

# **Student Handbook**

## **2020-21**



**Franklin High School**  
**6400 Whitelock Parkway**  
**Elk Grove, CA 95757**

# FRANKLIN HIGH SCHOOL

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## **Board of Education**

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

## **District Administrators**

Christopher Hoffman, Superintendent  
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  
Nicole N. Brown, District Head Counselor

## **Franklin High School Administration**

Chantelle Albiani, Principal  
Carlos Castillo, Vice Principal  
John Harrigan, Vice Principal  
Natasha Lewis-Jones, Vice Principal  
Mohammad Warrad, Ed. D., Vice Principal

## **School Secretary**

Sandra Dinwiddie

## **Director of Student Activities**

Bryan Kilby

## **Director of Athletics**

Michael Cody

## **Counselors**

Ryan Autenrieth  
Kristina Ewen  
Stephanie Hartmann  
Valery Javier  
Deidre Sparrow  
Dawn Townsend  
Chase Moore, PhD., School Psychologist

# Principal's Message

Dear Franklin High School Students:

WELCOME to *Franklin High School, Home of the Wildcats*. Our greatest hope is that ALL of our students, their families and our staff remain safe and healthy. We have no doubt that everyone is anxious about starting their first ever Distance Learning school year. We know this pandemic was not how anyone imagined you would be starting to 20-21 school year. But we have an exciting year prepared for you in spite of the challenges of having to meet you virtually. We are looking forward to a school year still filled with academic excellence, innovative ways to teach and reach students, and hopefully a variety of virtual, exciting ASB activities, and a extra-curricular events, clubs and programs that make our Franklin community so incredibly strong.

Our goals have not changed, but our daily academic setting will be distinctly different. Even though we are meeting in a digital format, Franklin High School will continue to prepare students for the world beyond high school. Our focus is to provide a foundation for students to pursue academic success, and social and emotional wellness for ALL students, ensuring that ALL students have access to ALL programs and connecting ALL students to school through our Wildcat P.R.I.D.E, Preparation, Respect, Integrity, Determination and Empathy. We maintain high expectations, both academic and behavioral. We expect all students to engage themselves in their academic courses, as well as the many opportunities we have available.

Although we are not able to see each other on a daily basis, we do hope that we will eventually be able to safely and securely meet one another face to face. I encourage every student to take advantage of the opportunities and participate in a virtual school group or virtual activity outside of the classroom that will contribute to our *Wildcat PRIDE* and support Franklin High School's time-honored traditions.

Please take the time to read through this version of the student handbook. There are many important dates, times and procedural information that will help you manage your time here as a Wildcat. **#BePRIDEstrong**, so that we can all be part of making the 20-21 school year a wonderful memory.

Sincerely,



Chantelle Albiani

# History of Franklin

The town of Franklin has played an important role in the lives of families in southern Sacramento County ever since its beginning in 1856. Franklin was founded by an enterprising gentleman named Andrew George, who established his town fourteen miles south of Sacramento, on the busy Lower Stockton Road. Now known as Franklin Boulevard, this had been the main road from Sutter's Fort to the Mexican capital of Monterey, and during the Gold Rush it became the stage route to Stockton.

Mr. George did not name his town Franklin, as it is known today. He called it Georgetown, after himself, and the post office there was known by that name. However, the hotel he built was given the name of the Franklin House, in honor of his mother's family, the Franklins.

Years later, there was confusion between the town of Georgetown in Sacramento County and another town of that name. By then, Andrew George was dead, and people had begun calling the town Franklin. As a result, the name was changed to Franklin—a name which remains to this day.

Franklin became a community center for the agricultural area that grew up around it in the late 1800s and early 1900s. It was also a stop on the Western Pacific Railroad; the railroad enabled families to make trips to Sacramento in much less time than with a horse and buggy.

Franklin's support of public education has a rich history dating to 1859 when the first school district was founded. In later years, the Franklin School absorbed many smaller schools in the southwestern part of what is now the Elk Grove Unified School District.

Since the district's creation in 1959, Franklin Elementary School has been the only school located in the town of Franklin. With the opening of Franklin High School and Toby Johnson Middle School in 2002, Franklin's rich educational history and heritage continues.

Adapted From: "The Stories Behind Our Schools - Elk Grove Unified School District "  
July 1, 2000, By Elizabeth Pinkerton

For the history of other schools in the Elk Grove Unified School District, visit: [www.egusd.k12.ca.us/StateAndFed/programs/mini.htm](http://www.egusd.k12.ca.us/StateAndFed/programs/mini.htm)

## **Mission Statement**

Elk Grove Unified School District  
will provide a learning  
community that challenges ALL students  
to realize their greatest potential.

## **Elk Grove Unified School District Core Values**

- 1. Outcomes for Students**
  - Achievement of Core Academic Skills
  - Confident, Effective Thinkers and Problem Solvers
  - Ethical Participants in Society
- 2. Commitments About How We Operate as an Organization**
  - Support Continuous Improvement of Instruction
  - Build Strong Relationships
  - Find Solutions
- 3. High Expectations for Learning for ALL Students and Staff**
  - Instructional Excellence
  - Safe, Peaceful, and Healthy Environment
  - Enriched Learning Atmosphere
  - Collaboration with Diverse Communities and Families

Board Adopted June 18, 2001

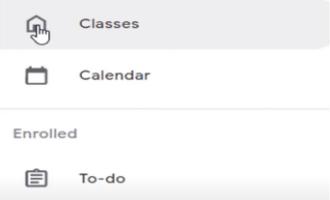
## **Franklin High School Mission Statement**

**The mission of Franklin High School is to challenge students to maximize their potential as learners, achievers, and productive world citizens.**

To that end, Franklin High School will provide for all students:

1. Rigorous standards-based curricula in preparation for advanced educational and career opportunities.
2. The knowledge and skills necessary to attain optimal mental and physical health and fitness throughout their lives.
3. Opportunity for personal development through balanced participation in cultural, athletic, and extracurricular activities.
4. An atmosphere that fosters mutual respect, acceptance of diversity, accountability, professionalism, and cooperative, collegial behavior.
5. Curriculum that incorporates the use of technological skills necessary for academic and career success.



	Zoom/ Google Meet	Google Classroom	At Home
<b>P</b> REPARATION Being ready physically and mentally	<ul style="list-style-type: none"> <li>Join meetings on time</li> <li>Have enough lighting to show face</li> <li>Have supplies ready and stay in established workspace</li> <li>Be aware of your surroundings and what is being shared with your class</li> </ul>	<ul style="list-style-type: none"> <li>Turn in assignments in the correct place</li> <li>Submit your work on time, as outlined by your teacher</li> <li>Add attachments before pressing turn in button</li> <li>Check the Stream and Classwork tabs daily</li> <li>Utilize resources provided to complete your work</li> </ul>	<ul style="list-style-type: none"> <li>Keep your school supplies in one place</li> <li>Set timers &amp; alarms</li> <li>Prepare snacks/lunch for breaks the night before</li> </ul>
<b>R</b> ESPECT Showing consideration, appreciation, and acceptance	<ul style="list-style-type: none"> <li>Enter zoom with microphone off</li> <li>Mute yourself unless speaking</li> <li>Wear school appropriate clothing</li> <li>Eat/drink during the breaks</li> <li>Use school- appropriate language</li> <li>Do not record/screenshot other students or staff members</li> <li>Only use chat features, when enabled, for on task conversations</li> <li>Turn off other devices in the background (phones, TVs, music, etc)</li> </ul>	<ul style="list-style-type: none"> <li>Use school- appropriate language and behavior</li> <li>Use academic language</li> <li>Be professional in your use of chat, and comments; aware that teacher, admin, and classmates can view what you write</li> </ul>	<ul style="list-style-type: none"> <li>Wear headphones, when possible</li> <li>Find a distraction-free work area</li> <li>Turn off all non-academic devices</li> <li>Use district devices appropriately; history can be tracked and viewed by the administration</li> <li>Remember that you are responsible for any damage or misuse of district devices</li> </ul>
<b>I</b> NTEGRITY Being honest, sincere, and kind in words and actions	<ul style="list-style-type: none"> <li>Remain in frame</li> <li>Only attend meetings you have been invited to</li> <li>Adhere to Franklin's policy on plagiarism and cheating; make sure your work is YOURS</li> </ul>	<ul style="list-style-type: none"> <li>Stay on topic; avoid posting distracting material/comments on Google Classroom or any other platform</li> <li>Address/report inappropriate behavior</li> <li>Adhere to Franklin's policy on plagiarism and cheating; make sure your work is YOURS</li> </ul>	<ul style="list-style-type: none"> <li>Only use EGUSD or teacher approved apps, resources, or websites</li> <li>Adhere to Franklin's policy on plagiarism and cheating; make sure your work is YOURS</li> <li>Use district devices appropriately; history can be tracked and viewed by the administration</li> </ul>
<b>D</b> ETERMINATION Setting goals and meeting expectations	<ul style="list-style-type: none"> <li>Stay on task</li> <li>Actively participate &amp; contribute in all learning tasks: individual and group work</li> <li>Ask for help using classroom signal</li> <li>Respond in the chat box when prompted</li> <li>Write down your questions and ask at an appropriate time</li> </ul>	<ul style="list-style-type: none"> <li>Be mindful of due dates</li> <li>Use "To-do" Lists</li> </ul>  <ul style="list-style-type: none"> <li>Read directions and use resources</li> </ul>	<ul style="list-style-type: none"> <li>Focus on learning during school hours</li> <li>Email/Messages your teacher whenever you have questions</li> <li>Utilize your scheduled support time to connect with your teacher</li> <li>Have caution when downloading/opening documents or files from third party websites or apps</li> </ul>
<b>E</b> MPATHY Showing the ability to understand and sharing the feelings of another	<ul style="list-style-type: none"> <li>Track the speaker</li> <li>Use helpful, positive words when using chat/comment features in Google Classroom, Zoom, and other apps.</li> </ul>	<ul style="list-style-type: none"> <li>Notify teacher of mistakes, errors, or broken links</li> </ul>	<ul style="list-style-type: none"> <li>Plan your 10-min breaks and recognize what you may need during tht time (step outside, eat a healthy snack, use the restroom, take a wellness break, etc.)</li> <li>Assume good intentions with students and staff members</li> <li>Give yourself and your teachers grace; understand that we are all learning together</li> <li>Support and help your friends</li> </ul>

# Graduate Profile



The Graduate Profile is a set of student outcomes that define what all Elk Grove Unified School District graduates should know and be able to do in order to be prepared for post-secondary education, career and civic participation. The Graduate Profile was developed with input from educators, students, parents and over 100 community members.

An Elk Grove Unified School District graduate demonstrates readiness to succeed in college, career, and life through:

 **Creative Problem-solving**

- Analyzes problems by exercising critical thinking to formulate and ask pertinent questions
- Develops solutions using innovative, inventive, and intuitive ideas and approaches
- Utilizes resources and processes necessary to solve problems

THINK

 **Self-awareness, Self-reliance, Self-discipline**

- Possesses and applies skills necessary for living independently
- Sets and meets realistic, measurable goals; makes adjustments as needed
- Articulates strengths, weaknesses, abilities, and limitations as these apply to achieving plans and goals after graduation
- Manages and balances time, resources, and responsibilities

PLAN

 **Technical Literacy**

- Demonstrates mastery of technology necessary for college and career success
- Exhibits willingness to learn and utilize new technology
- Understands the evolving role of technology in industry and society

CONNECT

 **Communication and Collaboration**

- Articulates thoughts and ideas in all forms of communication: oral, written, and non-verbal
- Reads, listens, and observes effectively
- Relates to and collaborates with diverse groups to achieve a common purpose

COMMUNICATE

 **Community Engagement**

- Demonstrates knowledge about school, local, and global issues
- Respects cultural differences
- Participates in diverse school and community organizations willingly and cooperatively

ENGAGE

 **Integrity**

- Makes commitments and keeps them, giving full effort
- Takes responsibility for actions
- Acts with honesty, authenticity, and sincerity

ACT

# FRANKLIN HIGH SCHOOL STUDENT LEARNING OUTCOMES

Franklin students will become independent, reflective learners who...

- communicate effectively in both academic and workplace environments
- think, analyze, and read critically
- achieve academic goals through rigorous, challenging courses
- work cooperatively with diverse groups
- make positive contributions to the school and the community
- P.R.I.D.E. (Preparation, Respect, Integrity, Determination, Empathy)

Math students will...

- make sense of problems and persevere in solving them.
- model with mathematics.
- use appropriate tools strategically and attend to precision.

World Language students will...

- demonstrate proficient communication in the target language to prepare them to function in a multicultural setting, both in California and beyond.
- demonstrate intercultural understanding, sensitivity, and respect.

Strategies students will...

- be fully included in the Franklin academic and social community.
- successfully transition through high school into post secondary planning.
- take responsibility for their lives and maximize their potential.

English students will...

- read frequently, skillfully, and critically.
- write precisely with a strong voice.
- speak confidently and effectively.

Industrial Technology students will...

- use modern techniques, skills, and technology to complete projects that follow industry-standard practices.
- effectively use technology to communicate information or tell stories.
- identify and solve problems by designing a system or a process that meets specific and realistic constraints.

Social Science students will...

- effectively extract information from a variety of primary and secondary sources.
- critically analyze, evaluate, and apply information, and communicate their findings with minimal bias.
- connect past and present events in order to understand causes and effects in a global context.

Counselors and student support staff will help students...

- graduate with post-secondary academic and/or vocational plans.

- explore career interests and prepare for future employment.
- seek resources when solving problems and making decisions.

Visual and Performing Arts students will...

- demonstrate autonomous problem-solving skills through the timely completion of creative projects that are based on challenging critical thinking skills.
- develop self-confidence through persistence in studio work or the rehearsal process, culminating in portfolio assessments or final performances.

Business students will...

- utilize industry-standard software while applying best practices of internet safety, research, and evaluation of information.
- integrate academic knowledge with technical competencies to learn, work, and live in a technological world.
- transfer skills learned in business and technology courses to personal decision-making, life management, and financial independence.

Health students will...

- learn how to make choices to enhance their own health and well-being.
- learn about the current health-related information, products, and services available.
- understand the many physical, mental, emotional, and social changes that occur throughout life.

Physical Education students will...

- meet or exceed the expectations of a quality physical education program.
- recognize the value of proper nutrition and fitness and the connection between a healthy mind and body.
- develop an understanding of cooperation and sportsmanship.

Science students will...

- utilize resources and make informed decisions regarding scientific issues.
- respect nature by evaluating the effects of humanity on the environment and proposing possible solutions for problems affecting biological systems and natural resources.
- apply a systematic approach to solve problems and evaluate new discoveries.

# ACADEMICS/COUNSELING

## Academic Program

### Class of 2020-21 EGUSD Enrollment Requirements/Graduation Requirements

	Elk Grove High Enrollment Requirements	Florin High Enrollment Requirements	Franklin High Enrollment Requirements	Laguna Creek High Enrollment Requirements	Sheldon High Enrollment Requirements	Valley High Enrollment Requirements	EGUSD Graduation Requirements
English	40 Credits						
Mathematics	40 Credits of Math to include Math I, and math in Sr. year and 20 Credits of Science include General and Life <b>OR</b>	40 Credits of Math to include Math I, and math in Sr. year and 20 Credits of Science include General and Life <b>OR</b>	40 Credits of Math to include Math I, and math in Sr. year and 20 Credits of Science include General and Life <b>OR</b>	40 Credits of Math to include Math I, and math in Sr. year and 20 Credits of Science include General and Life <b>OR</b>	40 Credits of Math to include Math I, and math in Sr. year and 20 Credits of Science include General and Life <b>OR</b>	40 Credits of Math to include Math I, and math in Sr. year and 20 Credits of Science include General and Life <b>OR</b>	40 Credits of Math to include Math I, and math in Sr. year and 20 Credits of Science include General and Life <b>OR</b>
Science	30 Credits of Math to include Math I and math in Sr. year <b>AND</b> 30 Credits of Science to include Physical and Life Science	30 Credits of Math to include Math I and math in Sr. year <b>AND</b> 30 Credits of Science to include Physical and Life Science	30 Credits of Math to include Math I and math in Sr. year <b>AND</b> 30 Credits of Science to include Physical and Life Science	30 Credits of Math to include Math I and math in Sr. year <b>AND</b> 30 Credits of Science to include Physical and Life Science	30 Credits of Math to include Math I and math in Sr. year <b>AND</b> 30 Credits of Science to include Physical and Life Science	30 Credits of Math to include Math I and math in Sr. year <b>AND</b> 30 Credits of Science to include Physical and Life Science	30 Credits of Math to include Math I and math in Sr. year <b>AND</b> 30 Credits of Science to include Physical and Life Science
Social Science	35 Credits	40 Credits	35 Credits				
Physical Education**	20 Credits**						
World Language	20 Credits of World Language <b>OR</b> 10 Credits of World Language and 10 Credits of Fine Arts	10 Credits of World Language <b>AND</b>	20 Credits of World Language <b>AND</b>	20 Credits of World Language <b>AND</b>	10 Credits	20 Credits of World Language <b>OR</b> 10 Credits of World Language and 10 Credits of Fine Arts	20 Credits of World Language <b>OR</b> 10 Credits of World Language and 10 Credits of Fine Arts
Visual/Perf. Arts		10 Credits of Fine Arts	10 Credits of Fine Arts	10 Credits of Fine Arts	10 Credits		
Health	5 Credits						
Technology	5 Credits or Proficiency Test	10 Credits or Proficiency Test	5 Credits or Proficiency Test	5 Credits or Proficiency Test			
Speech	5 Credits or Proficiency Test						
Community Service	Not Required	Not Required	Not Required	Required	Not Required	Not Required	Not Required
Senior Project	Not Required	Required	Not Required	Not Required	Not Required	Not Required	Not Required
Academy or Academic Major	Not Required						
<b>Total of Required Courses</b>	<b>190 credits</b>	<b>195 credits</b>	<b>200 credits</b>	<b>200 credits</b>	<b>200 credits</b>	<b>190 credits</b>	<b>190 credits</b>
<b>Total Credits Required</b>	<b>220</b>						

\*\*The physical education graduation requirement consists of successful 10 units in Course I (freshman year) and 10 units in Course II or PE electives. *If a 9th grade student fails to pass the state required FITNESSGRAM test, the student must be enrolled in PE in the 10th grade. (Passing is determined when a student is within the Healthy Fitness Zone in 5 out of the 6 subtests.)* \* Shaded areas indicate site enrollment requirements

## **ALL HONORS AND ADVANCED PLACEMENT PROGRAM**

Students are encouraged to challenge themselves through accelerated learning by enrolling in one or more Honors or Advanced Placement courses each school year. The College Board's Advanced Placement program gives students the opportunity to earn college credit while in high school through successful performance on culminating Advanced Placement examinations. A complete listing of Honors and Advanced Placement courses offered at Franklin High School is contained in the course catalogue. Students interested in enrolling in Honors or Advanced Placement courses should see their counselor for additional information.

### **Specialized Programs**



#### **STEAM: Science, Technology, Engineering, Art and Math**

STEAM is a unique 4-year program that integrates science and math to assist students in developing technical skills in one of six areas of study: Animation, Computer Science, Design Arts, Digital Media, Engineering Design or Engineering Technology. Through a designated sequence of courses, each area provides opportunities for advanced learning to prepare students for college and a career. Course instruction is enhanced through business partnerships, guest speakers, industry related competitions and industry tours. Students who complete the STEAM courses and program requirements will be recognized with a cord to wear at graduation. Additional information regarding STEAM and the program application are available on the school's website ([frhs.egusd.net](http://frhs.egusd.net)).

#### **High Quality Pathways**

To accompany our expansion of Career Technical Education courses at Franklin High School, we are offering High Quality Pathways in the following industry sectors: animation, design arts, digital media, engineering design, engineering technology, innovation and entrepreneurship and web design. Students who complete a pathway will be recognized and provided a certificate of achievement. In order to be considered a pathway completer, students must take a series of three courses which total 30 credits. Each high quality pathway has an introductory course, a concentrator course and concludes with a capstone course. For more information on the pathways and courses required please visit our website [frhs.egusd.net](http://frhs.egusd.net).

#### **MINI-COURSES**

Our schedule is comprised of mini and block courses. Some of our academic courses (English 9 and 10, and Math 1 and 2) have mini courses as well as block courses to allow students to have exposure to English and Math all year long. Minis are a great opportunity for students to survey what the block version of the course is. We run our leadership, link crew, and yearbook programs through our mini periods. For more information on our mini courses, please visit our school website at [frhs.egusd.net](http://frhs.egusd.net).

## Academic Support

### ADVOCACY

In order to facilitate grade level-specific activities and exposure to college and career planning, each student will be assigned to an Advocacy class with a group of students and a teacher who will remain together from the freshman to the senior year. The class will meet periodically in order to achieve the following objectives:

1. Allow students to explore post-secondary college and career options
2. Provide students with the knowledge, learning skills, and resources necessary to track their individual academic progress as motivated, self-directed learners
3. Apprise students of the academic and personal/social services available to them at Franklin High School
4. Allow students to complete standardized state testing in a grade level specific classroom.
5. Provide students access to [www.californiacolleges.edu](http://www.californiacolleges.edu)

### EXTENDED DAY COURSES

In order to support students' achievement in core academic classes, Franklin High School offers some classes outside of the regular school day. Students who require additional academic assistance are encouraged to work with their counselors to enroll in these courses.

### TUTORING

The primary responsibility for academic success lies with the student; however, Franklin High School does offer tutoring programs for students who need extra help. Students may attend tutoring sessions sponsored by various academic departments. Students are encouraged to talk to their subject area teachers as soon as they feel they need assistance in understanding course work and in completing assignments. These teachers can help them to access the tutoring opportunities available.

### FRANKLIN COMMUNITY LIBRARY

The Franklin Community Library serves the students of Franklin High School and Toby Johnson Middle School, as well as public patrons from the Elk Grove/Laguna community. The library is operated jointly by the Elk Grove Unified School District and the Sacramento Public Library. As a result of this collaboration and blending of resources, the size of the library collection and the hours of service extend well beyond those of a usual high school library. Students and staff may use the library for research, class projects, and pleasure reading during the school day. Regular school policies and procedures will be enforced from thirty minutes before school begins to thirty minutes after school ends. Students are welcome to use the library at other times when it is open; however, **after school hours and on Saturdays, they will be treated as public library patrons.** The Sacramento Public Library staff are the only staff on duty after school hours. NOTE: Public patrons using the library during school hours will be required to sign-in and show identification upon request.

The library collection includes books, magazines, newspapers, videos, audio books, and other materials for use in the library and at home. Students may use their Franklin High School picture ID to check items out from the library. During school hours, library computers provide access to filtered Internet research, word processing software, and the library catalog. **Students are expected to use the computers for educational purposes only per the EGUSD Internet Use Policy, during all school hours.**

Photocopying and computer printing services are provided for a charge. Students are exempt from overdue fines. Students are responsible for lost or damaged items checked out from the library.

Due to COVID-19 the library is closed to the public but will re-open when it is safe for students and the public.

## **CLASS STANDARDS/COURSE SYLLABI**

During the first week of each quarter, students will receive from their teachers an expectations sheet and course syllabus for each subject. Homework policies, grading standards, course requirements, and curriculum content will be outlined in each syllabus.

## **COUNSELING**

Franklin High School offers a comprehensive counseling program that supports academic, career, and personal social development. Counselors assist students in identifying courses of study that help guide their college, career and life goals. The counseling program is an integral part of Franklin's total school program. The counseling department works in collaboration with the school's staff, families and community to provide a supportive, effective and safe environment in which all students can succeed. Students and families are encouraged to visit our school website for more information at [frhs.egusd.net](http://frhs.egusd.net) under the guidance and counseling link.

## **GRADUATION CEREMONY PARTICIPATION REQUIREMENTS**

All Franklin High School students must meet all graduation requirements to participate in the high school graduation ceremony. A student must earn 35 credits in the 3<sup>rd</sup> and 4<sup>th</sup> quarters at block-schedule high schools. A Franklin HS student must meet all graduation requirements prior to the graduation ceremony rehearsal in order to participate in the graduation ceremony.

## **GRADING POLICY**

Grades at Franklin High School are earned and issued on an A-B-C-D-F scale. Daily attendance, completion of class assignments and homework, class participation, performance on examinations and projects, and class conduct may be considered in determining a student's grade. Questions or concerns regarding grades should be directed to the classroom teacher.

### Grades/Evaluation of Student Achievement (AR 5121)

For grades 4-12, grades for academic performances shall be reported for each grading period as follows:

- A (90-100%) Outstanding Achievement 4.0 grade points
- B (80-89%) Above Average Achievement 3.0 grade points
- C (70-79%) Average Achievement 2.0 grade points
- D (60-69%) Below Average Achievement 1.0 grade points
- F ( 0-59%) Little or No Achievement 0
- I Incomplete 0

An Incomplete shall be given only when a student's work is not finished because of illness or other excused absence. **If not made up within six weeks, the incomplete will become an F.**

Because of the more rigorous nature of Advanced Placement, honors, and concurrent postsecondary courses, students receiving a grade of A, B, or C in those courses shall receive extra grade weighting as follows:

- A (90-100%) Outstanding Achievement 5.0 grade points
- B (80-89%) Above Average Achievement 4.0 grade points
- C (70-79%) Average Achievement 3.0 grade points

Post-secondary courses receiving extra grade-weighting shall be limited only to those listed in the US/CSU approved course list for colleges. Some Honors courses also shall receive extra grade-weighting. These courses shall be those which are UC-approved, as described in the A-G subject requirements. Per UC policy, the number of credits carrying extra grade points shall be limited to 20 during the sophomore year.

(cf. 6162.5 - Student Assessment)

The teacher of each course shall determine the student's grade. The grade assigned by the teacher shall not be changed by the Board or the Superintendent except as provided by law, Board policy, or administrative regulation. (Education Code [49066](#))

### **GRADE WEIGHTING**

In accordance with policies established by the University of California, students completing honors and advanced placement (AP) courses at the junior and senior levels will receive UC recognized extra grade points within their grade point average (GPA) calculation. The chart below illustrates the grade weighting used at Franklin High School. Freshmen and sophomore students who take courses receive district-recognized extra grade points which are reflected in the cumulative grade point average. Questions may be directed to the Counseling Department.

<b><u>Regular Courses</u></b>	<b><u>AP/Honors Courses</u></b>
A=4	A=5
B=3	B=4
C=2	C=3
D=1	D=1
F=0	F=0

### **HOMework REQUESTS**

Nothing can replace the learning and experience that takes place in the classroom. Therefore, it is important that students attend class every day. Homework may be available through StudentVUE or Google Classroom. Requests for make-up homework assignments should be made directly to the teacher of the student's class. Please allow 24-48 hours for teachers to respond to such requests.

### **TEXTBOOKS**

Students will be issued textbooks to support the curriculum of the courses in which they are enrolled in at Franklin High School. A current class schedule with barcode or school ID card is required for check out. Students are responsible for the copy issued to them. Students are expected to cover textbooks, handle them with care, and keep them in a secure location. Textbooks should not be stored in the classroom. Fines may be assessed for texts not returned promptly at the end of each term, or for books returned with damage. Exact replacement copies in good condition may be accepted in lieu of payment; details available from school library staff.

### **TRANSCRIPT REQUESTS**

Transcripts may be requested through the Registrar's office at 916 714-8150, ext.# 41536 or email [sjohnsto@egusd.net](mailto:sjohnsto@egusd.net).

### **CHALLENGING STUDENT RECORDS –AR 5125.3**

Procedures for Challenging Records

The custodial parent/guardian of any student may submit to the Superintendent or designee a written request to correct or remove from his/her child's records any information concerning the child which he/she alleges to be any of the following: (Education Code Section 49070; 34 CFR 99.20)

1. Inaccurate
  2. An unsubstantiated personal conclusion or inference
  3. A conclusion or inference outside of the observer's area of competence
  4. Not based on the personal observation of a named person with the time and place of the observation noted
  5. Misleading
  6. In violation of the privacy or other rights of the student
- (cf. 5121 - Grades/Evaluation of Student Achievement) (cf. 5125 - Student Records)

Any student who is 18 years of age or attends a postsecondary institution shall have the sole right to challenge the contents of his/her records in accordance with the following procedures. (Education Code 49061, 49063)

Within 30 days of receiving a request to correct or remove information from a record, the Superintendent or designee shall meet with the parent/guardian and with the district employee who recorded that information. (Education Code Section 49070)

If the challenge involves a student’s grade, the teacher who gave the grade shall be given an opportunity to state orally, and/or in writing, the reasons for which the grade was given. In the absence of clerical or mechanical error, fraud, bad faith or incompetency, the student's grade as determined by the teacher shall be final. (Education Code Section 49066)

(cf. 5121 - Grades/Evaluation of Student Achievement)

**Resolution of Challenge/Appeals**

After considering all relevant information, the Superintendent or designee shall sustain or deny the parent/guardian's allegations. (Education Code 49070)

If the Superintendent or designee denies the allegations, the parent/guardian may, within 30 days, appeal the decision in writing to the Governing Board. (Education Code Section 49070)

**College/Career Planning**

**University of California/California State University ADMISSION REQUIREMENTS**

Students at Franklin High School will be encouraged to enroll in a course of study that will meet admission requirements for UC or CSU. Current admission requirements for freshmen and upper division transfer students are listed below. These are general guidelines; for a more detailed description, please refer to <https://www2.calstate.edu/apply/freshman> or <http://admission.universityofcalifornia.edu/freshman/index.html>.

<u>Subject</u>	<u>CSU</u>	<u>UC</u>
English	4 years	4 years
Mathematics (Math I, Math II, Math III)	3 years	3 years
World History, World Geography, U.S. History or U.S. History and Government	2 years	2 years
Science with laboratory	2 years	2 years
Foreign language	2 years	2 years
Visual and performing arts (art, dance, theater, music, etc.)	1 year	1 year
Electives (English, advanced math, social science, history, laboratory science, foreign language, visual and performing arts, and agriculture)	1 year additional course	1 year additional course

Source: CSU Office of the Chancellor

**PRIVATE FOUR YEAR COLLEGES AND OUT OF STATE SCHOOLS**

Specific admission requirements for private and out of state colleges and universities vary widely. In general, the course requirements listed above for the University of California will meet the admission requirements of most private colleges and universities across the U.S. (for example, Harvard, Pepperdine, UOP, BYU, etc.). For specific information about individual schools, students are advised to check the college’s handbook or catalog in Franklin’s Career Center or to log on to the website of the specific school.

### **COMMUNITY COLLEGE INFORMATION**

Franklin High School is located in the Los Rios Community College district. The Los Rios campuses serve many Elk Grove Unified School District graduates. To enroll in a community college, students must be eighteen years of age or possess a high school diploma. In some cases it is possible for high school students to enroll concurrently at a community college. If interested, students are asked to visit the career center or contact their counselor for details.

### **CALIFORNIA COLLEGES.EDU**

EGUSD and Franklin High School are partnering with California Colleges to help student's research different careers and pathways available to them. Register your student and parent accounts now at [www.CaliforniaColleges.edu](http://www.CaliforniaColleges.edu). This college and/or career planning website provides students and parents with an all-inclusive, one-stop location to guide college and career decision-making and planning for life after high school. The platform provides tools needed to support students as they explore colleges, careers, college application processes and resources for financial planning.

### **CAREER CENTER**

Our Career Center is a great resource for students to work on their college applications, scholarships, complete career searches and much more. Due to COVID-19, and Distance Learning, the Career Center Technician will only be available by email, phone and zoom meetings. Student Services office will distribute college application information in Advocacy classes. Please visit our school's website [frhs.egusd.net](http://frhs.egusd.net) under counseling and guidance for more information.

# Co-Curricular Activities

## ASB STICKER/SPORTS PASS

Once we are back from Distance Learning, to encourage students' attendance and participation at school events, the Associated Student Body sells an ASB card that will allow students FREE admission to ALL home athletic events (playoffs and powder puff not included), discounts on tickets and bids to other events, discounts on items in the Concession Stand, and a chance to participate in special attractions and activities during lunches. Students who purchase cards are advised that these cards are not transferable and at no time shall a student lend his/her ASB card to another student. If this situation does occur, the privileges of the ASB card will be revoked. In addition, defaced, lost, or stolen cards will **NOT** be replaced. In the event of loss or damage, the student will be asked to purchase a new card at the original cost. ASB cards will be sold throughout the school year during all three lunches at the Controller's office and the Concession Stand.

## ASSEMBLIES

From time to time, special assemblies are scheduled at Franklin High School. During these assemblies, students are expected to sit in the assigned seats for their class and be attentive and courteous. Students failing to follow the standards of good behavior during an assembly will be removed and disciplinary action will be taken. Students who attend any assembly or rally must remain in the audience for the entire duration of the program. Unauthorized departure from any assembly or rally may result in disciplinary action.

## ATHLETICS

Part of the Delta League, Franklin High School offers a comprehensive athletic program. Students have the opportunity to compete in football, volleyball, cross-country, golf, basketball, baseball, softball, soccer, wrestling, tennis, water polo, swimming, track and field, and cheerleading. For additional information on the Franklin High School Athletic Program, students are asked to contact the school's Director of Athletics, Michael Cody at 916 714-8150, ext.#41502 or email mcody@egusd.net.

## CLUBS

Franklin High School offers a variety of official clubs for all members of the student body. Students are invited to join any that interest them. All that is required to charter a club is student interest, a staff advisor, and a reasonable purpose. For more information on existing clubs or in chartering a new club on campus, students are encouraged to see Bryan Kilby, Director of Activities or email bkilby@egusd.net.

## DANCES

When students attend a school dance, they do so to enjoy a school-sponsored social event. The following guidelines are intended to guarantee that all students can enjoy Franklin High School dances. The following is a list of requirements and expectations for attending dances at Franklin High School. **Prior to attending school dances, students and parents/guardians will be asked to sign and have on file a dance contract acknowledging the dance rules.** Students will not be able to purchase a dance ticket without a dance contract on file.

### **1. PRIOR TO DANCE**

- A. All tickets will be sold in advance of the dance at the concessions stand or the controller's office window. **All ticket sales are final—no refunds or exchanges.**
- B. Students who have outstanding debts, detention time, or an active suspension are placed on the **No Activity List**. Students on the **No Activity List** will not be allowed to purchase a ticket or attend to the dance.

### **2. REQUIREMENTS AND EXPECTATIONS DURING AND AFTER THE DANCE**

- A. Students must present their Franklin student I.D. card and ticket at the door when they enter the dance.

- B. Dances are open ONLY to Franklin High School students and approved guests with passes.
- C. Students must enter all dances within 90 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 a guardian.
- D. Inappropriate dancing will not be permitted. Franklin High School has a zero tolerance policy for inappropriate dancing.
- E. All regulations pertaining to student conduct while in school are in effect. Offenders are subject to disciplinary action as provided by Ed. Code.
- F. **Removal from a dance may result in not being permitted to attend the next three scheduled dances. In addition, students may receive Saturday School or other disciplinary consequences.**
- G. Students are encouraged to leave valuables at home or use the coat check provided. Parents are welcome to volunteer at dances to help assist staff in the snack bar, or help with the coat check.

### **ATHLETICS/ACTIVITIES GUIDELINES FOR PRACTICES AND REHEARSALS**

In order to maintain a supportive learning environment for academics, the following parameters regarding time commitments for extra/co-curricular activities will be followed by all clubs, organizations, teams, and groups (exceptions to these guidelines must be approved by administration):

- No practice/rehearsals shall extend beyond 9:00 p.m. on any night.
- Non-league games/shows/performances and programs/activities involving students will not be scheduled during the designated “dead week”—the week of final exams.
- Practice sessions will not be longer than 150 minutes (2.5 hours).
- Weekend practices are not recommended. Sunday practices/meetings will not be allowed.
- Students who need to attend before/after school tutoring sessions to improve their academic performance will be allowed to do so without penalty from their coach/advisor.
- Athletes must adhere to all guidelines and policies set forth in the District provided Student Athlete Handbook.

### **EXTRA-CURRICULAR ACTIVITIES ELIGIBILITY**

For purposes of applying eligibility criteria for student participation, extracurricular and cocurricular activities shall be defined as follows: (Education Code [35160.5](#))

1. Extracurricular activities (including interscholastic athletics) are not part of the regular school curriculum, are not graded, do not offer credit, do not take place during classroom time, and have all of the following characteristics:
  - a. The program is supervised or financed by the school district.
  - b. Students participating in the program represent the school district.
  - c. Students exercise some degree of freedom in the selection, planning, or control of the program.
  - d. The program may include both preparation for performance and performance before an audience or spectators.

\* Throughout the document, extracurricular activities (including interscholastic athletics) will be referred to as EA/IA.

2. Cocurricular activities are programs that may be associated with the curriculum in a regular classroom.

An activity is not an extracurricular or cocurricular activity if either of the following conditions applies: (Education Code [35160.5](#))

1. It is a teacher-graded or required program or activity for a course which satisfies the entrance requirements for admission to the California State University or the University of California.

(cf. [6143](#) - Courses of Study)

2. It is a program that has as its primary goal the improvement of academic or educational achievement of students.

## **EXTRACURRICULAR ACTIVITIES (INCLUDING INTERSCHOLASTIC ATHLETICS)** **ELIGIBILITY REQUIREMENTS**

The grade point average (GPA) used to determine eligibility for EA/IA shall be based on grades of the last previous grading period during which the student attended class at least a majority of the time. If a student was not in attendance for all, or a majority of, the grading period due to absences excused by the school for reasons such as serious illness or injury, approved travel, or work, the GPA used to determine eligibility shall be the grading period immediately prior to the excluded grading period(s). (Education Code [35160.5](#)) (cf. [5113](#) - Absences and Excuses)

When a student becomes ineligible to participate in EA/IA in the upcoming grading period, or when he/she is subject to probation, the principal or designee shall provide written notice to the student and his/her parent/guardian.

All students who wish to participate in EA/IA must:

1. Have earned a 2.0 grade average in their overall district 7-12 program for the grading period prior to their participation and for each succeeding grading period during participation.

Exception: Eligibility for the winter athletic season in schools on a traditional semester calendar, where "quarter grades" (grades of progress) are issued, will be determined by the first quarter grades. The student must have earned a 2.0 GPA. If the student has a 2.0 GPA, but has an "F", he/she can become eligible as soon as a grade clearance form is returned to the Activities/Athletic Director, signed by the teacher, signifying that the student now earning a passing grade.

2. Meet standards of satisfactory citizenship.
3. Have a satisfactory attendance record.
4. Must be enrolled as a student at the comprehensive secondary school sponsoring the sport and/or activity. If the sport/activity is not available at the student's comprehensive secondary school, the student may transfer to the comprehensive secondary school fielding that sport/activity. The student will be eligible for that sport/activity only.

In addition, the associated student body president shall maintain at least a 2.5 grade point average.

The administration shall establish:

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

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

\* Grades of Progress:

"Progress Reports" Data processor generated grades assigned to a student, but not officially recorded on a transcript.

\* Grades of Record:

"Final Report Cards" Data processor generated grades assigned to a student and officially recorded on a transcript (recorded on the student's transcript at the end of the term/semester.)

### **Initial Eligibility**

All students who wish to participate in EA/IA must:

Have earned a minimum 2.0 grade point average based on grades of record for the grading period immediately prior to their participation, with no more than one fail. Credits earned will be a factor in computing grade point averages.

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

\*Schools reserve the right to restrict try-outs to only academically eligible students.

For Academic Eligibility, Grades of Record and Grades of Progress are defined as:

- A. Grades of Record: data processor-generated grades assigned to a student and officially recorded on a transcript.
- B. Grades of Progress: data processed-generated grades assigned to a student but not officially recorded on a transcript; on traditional semester calendar these are “quarter” grades issued after the first 9 weeks of each semester; on a block /4 term calendar these are grades issued after the first 4-6 weeks of each term.

EXCEPTION: Eligibility for the winter athletic season in schools on a traditional semester calendar, where "quarter grades" (grades of progress) are issued, will be determined by the first quarter grades.

For athletic eligibility, satisfactory progress toward graduation shall be defined as:

- 1. Maintain minimum progress toward meeting the high school graduation requirements.
  - a. At least 40 credits earned by grade 10
  - b. At least 90 credits earned by grade 11
  - c. At least 150 credits earned by grade 12
- 4. In addition, the associated student body president shall maintain at least a 2.5 grade point average.

The site administration shall establish:

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

### **Continuing Eligibility**

All students who wish to continue to participate in EA/IA remain eligible if:

- 1. The student maintains a minimum 2.0 grade point average on applicable grading period, with no more than one fail.
- 2. The student maintains standards of satisfactory citizenship.
- 3. The student maintains satisfactory attendance record as defined by Board Policy.

### Summer School/ Intersession to affect Extracurricular Activities (Including Interscholastic Athletics) Eligibility

Students who have demonstrated a satisfactory attendance record of ninety percent actual attendance and have met standards of satisfactory citizenship in all courses and in the school and in related school activities during the final grading period have the option of having summer school (or intersession) course work affect their EA/IA eligibility. In selecting summer school (or intersession) course work for this purpose, the student must repeat the same course(s) in which grade(s) from preceding grading period caused the ineligibility.

In the event identical courses are not available, the student may substitute other course work at the same or higher level of difficulty. All substitute course work must have the prior approval of the school site's counselor, appropriate school site department chairperson, and final approval of the school site principal before the student enrolls in the summer school (or intersession) program.

### **Probation Provisions**

Students whose academic performance has been affected by a long-term medical problem, personal family duress or tragedy or other conditions beyond the control of the student and family may petition the school for a one-time, academic probationary period not to exceed nine weeks.

Requests for probation will be heard by a committee consisting of a minimum of three persons that may include a site administrator, counselor or designee, classroom teacher, and athletic/activity director. The probation committee will determine if the request meets the above criteria. The committee may request written verification of any conditions that affect academic performance.

Should probation be granted, the committee will develop a contract between the student, family and school that clearly outlines the extended academic performance expected during the probationary period. A student who does

not achieve educational progress as defined by the probationary committee may lose his or her eligibility either during or at the end of the probationary period.

Schools shall report any student who is granted probation for athletics to the district athletic director.

### **Supervision**

All EA/IA and cocurricular activities conducted under the name or auspices of a district school or any class or organization of the school, regardless of where the activities are held, shall be under the direct supervision of certificated employees. (5 CCR [5531](#))

Any noncertificated person working with students in a district-sponsored EA/IA and cocurricular student activity program shall possess an Activity Supervisor Clearance Certificate from the Commission on Teacher Credentialing or shall have cleared a Department of Justice and Federal Bureau of Investigation criminal background check prior to beginning his/her duties, in accordance with BP 4127/4227/4327 - Temporary Athletic Team Coaches. (Education Code [49024](#))

(cf. [1240](#) - Volunteer Assistance)

(cf. [4112.5/4212.5/4312.5](#) - Criminal Record Check)

(cf. [4127/4227/4327](#) - Temporary Athletic Team Coaches)

Regulation ELK GROVE UNIFIED SCHOOL DISTRICT

### **IDENTIFICATION CARDS**

When we return to campus, student ID photos will be taken at school and students are issued personal ID cards. These ID cards include a bar-code label for library/textbook. Replacement of the ID card due to loss, damage, or tampering is \$5.00. Students who falsify or alter their ID card photograph and/or name are subject to disciplinary consequences as outlined in the school discipline policy. **Students are expected to carry their ID card with them on campus and are expected to present the ID upon request of any staff member. Any student who is not carrying a current Franklin High School ID card when asked by a staff member may be assigned an after school detention.**

### **SPIRITWEAR**

All spiritwear sales including class shirts, sweatshirts, and school logo spirit items must be approved by the school administration and be sold through the concession stand. Any unauthorized sale of these items, will result in disciplinary action.

### **STUDENT ACTIVITIES OFFICE**

The Student Activities room is located adjacent to the MP room, facing the main quad area. Student officers and the Director of Student Activities have offices in the Student Activities room. The planning of all extra and co-curricular activities – except athletics – is coordinated through the Student Activities office.

### **STUDENT GOVERNMENT**

Through Student Council, Student Senate, Activity Council, and Athletic Council, students may express their opinions and assist in the planning of school events. These student organizations promote leadership, initiative, and responsibility. It is the duty of the Student Senators to bring to Student Council's attention suggestions from their classmates and to report to a designated class period. Student body officers and class officers are elected each year. Each first or second period class will elect/select one student to represent the class as a Student Senator.

Requirements for elective student body or class offices are:

1. 2.5 or better GPA at each grading period with no F's. NOTE: ASB president must have at least a 3.0 GPA
2. Good citizenship (no suspensions or unsatisfactory marks)
3. Approval of the Activities Director.

## **YEARBOOKS**

Each year students have the opportunity to purchase a school yearbook. Because all yearbooks are preordered and prepaid, **Franklin High School has a no refund policy** regarding the purchase of yearbooks.

## **PAYMENTS**

Franklin High School accepts cash, checks, and credit cards for most ASB activities. Checks are no longer accepted on senior accounts after March 18, 2021, as a form of payment on any activity including yearbooks.

# General Information

## VEHICLE SEARCHES

California law, Vehicle Code Section 21113 (a) states the following: Vehicles Subject to Search – By entering this area (school property) the person driving any vehicle is deemed to consent to complete search of the vehicle, all its compartments and contents, by school officials or law enforcement personnel, for any reason whatsoever. This notice applies to all vehicles of any type and is enforced 24 hours a day.

## BICYCLES/SKATEBOARDS

Bicycles must be parked and locked in the area designated for bicycle storage. Students leaving the school campus on bicycles are advised that they must come to a complete stop at the edge of the campus when entering the city streets. State law requires that students under 18 years of age wear helmets when riding bikes to and from school. Violators may be subject to a \$25 fine or more. Bicycles may not be ridden on the school campus at any time. Franklin High School is not responsible for unlocked bicycles or for bicycles left overnight at the site.

The Elk Grove Unified School District prohibits the use of skateboards, wheelies, roller skates, in-line skates, or similar devices on school property, including parking lots and walkways. **Violators may be prosecuted under SCC 1084 section 9.38.015 and fined up to \$250.00.**

Students who use skateboards as a means of transportation to and from school must keep the skateboards with them at all times. During class, they are to place the skateboards under their desks or in an area designated by the teacher for skateboard storage. As stated above, students may NOT ride skateboards on campus at any time. This includes after school hours and on weekends. The school is not responsible for lost, stolen, or damaged skateboards.

## BUS TRANSPORTATION

The Elk Grove Unified School District provides limited bus transportation to Franklin High School for a fee to students who meet District transportation criteria. In order to ensure the safety of students being transported, all students must abide by the bus conduct rules established by the Elk Grove Unified School District Transportation Department. Students can be denied transportation if there is any infraction of the rules. For further information regarding bussing and transportation routes and rules, please call the EGUSD Transportation Department at 916 686-7733. Students who travel to and from Franklin High School using the City of Elk Grove's E-Tran bus system are expected to behave appropriately. Students riding E-Tran buses who engage in inappropriate behavior reported to Franklin High School may be subject to disciplinary consequences.

## DRIVING AND PARKING REGULATIONS

The school permits 11<sup>th</sup> and 12<sup>th</sup> grade students to drive to and from school, provided they park in stalls designated for student parking. Due to the limited parking spaces, and in an effort to protect and safeguard our students at Franklin High School, we require all vehicles to be registered with the administration office and obtain a parking permit. All students in 11<sup>th</sup> and 12<sup>th</sup> grade wishing to drive to school must apply for a parking permit. **Due to the limited number of spaces, PARKING PERMITS WILL ONLY BE ISSUED TO 11<sup>th</sup> AND 12<sup>th</sup> GRADE STUDENTS. Possession of a student parking permit does not guarantee a parking space.** Students must display their parking permit when parking at Franklin High School. **Students will not be permitted to park in the neighboring communities and commercial properties adjacent to the school.**

To obtain a parking permit, students must complete the Vehicle Parking Contract and the Student Vehicle Registration Form. Application packets are available and should be submitted to the Concession Stand. Parking permits may be picked up 24 hours after the packet has been received. Permission to park on campus can be revoked at any time.

If space permits, there will be a limited number of parking passes issued to 10<sup>th</sup> grade students in the 4<sup>th</sup> term **only**. Those students will be required to complete a Parent/Student Driving course through the California Highway Patrol. Courses will be available on site throughout the school year.

**PARKING PERMIT ENFORCEMENT BEGINS a week after we return to classroom instruction.** Any vehicle without a permit or parking in a space that is in violation of the parking contract will be subject to citation, detention/Saturday School/suspension, and a possible revocation of the student's parking privileges.

*Under no circumstances should students park off campus or in areas provided for staff and visitors. Any student leaving the campus in a vehicle during the school day without permission is in violation of school rules as outlined in the student handbook. In addition, students are **not** allowed to "hang-out" in the parking lot or in their cars at any time at Franklin High School. When students arrive to school they are required to leave their cars immediately and proceed to the main campus. At the conclusion of the school day, students are required to get into their cars and immediately leave campus. Failure to abide by these rules may result in revocation of the student's parking privileges and/or disciplinary consequences.*

### **FIRE DRILL INSTRUCTIONS**

When the fire signal sounds at any time during the school day, students are to do the following:

1. Evacuate all buildings with their class and move quickly to the area designated on the evacuation map. All students should immediately report to the area designated for their class. Roll will be taken by the teacher to account for all students.
2. Remain with their class under their teacher's direction.
3. Stay at least 50 feet away from all buildings.
4. When the all-clear signal is given, return to class immediately.

### **LOCK DOWN 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, students will not be released to parents/guardians. Parents are asked to stay away from the school and from roads leading to the school to allow access to emergency and law enforcement personnel.

### **FOOD AND NUTRITION SERVICES**

EGUSD participates in the National School Lunch and Breakfast Programs through Food and Nutrition Services. The department is committed to improving the health and academic success of students and offers lunch daily at each school site. Lunches are analyzed to ensure that meals meet the nutritional needs of students and the Dietary Guidelines for Americans (<http://www.mypyramid.gov>).

The lunch price is \$3.25 at middle and high schools. Middle and high schools offer breakfast for \$2.00. The selection of a la carté lunch items offered has been revised to meet the new Wellness Policy Guidelines. Families are encouraged to purchase meals in advance using the prepayment system. A la carté items can also be deducted from your child's account balance. Please indicate "no a la carté" on your check if you prefer that your child not be allowed to purchase a la carté items from their account.

Families may qualify for free or reduced price breakfast/lunch. To be eligible for free or reduced price meals you must complete an application each school year. Applications will be available July 1<sup>st</sup>. Your family must have a

new application on file to qualify. Once the application is processed the family will receive notification by mail regarding their eligibility for that school year.

For additional information about meal applications, eligibility, breakfast/lunch menus and Nutrition Education, please contact Food and Nutrition Services at 916 686-7735 or refer to the district website.

### **FRANKLIN WEBSITE**

If at any time a student or parent would like additional information about Franklin High School, they are encouraged to visit the Franklin High School website at frhs.egusd.net. This website provides information about events and activities at Franklin High School. The Parent newsletter and a monthly calendar of events are posted and links are provided to Franklin High School's academic departments.

### **HALL PASSES**

Students are not permitted outside of classrooms during class periods unless a school staff member accompanies them or they have a hall pass from an authorized staff member. Hall passes must be written on the approved school hall pass form and must be dated, timed, and signed. Students are not permitted to carry objects as a substitute for authorized hall passes.

### **ILLNESS AT SCHOOL**

If a student becomes ill at school, he/she is to report to the Health Clerk located in the Student Services Office. Students who need to see the Health Clerk must first obtain a pass from their teacher. A student who is ill may leave campus with a parent or guardian only if excused by the Health Clerk or an administrator--and after signing out in the Attendance Office and receiving a "Leave of Grounds" permit.

All health information must be updated annually, and changes in address, parent home and work phone numbers, and emergency contact names and phone numbers should be reported immediately to the attendance office so that the school is able to make immediate contact with a parent or guardian if the student is injured or becomes ill.

### **IMPORTANT DATES/HOLIDAYS**

First Day of School	8/13/2020
Labor Day	9/7/2020
Veteran's Day	11/11/2020
Thanksgiving Break	11/23-11/27/2020
Winter Break	12/21-1/4/2021
Martin Luther King Jr. Day	1/18/2021
Lincoln's Birthday	2/8/2021
Washington's Birthday	2/15/2021
Spring Break	3/15-19/2021
Last Day of School	5/27/2021

#### **TERM DATES**

Quarter 1	8/13-10/9/2020
Quarter 2	10/12-12/18/2020
Quarter 3	1/5-3/12/2021
Quarter 4	3/22-5/7/2021

### **INSURANCE**

The Elk Grove Unified School District does not carry accident or injury insurance on 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.

### **LOST AND FOUND**

Lost and Found inquiries should be directed to the Custodial office, located in the main Multi-Purpose Room complex. Since Franklin High School does not assume responsibility for lost or missing articles on campus, students

are asked to keep close track of their belongings and not carry valuables or large sums of money with them at school. **Items from Lost and Found that are not picked up by the last day of school will be donated to charity.**

### **MEDICATION**

**No medication (prescription or non-prescription) will be dispensed to students or allowed on the school site without the appropriate form being completed and on file in the Health Clerk's office.** Students may obtain the form from the Student Services Office or EGUSD website. A new medication form must be submitted each school year. Students requiring medication at school shall be identified to the school by the parent/guardian and/or physician. All student medication must be in the original container and will be kept securely locked in the Health office with the exception of asthma inhalers and diabetic supplies with the medication authorization on file. **Students may not carry any medication (prescription or over-the-counter) with them on campus.**

### **PHYSICAL EDUCATION LOCKERS**

Physical Education lockers are issued as a courtesy to students. Franklin High School and EGUSD do not assume responsibility for the damage of any items stored in lockers or theft from lockers that have not been closed and secured properly or in instances when students have shared their personal locker combinations with other students.

### **SPECIAL OCCASIONS—FLOWERS, BALLOONS**

Flowers, balloons, candy, etc., other than those available at school sponsored events, may not be delivered to a student during the school day to acknowledge a special occasion. Students **may not** carry balloons, flowers, etc., on campus during the school day because they are disruptive to the educational process. **If these items are delivered to school, they will be refused by the front office staff.**

It is our intention to provide the best customer service to you and best education to your child. Please adhere to the following guidelines:

1. The office staff **cannot accept cash** for delivery to students.
2. We cannot accept deliveries of balloons, flowers, or any other gifts to a student for a special occasion.

### **FOOD DELIVERIES**

Uber Eats, Door Dash and other food delivery companies are not allowed to deliver food to campus. This is to protect your student's health, safety and maintain the security of our campus. Please be aware that it is not acceptable to make regular deliveries of fast food lunches for your child. The school cafeteria and Student Store sell lunch and snacks every day. Please work with your child to prepare their lunch plans before they leave home in the morning, as it is not always possible to locate students before their lunch hour, so lunches that are left may not reach your child in time for their scheduled lunch.

### **CELL PHONES, PAGERS, ELECTRONIC SIGNALING DEVICES**

Schools may regulate the possession or use of any cell phone, pager or electronic signaling device while students are on campus, attending school-sponsored activities or under the supervision and control of school District employees. The District is not responsible for stolen personal electronic devices, including if such device is confiscated pursuant to District/school policies and procedures.

The office telephone is a business phone to be used by students for emergencies only, and only with permission from office staff. In addition, students may use personal cell phones before, after school, and between classes, but not during class time.

### **VISITORS/VOLUNTEERS**

All visitors/volunteers must sign in at the Attendance Office and wear a visitor/volunteer badge at all times while on campus. When requested to do so by school or security personnel, visitors and volunteers must show identification. Franklin High School does not issue any student visitor passes.

## **WORK PERMIT REQUIREMENTS**

Students under the age of eighteen must obtain a Work Permit at Franklin High School after securing an opportunity for employment. The following procedures will apply:

- Work permit requests and work permits may be picked up in the Student Services Office.
- There will be a two-day processing period for work permit applications (i.e., if your application is turned in *before* school on Monday, your work permit may be picked up on Wednesday *after* school).
- Students in the Elk Grove Unified School District with work permits are required to maintain appropriate attendance and school performance to maintain their work permits.
- Students who are truant three (3) or more school days (or 18 class periods) within a school year will have their work permit revoked. Employers will be notified of the revocation of the work permit.
- Students with a GPA below 2.0 will have their work permit revoked. Employers will be notified of the revocation of the work permit.
- Students must be clear of any outstanding school fines. Work permits will not be issued to students until all fees are paid.
- If the work permit is revoked, students may apply to have their work permit reinstated if attendance and/or academic performance has improved enough to maintain a “C” average for at least one term and/or less than three (3) unexcused absences for one term.
- Ages, and maximum hours per day and per week for Elk Grove Unified School District students when school is in session are:

<b><u>Age</u></b>	<b><u>Non-School Days</u></b>	<b><u>School Days</u></b>
14 – 15	8 hours/day	3 hours/day – 18 hours/week
16-17	8 hours/day	4 hours/day – 20 hours/week

- A day of rest from work is required if the total hours employed per week exceed 30 hours or if more than 6 hours are worked on any one-day during the week.
- A minor’s work must be performed between specified hours:
  - 14 - 15 years: 7 a.m. to 7 p.m. (Summer 6/1 - Labor Day, 7 a.m. - 9 p.m.)
  - 16 - 17 years: 5 a.m. to 10 p.m. (12:30 a.m. when no school the next day)
- Parental and school permission are required.
- When regulations of enforcement agencies differ, the more restrictive regulation applies.

# Attendance

ATTENDANCE OFFICE HOURS: 7:30 AM – 4:00 PM

TELEPHONE #: 916 714-8150

In order to benefit fully from the Franklin High School academic and extra-curricular program and make progress toward graduation, students must attend school regularly. Since Franklin High School operates on a block schedule, regular attendance and punctuality are critical to school success. Irregular attendance negatively affects class progress and grades. Parents are encouraged to work with Franklin High School in supporting students' regular and timely attendance. They may call the school's attendance office during school hours to check on their child's tardy and absence record.

## ATTENDANCE REQUIREMENTS

State law requires that all minors attend school full time. Regular attendance is essential to learning and academic success. Attendance is taken each period and is noted in the teacher's roll book and in the master attendance system. Seven regular semesters (14 terms) of attendance in grades 9-12 are required to qualify for a diploma. A summer session does not qualify as a regular semester.

## Types of Absences:

- A. Excused: Absences due to illness, doctor or dental appointments, and death in the immediate family.
- B. Unexcused: Absences due to truancy, flat tires, running out of gas, missing the bus, oversleeping, etc. Absences due to suspension from school are considered unexcused absences.

## Excused Absence(s) Procedures

**All students have five (5) school days to clear their absence(s) with the school's attendance records, beginning on the day they return to school. Students who do not clear their absence(s) within the five days will be considered truant from school.**

- A. **If your parent/guardian calls the attendance office at 916 714-8150 each day that you are absent, a written note is not necessary.**
- B. **If you have a note from your parent/guardian, bring it to the Attendance Office before 7:45 a.m., during your lunch and/or after school. The note should be signed by your parent/guardian and include your name, identification number, dates(s) of absence(s), reason for absence(s), and a current telephone number where your parent/guardian can be reached.**

## Early Dismissals/"Leave of Grounds"

If you have a medical appointment that requires that you be released from school early, please follow the process listed below:

- A. Parent/guardian must phone the Attendance Office at 916 714-8150, or bring a note prior to the start of school. Be advised that parents/guardians will be called to verify any early dismissal requested by a written note to ensure that a current phone number is listed.
- B. You will be issued a pass with a time to return to the Attendance Office for your early dismissal. All parents/students need to sign out in the school office before leaving campus.
- C. If you are unable to return to campus within the time allowed on the Early Dismissal, have your parent/guardian call the Attendance Office at 916 714-8150.
- D. Students identified as having an excessive number of early dismissals will be required to clear future requests with the vice principal.
- E. A medical verification will be required upon return to school.

## **TRUANCY**

A truancy is any “unexcused absence” or uncleared absence. The consequences for students who are truant are listed below:

### **CONSEQUENCES FOR TRUANCY:**

<b>1st Truancy</b>	Saturday School Parent Notification
<b>2<sup>nd</sup> Truancy</b>	Saturday School Parent Notification
<b>3<sup>rd</sup> Truancy</b>	Saturday School Attendance Letter #1 mailed (1st step in School Attendance Review Board, SARB*, process)
<b>4th &amp; 5th Truancy (Repeat Truant)</b>	Referral to Vice Principal/Student Conference Saturday School
<b>6th Truancy (Habitual Truant)</b>	Vice Principal Referral Saturday School Loss of extra-curricular activities, Work Experience, ROP Attendance Letter #2 mailed (SARB*)
<b>7th Truancy</b>	Saturday School Attendance Letter #3 mailed/SARB* hearing scheduled

### **SCHOOL ATTENDANCE REVIEW BOARD (SARB)**

SARB reviews student attendance and disruptive behavior. Students may be referred to SARB for habitual truancy or irregular attendance. SARB may involve the District Attorney, County Probation Department and County Health and Human Services in a student’s case.

### **TARDY POLICY AND CONSEQUENCES**

In order for students to be successful and productive, they must develop habits of punctuality. These habits will contribute not only to academic success, but also to career success in later years. Since tardiness is neither responsible nor productive, and since it is disruptive to the educational process, students at Franklin High School will be held accountable for punctuality. Habitual tardiness (three or more in a given class per term) will result in parent notification and administrative disciplinary action. The following policy regarding tardiness has been instituted at Franklin High School.

1. All students are expected to be in class in their assigned seats when the bell rings or they will be considered tardy.
2. During first period, students who enter the classroom after the tardy bell are considered tardy. It is the students’ responsibility to clear the tardy, by showing the teacher an excused readmit signed by a school office staff member. Beginning with a student’s third tardy, teachers may assign OCI for the period or after school detention which must be served within the next 48 hours.
3. Students who arrive to class without a pass or readmit after 30 minutes has elapsed will be considered truant, not tardy. They will be assigned a Saturday school to be served within 48 hours or sent to On Campus Intervention for the remainder of the class period and will be responsible for having their parents clear their absence.
4. During the school day, students who enter the classroom after the tardy bell, with an appropriate pass signed by a school staff member, will be admitted to class without penalty.
5. The administration will conduct occasional “tardy sweeps” of the campus after the tardy bell rings. Students who are out on campus after the bell without an appropriate pass, regardless of their tardy history, will be assigned an after school detention by a vice principal. After receiving the detention, students will be sent to class.

**Tardy Consequences:**

<b>Tardy to assigned class during a nine-week term (per class/per term):</b>	
• First and Second Tardy:	Teacher warns student
• Third and Fourth Tardy:	Teacher issues the student either On Campus Intervention for the period or an after school detention to be served within 48 hours. The teacher notifies the parent with a phone call or follow-up letter.
• Fifth or more Tardies:	Teacher refers the student to the appropriate Vice Principal to be issued a Saturday School or an OCD for the remainder of the period. The Vice Principal notifies the parent.

**General Rules:**

Students have five minutes to arrive at the On Campus Intervention room. Failure to arrive within five minutes will result in an all day On Campus Intervention in addition to a disciplinary referral for willful defiance. Consequences for this defiance may range from Saturday School up to and including a recommendation for expulsion. **At the conclusion of each school day, students are expected to leave campus within thirty minutes of the end of the instructional day, unless participating in an official school-sponsored event, activity, or athletic practice/competition.**

**WITHDRAWALS - TRANSFERS**

Any student withdrawing or transferring from Franklin High School must report to the Attendance Office for a clearance sheet. A parent/guardian must accompany the student to the Attendance Office to request the student be withdrawn from school. The clearance sheet must be signed and approved by the Attendance Office, all teachers, the librarian, and the school bookkeeper before the student returns it to the Attendance Office. The student must return all textbooks and other school materials and pay all fines/fees prior to withdrawal. The student must turn in his/her ID card.

**CHANGE OF ADDRESS**

Parents/guardians are to notify the Attendance Office immediately of any change of address, telephone number, or guardianship. Two forms of proof of residence, such as a Mortgage statement or rental agreement and current utility bill (SMUD or PG&E), is required on all address changes.

# Dress Code/Grooming Guidelines

## 2020-2021 Franklin High School 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.

### **1. Basic Principle: Certain body parts must be covered for *all* students**

Students are required, at minimum, to have outer clothing covering the trunk or torso of their body. Trunk is defined as the body of a person excluding the head and limbs. All items listed in the "must wear" and "may wear" categories below must meet this basic principle.

### **2. Students Must Wear,\* while following the basic principle of Section 1 above:**

- A Shirt: with straps or sleeves (with fabric in the front, back, and on the sides under the arms) AND
- Bottoms: pants/sweatpants/shorts/skirts/dresses/leggings, (long enough to cover the buttocks) AND
- Shoes: shoes

\*Courses that include attire as part of the curriculum (for example, professionalism, public speaking, and job readiness) may include assignment-specific dress. Activity-specific shoes requirements are permitted (for example, athletic shoes for PE).

### **3. Students May Wear, as long as these items do not violate Section 1 above:**

- Hats must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff.
- Religious headwear
- Hoodie sweatshirts\*\*
- Fitted pants, including opaque leggings, yoga pants and "skinny jeans"
- Ripped jeans, as long as underwear is not exposed
- Athletic attire

### **4. Students Cannot Wear:**

- Violent language or images
- Images or language depicting drugs or alcohol (or any illegal item or activity) or the use of same
- Hate speech, profanity, pornography
- Images or language that creates a hostile or intimidating environment based on any protected class
- Any clothing that reveals visible undergarments (visible waistbands and visible straps are allowed)
- Swimsuits (except as required in class or athletic practice)
- Accessories that could be considered dangerous or could be used as a weapon

- Any item that obscures the face or ears (except as a religious observance)\*\*

\*\*Please note that teachers may prohibit the wearing of hats/head coverings (except as a religious observance) within their individual classrooms. Administration or office staff may prohibit the wearing of hats/head coverings (except as a religious observance) within the office (for example, for TAs).

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 change into PE clothes, wear borrowed clothing from the school or a friend, call their parents or guardians to bring a change of clothing, have inappropriate items confiscated, or in the case of repeated violations, may be subject to progressive disciplinary consequences.

# Discipline

Good citizenship and respectful behavior is expected of all students at Franklin High School. Franklin High School recognizes that the best discipline is self-imposed and requires that students take responsibility for their actions. When issues of behavior do arise, however, the staff at Franklin High School encourages cooperation between the home and school concerning students' discipline.

The most important purpose of discipline policies and procedures at Franklin High School is to create a safe and comfortable teaching and learning environment. Unfortunately, a few students may fail to follow the school's rules of conduct. The following is a list of consequences that may be utilized:

1. Loss of all privileges for school-related activities for a period of time.
2. After School Detention
3. On Campus Intervention
4. Saturday School
5. Home suspension for one to five days
6. Expulsion from the Elk Grove Unified School District
7. Transfer to an alternative school

**Parents will be notified by phone and/or in writing of all cases of serious disciplinary problems or consequences. Parents are encouraged to contact either their student's counselor or administrator regarding their child's behavior and/or academic status each term.**

## **AFTER SCHOOL DETENTION**

Detention is a supervised period held for one hour directly after school. Detention may be assigned by any Franklin High School staff member. If a student is late or fails to attend assigned detention, that student will be assigned an additional detention. If a student is late or fails to attend detention a second time or if he/she is removed from detention for disciplinary reasons, the student will be assigned to Saturday School.

### **During After School Detention, students are expected to follow these rules:**

- |  |   |
|--|---|
| *No talking.                             | *No Disruption of class; i.e., inappropriate questions.     |
| *Stay on-task.                           | *No bathroom breaks.  |
| *Take out work and/or reading materials. | *One warning for violation of rules (possible seat change). |
| *Keep head up and sit forward.           | *Saturday School for not completing detention.              |

**NOTE: Students may not participate in any extra-curricular activities while assigned to detention or on campus suspension.**

## **INTERACTION WITH MIDDLE SCHOOL STUDENTS**

Franklin High School students are prohibited from entering the Toby Johnson Middle School campus without written approval and/or an adult escort for a specific purpose. Students are not to interact inappropriately with middle school students on or about the Franklin High School campus. This includes horseplay, threats, or public displays of affection.

## **SATURDAY SCHOOL**

Saturday School is assigned to students who have excessive unexcused absences, trancies (class cuts), tardies, or other disciplinary problems. An academic atmosphere is maintained under the close supervision of a certificated teacher and a campus supervisor. Saturday School hours are from 8:00 a.m. to 12:00 noon with a 15-minute break. Students are required to bring enough homework to last for four hours.

Teachers, attendance office staff, and administrators may assign students to Saturday School. Parents will be notified by telephone or letter prior to the assigned Saturday School. Failing to appear, arriving late, or violating Saturday School rules will result in the student being reassigned to an all-day On Campus Intervention. **Repeated failure to attend assigned Saturday Schools will result in Home Suspension(s).**

### **ON CAMPUS INTERVENTION/WILDCAT P.R.I.D.E.**

On Campus Intervention (OCI) is a supervised study hall for students assigned due to disciplinary infractions. Students will be expected to complete restorative and reflective assignments, in addition to their assigned classwork. Teachers may assign OCI for the period the student is enrolled in their class for up to two periods. Franklin High School students may be assigned to OCI for the entire day by an administrator.

Students assigned to all day OCI will remain in the OCI room for the entire school day. They must arrive before the tardy bell to first period. There are no exceptions. Students are expected to bring school work and study materials to last the entire day. Students will have lunch in the OCI room. Should a student miss OCI due to a verified appointment (medical, dental, etc.) he/she will make up the OCI upon return to school. A student's failure to attend or complete OCI for any other reason may result in home suspension. Questions regarding OCI may be directed to the student's Vice Principal.

### **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**

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

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

## **GROUNDINGS 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)]

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

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

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

Expulsion, as ordered by the Board of Education, is the removal of a student from all schools in the Elk Grove Unified School District for violating the California Education Code.

The expulsion is for a defined period of time, but an application for re-admission must be considered within a specified time period. State law provides for due process and rights to appeal any order of expulsion. If a student’s behavior is a threat to the safety, health or emotional well-being of others, and previous methods of prevention and intervention have not been successful, that student may be suspended in accordance with state law and district policy.

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 District’s youth. Additional officers are dedicated to the alternative education sites, assist at elementary and middle schools as well as address truancy problems.

### **INTERVIEW OF A STUDENT BY LAW ENFORCEMENT**

Students can be interviewed by law enforcement officers while at school. In instances where law enforcement is involved, the principal or designee shall attempt to minimize disruption at the school and provide privacy to the student. School officials are required to make every effort to contact a parent or guardian at the time a peace officer requests to interview a student, unless directed not to by the peace officer. For example, no notification will be made in the case of child abuse or neglect. The principal or designee may be present for the interview if allowed by the officer and with the student’s approval. [B.P. 5145.11]

### **RELEASE OF A STUDENT TO PEACE OFFICER**

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

### **SEARCH AND SEIZURE POLICY**

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

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

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

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

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

## ED CODE 48900(a)(1)

### CAUSING PHYSICAL INJURY

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

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

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

**ACTS OF VIOLENCE**

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

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

## ED CODE 48900(b)

### WEAPONS AND DANGEROUS OBJECTS

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

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

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

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

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

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<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>• Confiscate object</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• Give object to appropriate law enforcement</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <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 a 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>• Confiscate object</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• Give object to appropriate law enforcement</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <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 a 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>• Confiscate object</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• Give object to appropriate law enforcement</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry</li> <li>• Contact family/guardian</li> <li>• Review student's past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <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 a Recommendation of Expulsion</li> </ul>

## ED CODE 48900(c)

### UNLAWFUL POSSESSION OF CONTROLLED SUBSTANCE

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

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

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

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

## ED CODE 48900(d)

### SALE OF "LOOK-ALIKE" CONTROLLED SUBSTANCE OR ALCOHOL

**Unlawfully offered, arranged, or negotiated to sell any controlled substance** listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

\*Reminder: If Student is unlawfully selling a controlled substance, it may also be a violation of 48915(c). If so, please refer to CA Ed. Code 48915(c)(3).

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

## ED CODE 48900(e)

### ROBBERY OR EXTORTION

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

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

## ED CODE 48900(f)

### DAMAGE TO PROPERTY

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

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

**ED CODE 48900(g)**

**THEFT OR STEALING**

Stole or attempted to steal school property or private property.

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

## ED CODE 48900(h)

### TOBACCO OR NICOTINE PRODUCTS

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

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

## ED CODE 48900(i)

### OBSCENE ACTS

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

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

## ED CODE 48900(j)

### DRUG PARAPHERNALIA

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

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

## ED CODE 48900(k)

### DISRUPTION OF SCHOOL ACTIVITIES

**Disrupted school activities** or otherwise willfully **defied** the valid authority of supervisors, teachers, administrators, school officials, or other school personnel **engaged in the performance of their duties**.

**NOTE:**

- School districts cannot suspend students in kindergarten through grade 3 for disruption or willful defiance;
- School districts cannot recommend any student for expulsion for disruption or willful defiance, regardless of grade level;
- For students in grades 4 to 12, school districts cannot suspend them for disruption or willful defiance if it is their first offense; and
- Teachers are permitted to suspend any student, regardless of grade, from their classroom for disruption or willful defiance, whether it's a student's first offense or not.

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

## ED CODE 48900(I)

### POSSESSION OF STOLEN PROPERTY

Knowingly received stolen school property or private property.

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

## ED CODE 48900(m)

### IMITATION FIREARM

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

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

## ED CODE 48900(n)

### SEXUAL ASSAULT OR SEXUAL BATTERY

**Committed or attempted to commit a sexual assault** as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

If student committed or attempted to commit a sexual assault please refer to CA Ed. Code 48915(c)(4).

Ed. Code 48915(c)(4) – The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds... committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

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

## ED CODE 48900(o)

### HARASSMENT OF A STUDENT WITNESS

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

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

## ED CODE 48900(p)

### PRESCRIPTION DRUG SOMA

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

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

## ED CODE 48900(q)

### HAZING

Engaged in, or attempted to engage in, **hazing**. For purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school sanctioned events.

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

## ED CODE 48900(r)

### BULLYING

Engaged in the act of **bullying**.

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

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

## ED CODE 48900(r)

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

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

## ED CODE 48900(t)

### AIDED OR ABETTED TO INFLICT PHYSICAL INJURY

A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, **but not expulsion**, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

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

## ED CODE 48900.2

### SEXUAL HARASSMENT

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

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

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

## ED CODE 48900.3

### HATE VIOLENCE

In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has **caused, attempted to cause, threatened to cause, or participated in an act of, hate violence**, as defined in subdivision (e) of Section 233.

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

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

## ED CODE 48900.4

### HARASSMENT, THREATS OR INTIMIDATION

**Additional grounds for suspension or expulsion: harassment, threats or intimidation**

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

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

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

**TERRORISTIC THREATS**

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

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

<b>FIRST INTERVENTION/ CONSEQUENCE</b>	<b>SECOND INTERVENTION/ CONSEQUENCE</b>	<b>THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE</b>
<p><b>Mandatory Actions:</b></p> <ul style="list-style-type: none"> <li>• Ensure due process</li> <li>• Conference with student</li> <li>• Collect statements from other witnesses</li> <li>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry</li> <li>• 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>• <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>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student’s past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <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>• Notify law enforcement (refer to AR 5144.3 and 5145.11)</li> <li>• Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry</li> <li>• Review past alternative means of correction (Ed. Code 48900.5)</li> <li>• Contact family/guardian</li> <li>• Review student’s past similar behaviors and document current incident in Synergy</li> <li>• Hold re-entry conference if suspended</li> </ul> <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 48915

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

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

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

(b) Upon recommendation by the principal or the superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board of a school district may order a pupil expelled upon finding that the pupil committed an act listed in paragraph (1) of subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel a pupil for any of those acts shall be based on a finding of one or both of the following:

- (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- (2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

(c) The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds.

- (1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (c), may be imposed.
- (2) Brandishing a knife at another person.
- (3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- (4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as Defined in subdivision (m) of Section 48900
- (5) Possession of an explosive.

(d) The governing board of a school district shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:

- (1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.
- (2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
- (3) Is not housed at the school site attended by the pupil at the time of suspension.

(e) Upon recommendation by the principal or the superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board of a school district may order a pupil expelled upon finding that the pupil, at school or at a school activity off of School grounds violated subdivision (f), (g), (h), (i), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following:

- (1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- (2) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

(f) ) The governing board of a school district shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study that meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e) if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or another elementary school. The pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.

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

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

## **WILLIAMS SETTLEMENT COMPLAINT PROCEDURE**

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

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

## **ACADEMIC CODE OF CONDUCT**

The staff at Franklin High School expects the highest standards of honesty, integrity and responsibility from all students. To protect everyone's right to a fair and meaningful education, the school has adopted an Academic Code of Conduct.

### **ACADEMIC MISCONDUCT/DISHONESTY**

At Franklin High School, the administration and staff strive to instill, to cultivate, and to build excellence in all. We stress personal integrity and good practice in all aspects of academics, learning, and assessment. Students work hard at producing their own work that exhibits their learning. In addition, they need to know the concerns and issues related to academic honesty. This knowledge will allow them to demonstrate their abilities and understanding through their original ideas and produced work. As life-long learners, students are expected to be responsible for their work, whether it is in an educational setting or the work place. To that end, the staff expects the highest standards of honesty and integrity from all students and promotes the ideals of education, responsibility and self-discipline.

Students violating any of the Academic Codes of Conduct shall receive a zero for that assignment/test/project and **BASED UPON THE SERIOUSNESS OF THE OFFENSE** may be issued additional disciplinary consequences, **EVEN IT IF IS THE FIRST OFFENSE**, including, but not limited to Saturday School, home suspension, and a loss of privilege to receive academic awards and honors. Such academic awards include, but are not limited to Renaissance, CSF, Academic Awards, Valedictorian, and Senior Outstanding Scholar Recognition.

To protect all students' right to a fair and meaningful evaluation of their work the **ACADEMIC CODE OF CONDUCT** has been adopted. Student violations can be classified into one of the five categories.

#### **Type I**

A Both the student who copies an assignment from another student AND the student who knowingly allowed the assignment to be copied (paper or electronic).

#### **Type II**

A student who exhibits any behavior that in the judgement of the teacher indicates dishonesty on an assignment, or assessment. This may include but is not limited to looking at another student's assignment or assessment,

talking, texting, digital photos or any form of communication during an assignment or assessment. Specific behavior must be documented.

### **Type III**

A student who is found in possession of utilizing unauthorized cheat sheets during an assignment, answer keys or other evidence of cheating during an assignment or assessment.

### **Type IV**

A student who plagiarizes someone else's work (intellectual property), or copies any information from an encyclopedia, internet source, magazine, newspaper, Cliffs Notes, or any other published source, etc., and presents these materials as if they are the student's own ideas.

### **Type V**

A student who is caught taking, without permission, another student's or teacher's materials or project. The student will be disciplined under the provisions for theft as specified in the education code. (EC 48900g/EC48900i) - stealing or attempting to steal school or private property; knowingly received stolen school property or private property.

### **Type VI**

A student who has been found to falsify school records or is apprehended for taking, without permission, school records (including teachers' materials). The student will be disciplined under the provisions for theft as specified in the education code. (EC48900g/EC48900l/EC 48915) - stealing or attempting to steal school or private property; knowingly received stolen school property or private property.

All violations will be documented into Synergy as Academic Dishonesty.

Staff reserves the right to retract letters of recommendation if Academic Code of Conduct is violated after they have been written.

### **Action taken for violations:**

1st Occurrence for Type I, II, III, IV:

- Zero for the assignment
- Incident Referral to the administration
- Parent notification

2nd Occurrence for Type I, II, III, IV:

- Zero for the assignment
- Incident Referral to the administration
- Parent notification
- Detention

3rd Occurrence for Type I, II, III, IV; 1st Occurrence for Type V:

- Zero for the assignment
- Incident Referral to the administration
- Parent notification
- Saturday school
- Letter from principal's office

4th Occurrence for Type I, II, III, IV; 2nd Occurrence for Type V:

- Zero for the assignment
- Incident Referral to the administration
- Parent notification
- Suspension

5th Occurrence for Type I, II, III IV; 3rd Occurrence for Type V; 1st Occurrence for Type VI:

Zero for the assignment  
Incident Referral to the administration  
Parent notification  
Suspension/Expulsion

### **CONFLICT MANAGEMENT**

To co-exist peacefully, students need skills to communicate effectively and to create boundaries for themselves in a responsible manner. Peer conflict management teaches democratic principles and offers a forum through which students can participate in their school community.

Students who are having problems with each other and who choose to discuss these problems, should **report to the Administration Office** and request assistance from a conflict manager. If an agreement is not reached, students may be referred to an administrator for possible disciplinary action.

### **PREVENTING SUSPENSION AND EXPULSION**

As stated previously in this handbook, Franklin High School will not tolerate any student causing physical injury to another person, bringing a weapon to school, or selling drugs. Any of these actions will result in the student being expelled from the school district. Other serious violations of the school rules such as chronically disrupting classes or defying school authorities can also lead to expulsion.

Students and parents are advised that in order to maintain a safe, violence-free environment, **no student is allowed to hit another child—for any reason. Students who hit other students, even in self-defense, will be suspended from school.** If a student is hit by another student, he/she should immediately leave the area and seek help from a teacher or other staff member.

To avoid suspension or expulsion, students should:

- Stay away from people who make them angry.
- Ignore or walk away from challenges to fight.
- Practice strategies to calm down.
- Seek help from teachers, campus supervisors, counselors, or administrators.
- Ask for Conflict Management.
- Talk to their parents about any problems they're having at school.

### **CAMPUS COURTESY**

**Students are asked to show respect for their peers by:**

1. Keeping corridors open to traffic by walking to the right and not blocking hallways by standing in groups.
2. Passing through corridors quietly to be considerate of others in the hallways and classrooms.
3. Discarding trash in the containers provided to keep the school clean.
4. Acknowledging that a quiet, calm atmosphere is essential to learning and that nothing contributes more to this atmosphere as does being quiet: using quiet voices, gently handling books and desks and being silent near classrooms.

### **CAFETERIA BEHAVIOR**

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 from the cafeteria manager and the school office. Students are asked to show respect for cafeteria staff and fellow students by:

1. Depositing all litter in wastebaskets.
2. Leaving the table and floor in a clean condition for others.
3. Respecting that all classrooms and hallways are off limits during lunch, except for students under the supervision of a teacher.
4. Not sitting on tables in the multi-purpose room and outdoor areas.

### **CELLULAR PHONES AND PAGERS**

Per EGUSD Board of Education policy, students are permitted to use cell phones and pagers before and after school only. **Students will not be allowed to use cell phones and pagers during class time for calls, paging, text messaging, Internet use, calculator use, games, or transmission of photo or video images, unless directed by the classroom teacher for curricular use only.** If a student violates these conditions, the cell phone or pager will be confiscated and a parent must come and claim it. **Franklin High School is not responsible for any lost or stolen cell phones.**

**NOTE:** Students may use their smart phones for educational purposes **ONLY** at the direction of the teacher.

### **ELECTRONIC DEVICES**

Video cameras, radios, DVD players, electronic toys, laser pointers or any other electronic devices or games for non-educational purposes are not permitted at school. Not only do they disrupt classes, they are often stolen or lost. When an electronic device or any other prohibited item is found on campus, it will be confiscated. Parents must make arrangements to pick up the item from the office. Confiscated items will not be released to students. **Confiscated items left after the last day of school will be donated to a local charity. The school will not be responsible for prohibited items that are stolen.**

### **GRAFFITI**

Graffiti, tagging, or other marks made on school or private property are strictly prohibited. Franklin High School **will not tolerate** graffiti. Violators are subject to administrative disciplinary action that may include a recommendation for expulsion, as well as possible criminal charges. Parent(s)/guardian(s) and the student will be charged for any costs related to the repair and/or clean up of any damage caused by their child.

### **INSUBORDINATION/DISRESPECT FOR TEACHERS/STAFF, SUBSTITUTE TEACHERS**

If a student is defiant or hostile toward any teacher, administrator or school employee, or if a student refuses to comply with any rule set forth by a teacher or administrator, that student will be subject to immediate disciplinary action, up to and including recommendation for expulsion.

### **PUBLIC DISPLAYS OF AFFECTION**

Public displays of affection are not appropriate to a school setting and are therefore not allowed. Inappropriate displays of affection shall be defined as heavy kissing, petting, prolonged hugging, and/or hugging in a suggestive manner with body touching, rubbing etc. Students violating the display of affection policy may be issued one warning or detention with parent notification. Repeat violations may result in on campus intervention.

### **SCHOOL PROPERTY**

It is everyone's responsibility to help maintain a clean and safe campus. Students are expected to assist the custodial staff in keeping the buildings clean by not throwing papers, sunflower seeds, etc., on the floors and in hallways. Writing or carving on walls, desks and chairs is destructive and is inconsiderate of the many other students who use the facilities. **Students/parents will be charged for all damages or losses that occur to school buildings, books, or equipment.**

### **STUDENT/PARENT DISCIPLINARY APPEALS**

Students' parents may appeal a disciplinary action by submitting a Request for Disciplinary Appeal form to the school principal. These forms are available from vice principals or from the school secretary. Appeals should be made within one school day of the issuance of the disciplinary action. A consequence of home suspension is not delayed due to a pending appeal.

# EGUSD District Policies

## **SCHOOL BOUNDARIES**

If you are moving and want to know which school your child will attend, you may use the School Locator Tool online. To find this tool on the District website, click on 'Enrollment' then 'Boundary Information': [www.egusd.net/enrollment/boundary-info](http://www.egusd.net/enrollment/boundary-info). Please know the District cannot guarantee any child attendance at a particular school, regardless of where the child lives. However, every child is guaranteed a place somewhere in the District. There may be instances when a school is filled to capacity. This could result in new students being offloaded to another school in the District. EGUSD must periodically change its school boundaries. For example, school boundaries are changed when new schools open or as necessary to balance enrollment. In practical terms, this means some students may have to change schools. If you need further assistance, please call the District's Boundary Hotline at (916) 686-7755. In addition to asking where your child will attend school, you may also wish to ask "Have any boundary changes been approved for this area? If so, when will they take effect and where will my child attend school after they take effect?" Staff members answering the Boundary Hotline can also answer other questions related to school boundaries.

## **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.

When providing or arranging for the provision of nonacademic and extracurricular services and activities, the District shall ensure that a student with a disability participates with nondisabled persons in such activities and services to the maximum extent appropriate to the needs of the student with a disability in question.

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

In the event of a complaint regarding gender equity or sexual harassment, or discrimination, including harassment, intimidation and/or bullying because of actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, physical or mental disability, sex, marital or parental or family status, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics, contact one of the following Title IX and Nondiscrimination Coordinators. (See District Handbook page 26 for contact information)

In the event of a complaint regarding discrimination based upon an actual or perceived mental or physical disability, contact the District's Director of Student Support and Health Services, 9510 Elk Grove-Florin Road, Elk Grove, CA 95624, (916) 686-7568.

For more information, visit [www2.ed.gov/about/offices/list/ocr/docs/howto.html](http://www2.ed.gov/about/offices/list/ocr/docs/howto.html); or [www2.ed.gov/about/offices/list/ocr/complaintintro.html](http://www2.ed.gov/about/offices/list/ocr/complaintintro.html) and [www2.ed.gov/about/offices/list/ocr/docs/title-ix-rights-201104.pdf](http://www2.ed.gov/about/offices/list/ocr/docs/title-ix-rights-201104.pdf).

## **SEXUAL HARASSMENT POLICY**

The Governing Board prohibits unlawful sexual harassment of or by any student by anyone in or from the District. Teachers shall discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of sexual harassment. Any student who engages in the sexual harassment of anyone in or from the District may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

The Board expects students or staff to immediately report incidents of sexual harassment to the principal or designee or to another District administrator. Any student who feels that he/she is being discriminated against or harassed should immediately contact the principal or designee. In addition a written complaint can be filed in accordance with B.P./A.R. 1312.3. Written complaint policies are available at all school sites, the District Office and can be accessed online at [www.egusd.net/about/district/policiesproceduresnotices](http://www.egusd.net/about/district/policiesproceduresnotices). The District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature when:

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status or progress.
2. Submission to or rejection of the conduct by an individual is used as the basis for academic or employment decisions affecting the individual.
3. The conduct has the purpose or effect of having a negative impact on the individual's academic or work performance, or of creating an intimidating, hostile or offensive educational or work environment.
4. Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs or activities at or through the school.

Other types of conduct which are prohibited in the District and which may constitute sexual harassment include:

1. Unwelcome leering, sexual flirtations or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body or overly personal conversation.
4. Sexual jokes, stories, drawing, pictures or gestures.
5. Spreading sexual rumors.
6. Teasing or sexual remarks about students.
7. Touching an individual's body or clothes in a sexual way.
8. Cornering or blocking of normal movements for sexual purposes.
9. Displaying sexually suggestive objects in the educational or work environment.
10. Any act of retaliation against an individual who reports a violation of the District's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

A copy of the District's policy on harassment shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year.
2. Be displayed in a prominent location in the main administrative building or other area of the campus or school site where notices regarding the institution's rules, regulations, procedures and standards of conduct are posted.
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester or summer session.
4. Appear in any school or District publication that sets forth the school or District's comprehensive rules, regulations, procedures and standards of conduct.

The principal or designee shall take appropriate actions to reinforce the District's sexual harassment policy. These actions may include:

1. Removing vulgar or offending graffiti.
2. Providing staff inservice and student instruction or counseling.
3. Taking appropriate disciplinary action as needed.

Questions or complaints regarding sexual harassment can also be raised with or be directed to one of the Title IX Coordinators for the District.

### **TITLE IX COORDINATORS REPORTING PROCEDURES**

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

Additional information about these policies, your rights and responsibilities, or about how to file a complaint regarding alleged discrimination, harassment, intimidation or bullying can be obtained by contacting the Legal Compliance Specialist, [legalcompliance@egusd.net](mailto:legalcompliance@egusd.net), 916-686-7795, Elk Grove Unified School District, 9510 Elk Grove-Florin Road, Elk Grove, CA 95624. For complaints regarding discrimination based on sex, contact the appropriate Title IX and Nondiscrimination Coordinator listed below:

#### **For student against student complaints:**

Assistant Superintendent, PreK-6 Education  
(916) 686-7704; [TitleIX@egusd.net](mailto:TitleIX@egusd.net)  
9510 Elk Grove-Florin Road  
Elk Grove, CA 95624; or

Assistant Superintendent, Secondary Education  
(916) 686-7706; [TitleIX@egusd.net](mailto:TitleIX@egusd.net)  
9510 Elk Grove-Florin Road  
Elk Grove, CA 95624

Executive Director, Education Services  
(916) 831-2041; [TitleIX@egusd.net](mailto:TitleIX@egusd.net)  
9510 Elk Grove-Florin Road  
Elk Grove, CA 95624

#### **For complaints against employees:**

Legal Compliance Specialist, Human Resources  
(916) 686-7795; [TitleIX@egusd.net](mailto:TitleIX@egusd.net)  
9510 Elk Grove-Florin Road  
Elk Grove, CA 95624

Copies of the District's policies prohibiting discrimination, harassment (including sexual harassment), and intimidation and bullying, and copies of the Uniform Complaint Procedures are also contained on the District's

Internet site – [www.egusd.net](http://www.egusd.net) and can be located through the links “Students & Parents” and “District Policies/Procedures/Notices.”

In the event of a complaint regarding gender equity or sexual harassment, or discrimination, including harassment, intimidation and bullying because of actual or perceived disability, sex, gender, gender identity, gender expression, nationality, race, ethnicity, color, ancestry, religion, sexual orientation, age, marital or parental status, or association with a person or group with one or more of these actual or perceived characteristics, contact one of the following Title IX and Nondiscrimination Coordinators:

**For complaints against employees:**

Legal Compliance Specialist, Human Resources  
9510 Elk Grove-Florin Road, Elk Grove, CA 95624  
(916) 686-7795; [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) 686-7704; [PK6Ed@egusd.net](mailto:PK6Ed@egusd.net)

Associate Superintendent, Secondary Education,  
9510 Elk Grove-Florin Road, Elk Grove, CA 95624  
(916) 686-7706; [egusded@egusd.net](mailto:egusded@egusd.net)

**Filing a Title IX Complaint with the District**

Student complaints shall be submitted in written form in accordance with Board Policy 1312.3 - Uniform Complaint Procedures. If the complainant is unable to prepare the complaint in writing, administrative staff shall help him/her to do so.

Complaints must be filed within six months from the date when the alleged unlawful discrimination occurred, or from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying that is based on sex. The time for filing may be extended up to 90 days by the Superintendent or the Superintendent’s designee, for good cause, upon written request by the complainant setting forth the reasons for the request for an extension of time to file a written complaint.

All complaints shall be appropriately investigated in a timely manner. Within 10 business days after the compliance officer receives the complaint, the compliance officer, or designee, shall begin an investigation into the complaint. The investigation shall include an opportunity for the complainant, or the complainant’s representative, or both, to present the compliance officer, or designee, with any evidence, or information leading to evidence, to support the allegations in the complaint.

The District shall issue a written decision based on the evidence within 60 calendar days from receipt of the written complaint by the District. Any complainant who is dissatisfied with the District’s final written decision may file an appeal in writing with the California Department of Education within 15 calendar days of receiving the District’s decision.

Complaints made by or on behalf of students may also be filed with the U.S. Department of Education, Office of Civil Rights within 180 calendar days of the date of the alleged discrimination, unless the time for filing is extended by the Office of Civil Rights for good cause shown under certain circumstances.

## **MARRIED/PREGNANT/PARENTING STUDENTS**

EGUSD applies no rule concerning a student's actual or potential parental, family or marital status that treats students differently on the basis of sex. [5 CCR § 4950; 34 CFR § 106.40(a)]

EGUSD does not exclude or deny any student from any educational program or activity solely on the basis of pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery therefrom. [5 CCR § 4950(a); 34 CFR § 106.40(b)(1)]

Pregnant students and parenting male or female students are not excluded from participation in their regular school programs or required to participate in pregnant-student programs or alternative educational programs. [5 CCR § 4950(c); 34 CFR § 106.40(b)(1)]

Pregnant/parenting students who voluntarily participate in alternative programs are given educational programs, activities and courses equal to the regular program. [5 CCR § 4950(c); 34 CFR § 106.40(b)(3)]

EGUSD treats pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery therefrom in the same manner and under the same policies as any other temporary disability. [5 CCR § 4950(d); 34 CFR § 106.40(b)(4)]

The District may require any student to obtain the certification of a physician or nurse practitioner that the student is physically and emotionally able to continue participation in the regular education program or activity. [E.C. 221.51]

Pregnant or parenting students are entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The student, if the student is 18 years of age or older, or, if the student is under 18 years of age, the person holding the right to make educational decisions for the student, shall notify the school of the student's intent to exercise this right. Failure to notify the school shall not reduce these rights. [E.C. 46015]

A pregnant or parenting student who does not wish to take all or part of the parental leave to which s/he is entitled shall not be required to do so. A pregnant or parenting student is entitled to receive more than eight weeks of parental leave if deemed medically necessary by the student's physician. When a student takes parental leave, the supervisor of attendance shall ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program or an alternative education program. [E.C. 46015]

During parental leave, a local educational agency shall not require a pregnant or parenting student to complete academic work or other school requirements. A pregnant or parenting student may return to the school and the course of study in which he or she was enrolled before taking parental leave. Upon return to school after taking parental leave, a pregnant or parenting student is entitled to opportunities to make up work missed during his or her leave, including, but not limited to, makeup work plans and reenrollment in courses. [E.C. 46015]

Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the school in which the student was previously enrolled when it is necessary in order for the student to be able to complete state and any local graduation requirements, unless the local educational agency makes a finding that the student is reasonably able to complete the local educational agency's graduation requirements in time to graduate from high -14- Student health, Support & Nutrition school by the end of the student's fourth year of high school. [E.C. 46015]

A student who chooses not to return to the school in which he or she was enrolled before taking parental leave is entitled to alternative education options offered by the local educational agency. [E.C. 46015]

A pregnant or parenting student who participates in an alternative education program shall be given educational programs, activities, and courses equal to those he or she would have been in if participating in the regular education program. A student shall not incur an academic penalty as a result of his or her use of these accommodations. [E.C. 46015] A complaint of noncompliance with these requirements may be filed with the District under its Uniform Complaint Procedures.

### **LACTATION ACCOMMODATION FOR STUDENTS**

A school operated by a school district or a county office of education, the California School for the Deaf, the California School for the Blind, and a charter school shall provide reasonable accommodations to a lactating pupil on a school campus to express breast milk, breast-feed an infant child, or address other needs related to breastfeeding. Reasonable accommodations under this section include, but are not limited to, all of the following:

1. Access to a private and secure room, other than a restroom, to express breast milk or breast-feed an infant child.
2. Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk.
3. Access to a power source for a breast pump or any other equipment used to express breast milk.
4. Access to a place to store expressed breast milk safely.
5. A lactating pupil on a school campus shall be provided a reasonable amount of time to accommodate her need to express breast milk or breast-feed an infant child.

A school subject to this section may use an existing facility to meet the requirements.

A pupil shall not incur an academic penalty as a result of her use, during the school day, of the reasonable accommodations specified in this section, and shall be provided the opportunity to make up any work missed due to such use.

A complaint of noncompliance with the requirements of this section may be filed with the local educational agency under the Uniform Complaint Procedures set forth in Chapter 5.1 (commencing with Section 4600) of Division 1 of Title 5 of the California Code of Regulations.

A local educational agency shall respond to a complaint filed pursuant to paragraph (1) in accordance with Chapter 5.1 (commencing with Section 4600) of Division 1 of Title 5 of the California Code of Regulations.

A complainant not satisfied with the decision of a local educational agency may appeal the decision to the department pursuant to Chapter 5.1 (commencing with Section 4600) of Division 1 of Title 5 of the California Code of Regulations and shall receive a written decision regarding the appeal within 60 days of the department's receipt of the appeal.

If a local educational agency finds merit in a complaint, or if the Superintendent finds merit in an appeal, the local educational agency shall provide a remedy to the affected pupil.

The Elk Grove Unified School District fully supports the requirements mandated in Education Code Section 222 and will take all necessary steps to provide reasonable accommodations to lactating students. Any questions regarding the foregoing should be directed the Secondary Education Department at (916) 686-7706.

### **UNIFORM COMPLAINT PROCEDURES**

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

EGUSD has the primary responsibility for compliance with federal and state laws and regulations. We have established Uniform Complaint Procedures (UCP) 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 our Local Control and Accountability Plan (LCAP).

We will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in Education Code 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; Career Technical; Technical Training
- Career Technical Education
- 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, and Migratory and Newly Arrived Students Participating in a "Newcomer Program"
- English Learner Programs
- Every Student Succeeds Act / No Child Left Behind (Titles I-VII)
- Local Control Accountability Plans Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Safety Plans
- Special Education
- State Preschool
- Tobacco-Use Prevention Education