



2023-24
STUDENT HANDBOOK

Toby Johnson Middle School

“Home of the Jaguars”

10099 Franklin High Road
Elk Grove, CA 95757
Office (916)-714-8181 - Fax (916) 714-8177
tjms.egusd.net

TABLE OF CONTENTS

<u>HISTORY OF TOBY JOHNSON MIDDLE SCHOOL</u>	3
<u>MISSION STATEMENT</u>	5
<u>TJMS BELL SCHEDULES</u>	6-7
<u>ADMINISTRATION</u>	8
<u>ATTENDANCE / ABSENCES</u>	9
<u>ACADEMIC</u>	10-12
<u>ACTIVITIES</u>	12-14
<u>ATHLETICS</u>	14-15
<u>PHYSICAL EDUCATION</u>	15
<u>CAFETERIA</u>	16
<u>COUNSELING</u>	17
<u>PBIS</u>	17
<u>PERSONAL RESPONSIBILITY</u>	18
<u>PROMOTION</u>	19
<u>SAFETY</u>	20
<u>STUDENT SERVICES OFFICE</u>	21
<u>STUDENT SUPPORT</u>	21
<u>LIBRARY</u>	21-22
<u>STUDENT TRANSPORTATION</u>	22-23
<u>BEHAVIOR EXPECTATIONS</u>	23-27
<u>DRESS AND GROOMING</u>	25
<u>“GATE TO GATE”</u>	26
<u>ACADEMIC DISHONESTY</u>	26
<u>TARDY POLICY</u>	27
<u>PROGRESSIVE DISCIPLINE AND DISCIPLINARY PRACTICES</u>	28
<u>RESTORATIVE PRACTICES</u>	20
<u>EGUSD Educational Code of Conduct 2022-2023</u>	30

TOBY JOHNSON MIDDLE SCHOOL

C. Tobias M. Johnson, known to all who know him as Toby, was born in San Francisco on June 5, 1917. Toby was a year old when his father died in 1918. He and his mother moved to Courtland to live with his grandparents who had farmed there since the 1890s. He lived most of his lifetime in the Sacramento and Franklin areas.

After the death of his grandmother in 1921, Toby, his mother and grandfather moved to Sacramento. Toby attended Sierra Elementary School and graduated from Sacramento High School in 1934. He entered Sacramento City College, was awarded an Associate of Arts degree in 1936, and then attended the University of California at Berkeley.

Mr. Johnson worked for the Ford Motor Company and served in the U.S. Marine Corps. Upon his discharge in 1945, Mr. Johnson accepted employment as a training officer with the Veterans Administration, and later entered into private enterprise with Rheem Manufacturing in marketing and sales.

In 1949 he decided to finish his education that had been interrupted by marriage and World War II. He enrolled at Sacramento State College where he earned a Bachelor of Arts degree in Education and became credentialed to teach in both elementary and secondary schools. He was also awarded an administrative credential, and in 1957 he completed his Master of Arts degree in Business Administration.

From 1949 until 1978, a period of 29 years, Mr. Johnson was a teacher, principal, personnel director, and superintendent in the local districts of Franklin, Arden-Carmichael, San Juan, Galt, and Arcohe, and a Colorado school district. He served as principal of Arden, Jonas Salk, and Galt middle schools, and Mira Loma High School. When he was superintendent of the Arcohe School District in 1978, he was elected to the Sacramento County Board of Supervisors and retired from education to serve full time as the 5th District Supervisor.

The 5th District of Sacramento County consisted of 569 square miles at the time, the population was about 225,000 and there were several distinct communities. The district was recognized statewide and nationally for the multiplicity of crops and agricultural products that were produced on its farms and ranches. In addition, industrial and business corporations and military installations were included in the area.

Mr. Johnson served on a variety of boards and commissions during his 16 years as a Sacramento County supervisor: Local Agency Formation Commission (LAFCO), Sacramento Employment and Training Agency (SETA), Sacramento Area Council of Governments, Sacramento Transportation Authority, Sacramento Area Flood Control Agency, Delta Protection Commission, Sacramento Cable Commission, Solid Waste Commission, Mather Internal Study Team, Sacramento Public Library Board, and Sacramento-Yolo Port Commission.

Supervisor Johnson represented the county at many district hearings and meetings in the 5th District, the county, the state legislature, and at federal offices in Washington D.C. He was a participating member of the budget and finance committee of the National Association of Counties and the County Supervisors Association of California.

A resident of Franklin since 1949, Mr. Johnson lived on the ranch he bought there nearly 50 years ago and remained an active member of the community until his death at the age of 97 in November 2014. In addition to his wife Sue, Johnson is survived by his daughter, Sue Kuhn; three sons, Jeff, Thad and Matt; 11 grandchildren; and five great-grandchildren.

Read more here: <http://www.sacbee.com/news/local/obituaries/article4006119.html#storylink=cpy>

This biography was prepared by Toby Johnson for the Elk Grove School Names Committee from material provided by the Johnson family, October 1996.

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

Beth Albiani
Nancy Chaires Espinoza
Carmine S. Forcina
Gina Jamerson
Chet Madison, Sr.
Dr. Crystal Martinez-Alire
Anthony “Tony” Perez
Sean J. Yang

DISTRICT ADMINISTRATORS

Christopher R. Hoffman • Superintendent
Mark Cerutti • Deputy Superintendent Education Services and Schools
Chantelle Albiani • Director, Secondary Education
Richard Gutierrez Ed. D. • Director, Secondary Education
• Director, Secondary Education

TOBY JOHNSON ADMINISTRATION

Jenny Keyport • Principal
Tatiana Paredes-Tapia • Vice Principal
Taranjeet Wacker • Vice Principal
Matt Spanne • TIC/ Restorative
Jasbir Bhupal • School Secretary
Jody Hill • Activities Director
Theresa Jones • Athletic Director
Nicole Harada • Head Counselor

DEPARTMENT CHAIRS

Julie Middlebrook • Mathematics
Jordan Zarecky & Shelby Ganzert • Bridge
Robin Welch-Daniels & Wendy Yee • English
Elsa Lyon • Social Science
Aimee Bradley • Physical Education
Taranjeet Wacker • Science
Corinne Garcia • Electives
Ellie Barren-Hill • Special Education

TOBY JOHNSON MIDDLE SCHOOL
Mission Statement

The mission of Toby Johnson Middle School is to challenge students to maximize their potential as learners, achievers, and productive world citizens.

To that end, Toby Johnson Middle School will provide for all students:

1. Rigorous standards-based curricula in preparation for high school and other advanced education opportunities.
2. The knowledge and skills necessary to attain optimal health and physical fitness and to maintain both throughout their lives.
3. Opportunity for personal development through cultural, athletic and extracurricular activities.
4. An atmosphere that fosters mutual respect, acceptance of diversity and cooperative, collegial behavior.
5. Opportunity to contribute positively to their school and community.
6. Curriculum that incorporates the use of technological skills necessary for academic and career success.

KEY CONCEPTS OF SCHOOL PROGRAM

1. Two-year teaching teams to enhance student support and accommodate students' needs.
2. Provide enhanced learning opportunities through a seamless 7-12 curriculum.
3. Modified 4 x 4 block schedule to enhance the range and depth of courses available to students.
4. Enhanced student support through weekly advocacy classes, counseling, and conflict management.
5. Opportunities for involvement in an extensive extracurricular activities and athletics program.
6. Extensive Visual and Performing Arts (VAPA) and Career/Technical Educators (CTE) programs designed to provide students exposure to new subjects and experiences, and to initiate the conversation about College/Career questions.

EXPECTED SCHOOL-WIDE LEARNING RESULTS

ACADEMIC ACHIEVERS WHO:

- Demonstrate mastery of subjects
- Enroll in rigorous and challenging courses
- Demonstrate critical thinking and problem-solving skills

ACCOMPLISHED COMMUNICATORS WHO:

- Communicate with clarity to diverse audiences
- Access and disseminate information in written, oral, and artistic form

MOTIVATED, SELF-DIRECTED LEARNERS WHO:

- Make logical and educated decisions
- Set and achieve personal, academic, time management, and career goals
- Prepare for classes, complete all work on time, and seek assistance, if needed

HEALTHY INDIVIDUALS WHO:

- Establish, practice and support appropriate hygienic, nutritional, physical, mental, and emotional health
- Manage group and interpersonal relationships effectively
- Participate in cultural, athletic, and other extracurricular activities

WORLD CITIZENS WHO:

- Display respect and appreciation of diverse cultures, languages, and people as well as understanding individual differences
- Contribute time and energy to improving their school and community

TECHNOLOGICAL PARTICIPANTS WHO:

- Strive to utilize technology to do research, prepare assignments, projects, and presentations

Toby Johnson Middle School Bell Schedule

7th Grade		8th Grade	
Period 1	8:20 - 9:50 (90)	Period 1	8:20 - 9:51 (90)
BREAK	9:50 - 10:00 (10)	BREAK	9:50 - 10:00 (10)
Period 2	10:00 - 11:22 (82)	Period 2	10:00 - 11:22 (82)
Period 3	11:27 - 12:49 (82)	LUNCH	11:22 - 11:54 (32)
LUNCH	12:49 - 1:21 (32)	Period 4	11:59 - 1:21 (82)
Period 5	1:26 - 2:48 (82)	Period 5	1:26 - 2:48 (82)
After School Programs	2:55 - 3:30 (35)	After School Programs	2:55 - 3:30 (35)

7th Grade Wednesday Late Start		8th Grade - Wednesday Late Start	
Period 1	9:20 - 10:20 (60)	Period 1	9:20 - 10:20 (60)
ADVOCACY	10:25 - 10:56 (31)	ADVOCACY	10:25 - 10:56 (31)
BREAK	10:56 - 11:01 (10)	BREAK	10:56 - 11:01 (10)
Period 2	11:06 - 12:06 (60)	Period 2	11:06 - 12:06 (60)
Period 3	12:11 - 1:11 (60)	LUNCH	12:06 - 12:38 (32)
LUNCH	1:11 - 1:43 (32)	Period 4	12:43 - 1:43 (60)
Period 5	1:48 - 2:48 (60)	Period 5	1:48 - 2:48 (60)
After School Programs	2:55 - 3:30 (35)	After School Programs	2:55 - 3:30 (35)

7th Grade Wednesday Rally/Assembly Schedule		8th Grade Wednesday Rally/Assembly Schedule	
Period 1	9:20 - 10:03 (43)	Period 1	9:20 - 10:03 (43)
BREAK	10:03 - 10:13 (10)	BREAK	10:03 - 10:13 (10)
Period 2	10:13 - 10:56 (43)	Period 2	10:13 - 10:56 (43)
Period 3	11:01 - 11:44 (43)	LUNCH	10:56 - 11:28 (32)
LUNCH	1:44 - 12:16 (32)	Period 4	11:33 - 12:16 (43)
Period 5	12:21 - 1:05 (44)	Period 5	12:21 - 1:05 (44)
Advocacy	1:10 - 2:00 (50)	Advocacy	1:10 - 1:15 (5)
ASSEMBLY	2:05 - 2:40 (35)	ASSEMBLY	1:20 - 1:55 (35)
Advocacy	2:45 - 2:48 (3)	Advocacy	2:00 - 2:48 (48)

REVERSE MINIMUM DAY
Professional Development - October 9, 2023
PSAT - 8th Grade ONLY! October 12, 2023
Professional Development - March 18, 2024

PSAT - 8th Grade	8:00 - 11:09	PSAT - 8th Grade	8:00 - 11:09
LUNCH	10:58 - 11:30 (32)	LUNCH	10:58 - 11:30 (32)
Period 1	11:35 - 12:17 (42)	Period 1	11:35 - 12:17 (42)
Period 2	12:22 - 1:04 (42)	Period 2	12:22 - 1:04 (42)
BREAK	1:04 - 1:14 (10)	BREAK	1:04 - 1:14 (10)
Period 3/4	1:19- 2:01 (42)	Period 3/4	1:19- 2:01 (42)
Period 5	2:06 - 2:50 (44)	Period 5	2:06 - 2:50 (44)

FINALS - Minimum Day Bell Schedule

Quarter 1, 2, 3, 4 - Finals Thursday, October 5, 2023 Thursday, December 14, 2023 Thursday, March 7, 2024 Thursday, May 23, 2024		Quarter 1, 2, 3, 4 - Finals Friday, October 6, 2023 Friday, December 15, 2023 Friday, March 8, 2024 Friday, May 24, 2024	
Final Exam 1	8:20 - 10:20 (120)	Final Exam 3 or 4	8:20 - 10:20 (120)
BREAK	10:20 - 10:30 (10)	BREAK	10:20 - 10:30 (10)
Final Exam 2	10:35 - 12:35 (120)	Final Exam 5	10:35 - 12:35 (120)

2023 - 2024 CAASPP TESTING

7th CAASPP Testing April 16 = ELA April 17 = Math April 18 = Prep Science/Advo		8th CAASPP Testing April 16 = ELA April 17 = Math April 18 = Science	
ADVOCACY	8:20 - 10:20 (120)	ADVOCACY	8:20 - 10:20 (120)
BREAK	10:20 - 10:30 (10)	BREAK	10:20 - 10:30 (10)
ADVOCACY	10:35 - 12:35 (120)	ADVOCACY	10:35 - 12:35 (120)
LUNCH	12:35 - 1:05 (30)	LUNCH	12:35 - 1:05 (30)

ADMINISTRATION

ADMINISTRATIVE REFERRALS

Students are held to high behavioral expectations at TJMS. If students violate school rules on campus, in class, or as they are coming to or leaving school, they may receive disciplinary consequences (see Education Code). Teachers may assign students “referrals” for violating school rules while in class. There are two types of disciplinary referrals: administrative referrals and counseling referrals. If a student violates the education code while in class and/or creates a dangerous or disruptive situation, a teacher may write an administrative referral. The student may be removed from the classroom by the teacher and/or administrator.

APPEALS PROCESS

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

1. Meet with the Vice Principal for the student’s grade level
2. Document the rationale for appealing the suspension and submit it via email or letter to the Administration Office within five days of the first day of home suspension
3. Meet with the school Principal to appeal
4. Call the EGUSD office of Secondary Education at 916-686-7706 to discuss the issue with district administration.

CLOSED CAMPUS

The Elk Grove Unified School District has a “**CLOSED CAMPUS**” policy. Students are expected to stay on campus once they arrive unless they have legal permission to leave. Permission to leave is obtained in Student Services. Teachers may not excuse students to leave campus for any reason. Students reported on another campus during the regular school day may be subject to disciplinary action.

TEAMS

Students are randomly placed in one of three teams (A School within a School) - Aggies, Hornets, or Tigers, at the beginning of 7th grade. Each team is assigned to a team counselor. Team counselors are in the Student Services Office and Vice Principals are in the Main Administration office.

VISITORS

Parents/guardians are welcome to visit the school. Parents/guardians who wish to confer with a specific teacher/team should call or email the teacher/counselor to arrange a mutually convenient time. These appointments are provided at the discretion of the teacher/team. **A 24-hour minimum notice is required to provide adequate information and to ensure teachers/teams are available to meet or be observed. (Ed. Code 51101). It is required that all visitors to Toby Johnson Middle School sign in at the Student Services Office and wear a nametag.** Visitors are not to enter the campus and meet with their student’s teachers without following these procedures. Students are not to bring unauthorized guests, small children, or animals to school during school hours. **Parents/guardians may only have lunch with their student on campus during designated Family Picnic days.**

ATTENDANCE

OFFICE HOURS: 7:45 a.m. to 4:00 p.m.

8:45 A.M. TO 4:00 P.M. WEDNESDAYS

7:45 A.M. TO 1:00 P.M. MINIMUM DAYS

Students are expected to attend school regularly. Academic success and achievement begin with a commitment to being punctual and prepared for the rigors of school. Maintaining this high standard will positively affect a student's progress and grade as well as reinforce a strong work ethic for the future. Keep in mind that missing one class on the 4 x 4 block schedule is equivalent to missing two classes on a traditional schedule. Therefore, attendance is extremely important. Parents/guardians, please feel free to call 916-714-8181 and check your student(s) attendance at any time or use ParentVUE for immediate access to student records, including attendance.

HOW TO CLEAR ABSENCES

- A. **Absences must be cleared within 7 (seven) school days** beginning on the day the student returns to school. Students who do not clear their absence(s) within the seven days will be considered truant (T) from school.
- B. **Parents/Guardians** may call Student Services at 916-714-8181, **email TJMSattend@egusd.net**, submit this [google form](#), or write a note and take it to the Student Services Office. When calling in, please identify your relationship with the student (mother, father, guardian, step-parent, grandparent etc.). Please include in the note: student's name, student ID number, date of absence(s), reason for absence(s), and a telephone number where parent/guardian can be reached to verify the note, and parent/guardian signature. **Notes are to be delivered to the Students Services Office before school, during lunch, or after school.**
- C. **Excessive Absences:** The EGUSD School Attendance Review Board (SARB) monitors attendance and communicates attendance concerns to families and may require guardians to provide verification of illness from a doctor or attend SARB hearings.

CLASSIFICATION OF ABSENCES

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

EXCUSED EXTENDED ABSENCES

Toby Johnson Middle School recognizes that situations may arise which require students to be away from school for an extended period of time. Classwork/homework may be requested and may be provided for excused absences of 10 days or less. Please contact your student's teachers via ParentVUE in Synergy. **However, work is not provided to students absent longer than 10 consecutive days.**

LEAVING SCHOOL EARLY

- A. **Parents/ Guardians must call 916-714-8181 or write a note asking that the student be released from school early.** The note should include the student's name, student ID number, the date and time the student needs to be excused from class and the expected date/time of return, reason for early dismissal, and a telephone number where parent/guardian can be reached to verify the note, and parent/guardian signature. If a student is unable to return by the designated time, the parent/guardian should follow-up with a call or note.

Toby Johnson Middle School students must have parents/guardians show valid identification and sign students out before a permit to leave will be issued. Early dismissals are not possible within 15 minutes prior to the end of the school day.

- B. **Students will be issued a “Permit to Leave.”** The permit will be sent to the student in their classroom when the parent comes into the Student Services office to sign their student out.
- C. **Returning to class:** Students must report to the Student Services office upon returning to school. Their readmit will be date/time stamped and the student will return to class.

ACADEMIC

TEAMING

All students are randomly assigned to a team. Some unique scheduling may occur to accommodate specific programs. For example: Special Education, BAND, Leadership, ELD, AVID, and Yearbook.

- Each team has college prep and honors courses.
- Students are not placed on specific teams based upon parent/guardian request.
- The average team houses 220 students with an average class size of 36. Our computer system places students in the courses based upon available space and course requests.
- Students are assigned to the team for both 7th and 8th grade.
- Each team will articulate with a vice principal and counselor to support student success.

ADVOCACY

Advocacy is a class designed to support students in the areas of academic, social, and career development. The class meets weekly for 30 minutes. The students are provided tools and resources for making positive choices at school and in the community. In addition, we will be reinforcing the values of good character, organization, and follow-through to help our students be more successful. Students attend the same Advocacy class for 2 years.

GRADES

Midterm Progress Reports are distributed through student Advocacy classes, taking place approximately every 4 weeks. Final Report Cards are available at the end of the term. The parents/guardians of students receiving grades of D's and F's will be notified. **Student current grades and progress on assignments can be monitored by the student through StudentVUE and/or the parent/guardian through ParentVUE (both are available as apps for your smart device or online).** Assistance to set up ParentVue is available in the Student Services Office.

CITIZENSHIP

EGUSD report cards include the option for teachers to make marks under “citizenship”: E, S, N and U. To discuss citizenship report card grades, please contact your student's teacher.

E = EXCELLENT, S = SATISFACTORY, N = NEEDS IMPROVEMENT, U = UNSATISFACTORY

ACADEMIC CODE OF CONDUCT

The staff at Toby Johnson Middle School expects the highest standards of honesty and fairness from all students. Promoting the ideals of education, responsibility, and self-discipline are essential. Academic Dishonesty will result in disciplinary consequences, including zero credit for the assigned work.

CLASSWORK/HOMEWORK POLICY FOR HOME SUSPENSION

Per Ed Code, a student will be provided with the opportunity to make up work missed during home suspension. It is the student's and parents' responsibility to communicate with the teacher to request the class assignments.

CLASSWORK/HOMEWORK REQUESTS

The following is the procedure for assignment requests for students:

1. Students who are absent one or two days will receive their missed assignments upon their return to school. They may contact their teachers using Synergy, or they can check Synergy or their Google classroom for assignments while away from school.
2. Students who are absent for three or more days should contact their teachers using Synergy to request homework. If families do not have access to Synergy, a message for the teacher may be left at the Student Services office.
3. Assignments will be ready for pick up as arranged by the teacher after school until 4:00 pm in the Student Services office.
4. **Students will have one day to complete assignments for each day of excused absence.**
NOTE: Most teachers list assignments on the class calendars within Synergy or Google classrooms. Assignments and calendars can be accessed through ParentVUE or StudentVUE (both are available as apps on your smart device or online).

SYNERGY

Synergy is a tool that promotes communication between students, teachers, and parents/guardians. **In order to protect the confidentiality of home-school communication, students must register as “students” and use their “student” account for communicating with teachers, and accessing assignment data. Similarly, parents/guardians must register as “parents” and must use their “parent” account when communicating with teachers.** Only legal parents or guardians receive an account code to Synergy. The parent/guardian portal is called “ParentVUE” and the student portal is called “StudentVUE”. Staff in Student Services can provide assistance with access.

Synergy is a privilege that is provided to students for school use. Students must always use school appropriate language when communicating in Synergy. **Students must only use Synergy mail, Google Classroom, Google Docs, discussion groups, and ANY digital platforms for school related and appropriate communication.** Student email and discussion posts cannot be permanently deleted in the Synergy system. Email accounts and discussion groups can be monitored for proper use and appropriate language. Violators will be subject to administrative disciplinary action, as well as possible loss of Synergy communication rights (email and postings), and loss of Synergy account access. **This includes access and use of District Provided devices, including Chromebooks.**

TEACHER ASSISTANT (TA)

8th grade Students are allowed to apply to become an office assistant (TA) during their elective period for one quarter per school year. Students are required to maintain a minimum of a 2.5 GPA, and have no U's in citizenship, or suspensions. Students who do not meet these requirements or are home suspended will be removed and placed in a different elective.

VIDEO POLICY

USE OF FILMS, VIDEOS, AND TELEVISION FOR STUDENT VIEWING

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

USE OF THE INTERNET

The use of the Internet is considered a privilege. It will be the option of Toby Johnson Middle School Administration to revoke the use of the Internet by any student not abiding by the appropriate use policy. Parents/guardians will be notified of any concerns.

Unacceptable Use - Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material. **Any transmission or reception of pornographic material is expressly prohibited and will result in the cancellation of all information technology access and privileges.**

Network Etiquette - Students are expected to abide by the generally accepted rules of network etiquette. They include (but are not limited) to the following:

- Be polite.
- Use appropriate language.
- Do not reveal your personal address or phone numbers or those of students or staff.
- Note that email is not guaranteed to be private. Messages relating to or in support of illegal activities may be reported to the authorities.
- Do not use the network in such a way that you would disrupt the use of the network by other users.
- All communications and information accessible via the network should be assumed to be private property.

If Chromebook support or access to accounts is needed, EGUSD Technology Services is available to provide assistance with technical issues for students and families. Please contact STUSUPPORT@EGUSD.NET or (916) 686-0245.

ACTIVITIES

ASSEMBLIES/ RALLIES

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

CLUBS

Toby Johnson Middle School's clubs provide many different interests and activities to meet the needs of all students. All clubs meet at times convenient to their members. With the help of an advisor, the

plans, the activities, and the functions of each club are decided upon and carried out by the members and their elected officers. Students must have an advisor present at all times during club meetings and activities. Students are encouraged to make their time productive through active participation. Students that connect with school are known to have greater success. Clubs are a wonderful way to find connection.

DANCES

TJMS has several different types of dances throughout the school year. Only Toby Johnson students who are **not** on the “**NO ACTIVITY LIST**” may attend dances. Tickets will be sold on campus at designated times during the school day up to a deadline prior to the dance. Dances will be chaperoned by staff and parents/guardians. Students are expected to comply with all school rules and with all directions and requests given by chaperones. The following rules are intended to guarantee that all who participate enjoy the events:

Only Toby Johnson Middle School students may attend school dances. No guests will be allowed.

Students must purchase their own dance ticket to attend the dance. Students must present their TJMS I.D. card and ticket at the gate entrance of the dance with their individual ticket to be admitted.

- Each person attending a dance is expected to follow school rules at all times.
- No tickets will be sold at the door and tickets are not transferable.
- Students must enter ALL dances within 15 minutes of the start of the dance.
- No students will be allowed in late to the dance.
- No one will be allowed to leave a dance before it is over unless the earlier dismissal is arranged with the Activities Director prior to the dance.
- Parents/guardians are responsible for providing transportation at the end of the dance.
- Students who attempt to attend the dance without a ticket may receive a disciplinary consequence and be placed on the “No Activities List”.

IDENTIFICATION CARDS AND LANYARDS

At the beginning of each school year, student ID photos are taken at school and students are issued one free ID card that will attach to a school provided lanyard. **Students and staff are expected to wear and display the lanyard and ID card upon entering campus every day. They are also expected to immediately show the ID card to any staff member upon request.** The purpose of keeping the ID card attached to the lanyard and visible on staff and students at all times is for several reasons. It provides a layer of safety by knowing that only students and staff enter campus. It also is a huge convenience as the ID card is necessary for: Library use, late arrivals, lunch time activities/rewards, all school events, student store purchases, and more.

Replacement of the ID card due to loss, damage, or tampering will cost the student \$5.00 and can be purchased in the Student Store. If there are concerns about affordability, talk to your counselor.

STUDENT STORE

The Student Store is a place for students to purchase many needed school supplies, school clothing items (PE clothes and “spirit wear”), and food items throughout the school year. The Student Store is open during lunch. **Students may ONLY visit the Student Store during their assigned lunch time (7th and 8th grade separately).** All profits from the Student Store are used by the student body for student activities. Signing up and paying for field trips will take place in the Student Store as well.

The Student Store is open every day during both lunch periods with the exception of minimum days. At the window you can purchase PE wear, yearbooks, ASB (Associated Student Body) stickers. Inside the Student Store you can purchase snacks and drinks.

YEARBOOK DISTRIBUTION

Yearbooks will be sold for an extra discounted price of \$45.00 until the end of the First Term. The book remains on sale for \$50.00 until the end of the Second Term. The cost increases to \$55.00 until the end of the school year, or until the yearbooks are sold out. A limited number of yearbooks are printed each year. Students interested in purchasing one should do so early in the year. The yearbooks will be distributed to students on campus in May.

ATHLETICS

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

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

ATHLETICS AND SCHOOL SPONSORED ACTIVITIES ELIGIBILITY

The Elk Grove Unified School District's middle school athletic program provides equal access for all students. It guarantees opportunities for maximum participation, through competition in athletic programs, which promotes school spirit, self-esteem, sportsmanship, team work, and positive social skills.

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

- Have earned a 2.0 GPA in their overall 7th and 8th grade program for the grading period prior to their participation. This GPA must be maintained for each succeeding grading period during participation. A student who receives a failing progress report (F grade) in any class during the participating season will be removed from participation in the activity, placed on academic probation, and will remain on probation until the student again earns a passing grade in the designated class or classes.
- Meet standards of satisfactory or excellent citizenship. **Violation of athletic behavior guidelines could result in one or more of the following consequences: benching, suspension, or dismissal.**
- Maintain a satisfactory attendance record.
- **Students must not be on the "No Activity List"**. (If a student is home suspended, they will be on the "No Activity List" for one week per each day of suspension, affecting their ability to participate in practices and games during that time).
- **In addition, per EGUSD policy:** "Student-athletes, performers or competitors involved in a fight, while in uniform and/or at a performance/competition will have the following consequences: First Offense – One game or performance suspension/school suspension; Second Offense – Complete removal from the team and school suspension; Each situation will be evaluated on an individual basis by the administration. Input will be provided by the appropriate coach or advisor."
- Please see the Student-Athlete and Parent Handbook at www.egusd.net for further information on academic eligibility, attendance, and citizenship requirements.

The district sports program includes:

Competitive interscholastic co-ed and same gender sports teams. There will be a limited number of players per team.

The sports offered will include:

- Cross Country
- Girls Volleyball
- Boys Volleyball
- Girls Basketball
- Wrestling competitive team
- Boys Basketball
- Track and Field competitive team

SPORT	SEASON	INITIAL ELIGIBILITY GRADES
Cross-Country	August	N/A
Volleyball (Girls)	September	N/A
Basketball– 7 th Grade	January	Term 2
Basketball – 8 th Grade	October	Term 1
Wrestling	November	Term 1
Track and Field	March	Term 3
Volleyball (Boys)	March	Term 3

All athletic offerings are subject to change following COVID-19 guidelines. For more information about athletics, please see the “Athletics and School Sponsored Sponsored Activities” below. Please contact the TJMS Athletic Director, Theresa Jones for updated information at thjones@egusd.net.

PHYSICAL EDUCATION

PHYSICAL EDUCATION PERSONAL ACTIVITY LOG

The state of California requires all secondary schools on a 4 x 4 block schedule to provide evidence of compliance with the required minutes of physical education. The state requires 200 minutes of PE every 5 school days throughout the school year. Our program well exceeds the year-long requirement, but we do not meet the requirement for weekly minutes because of the lack of 4 Quarters of Physical Education in our block schedule. Due to the fact that our students are in PE only 18 weeks out of 36, we are required to provide evidence of fitness and exercise by our students for the entire duration of the school year. Students will be required to fill out a Personal Activity Log (PAL) weekly the entire time that they are not in PE. PE instructors will teach their students how to access and complete the form. The PAL is simple and straight-forward to use. Contact your student’s PE teacher with any questions or concerns.

TARDY/NON-DRESS POLICIES

The **Physical Education class syllabus** will fully explain the policies, procedures and activities at Toby Johnson Middle School. PE teachers may use their own discretion in deciding what level of consequence to apply to student offenses.

CAFETERIA

CAFETERIA/MULTI-PURPOSE ROOM (MP ROOM)

The school cafeteria/MP room is maintained as a vital part of the health program of the school. To encourage good nutrition, a well-balanced lunch is offered to all students. Students will be expected to follow the following rules while in the cafeteria/MP Room:

1. **Students must clean up after themselves** and place all trash in trash cans and recycling in appropriate containers.
2. Failure to do so will result in appropriate consequences or loss of privileges.

FREE/REDUCED LUNCHES & MEAL PRICES

Free Meals for All - Under a waiver, provided by the United States Department of Agriculture (USDA), Elk Grove USD Food & Nutrition Services is able to provide meals, free of charge, to all enrolled students. Enrolled students are eligible to receive breakfast and lunch for free.

STUDENT LUNCH DROP-OFF

Parents/guardians are welcome to come have lunch with their students during Parents-on-the-Green. On regular school days, **lunch can only be dropped off for your student and not for other students.** Students will be called to the office to retrieve their lunch during their designated lunch period. Due to safety concerns, Toby Johnson Middle School will not accept deliveries from food delivery services. **Food, beverages, and coffee drinks will not be delivered to students.**



Secondary Lunch Menu

DAILY CHOICES	DAILY SPECIALS		
<ul style="list-style-type: none"> BENTO BOX - PB&J OR POWER BURRITO, BEAN & CHEESE CHEESEBURGER w/ FRIES TURKEY CROISSAN WICH MACHO NACHOS - Chicken or Beef NACHOS - Cheese P B & J UNCRUSTABLE PAPA MURPHY'S PIZZA (Cheese, Pepperoni or vegetarian) SPICY CHICKEN SANDWICH w/ FRIES VEGETARIAN SALAD 	<p>Monday</p> <ul style="list-style-type: none"> SPICY CHICKEN WRAP TERIYAKI CHICKEN TERIYAKI TOFU TURKEY CHEF SALAD RED, WHITE & BLUE YOGURT PARFAIT 	<p>Tuesday</p> <ul style="list-style-type: none"> SOUTHWEST CHICKEN SALAD THAI CHILI CHICKEN THAI CHILI TOFU TOSTADA BOWL (Beef, Chicken, Vegetarian or Vegan) TURKEY & BACON WRAP 	<p>Wednesday</p> <ul style="list-style-type: none"> SPICY CHICKEN WRAP TERIYAKI CHICKEN TERIYAKI TOFU TOSTADA BOWL (Beef, Chicken, Vegetarian or Vegan) TUNA SANDWICH TURKEY CHEF SALAD
<ul style="list-style-type: none"> PLANT BASED OPTION VEGETARIAN OPTION HALAL 	<p>Thursday</p> <ul style="list-style-type: none"> SOUTHWEST CHICKEN SALAD THAI CHILI CHICKEN THAI CHILI TOFU TOSTADA BOWL (Beef, Chicken, Vegetarian or Vegan) TUNA SANDWICH TURKEY & BACON WRAP 	<p>Friday</p> <ul style="list-style-type: none"> SPICY CHICKEN WRAP TERIYAKI CHICKEN TERIYAKI TOFU TUNA SANDWICH TURKEY CHEF SALAD RED, WHITE & BLUE YOGURT PARFAIT 	<div style="background-color: #fce4ec; padding: 10px; border: 1px solid #ccc;"> <p>All meals are served with a variety of fruits and vegetables.</p> </div>
<p>Includes 1% white milk or nonfat chocolate milk. Lactose Free milk - available upon request</p>			
<p>Students must take at least 3 components, 1 must be a fruit or a vegetable.</p>			



All grains are made with whole or enriched grains. Nutrition information can be found at egsd.schoolmeals.com. Menu subject to change without notice. In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability.

COUNSELING

The counseling program is an integral part of our total school program. Our school counselors work closely with the Toby Johnson Middle School staff, faculty, administrators, families, and community to provide a supportive, effective and safe environment in which all students can succeed.

The Toby Johnson Middle School counseling program provides personal counseling for individuals and groups, academic guidance, and career exploration. Counselors assist students in identifying academic and career goals and in planning courses of study that will lead to the achievement of these goals. While the Toby Johnson counseling department provides social and emotional support through conflict management and other programs, counselors are unable to provide long-term therapy. However, the counselors are available to provide crisis intervention and referrals to appropriate resources.

CONFLICT MANAGEMENT

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

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

PBIS

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

PBIS is designed to help create an environment to prevent the development and occurrence of problem behaviors, and more importantly, teach and encourage prosocial skills and behaviors to students. The staff at Toby Johnson Middle School understands the need for a safe and positive learning environment. At Toby Johnson Middle School, student expectations for behavior are categorized under our four core values: **Be Safe, Be Respectful, Be Responsible and Be Kind**. Our students are given explicit instructions and lessons on how to follow school rules in order to help them practice the skills necessary to be successful students and citizens at Toby Johnson Middle School.

	Be Safe means...	Be Respectful means...	Be Responsible means...	Be Kind means...
Expected Student Behavior	"I keep my hands, feet, and objects to myself. I follow routines and procedures."	"I use appropriate language and volume levels. I respect people and property."	"I leave areas clean and am accountable for my actions."	"I use kind words and actions. I am helpful."

PERSONAL RESPONSIBILITIES

BACKPACKS

Lockers are only available in P.E. for storing items during P.E. class. Students with disabilities or other physical limitations which prohibit them from carrying a full backpack, may request assistance from the student's counselor for accommodations. Students must provide the school with written verification from their doctor. To limit the weight distribution of textbooks and personal items, we encourage students to purchase a rolling backpack. **Backpacks should never be left unattended.**

TEXTBOOKS

Textbooks are an important part of our instructional program. It is necessary that students cover textbooks and handle them with care. Students are not permitted to store books in the classroom without a Textbook Contract given by the teacher and signed by parent/guardian. They will be charged for books that are damaged or not returned promptly at the end of the quarter. Most cost at least \$75 to replace. Textbooks are checked in and out from windows located at the front north end of the library building. A current school ID card with picture or class schedule with barcode is required at the time of checkout.

CHROMEBOOKS

- Chromebook use will be restricted to the Library or Classroom/Gym buildings.
- Students are **NOT ALLOWED** to use their Chromebook during passing period, lunch, before and afterschool while outside of a classroom.
- **Chromebooks are a required school material and students are responsible for bringing their Chromebook to all classes everyday.**
- **Students should charge their Chromebook nightly and not rely on the ability to charge during the school day.**
- If a student does not bring the Chromebook to school, they can get a loaner from Student Services.
- **The use of loaner devices by students is intended to be for the occasional situation where a Chromebook is forgotten.** The frequency of student use of loaner devices will be monitored for possible disciplinary consequences.
- **A student will be responsible for any damage to or loss of the device.**
- Students who obtain a loaner will be responsible for returning the borrowed device to Student Services if leaving campus on an early dismissal otherwise an office TA will collect the loaner by the end of 5th period.

Students who fail to take care of the Chromebook, leading to its damage will be referred to administration and may receive consequences for vandalizing school property.

Chromebooks are expected to be used for **EDUCATIONAL PURPOSES ONLY**. If a student violates this rule by playing games, watching videos or logging in any non-class related site, the student will receive consequences per our progressive discipline policy.

PROMOTION

PROMOTION CEREMONY AND ACTIVITIES

To participate in the 8th grade promotion ceremony at Toby Johnson Middle School, students need a minimum total of 130 credits earned during their 7th and 8th grade years. The promotion ceremony is a privilege earned by the students, not a right. Students who have earned 65 or more credits in 8th grade and at least a 2.0 GPA, but have not earned a total of 130 credits over two years, may request to have their promotional rights reviewed by their administrator, team leader, and counselor.

Students may not participate in any celebratory 8th grade extracurricular events if they are on the “No Activities List” at the time tickets are sold for the event or on the date of the event. Participation in social events exclusively for 8th grade students include, but are not limited to, a dance and a field trip or field day. Once eligibility for an event has been established, the students’ performance/behavior will be monitored up to and during the day of the event.

Students who are home suspended anytime within 20 school days prior to the promotion ceremony are not eligible for the promotion ceremony.

The chart below illustrates the two-year progression in regard to credits earned at Toby Johnson Middle School.

Seventh Grade

0 – 62.50 Credits	In 7 th Grade: Non-Participation in the 8 th grade <u>Promotion ceremony</u> .
65 – 90 Credits	Promotion to 8 th grade.

Eighth Grade

65 – 127.50 Credits	In 8 th grade: Non-Participation in the 8 th grade <u>Promotion ceremony</u> .
130 - 160 Credits	Promotion to 9 th grade.

MOVING FROM THE 8TH TO 9TH GRADE (PROMOTION / RETENTION POLICY)

Per EGUSD Board Policy 5123, “The Board of Education expects students to progress through each grade level within one school year. Toward this end, instruction shall be designed to accommodate the variety of ways that students learn and provide strategies for addressing academic deficiencies as needed.”

All 8th grade students “promote” from the 8th grade to the 9th grade, unless there are extenuating academic circumstances not addressed in earlier grade levels that may result in retention. Any consideration for retention would need to include the “site team’s decision that retention is the most appropriate intervention for the student’s academic deficiencies”. For specific questions about promotion and retention, contact the school counselor (see Board Policy 5123).

The “**promotion ceremony**” is for students that meet specific requirements to attend the celebratory event. If a student earns fewer than 65 credits before beginning 8th grade, student’s will not be able to participate in the 8th grade promotion ceremony, but still “promote” to the 9th grade.

The decision to promote or retain a student may be appealed by the student’s parents/guardians consistent with Board policy described in this administrative regulation and law (AR 5123(d)).

SAFETY

ILLNESS AT SCHOOL

If a student becomes ill at school, the student is to report to the Student Services office. Students who are ill must first obtain a pass from their teacher to leave the classroom. Students are NOT allowed to call home by using their cell phone from class. A student who is ill may leave campus with a parent or guardian only if excused by the Office Technicians or an Administrator, and after signing out in the Student Services office. All health information should be updated annually, and changes in address, parent/guardian home and work phone numbers, and emergency contact names and phone numbers should be reported immediately so that the school can make immediate contact if the student is injured or becomes ill.

LOCKDOWN INSTRUCTIONS

In case of an emergency, administration may decide to proceed with a lock down. In a lockdown situation, we have the following expectations:

In the classroom:

1. Teachers will lock the doors, close windows and the blinds.
2. Students and adults are to remain in the classroom away from doors and windows. Everyone should assume the “duck and cover” position under furniture.
3. Phones are not to be used, especially not cell phones.
4. Everyone should remain quiet and wait for further instruction.

Outside the classroom:

1. During the passing period, students should move quietly and safely to the nearest classroom or building.
2. During lunch, students at lunch will report to the MP room.

Teachers and students are not to respond to a fire alarm during a lockdown. Teachers and students are to remain in their safe location following all procedures. During a lockdown situation, students will not be released to parents/guardians. Parents/guardians are asked to stay away from the school and from roads that allow access to emergency vehicles and law enforcement.

FIRE DRILL/EMERGENCY INSTRUCTIONS

In case of a fire or other emergency, administration may decide to proceed with the evacuation protocol. In a fire/emergency situation, we have the following expectations:

1. Calmly, quickly, and quietly form one or two single-file lines (one line for classes smaller than 25) and walk behind the line leader.
2. The line leader takes the classroom sign and holds it up high at the front of the line.
3. The line leader begins walking the class out to the **blacktop** following the exit route.
4. The teacher waits for the last student to exit and walks behind the class.
5. The line leader walks to the class blacktop number and stands on the grass behind the number facing the school.

MEDICATION

Students are not permitted to bring medication to school (prescription and non-prescription) without written doctor’s approval. If your student must take medication at school, a parent/guardian must come in and pick up an authorization sheet to be filled out by the doctor before medication can be administered. A parent/guardian must bring the medication to the school, in its original container, with the physician’s instructions for administering the medication along with the authorization sheet. The medication and/or a reserve supply should be kept in the Nurse’s Office located in the Student Services Office at all times and will be kept securely locked. Nonprescription drugs must be unopened and signed over to the clerk. Students may not carry medication on campus. Please contact the Student Services Office to obtain forms and information regarding this procedure.

STUDENTS SERVICES OFFICE

CHANGE OF ADDRESS

Parents/guardians are to notify the Data Processor immediately of any change in address, telephone number, or guardianship. To change an address, proof of new residence is required, i.e. **current SMUD or PG&E bill, new rental agreement, or mortgage statement**. There are new regulations requiring multiple documents.

LOST AND FOUND

The Lost and Found is located in the Student Services office and the MP Room. Students are urged to secure their books and personal items at all times to avoid the possibility of loss or theft and are encouraged not to bring valuable possessions or large sums of money to school. Backpacks should not be left unattended for any reason.

OFFICE TELEPHONE

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

STUDENT SUPPORT

INSURANCE

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

LIBRARY

The Franklin Community Library serves the students of Toby Johnson Middle School and Franklin High School. This unique library facility is a cooperative project of the Elk Grove Unified School District and Sacramento Public Library. The size of the library collection and the hours of service greatly exceed those of a typical middle school library.

Students and staff use the library for research, class projects, and independent reading throughout the school day. **Standard school policies and procedures are enforced from 8:00 am to 3:45 pm.** Students are welcome to use the library at other times and will be treated as regular public library patrons. Quiet and polite behavior is expected.

The library is open to children and adults in the community during all hours of public operation. All patrons using the library during school hours will be required to sign in and show identification upon request. **No food or drinks are permitted in the library.**

After 3:45 pm, as well as during school vacations/holidays and on Saturdays, the Franklin Community Library will be considered a public library staffed by public library employees. As such, students in the library at that time will be considered "public patrons" and will not be supervised by school staff. Public patrons will no longer be required to sign in or show identification. Students are welcome to use the library during non-school hours, but in doing so will be accountable for all rules and procedures of the Sacramento Public Library. As public patrons, students will have access to all public library resources, including an unfiltered Internet. Franklin High School and Toby Johnson Middle School will have only limited responsibility for students using the Franklin Community Library outside of school hours.

The library collection includes books, magazines, newspapers, music, videos, audio books, and other materials for use in the library and at home. Most items are checked out for a three-week loan period. Library computers provide access to Internet resources, word processing software, and the library catalog. During school hours, students are expected to use the computers for academic and educational purposes only. All school rules apply during the school day while at the library. Synergy access is permitted.

Every student must show an official school picture ID card in order to take advantage of library privileges. Photocopy and computer printing services are provided for a small fee. Students are exempt from overdue fines, but those with missing or damaged books may be restricted from borrowing books and participating in extracurricular activities. Students who leave the library with materials that are not properly checked out are subject to disciplinary action.

Students who do not follow library rules may lose their library privileges. Students are NOT permitted to play video games during school hours.

Students who owe fines or materials to the library are placed on the No Activities List. Library fines must be paid to clear a student from the **No Activities List**. Students who have not returned their Student Information Update form to Student Services by the assigned date are placed on the **No Activities List**. Students must turn in the form to be removed from the **No Activities List**.

STUDENT TRANSPORTATION

BICYCLES/SKATEBOARDS/HOVERBOARDS/ SCOOTERS (ETC.)

If you ride a bike, skateboard/longboard, or scooter to school, park your vehicle in the enclosed, fenced bike rack area (next to the Student Services Office) when you arrive. Each item must be locked with its own individual lock. The bike area is locked throughout the school day. If you need to leave campus during school hours, report to the office and request that the gate be unlocked. If you have an after-school activity, leave your vehicle locked in the rack area until you are ready to leave school. All items should be recovered before 4:00 p.m., and should not be left overnight. **All students riding their bike to school are required to wear a helmet.** The riding of bikes, longboards, skateboards, and scooters is prohibited on school grounds at all times. The school is NOT responsible for lost, stolen or damaged bicycles, skateboards and longboards or for vehicles left after 4 p.m. Skateboards and longboards are not allowed on campus and must be locked in a locker. Electronic or gas-powered Scooters and Hoverboards are not allowed on school property. They will be confiscated and held for parent pick up.

BIKE AND PEDESTRIAN INFORMATION

Riders shall:

- Ride on the right side of the road.
- Stop at all stops and obey red lights just as cars do.
- Stop and check for traffic in both directions when leaving driveways, pathways, bike lanes, or curbs.
- Slow down and check for traffic at all corners.
- Use crosswalks to cross the street.
- Use bike lanes or designated bike routes whenever possible.
- Never ride over or between road medians.
- Walk bike/skateboard while entering or leaving campus.
- Use lock and chain for securing bikes in the designated area. **The school is not responsible for bicycles, skateboards, or scooters on campus.**

- Wear a helmet which is properly fitted and fastened at all times (Helmet Law -Vehicle Code § 21212).
- Be respectful, courteous, and mindful of vehicles, neighbor's home, and property.

Pedestrians shall:

- Use the sidewalks or other areas designated for pedestrians.
- Always cross the street inside of designated **crosswalks**.
- Stop and check for traffic in both directions when crossing streets or leaving the curb.
- Stop at all stop signs and obey crossing signals.

STUDENT DROP-OFF

(Located in front of the Multi-Purpose Room)

The student designated drop-off area is located in front of building MPR adjacent to the faculty parking lot. Parents/guardians are to use this designated drop-off area before and after school when bringing and picking up their students. During these brief periods of the day, the main parking lot located in front of Student Services and the Office buildings is reserved for visitors with appointments, parents/guardians of special needs students, and district personnel.

The front parking lot is not a designated student drop-off area.

BEHAVIOR EXPECTATIONS

Good citizenship and respectful behavior is expected of all students at **Toby Johnson Middle School**. Toby Johnson Middle 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 Toby Johnson Middle School encourages cooperation between the home and school concerning students' discipline.

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

RESPECT FOR OTHERS

The Toby Johnson Middle School community is composed of people from various cultural, racial, and religious backgrounds. This community is built on mutual respect for the dignity and worth of all individuals. Since intolerant and prejudicial comments and/or actions contradict this philosophy, their use will not be tolerated and may lead to serious disciplinary action, including suspension or expulsion.

CAMPUS COURTESY

Students are asked to show respect for their peers by **passing quietly** and **be considerate** of others in the quad, common areas, and classrooms. Acknowledging that a quiet, calm classroom atmosphere is essential to learning and that nothing contributes more to this atmosphere as does being quiet. Students are expected to be kind and respectful by using quiet voices, gently handling objects and being silent in and near classrooms.

Behaviors that violate the **CAMPUS COURTESY** protocol:

Horseplay/ Play Fighting	Pushing	Running among the crowds/Pushing
Throwing objects	Littering	Cutting lunch lines
Using Profanity	Using Racial slurs	Fighting
Taunting	Name Calling	Violations to the EGUSD Ed.Code

HALL PASSES

If students are out of class during class session, they must possess a hall pass from an authorized staff member.

RESTROOM USE PRIVILEGE

Students are encouraged to use the restrooms during passing periods and at lunch time. Per teacher's discretion, one student at a time will be allowed approximately a 5 minute trip to the restroom. If more time is needed, the student needs to communicate it to the teacher. Each student is required to complete the classroom "Bathroom Trip Log" and have a bathroom pass.

For safety reasons:

- **7th grade students are NOT allowed to go to the bathroom during 8th grade Lunch**
- **8th graders are NOT allowed to go to the bathroom during 7th grade Lunch**
- If it is an emergency, the student can go to the Student services restroom.

The privilege of using the restrooms during class time can be revoked if the student repeatedly misuses or abuses the time to get out of the classroom.

OFF-LIMIT AREAS

Some areas of the campus are "off-limits" to students during the school day. Students who are in these areas without authorization will be subject to administrative disciplinary consequences such as: Vice Principal Conference, After School Detention, and/or Saturday School.

These areas include parking lots, physical education playing fields, in and around the Library without teacher supervision, and any area beyond the "RED LINES" at lunch, unless directed by a teacher or administrator. Students are expected to vacate campus within 15 minutes of school dismissal.

RESPECT SCHOOL/PRIVATE 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 building clean by not throwing trash on the floors. Writing and carving on walls, desks, and chairs will not be tolerated. Students will be charged for all damages or losses occurring to school buildings, books, or equipment. This expectation extends to areas surrounding the school (Library, parking lots and fields). Violators will be subject to administrative disciplinary actions such as: Vice Principal Conference, After School Detention and/or Saturday School.

GRAFFITI AND VANDALISM

Vandalizing school property, graffiti, tagging, or other marks made on school or private property is strictly prohibited. Toby Johnson Middle School will not tolerate any graffiti or form of vandalism. This includes but not limited to: **destroying Chromebooks**, textbooks, school equipment, and restrooms walls and facilities. Violators will be subject to administrative disciplinary actions. If the act violates the **ED CODE 48900(f) Property Damage**, the consequence may be Home Suspension. Other consequences may include: Vice Principal Conference, After School Detention, and/or Saturday School, as well as possible criminal charges. In addition, parents/guardians will be charged for the damaged items.

SELLING OF PERSONAL OR OTHER ITEMS

Students may only sell items for **school-related fundraisers** while on campus. Selling any items such as candy, food, toys, etc., for outside fundraisers or for personal gain is **prohibited**. Items will be confiscated and taken to the Admin. Office for parent/guardian pick-up. Violators will be subject to administrative disciplinary actions such as but not limited to: Vice Principal Conference, After School Detention and/or Saturday School.

GUEST TEACHERS

The students of Toby Johnson Middle School are expected to welcome Guest Teachers with cooperation and respect. Students will represent Toby Johnson Middle School with their best behavior towards those who substitute for their regular classroom teacher.

Students who are not cooperative and respectful toward Guest Teachers will receive consequence(s) for their lack of respect.

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 kissing, petting, hugging and/or touching in a suggestive manner. Students violating the display of affection policy may be issued one warning or Admin. conference with parent notification. Repeated violations may result in further consequences such as but not limited to: After School Detention and/or Saturday School. If the act violates the **ED. CODE 48900(i) Obscene Act** , the consequence may be Home Suspension

DRESS AND GROOMING

Toby Johnson Middle School, under the direction of the The EGUSD Board of Education, believes that all students should be able to dress comfortably for school without fear of or actual body shaming or unnecessary discipline. Unnecessary discipline includes any act of discipline that is not aligned with the beliefs and purposes defined in the policy. (BP 5132)

Toby Johnson Middle School promotes the wearing of clothing or accessories that:

- do not interfere with the operation of the school, disrupt the educational process, invade the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights.
- ensure certain body parts must be covered for all students: Students must wear tops, bottoms, shoes, and clothing that covers genitals, buttocks, and nipples with opaque material.
- ensure clothing worn as outerwear shall be broadly considered as outerwear (i.e., underwear and swimwear of similar design are not allowed to be worn as outerwear).
- maintain a physically safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection), dance (bare feet, tights/leotards), PE (athletic attire/shoes), or outdoor activities where sun-protective clothing is needed.
- don't portray offensive images, language, or content that is racist, lewd, vulgar or obscene, including profanity, hate speech, pornography or references to alcohol, drugs or related paraphernalia or other illegal conduct or activities.

The primary responsibility for a student's attire resides with the student and families. The school is responsible for seeing that student attire does not interfere with the health or safety of any student, and that student attire does not contribute to a hostile or intimidating atmosphere for any student.

It is not the school responsibility if clothing or accessories get damaged during school hours. If the student chooses to wear expensive and/or designer clothing/shoes to school, the school will not be monetarily responsible for loss or damage.

It is the teacher's discretion to allow the use of hoodies, beanies or hats in the classroom.

Violators of the above mentioned dress/accessories expectations will be subject to administrative disciplinary consequences such as but not limited to: Vice Principal Conference, After School Detention and/or Saturday School.

“GATE TO GATE”

ELECTRONIC DEVICES

EGUSD policy states: “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.”

Upon entering the TJMS campus, cell phones, headphones, portable speakers, and other electronic devices (including e-watch and game consoles) must be turned off and put away in the student’s backpack at **ALL times**. This includes class time, passing periods, lunch time, and dismissal.

The “**Gate to Gate**” policy means that the student can not use any electronic device from the moment the student enters the gates before school to the moment the student exits the gates after dismissal from campus. The electronic device will be confiscated if not in the backpack.

Cell phones and electronic devices should be left at home, as they are often stolen or lost. If stolen or lost, the school will neither be responsible for the stolen item nor investigate the theft.

Personal computers must be left at home as they cannot connect to the district WIFI.

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

- **Violation 1:** Minor Referral, call home and student pick-up.
- **Violation 2:** Minor Referral, call home and parent pick-up
- **Violation 3:** Major Referral, call home, after school detention and parent pick-up
- **Violation 4:** Major Referral, call home, after school detention, “No activity List” and parent pick-up.

ACADEMIC DISHONESTY

The following are examples of academic dishonesty, which may lead to **Minor Referrals**, resulting in consequences.

- Exhibiting any behavior which in the judgment of the teacher indicates dishonesty while taking an examination or quiz (such as talking, looking around, requesting something from another student).
- Copying an assignment/classwork from another student or a student who allows an assignment to be copied.
- A student who, for the purpose of cheating on an examination, enters a classroom carrying evidence of premeditation--such as aids or notes not allowed.
- A student who displays unethical behavior and/or is involved in any other activity for the purpose of cheating, altering, or falsifying records, removing or copying of any materials (students, teacher, or other), etc.
- A student who plagiarizes any print or online material and presents it as their own work.

The following are examples of academic dishonesty, which may lead to **Major Referrals**, resulting in **After School detention, Parent-Teacher conference, “No activity List”**, and/or **Saturday school**.

- Falsifying records / changing grades
- Removing a test from the classroom without the teacher’s permission
- Taking and/or in possession of a picture of a test

- Hacking into teacher's computer
- Taking, without permission, another student's assignment or project for personal use or academic credit
- Repeated minor violations of the academic code of conduct

CONSEQUENCES:

- **1st minor violation:** Teacher assigns a zero and makes a phone call home.
- **2nd minor violation:** Teacher assigns a zero, makes a phone call home, and counselor referral
- **3rd minor violation:** Teacher assigns a zero and sets a Parent-Teacher meeting.
- **4th minor violation:** Teacher assigns a zero, makes a phone call home, and enters an Admin referral with consequences. ex; After School Detention or Saturday School.

TARDY POLICY

Students are expected to arrive on time to school and to arrive to class prior to the bell ringing. Students must be inside the classroom or in the class line to be considered on time. Students will be marked tardy if they are late to school or individual classes. Tardies cannot be excused.

- **Violation 1&2:** Verbal reminder by the teacher (no incident referral)
- **Violation 3:** Minor referral
- **Violation 4:** Counseling Referral
- **Violation 5 or more:** Major/ Admin Referral, After School Detention, "No Activity List", and Saturday School.

How can students get removed from the "No activity List"?

- Students whose tardy balance is at 5 or more will be prohibited from engaging in activities, including participating in a sport or extracurricular activity in which they are a participating member.
- In order to be removed from the "No Activity List" , the student will have to complete any of the following options:
 - Serve a 30-minute-**After School Detention**
 - Attend 30 minute-**After School Tutoring** with any teacher who offers it.
 - Complete two-15 minute-community service sessions (helping the custodian)

SCHOOL PROGRESSIVE DISCIPLINE PRACTICES

1. **Teacher Warning**: Teacher talks to students about observed behavior and clearly states school/classroom expectations.
2. **Teacher Contact Parent/Guardian**: Teacher calls or emails to inform parent/guardian of the social behaviors that are of concern.
3. **Teacher/Team Consequences**: Teacher may assign a consequence in the classroom or by team.
4. **Counseling Referral**: Teacher issues a counselor referral when students have not responded to previous interventions. Parents/guardians are contacted by the teacher.
5. **Administrative Referral**: Administrators will conference with a student per teacher's referral. Consequences may include: time-out, After-School Detention, or Saturday School depending on the offense.
6. **Teacher Requested Class Suspension**: A class suspension at Toby Johnson Middle School is an alternative to off-campus suspension and an attempt to modify disruptive behavior by assigning students to an alternative placement for a period of time. The program adheres to the following guidelines:
 - Students will be assigned to a teacher-requested-class suspension for 1-2 days, depending on the nature of the offense.
 - Students will be expected to complete missed school work during the class suspension.
 - If a student is absent from school on the day they are assigned a class suspension, then they will be rescheduled upon their return.
7. **No-Activity List**: Students placed on the "No Activities List" will not participate in school activities including but not limited to: Festivals, Parades, Dances, Promotion activities, and Athletics/ Sport including: games and practices.

A "No-Activities List" is kept at Toby Johnson Middle School as a reminder of our expectations that students act safe, respectful, kind and in a responsible manner.

Students may not purchase tickets for or participate in activities while on the "No Activities List".
8. **Home Suspension**: Students violating the Education Code may be suspended or expelled. Students and parents/guardians will be informed of the violation and the consequences.
 - It is the student's or parents' responsibility to request the assignments/classwork from the teacher and arrange test make-up times .

If a student's behavior warrants a home suspension, their name will be placed on the "**No Activities List**" for 5 school days (one week) per each day of home suspension. For example, if a student is suspended for 2 days, they will be on the "No Activities List" for ten consecutive school days (2 weeks).

Suspensions occurring while on the "No Activities List" will accrue additional days on the "No Activities List".

RESTORATIVE PRACTICES

The administration at Toby Johnson Middle School, in conjunction with the Elk Grove Unified School District, believes in providing students with growth opportunities to improve and/or change their negative behaviors. TJMS uses a progressive set of interventions, remediation, and consequences when disciplining students. Administration will use their discretion to provide alternatives to suspension. [E.C. 48900(v), 48900.5] [EGUSD AR 5144]

1. **Counselor conference:** Students meet with their team counselor to discuss how negative behaviors affect their grades, have restorative conversations, and/or do conflict mediation.
2. **Administrator conference:** Students meet with their team administrator to review discipline history, past consequences, have restorative conversations, and discuss future consequences.
3. **Behavior Support Plan:** Assisting students in identifying alternative behavior choices and possibly creating a contract to remind students of the process.
4. **Restitution:** Allows students to help restore and/or compensate for property.
5. **Skill modules:** Self-study modules on topics related to the student's inappropriate behavior designed to teach the student increased awareness or knowledge about the topic. These modules might include readings, videos, workbooks, tests, presentations, and/or oral reports.
6. **Parent/guardian conference/supervision:** Parents/guardians meet with the student's team to develop strategies and/or systems to meet the behavioral and/or academic needs of the student. Parents/guardians may also be invited to shadow their student for one or more class periods.
7. **Behavior monitoring:** Daily check-in/check-out form with counselor, or designated staff, for behavior and/or academic progress.
8. **Behavior contract:** A structured, coordinated behavior contract specific to the student. The contract focuses on increasing desirable behavior, and replacing inappropriate behaviors.
9. **Outside Counseling:** Students are referred via MTSS for consultation, interventions, and/or case management.
10. **Alternative program:** Provide short- or long-term changes in the student schedule, classes or course content or offer the option of participating in an independent study program.
11. **Appropriate in-school suspension:** Includes academic tutoring, instruction on skill-building related to the student behavior problem (e.g., social skills), and a clearly defined procedure for returning to class contingent on student progress or behavior.

ELK GROVE UNIFIED SCHOOL DISTRICT

SCHOOL HANDBOOK

Educational Code of Conduct 2022-2023

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

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

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 a student possessed, sold, or otherwise furnished a firearm, please refer to CA Ed. Code 48915(c)(1)*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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.

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