailed to the home address on file.

### **Report Cards**

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

Quarter report card dates: Friday, October 11, 2019                      Friday, March 13, 2020  
Friday, December 20, 2019    Friday, May 29, 2020

### **Possible Academic Grades**

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

## **GRAFFITI**

Gang graffiti, tagging, or other marks made on school or private property is strictly prohibited. Joseph Kerr Middle School will not tolerate any graffiti. Violators will be subject to administrative disciplinary action, as well as possible criminal charges. In addition, parents will be charged for graffiti removal.

## **GUEST TEACHER POLICY**

The students of Joseph Kerr Middle School are expected to welcome guest teachers with cooperation and respect. Students will represent Joseph Kerr Middle School with their best behavior towards those who substitute for their regular classroom teacher.

**Students who are not cooperative and respectful toward guest teachers may receive one or more of the following consequences as a result of their poor behavior:**

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

## **GUM/EATING IN BUILDINGS**

Students are not allowed to chew gum on campus. Food and drink are **NOT PERMITTED** in classrooms. Students who violate this policy can be assigned administrative lunch detention and/or classroom consequences. Repeat violations may result in a referral to administration.

## **HALL PASSES**

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

## **HEALTH AND WELLNESS**

Energy drinks offer no real health or performance benefit to children. Children who participate in sports should learn that they can improve their game through hard work and practice; values that serve them well both on and off the field. Studies have linked excessive caffeine in children to hypertension, anxiety, headaches and interrupted sleep patterns. Energy drinks will not be allowed on the Joseph Kerr campus due to the excessive caffeine contained in these drinks.

## **HOMEWORK POLICY FOR UNEXCUSED ABSENCES (INCLUDING SUSPENSIONS)**

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

## **HONORS/GATE PROGRAM**

All Honors courses provide enriching, challenging curriculum that engages all students. Honors students should have the motivation to accelerate through content standards and commit to more in-depth study. Subject matter in Honors courses is more sophisticated and complex, requiring strong organizational skills, self-monitoring, and the ability to work independently and in a team. Honors courses prepare students for the rigor of high school-level Honors and accelerated courses and can be considered "Pre-AP/IB." **Students are encouraged to challenge themselves through enrollment in one or more Honors-level or accelerated courses.**

We strive to provide challenging enrichment for our gifted and talented students who demonstrate exceptional creative, leadership, visual and performing arts, academic, and cognitive abilities by providing support and greater depth, complexity and rigor in their daily lessons.

## **ILLNESS AT SCHOOL**

If a student becomes ill at school, he/she is to report to the Health Office in Attendance. Students who are ill must first obtain a pass from their teacher to leave the classroom. Students are NOT allowed to call home or text by using their cell phone from class. A student who is ill may leave campus with a parent or guardian only if excused by the School Office Technicians or an Administrator, and after signing out in Attendance. **Parents/guardians or emergency contacts in SYNERGY will be required to check in at the Main Office, show valid photo identification (i.e. driver's license or CA photo ID) and they will be given a visitors pass to go to Attendance to sign a student out.** All health information should be updated annually, and changes in address, parent home and work phone numbers, and emergency contact names and phone numbers should be reported immediately so that the school can make immediate contact if the student is injured or becomes ill.

## **INSURANCE**

The Elk Grove Unified School District does not carry accident or injury insurance for students. The responsibility for individual coverage lies with the parents or guardians. Low cost insurance is available and is highly recommended. Information regarding insurance is provided to each student at the beginning of each school year.

## **INTERNET ACCESS**

Internet access is a privilege provided for student use. Internet use is strictly limited to websites specifically related to class assignments and requires teacher consent. At the teacher's discretion or with teacher permission, students are allowed to access email. Students are NOT allowed access to discussion boards, instant messaging or any kind of online chatting during school hours. Violators will be subject to administrative disciplinary action, as well as the loss of Internet access privileges on campus.

## **LIBRARY**

The library is open from 8:15 a.m. to 3:15 p.m. every day except for Wednesdays and is closed after school on Fridays. The library has computers available for word processing, accessing the library catalog, and internet use for school purposes only. In order to use the internet, students must have an internet sticker on their ID card. The application for use of internet is located in the back of this handbook on page 39. Books can be checked out through the library before and after school as well as at lunchtime. The library is also the location to check out textbooks. Students must present their own ID card when checking out books and materials.

Textbooks are furnished by the school at no cost to the student. All textbooks must be covered and treated carefully. Textbooks must be returned promptly when the student is no longer enrolled in the course. Students will be charged for any lost or damaged books. Free covers are available in the library.

## **LOCKDOWN INSTRUCTIONS**

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

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

NOTE:

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

## **LOST AND FOUND**

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

## **MAKE-UP WORK**

### **Make-Up Policy for Excused Absences**

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

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

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

## **MEDICATION**

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

## **MINIMUM DAYS**

We will have the following minimum days this year:

Professional Development	Wednesday, September 11, 2019 (Dismissal is at 12:00 p.m.)
Professional Development	Thursday, September 26, 2019 (Dismissal at 12:00 p.m.)
End of Quarter 1	Friday, October 11, 2019 (Dismissal is at 12:00 p.m.)
Professional Development	Thursday, October 17, 2019 (Dismissal is at 12:00 p.m.)
Professional Development	Wednesday, November 13, 2019 (Dismissal is at 12:00 p.m.)
End of Quarter 2	Friday, December 20, 2019 (Dismissal is at 12:00 p.m.)
Professional Development	Thursday, January 23, 2020 (Dismissal is at 12:00 p.m.)
Professional Development	Wednesday, February 19, 2020 (Dismissal is at 12:00 p.m.)
End of Quarter 3	Friday, March 13, 2020 (Dismissal is at 12:00 p.m.)
Professional Development	Thursday, March 19, 2020 (Dismissal is at 12:00 p.m.)
Professional Development	Wednesday, April 1, 2020 (Dismissal is at 12:00 p.m.)
Testing	Monday, April 20, 2020 (Dismissal at 1:04 p.m.)
Testing	Tuesday, April 21, 2020 (Dismissal at 1:04 p.m.)
Testing	Wednesday, April 22, 2020 (Dismissal at 1:04 p.m.)
Testing	Thursday, April 23, 2020 (Dismissal at 1:04 p.m.)
Testing	Monday, April 27, 2020 (Dismissal at 1:04 p.m.)
Testing	Tuesday, April 28, 2020 (Dismissal at 1:04 p.m.)
Testing	Wednesday, April 29, 2020 (Dismissal at 1:04 p.m.)
Testing	Thursday, April 30, 2020 (Dismissal at 1:04 p.m.)
Special Minimum Day	Thursday, May 28, 2020 (Dismissal at 1:00 p.m.)
Last Day of School/Late Start Minimum Day	Friday, May 29, 2020 (School hours are 9:00 a.m.-12:30 p.m.)

## **NO-ACTIVITIES LIST**

A "NO ACTIVITY LIST" is kept at Joseph Kerr Middle School as a reminder of our expectations that students act responsibly. A student must maintain a 2.0 GPA (quarter/progress report with no more than one F and no more than one U), and meet behavior eligibility criteria (no home suspensions) in order to participate in school-sponsored activities at Joseph Kerr Middle School. Students on the "NO-ACTIVITIES LIST" for grades will remain so until the next official term/progress report card. For athletics academic eligibility, please see page 6.

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

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

**8TH GRADE END OF THE YEAR ACTIVITIES:** Should a student receive a full day home suspension at any time during the 4<sup>th</sup> quarter, they may not be able to participate in the following activities-

- Promotion Dance
- Sunsplash Trip

## OFF-LIMIT AREAS

Some areas of the campus are "off-limits" to students during the school day. Students who are in these areas without authorization will be subject to detention and/or suspension. These areas include parking lots, physical education playing fields, in and around the Library without teacher supervision, and any area beyond the "yellow lines" at lunch, unless directed by a teacher or administrator. PE students are to remain within the yellow lines in the PE area once dressed and waiting for the bell.

## OFFICE TELEPHONE

The office telephone is a business phone to be used by students for emergencies and only with permission from the office staff.

## PBIS

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

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

## Joseph Kerr School-Wide Positive Behavior Interventions and Supports (PBIS)

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

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

### **Is PBIS a curriculum?**

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

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

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

## **PERSONAL ITEMS**

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

- Audio and/or visual recording or listening devices
- Video games, game systems, toys
- Any device or substance that produces odor or can create damage to property
- Laser pointers or any device that projects a light/beam
- Blankets

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

The use of perfumes/colognes, scented lotions and body sprays is prohibited in the classroom. The use of any grooming products that interfere with classroom instruction may result in teacher confiscation and/or disciplinary action.

## **PERSONAL RESPONSIBILITIES**

It is the responsibility of students not to leave personal items unattended. This responsibility includes not bringing to school excessive amounts of money, leaving PE lockers unlocked or storing backpacks in unsecured areas.

## **PROPERTY (SCHOOL/PRIVATE)**

It is everyone's responsibility to help maintain a clean and safe campus. Students are expected to assist the custodial staff in keeping the building clean by not throwing papers, sunflower seeds, etc. on the floors and hallways. Writing and carving on walls, desks and chairs will not be tolerated. Students will be charged for all damages or losses occurring to school buildings, books, or equipment. They will also be responsible for monetary losses suffered by another student as the direct result of their inappropriate actions. Vandalism at Joseph Kerr Middle School will not be tolerated and students may receive severe disciplinary consequences as a result of these actions.

## **PROMOTION CEREMONY**

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

The Promotion Ceremony is a privilege not a right. Only students who meet credit, grade, and discipline requirements will participate in the promotion ceremony. Promotion Ceremony participation criteria: No student may participate in promotion if they are on the No-Activities List and do not meet the Academic/Citizenship and Behavior Expectations. (See No-Activities List – pages 51-52 in the Kerr Student and Parent Handbook.)

- Academic/Citizenship Expectation – Students must be in good academic standing. Students can have no more than one F and no more than one U in citizenship on their 4<sup>th</sup> term report card. To participate in the 8<sup>th</sup> grade promotion ceremony, students need a minimum total of 100 credits earned during their 7<sup>th</sup> and 8<sup>th</sup> grade years. The promotion ceremony is a

privilege earned by the students, not a right. Students who have earned 65 or more credits in 8<sup>th</sup> grade and at least a 2.0 GPA, but have not earned a total of 100 credits over two years may request to have their promotion rights reviewed by the promotion committee.

- **Behavior Expectation** – Behavior will be monitored up until the day of promotion. Students are expected to maintain appropriate behavior. Students who receive a home suspension the last two weeks of school will not be eligible for promotion practice or walking in the promotion ceremony.

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

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

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

In the event of inclement weather, there will be two Promotion Ceremonies (by alpha) held in the Multipurpose Room. Due to fire code attendance restrictions, only two guests per student will be allowed to attend in the Multipurpose Room. The Multipurpose Room ceremony will be videotaped and will be available for a nominal fee a week after the ceremony. Parents will be able to sign up for the video. Additional guests will be able to wait in the gymnasium during the ceremonies. Should this be necessary, information will be posted on the schools website at [jkms@egusd.net](mailto:jkms@egusd.net), our marquee, and via the automated phone caller system prior to the Promotion Ceremony.

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

## RENAISSANCE

The Renaissance Program honors students who are achieving academic excellence based on term grades. Renaissance is more than a program; it is an attitude that everyone can achieve excellence. There are four levels in our Renaissance Program:

Gold Card	4.0 and No U's in Citizenship*
Red Card	3.5 and No U's in Citizenship*
White Card	3.0 GPA or .5 GPA Improvement; No F's in grades or U's in Citizenship*
Blue Card	Perfect Attendance, No F's in grades or U's in Citizenship*

\*Anyone receiving a home suspension during the term will not be permitted to sign up. Students who qualify, sign up to receive rewards, recognition and access to exclusive activities. Sign-ups are well advertised. Due to the large number of participants, deadlines for signing up will not be flexed.

## RESPECT FOR OTHERS

The Joseph Kerr Middle School community is comprised of people from various cultural, racial, and religious backgrounds. This

community is built on mutual respect for the dignity and worth of all the individuals. Since intolerant and prejudicial comments and/or actions contradict this philosophy, their use cannot and will not be tolerated and may lead to serious disciplinary action, including suspension or expulsion.

## **SCHOOL BOUNDARIES**

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

## **SILVER K**

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

Requirements:

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

Area 1: School Service, Area 2: Scholastic Achievement, Area 3: Class Achievement, Area 4: Leadership, Area 5: Arts, Area 6: Club Participation, Area 7: Athletics, and Area 8: Community Service/Personal Achievement. Students are required to attend a minimum of 10 lunchtime meetings.

## **SPECIAL DELIVERIES**

Flowers, balloons, candy, etc., other than those available at school-sponsored events, are not allowed at school and **will not be delivered** to a student to acknowledge any special occasion. These items disrupt the educational process. If these items are delivered to the school they will be kept in the Main Office until the end of the school day.

## **STUDENT ACTIVITY CENTER - SAC**

The SAC, which is located in the multipurpose room, is where students purchase PE Uniforms, Joseph Kerr Middle School logo sweatshirts and sweatpants, dance tickets, ASB stickers, school supplies, and snack items at lunch and after school. Students also pay for field trips in the SAC. In addition, some Student Activity Center items are available online through our school web site <http://jkms.egusd.net/> at our WebStore.

## **STUDENT ACTIVITIES**

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

- Athletic events
- Concerts and performances
- Festivals

- Any non-academic activity which requires missing class time
- Dances (see specific information on page 40)
- Non-academic field trips

Field trip participation criteria: No student may sign up for or attend the field trip if they do not meet the Academic/Citizenship and Behavior Expectations.

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

Behavior Expectation – Behavior will be monitored up until the day of the trip. Students are expected to maintain appropriate behavior. Should a student receive a full day home suspension at any time during the term of the field trip, they will be removed from the trip.

- 8<sup>th</sup> Grade Promotion Ceremony (see specific information on page 53-54)

## **STUDENT DROP-OFF**

The student designated drop-off areas are located in the front parking lot on Elk Grove Blvd and the East parking lot on Elk Grove-Florin Road. Parents/guardians are to use these designated drop-off areas before and after school when bringing and picking up their students. **Please pull forward along the curb for student drop off and pick up.** For student safety, pull as far forward as possible so as not to back up traffic on Elk Grove Blvd or Elk Grove-Florin Road. All parking lot signage will be enforced by Elk Grove Police Department.

## **STUDENT IDENTIFICATION CARDS**

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

## **TARDY POLICY**

Students are expected to arrive on time to school and to arrive to class prior to the bell ringing. Students should follow the teacher's rules for the beginning of class. Students will be marked tardy if they are late to school or individual classes.

If students are tardy four times during a term, they will be assigned an administrative lunch detention. Students will receive a lunch detention for every subsequent tardy for the term. Tardy calculations start over every term. If students do not attend their first lunch detention, they may receive additional consequences.

Tardies beyond 30 minutes at the beginning of the school day, require the student to have parent/guardian verification when arriving to school. Tardies beyond 30 minutes are considered a truant.

**EXCESSIVE TARDIES: Students with excessive tardies may be reported to the School Attendance Review Board (SARB).**

## **TEXTBOOKS**

Textbooks are an important part of the instructional program. They are very expensive and expected to last for a number of years. Most cost at least \$85 to replace. It is important that students cover textbooks, handle them with care and keep them in a secure location. It

is recommended that students do not leave textbooks in teachers' classrooms as teachers are not responsible for textbook damages or loss. Students are responsible to return every book checked out to them. They will be charged for books that are damaged or not returned promptly at the end of the term. A current school ID card with picture is required at the time of checkout.

## **TRANSPORTATION**

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

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

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

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

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

### **Bus Stops**

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

### **Lost/Damaged Passes**

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

### **Bus Rules and Regulations**

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

### **Foggy Day / Inclement Weather Policy**

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

## **UNIFORM COMPLAINT PROCEDURES**

The Elk Grove Unified School District has the primary responsibility to insure compliance with federal and state laws and regulations and has established Uniform Complaint Procedures (UPC) to address allegations of unlawful discrimination, harassment, intimidation, and

bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of Local Control and Accountability Plan (LCAP).

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

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

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

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

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

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

## **VISITORS**

Parents/guardians are welcome to visit the school. Parents/guardians who wish to confer with a specific teacher/team should call or email to arrange a mutually convenient time. These appointments are provided at the discretion of the teacher/team. A 24-hour minimum notice is required to provide adequate information and to ensure teachers/teams are available to meet. **The visitor sign in sheet and visitor passes are located in the Main Office. It is required that all visitors to Joseph Kerr Middle School sign-in at the Main Office and show valid photo identification (i.e. driver's license or CA photo ID) and wear a pass.** Visitors are not to enter the campus and meet with teachers without following these procedures. Students are not to bring unauthorized guests, small children, or animals to school during school hours.

## **YEARBOOK**

Yearbooks are sold from August 8-31, 2019 for \$45.00. The cost increases to \$50.00 from September 1-December 31, 2019 and then \$55.00 from January 1, 2020, until the end of the school year, or until they are sold out. A limited number of yearbooks are printed each year. Students interested in purchasing one should do so early in the year. Student individual pictures for the yearbook are taken at the beginning of the school year on Tuesday, August 20, 2019. If a student is not present on that day, re-take pictures will be taken on Tuesday, September 17, 2019.

## **ACKNOWLEDGEMENT OF SCHOOL POLICIES**

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

# **ELK GROVE UNIFIED SCHOOL DISTRICT**

## **JOSEPH KERR MIDDLE SCHOOL**

### **VIDEO POLICY**

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

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

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

1. **Acceptable use** - The use of your account must be in support of education and research and consistent with the educational objectives of your school. Use of other organization's network or computing resources must comply with the rules appropriate for that network. You will be responsible for assisting with monitoring your account, periodically reporting your experiences using technology in an educational setting.
2. **Unacceptable Use** - Transmission of any material in violation of any US or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret. Use for commercial activities is not acceptable. Use for product advertisement or political lobbying is also prohibited. Any transmission or reception of pornographic material is expressly prohibited and will result in the cancellation of all information technology access and privileges for the remainder of the year.
3. **Privileges** - The use of information technology is a privilege, and unacceptable use will result in a cancellation of those privileges. The system administrator may close an account at any time as required. The administrator, faculty, and staff of any school may request the system administrator to deny, revoke, or suspend specific user accounts.
4. **Network Etiquette** - You are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:
  - A. Be Polite
  - B. Use appropriate language.
  - C. Do not reveal personal or friend's information, including last name, address, or phone number.
  - D. Electronic mail (e-mail) is not guaranteed to be private. Messages relating to or in support of illegal activities may be reported to the authorities.
  - E. Do not use the network or computer to disrupt the use of the network by others.
  - F. All communications and data accessed via the network should be assumed to be private property.
5. The Elk Grove Unified School District makes no guarantees of any kind, whether expressed or implied, for the service it is providing. The Elk Grove Unified School District will not be responsible for any damages you suffer. This includes loss of data resulting from delays, non-deliveries, misdeliveries, or service interruptions caused by its own negligence or your error or omissions. Use of any information obtained via the internet is at your own risk.

6. Security on any computer system is high priority, especially when the system involves many users. Do not use another individual's account without written permission from that individual. Attempts to log on to any network server as a system administrator will result in cancellation of user privileges.
7. Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Elk Grove Unified network, or another network that is connected to the internet, as well as any malicious attempt to harm or destroy computer equipment. Vandalism includes the uploading or creation of computer viruses.
8. Joseph Kerr Middle School Computer policy additions:
  - A. Student ID with JKMS internet sticker must always be displayed when accessing the internet
  - B. Software may not be installed on school computers by students
  - C. Computer or network configuration settings may not be altered by students
  - D. Students are limited to printing two pages without instructor permission

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

At Joseph Kerr Middle School we share a genuine concern about the academic, social and emotional growth of our students. If a student is identified as being at risk for retention, we will examine a combination of factors that will include grades, attendance, and teacher recommendations as well as the social and emotional growth of that student. This combination of assessment will be used to recommend promotion and/or retention at Joseph Kerr Middle School. The decision to promote or retain a student may be appealed by the student's parents/guardians consistent with Board policy described in this administrative regulation and law (AR 5123(d)).

To appeal a decision to retain, the appealing party shall submit a written request to the Superintendent or designee specifying the reasons why the decision should be overruled. The appeal must be initiated within 10 school days (days when school is in session for the student) of the determination of retention or promotion.

Within 30 days of receiving the request, the Superintendent or designee shall determine whether or not to overrule the decision to retain. Prior to making this determination, the Superintendent or designee may meet with the appealing party and the teacher. If the Superintendent or designee determines that the appealing party has proven that the decision to retain should be overruled, he / she shall overrule the decision to retain.

If the decision of the Superintendent or designee is unfavorable to the appealing party, the appealing party shall have the right to submit a written statement of objections, which shall become part of the student's record.

The decision of the Superintendent or designee shall be final.



## **ACKNOWLEDGMENT OF 2019-2020**

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

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

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

I have read, understand and agree to comply with the Joseph Middle School 2019-2020 Student & Parent Handbook that includes the Attendance Policy, General Information, Discipline Program, Bus Rules, No Activities List, Dance Policy and Fire Drill Procedures.

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

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

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

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

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

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

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

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

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

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

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

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

*This form is to be signed and returned to the students 1<sup>st</sup> period teacher.*

**JOSEPH KERR MIDDLE SCHOOL**  
**DANCE POLICY AND PERMISSION FORM**  
**2019-2020**

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

**Prior to the Dance**

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

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

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

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

Students whose name appears on the **"NO-ACTIVITY LIST"** will not be allowed to purchase a dance ticket. (See No-Activities List policy on pages 51-52 for details.)

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

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

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

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

**Students must enter all dances within 15 minutes of the beginning time of the dance.** Students must remain in the dance until the ending time of the dance unless picked up earlier by a parent or guardian. Afternoon dances will be from 3:15-5:15 p.m. and the Promotion dance will be from 5:00-7:00 p.m.

Students are encouraged to leave valuables at home.

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

Parents are welcome to attend dances to help assist staff in supervision, working the snack bar, donating food, or simply to observe.

A telephone is NOT available to students during the dance.

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

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

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

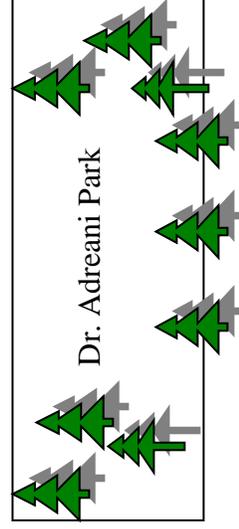
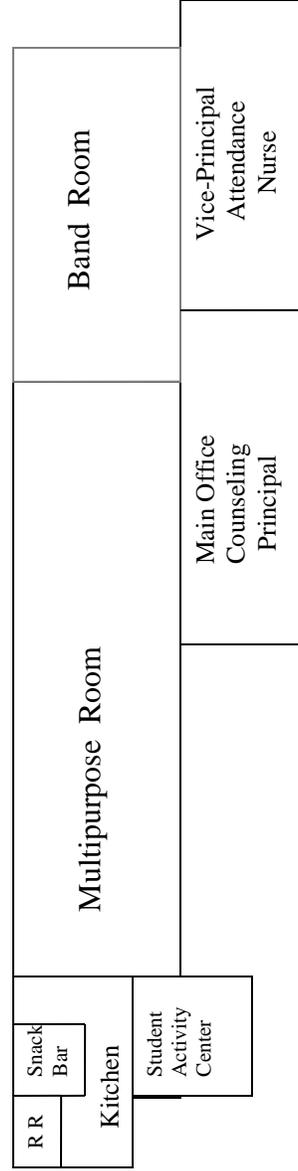
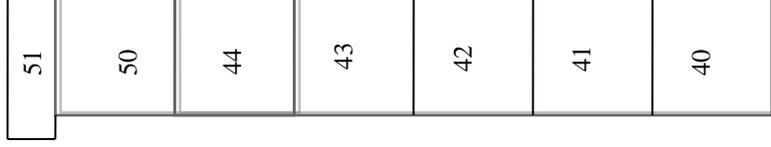
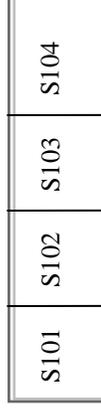
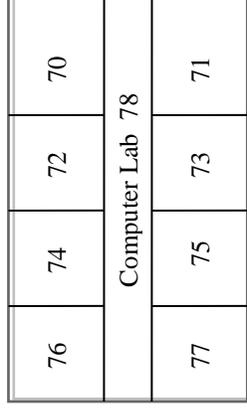
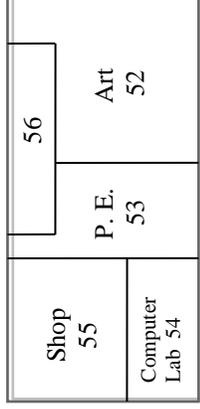
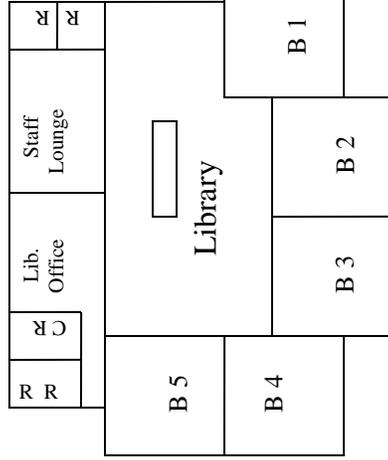
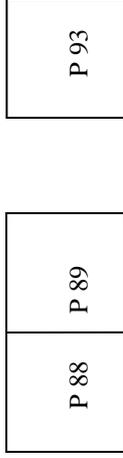
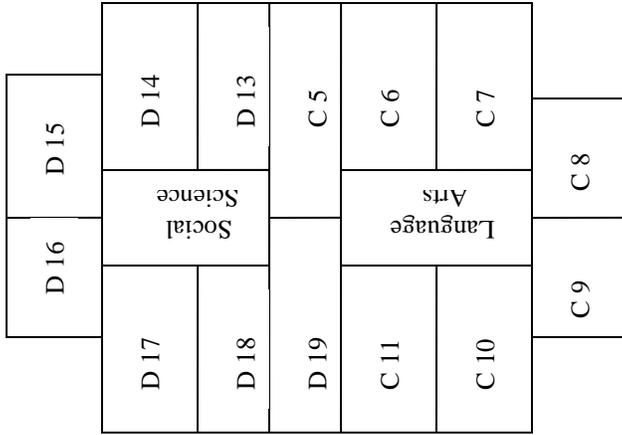
Student Signature \_\_\_\_\_ Date \_\_\_\_\_

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

***This form is to be signed and returned to the students 1<sup>st</sup> period teacher.***

# Joseph Kerr Middle School Elk Grove, California 2019-2020

## Basketball and Tennis Courts



Front Parking Lot  
Elk Grove Blvd.

Elk Grove Florin Road  
East Parking Lot