



**FRANKLIN HIGH SCHOOL
STUDENT HANDBOOK 2022-2023**

Franklin High School
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<https://frhs.egusd.net/>

Elk Grove Unified School District

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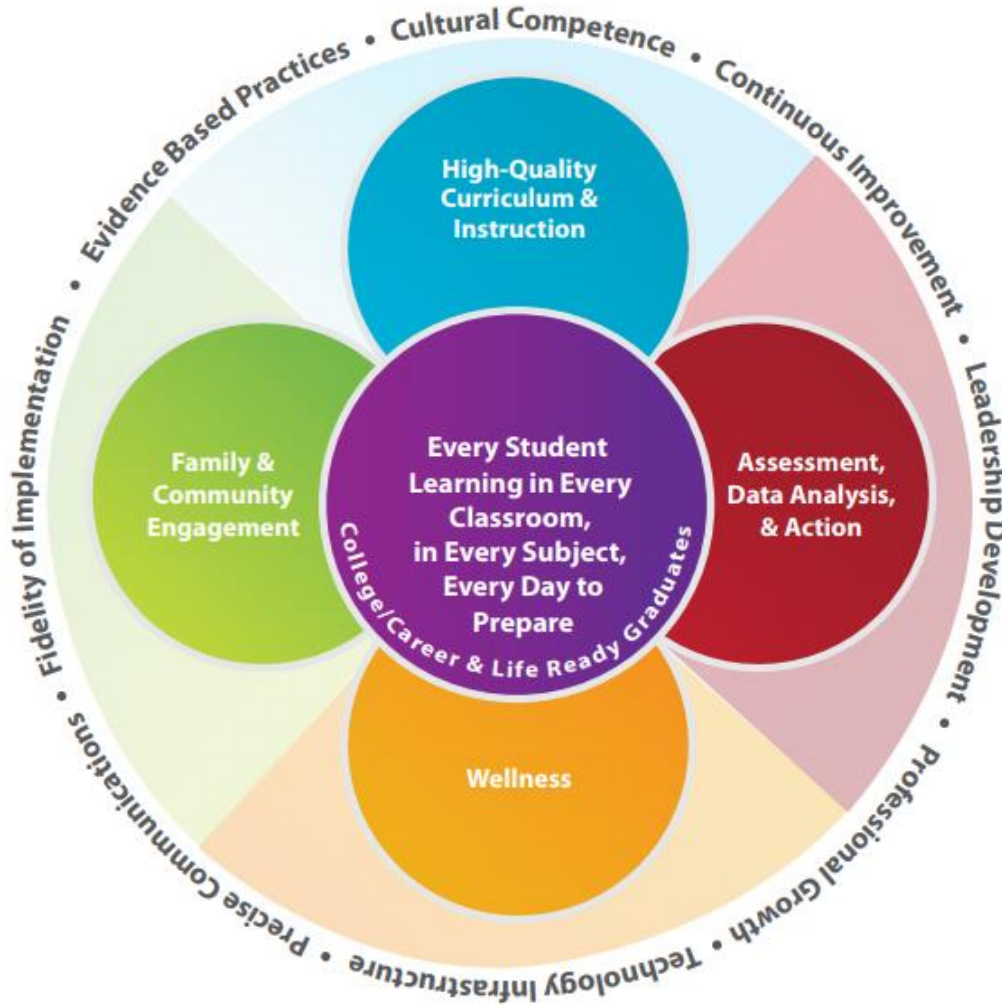
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Elk Grove Unified School District Mission & Vision



Our Mission

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



EGUSD is a learning organization comprised of interconnected processes and mutually supportive practices linked to the classroom, school, district, and community. E4 represents the District's comprehensive and cohesive integrated learning system. It is inclusive of key stakeholders, is systematic in design, implementation, and evaluation, and supports our goal of ensuring that every child is adequately prepared for post-secondary education, life-long learning, successful employment, and responsible citizenship.

Elk Grove Unified School District

EGUSD's Strategic Goals

The District's four Strategic Goals are derived from the E4 Learning System. Collaboratively developed action plans, and resulting educational programs and services are strategically focused in support of our continued progress toward meeting our Strategic Goals.



HIGH-QUALITY CLASSROOM INSTRUCTION & CURRICULUM

BASIC SERVICES COMMON CORE COURSE ACCESS STUDENT ACHIEVEMENT PARENT INVOLVEMENT

All students will receive high quality classroom instruction and curriculum to promote college and career readiness and close the achievement gap.

ASSESSMENT, DATA ANALYSIS & ACTION

BASIC SERVICES COMMON CORE STUDENT ACHIEVEMENT OTHER OUTCOMES SCHOOL CLIMATE

All students will benefit from instruction guided by assessment results, (formative, interim, and summative) and continuous programmatic evaluation.

WELLNESS

BASIC SERVICES STUDENT ACHIEVEMENT STUDENT ENGAGEMENT SCHOOL CLIMATE

All students will have an equitable opportunity to learn in a culturally responsive, physically and emotionally safe environment.

FAMILY & COMMUNITY ENGAGEMENT

BASIC SERVICES STUDENT ACHIEVEMENT PARENT INVOLVEMENT STUDENT ENGAGEMENT

All students will benefit from programs and services designed to inform and involve family and community partners.

**Every Student Learning in Every Classroom, in Every Subject, Every Day
to Prepare College/Career & Life Ready Graduates**

EGUSD's Graduate Profile



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

Creative Problem-solving

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

Self-awareness, Self-reliance, Self-discipline

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

Technical Literacy

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

Communication and Collaboration

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

Community Engagement

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

Integrity

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



Franklin High School - Mission and Vision Statement



FRANKLIN

Mission and Vision Statement

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

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

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

Franklin High School – Schoolwide Learner Outcomes

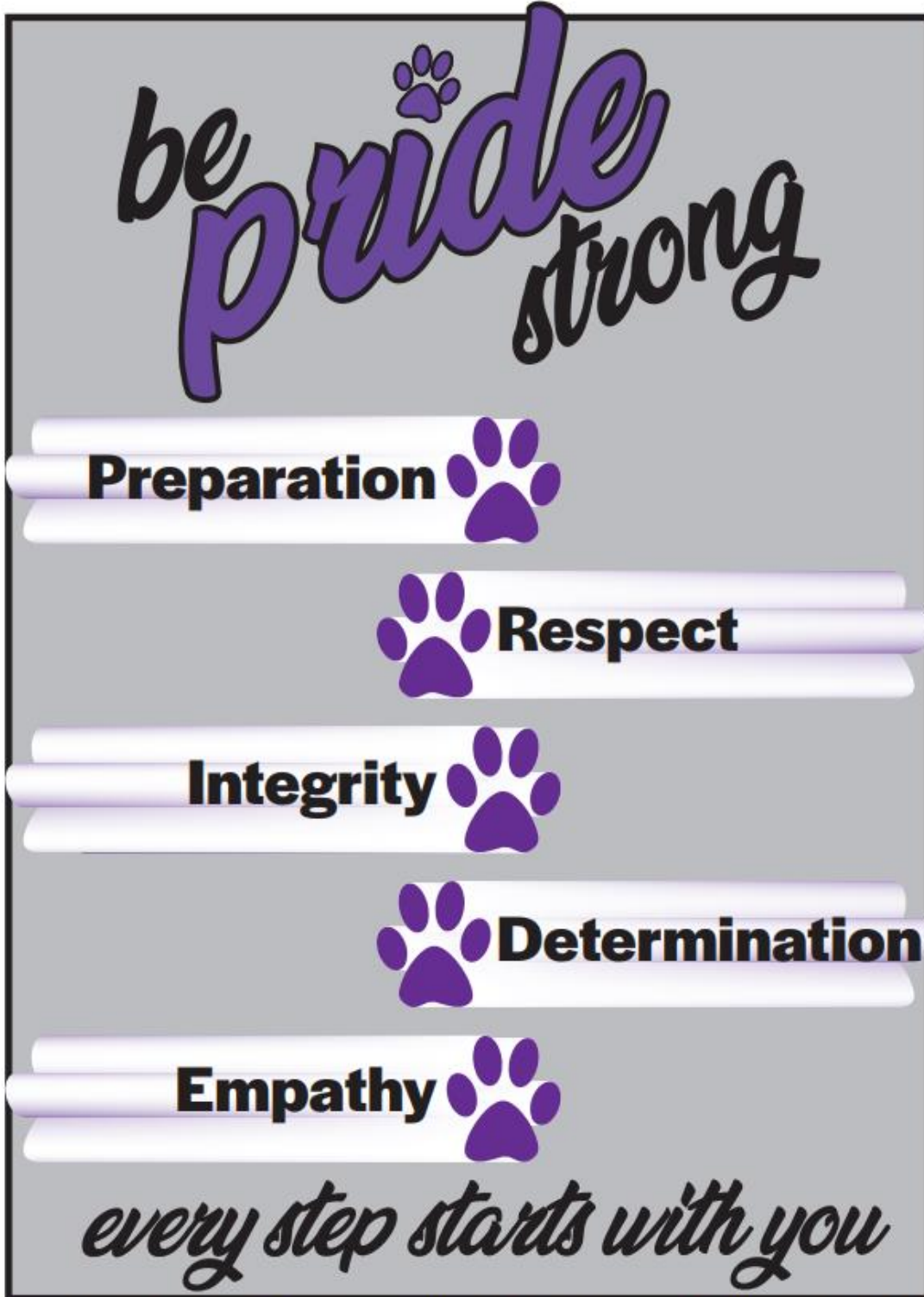
Franklin High School

Schoolwide Learner Outcomes

Franklin students will become independent, reflective learners who:

1. Communicate effectively in both academic and workplace environments
2. Think, analyze, and read critically
3. Achieve academic goals through rigorous, challenging courses
4. Work cooperatively with diverse groups
5. Make positive contributions to the school and community
6. Demonstrate P.R.I.D.E. – Preparation, Respect, Integrity, Determination, Empathy

Franklin High School – P.R.I.D.E. (PBIS Program)



#everystepstartswithyou

#bepridestrong

 bepridestrong

Departmental Learning Outcomes

Franklin Math students will...

- Make sense of problems and persevere in solving them.
- Model with mathematics.
- Use appropriate tools strategically and attend to precision.

Franklin World Language students will...

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

Franklin Strategies (Special Education) students will...

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

Franklin English students will...

- Read frequently, skillfully, and critically.
- Write precisely with a strong voice.
- Speak confidently and effectively.

Franklin Industrial Technology students will...

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

Franklin Social Science students will...

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

Franklin Counselors and student support staff will help students...

- Seek and utilize resources when solving problems and making decisions.
- Explore career interests and prepare for future employment.

- Graduate with a plan for college, career, and life ready skills.

Franklin Visual and Performing Arts students will...

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

Franklin Business students will...

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

Franklin Health students will...

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

Franklin Physical Education students will...

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

Franklin Science students will...

- Utilize resources and make informed **D**ecisions regarding scientific issues.
- Respect **N**ature by evaluating the effects of humanity on the environment and proposing possible solutions for problems affecting biological systems and natural resources.
- A**pply a systematic approach to solve problems and evaluate new discoveries.

Principal's Message

Dear Franklin High School Students, Families, and Staff -

Welcome to Franklin High School, home of the Wildcats. We have an exciting year prepared for you and we are looking forward to a school year filled with academic excellence, innovative ways to teach and reach students, and a variety of exciting ASB activities, extra-curricular events, clubs and programs and athletic competitions that make our Franklin community so incredibly strong.

Franklin High School will prepare students for the world beyond high school. Our focus is to provide a foundation for students to pursue academic success, as well as social emotional wellness, cultural competence and critical consciousness for all students, ensuring that all students have access to all programs, and connecting all students to school through our Wildcat PRIDE: preparation, respect, integrity, determination and empathy. We maintain high expectations, both academic and behavioral. We expect all students to engage themselves in their academic courses, as well as the many opportunities we have available outside the classroom.

I encourage every student to take advantage of the opportunities and participate in school clubs and groups in addition to their classroom experiences that will contribute to our Wildcat PRIDE and support Franklin High School's time-honored traditions. Getting connected to campus is the key to making the most of the high school experience. We want every student to have something they look forward to each day when they come to Franklin High School.

Please take the time to read through the student handbook. There are many important dates, times, resources, and procedural information that will help you manage your time here as a Wildcat. Let's all be part of making the 2022-23 school year the best it possibly can be.

Sincerely,

Adam Wood

Adam Wood

History of Franklin

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

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

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

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

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

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

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

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

Elk Grove Unified School District Resources

District Webpage: <https://www.egusd.net/>

Parent & Student Handbook:

<https://www.egusd.net/StudentsFamilies/ResourcesSupports/District-Handbook/index.html>

EGUSD High School Course Catalog: https://www.egusd.net/_global-documents/CourseCatalog/HS/EGUSD_HS_Course_Catalog_English.pdf

EGUSD Curriculum Webpages:

<https://www.egusd.net/District/Academics/Curriculum/index.html>

Safety Information: <https://www.egusd.net/District/Academics/Curriculum/index.html>

EGUSD Athletics: <https://blogs.egusd.net/athletics/>

Attendance:

<https://www.egusd.net/StudentsFamilies/ResourcesSupports/Attendance/index.html>

Students & Families:

<https://www.egusd.net/StudentsFamilies/ResourcesSupports/Attendance/index.html>

Food & Nutrition Services:

<https://egusdschoolmeals.com/index.php?sid=1594664583893>

Parent Vue Frequently Asked Questions:

<https://www.egusd.net/StudentsFamilies/Synergy/ParentVUE-FAQs/index.html>

Graduation Requirements/ Graduation Ceremony Participation Requirements

Requirements - EGUSD Graduation Requirements We offer every student a high-quality education. Our graduation requirements exceed those at most school districts in California. The high school graduation requirements represent the minimum students must take to earn a diploma. Students are highly encouraged to enroll in A-G courses that prepare them for college or university entrance. Comprehensive High School Course Completion Requirements In order to graduate from the district, students in comprehensive high schools must earn a minimum of two hundred-twenty (220) credits, in grades nine (9) through twelve (12), complete all required courses and a Validating Experience (as defined in this regulation), demonstrating College and Career Readiness. To obtain a high school diploma, students shall complete the coursework identified below in grades 9–12. Courses taken in EGUSD Middle Schools that have the same course codes and requirements as high school courses shall be granted high school credits toward graduation. Grades for such classes will not be counted toward high school grade point average. Continuation high school and comprehensive high school students will have different sets of credit and course requirements for graduation. Credit and Course Requirements for Comprehensive High School Students

- Forty (40) credits of English.
- Thirty-five (35) credits of social science including World Geography; United States History; World History; American Government, and Economics.
- Twenty (20) credits of Physical Education, unless the student has been exempted pursuant to the Education Code or effective July 1, 2007, is mandated to enroll in additional Physical Education classes due to failure to meet state fitness standards.
- Thirty (30) credits of Mathematics* including Math I, and thirty (30) credits of Science, including Life and Physical Sciences; or Forty (40) credits of Mathematics*, including Math I, and twenty (20) credits of Science, including Life and Physical Sciences.
- Ten (10) credits of World Language* and ten (10) credits of Visual and Performing Arts; or twenty (20) credits of the same World Language*.
- Five (5) credits of Health.
- Five (5) credits of Technology*.
- Thirty-Five (35) elective credits [SB1] .

*Students may demonstrate proficiency in identified subject areas through specific district proctored assessments. 22 Validating Experience We believe it is important for students to validate their educational experience and demonstrate College and Career Readiness. In order for students to demonstrate College and Career Readiness, and graduate from EGUSD, students must pass ten (10) credits in one (1) of the following in their Senior Year: AP/IB Course; JROTC Senior Course; AVID Senior Seminar; Math Course; or Career Technical Education (CTE) Capstone Course; Alternatively, seniors may also demonstrate College and Career Readiness and graduate by the following: Meeting UC/CSU A – G requirements; or Earning a Seal of Biliteracy.

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

General & Specialized Academic Programs

At Franklin High School, all students are encouraged to take challenging courses that will prepare them for college and/or career. We have maintained a “four-by-four” block schedule in which the school year is divided into 4 quarters, and students attend either four 90-minute blocks or three 90-minute blocks plus two 43-minute “mini” courses in each quarter. Our mini course offerings are a variety of high interest electives such as “You and the Law,” bridge courses to help students to build upon and maintain skills in math and English during the terms that they are not enrolled in math and English blocks, and some support courses for struggling students.

Additionally, all students at Franklin High are enrolled in an Advocacy class that meets every other week on Wednesdays, wherein students gain regular access to information about college and career options and travel from their freshman year to their senior year with the same teacher.

While a block schedule raises some concerns about loss of instructional time and/or lack of continuity throughout the school year, Franklin remains committed to the block concept as it provides the opportunity for students who are successfully passing their required courses to take two additional elective courses per year. With this additional room in their schedules, students can take a variety of enriching academic, vocational and arts focused electives.

The block schedule also often affords students who are failing one or more of their required courses, to re-take the failed course without the need for adult education or online courses, enabling them to graduate on time, a likely causative factor in Franklin’s extremely high graduation rate.

The success of Franklin High School can be measured by such standards as 81% of our 11th grade students meeting or exceeding English Language Arts standards on the state mandated test, the success of our California Partnership Academy program and our newly added High Quality Pathways, and the 98% graduation rate of our students.

Preparing Students for College and Career Planning - Career Connected Learning in the Elk Grove Unified School District prepares students for college, career, and life. Students are given the opportunity to explore their career interests by learning in a hands-on environment with real-world applications in 15 industry sectors. Career Connected Learning provides students with advanced skills needed to be successful, productive citizens. Marketed within the school district as “EXPLORE,” these programs are available in every high school in the Elk Grove Unified School District, including Franklin. Career Connected Learning offers small learning communities, learning through a career lens and business and community engagement.

Career academies are small learning communities that encompass a broad-based industry area that includes careers from technical through professional levels. They promote student/employer engagement through work-based learning experiences and give students the opportunity to earn industry certifications and/or articulate credits to post-secondary education. Most importantly, they prepare students for post-secondary pursuits, both for college and the workplace. All of the academies offer students A-G academic classes that are integrated with career classes and work-based learning opportunities. Students in

career academies join a Linked Learning team of teachers and participate in an integrated series of core academic and Career Technical Education (CTE) courses related to a career focus area. Much of the three-or-four year course of study is project-and-inquiry-based and features community service projects, interaction with business and industry and field trips to colleges. Students develop such critical 21st Century skills as communication, critical thinking, problem solving, creativity and teamwork that will ensure their success in college and career. Moreover, students develop strong relationships and systems of support in the “school-within-a-school” atmosphere of an academy. Local business leaders are involved in the academies through mentoring, job shadowing and participation in advisory meetings.

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

Franklin High School Academy and High Quality Pathways - STEAM, the Science, Technology, Engineering, Arts and Math Academy, (formerly known as STEM,) is a unique program that allows students to focus in one of four areas of study: Information Technology, Engineering and Architecture, Graphic Design, or Media Production. STEAM offers a “school within a school” program allowing students to explore a variety of technical fields based on industry standards. Formerly known as STEM, GREEN and Digital Arts, these programs are now united under this one umbrella program. In order for students to complete the STEAM program, they must complete the required courses for one of the aforementioned industry sectors, fulfill the Franklin High School Community Service requirement at each grade level, participate in STEAM activities which include leadership development, college/career field trips, competitions, mentorships and internships and maintain good standing in the academy per academy contract. Once students have passed Intermediate Computers and completed the Help Desk Standards for Internship Preparation prior to Quarter 4 of their junior year, they qualify for the Help Desk Internship.

Career pathways are a means to explore a potential career interest through hands-on learning. Pathways are a recommended sequence of CTE courses related to a career focus area that include introductory and intermediate courses and conclude with a capstone course that often offers industry certification and/or articulation to post-secondary education. More specifically, a CTE pathway is a sequence of two or more CTE courses within a student’s area of career interest. Pathways are designed to connect high school classes to college, industry certifications, and/or a career.

Advanced Placement/Honors Program - At Franklin High School, all students are encouraged to challenge themselves through accelerated learning by enrolling in one or more Advanced Placement and/or honors courses each school year. Franklin High offers a wide variety of AP and honors courses and the list of course offerings is extensive. Equal access to these challenging courses is ensured through the restriction of prerequisites for enrollment in AP and honors classes, as well as a teacher referral process for encouraging under-represented groups to enroll. Any student who wants to enroll is accepted and all are encouraged to take the AP examination for any and all courses in which they enrolled.

The College Board's Advanced Placement program gives students the opportunity to earn college credit while in high school through their successful performance on culminating Advanced Placement examinations. Franklin High School has one of the largest AP programs in the district, annually administering over 1100 exams in the first two weeks of May, and large numbers of Franklin students pass these exams, with over 70% of the exams taken receiving a score of 3 or higher. As a result, many of our students are able to earn college credit at the college or university of their choice.

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

Visual and Performing Arts Program (VAPA) – VAPA is a program that consists of concentrated, sequential instruction in advanced subjects within the Arts. Students who enroll in the Arts program complete 60 credits in the Arts with 10 of those credits in an advanced level class. Courses taken within the program can include mini courses, arts courses taken when in middle school, college courses taken off-campus, special projects, and other off-campus classes taken. Additional requirements of participating students are that they must maintain an overall GPA of at least 2.50 and a GPA within the Arts program of at least a 3.00, maintain excellent citizenship and attendance, and demonstrate active involvement with Arts community events including attendance at performances, art shows, participation in performing arts events on and off campus and/or arts productions. Students successfully completing this program gain recognition of extraordinary involvement in the Arts at graduation by being awarded and wearing the Arts program cord at their graduation ceremony. They also receive recognition on their transcripts, opportunities to study with professional artists and Arts groups in the community, advanced preparation for transition into college entrance and careers in the Arts, opportunities for advanced and independent work at a very mature level, close and continuing faculty support and monitoring of student progress and opportunities for alternative scheduling to meet the needs of individual art students. Over the past five years, more than 80 students per year have met the requirements of the Arts program, earning all of these various types of recognition.

Franklin High School Career and Post-Secondary Counseling Program - At Franklin High School, students are strongly encouraged to consider their career and educational plans early in their high school experience, and to review and refine those plans throughout their time in high school, selecting courses that will best help them to reach their goals. Counselors are available to assist students in making course selections and the Counseling and Career Center offer all of the following services to assist students in their on-going decision-making:

- Interest and aptitude testing to aid in career and post-secondary planning;

- Assistance with decision making;
- Specific information on over 45,000 jobs, including training requirements;
- Identification of high school prerequisites for college;
- Identification of high school courses and career technical education (CTE) pathways to prepare for various occupations;
- Information on college financial aid and scholarships.

AVID Program (Advancement Via Individual Determination) - AVID (Advancement Via Individual Determination) is an elective class that prepares students whose grades average in the middle but who show potential for high academic performance, for success in advanced high school classes and in college. The AVID Four-Year Elective program is three-pronged. Students receive academic instruction in writing, note-taking, studying, test-taking, and organizing. Students receive academic support from tutors through collaborative tutorial groups and peer counseling. Students are motivated to pursue academic excellence through goal setting, rigorous classes, cultural and college field trips, classroom guest speakers, and AVID team building. Students in the AVID program at Franklin High must maintain a minimum of a C average, and exhibit great citizenship and attendance. Many of them are enrolled in AP and/or honors classes for which they receive support through AVID. They receive assistance with preparation for the PSAT, the SAT, and the ACT tests as well as support in the college application process. In the current school year we offer 2 sections of AVID at each grade level for a total of 8 AVID sections.

Los Rios Community College District Concurrent Enrollment - Located less than 2 miles from Franklin High School, the Elk Grove Center location of the Los Rios Community College District has partnered with the Elk Grove Unified School district to provide an advanced education opportunity by scheduling a college course directly located on a high school campus. Franklin students may enroll in up to two courses during any semester or summer session and earn community college credit through the Advanced Education Program. The grades earned in these courses will be reflected on a student's permanent college transcript and the 3 credits earned for each course are CSU/UC transferable. The normal enrollment per unit fee is waived. To participate, a student must be at least 16 years old or have completed 10th grade by the first day of the college class, and have a high school GPA of 2.7 or higher. Currently, Sociology 321 is being offered here on the Franklin High School campus. In the fall of 2018, 22 Franklin students were enrolled. In the spring of 2019, 27 students are enrolled.

Online Instruction: Edgenuity Learning - Franklin High School offers students the opportunity for credit recovery by enrolling in one of our Edgenuity classes. While Edgenuity is not NCAA approved, credits earned do count toward graduation and A-G requirements. Edgenuity is paid for out of the extended day budget. The coordinator of our APEX program is Mr. Dennis McIntyre. Through Edgenuity, students are able work toward successful completion of a variety of courses to earn the necessary credit to proceed toward graduation. While attendance is mandatory, the class only meets on Tuesdays and Thursdays from 3:15-4:45. There is a lab in room HG 2 that is also available on Wednesdays from 3:15-4:15 for students who fall behind. Additionally, students are able to

access the curriculum for the course that they need from most computers with internet access. If they do not have access from home, they may utilize the Franklin High School Library. A section of Edgenuity is offered for a variety course in every quarter of the school year, and also in summer school. The total number of students participating in Edgenuity in a typical year including summer school, is approximately 800, with 85% successfully completing their courses and recovering the needed credits through Edgenuity. Course offerings for the current school year and the teachers who teach them have included the following:

- ☐ English 9A & B, English 10B, English 11A & B, and English 12A (Mr. Manzanetti)
- ☐ Applied Math A, Business Finance, Math 1A & Math 3A (Mr. McIntyre & Mr. Steele)
- ☐ World History A & B, U.S. Government, Economics (Alexis Limon)

Support and Intervention Programs, Actions, and Services

SEASE (Supporting Emotional, Academic and Social Excellence) - Franklin High School students are fortunate to have a staff of teachers who are always looking for new and better ways to offer support. Our staff does an outstanding job of offering support through Special Education, EL and AVID. Many of the students in these specialized settings thrive as a result of the extra support that they receive. Unfortunately, not all students qualify for these special programs. In the fall of 2017, discussions between teachers and counselors resulted in the development of the SEASE program meant to offer support to students who were facing challenges that hindered their success such as chronic attendance issues, wellness concerns, and even homelessness, but who did not qualify for any of the special programs already in place on campus. In the fall of 2018, after creating a workable plan and securing the support of school administration including needed funding, the SEASE program was initiated but limited to just one grade level.

Our first group of SEASE 10th graders are into the third quarter of the school year and the results are encouraging. Students with poor attendance histories are attending more classes. Many students are for the first time attending weekly tutoring offered on campus. There has been a slight increase in the overall GPA's of the participating students when compared to their GPA's during their freshman year. Many of the students are passing the majority of their classes and have begun to get themselves back on track for graduation. The staff will be analyzing data related to attendance, grades, student surveys, and behavioral interventions at the end of the school year, and using this data to determine the efficacy of the SEASE program and the potential of expanding it in support of another grade level of students and eventually to all grade levels if the results warrant such an expansion.

Extended Day - The Extended Day program funds APEX, after school tutoring, and credit recovery classes that take place after school in a structured class setting. Currently, Franklin High offers credit recovery classes after school in Computer Technology, ELA, Math, Social Sciences and Speech. Students are identified for enrollment in the extended day program through the work of our Counseling Department. Counselors work with students, meeting with them individually to analyze their transcript and discuss various credit recovery options, being proactive by compiling lists of students with D's and F's in

various courses and reaching out to students to encourage credit recovery participation, and actively enrolling these students in extended day courses.

Foster Youth - Franklin High School provides a respectful and supportive environment for foster youth. When a student registers at Franklin High and is in the foster youth system or has been previously, they may choose to be in an Advocacy class that only has foster youth in it. The students in this group are provided for throughout the year with emotional and academic support and goal setting. The dedicated foster youth advocacy teacher provides support to these students on an “as needed” basis, along with access to academic supplies, personal items such as toiletries and clothing, and snacks. Students receive personal notes and gifts throughout the year on various holidays, including their birthdays, via donations from Franklin High School staff and the family and friends of the foster advocacy teacher. Foster youth seniors are also provided with additional support to help lessen the cost of the various senior year activities, as well as transitional support from high school to college including access to independent living information, help setting up new/independent living with furniture donations, etc. The dedicated Advocacy class ultimately becomes more than a class but rather a family of support and shared experiences in order to feel connected to each other, the school, and an adult mentor that is looking out for and encouraging them throughout their high school experiences and beyond. Through a variety of business and community partnerships, all students gain access to relevant, powerful activities and co-curricular experiences that directly support student achievement and wellness.

English Learners - At Franklin High School, English Learner (EL) classes are available for individuals with English language development needs. The focus of these classes is on the development of language acquisition through the use of different instructional approaches modified to meet students’ needs. In addition, there are EL/Transitional courses that allow students to complete graduation requirements as well as continue to learn English. A team of dedicated teachers have formed a close-knit PLC, meeting regularly under the guidance of our EL coordinator and a district EL coach to improve upon instructional practices and support for our English Learner student population. An important part of the EL Program at Franklin High School is the encouragement of parental involvement. We strongly encourage all parents and guardians of English Learners to join us for the English Learners Advisory Committee (ELAC.) ELAC members provide advice to the principal and school staff, learn about the programs offered on campus and of the importance of regular school attendance, voice concerns about problems on campus, participate in the school wide assessment of the needs of students, parents and teachers, and assist with the administration of the school language census.

Special Education - The Special Education program is open to students who have exceptional learning needs and have an active Individualized Educational Plan (IEP.) A number of special education programs are available at Franklin High School for individuals with exceptional learning needs. These programs include:

□ Special Day Class-Academic Behavior Social Supports (SDC/ABSS) is a program designed to meet the needs of individuals with severer emotional needs who are unable to benefit from instruction in a regular or less restrictive Special Education class. (This is an academic label, not a mental health label.)

- Special Day Class-Independent Living Skills (SDC/ILS) is a program designed for learning handicapped students who demonstrate significant needs requiring a life skills program. These students benefit from a curriculum that emphasizes the areas of functional academics, social skills, domestic skills, community training, Career Technical Education, and recreation/leisure activities.
- Resource Specialist Program (RSP) provides instructional planning, tutorial assistance, special instruction and other services to individuals with learning handicaps in regular classrooms and/or special programs.
- Adapted Physical Education (AdPE) provides direct physical education services by an adapted physical education specialist to students who have needs that cannot be adequately satisfied in other physical education programs as indicated by an assessment and evaluation of motor skills performance and other areas of need.
- Language, Speech and Hearing Program (LSH) is a support services instructional program which seeks to help students learn and use better communication skills. Services may be provided in the following areas: Articulation, voice, stuttering, language, auditory processing, and/or hearing loss.
- Strategies or Study Skills course is designed to improve study skills. These may include time management, organizational skills, test-taking strategies, expository and narrative reading strategies, note-taking and other writing skills and awareness of individual learning styles and needs. Students are expected to bring coursework from other classes and use the strategies taught to increase their effectiveness as learners. The strategies program is limited to students placed in one of the above programs, or students identified and referred by the student study team.
- Strategy Center or Learning Resource Center provides academic support in all areas of the curriculum for students who are having difficulty in their classes. Teachers send students who would benefit from extra help to the Strategy Center for assistance with projects, written assignments, and reinforcement of curriculum concepts.

Academic Support

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

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

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

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

Franklin Community Library - The Franklin Community Library serves the students of Franklin High School and Toby Johnson Middle School, as well as public patrons from the Elk Grove/Laguna community. The library is operated jointly by the Elk Grove Unified School District and the Sacramento Public Library. As a result of this collaboration and blending of resources, the size of the library collection and the hours of service extend well beyond those of a usual high school library. Students and staff may use the library for research, class projects, and pleasure reading during the school day. Regular school policies and procedures will be enforced from thirty minutes before school begins to thirty minutes after school ends. Students are welcome to use the library at other times when it is open; however, after school hours and on Saturdays, they will be treated as public library patrons. The Sacramento Public Library staff are the only staff on duty after school hours. NOTE: Public patrons using the library during school hours will be required to sign-in and show identification upon request. The library collection includes books, magazines, newspapers, videos, audio books, and other materials for use in the library and at home. Students may use their Franklin High School picture ID to check items out from the library. During school hours, library computers provide access to filtered Internet research, word processing software, and the library catalog. Students are expected to use the computers for educational purposes only per the EGUSD Internet Use Policy, during all school hours. Photocopying and computer printing services are provided for a charge. Students are

exempt from overdue fines. Students are responsible for lost or damaged items checked out from the library.

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

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

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

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

Transcript Requests - Transcripts may be requested through the Registrar's office at 916 714-8150, ext.# 41536 or email sjohnsto@egusd.net

Grading Policy

Grades at Franklin High School are earned and issued on an A-B-C-D-F scale. Daily attendance, completion of class assignments and homework, class participation, performance on examinations and projects, and class conduct may be considered in determining a student's grade. Questions or concerns regarding grades should be directed to the classroom teacher. Grades/Evaluation of Student Achievement (AR 5121)

For grades 4-12, grades for academic performances shall be reported for each grading period as follows: A (90-100%) Outstanding Achievement 4.0 grade points

B (80-89%) Above Average Achievement 3.0 grade points C (70-79%) Average Achievement 2.0 grade points

D (60-69%) Below Average Achievement 1.0 grade points F (0-59%) Little or No Achievement 0

I Incomplete 0

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

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

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

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

(cf. 6162.5 - Student Assessment)

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

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

Academic Code of Conduct/ Academic Dishonesty

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

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

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

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

Type I - ABoth the student who copies an assignment from another student AND the student who knowingly allowed the assignment to be copied (paper or electronic).

Type II - A student who exhibits any behavior that in the judgement of the teacher indicates dishonesty on an assignment, or assessment. This may include but is not limited to looking at another student's assignment or assessment, talking, texting, digital photos or any form of communication during an assignment or assessment. Specific behavior must be documented.

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

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

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

school or private property; knowingly received stolen school property or private property.

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

All violations will be documented into Synergy as Academic Dishonesty.

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

Action taken for violations:

1st Occurrence for Type I, II, III, IV: Zero for the assignment, Incident Referral to the administration Parent notification

2nd Occurrence for Type I, II, III, IV: Zero for the assignment, Incident Referral to the administration Parent notification, Detention

3rd Occurrence for Type I, II, III, IV; 1st Occurrence for Type V: Zero for the assignment Incident Referral to the administration Parent notification, Saturday school, Letter from principal's office

4th Occurrence for Type I, II, III, IV; 2nd Occurrence for Type V: Zero for the assignment Incident Referral to the administration Parent notification, Suspension

5th Occurrence for Type I, II, III IV; 3rd Occurrence for Type V; 1st Occurrence for Type VI: Zero for the assignment, Incident Referral to the administration Parent notification Suspension/Expulsion

Challenging Student Records –AR 5125.3

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

1. Inaccurate
2. An unsubstantiated personal conclusion or inference
3. A conclusion or inference outside of the observer's area of competence
4. Not based on the personal observation of a named person with the time and place of the observation noted
5. Misleading
6. In violation of the privacy or other rights of the student

(cf. 5121 - Grades/Evaluation of Student Achievement) (cf. 5125 - Student Records)

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

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

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

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

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

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

College & Career Planning

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

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

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

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

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

Career Center - Our Career Center is a great resource for students to work on their college applications, scholarships, complete career searches and much more. Student Services office will distribute college application information in Advocacy classes. Please visit our school's website frhs.egusd.net under counseling and guidance for more information.

Student Activities and Events

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

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

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

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

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

1.Prior to the dance:

A.All tickets will be sold in advance of the dance at the concessions stand or the controller's office window. All ticket sales are final—no refunds or exchanges.

B.Students who have outstanding debts, detention time, or an active suspension are placed on the No Activity List. Students on the No Activity List will not be allowed to purchase a

ticket or attend to the dance.

2.Expectations of the dance:

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

B.Dances are open ONLY to Franklin High School students and approved guests with passes.

C.Students must enter all dances within 90 minutes of the beginning time of the dance. Students must remain in the dance until the ending time of the dance unless picked up earlier by a parent or a guardian.

D.Inappropriate dancing will not be permitted. Franklin High School has a zero tolerance policy for inappropriate dancing.

E.All regulations pertaining to student conduct while in school are in effect. Offenders are subject to disciplinary action as provided by Ed. Code.

F.Removal from a dance may result in not being permitted to attend the next three scheduled dances. In addition, students may receive Saturday School or other disciplinary consequences.

G.Students are encouraged to leave valuables at home or use the coat check provided. Parents are welcome to volunteer at dances to help assist staff in the snack bar or help with the coat check.

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

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

Extra-Curricular Activities/ Eligibility - For purposes of applying eligibility criteria for student participation, extracurricular and cocurricular activities shall be defined as follows: (Education Code 35160.5)

1.Extracurricular activities (including interscholastic athletics) are not part of the regular

school curriculum, are not graded, do not offer credit, do not take place during classroom time, and have all of the following characteristics:

- a. The program is supervised or financed by the school district.
- b. Students participating in the program represent the school district.
- c. Students exercise some degree of freedom in the selection, planning, or control of the program.
- d. The program may include both preparation for performance and performance before an audience or spectators.

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

2. Cocurricular activities are programs that may be associated with the curriculum in a regular classroom. An activity is not an extracurricular or cocurricular activity if either of the following conditions applies:

(Education Code 35160.5)

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

(cf. 6143 - Courses of Study)

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

Extracurricular Activities & Interscholastic Athletics Eligibility Requirements - The grade point average (GPA) used to determine eligibility for EA/IA shall be based on grades of the last previous grading period during which the student attended class at least a majority of the time. If a student was not in attendance for all, or a majority of, the grading period due to absences excused by the school for reasons such as serious illness or injury, approved travel, or work, the GPA used to determine eligibility shall be the grading period immediately prior to the excluded grading period(s). (Education Code 35160.5); (cf. 5113 - Absences and Excuses). When a student becomes ineligible to participate in EA/IA in the upcoming grading period, or when he/she is subject to probation, the principal or designee shall provide written notice to the student and his/her parent/guardian.

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

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

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

returned to the Activities/Athletic Director, signed by the teacher, signifying that the student now earning a passing grade.

2.Meet standards of satisfactory citizenship.

3.Have a satisfactory attendance record.

4.Must be enrolled as a student at the comprehensive secondary school sponsoring the sport and/or activity. If the sport/activity is not available at the student's comprehensive secondary school, the student may transfer to the comprehensive secondary school fielding that sport/activity. The student will be eligible for that sport/activity only.

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

1.Annually a list of organizations and/or activities that are subject to this policy.

2.Administrative procedures for implementation of this policy.

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

*Grades of Progress:

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

*Grades of Record:

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

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

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

1.Earn a 2.0 GPA in 9-12 courses for Grades of Record prior to competition. *

2.Earn a 2.0 in 9-12 courses for Grades of Progress prior to competition. *

3.Maintain standards of satisfactory citizenship.

4.Maintain satisfactory attendance record as defined by Board Policy.

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

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

A.Grades of Record: data processor-generated grades assigned to a student and officially recorded on a transcript.

B.Grades of Progress: data processed-generated grades assigned to a student but not

officially recorded on a transcript; on traditional semester calendar these are “quarter” grades issued after the first 9 weeks of each semester; on a block /4 term calendar these are grades issued after the first 4-6 weeks of each term.

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

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

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

The site administration shall establish:

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

Continuing Eligibility

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

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

Summer School/ Intersession to affect Extracurricular Activities (Including Interscholastic Athletics) Eligibility - Students who have demonstrated a satisfactory attendance record of ninety percent actual attendance and have met standards of satisfactory citizenship in all courses and in the school and in related school activities during the final grading period have the option of having summer school (or intersession) course work affect their EA/IA eligibility. In selecting summer school (or intersession) course work for this purpose, the student must repeat the same course(s) in which grade(s) from preceding grading period caused the ineligibility. In the event identical courses are not available, the student may substitute other course work at the same or higher level of difficulty. All substitute course work must have the prior approval of the school site's counselor, appropriate school site department chairperson, and final approval of the school site principal before the student enrolls in the summer school (or intersession) program.

Probation Provisions - Students whose academic performance has been affected by a long-term medical problem, personal family duress or tragedy or other conditions beyond

the control of the student and family may petition the school for a one-time, academic probationary period not to exceed nine weeks. Requests for probation will be heard by a committee consisting of a minimum of three persons that may include a site administrator, counselor or designee, classroom teacher, and athletic/activity director. The probation committee will determine if the request meets the above criteria. The committee may request written verification of any conditions that affect academic performance. Should probation be granted, the committee will develop a contract between the student, family and school that clearly outlines the extended academic performance expected during the probationary period. A student who does not achieve educational progress as defined by the probationary committee may lose his or her eligibility either during or at the end of the probationary period. Schools shall report any student who is granted probation for athletics to the district athletic director.

Supervision - All EA/IA and cocurricular activities conducted under the name or auspices of a district school or any class or organization of the school, regardless of where the activities are held, shall be under the direct supervision of certificated employees. (5 CCR 5531). Any noncertificated person working with students in a district-sponsored EA/IA and cocurricular student activity program shall possess an Activity Supervisor Clearance Certificate from the Commission on Teacher Credentialing or shall have cleared a Department of Justice and Federal Bureau of Investigation criminal background check prior to beginning his/her duties, in accordance with BP 4127/4227/4327 - Temporary Athletic Team Coaches. (Education Code 49024) (cf. 1240 - Volunteer Assistance); (cf. 4112.5/4212.5/4312.5 - Criminal Record Check); (cf. 4127/4227/4327 - Temporary Athletic Team Coaches) Regulation ELK GROVE UNIFIED SCHOOL DISTRICT.

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

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

Student Activities Room HC-6 - The Student Activities room is located adjacent to the MP room, facing the main quad area. Student officers and the Director of Student Activities have offices in the Student Activities room. The planning of all extra and co-curricular activities – except athletics – is coordinated through the Student Activities office.

Student Government - Through Student Council, Student Senate, Activity Council, and Athletic Council, students may express their opinions and assist in the planning of school events. These student organizations promote leadership, initiative, and responsibility. It is the duty of the Student Senators to bring to Student Council's attention suggestions from their classmates and to report to a designated class period. Student body officers and class

officers are elected each year. Each first or second period class will elect/select one student to represent the class as a Student Senator.

Requirements for elective student body or class offices are:

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

Yearbooks - Each year students can purchase a school yearbook. Because all yearbooks are preordered and prepaid, Franklin High School has a no refund policy regarding the purchase of yearbooks.

Payments - Franklin High School accepts cash, checks, and credit cards for most ASB activities.

General Information

Bicycles & Skateboards - Bicycles must be parked and locked in the area designated for bicycle storage. Students leaving the school campus on bicycles are advised that they must come to a complete stop at the edge of the campus when entering the city streets. State law requires that students under 18 years of age wear helmets when riding bikes to and from school. Bicycles may not be ridden on the school campus at any time. Franklin High School is not responsible for unlocked bicycles or for bicycles left overnight at the site. The Elk Grove Unified School District prohibits the use of skateboards, wheelies, roller skates, in-line skates, or similar devices on school property, including parking lots and walkways. Violators may be prosecuted under SCC 1084 section 9.38.015 and fined up to \$250.00.

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

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

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

To obtain a parking permit, students must complete the Vehicle Parking Contract and the Student Vehicle Registration Form. Application packets are available and should be submitted to the Concession Stand. Parking permits may be picked up 24 hours after the packet has been received. Permission to park on campus can be revoked at any time. If space permits, there will be a limited number of parking passes issued to 10th grade students in the 4th term only. Those students will be required to complete a Parent/Student Driving course through the California Highway Patrol. Courses will be available on site

throughout the school year.

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

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

Fire Drills/ Fire Emergencies - When the fire signal sounds at any time during the school day, students are to do the following:

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

Lockdown Drills/ Lockdown Emergencies - When the Lock Down alert is given, students and teachers are to do the following:

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

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

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

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

Families may qualify for free or reduced-price breakfast/lunch. To be eligible for free or reduced-price meals you must complete an application each school year. Applications will be available July 1st. Your family must have a new application on file to qualify. Once the application is processed the family will receive notification by mail regarding their eligibility for that school year. For additional information about meal applications, eligibility, breakfast/lunch menus and Nutrition Education, please contact Food and Nutrition Services at 916 686-7735 or refer to the district website.

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

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

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

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

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

Lost & Found - Lost and Found inquiries should be directed to the Custodial office, located in the main Multi-Purpose Room complex. Since Franklin High School does not assume responsibility for lost or missing articles on campus, students are asked to keep close track of their belongings and not carry valuables or large sums of money with them at school.

Items from Lost and Found that are not picked up by the last day of school will be donated

to charity.

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

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

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

Flowers – Balloons – Office Deliveries - Flowers, balloons, candy, etc., other than those available at school sponsored events, may not be delivered to a student during the school day to acknowledge a special occasion. Students may not carry balloons, flowers, etc., on campus during the school day because they are disruptive to the educational process. If these items are delivered to school, they will be refused by the front office staff. It is our intention to provide the best customer service to you and best education to your child. Please adhere to the following guidelines:

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

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

Cell Phones/ Tablets/ Electronic Devices - Schools may regulate the possession or use of any cell phone, pager or telectronic signaling device while students are on campus, attending school-sponsored activities or under the supervision and control of school District

employees. The District is not responsible for stolen personal electronic devices, including if such device is confiscated pursuant to District/school policies and procedures. The office telephone is a business phone to be used by students for emergencies only, and only with permission from office staff. In addition, students may use personal cell phones before, after school, and between classes, but not during class time.

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

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

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

Age: Non-School Days School Days -14 – 15 8 hours/day 3 hours/day – 18 hours/week;
16-17 8 hours/day 4 hours/day – 20 hours/week. A day of rest from work is required if the total hours employed per week exceed 30 hours or if more than 6 hours are worked on anyone-day during the week. A minor's work must be performed between specified hours:
14 - 15 years: 7 a.m. to 7 p.m. (Summer 6/1 - Labor Day, 7 a.m. - 9 p.m.) 16 - 17 years: 5 a.m. to 10 p.m. (12:30 a.m. when no school the next day). Parental and school permission are required. When regulations of enforcement agencies differ, the more restrictive regulation applies.

Attendance

Attendance Office Hours 7:30am – 4:00pm

Attendance Office Number: 916-714-8150

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

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

Types of Absences -

A.Excused: Absences due to illness, doctor or dental appointments, and death in the immediate family.

B.Unexcused: Absences due to truancy, flat tires, running out of gas, missing the bus, oversleeping, etc. Absences due to suspension from school are considered unexcused absences.

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

A.If your parent/guardian calls the attendance office at 916 714-8150 each day that you are absent, a written note is not necessary.

B.If you have a note from your parent/guardian, bring it to the Attendance Office before 7:45 a.m., during your lunch and/or after school. The note should be signed by your parent/guardian and include your name, identification number, dates(s) of absence(s), reason for absence(s), and a current telephone number where your parent/guardian can be reached.

Early Dismissals/"Leave of Grounds" - If you have a medical appointment that requires that you be released from school early, please follow the process listed below:

A.Parent/guardian must phone the Attendance Office at 916 714-8150, or bring a note prior to the start of school. Be advised that parents/guardians will be called to verify any early dismissal requested by a written note to ensure that a current phone number is listed.

B.You will be issued a pass with a time to return to the Attendance Office for your early dismissal. All parents/students need to sign out in the school office before leaving campus.

C. If you are unable to return to campus within the time allowed on the Early Dismissal, have your parent/guardian call the Attendance Office at 916 714-8150.

D. Students identified as having an excessive number of early dismissals will be required to clear future requests with the vice principal.

E. A medical verification will be required upon return to school.

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

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

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

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

1. All students are expected to be in class in their assigned seats when the bell rings or they will be considered tardy.

2. During first period, students who enter the classroom after the tardy bell are considered tardy. It is the students’ responsibility to show the teacher a pass provided by a school office staff member.

3. Students who arrive to class without a pass or readmit after 30 minutes has elapsed will be considered truant, not tardy.

4. During the school day, students who enter the classroom after the tardy bell, with an appropriate pass signed by a school staff member, will be admitted to class without penalty.

Tardy to class, counted on a weekly basis:

- First tardy: warning
- Second tardy: administration contacts family.
- Third or more tardy: administration assigns detention.

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

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

Dress Code/ Personal Grooming

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

The purpose of a dress and grooming code is to facilitate education, not to inhibit any person's taste in attire or appearance. Students should be clean and neatly dressed in a manner that will be appropriate to the school setting, not hazardous to the health and safety of the students, and not disruptive or distracting from the educational program of the school. In addition, no articles of clothing, apparel or school materials, including hats, backpacks, and binders, may have pictures, printing, or writing that is crude, vulgar,

profane, sexually suggestive, racially, ethnically, or religiously intolerant, that contain images of weapons, tobacco, drugs and/or alcohol, or which the school's administration reasonably predicts will disrupt the learning environment.

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

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

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

- A Shirt: with straps or sleeves (with fabric in the front, back, and on the sides under the arms)

AND

- Bottoms: pants/sweatpants/shorts/skirts/dresses/leggings, (long enough to cover the buttocks) AND

- Shoes: shoes

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

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

- Hats must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff.

- Religious headwear

- Hoodie sweatshirts**

- Fitted pants, including opaque leggings, yoga pants and "skinny jeans"

- Ripped jeans, as long as underwear is not exposed

- Athletic attire

4. Students Cannot Wear:

- Violent language or images

- Images or language depicting drugs or alcohol (or any illegal item or activity) or the use of same

- Hate speech, profanity, pornography

- Images or language that creates a hostile or intimidating environment based on any protected class

- Any clothing that reveals visible undergarments (visible waistbands and visible straps are allowed)

- Swimsuits (except as required in class or athletic practice)
- Accessories that could be considered dangerous or could be used as a weapon
- Any item that obscures the face or ears (except as a religious observance) **

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

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

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

Discipline

Good citizenship and respectful behavior is expected of all students at Franklin High School. Franklin High School recognizes that the best discipline is self-imposed and requires that students take responsibility for their actions. When issues of behavior do arise, however, the staff at Franklin High School encourages cooperation between the home and school concerning students' discipline. The most important purpose of discipline policies and procedures at Franklin High School is to create a safe and comfortable teaching and learning environment. Unfortunately, a few students may fail to follow the school's rules of conduct. The following is a list of consequences that may be utilized:

1. Loss of all privileges for school-related activities for a period of time
2. After School Detention

3. On Campus Intervention
4. Saturday School
5. Home suspension for one to five days
6. Expulsion from the Elk Grove Unified School District
7. Transfer to an alternative school

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

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

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

Saturday School - Saturday School is assigned to students who have excessive unexcused absences, truancies (class cuts), tardies, or other disciplinary problems. An academic atmosphere is maintained under the close supervision of a certificated teacher and a campus supervisor. Saturday School hours are from 8:00 a.m. to 12:00 noon with a 15-minute break. Students are required to bring enough homework to last for four hours. Teachers, attendance office staff, and administrators may assign students to Saturday School. Parents will be notified by telephone or letter prior to the assigned Saturday School. Failing to appear, arriving late, or violating Saturday School rules will result in the student being reassigned to an all-day On Campus Intervention. Repeated failure to attend assigned Saturday Schools will result in Home Suspension(s).

On Campus Intervention - On Campus Intervention (OCI) is a supervised study hall for students assigned due to disciplinary infractions. Students will be expected to complete restorative and reflective assignments, in addition to their assigned classwork. Teachers may assign OCI for the period the student is enrolled in their class for up to two periods. Franklin High School students may be assigned to OCI for the entire day by an administrator. Students assigned to all day OCI will remain in the OCI room for the entire school day. They must arrive before the tardy bell to first period. There are no exceptions. Students are expected to bring school work and study materials to last the entire day. Students will have lunch in the OCI room. Should a student miss OCI due to a verified appointment (medical, dental, etc.) he/she will make up the OCI upon return to school. A student's failure to attend or complete OCI for any other reason may result in home

suspension. Questions regarding OCI may be directed to the student's Vice Principal.

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

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

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

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

Suspensions & Expulsions

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

- Acts of Violence [E.C. 48900(a)]
- Weapons and Dangerous Objects [E.C. 48900(b)]
- Drugs and Alcohol [E.C. 48900(c)]
- Sale of “Look-Alike” Controlled Substance or Alcohol [E.C. 48900(d)]

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

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

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

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

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

The expulsion is for a defined period of time, but an application for re-admission must be considered within a specified time period. State law provides for due process and rights to appeal any order of expulsion

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

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

For all other acts and conduct for which a student is subject to discipline under Education Code 48900 through

48900.7 and which are not specifically listed or addressed under Education Code 48915(a) or 48915(c), a student may be recommended for expulsion where other means of correction are not feasible or have repeatedly failed to bring about proper conduct, or where due to the nature of the student's conduct violation, the presence of the student causes a continuing danger to the physical safety of the student or

others. [E.C. 48915(b) and (e)]

Parent/ Guardian Support - School rules are designed to teach children to be responsible, respectful, and safe. Parents and guardians have a key role in maintaining welcoming, safe campus environments that are conducive to learning. Parents and guardians are urged to review district and school standards of conduct and rules with their children at the start of each school year, with special emphasis during critical transitional years when children move from elementary to middle school, and from middle to high school. Reinforcing positive behavior and acknowledging children for demonstrating appropriate conduct is important. If parents or guardians spot a behavior problem, they should contact school staff, who will partner with them to find solutions. Parent/student handbooks are available online in English, Spanish, Hmong and Vietnamese. The Elk Grove Unified School District is committed to strong partnerships between home and school to establish and enforce appropriate standards of conduct for students. In the event of student misconduct, teachers, school or district personnel will contact parents first, unless the infraction is so serious that police notification is mandated. Assistance is available for parents or guardians who are dealing with difficult or out-of-control children. Parents are given tools to empower them as they work toward modifying the behavior of their difficult children.

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

participating in the graduation ceremony. In addition, a senior student may not attend the graduation ceremony while under off-campus suspension, even if the off-campus suspension is the first for the student during the senior year. Each high school student and his/her parent/guardian will receive annual notification of this policy. [B.P. 5127(a)]

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

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

Law Enforcement Partnerships/ Support - The Division of Safety and Security works in cooperation with the Sacramento County Sheriff’s Department. This department also works closely with the Elk Grove Police, Sacramento Police, Rancho Cordova Police and the Sacramento County Probation Department. Each comprehensive high school region has an assigned Sheriff’s deputy as a School Resource Officer (SRO). The SRO is stationed at the high school and works with each region’s middle school and elementary schools’ site staff to enforce laws and mentor the District’s youth. Additional officers are dedicated to the alternative education sites, assist at elementary and middle schools as well as address truancy problems.

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

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

Search and Seizer Policy - The Search and Seizure Policy governs the District's authority to search individual students and their property and the student's responsibility to submit to searches. Under Board Policy 5145.12, school officials may conduct a search when there is a reasonable suspicion the search will uncover evidence that the student is violating the law or the rules of the school or District. General inspections of school properties, such as lockers and desks, may be conducted on a regular, announced basis. Any items in a locker shall be considered the property of the student to whom the locker was assigned.

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

To ensure the safety of students and staff, schools may conduct random searches for weapons using metal detectors. The District may use specially trained, non-aggressive dogs to detect the presence of substances prohibited by law or District policy. Dogs may be used in the inspection of lockers, vehicles, or personal property, but may not be used to search a person.

EGUSD Table of Education Codes Related to Discipline (Page 102):
<https://www.egusd.net/documents/StudentsFamilies/ResourcesSupports/District-Handbook/2022-23-Parent-Handbook.pdf>

Preventing Student Suspension - As stated previously in this handbook, Franklin High School will not tolerate any student causing physical injury to another person, bringing a weapon to school, or selling drugs. Any of these actions will result in the student being expelled from the school district. Other serious violations of the school rules such as chronically disrupting classes or defying school authorities can also lead to expulsion. Students and parents are advised that in order to maintain a safe, violence-free environment, no student is allowed to hit another child—for any reason. Students who hit other students, even in self-defense, will be suspended from school. If a student is hit by another student, he/she should immediately leave the area and seek help from a teacher or other staff member. To avoid suspension or expulsion, students should:

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

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

Conflict Management - To co-exist peacefully, students need skills to communicate effectively and to create boundaries for themselves in a responsible manner. Peer conflict management teaches democratic principles and offers a forum through which students can participate in their school community. Students who are having problems with each other and who choose to discuss these problems, should report to the Administration Office and request assistance from a conflict manager. If an agreement is not reached, students may be referred to an administrator for possible disciplinary action.

Campus Courtesy - Students are asked to show respect for their peers by:

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

Multi-Purpose Room Expectations - The school cafeteria is maintained as a vital part of the health program of the school. To encourage good nutrition, a well-balanced lunch is offered at a reasonable price. Free and reduced lunch applications are available

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

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

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

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

Video cameras, radios, DVD players, electronic toys, laser pointers or any other electronic

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

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

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

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

Williams Settlement Complaint Procedure

1. Complaint forms can be turned in to the principal or designee who will make every reasonable attempt to investigate.
2. Complaints beyond the site authority will be forwarded to the District within 10 days.
3. Complaints may be filed anonymously. The form will have a box to mark if a response is requested. The complainant must be identified and provide a mailing address on the complaint form to receive a written response.
4. Valid complaints shall be remedied within 30 days of receipt.

5.If a response was requested, it shall be provided by mail within 45 days of resolution to the address listed. The principal will also inform the Superintendent of the resolution within the same time frame.

6.If dissatisfied with the resolution, the complainant may file a request to describe the complaint to the governing board at a regularly scheduled meeting.

7.If the complaint involves a condition of a facility that poses an emergency or urgent threat, a complainant who is not satisfied with the resolution proffered by the principal or appropriate District official has the right to file an appeal to the Superintendent of Public Instruction.

8.The District will report quarterly on the number of resolved and unresolved complaints and summarize data regarding complaints and resolutions to the county superintendent and the local governing board in public session making it part of the public records.

Elk Grove Unified School District Policies

School Boundaries - If you are moving and want to know which school your child will attend, you may use the School Locator Tool online. To find this tool on the District website, click on 'Enrollment' then 'Boundary Information': www.egusd.net/enrollment/boundary-info. Please know the District cannot guarantee any child attendance at a particular school, regardless of where the child lives. However, every child is guaranteed a place somewhere in the District. There may be instances when a school is filled. This could result in new students being offloaded to another school in the District. EGUSD must periodically change its school boundaries. For example, school boundaries are changed when new schools open or as necessary to balance enrollment. In practical terms, this means some students may have to change schools. If you need further assistance, please call the District's

Boundary Hotline at (916) 686-7755. In addition to asking where your child will attend school, you may also wish to ask “Have any boundary changes been approved for this area? If so, when will they take effect and where will my child attend school after they take effect?” Staff members answering the Boundary Hotline can also answer other questions related to school boundaries.

Non-Discrimination/ Harassment Policy - District programs and activities shall be free from discrimination, including harassment, intimidation and bullying based on a student’s actual or perceived disability, sex, gender, gender identity, gender expression, nationality, immigration status, race, ethnicity, color, ancestry, religion, sexual orientation, age, marital or parental status, or association with a person or group with one or more of these actual or perceived characteristics. The District’s policy on Non-Discrimination/Harassment/Intimidation/Bullying, Board Policy 5145.3 can be found at: www.gamutonline.net/district/elkgrove/DisplayPolicy/854176/5. This policy applies to all acts related to school activity or school attendance occurring with a school under the jurisdiction of the District Superintendent. When providing or arranging for the provision of nonacademic and extracurricular services and activities, the District shall ensure that a student with a disability participates with nondisabled persons in such activities and services to the maximum extent appropriate to the needs of the student with a disability in question. Pursuant to California Education Code section 221.5, a pupil shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with his or her gender identity, irrespective of the gender listed on the pupil’s records. Any student may request the use of private or unisex restroom facilities for increased privacy. The District endeavors to protect the privacy of all students. In the event of a complaint regarding gender equity or sexual harassment, or discrimination, including harassment, intimidation and/or bullying because of actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, physical or mental disability, sex, marital or parental or family status, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics, contact one of the following Title IX and Nondiscrimination Coordinators. (See District Handbook page 26 for contact information). In the event of a complaint regarding discrimination based upon an actual or perceived mental or physical disability, contact the District’s Director of Student Support and Health Services, 9510 Elk Grove-Florin Road, Elk Grove, CA 95624, (916) 686-7568.

Sexual Harassment Policy - The Governing Board prohibits unlawful sexual harassment of or by any student by anyone in or from the District. Teachers shall discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of sexual harassment. Any student who engages in the sexual harassment of anyone in or from the District may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal. The Board expects students or staff to immediately report incidents of sexual harassment to the principal or designee or to another District administrator. Any student who feels that he/she is being discriminated against or harassed should immediately contact the principal or designee. In addition a written complaint can be filed in accordance with B.P./A.R. 1312.3. Written complaint policies are

available at all school sites, the District Office and can be accessed online at www.egusd.net/about/district/policiesproceduresnotices. The District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned. Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature when:

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

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

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

- 1.Be included in the notifications that are sent to parents/guardians at the beginning of each school year.
- 2.Be displayed in a prominent location in the main administrative building or other area of the campus or school site where notices regarding the institution's rules, regulations,

procedures and standards of conduct are posted.

3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester or summer session.

4. Appear in any school or District publication that sets forth the school or District's comprehensive rules, regulations, procedures and standards of conduct.

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

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

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

Title IX Reporting/ Complaints - Any student who feels that he or she or another student in the District is being unlawfully discriminated against, harassed, intimidated or bullied by any student, employee, or other person from or in the District should immediately notify school staff or an administrator such as the principal or a vice principal so that the concern can be investigated and addressed. A student or parent may also file a written complaint in accordance with the District's Uniform Complaint Procedures. [BP & AR 1312.3, BP 5131.2, and BP 5145.3] The District prohibits retaliatory behavior against any person filing a complaint or any participant or witness in the complaint process. Each complaint will be fully investigated in a way that respects the privacy of all parties concerned, and appropriate action will be taken to remedy a finding of discrimination, harassment, intimidation or bullying. Additional information about these policies, your rights and responsibilities, or about how to file a complaint regarding alleged discrimination, harassment, intimidation or bullying can be obtained by contacting the Legal Compliance Specialist, legalcompliance@egusd.net, 916-686-7795, Elk Grove Unified School District, 9510 Elk Grove-Florin Road, Elk Grove, CA 95624. For complaints regarding discrimination based on sex, contact the appropriate Title IX and Nondiscrimination Coordinator listed below: For student against student complaints: Assistant Superintendent, PreK-6 Education 916)686-7704; TitleIX@egusd.net. 9510 Elk Grove-Florin Road Elk Grove, CA 95624; or Assistant Superintendent, Secondary Education (916) 686-7706.

Pregnant/ Parenting Students - EGUSD applies no rule concerning a student's actual or potential parental, family or marital status that treats students differently on the basis of sex. [5 CCR § 4950; 34 CFR § 106.40(a)]. EGUSD does not exclude or deny any student from any educational program or activity solely on the basis of pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery therefrom. [5 CCR § 4950(a); 34 CFR § 106.40(b)(1)]. Pregnant students and parenting male or female students are not excluded from participation in their regular school programs or required to participate in pregnant-student programs or alternative educational programs. [5 CCR § 4950(c); 34 CFR § 106.40(b)(1)]. Pregnant/parenting students who voluntarily participate in alternative programs are given educational programs, activities and courses equal to the regular

program. [5 CCR § 4950(c); 34 CFR § 106.40(b)(3)]. EGUSD treats pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery therefrom in the same manner and under the same policies as any other temporary disability. [5 CCR § 4950(d); 34 CFR § 106.40(b)(4)]. The District may require any student to obtain the certification of a physician or nurse practitioner that the student is physically and emotionally able to continue participation in the regular education program or activity. [E.C.221.51]. Pregnant or parenting students are entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The student, if the student is 18 years of age or older, or, if the student is under 18 years of age, the person holding the right to make educational decisions for the student, shall notify the school of the student's intent to exercise this right. Failure to notify the school shall not reduce these rights. [E.C. 46015]. A pregnant or parenting student who does not wish to take all or part of the parental leave to which s/he is entitled shall not be required to do so. A pregnant or parenting student is entitled to receive more than eight weeks of parental leave if deemed medically necessary by the student's physician. When a student takes parental leave, the supervisor of attendance shall ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program or an alternative education program. [E.C. 46015]. During parental leave, a local educational agency shall not require a pregnant or parenting student to complete academic work or other school requirements. A pregnant or parenting student may return to the school and the course of study in which he or she was enrolled before taking parental leave. Upon return to school after taking parental leave, a pregnant or parenting student is entitled to opportunities to make up work missed during his or her leave, including, but not limited to, makeup work plans and reenrollment in courses. [E.C. 46015]. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the school in which the student was previously enrolled when it is necessary in order for the student to be able to complete state and any local graduation requirements, unless the local educational agency makes a finding that the student is reasonably able to complete the local educational agency's graduation requirements in time to graduate from high -14- Student health, Support & Nutrition school by the end of the student's fourth year of high school. [E.C. 46015]. A student who chooses not to return to the school in which he or she was enrolled before taking parental leave is entitled to alternative education options offered by the local educational agency. [E.C. 46015]. A pregnant or parenting student who participates in an alternative education program shall be given educational programs, activities, and courses equal to those he or she would have been in if participating in the regular education program. A student shall not incur an academic penalty as a result of his or her use of these accommodations. [E.C. 46015] A complaint of noncompliance with these requirements may be filed with the District under its Uniform Complaint Procedures.

Lactation Accommodations for Students - A school operated by a school district or a county office of education, the California School for the Deaf, the California School for the Blind, and a charter school shall provide reasonable accommodations to a lactating pupil on a

school campus to express breast milk, breast-feed an infant child, or address other needs related to breastfeeding. Reasonable accommodations under this section include, but are not limited to, all of the following:

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

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

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

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

A local educational agency shall respond to a complaint filed pursuant to paragraph (1) in accordance with Chapter

5.1 (commencing with Section 4600) of Division 1 of Title 5 of the California Code of Regulations.

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

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

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

Uniform Complaint Procedures

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

EGUSD has the primary responsibility for compliance with federal and state laws and regulations. We have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP).

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

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

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

- Regional Occupational Centers and Programs
- School Safety Plans
- Special Education
- State Preschool
- Tobacco-Use Prevention Education

TABLE OF EDUCATION CODES RELATED TO DISCIPLINE

ED CODE 48900(a)(1)

CAUSING PHYSICAL INJURY

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

FIRST INTERVENTION/ CONSEQUENCE

THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE

Mandatory Actions:

- 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

Other potential actions:

- 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.

SECOND INTERVENTION/ CONSEQUENCE

Mandatory Actions:

Mandatory Actions:

- Ensure due process
- Ensure due process
- Conference with student
- Conference with student
- Collect statements from other witnesses
- Collect statements from other witnesses
- Provide corrective feedback: de-escalate

- Provide corrective feedback: de-escalate student, attempt to identify root or ancillary student, attempt to identify root or ancillary causes for behavior, re-teach/ practice causes for behavior, re-teach/ practice identified behavior skills, facilitate student identified behavior skills, facilitate student re-entry

re-entry

- Contact Family/guardian
- Contact family/guardian
- Review student's past similar behaviors and
- Review student's past similar behaviors and document current incident in Synergy document current incident in Synergy
- Hold re-entry conference if suspended
- Hold re-entry conference if suspended

Other potential actions:

Other potential actions:

- Consider alternatives to suspension
- Consider alternatives to suspension
- Restorative Practices/Interventions
- Restorative Practices/Interventions
- Student Study Team (SST)
- Student Study Team (SST)
- Referral to school counselor
- Referral to school counselor
- Contact Foster Youth Services
- Contact Foster Youth Services
- Site MTSS process
- Site MTSS process
- Referral to Student Support Centers for
- Referral to Student Support Centers for outside services/supports outside services/supports

- Notify law enforcement (refer to AR 5144.3
- Notify law enforcement (refer to AR 5144.3 and 5145.11)
and 5145.11)
- 2–4 day suspension
- 3–5 day suspension
- Extreme Fights – contact Director or SSHS
- Possible consideration for a
- Depending on the severity of the incident, as

Recommendation of Expulsion well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.

ED CODE 48900(a)(2)

ACTS OF VIOLENCE

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

FIRST INTERVENTION/ CONSEQUENCE

THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE

Mandatory Actions:

- 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

Other potential actions:

- 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.

SECOND INTERVENTION/ CONSEQUENCE

Mandatory Actions:

Mandatory Actions:

- Ensure due process
- Ensure due process
- Conference with student
- Conference with student
- Collect statements from other witnesses
- Collect statements from other witnesses
- Provide corrective feedback: de-escalate
- Provide corrective feedback: de-escalate student, attempt to identify root or ancillary

student, attempt to identify root or ancillary causes for behavior, re-teach/ practice causes for behavior, re-teach/ practice identified behavior skills, facilitate student identified behavior skills, facilitate student re-entry
re-entry

- Contact family/guardian
- Contact family/guardian
- Review student's past similar behaviors and
- Review student's past similar behaviors and document current incident in Synergy document current incident in Synergy
- Hold re-entry conference if suspended
- Hold re-entry conference if suspended

Other potential actions:

Other potential actions:

- Consider alternatives to suspension
- Consider alternatives to suspension
- Restorative Practices/Interventions
- Restorative Practices/Interventions
- Student Study Team (SST)
- Student Study Team (SST)
- Referral to school counselor
- Referral to school counselor
- Contact Foster Youth Services
- Contact Foster Youth Services
- Site MTSS process
- Site MTSS process
- Referral to Student Support Centers for
- Referral to Student Support Centers for outside services/supports outside services/supports
- Notify law enforcement (refer to AR 5144.3)

- Notify law enforcement (refer to AR 5144.3 and 5145.11 and 5145.11)
- 2–4 day suspension
- 3–5 day suspension
- Depending on the severity of the incident, as
- Possible consideration for a well as pertinent extenuating circumstances

Recommendation of Expulsion regarding the student(s) involved, days of suspension may extend up to 5 days.

ED CODE 48900(b)

WEAPONS AND DANGEROUS OBJECTS

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

Ed. Code 48915(g) – As used in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 1/2 inches, a folding knife

with a blade that locks into place, or a razor with an unguarded blade.

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

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

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

FIRST INTERVENTION/ CONSEQUENCE

SECOND INTERVENTION/ CONSEQUENCE

THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE

Mandatory Actions:

- 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

Other potential actions:

- 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

Mandatory Actions:

- 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

Other potential actions:

- 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

Mandatory Actions:

- 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

Other potential actions:

- 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(c)

UNLAWFUL POSSESSION OF CONTROLLED SUBSTANCE

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

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

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

FIRST INTERVENTION/ CONSEQUENCE

SECOND INTERVENTION/ CONSEQUENCE

THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE

Mandatory Actions:

- 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)
- Other Substances – contact Director or SSHS

Selling Drugs

- 5 Day Suspension if Student is selling or sold a controlled substance
- Recommendation for expulsion if Student is selling or sold a controlled substance

Other potential actions:

- 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.

Mandatory Actions:

- 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

Selling Drugs

- 5 Day Suspension if Student is selling or sold a controlled substance
- Recommendation for expulsion if Student is selling or sold a controlled substance

Other potential actions:

- 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.

Mandatory Actions:

- 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

Selling Drugs

- 5 Day Suspension if Student is selling or sold a controlled substance
- Recommendation for expulsion if Student is selling or sold a controlled substance

Other potential actions:

- 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

Mandatory Actions:

- 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

Other potential actions:

- 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.

Mandatory Actions:

- 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

Other potential actions:

- 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.

Mandatory Actions:

- 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

Other potential actions:

- 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

THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE

Mandatory Actions:

- 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

Other potential actions:

- 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.

SECOND INTERVENTION/ CONSEQUENCE

Mandatory Actions:

Mandatory Actions:

- Ensure due process
- Ensure due process
- Conference with student
- Conference with student

- Collect statements from other witnesses
 - Collect statements from other witnesses
 - Notify law enforcement (refer to AR 5144.3
 - Notify law enforcement (refer to AR 5144.3 and 5145.11)
and 5145.11)
 - Provide corrective feedback: de-escalate
 - Provide corrective feedback: de-escalate student, attempt to identify root or ancillary student, attempt to identify root or ancillary causes for behavior, re-teach/ practice causes for behavior, re-teach/ practice identified behavior skills, facilitate student identified behavior skills, facilitate student re-entry
re-entry
 - Contact Family/guardian
 - Contact family/guardian
 - Review student's past similar behaviors and
 - Review student's past similar behaviors and document current incident in Synergy
document current incident in Synergy
 - Hold re-entry conference if suspended
 - Hold re-entry conference if suspended
- Other potential actions:
- Other potential actions:
- Consider alternatives to suspension
 - Consider alternatives to suspension
 - Restorative Practices/Interventions
 - Restorative Practices/Interventions
 - Student Study Team (SST)
 - Student Study Team (SST)
 - Referral to school counselor
 - Referral to school counselor
 - Contact Foster Youth Services

- Contact Foster Youth Services
- Site MTSS process
- Site MTSS process
- Referral to Student Support Centers for
- Referral to Student Support Centers for outside services/supports
outside services/supports
- Notify law enforcement (refer to AR 5144.3
- Notify law enforcement (refer to AR 5144.3 and 5145.11)
and 5145.11)
- 2–4 day suspension
- 3–5 day suspension
- Depending on the severity of the incident, as
- Possible consideration for a well as pertinent extenuating circumstances

Recommendation of Expulsion regarding the student(s) involved, days of suspension may extend up to 5 days.

ED CODE 48900(f)

DAMAGE TO PROPERTY

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

FIRST INTERVENTION/ CONSEQUENCE

THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE

Mandatory Actions:

- 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

Other potential actions:

- 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.

SECOND INTERVENTION/ CONSEQUENCE

Mandatory Actions:

Mandatory Actions:

- Ensure due process

- Ensure due process
- Conference with student
- Conference with student
- Collect statements from other witnesses
- Collect statements from other witnesses
- Provide corrective feedback: de-escalate
- Provide corrective feedback: de-escalate student, attempt to identify root or ancillary student, attempt to identify root or ancillary causes for behavior, re-teach/ practice causes for behavior, re-teach/ practice identified behavior skills, facilitate student identified behavior skills, facilitate student re-entry
- re-entry
- Review past alternative means of
- Review past alternative means of correction (Ed. Code 48900.5)
- correction (Ed. Code 48900.5)
- Contact family/guardian
- Contact family/guardian
- Review student's past similar behaviors and
- Review student's past similar behaviors and document current incident in Synergy
- document current incident in Synergy
- Hold re-entry conference if suspended
- Hold re-entry conference if suspended
- Other potential actions:
- Other potential actions:
- Consider alternatives to suspension
- Consider alternatives to suspension
- Restorative Practices/Interventions
- Restorative Practices/Interventions
- Student Study Team (SST)
- Student Study Team (SST)

- Referral to school counselor
 - Referral to school counselor
 - Contact Foster Youth Services
 - Contact Foster Youth Services
 - Site MTSS process
 - Site MTSS process
 - Referral to Student Support Centers for
 - Referral to Student Support Centers for outside services/supports
outside services/supports
 - Notify law enforcement (refer to AR 5144.3
 - Notify law enforcement (refer to AR 5144.3 and 5145.11)
and 5145.11)
 - 2–4 day suspension
 - 3–5 day suspension
 - Depending on the severity of the incident, as
 - Possible consideration for a well as pertinent extenuating circumstances
- Recommendation of Expulsion regarding the student(s) involved, days of suspension may extend up to 5 days.

ED CODE 48900(g)

THEFT OR STEALING

Stole or attempted to steal school property or private property.

FIRST INTERVENTION/ CONSEQUENCE

THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE

Mandatory Actions:

- 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

Other potential actions:

- 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.

SECOND INTERVENTION/ CONSEQUENCE

Mandatory Actions:

Mandatory Actions:

- Ensure due process

- Ensure due process
- Conference with student
- Conference with student
- Collect statements from other witnesses
- Collect statements from other witnesses
- Provide corrective feedback: de-escalate
- Provide corrective feedback: de-escalate student, attempt to identify root or ancillary student, attempt to identify root or ancillary causes for behavior, re-teach/ practice causes for behavior, re-teach/ practice identified behavior skills, facilitate student identified behavior skills, facilitate student re-entry
- re-entry
- Review past alternative means of
- Review past alternative means of correction (Ed. Code 48900.5)
- correction (Ed. Code 48900.5)
- Contact family/guardian
- Contact family/guardian
- Review student's past similar behaviors and
- Review student's past similar behaviors and document current incident in Synergy
- document current incident in Synergy
- Hold re-entry conference if suspended
- Hold re-entry conference if suspended
- Other potential actions:
- Other potential actions:
- Consider alternatives to suspension
- Consider alternatives to suspension
- Restorative Practices/Interventions
- Restorative Practices/Interventions
- Student Study Team (SST)
- Student Study Team (SST)

- Referral to school counselor
 - Referral to school counselor
 - Contact Foster Youth Services
 - Contact Foster Youth Services
 - Site MTSS process
 - Site MTSS process
 - Referral to Student Support Centers for
 - Referral to Student Support Centers for outside services/supports
outside services/supports
 - Notify law enforcement (refer to AR 5144.3
 - Notify law enforcement (refer to AR 5144.3 and 5145.11)
and 5145.11)
 - 2–4 day suspension
 - 3–5 day suspension
 - Depending on the severity of the incident, as
 - Possible consideration for a well as pertinent extenuating circumstances
- Recommendation of Expulsion regarding the student(s) involved, days of suspension may extend up to 5 days.

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

Mandatory Actions:

- 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

Other potential actions:

- Consider alternatives to suspension
- Restorative Practices/Interventions
- Student Study Team (SST)
- Referral to school counselor
- Contact Foster Youth Services
- Site MTSS process
- Referral to Student Support Centers for outside services/supports
- Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1–3 day suspension.
- "First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/ or 48915, although formal exclusionary disciplinary action may not have been taken against the student.
- Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.

Mandatory Actions:

- 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

Other potential actions:

- 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.

Mandatory Actions:

- 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

Other potential actions:

- 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

THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE

Mandatory Actions:

- 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

Other potential actions:

- 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.

SECOND INTERVENTION/ CONSEQUENCE

Mandatory Actions:

Mandatory Actions:

- Ensure due process
- Ensure due process
- Conference with student
- Conference with student
- Collect statements from other witnesses
- Collect statements from other witnesses
- Provide corrective feedback: de-escalate
- Provide corrective feedback: de-escalate student, attempt to identify root or ancillary student, attempt to identify root or ancillary causes for behavior, re-teach/ practice causes for behavior, re-teach/ practice identified behavior skills, facilitate student identified behavior skills, facilitate student re-entry
- re-entry
- Review past alternative means of
- Review past alternative means of correction (Ed. Code 48900.5)
- correction (Ed. Code 48900.5)
- Contact family/guardian
- Contact family/guardian
- Review student's past similar behaviors and
- Review student's past similar behaviors and document current incident in Synergy
- document current incident in Synergy
- Hold re-entry conference if suspended
- Hold re-entry conference if suspended
- Other potential actions:
- Other potential actions:
- Consider alternatives to suspension
- Consider alternatives to suspension
- Restorative Practices/Interventions
- Restorative Practices/Interventions
- Student Study Team (SST)

- Student Study Team (SST)
 - Referral to school counselor
 - Referral to school counselor
 - Contact Foster Youth Services
 - Contact Foster Youth Services
 - Site MTSS process
 - Site MTSS process
 - Referral to Student Support Centers for
 - Referral to Student Support Centers for outside services/supports
outside services/supports
 - Notify law enforcement (refer to AR 5144.3
 - Notify law enforcement (refer to AR 5144.3 and 5145.11)
and 5145.11)
 - 2–4 day suspension
 - 3–5 day suspension
 - Depending on the severity of the incident, as
 - Possible consideration for a well as pertinent extenuating circumstances
- Recommendation of Expulsion regarding the student(s) involved, days of suspension may extend up to 5 days.

ED CODE 48900(j)

DRUG PARAPHERNALIA

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

paraphernalia.

FIRST INTERVENTION/ CONSEQUENCE

THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE

Mandatory Actions:

- 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

Other potential actions:

- Consider alternatives to suspension
- Restorative Practices/Interventions
- Student Study Team (SST)
- Referral to school counselor
- Contact Foster Youth Services
- Site MTSS process
- Referral to Student Support Centers for outside services/supports
- Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1–3 day suspension.
- "First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/ or 48915, although formal exclusionary disciplinary action may not have been taken against the student.
- Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.

SECOND INTERVENTION/ CONSEQUENCE

Mandatory Actions:

Mandatory Actions:

- Ensure due process
- Ensure due process
- Conference with student
- Conference with student
- Collect statements from other witnesses
- Collect statements from other witnesses
- Provide corrective feedback: de-escalate
- Provide corrective feedback: de-escalate student, attempt to identify root or ancillary student, attempt to identify root or ancillary causes for behavior, re-teach/ practice causes for behavior, re-teach/ practice identified behavior skills, facilitate student identified behavior skills, facilitate student re-entry
- re-entry
- Review past alternative means of
- Review past alternative means of correction (Ed Code 48900.5)
- correction (Ed Code 48900.5)
- Contact family/guardian
- Contact family/guardian
- Review student's past similar behaviors and
- Review student's past similar behaviors and document current incident in Synergy
- document current incident in Synergy
- Hold re-entry conference if suspended
- Hold re-entry conference if suspended
- Other potential actions:
- Other potential actions:
- Consider alternatives to suspension
- Consider alternatives to suspension
- Restorative Practices/Interventions
- Restorative Practices/Interventions
- Student Study Team (SST)

- Student Study Team (SST)
- Referral to school counselor
- Referral to school counselor
- Contact Foster Youth Services
- Contact Foster Youth Services
- Site MTSS process
- Site MTSS process
- Referral to Student Support Centers for
- Referral to Student Support Centers for outside services/supports
- outside services/supports
- 2–4 day suspension
- 3–5 day suspension
- Depending on the severity of the incident, as
- Possible consideration for a well as pertinent extenuating circumstances

Recommendation of Expulsion regarding the student(s) involved, days of suspension may extend up to 5 days.

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

Mandatory actions:

- 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

Potential actions:

- 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.

Mandatory actions:

- 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

Potential actions:

- 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 (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.

Mandatory actions:

- 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

Potential actions:

- 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 (4th thru 12th grades)

ED CODE 48900(I)

POSSESSION OF STOLEN PROPERTY

Knowingly received stolen school property or private property.

FIRST INTERVENTION/ CONSEQUENCE

THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE

Mandatory actions:

- 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

Other potential actions:

- 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.

SECOND INTERVENTION/ CONSEQUENCE

Mandatory actions:

Mandatory actions:

- Ensure due process
- Ensure due process
- Conference with student
- Conference with student
- Collect statements from other witnesses
- Collect statements from other witnesses
- Provide corrective feedback: de-escalate
- Provide corrective feedback: de-escalate student, attempt to identify root or ancillary student, attempt to identify root or ancillary causes for behavior, re-teach/ practice causes for behavior, re-teach/ practice identified behavior skills, facilitate student identified behavior skills, facilitate student re-entry
- re-entry
- Review past alternative means of
- Review past alternative means of correction (Ed. Code 48900.5)
- correction (Ed. Code 48900.5)
- Contact family/guardian
- Contact family/guardian
- Review student's past similar behaviors and
- Review student's past similar behaviors and document current incident in Synergy
- document current incident in Synergy
- Hold re-entry conference if suspended
- Hold re-entry conference if suspended

Other potential actions:**Other potential actions:**

- Consider alternatives to suspension
- Consider alternatives to suspension
- Restorative Practices/Interventions
- Restorative Practices/Interventions

- Student Study Team (SST)
- Student Study Team (SST)
- Referral to school counselor
- Referral to school counselor
- Contact Foster Youth Services
- Contact Foster Youth Services
- Site MTSS process
- Site MTSS process
- Referral to Student Support Centers for
- Referral to Student Support Centers for outside services/supports
outside services/supports
- Notification to law enforcement (refer to
- Notify law enforcement (refer to AR 5144.3 AR 5144.3 and 5145.11)
and 5145.11)
- 1–4 day suspension
- 3–5 day suspension
- Depending on the severity of the incident, as
- Possible consideration for a well as pertinent extenuating circumstances

Recommendation of Expulsion regarding the student(s) involved, days of suspension may extend up to 5 days.

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

Mandatory Actions:

- 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

Other potential actions:

- 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.

Mandatory Actions:

- 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

Other potential actions:

- 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.

Mandatory Actions:

- 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

Other potential actions:

- 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****Mandatory Actions:**

- 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
- day suspension and recommendation for expulsion
- Refer to California Education Code 48915 (c)(4).

Mandatory Actions:**Mandatory Actions:**

- Notify law enforcement (refer to AR 5144.3 and 5145.11)
- Notify law enforcement (refer to AR 5144.3 and 5145.11)

5144.3 and 5145.11)

- In consultation with site principal and

- In consultation with site principal and Director - File CPS Report

Director - File CPS Report

- Contact Director or SSHS
- Contact Director or SSHS
- day suspension and recommendation

- day suspension and recommendation for expulsion
for expulsion
- Refer to California Education Code
- Refer to California Education Code 48915 (c)(4).
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

Mandatory Actions:

- 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

Other potential actions:

- Consider alternatives to suspension
- Restorative Practices/Interventions
- Student Study Team (SST)
- Referral to school counselor
- Contact Foster Youth Services
- Site MTSS process
- Referral to Student Support Centers for outside services/supports
- Notification to law enforcement
- (refer to AR 5144.3 and 5145.11)
- Suspension only permitted on "first offense"
- If student's presence causes a danger

- to persons. In such instances, 1–3 day suspension.
- “First offense” refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/ or 48915, although formal exclusionary disciplinary action may not have been taken against the student.
- Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.

Mandatory Actions:

- 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

Other potential actions:

- 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.

Mandatory Actions:

- 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

Other potential actions:

- 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

THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE

Mandatory Actions:

- 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

Other potential actions:

- Consider alternatives to suspension
- Restorative Practices/Interventions
- Student Study Team (SST)
- Referral to school counselor
- Contact Foster Youth Services
- Site MTSS process
- Referral to Student Support Centers for outside services/supports
- Notification to law enforcement
- (refer to AR 5144.3 and 5145.11)
- Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1 – 3 day suspension.

- “First offense” refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/or 48915, although formal exclusionary disciplinary action may not have been taken against the student.
- Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.

SECOND INTERVENTION/ CONSEQUENCE

Mandatory Actions:

Mandatory Actions:

- Ensure due process
- Ensure due process
- Conference with student
- Conference with student
- Confiscate substance
- Confiscate substance
- Notify law enforcement within 1 school day (EC 48902)
- Notify law enforcement within 1 school day (EC 48902)
- Collect statements from other witnesses
- Collect statements from other witnesses
- Provide corrective feedback: de-escalate
- Provide 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)
- Review past alternative means of correction (Ed. Code 48900.5)
- Follow CA Education Code Requirements
- Follow CA Education Code Requirements for controlled substances

for controlled substances

- Contact family/guardian
- Contact family/guardian
- Review student's past similar behaviors and
- Review student's past similar behaviors and document current incident in Synergy
- document current incident in Synergy
- Hold re-entry conference if suspended
- Hold re-entry conference if suspended
- Contact Director or SSHS
- Contact Director or SSHS

Other potential actions:

Other potential actions:

- Consider alternatives to suspension
- Consider alternatives to suspension
- Restorative Practices/Interventions
- Restorative Practices/Interventions
- Student Study Team (SST)
- Student Study Team (SST)
- Referral to school counselor
- Referral to school counselor
- Contact Foster Youth Services
- Contact Foster Youth Services
- Site MTSS process
- Site MTSS process
- Referral to Student Support
- Referral to Student Support Centers for
- Centers for outside services/supports
- outside services/supports
- Notify law enforcement (refer to AR 5144.3)

- Notify law enforcement (refer to AR 5144.3 and 5145.11)
and 5145.11)

- 2 – 4 day suspension

- 3 – 5 day suspension

- Depending on the severity of the incident, as

- Possible consideration for a well as pertinent extenuating circumstances

Recommendation of Expulsion regarding the student(s) involved, days of suspension may extend up to 5 days.

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

Mandatory Actions:

- 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

Other potential actions:

- Consider alternatives to suspension
- Restorative Practices/Interventions
- Student Study Team (SST)
- Referral to school counselor
- Contact Foster Youth Services
- Site MTSS process
- Referral to Student Support Centers for outside services/supports.
- Notification to law enforcement (refer to AR 5144.3 and 5145.11)
- Suspension only permitted on “first offense” if student’s presence causes a danger to persons. In such instances, 1–3 day suspension.
- “First offense” refers to the first documented offense of a student in the current school

year that qualifies as a violation of Education Code 48900 and/or 48915, although formal exclusionary disciplinary action may not have been taken against the student.

- Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.

Mandatory Actions:

- 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

Other potential actions:

- 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.

Mandatory Actions:

- 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

Other potential actions:

- 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

Mandatory Actions:

- 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

Other potential actions:

- 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 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.

Mandatory Actions:

- 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

Other potential actions:

- 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.

Mandatory Actions:

- 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

Other potential actions:

- 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)

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

(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an

electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) "Electronic act" means the creation or transmission originated on or off school site, by means of an electronic device, including, but not limited to, a

telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, video or image.

(ii) A post on a social network Internet Web site including, but not limited to:

(I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(IV) (iii) An act of cyber sexual bullying.

(V) (I) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A)

to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(VI) (II) For purposes of this clause "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

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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

Mandatory Actions:

- 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

Other potential actions:

- 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.

Mandatory Actions:

- 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

Other potential actions:

- 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.

Mandatory Actions:

- 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

Other potential actions:

- 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.

ED CODE 48900.2

SEXUAL HARASSMENT

Additional grounds for suspension or expulsion: sexual harassment.

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

FIRST INTERVENTION/ CONSEQUENCE

THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE

Mandatory Actions:

- 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

Other potential actions:

- 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.

SECOND INTERVENTION/ CONSEQUENCE

Mandatory Actions:

Mandatory Actions:

- Ensure due process
- Ensure due process
- Conference with student
- Conference with student
- Collect statements from other witnesses
- Collect statements from other witnesses
- Provide corrective feedback: de-escalate
- Provide corrective feedback: de-escalate student, attempt to identify root or ancillary student, attempt to identify root or ancillary causes for behavior, re-teach/ practice causes for behavior, re-teach/ practice identified behavior skills, facilitate student identified behavior skills, facilitate student re-entry
- re-entry
- Review past alternative means of
- Review past alternative means of correction (Ed. Code 48900.5)
- correction (Ed. Code 48900.5)
- File CPS Report
- File CPS Report
- Contact family/guardian
- Contact family/guardian
- Review student's past similar behaviors and
- Review student's past similar behaviors and document current incident in Synergy
- document current incident in Synergy
- Hold re-entry conference if suspended
- Hold re-entry conference if suspended

Other potential actions:

Other potential actions:

- Consider alternatives to suspension
- Consider alternatives to suspension
- Restorative Practices/Interventions
- Restorative Practices/Interventions
- Student Study Team (SST)
- Student Study Team (SST)
- Referral to school counselor
- Referral to school counselor
- Contact Foster Youth Services
- Contact Foster Youth Services
- Site MTSS process
- Site MTSS process
- Referral to Student Support Centers for
- Referral to Student Support Centers for outside services/supports
outside services/supports
- Notify law enforcement (refer to AR 5144.3
- Notify law enforcement (refer to AR 5144.3 and 5145.11)
and 5145.11)
- 2–4 day suspension (4th thru 12th grades)
- 3–5 day suspension (4th thru 12th grades)
- Depending on the severity of the incident, as
- Possible consideration for a well as pertinent extenuating circumstances

Recommendation of Expulsion regarding the student(s) involved, days of suspension may extend up to 5 days.

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

Mandatory Actions:

- 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

Other potential actions:

- 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.

Mandatory Actions:

- 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

Other potential actions:

- 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.

Mandatory Actions:

- 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

Other potential actions:

- 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**

Mandatory Actions:

- 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

Other potential actions:

- 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.

Mandatory Actions:

- 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

Other potential actions:

- 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.

Mandatory Actions:

- 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

Other potential actions:

- 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 48900.7

TERRORISTIC THREATS

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

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

FIRST INTERVENTION/ CONSEQUENCE

SECOND INTERVENTION/ CONSEQUENCE

THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE

Mandatory Actions:

- 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

Other potential actions:

- Consider alternatives to suspension
- Restorative Practices/Interventions
- Student Study Team (SST)

- Referral to school counselor
- Contact Foster Youth Services
- Site MTSS process
- Referral to Student Support Centers
- for outside services/supports
- Suspension only permitted on “first offense” if student’s presence causes a danger to persons. In such instances, 1–3 day suspension.
- “First offense” refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/or 48915, although formal exclusionary disciplinary action may not have been taken against the student.
- Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.

Mandatory Actions:

- 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

Other potential actions:

- 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.

Mandatory Actions:

- 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

Other potential actions:

- 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 48915

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

(A) Causing serious physical injury to another person, except in self-defense. (B) Possession of any knife or other dangerous object of no reasonable use to the pupil. (C) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:

(i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis. (ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a

physician. (D) Robbery or extortion. (E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

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

(b) Upon recommendation by the principal or the superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board of a school district may order a pupil expelled upon finding that the pupil committed an act listed in paragraph (1) of subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel a pupil for any of those acts shall be based on a finding of one or both of the following: (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

(2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

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

(1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (c), may be imposed. (2) Brandishing a knife at another person. (3) Unlawfully selling a controlled

substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety

Code. (4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as

Defined in subdivision (m) of Section 48900 (5) Possession of an explosive.

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

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

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

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

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

(g) As used in this section “knife” means any dirk, dagger, or other weapons with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 1/2 inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

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

Student Opt-Out Form 22-23 – Page 1

This form provides parents the opportunity to opt their student out of public media coverage, posting of student images and names through EGUSD digital communication tools, release of student directory information, and viewing of PG-13 or R-rated films.

Please read each section of the form carefully. If you would like to opt your child out of any of the following sections, please fill out your child's information (one form per child), check the associated box, and sign the form. Please note: This is an OPTIONAL form. The form should be returned to the school only if you wish to opt your child out of one of these areas. If you have questions about completing this form, please contact your school.

Multimedia Withhold - There are occasions when news media are on school campuses to interview, photograph and videotape students for print and broadcast stories. Many of these stories are positive and highlight the good things happening in EGUSD schools. However, there are times when the media seeks access to our schools on more controversial issues. At all times, our goal is to maintain student security and privacy.

If you want your child to be excluded from media stories, please check the box below and sign the form. Please know that there are times when the media will interview or photograph students off campus or without checking in with the front office. This form only acts as a guide to media coverage. It does not guarantee that your child will not be interviewed or photographed.

I DO NOT want media representatives to publish/broadcast interviews with or photos/video identifying my child.

Posting of Student Images and Names on EGUSD Digital Communication - EGUSD offers a number of opportunities to publicize positive school and student events and accomplishments through district and school digital communication tools. Parents have the choice to withhold their student's images (photos and video) and name from being posted by checking the area below. The publication of student image(s), along with both first and last name, requires prior written consent of the student's parent/guardian. The only exception to this rule is the posting of student photos with first and last name into an EGUSD administrative system such as the student information system (Synergy) or the library system. These are closed systems that only EGUSD teachers, administrators and limited support staff have access to through password-protected logons. There is no opt-out of these closed systems. By checking the box below you are choosing NOT to allow the posting of your student's name or image through digital communication tools. Please know that this will result in your student's name not being published electronically for recognitions, student honor roll, awards, events, contests, school newspaper articles and clubs.

I DO NOT want my student's image and name posted through any Elk Grove Unified digital communication

Student Name: _____ Student ID Number: _____

Parent Signature: _____ Date: _____

Student Opt-Out Form 22-23 – Page 2

Release of Directory Information/Yearbook Information - Pursuant to the Family Educational Rights and Privacy Act (FERPA) and the California Education Code, the District may release directory information to certain persons or organizations, as specified in this handbook, when it is requested. Directory information may include a student's name, photograph, address, telephone information, email address, major field of study, participation in officially recognized activities and sports, weight and height of members of the athletic teams, dates of attendance, degrees and awards received and the most recent previous public or private school attended. In the case of students who have been identified as having special needs or homeless, no material can be released without parent or guardian consent. Parents and guardians can opt-out of having their child's directory information released by checking the box below and signing the form. Directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin (the District will not disclose such information without parent/guardian consent or a court order.)

If you do not want your child's directory information released, choose one of the following two options:

Option A: NO student directory information released at all, including NO yearbook and award listings.

Option B: NO student directory information released generally; YES include in yearbook and awards listings.

Movies and Videos – Grades 6-12 - The District has a policy limiting the types of movies shown in classrooms. PG-13 rated movies that are District approved may be shown only to grades 6-12. If you do not want your child to view PG-13 rated movies during the 2021-2022 school year, please check the box below:

I DO NOT want my child to view approved PG-13 rated movies. I prefer that my child be given alternative assignments.

R rated movies that are district-approved may only be shown to grades 9-12. If you do not want your child to view R rated movies during the 2021-2022 school year, please check the box below:

I DO NOT want my secondary student to view approved R rated movies. I prefer that my child be given alternative assignments.

Student Name: _____ Student ID Number: _____

Parent Signature: _____ Date: _____

Franklin High School 2022-2023 Acknowledgment – Handbook & Internet

The district's regulations concerning student discipline are available on request at the principal's office in any district school. The principal of each school shall ensure that every pupil enrolled will be advised of all regulations of the district and of the school related to student discipline at the beginning of each school year, and that transfer students will be advised at the time of their enrollment in the school. I have read and understand the Franklin High School 22-23 Student Handbook which includes: General Information, Attendance Policy, Dress Code, Standards of Conduct, Discipline Consequences, Drug and Alcohol Policy, Bus Rules, Parking Regulations, Fire Drill Procedures, Video Policy, Terms, and Conditions for use of Technology and the Internet, and Terms and Conditions for use of the Franklin Community Library. I acknowledge these policies and agree to follow these policies. I understand that violation of these policies could result in intervention, suspension, expulsion and/or arrest.

1) Acceptable Use - The use of your access/account must be in support of education and research and consistent with the educational objectives of your school or department. You will be responsible for assisting with monitoring the account. You may be asked to periodically report your experiences using information technology in an educational setting. 2) 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, or material protected by trade secret. Use for commercial activities is not acceptable. Use for product advertisement or political lobbying is also prohibited. Any transmission or reception of pornographic material is expressly prohibited and will result in the cancellation of all information technology access and privileges. 3) Privileges - The use of information technology is a privilege and unacceptable use will result in a cancellation of those privileges. 4) Network Etiquette - You 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 colleagues. 5) The EGUSD makes no guarantees of any kind, whether expressed or implied for the service it is providing. The EGUSD will not be responsible for any damages you suffer. This includes loss of data resulting from delays, non-deliveries, miss-deliveries, or service interruptions caused by its own negligence or your errors or omissions. Use of any information obtained via the INTERNET is at your own risk. 6) Security - Security on any computer system is a high priority, especially when the system involves many users. If you can identify a security problem, notify school administration immediately. Do not use another individual's account without written permission from that individual. Attempts to login to any network server as a system administrator will result in cancellation of user privileges. 7) Vandalism - Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, network, or any of the above listed agencies or other networks that are connected to the INTERNET. This includes, but is not limited to, the uploading or creation of computer viruses. I understand and will abide by the above Terms and Conditions for use of information technologies. I further understand that any violation of the regulations above is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action.

Student LAST Name: _____ Student ID Number: _____

Student FIRST Name: _____ Grade: _____

Parent Name: _____ Date: _____

Parent Signature: _____

This Form Must Be Returned To Your First Period Teacher On: Friday, August 19, 2022