



Laguna Creek High School
9050 Vicino Drive, Elk Grove, CA 95758
(916) 683-1339
<http://lchs.egusd.net>



STUDENT/PARENT HANDBOOK

2021-2022

Board of Education

Beth Albiani
Nancy Chaires Espinoza
Gina Jamerson
Carmine S. Forcina
Dr. Crystal Martinez-Alire
Anthony "Tony" Perez
Sean J. Yang

District Administration

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Mark Cerutti, Deputy Superintendent, Education Services and Schools
Craig Murray, Assistant Superintendent of Schools, Secondary Education
Amy Besler, Ed.D., Director, Secondary Education
John Dixon, Ed.D., Director, Secondary Education
Jane Ross, Director, College and Career Options

High School Administration

Mark Benson, Principal
Justin Harman, Vice Principal
Kelly Henschel, Vice Principal
Jenny Keyport, Vice Principal
Christian Bradford, Teacher In Charge

PRINCIPAL'S MESSAGE 2021-2022

MISSION STATEMENT: *The Mission of Laguna Creek High School is to develop inquiring, knowledgeable, and caring young people who attain academic excellence. Our students strive for responsible citizenship and help create a more peaceful world through life-long learning, productive employment, and intercultural understanding and respect in a global society.*

Dear Parents/Guardians and Students:

It is with immense pride that I welcome you to the 2021-2022 School Year. I am excited for our students to return to campus. Our staff is looking forward to continuing to make great things possible for our students and community. I am eager to work with you as an education partner to support your child's success. Along with staff, I will work hard to keep the legacy of success established at Laguna Creek High School by building strong relationships with parents, students, faculty, and community partners.

Bell Schedule:

The 2020-2021 school year required LCHS to change to a 4x4 bell schedule temporarily. For the 2021-2022 school year, we are returning to our regular Alternating A/B Schedule. Students attend odd-numbered classes one day and even-numbered the next day. August 12 is the first day of school, and students will attend their odd-numbered classes (1,3,5 & 7). For the first two days of school (August 12 & 13), we are on a unique bell schedule that includes an Advocacy class. During the Advocacy class, essential information and activities will help our Cardinals acclimate to our campus. Nearly half of our students may be new to campus, and our staff is committed to welcoming our students back to the Nest. The bell schedule and odd-even calendar are included in this packet.

Student Handbook:

Our current student handbook is located on our website [here](#). The handbook includes essential school information and an acknowledgment page that should be signed and returned to your student's advocacy teacher.

Student Schedules Pick Up

We are hosting our annual Back to the Nest events on August 10 (Sophomores & Seniors) and August 11 (Freshman & Juniors) from 4-7 pm. Back to the Nest is a drop-in event in which students can pick up their schedules, take tours of the campus, and purchase items from our student store.

Breakfast with Benson

To help facilitate community dialogue, I would like to invite you to "Breakfast with Benson" on the first Thursday of each month between 8:15-9:15 am. During these meetings, I present information on important educational topics and provide time for parent feedback and conversation. These meetings will continue to be held virtually. A Microsoft Teams link will be sent each month to connect to the meeting.

School Activities - Keep Informed

All of our major school events are posted regularly on our school's website, <http://lchs.egusd.net/>. Reading the weekly newsletters sent via email, school website, Facebook, and Synergy emails are the best way to stay up-to-date on all that is happening at Laguna Creek High School. I will send weekly newsletters via email to inform you about events and the great things Laguna Creek students accomplish and provide school updates. It is essential for you to provide us with a working email to keep you informed. You can do that by logging into your Synergy ParentVUE portal and updating your information. An event listing is included in this packet to help with your planning. Any event changes will be communicated to our community. Thank you for the privilege of partnering with you in educating our children. I am looking forward to working with you this school year.

In partnership,

A handwritten signature in black ink that reads "Mark Benson". The signature is written in a cursive style with a large, stylized 'M' and 'B'.

Principal Laguna Creek H.S.

Graduate Profile



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

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

 **Creative Problem-solving**

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

THINK

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

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

PLAN

 **Technical Literacy**

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

CONNECT

 **Communication and Collaboration**

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

COMMUNICATE

 **Community Engagement**

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

ENGAGE

 **Integrity**

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

ACT



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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Approaches to Learning



Category: **Communication** Cluster: **Communication**

Inquiry Focus: How can students communicate through interaction?

Description: **Exchanging thoughts, messages and information effectively through interaction**

1. Give and receive meaningful feedback
2. Use intercultural understanding to interpret communication
3. Use a variety of speaking techniques to communicate with a variety of audiences
4. Use appropriate forms of writing for different purposes and audiences
5. Use a variety of media to communicate with a range of audiences
6. Interpret and use effectively modes of non-verbal communication
7. Negotiate ideas and knowledge with peers and teachers
8. Participate in, and contribute to, digital social media networks
9. Collaborate with peers and experts using a variety of digital environments and media
10. Share ideas with multiple audiences using a variety of digital environments and media

Inquiry Focus: How can students demonstrate communication through language?

Description: **Reading, writing, and using language to gather and communicate information**

1. Read critically and for comprehension
2. Read a variety of sources for information and for pleasure
3. Make inferences and draw conclusions
4. Use and interpret a range of discipline-specific terms and symbols
5. Write for different purposes
6. Understand and use mathematical notation
7. Paraphrase accurately and concisely
8. Preview and skim texts to build understanding
9. Take effective notes in class
10. Make effective summary notes for studying
11. Use a variety of organizers for academic writing tasks
12. Find information for disciplinary and interdisciplinary inquiries, using a variety of media
13. Organize and depict information logically
14. Structure information in summaries, essays, and reports

Category: **Social** Cluster: **Collaboration Skills**

Inquiry Focus: How can students collaborate?

Description: **Working effectively with others**

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Use social media networks appropriately to build/develop relationships 2. Make fair and equitable decisions 3. Delegate and share responsibility for decision-making 4. Exercise leadership and take on a variety of roles within groups 5. Take responsibility for one's own actions 6. Manage and resolve conflict and work collaboratively in teams 7. Listen actively to other perspectives and ideas | <ol style="list-style-type: none"> 8. Build consensus 9. Encourage others to contribute 10. Negotiate effectively 11. Help others to succeed 12. Advocate for one's own rights and needs 13. Give and receive meaningful feedback 14. Practice empathy |
|--|---|

Category: **Research**

Cluster: **Information Literacy Skills**

Inquiry Focus: How can students demonstrate information literacy?

Description: **Finding, interpreting, judging, and creating information**

1. Collect, record, and verify data
2. Access information to be informed and inform others
3. Make connections between various sources of information
4. Understand the benefits and limitations of personal sensory learning preferences when accessing, processing, and recalling information
5. Use memory techniques to develop long-term memory
6. Present information in a variety of formats and platforms
7. Collect and analyze data identify solutions and make informed decisions

Cluster: **Media Literacy Skills**

Inquiry Focus: How can students demonstrate media literacy?

Description: **Interacting with media to use and create ideas and information**

1. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media (including digital social media and online networks)
2. Demonstrate awareness of media interpretations of events and ideas (including digital social media)
3. Make informed choices about personal viewing experiences

8. Process data and report results 9. Evaluate and select information sources and digital tools based on their appropriateness to specific tasks 10. Understand and use technology systems 11. Use critical literacy skills to analyze and interpret media communications 13. Understand and implement intellectual property rights 14. Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions 15. Identify primary and secondary sources	4. Understand the impact of media representations and modes of presentations 5. Seek a range of perspectives from multiple and varied sources 6. Communicate information and ideas effectively to multiple audiences using a variety of media and formats 7. Compare, contrast, and draw connections among (multi)media resources
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Category: Self-Management

Cluster: Organization Skills	Cluster: Reflection Skills	Cluster: Affective Skills
<p><i>Inquiry Focus: How can students demonstrate organization skills?</i></p> <p>Description: Managing time and tasks effectively</p> <ol style="list-style-type: none"> 1. Plan short* and long*term assignments; meet deadlines 2. Create plans to prepare for summative assessments (examinations and performances) 3. Keep and use a weekly planner for assignments 4. Set goals that are challenging and realistic 5. Plan strategies and take action to achieve personal and academic goals 6. Bring necessary equipment and supplies to class 7. Keep an organized and logical system of information files/notebooks 8. Use appropriate strategies for organizing complex information 9. Understand and use sensory learning preferences (learning styles) 10. Select and use technology effectively and productively 	<p><i>Inquiry Focus: How can students be reflective?</i></p> <p>Description: Considering the process of learning; choosing and using ATL skills</p> <ol style="list-style-type: none"> 1. Develop new skills, techniques and strategies for effective learning 2. Identify strengths and weaknesses of personal learning strategies (self-assessment) 3. Demonstrate flexibility in the selection and use of learning strategies 4. Try new ATL skills and evaluate their effectiveness <p><u>Consider content</u></p> <ol style="list-style-type: none"> 5. What did I learn about today? 6. What don't I yet understand? 7. What questions do I have now? <p><u>Consider ATL skills development</u></p> <ol style="list-style-type: none"> 8. What can I already do? 9. How can I share my skills to help peers who need more practice? 10. What will I work on next? <p><u>Consider personal learning strategies</u></p> <ol style="list-style-type: none"> 11. What can I do to become a more efficient and effective leader? 12. How can I become more flexible in my choice of learning strategies? 13. What factors are important for helping me learn well? 14. Focus on the process of creating by imitating the work of others 15. Consider ethical, cultural, and environmental implications 	<p><i>Inquiry Focus: How can students manage their own state of mind?</i></p> <p>Description: Managing state of mind</p> <p><u>Mindfulness</u></p> <ol style="list-style-type: none"> 1. Practice focus and concentration 2. Practice strategies to develop mental focus and to overcome distractions 3. Practice being aware of body*mind connections <p><u>Perseverance</u></p> <ol style="list-style-type: none"> 4. Demonstrate persistence and perseverance 5. Practice delaying gratification <p><u>Emotional management</u></p> <ol style="list-style-type: none"> 6. Practice strategies to overcome impulsiveness and anger 7. Practice strategies to reduce stress anxiety 8. Practice strategies to prevent bullying 9. Practice being aware of body-mind connections <p><u>Self-motivation</u></p> <ol style="list-style-type: none"> 10. Practice analyzing and attributing causes for failure 11. Practice managing self-talk and positive thinking <p><u>Resilience</u></p> <ol style="list-style-type: none"> 12. Practice “bouncing back” after adversity, mistakes, and failures 13. Practice “failing well” 14. Practice dealing with disappointment and unmet expectations 15. Practice dealing with change

Category: Thinking

Cluster: Critical Thinking Skills	Cluster: Creative Thinking Skills	Cluster: Transfer Skills
<p><i>Inquiry Focus: How can students think critically?</i></p>	<p><i>Inquiry Focus: How can students be creative?</i></p>	<p><i>Inquiry Focus: How can students transfer skills and knowledge among disciplines</i></p>

<p>Description: Analyzing and evaluating issues and ideas</p> <ol style="list-style-type: none"> 1. Practice observing carefully in order to recognize problems 2. Gather and organize relevant information to formulate an argument 3. Recognize unstated assumptions and bias 4. Interpret data (cont'd) 5. Evaluate evidence and arguments 6. Recognize and evaluate propositions 7. Draw reasonable conclusions and generalizations 8. Test generalizations and conclusions 9. Revise understanding based on new information and evidence 10. Evaluate and manage risk 11. Formulate factual, topical, conceptual and debatable questions 12. Consider ideas from multiple perspectives 13. Develop contrary or opposing arguments 14. Analyze complex concepts and projects into their constituent parts and synthesize them to create new understanding 15. Propose and evaluate a variety of solutions 16. Identify obstacles and challenges 17. Use models and simulations to explore complex systems and issues 18. Identify trends and forecast possibilities 19. Troubleshoot systems and applications 	<p>Description: Generating novel ideas and considering new perspectives</p> <ol style="list-style-type: none"> 1. Use brainstorming and visual diagrams to generate new ideas and inquiries 2. Consider multiple alternatives, including those that might be unlikely or impossible 3. Create novel solutions to authentic problems 4. Make unexpected or unusual connections between objects and/or ideas 5. Design improvements to existing machines, media, and technologies 6. Design new machines, media, and technologies 7. Make guesses, ask “what if” questions and generate testable hypotheses 8. Apply existing knowledge to generate new ideas, products, or processes 9. Create original works and ideas; use existing works and ideas in new ways 10. Practice flexible thinking*develop multiple opposing, contradictory, and complementary arguments 11. Practice visible thinking strategies and techniques 12. Generate metaphors and analogies 	<p>and subject groups?</p> <p>Description: Utilizing skills and knowledge in multiple contexts</p> <ol style="list-style-type: none"> 1. Utilize effective learning strategies in subject groups and disciplines 2. Apply skills and knowledge in unfamiliar situations 3. Inquire in different contexts and gain a different perspective 4. Compare conceptual understanding across multiple subject groups and disciplines 5. Make connections between subject groups and disciplines 6. Combine knowledge, understanding and skills to create products or solutions 7. Transfer current knowledge to learning of new technologies 8. Change the context of an inquiry to gain different perspectives
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LCHS BELL SCHEDULES

Regular Day Schedule

	<i>Start</i>	<i>End</i>	<i>Start</i>	<i>End</i>
Per. 1/2	7:45 AM	9:17 AM		
Per. 3/4	9:27 AM	11:01 AM		
1st Lunch	11:01 AM	11:36 AM	Per. 5/6	11:11 AM 12:43 PM
Per. 5/6	11:46 AM	1:18 PM	2nd Lunch	12:43 PM 1:18 PM
Per. 7/8	1:28 PM	3:00 PM		

Late Start Day Schedule

All Mondays or on Tuesdays following a Monday Holiday

	<i>Start</i>	<i>End</i>	<i>Start</i>	<i>End</i>
Per. 1/2	8:45 AM	9:56 AM		
Advocacy	10:02 AM	10:35 AM		
Per. 3/4	10:45 AM	11:56 AM		
1st Lunch	11:56 AM	12:26 AM	Per. 5/6	12:02 PM 1:13 PM
Per. 5/6	12:32 AM	1:43 PM	2nd Lunch	1:13 PM 1:43 PM
Per. 7/8	1:49 PM	3:00 PM		

First & Second Day of School Schedule

August 12, 2021 & August 13, 2021

	<i>Start</i>	<i>End</i>	<i>Start</i>	<i>End</i>
Per. 1/2	7:45 AM	9:56 AM		
Advocacy	10:02 AM	10:35 AM		
Per. 3/4	10:45 AM	11:56 AM		
1st Lunch	11:56 AM	12:26 AM	Per. 5/6	12:03 PM 1:13 PM
Per. 5/6	12:32 PM	1:43 PM	2nd Lunch	1:13 PM 1:43 PM
Per. 7/8	1:49 PM	3:00 PM		

Minimum Day Schedule

Minimum Days Schedule (MYP Collaboration/Prof. Development/ Progress Reports Days)
September 14, 2021, September 15, 2021, October 8, 2021, October 26, 2021, and October 27, 2021 February 1, 2022, February 4, 2022, March 11, 2022, March 29, 2022.

	<i>Start</i>	<i>End</i>
Per. 1/2	7:45 AM	8:47 AM
Per. 3/4	8:53 AM	9:57 AM
Per. 5/6	10:07 AM	11:08 AM
Per. 7/8	11:14 AM	12:15 PM
Lunch	12:15 PM	12:45 PM

First Day of Second Semester Schedule

January 4, 2021

	<i>Start</i>	<i>End</i>	<i>Start</i>	<i>End</i>
Advocacy	8:45 AM	9:15 AM		
Per. 1/2	9:21 AM	10:33 AM		
Per. 3/4	10:43 AM	11:56 AM		
1st Lunch	11:56 AM	12:26 AM	Per. 5/6	12:02 PM 1:13 PM
Per. 5/6	12:32 PM	1:43 PM	2nd Lunch	1:13 PM 1:43 PM
Per. 7/8	1:49 PM	3:00 PM		

Rally Day Schedule

	<i>Start</i>	<i>End</i>	<i>Start</i>	<i>End</i>
Per. 1/2	7:45 AM	9:07 AM		
Per. 3/4	9:17 AM	10:41 AM		
1st Lunch	10:41 AM	11:16 AM	Per. 5/6	10:51 AM 12:13 PM
Per. 5/6	11:26 AM	12:48 PM	2nd Lunch	12:13 PM 12:48 PM
Per. 7/8	12:58 PM	2:20 PM		
Rally	2:30 PM	3:00 PM		

Reverse Minimum Day Schedule

PSAT – October 13, 2021

	<i>Start</i>	<i>End</i>
Testing	7:45 AM	11:15 AM
Lunch	11:15 AM	11:45 AM
Per. 1/2	11:55 AM	12:37 PM
Per. 3/4	12:43 PM	1:26 PM
Per. 5/6	1:32 PM	2:13 PM
Per. 7/8	2:19 PM	3:00 PM

Assembly Day Schedule

March 1, 2022

	<i>Start</i>	<i>End</i>	<i>Start</i>	<i>End</i>
Per. 1/2	7:45 AM	8:59 AM		
Per. 3/4 Assembly	9:09 AM	11:43 AM		
1st Lunch	11:43 AM	12:18 PM	Per. 5/6	11:49 AM 1:03 PM
Per. 5/6	12:24 PM	1:38 PM	2nd Lunch	1:03 PM 1:38 PM
Per. 7/8	1:44 PM	3:00 PM		

85-Minute Advocacy Course Selection Day Schedule

February 18, 2022

	<i>Start</i>	<i>End</i>	<i>Start</i>	<i>End</i>
Per. 1/2	7:45 AM	8:56 AM		
Advocacy	9:02 AM	10:27 AM		
Per. 3/4	10:37 AM	11:51 AM		
1st Lunch	11:51 AM	12:26 AM	Per. 5/6	11:57 AM 1:08 PM
Per. 5/6	12:32 AM	1:43 PM	2nd Lunch	1:08 PM 1:43 PM
Per. 7/8	1:49 PM	3:00 PM		

Finals Minimum Day Schedule

First Semester: December 14-17, 2021
Second Semester: May 23-26, 2022

	<i>Start</i>	<i>End</i>
Per. 1, 5, 2, 6	7:45 AM	9:45 AM
Break	9:45 AM	9:55 AM
Per. 3, 5, 4, 8	10:01 AM	12:01 PM
Lunch	12:01 PM	12:31 PM

<u>First Lunch</u>	<u>Second Lunch</u>
English Social Science World Language Performing Arts Visual Arts Business	Math Science Physical Education Health Industrial Technology Strategies

Student Lunches are dependent upon their 5th & 6th period Classes

Examples as follows:

- Eric has a 5th period Health class, which means he has second lunch on Odd scheduled days.
- Eric has a 6th period Art class (Art, Photo, Ceramics, etc.), which means he has first lunch on Even Scheduled days.

Dates to Remember

Semesters

First Semester: August 12, 2021 – December 17, 2021

Second Semester: January 4, 2022 – May 26, 2022

Minimum Days

MYP Collaboration Day: September 14, 2021

Professional Development: September 15, 2021

Progress Reports: October 8, 2021

PSAT Testing (Reverse Minimum Day): October 13, 2021

MYP Collaboration Day: October 26, 2021

Professional Development: October 27, 2021

First Semester Final Exams: December 14-17, 2021

MYP Collaboration Day: February 1, 2022

Professional Development: February 4, 2022

Progress Reports: March 11, 2022

MYP Collaboration Day: March 29, 2022

Professional Development: March 30, 2022

Second Semester Final Exams: May 23-26, 2022

Holidays – No School

September 6, 2021 – Labor Day

November 11, 2021 – Veterans Day

November 22-26, 2021 – Thanksgiving Break

December 20, 2021–January 3, 2022 – Winter Break

January 17, 2022– Martin Luther King, Jr. Day

February 14, 2022 – Lincoln’s Birthday

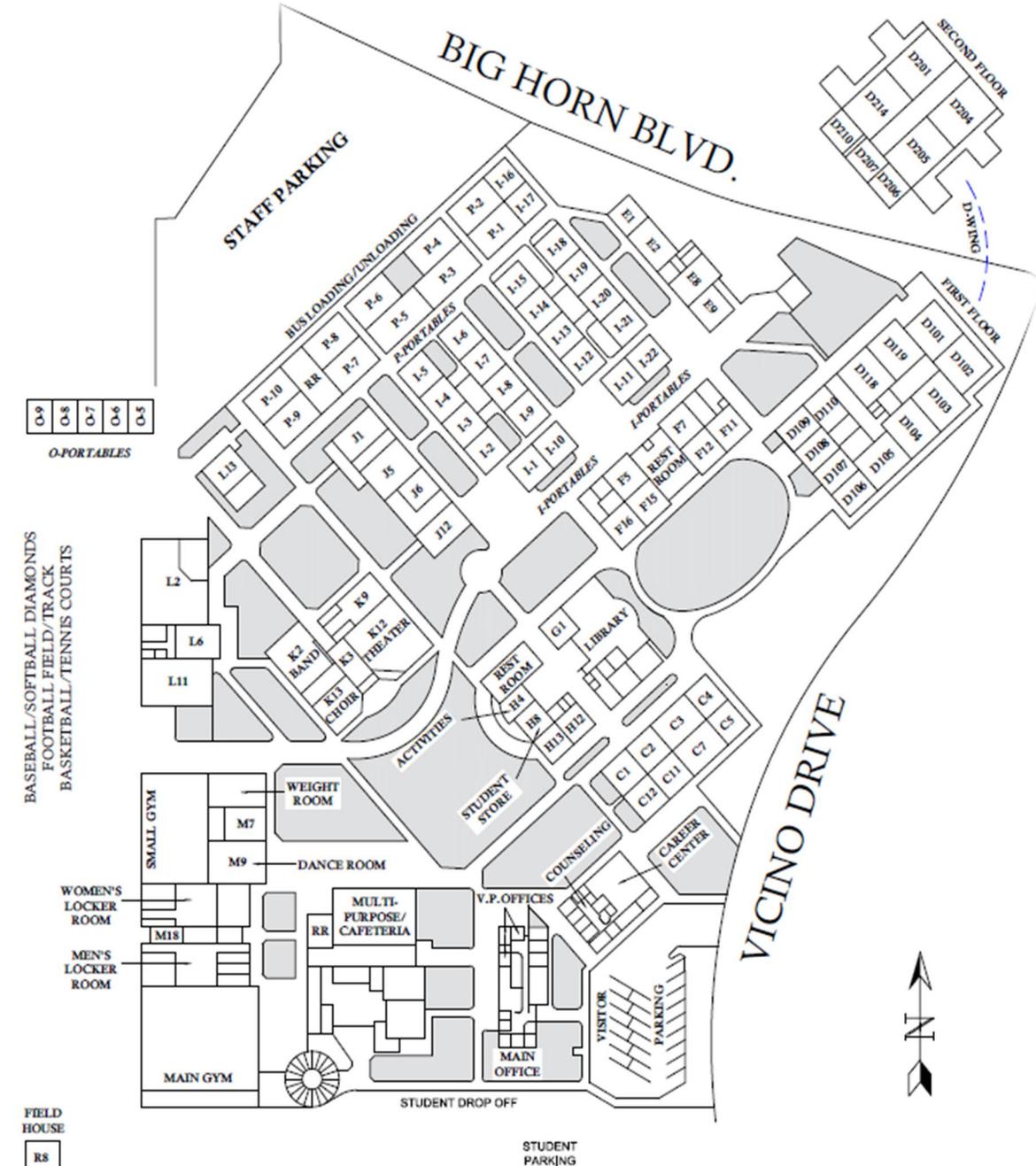
February 21, 2022 – Washington’s Birthday

March 14-18 2022 – Spring Break

Last Day of School

Thursday, May 26, 2022

Campus Map



Laguna Creek High School

9050 Vicino Dr.
Elk Grove, CA 95758

VARSAITY
BASEBALL
DIAMOND

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I. PROGRAMS AND RESOURCES

Laguna Creek High School Academic Programs

The Laguna Creek Staff is committed to making great things possible for students by providing academically challenging programs which teach students to act responsibly, reason effectively, and contribute to a changing society. To support this philosophy, LCHS provides a variety of options to promote student connections with the school and staff. All LCHS students will be exposed to the rigors of the International Baccalaureate (IB) Middle Years Programme (MYP), will have the option to participate in the IB Diploma Programme (DP) and/or may choose to participate in either AVID or one of the three academies: Manufacturing Production Technology Academy (MPTA), Sports Careers Academy (SCA), or Green Energy Technology Academy (GETA).

International Baccalaureate Programme (IB)



According to the IB Learner Profile, “The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.” LCHS offers both the MYP and DP programmes to support students as they “strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective” people. The philosophy of the IB Programme and LCHS staff is to encourage students to become active, compassionate, lifelong learners. The IB Programme allows for diverse students of all interests and academic abilities to benefit from participation by encouraging students to become active and caring members of local, national, and global communities. LCHS courses reflect the IB philosophies and methodologies that provides students opportunities to develop the knowledge, attitudes, and skills they need in order to manage complex concepts and tasks and take responsible action for the future.

➤ **Middle Years Programme (MYP)**



The Middle Years Programme encompasses grades 7-10 in a partnership between Laguna Creek High School and Harriet Eddy Middle School. The MYP is a challenging framework that encourages all LCHS students to make practical connections between their studies and the real world by completing a Personal Project. The programme is inclusive by design; students of all interests and academic abilities can benefit from their participation. The MYP curriculum framework comprises the eight subject group areas: Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics, Arts, Physical and Health Education, and Design. Students who complete the Middle Years Programme are well prepared to take individual DP courses in an area of their interest or take the series of courses towards completing the full Diploma Programme. Students who complete the MYP Personal Project will receive a special notation on their official transcript.

➤ **Diploma Programme (DP)**



The full Diploma Programme aims to develop students who have excellent breadth and depth of knowledge; students who flourish physically, intellectually, emotionally, and ethically. The LCHS IB Diploma Programme, authorized since 2011, offers a complete liberal arts program of study that is internationally recognized and college-preparatory in nature. Students who are highly motivated, who seek an accelerated and diverse learning experience and who wish to, through their education, help create a better and more peaceful world are encouraged to enroll in the IB Diploma Programme at LCHS. To complete the Results (full Diploma)DP, students must complete a culmination of courses, projects, and assessments that include six IB courses, a Theory of Knowledge (TOK) course, the Creativity, Activity, and Service Projects (CAS), and the Extended Essay (EE) during 11th and 12th grade as well as end-of-course exams their senior year. Another pathway that students may choose is the LCHS IB associate Results, in which students take four or more of the same IB courses and earn a C or higher and complete a modified Creativity, Activity, and Service (CAS) requirement.

For more information regarding the IB Programme, please visit the LCHS website at <http://lchs.egusd.net> or the IB website at <http://www.ibo.org/>.

International Baccalaureate (IB) Programme Course Overview



IB Middle Years Programme (MYP) Grades 9-10 Major Components

The MYP comprises the eight subject group areas and the completion a Personal Project. Students take courses in all eight subject groups:

- | | |
|--------------------|--------------------------------------|
| A. Language Arts | B. Individuals and Society (History) |
| C. World Languages | D. Mathematics |
| E. Sciences | F. Physical Education |
| G. Design | H. Visual Arts |

- Complete a Personal Project



IB Diploma Programme (DP) Grades 11-12 Major Components

IB Diploma candidates must take at least one course from each group during both their junior and senior year, complete each of the core components as well as demonstrate their knowledge through the end of course assessments to qualify for the full diploma. Students not completing the full diploma may take any course as a standalone.

Group 1: Studies in Language and Literature

- English A: Language and Literature HL

Group 2: Language Acquisition B

- French B SL
- Japanese B SL
- Spanish B SL

Group 3: Individuals and Societies

- History (Americas) HL

Group 4: Experimental Sciences

- Biology HL/SL
- Chemistry HL/SL

Group 5: Mathematics

- Math Analysis & Approaches HL/SL
- Math SL
- Math Applications & Interpretations SL

Group 6: Visual & Performing Arts

- Dance HL/SL
- Music SL
- Visuals Arts HL/SL

**A student may take two sciences instead of selecting an art.*

Core Components

- Theory of Knowledge course
- Creative, Activity, and Service
- Extended Essay

(complete all three components)

For more information regarding the IB Programme, please visit the LCHS website at <http://lchs.egusd.net> or the IB website at <http://www.ibo.org/>, attend an informational meeting at LCHS, or contact an IB counselor.

Advancement Via Individual Determination (AVID)

AVID targets students in the academic middle (B, C, and even D students) who have a desire to go to college and the willingness to work hard. Typically, students will be the first in their families to attend college. These are students who are capable of completing rigorous curriculum. AVID students are encouraged to enroll in the most rigorous courses that are appropriate for them, such as Honors, AP, and IB. To support them in the rigorous coursework, AVID students learn organizational and study skills, develop critical thinking, learn to ask probing questions, receive academic help from peers and college tutors, and participate in enrichment and motivational activities to make their college dreams reality.

The AVID program includes an elective class that teaches and supports the AVID techniques. Students may take college preparatory, honors, advanced placement, or IB classes.

***Students in an Academy or AVID meet weekly with their grade level peers in an advocacy class that is taught by a staff member who is a member of the academy or AVID team.*

Academy Programs

Academies and career pathways offer Laguna Creek High School students the ability to specialize in a number of career fields in a smaller learning environment. Students in career academies are assigned to a team of teachers and participate in

integrated academic and career/technical courses. Each academy has a career focus that includes an introductory and an intermediate career technical education course enabling students to earn a certificate recognized by businesses and industry. Each career academy is a four-year program with an integrated course of study that is structured yet flexible, allowing students the option of participating in the IB Programme. Participation in an academy exposes students to the world of work through the coordinated efforts of LCHS staff, employers, and career experts which provide opportunities for mentoring, job shadowing, and internships.

➤ **Green Energy Technology Academy (GETA)**



Green Technologies are those that utilize renewable energy sources such as wind, water and sunlight. The GETA academy focuses on the technologies of energy extraction, conversion, transportation, storage and application. GETA looks closely at the way these technologies will help, support and assist individuals and families living in energy poor conditions. All of this learning is done in the context of preparing our students for post-secondary success through complex, large-scale, hands-on projects, such as solar suitcases, wind turbines, hydroelectric generators and solar-electric boats and go-karts.

The GETA Academy includes grade level college preparatory academy classes in English and Social Studies, Math I, Chemistry, and Statistics along with career technical courses that include:

- * Introduction to Green Energy Technology.
- * Green Energy Technology I
- * Green Energy Technology II
- * Green Energy Technology III

➤ **Manufacturing Production Technology Academy (MPTA)**



MPTA specializes in training students with hands-on mastery of virtually every aspect of modern-day production and manufacturing. Students will be prepared to enter college and careers in manufacturing, engineering and skilled trades. Students will participate in a technologically advanced and specialized performance-based curriculum that will prepare them to successfully compete in tomorrow's technological society. This program offers articulated post-secondary credits from California State University, Sacramento. The MPTA provides a school wide entrepreneur focus with two main pathways: Engineering Design, Advanced Manufacturing, or Innovation and Design.

The MPTA Academy includes grade level college preparatory academy classes in English, World Geography, US History, Math I and II, Math III, General Science, Biology, and Physics along with career technical courses that include:

Advanced Manufacturing

- * Manufacturing Fundamentals
- * Advanced Manufacturing 1
- * Advanced Manufacturing 2

Product Innovation And Design

- * Product Innovation Fundamentals
- * Product Innovation & Design 1
- * Product Innovation & Design 2



Design & Manufacturing

➤ **Sports Careers Academy (SCA)**



The Sports Careers Academy offers a unique opportunity to explore a wide-ranging and growing field, including physical therapy, fitness training and athletic training. Students will have hands-on experience treating sports injuries and working with technology usually reserved for college students. Students also learn how to take care of their own health and wellness. Students graduate with a Personal Trainer certification, CPR/First Aid certification, experience with sports performance assessment, knowledge about the care and prevention of athletic injuries, and hands-on training with athletic trainers and physical therapists.

The SCS Academy includes grade level college preparatory academy classes in English, World History, US History, Government/Economics, Psychology, Biology, and Physiology, along with career technical courses that include:

- * Health
- * Sports Therapy I
- * Sports Therapy II
- * Sports Therapy III

Pathway Programs

➤ **Computer Science Pathway**



This pathway prepares you for careers in the software industry that are always in demand. Learn how to design, develop, implement, maintain, and secure computer systems and software. Gain knowledge of computer operating systems, programming languages and software development while working with the latest cutting-edge technologies to develop tomorrow's products that change the way we live.

- * Exploring Computer Science
- * Computer Science Principles
- * Mobile App Development

➤ **Digital photography & Graphic Arts Pathway**



This pathway prepares students for a variety of opportunities in the ever-growing digital world. Photography and visual communication skills lead to careers in all fields. Marketing, social media specialists, and many Arts Media and Entertainment Careers require skills in design and software programs. Students will learn these skills and how to harness the creativity needed to create in a variety of jobs and careers. Through the exciting three course pathway students expand their knowledge by preparing a digital portfolio for post-secondary college and career opportunities.

- ✦ Photo 1
- ✦ Digital Photography II
- ✦ Advanced Graphic Communication (AP Studio Art: 2-D Design)

➤ **Fashion and Merchandising (FAM) Pathway**



The Fashion and Interior Design Industry sector is a multi-billion-dollar enterprise offering a wide variety of careers. A particularly high-demand exists for pre-production jobs which may involve computerized pattern-making and product data-management. Self-motivation, confidence, and creativity are traits that lead to success in this sector.

- ✦ Art I
- ✦ Fashion I
- ✦ Fashion II

➤ **Graphic Design Pathway**

The Graphics Design Pathway allows students to work with high-end technology and use industry-standard software to experience how the digital arts profession works. Students will receive quality instruction in the digital communications field as well as transferable skills of creative thinking, teamwork, collaboration and problem-solving. Students will develop a portfolio of professional quality art that will be articulated with post-secondary partners. Design Arts provides the skills necessary to gain employment or to pursue advanced study.

- ✦ Digital Art and Graphic Design I
- ✦ Digital Art and Graphic Design II
- ✦ Advanced Graphic Communication (AP Studio Art: 2-D Design)

RESOURCES:

A. Administration

Please contact one of our vice principals if you have any questions concerning your student's academic or social progress at (916) 683-1339.

B. Synergy

StudentVUE and ParentVUE in Synergy are the Elk Grove Unified School District electronic academic communication tool between school officials, students and parents. Synergy serves as an information hub providing a common location of important information, such as daily homework and grades that is accessible and used by parents, teachers, administrators, counselors, and students. When Synergy's ParentVUE and StudentVUE are fully utilized, students perform better, parents engage with their students and the school more frequently, and staff members, students, and parents collaborate more productively. Parents are encouraged to utilize this communication service in order to keep abreast of their student's progress.

To establish a ParentVUE or StudentVUE account, visit the main office at Laguna Creek High School with a current form of identification for a personal account code.

C. Advocacy

Students will be enrolled automatically into the Advocacy program, which meets once a week for the whole academic year. The main goal of the Advocacy program is to help ensure that students make connections to their school community. Each Laguna Creek High School teacher will be assigned a group of Advocacy students who, ideally, will remain with that teacher from their freshman through their senior years. The Advocacy teacher will monitor students' progress in completing graduation requirements and will act as a general advocate for the students. A student will earn one credit for the completion of the Advocacy curriculum for the whole academic year. The curriculum has five main goals to support students with:

1. Opportunities that ensure all students make connections to their school.
2. Career/post-secondary exploration opportunities.
3. The knowledge and skills to track their own academic progress and standing.
4. Instruction for and guidance in demonstrating civic duty and responsibility through completing their service learning requirement.
5. An understanding of the academic and personal services available to them.

D. Counseling

Laguna Creek High School has a comprehensive counseling program that provides guidance in the following areas:

1. College Preparation and Guidance
2. Financial Aid and Scholarship Information
3. Career Exploration and Guidance
4. Academic and Personal Support Services
5. Peer Counseling and Conflict Management

Counselors assist students in identifying academic and career goals in addition to planning courses of study that will lead to the achievement of these goals. The counseling program is an integral part of our total school program. The counseling staff works closely with the Laguna Creek High School staff, faculty, administrators, families, and community to provide a supportive, effective, and safe environment in which all students can succeed. Students and families are encouraged to contact the counseling office to set up appointments if they wish to meet with counseling staff. The counseling office can be reached directly at (916) 683-1339.

E. Grade Reporting

Laguna Creek High School has an alternating day semester calendar.

Semester 1: August 12, 2021 – December 17, 2021

Semester 2: January 4, 2022 – May 26, 2022

Final exams are scheduled the last four days of each semester. Progress reports are issued and mailed nine weeks into each semester, with final report cards issued and mailed approximately one week after the end of the term. Final report card grades also appear on the student's transcript. Parents and students also may check grade updates on Synergy.

F. Library

The school library is open on regular school days from 7:30 a.m. – 4:30 p.m., and late start days from 8:20 a.m. – 4:30 p.m. Textbook Hours: Every day before and after school, and during lunch. Textbook business may not be done during class time, except for new students entering after the beginning of the school year.

After school library hours - 3:00 to 4:30 p.m. (regular school days):

1. Students MUST show ID upon arrival to the library.
2. Students MUST sign-in and out of the library.

G. Lost and Found – There are two locations:

- 1) The Vice Principal's Office acts as the school's lost and found for items of significant value, i.e., cell phones, iPods, purses, wallets, car keys, etc.
- 2) The Custodial Office, located by the cafeteria, acts as the lost and found for clothing, sports equipment, lunch bags, etc. Students are responsible for securing their books and all personal items.

** If you have books or other school-related items stolen or lost, please report it to the Vice Principal's Office.

** Items not picked up by the last day of school will be donated to charity, including unclaimed electronic devices.

H. Student Store

The Cardinal Store is an outlet to purchase clothing items, snacks, dance tickets, replacement ID cards, ASB cards, transcripts and various items throughout the school year. All items are moderately priced. The student store stocks items ranging from nutritious snacks to Cardinal Spirit items and PE clothing. LCHS also has an online Webstore where you may purchase all of our Cardinal Spirit items and PE clothing, together with ASB Cards, Replacement ID Cards, Transcripts, Show Tickets, Athletics Passes, and various other items.

I. Cafeteria

The school cafeteria is maintained as a vital part of the nutrition 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 person supervising the cafeteria. Student accounts can be managed through www.myschoolbucks.com.

The lunchroom management expects students to:

1. Make sure you turn in a new application for the lunch program every year. It can be found online at <http://blogs.egusd.net/fns/meals/free-reduced-price-meals/> or in the cafeteria.
2. Deposit all litter in wastebaskets.
3. Leave the table and floor in a clean condition for others.
4. Respect that all classrooms and hallways are off limits during lunch, except for students under the supervision of a teacher.
5. Sit at lunch tables in the multipurpose room and patio (*sitting or standing on tables is prohibited*).

II. GRADUATION AND ENROLLMENT REQUIREMENTS

A. Course and Credit Requirements

To graduate, a student must earn a minimum of 220 credits in grades 9-12. A minimum of 35 credits must be earned during the semester (eighteen weeks) preceding graduation in order for students to participate in the graduation ceremony.

English	40 Credits	
	Option 1	Option 2
Mathematics	40 Credits (includes Math I, and math in senior year)	30 Credits (includes Math I, and math in senior year)
Science	AND 20 Credits	AND 30 Credits
Social Science	35 Credits	
Physical Education	20 Credits	
World Language	20 Credits of the same language	
Fine Arts	10 Credits	
Health	5 Credits	
Technology	5 Credits or Proficiency	
Speech	5 Credits or Proficiency	
TOTAL CREDITS	190 Credits	
*Students may earn more than the minimum number of credits in any subject area. The remaining credits required for graduation (220) will be earned in elective classes. Students may not earn more than 45 credits in one semester.		

B. Attendance Requirements

Seven regular semesters of attendance in grades 9-12 are required to qualify for a diploma. A summer session does not qualify as a regular semester.

C. Community Service Requirements

Every student is expected to complete a minimum number of community service hours per year. *Minimum Hour Requirements:* 9th and 10th grade – 20 hours and 11th and 12th grade – 25 hours, each year. Students are encouraged to earn hours during the summer. Service learning is listed each year on the school transcript either as a Pass or No Pass. Students who complete more than the minimum number of hours will receive special recognition.

D. Early Graduation Requirements

Students who wish to graduate before the completion of eight semesters must request permission for early graduation from their counselor and the principal. In addition, they must have parental approval. To be considered for early graduation, a student must be within thirty-five (35) credits of the required two hundred twenty (220) credits at the beginning of the semester in which the student wishes to graduate.

E. Participation in Graduation Ceremony

Seniors must complete 220 units prior to the date of graduation. Within the 220 units, all required course work and graduation requirements must be completed. Seniors

who have fulfilled all Elk Grove Unified School District graduation requirements will receive a Laguna Creek High School diploma. However, a student shall not participate in the graduation ceremony if:

1. They pass fewer than **35 credits** during the final semester;
2. They receive a second off-campus suspension during the final semester of their senior year or any off-campus suspension during the last 20 school days prior to seniors' finals up through graduation;
3. They do not participate in the **mandatory graduation rehearsal**. (This includes students not attending graduation rehearsal due to disciplinary reasons.)
4. Fees, fines, and disciplinary obligations are not paid/completed;

F. Returning Students

Students returning to Laguna Creek High School from an alternative/continuation school, in order to participate in the LCHS graduation ceremony, must return to a full LCHS class schedule no later than the first day of the second semester and meet all of the EGUSD and LCHS graduation requirements.

III. COLLEGE PREPARATION AND ADMISSION REQUIREMENTS

A. California State University (CSU) and University of California (UC)

Requirements

Listed below are the current admission requirements for freshman and upper division transfer students. One unit equals one year of high school study. These are general guidelines. For a more detailed description, please refer to www.csumentor.edu or www.ucop.edu.

Subject

English	4 units
Mathematics (Algebra, Geometry and Intermediate Algebra)	3 units*
U.S. History or U.S. History and Government	2 units
Science with Laboratory	2 units
Foreign Language (Same Language)	2 units
Visual and Performing Arts (art, dance, theater, music, etc.)	1 unit
Electives (English, advanced math, social science, history, laboratory science, foreign language, and visual and performing arts)	<u>1 unit</u>

Total 15 units

*(4 units recommended)

B. Private Four-Year Colleges and Out-of-State Schools

Specific admission requirements 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.). Check the college handbook or catalog for each college in the Career Center.

C. Community College

Cosumnes River College is the “neighborhood” community college serving Elk Grove Unified School District. Community college students may select from career certificate programs with as little as 10 units or as many as 43 units. Many of the certificate programs act as the core of a 60-unit degree program allowing students’ career skills to use while pursuing graduation or transfer (60 units+) to a four-year university. Some students opt to attend Sacramento City College or American River College, also part of the Los Rios Community College District. The community colleges have a partnership with four-year colleges so that students can easily matriculate from the community college to the four-year college to obtain their degree.

D. College Testing

1. AP Exams

Laguna Creek High School offers several Advanced Placement (AP) classes. These challenging, advanced classes involve students in college-level course content and learning experiences. AP classes typically take more time, require more work, and give greater opportunity for individual growth and accomplishment. In May of each year, AP examinations are administered by the College Board and those students taking AP classes are encouraged to take this test. Most major colleges and universities recognize scores of 3, 4 or 5 (on a 5-point scale) for college credit. Three to four units of college credit may be earned per semester for each exam passed. The amount of credit varies by institution.

During the 2021-2022 school year, the following AP courses will be offered at Laguna Creek High School, with testing occurring at the end of the school year:

- AP Art 2-D Design
- AP Calculus BC
- AP Government/Political Science Honors
- AP Physics I
- AP Psychology

If an AP exam conflicts with an IB exam, then the Academic Coordinator will work the student to take the AP exam during the AP Make-ups Schedule.

2. **IB Exams**

The IB Diploma Programme is a challenging curriculum program that aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. Currently, 1,830 schools participate in the IB Programme across the United States. A total of 4,871 schools participate in the program in 152 countries throughout the world. Laguna Creek is one of five high schools in Sacramento County to offer the IB Diploma Programme. IB Results students (full-diploma) enroll in six courses, write a 4,000 word Extended Essay, and complete the Creativity, Action, and Service component. Also, IB Candidates can become LCHS IB Certificate students in which they are enrolled in four IB courses and complete the modified CAS requirements. Additionally, IB Candidate students enroll in between one and six courses. In May of each year, IB examinations are administered by IB, and those students taking IB classes are encouraged to take these exams. Most major colleges and universities recognize scores of 4, 5, 6, or 7 on HL exams (on a 7-point scale) for college credit. If an IB Results student scores 30 or higher out of 42, a student may earn a college semester and a half of credit. The amount of credit awarded varies by institution. The IB Exam Registration Process begins in September and is finalized in October. For any changes made after the October 15th deadline, IB charges a fee. The IB exam currently cost \$119.00 per exam.

During the 2021-2022 school year, the following IB courses will be offered at Laguna Creek High School, with the testing occurring in late April and/or early May of 2021:

- IB English Language & Literature HL
- IB French B SL
- IB Japanese B SL
- IB Spanish B SL
- IB History (Americas) HL
- IB Biology HL/SL
- IB Chemistry HL/SL
- IB Math Analysis & Approaches HL/SL
- IB Math Applications & Interpretations SL
- IB Dance HL/SL
- IB Music SL
- IB Visual Arts HL/SL

IV. STUDENT ACTIVITIES

A. Athletics, Extra-Curricular and Co-Curricular Activities

1. Academic Eligibility

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

- a. 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 (The Associated Student Body president must maintain at least a 2.5 grade point average);
- b. Meet standards of satisfactory citizenship;
- c. Have a satisfactory attendance record as defined by Board Policy.

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

Grades of Progress - Progress report grades are assigned to a student but are not officially recorded on a transcript.

Grades of Record - Final report card grades are assigned to a student and officially recorded on a transcript at the end of the semester.

2. Initial Eligibility

All students who wish to participate must have earned a minimum 2.0 GPA based on grades of record for the grading period immediately prior to their participation. Credits earned will be a factor in computing the GPA.

3. Continuing Eligibility

All students who wish to continue participating in athletic, extra-curricular, and/or co-curricular activities remain eligible if:

- a. On any grade of record, the student has maintained a minimum 2.0 grade point average.
- b. On any first or third quarter grades for schools on a semester calendar, the student has maintained a minimum 2.0 GPA with no "F's". If the student has a 2.0 GPA but has an "F", he/she is ineligible beginning the Monday after grades are published. That student becomes eligible as soon as he/she returns a grade clearance form to the Activities/Athletic Director, signed by the teacher, signifying that the student is now earning a passing grade.
- c. If the student has a grade of "F" on any mid-quarter or mid-term grade of progress, the student is ineligible beginning the Monday after grades are published. That student becomes eligible as soon as he/she returns a grade clearance form to the Activities/Athletic Director, signed by the teacher, signifying that the student is now earning a passing grade.

4. Athletic Clearance

To be cleared to participate in any sport on campus you will need to go through the clearance process at www.athleticclearance.com.

B. Student Government

Through Student Council, students may express their opinions and assist in the planning of school activities. The council promotes leadership, initiative, and

responsibility. It is the duty of the Student Council representatives to bring to the council's attention suggestions from their classmates and to report to their Advocacy class the actions of the council. Student body officers are elected each year.

Each year, student body and class officers are elected. Requirements for elected office are:

1. A 2.0 or better grade point average at each grading period with no F's. (ASB president must have at least a 2.5 GPA).
2. Good citizenship (no suspensions or unsatisfactory marks).
3. Approval of the principal.

C. Clubs

Laguna Creek High School's club program is designed to make available as many different clubs and activities as possible to meet the interests of the student body. The plans, activities, and functions of each club are decided upon and carried out by the members and their elected officers, with the help of an advisor. If students want to know more about clubs and organizations that are available on campus, there will be a "Club Rush Day" in mid-September during lunches, so students can talk to a representative from each group and sign up for membership. Throughout the year, students want to know how to become a new member of any club or organization, students are welcome to come to the ASB office, in room H-4, to contact the Activities Director for further information.

D. Sports Programs

Contact the Athletic Director's Office at (916) 683-2029 for more information about our following sports:

<u>FALL</u>	<u>WINTER</u>	<u>SPRING</u>
Football (V, JV)	Boys Basketball (V, JV, Fr)	Baseball (V, JV)
Girls Golf (V)	Girls Basketball (V, JV, Fr)	Track (V)
Cross Country (V)	Wrestling (V, JV)	Softball (V, JV)
Girls Volleyball (V, JV)	Boys Soccer (V, JV)	Swim (V, JV)
Girls Tennis (V)	Girls Soccer (V, JV, Fr)	Boys Golf (V)
Water Polo (V)	Cheer (V, JV, Fr)	Boys Tennis (V)
Cheer (V, JV, Fr)		Boys Volleyball (V)

E. Renaissance Program - "Stand Up For Excellence"

Renaissance is an academic incentive program that creates an environment in which academic achievement is applauded and celebrated by all students. Students who earn Renaissance recognition will receive a BBQ lunch each semester they qualify. Renaissance qualifications:

- ✓ 3.0 GPA and above, with no "D's" or "F's"/NP's, and no "U" in Citizenship.

F. Dances

The following rules govern all student dances and are intended to guarantee that all students may safely enjoy these events:

1. School rules apply at and during all functions.
2. Failure to behave in an appropriate manner will result in removal from the dance and/or other disciplinary action.
3. Parents/guardians are responsible for providing immediate pickup at the conclusion of the dance. Students who are waiting after 15 minutes, upon the close of the dance, will not be allowed to attend the next dance.

4. LCHS student ID card must be presented for admittance to the dance. NO ID - NO ENTRANCE. NO REFUNDS. NO EXCEPTIONS.
5. Students arriving after the mid-point of the dance will not be admitted. NO REFUNDS WILL BE ISSUED.
6. A limited number of guest passes will be issued for some dances. A background check will be completed on each guest request. The school administration reserves the right to issue and revoke the guest pass at any time.
 - a. Guest pass request applications are given only to LCHS students **who have an ASB card** at the time of application.
 - b. Applications must be filled out in pen and submitted with a copy of the guests photo i.d.
 - c. LCHS student and guest must arrive and check into the dance **together**. All guests must have photo ID to be presented at the time of entrance into the dance, and must match the copy of the i.d. submitted with the guest pass application. **NO ID - NO ENTRANCE. NO REFUNDS. NO EXCEPTIONS.**
 - d. No guest passes will be issued to guests that are 21 years of age or older.
7. Any student or guest may be required to submit to a breathalyzer test when attending any LCHS dance.
8. Lost, stolen or other items that are left unattended will not be the school's responsibility.
9. Students on the LCHS No Activity List will not be permitted to purchase dance tickets and/or attend school dances.

V. POLICIES & PROCEDURES

A. Attendance

Regular attendance and punctuality are key elements in determining student success at Laguna Creek High School. Irregular attendance will negatively impact class progress and grades. Parents and guardians are encouraged to check on their student's attendance regularly in Synergy or by calling the attendance office.

1. Absence and Late Arrival Procedures

The State of California defines school absences, late arrivals, early dismissals, and leave of grounds as follows:

- a. **Excused**: Personal illness of student, medical or dental appointment for student, death of an immediate family member, religious holiday/purposes (must be pre-approved by a vice principal), or mandated court appearance, conferences, medical quarantine (i.e., head lice, impetigo, inadequate immunizations).
- b. **Unexcused**: Car trouble, traffic, missing the bus, oversleeping, home suspension, weather, illness of family member, DMV appointments, etc.
- c. **Truant**: Any student subject to compulsory full-time education or compulsory continuation education who is absent from school without a valid excuse three full days, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof [EC 48260].
- d. **Habitual Truant**: Any student who has been truant three or more times per school year. However, this designation can only be made following a conscientious effort by an appropriate district officer or employee to hold at least one conference with a parent/guardian of the student. In addition, notifications required by EC 48260.5 must be sent to the parent/guardian through the most cost-effective means possible which may include electronic or telephone call [EC 48262]
- e. **Chronic Truant**: Any student subject to compulsory full-time education or compulsory continuation education who is absent from school without a valid excuse for 10% or more of the school days in one school year, from the date of enrollment to the current date, provided that the appropriate school district officer or employee has complied with EC sections 48260, 48260.5, 48261, 48262, 48263, 48291, and 48263.6.
- f. **Chronic Absentee**: A student absent on 10% or more of the days, calculated by dividing total absences by the total number of school days the student is enrolled during the school year. Unlike truancy, this measure includes all absences – including excused absences – and assumes all excessive absence impedes learning. [EC 60901(c)(1)]

Parents/guardians have five (5) school days in which to report their student's absence(s). Students who have unverified absences past the five (5) days will be considered truant from those respective classes. Teachers are **not** required to provide students the opportunity to make up missed assignments/tests due to **unexcused** absences or late arrivals, or unverified absences or late arrivals. To report an absence or late arrival, one of the following procedures should be used:

- a. Call the attendance office at (916) 683-1339, option 1, between the hours of 7:15 a.m. and 3:45 p.m. to report an absence or late arrival;

- b. Provide a note to present to the Attendance Office upon the student's return to school. The note must include the student's name, ID number, the reason for the absence or late arrival, a phone number where the parent can be reached, and the parent's signature; or
- c. Provide an appointment confirmation or note from a medical or dental office.

2. Early Dismissal Procedure and Leave of Grounds Procedure

LCCHS is a closed campus. Students are NOT permitted to leave campus without a pass issued from the Attendance Office.

When a student must leave campus for a medical/dental appointment or other reasons, a parent/guardian must call the Attendance Office **at least two hours prior to the dismissal time**. An early dismissal pass will be delivered to the student with the designated dismissal time, so, they can meet you in the office to be picked up. The student must then report to the Attendance Office at their designated dismissal time to be signed out. Picking up a student during passing periods or lunch, without a call in advance, can cause delays.

When leaving campus, students will only be released to the parent/guardian on record or someone designated by the parent/guardian over the telephone. Proper photo identification is required.

To request an early dismissal please call the attendance office at (916) 683-1339, option 1.

3. Makeup Work

Nothing can replace the learning experiences that take place in the classroom during the school day. **Therefore, it is imperative that students attend class every day.** In those instances when students have state-approved excused absences, they may collect missed assignments or an alternative assignment from their teacher. In addition, the use of Synergy can assist students in keeping up-to-date. When an absence is more than three full school days, a request may be made by the student or parent through the Counseling Office, (916) 683-3123. Please allow 24 to 48 hours for teachers to answer such requests. Makeup work or alternative assignments for students who are suspended, truant, or whose absences are unexcused will be at the teacher's discretion.

4. Tardy Policy for Unexcused Late Arrivals

Tardiness to class is disruptive to the educational process and negatively impacts the classroom environment, as well as individual student success. All students are expected to be in their assigned seat before the bell rings for each class period. Therefore, a strict Late/Tardy policy is in place. Please note the following points:

- When a student is late 30 unexcused minutes or less, the teacher marks an "L" in attendance. The consequence is an automatic lunch detention.
- As a courtesy, detention will **not** be issued (1/2 period) if a parent personally excuses the student for an unexcused tardy by calling the office or providing a signed note.
- When a student is late 30 unexcused minutes or more to periods 1/2, 3/4, & 7/8 two lunch detentions are assigned. For 30 unexcused

minutes late to 5/6 (during lunch) a Saturday School is assigned for double-lunching. The attendance staff marks a “B” in attendance.

- Students arriving late **without a note** should go directly to class. A lunch detention(s) will be assigned.
- Students arriving late **with a parent phone call or note** will need to pick up a **pass** at the attendance window before going to class.
 - Parents/Guardians should call the attendance office at (916) 683-1339, option 1, to report a late arrival.

a. Important Information

There are two ways for a student to know how many lunch detentions they need to serve as follows:

1. Look on their Student Vue and count how many “L’s” or “B’s” are listed.
2. Look in the Detention Binder located in the Vice-Principals’ area of the main office. The Binder is updated each week.
 - Detentions owed are carried over year-to-year. Once a student has **5** detentions to serve, they are placed on the **No Activity List**.
 - To serve a detention, student’s report to the back of the Multi-Purpose Room at the beginning of their lunch period and serve 10 minutes. They will then be released to eat lunch.
 - A student who has multiple unserved detentions may be assigned to a serve Saturday School. Serving a Saturday School will remove 20.
 - Occasionally, a Wednesday after-school detention is available for 30 minutes and 6 detentions can be removed. It will be stated during the announcement time.
 - Reminders to students are sent out; however, it is a courtesy and should not be relied on as whether or not detentions are owed. Looking on Student Vue, or looking in the binder, is the best way to monitor their detentions.

5. Truancy and/or Excessive Excused Absences/Attendance Improvement Program

Education Code 48260: *Any student subject to compulsory full-time education or compulsory continuation education who is absent from school without a valid excuse three full days, or tardy or absent for more than any 30 minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof.* Students that meet the criteria of [EC 48260] will be referred to the school district’s Attendance Improvement Program, through the following process:

1st Attendance Letter

- Letter is generated by District after:
 - 1) Minimum of three unexcused absences or missing 30 minutes of instructional time for an unexcused reason or a combination thereof

2nd Attendance Letter

- The 2nd letter may be generated after a minimum of two additional unexcused absences or missing 30 minutes of instructional time for an unexcused reason or a combination thereof.
- Parent is requested to contact the school within 5 school days to schedule a Student Attendance Review Team (SART) meeting.
- At conference, parent signs SART Contract.
- If no conference is scheduled, parent fails to attend conference, or if further absences occur, intervention options available to the school site are:
 1. Referral to Student Study Team (SST)
 2. Referral to Regional Team/Student Support Centers (formally Healthy Start)
 3. Knock and Talk
 4. Send 3rd attendance letter

Knock and Talk/Home Visit

The goal of Home Visits by our SRO Officer is to open the lines of communication between school and parent/guardian as well as convey to parent(s) their legal responsibility to comply with compulsory school attendance laws.

3rd Attendance Letter

A letter will be generated when student violates attendance contract or parent does not schedule and/or attend conference.

B. Conflict Management

Students need skills to communicate effectively and to create boundaries for themselves in a responsible manner. We have a very skillful, trained group of student conflict managers who assist their peers in resolving potential controversy. Students who are having problems with each other and who choose to discuss these issues should report to the Counseling 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. Students sent to conflict management by an administrator in an effort to avoid home suspension will be suspended if there is a violation of the conflict management agreement at a later time.

C. Identification Cards

At the beginning of each year, student ID photos are taken and students are issued ID cards. (These cards are not the same as an ASB card, which is explained below.) **Students are required to carry their identification cards at all times while in school or at school-sanctioned events and activities, and present them upon request of any LCHS staff member.** Students will not be allowed to enter a school activity without their ID card. In addition, ID cards must be used for library and textbook checkout. Students who lose or damage their ID cards must have them replaced. Replacement ID cards are available at the library at a replacement cost of \$5.00. Students should pay the \$5 cost at the Student Store or online in the Webstore, and take their receipt to the Library to collect their replacement ID Card.

D. Associated Student Body (ASB) Cards

Students may purchase an ASB card which provides extra student benefits as follows:

1. Free admission to all home athletic events (playoff games and Powder Puff game not included);
2. Discounts on tickets and bids to other events, including dances and campus activities;
3. Discounts on certain items included in the Senior Payment Plan;
4. The privilege of bringing a guest from another school to LCHS dances;

ASB cards are not transferrable and at no time shall a student lend his/her ASB card to another student. If this occurs, the privileges of the card will be voided. Replacement of defaced, lost, or stolen cards will NOT be made; a new card must be purchased at the original cost. ASB cards are available for purchase year-round at the student store and online in the Webstore.

E. Health Office

The Health Office is located in the Main Office. If a student becomes ill or injured at school, he/she will receive every care and consideration possible. Parents will be contacted for injuries/illnesses of a serious nature or if a student is too ill to remain at school. Injuries which occur at home should be cared for at home. If a student is injured or becomes ill, they are to **first report to their teacher** who will then issue them a pass to the Health Office.

If a student feels they are unable to participate in PE due to illness or injury, parent/guardian must contact the PE teacher directly via Parent Vue or email. The Health Records Assistant (health tech/health clerk) is not involved in this process. All health information must be updated yearly, and changes in address, parent's/guardian's home, cell and work numbers and emergency contact names should be reported immediately to the front office at (916) 683-1339, so that the school is able to contact the parent or guardian immediately if the student is ill or injured.

1. Medications

Students may **NOT** carry medications on campus, including non-prescription medicine. All medication are to be kept in a locked cabinet. The only exception to this policy is emergency medications including: inhalers, EpiPen and Glucagon. All medication, inhalers, EpiPen, Glucagon, prescription medications, and over-the-counter medications are to be reviewed by the Health Records Assistant (health tech/health clerk). All medication must be in the original bottle. A **“Medication Assistance Authorization” form must be signed by the parent and physician and submitted to the Health Office for all medication to be administered at school.** This authorization must be renewed each academic school year. Students may obtain the form from the Health Office. The Health Office does NOT keep medication for general student use. Students found in possession of prescription or over-the-counter medications are subject to disciplinary actions.

2. Special Health Needs

If your child has special needs, i.e., diabetes, asthma, seizure disorder, bee sting allergy or chronic illness, please contact the Health Office so your child's record can be updated.

F. Parking Lot Regulations

The school permits students to drive to and from school, provided they park in stalls designated for student parking. **Under no circumstances should students park off**

campus or in areas provided for staff and visitors. Students who park off campus are subject to ticketing by law enforcement. Student violators are subject to citation and/or other disciplinary consequences. Parking at LCHS is a privilege and may be revoked by administration for safety and/or disciplinary reasons related to the inappropriate use of a vehicle. Examples of these violations include, but are not limited to: off campus parking, reckless and/or unsafe driving practices, violations of California Education Code 48900, and closed campus violations involving the use of a vehicle. Students who drive to school must abide by the following regulations:

1. Any student leaving the campus in a vehicle during the school day without permission from LCHS administration is in violation of the school rules.
2. All students driving to school must be licensed and covered by insurance.
3. Students must park their cars in the area designated for student parking.
4. Students' vehicles are not permitted in the faculty staff parking area.
5. All curb and sign markings are to be obeyed.
6. The school is not responsible for damage incurred while on school property.
7. Students **are not** allowed to go to their car to get personal items during the school day. An exception to this rule can only be made by an administrator.
8. Students parking their cars on school property may be subject to searches for reasons of security, health, and safety.
9. The parking lot speed limit is 5 mph.
10. Vehicles are to be parked front first, not backed into parking spaces.

G. Visitation Procedures

1. Parent Visits

Laguna Creek High School encourages parents to visit our school and their student's classrooms in a collaborative effort to improve the student's educational experiences and achievements. When parents wish to visit a classroom at Laguna Creek High School, an appointment must be scheduled at least **24 hours** in advance. We ask that parents adhere to the following guidelines:

- a. Contact the teacher(s) to arrange the visit. Please allow one day for the teacher to return your phone call or email. If unable to contact the teacher, please contact a vice principal to assist you in setting up the classroom visit.
- b. Upon arriving at school, all visitors must check in and receive a visitor's badge at the Main Office.
- c. When entering the classroom, introduce yourself to the teacher, and the teacher will advise you where you can find an open seat.
- d. While in the classroom, do not interfere with the instruction through conversation with the teacher or students.
- e. Cell phones and other electronic devices should be turned off and not used while in the classroom.
- f. After the classroom visit, if you would like to meet with the teacher privately, please leave a note in the teacher's mailbox, send an e-mail, or call during school hours to set up a meeting.

2. General Visits

Laguna Creek High School welcomes authorized guests on the campus. Guests must make prior arrangements with the teacher or staff member they wish to visit. The best way to get in touch with a teacher or staff member is via email. An appropriate date and time will then be provided and the front office staff will be notified of the upcoming visit. **Students are not to bring unauthorized guests, small children, or animals to school during school**

hours as Laguna Creek High School will not accept responsibility or liability for injuries.

3. Rally Visits

Spirit Rallies are designed to promote and nurture **student** and **school** spirit. Due to the high number of students and staff that are present in the rallies and the limited amount of space in the gym, rallies will only have a limited number of guest passes assigned to each performing group. These **one** time passes or slots will be assigned by the advisor of the student group, at least **two** days in advance, to allow some parents the ability to attend that individual rally.

H. Cell Phones and Other Electronic Devices

Cell phones, iPods, and other personal electronic devices may be used during **non-instructional** time only. Non-instructional time is defined as passing periods between classes, prior to school, after school, and during the student's lunch period. A student may **NOT** use their cell phone or electronic device when out on a pass, as this is still considered instructional time. Cell phones and other personal electronic devices are to be completely **turned OFF** and **put away** during instructional time unless given permission for its use by the classroom teacher. If a cell phone or other electronic device is being used, is heard or is out in view during instructional time without the teacher's permission, it will be confiscated. **Parents/guardians are required** to pick up the phone or other electronic device from the office; **confiscated items will not be released to the students.** The school administration will not be responsible for the loss or theft of any of these electronic devices nor will they investigate theft or damage claims. **Multiple electronic violations will result in disciplinary consequences.** Confiscated items left after the last day of school will be donated to a local charity.

I. Parent/Guardian Liability

Education Code Section 48904 (a) (1) provides that the parent or guardian of minor is liable for all damages caused by the willful misconduct of the minor that results in the injury or death of any pupil, school employee, or school volunteer. The parent or guardian is also liable for damages to real or personal property belonging to the school district or private individual, or personal property belonging to a school employee resulting from the willful misconduct of the minor. The liability of the parent or guardian is limited to \$10,000, adjusted annually for inflation.

J. Change of Address

Parents/guardians are to notify the Attendance Office immediately of any change in address, telephone number, or guardianship.

K. Food Sales

The following are the guidelines for selling any food or beverage, including candy, at school as stated in the Elk Grove Unified School District Board Administrative Regulations [AR 5030(f)].

A middle school or high school may permit the sale of food or beverage items that do not comply with the above regulations as part of a school fundraising event in any of the following circumstances:

1. The sale of those items takes place off of and away from school premises.
2. The sale of those items takes place from one-half hour before the start of the school day until one-half hour after the end of the school day.
3. The sale of those items occurs during a school-sponsored pupil activity after the end of the school day.

Private sales of food, candy, beverage items, or any other product is **strictly prohibited**. Students will receive disciplinary consequences and all items will be confiscated, including any collected monies, and will become the property of the school.

L. Fire Drill Instructions

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

1. Evacuate all buildings. Quietly exit the classroom according to the directions posted in your room and remain with your teacher.
2. Do not run or loiter.
3. If you are not in a classroom, move immediately with other students to the evacuation area and join your class.
4. Stay at least 50 feet away from all buildings.
5. When the all-clear signal is given, return to class immediately.
6. If a fire alarm rings during lunch, students must evacuate to the blacktop and field areas behind the gym and report to their 3rd/4th period teacher.
7. If a fire alarm rings before or after school, report to the blacktop and field areas behind the gym and follow the directions of school staff and emergency personnel.

M. Deliveries

Flowers, balloons, cakes, candy, etc., **will not be delivered to a student to acknowledge a special occasion**. Please do not send or allow students to bring these items to school, as they disrupt the educational process. Students will be sent to the Main Office to receive any money or food items being delivered directly from a **parent/guardian** only. Deliveries from food delivery services are not allowed, and will be turned away.

N. Leaving School at Lunch Time

The Elk Grove Unified Board of Education has established a closed campus policy at all sites. Students may not leave campus at any time during the school day. This is to protect your student's health, safety and welfare and maintain the security of the campus. We ask that you not request permission for your student to leave campus during the school day for lunch, [E.C. 44808.5] unless approved by an administrator for special circumstances.

O. Hall Pass Policy

Students are not permitted in the halls during class periods unless a teacher accompanies them or they have a hall pass issued from an authorized staff member. Hall passes must be visible whenever a student is out of class during class time.

P. Returned Checks

Laguna Creek High School charges a \$15 fee per check that is returned by the bank. Parents/Guardians are informed in writing if a check is returned by the bank and their student is placed on the 'No Activities List' until all funds owed are repaid. Students on the No Activities List are prevented from participating in any extracurricular school activities, including, but not limited to, team sports, club representation, dances, banquets, field trips, student/class council, fundraisers and school presentations.

VI. STANDARDS OF CONDUCT

Laguna Creek High School has adopted the PBIS (Positive Behavior Intervention Systems) program, which utilizes a positive school wide behavior model. The motto, Be Cardinal RED, is aimed at promoting Respectful, Engaged, and Dedicated students, teachers, and staff. The PBIS program uses incentives such as Cardinal RED cards, which students can turn in to the counseling office for a weekly drawing, as well as monthly spotlights which staff select to reward one to two students each month recognizing the students for being Cardinal R.E.D.

Tier 2

The Tier two interventions, approximately 5% of our students, target a smaller percentage of students than Tier one of the PBIS program. This second tier focuses on targeted instruction/intervention and supplemental support which lasts approximately 6-8 weeks. Tier 2 is designed to support the needs of students at risk and/or falling behind. Students may receive increased instruction and practice in social skills, one on one counseling, positive reinforcement, adult supervision and progress monitoring.

All students at Laguna Creek High School are expected to demonstrate good citizenship by acting Cardinal RED (Respectful, Engaged, Dedicated). Each student is expected to:



<p>Inside the Classroom, Library, Offices</p>	<ul style="list-style-type: none"> ➤ Be an active listener and participant ➤ Be persistent and always do your best ➤ Be prepared for class and carry ID card ➤ Use appropriate language, volume, and tone ➤ Be on time, follow rules, and be cooperative ➤ Practice academic honesty
<p>Outside in the Quad & Halls</p>	<ul style="list-style-type: none"> ➤ Practice your manners ➤ Follow all school rules and be cooperative ➤ Use appropriate language, volume, and tone ➤ Report any problems to staff
<p>School Events</p>	<ul style="list-style-type: none"> ➤ Carry your ID card ➤ Follow expectations and be cooperative ➤ Use appropriate language, volume, and tone ➤ Be actively involved in your school ➤ Model positive behavior at all times

Be InspiRED...Be Cardinal RED

A. Academic Honesty in the Laguna Creek Region DP/MYP

At Harriet Eddy Middle School and Laguna Creek High School, students strive to embody all attributes of the IB Learner Profile. Administration and staff promote and recognize these attributes on a daily basis. Among these attributes is the very important quality of being “principled”. According to the International Baccalaureate, “... All members of the IB community must strive to be ‘principled’, acting with ‘integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere’. DP/MYP students must demonstrate academic honesty and avoid any forms of academic misconduct.” The Laguna Creek Region MYP is committed to teaching and promoting academic honesty through the development of ATL skills and the IB Learner Profile so that students are best prepared for success with further academic study and careers. This policy has been developed to define and clarify expectations for students, staff, and parents so that misconduct can be prevented.

B. Definition of Academic Misconduct (Academic Dishonesty)

“The IB defines academic misconduct as behavior that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment components” (*MYP: From Principles into Practice*).

Academic misconduct includes:

- *plagiarism* – the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgement
- *collusion* – supporting academic misconduct by another student, as in allowing one’s work to be copied or submitted for assessment by another
- *duplication of work* – the presentation of the same work for different assessment components
- any other behavior that gives an unfair advantage to a student or that affects the results of another student (falsifying data, misconduct during an examination, creating spurious reflections).”

C. Examples of Academic Misconduct (Academic Dishonesty)

- **Plagiarism:**
 - Any representation of others’ work as your own
 - Non-original work that is not cited and appropriately referenced
 - Copying information from a book or a website
 - Misuse of quotation marks, paraphrasing, and in text citations makes authorship unclear
 - Failure to identify source of elements of nonverbal work (ie. painting, dance, photo, proof, musical composition, etc.) that you’ve derived your work from
 - Using online language translators unless explicitly allowed.
- **Collusion:**
 - Helping someone else cheat both deliberately and through support
 - Allowing your work to be copied and/or submitted by another student
 - Divide and conquer approach where you are not the author of the entire assignment given by the instructor (if not part of the assignment)
 - Representing significantly unequal work as an equal collaboration

- Writing a paper or doing homework for another student, both at the time as well as sharing completed work with students who take a course in the future
- Sharing information about assessment content and questions with other students
- **Duplication of work:**
 - All assignments should be created newly for the course or assessment unless discussed with an instructor in advance.

D. Intellectual Property

The International Baccalaureate explains that “...forms of intellectual and creative expression (for example works of literature, art or music) must be respected and are normally protected by law.”

Authentic Authorship and Citation

According to the International Baccalaureate, “An authentic piece of work is one that is based on the student’s individual and original ideas, with the ideas and work of others fully acknowledged. Therefore, all assignments for assessment, regardless of their format, must wholly and authentically use that student’s own language, expression and ideas. Where the ideas or work of another person are represented within a student’s work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas of the work must be fully and appropriately acknowledged... When using the words of another person, it must become habitual practice for a student to use quotation marks, indentation or some other accepted means of indicating that the wording is not their own. Furthermore, the source of the quotation (or paraphrased text) must be clearly identified, along with the quotation, and not reside in the Works Cited/Bibliography alone.”

- Modern Language Association (MLA) citation is commonly utilized in the Laguna Creek Region DP/MYP.

F. Distinction between legitimate Collaboration and Collusion

As stated in IB’s *MYP: From Principles into Practice* (2014), “Collaboration may be loosely defined as working together on a common aim with shared information, which is an open and cooperative behavior that does not result in allowing one’s work to be copied or submitted for assessment by another. Collusion occurs when a student uses fellow learners as an unattributed source... For most DP/MYP assessments, students are expected to work independently but with appropriate support from teachers and other adults, although there are many occasions when collaboration with other students is an important part of the learning process.”

G. Responsibilities of Students, Teachers, Parents, and Administration

- **The student is expected to:**
 - uphold the spirit and letter of this policy philosophically and behaviorally in completing all school-related tests, quizzes, projects, reports, homework assignments or in-class assignments;
 - understand the basic concept of intellectual property and violations thereof (for example, peer-to-peer file sharing). No assignment is exempted from this policy;
 - take ownership of learning by asking questions whenever needed;

- follow the rules of acceptable behavior in the exam room and around the time of the examination.

For these reasons, a student's intent cannot be taken into account.

- **Good Practice--Recommendations for Students:**

- Follow the Modern Language Association (MLA) or another citation format that the teacher has given to the student;
- Make sure the information [that one has] used is acknowledged in the body of text;
- Make sure that information you have used is acknowledged in the body of the text and is fully listed in the bibliography;
- Use quotation marks or indentation to show all text that is someone else's exact words and do not forget to show whose words they are; and
- Cite your sources so that readers can find them; if you cannot state the origin of the source it is probably better not to use it.

- **Teachers and staff are expected to:**

- review the policy of academic honesty with their students at the beginning of each semester. It is the responsibility of each teacher to confirm that, to the best of his or her knowledge, all students' work accepted or submitted for assessment is the authentic work of each student;
- teach citation formatting and to have students practice in multiple instances; and
- enforce the policy in all instances of academic infringement and malpractice following the process as outlined below. The need to acknowledge the source of all information, including, but not limited to data, computer programs, photographs, diagrams, illustrations, and maps must also be made clear to students by their subject teachers.

- **Parents/Guardians are expected to:**

- adopt the philosophical wholesomeness of this policy and uphold the spirit and the letter of it by reviewing it with his or her student and encouraging the student to practice academic honesty throughout the student's years at Laguna Creek High School/Harriet Eddy Middle School. Parental understanding and cooperation is an important factor in encouraging academic honesty and should not be overlooked;
- encourage their child to plan each assignment;
- establish a timely schedule for his or her work;
- establish a good level of communication with the school so that one understands the requirements of assignments and the IB [DP/MYP] Programmes;
- encourage them to ask their teacher for advice if s/he is having difficulty with his or her work;
- read and sign the Acknowledgement page of the Student Handbook at the beginning of the year. IB Diploma Programme students again

sign the "Academic Honesty Policy," when the students enter the Programme in eleventh grade. This copy is held by the IB DP Coordinator.

- **School Administrators and Coordinators are expected to:**
 - support the spirit of academic honesty with students, parents, counselors, teachers, and other staff members through equitable enforcement of the policy in conferences and in each classroom;
 - ensure that all staff, students, and parents understand definitions, responsibilities, and repercussions;
 - hold Academic Honesty meetings with students, parents, and teachers;
 - post the Academic Policy on the school website;
 - establish a yearly "Academic Calendar" with clearly listed deadlines of DP internal and external assessments; and
 - document and report academic misconduct to the IBO when necessary

H. Procedures for Reporting, Recording, and Monitoring

1. The teacher investigates and collects evidence.
2. The teacher chooses to inform the appropriate Coordinator or to handle the matter individually. *Teachers may choose the consequence within their own classrooms and grading systems.*
3. If the teacher chooses to involve the coordinator, the coordinator examines the evidence that is presented by the teacher. If the evidence indicates that an IB assessment is involved, then the coordinator begins a formal investigation.
 - a. Parents are informed that an investigation is underway.
 - b. A meeting with the student with the teacher is scheduled. Students may include their parents in this meeting. The purpose of this meetings is to assess the student's actions and motivations.
 - c. Statements from the student and the teacher may be collected at this time.
 - d. The student's actions and motivations are compared with the school's Academic Honesty policy and with the relevant documents from IB.
4. The coordinator involved decides the outcome where IB assessment is involved. The Diploma and Middle Years Guide to Procedures Manuals will be consulted to make sure the outcome is consistent with IB rules and regulations. In cases where the Manuals are unclear, coordinators will consult with IBO officials directly.
5. Parents will be informed of the outcome of any misconduct investigation, including the impact in the course and/or student's ability to earn the IB diploma.
6. Each incident will be recorded in the appropriate Coordinator's files regarding that student, along with any follow-up required by IB. (*taken from Mira Loma High School "Academic Policy"*)
7. If a student has committed an academic offense, then the incident is then documented in Synergy.

I. The Rights of the Student

- **Students have the right to:**

- explain whatever events are being investigated by the teacher and/or coordinator involved;
- have their parents present during any meetings in which academic misconduct is discussed with coordinators;
- know which provisions of academic misconduct are alleged, and what the likely consequences are; and
- have any allegation of misconduct investigated as an independent event, considered without reference to any previous allegations of misconduct.

J. Repercussions

The teacher and/or administration will handle incidents of misconduct according to the HEMS and LCHS school handbooks and/or district policy.

K. The consequences for Academic Dishonesty are progressive.

1st Offense: If a Laguna Creek High School student violates the “Academic Honesty” Policy, s/he will receive a zero for the entire assignment or test, his or her parents will be notified by the teacher, and an academic dishonesty notation will be made in the student’s Synergy record. Other consequences as noted below could apply to any violation.

2nd Offense: The student will receive a zero for the entire assignment or test; the teacher will contact the parent, add an academic dishonesty notation to the student’s Synergy record, and notify administration. The student will receive Night School or Saturday School. The administration will determine the appropriate consequences for the violation.

3rd Offense: The student will receive a zero for the entire assignment or test; the teacher will contact the parent, add an academic dishonesty notation to the student’s record, and notify administration. The student will receive a suspension, in which the number of days will be determined by the administrator.

For International Baccalaureate Diploma Programme students:

- Possible disqualification from testing in the IB subject in which the misconduct occurred.
- Possible disqualification from the IB diploma--a single case of confirmed misconduct on an IB assessment results in an N in that subject. One N disqualifies the student from successfully completing the diploma.
- Severe difficulties in getting positive letters of recommendation from faculty members. These letters are used for both college admission and scholarship purposes.
- In addition any student who is investigated for academic misconduct more than once will have a school disciplinary record. When students apply for college the existence of such a record is shared with the colleges to which a student applies.

For 9th through 11th grade students, further consequences could result in ineligibility for Renaissance, NHS, CSF, and Academic Awards based on grades earned during the semester of the violation. For 12th grade students, further consequence could result in ineligibility for any academic recognition for the entire school year. This includes Renaissance, NHS, CSF, Academic Awards, Valedictorian, Top Ten, and Senior Outstanding Scholar. All violations will be documented into Synergy as Academic Dishonesty and become a part of the student’s record. The Laguna Creek Region Academic Honesty Policy has been adopted school-wide policy, published in Student Handbooks, and posted on the schools' website.

L. Review of the Laguna Creek Region DP/MYP Academic Honesty Policy

This policy will be reviewed and updated annually by the Harriet Eddy Middle School and Laguna Creek High School community, which includes Head of School, Programme Coordinators, School Leadership, Curricular Departments, students, and parents.

Frequently Ask Questions (FAQs)

In cases where academic misconduct is alleged, how long will it take to get a resolution?

This depends on the nature of the misconduct and the length of the investigation. The goal is always to resolve any academic honesty issue as quickly as possible, but this sometimes involves contacting the IBO to get an expert interpretation / opinion. Normally we would expect a resolution within two weeks, but the IBO can take up to three months to give a ruling.

Can a student lose his or her place in the IB program due to academic misconduct?

It is possible for a student to lose his or her standing with IB over academic misconduct, but rare. It is far more common to suffer reduced grades in whatever class is concerned and to be disqualified from pursuing the full IB diploma. A lot depends on the specific case, the student's actions and the intentions behind them.

If misconduct has been found on an IB internal assessment and there is time for the student to do a new assessment before the submission deadline, is the student allowed to write a new internal assessment?

If time allows and if the misconduct is a mistake rather than an intentional act of fraud, then students are generally allowed to do a new internal assessment. The grade in the class, however, is up to the discretion of that classroom teacher. Most teachers at Harriet Eddy Middle School and Laguna Creek High School will give a zero for inauthentic work and will not change that mark even if the student submits a new and authentic assessment.

Will previous allegations of misconduct have any bearing on a new investigation of misconduct?

No, each case of misconduct is judged on the evidence brought forward by the teacher and student involved. Records of academic misconduct are kept for future reference and for use in the writing of college admissions recommendations.

Where can students and parents go to get help in understanding citations and authentic work?

The best place to go is to the teacher of that course. Get a clear idea of what he or she requires before you start the project/essay/internal assessment.

"MLA in Brief" is posted on the Laguna Creek High School website.

The next place is the IB Coordinator.

The IBO has published its own guide, *Effective Citing and Referencing* --available on our school websites but also through ibo.org

Easybib.com is an online citation service that can be used to make sure your citations are done in the correct format.

Does a confirmed allegation of academic misconduct become part of a student's permanent record? Does that record go with the student to college?

Confirmed cases of academic misconduct become part of the school's disciplinary record for a student. Colleges ask about disciplinary issues during the application process and

school personnel are required to answer truthfully if there are referrals in the student's file.

What is the difference between academic collaboration and collusion?

Many Harriet Eddy Middle School and Laguna Creek High School teachers assign collaborative projects and IB even requires them in certain subjects. Honest collaboration involves a group of students sharing the intellectual work of creating and presenting research to their peers and teachers. Collusion occurs any time one or more members of a group take advantage of the situation to gain an unfair advantage in any way.

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Works Referenced

"Academic Honesty Policy." Bloomfield Middle School.
---.Claremont High School.
---. Mira Loma High School.

M. Library Rules

The library is a place to complete homework, conduct research, type or print assignments, and read. Students are expected to conduct themselves in a way that is conducive to a quiet study environment and promote the tenants of Be Cardinal RED. The following expectations are aimed at supporting a positive library environment:

1. Show respect for others at all times by using appropriate language and volume.
2. Cell phones and electronic equipment are put away and are not in use for any reason.
3. This is a food and drink free zone. All items must be consumed outside the library.
4. Keep furniture where it is unless permission is attained from library staff.

The library has 24 computers for individual and class use. Online research databases are available for student research at school and at home with user names and passwords provided. Students also have access to the internet with a district filter in place. Please be advised that any misuse of computer privileges or violation of the following rules will result in disciplinary action.

1. Students may save files to a flash drive or in their network folder. Students may print from a library print station – within reason. Large print jobs will not be approved.
2. A teacher or library staff will determine if an internet site is appropriate. Continued access of inappropriate websites will be deemed defiant and appropriate disciplinary action will be taken.
3. Chat rooms, instant messaging, music sites, gaming sites, downloading programs, and e-mail programs are off limits to students during school. Students must check with library staff for permission to email research information to their home computers.
4. Students may not access network areas or files that do not belong to them. Students must use only the logon ID that has been assigned to them. Hacking or introduction of viruses will result in disciplinary action.
5. Students must clean up computer station area after use. Equipment is not to be altered or moved.

6. One person per computer, except for class project work.

N. Library Materials and Textbook Use

The library is responsible for textbook circulation. Textbooks are checked in and checked out at the beginning and end of each semester. Students must have a current LCHS ID to check out textbooks. Students will be notified when textbooks are overdue. Students may check out library books using their school ID for up to two weeks, with renewals allowed. Most magazines that are not the current month may be checked out as well. Students also may check out calculators to help them with class work; however, there is a limited number of calculators available. Students are responsible for library materials and textbooks, just like at the public library. If a book is lost, stolen or damaged, it must be paid for so replacement textbooks can be purchased by the district. Payment plans are available for repayment of lost, stolen or damaged books. Payments may be made by check, cash or money order, up until the second week of April, after which time payment must be made in cash.

Students may be held responsible for any prior damage to a textbook that is not reported to a library staff person within seven days of checkout.

To reduce your risk of being charged for a textbook, please use the following guidelines:

1. Write your name in pen in the front of the book before you leave the library after checkout. This will ensure you always have the right textbook.
2. Do not share or loan your textbooks to others.
3. Do not leave your books in a classroom or at after-school or sports events.
4. Cover your textbooks (be careful not to use sticky book covers or tape the cover to the book).
5. Keep your books dry, unmarked, and clean.
6. Gently place your books down. (Avoid tossing or dropping textbooks)

O. Technology and Internet Access

Access to technology and the internet is achieved and coordinated through a complex association of government agencies, regional, state, and site decision makers. The smooth operation of technology and our computer networks rely upon the proper conduct of the end user whom must adhere to strict guidelines.

Users of technology at Laguna Creek High School agree to use all types of technology resources in an efficient, ethical and legal manner. If a user violates any of the provisions stated below, internet and access to other instructional technology will be terminated and future access denied. The signatures at the end of the student handbook are binding and indicate the parties who signed have carefully read the Technology and Internet terms and conditions and understand their significance.

1. What is Acceptable Use?

Appropriate educational use ONLY! The use of technology must be in support of education and research and consistent with the educational objectives of the school, department, or teacher.

2. What is Unacceptable Use?

- a. Transmission of any material in violation of any US or state law or regulation;
- b. Copying copyrighted material;
- c. Accessing or sending threatening or obscene material;
- d. Accessing material protected by trade secret;
- e. Use of network access for commercial activities;
- f. Using access for product advertisement or political lobbying;

- g. Visiting inappropriate sites such as those:
 - with pornographic material both hard porn and soft porn (i.e., swimsuit sites);
 - which promote violence including hate sites;
 - with obscene language;
 - which promote alcohol and drug use.
- h. Any site that does NOT relate directly to the educational objectives of our school, department, or teacher.

3. Vandalism

Corrupting a computer system, accessing unacceptable sites, defacing hardware, theft, and other destructive violations of the computer will result in serious consequences. Corrupting a computer system or destroying applications or data (including copying or installing unauthorized software or attempting to break computer or network security) will be considered vandalism and will carry the consequences of any school vandalism. School and district discipline policies will be followed.

4. Security

Security of any computer system is a high priority, especially when the system involves many users. If you identify a security problem, notify the school site administration at (916) 683-1339 or Technology Services at (916) 686-7710. Attempts to log on to any network server as a system administrator will result in cancellation of user privileges. Any unauthorized person who electronically adds, copies, alters, damages, deletes, or destroys any data, including but not limited to grades, attendance and/or discipline history, or who knowingly allows another person to engage in such conduct, is subject to suspension, expulsion, and/or arrest [E.C. 48900 (f) and (g); Penal Code 502].

5. Consequences

Inappropriate use of LCHS technology resources will result in computer access being revoked. Violations of the LCHS terms and agreements noted above will result in an administrative referral with disciplinary actions in accordance with California Education Code.

P. Automobile 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.”*

Q. Bicycles/Skateboards

Bicycles must be parked and locked in the racks provided on campus, and skateboards must be stored on the skateboard rack, located on the side of classroom I-1, at the beginning of each school day. Students leaving the school campus on bicycles must come to a complete stop when entering the city streets. State law requires that students under 18 years of age must wear helmets when riding bikes to and from school. The Elk Grove Unified School District prohibits the use of skateboards, 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. EGUSD and Laguna Creek High School will not be responsible for the theft and/or damage to any skateboard, scooter or bicycle.

1. All bicycles should be parked and locked in one of the racks provided. These racks are not monitored and the school is NOT responsible for damaged or stolen bicycles.
2. Bicycles are not to be ridden on campus.
3. If a skateboard is ridden to school as a means of transportation, a “Skateboard Waiver” must be signed by a parent.
4. Skateboards are not to be ridden on campus.
5. All skateboards must be placed on the campus skateboard rack (along the side of classroom I-1) prior to 1st period each day. The skateboard rack allows students to lock their skateboards to the rack. Please, obtain a normal padlock to lock skateboards on the rack.

R. Bus Rules

In order to ensure the safety of students being transported, all students must abide by the bus conduct rules established by the Elk Grove Unified School District. Students can be denied transportation if there is any infraction of the rules.

S. Eating In Buildings

Food and drink are NOT PERMITTED in classrooms, the library, or the main office. Teachers will not allow students to enter the classroom with soft drinks, sports bottles, beverage containers or food. **For safety reasons, glass drink containers are not permitted at any time on the campus.** Such items will be confiscated from students on the first offense and may be subject to further administrative action upon further violations.

T. Graffiti

Graffiti, tagging, or other marks made on school or private property are strictly prohibited. Laguna Creek High School has a zero-tolerance policy in regards to any graffiti. Violators are subject to administrative disciplinary action that can include a recommendation for expulsion, as well as possible criminal charges. Parent(s)/guardian(s)/and student will be charged for any costs related to the repair and/or clean-up of any damage caused by their child.

U. Off-Limit Areas

Some areas of the campus are “off-limits” to students during the lunch periods. Students who are in these “off limit” areas without proper authorization will be subject to disciplinary action. These areas include parking lots, physical education playing fields, classroom hallways, etc. Please remain inside the red lines of the quad area to adhere to this policy. Any student needing to go to a classroom during the lunch period must have a pass from their teacher.

V. Public Display of Affection

Public displays of affection are not allowed. Students violating the display of affection policy will be issued one warning. The second violation will result in administrative disciplinary action.

W. Dress Code

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

The purpose of a dress and grooming code is to facilitate education, not to inhibit any person’s taste in attire or appearance. Students should be clean and neatly dressed

in a manner that are 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 that the school's administration reasonably predicts will disrupt the learning environment.

Specifically, the students at Laguna Creek High School are expected to abide by the following dress code:

1. Pants, Shorts, Skirts

- No undergarments showing;
- No holes, rips or frays higher than mid-thigh;
- No "sagging pants";
- No "short shorts" or "short skirts." Shorts, skirts and dresses must not be shorter than mid-thigh;
- No pajamas except for flannel pajama bottoms during designated spirit days;
- Belts must be fastened or buckled around the waist.

2. Tops, Shirts, Blouses

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

3. Footwear

- Shoes must be worn at all times;
- No house slippers are allowed.

4. Hat/Head Covering Policy

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

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

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

Please note that teachers may prohibit the wearing of hats within their individual classrooms as consistent with their respective classroom policies.

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

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

During Spirit Weeks students' attire must appropriately cover students body parts as outlined in the school's dress code.

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

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

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

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

MARRIED/PREGNANT/PARENTING STUDENTS

- The Elk Grove Unified School District 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))
- The Elk Grove Unified School District 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.
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.
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.

CCR § 4950(c); 34 CFR § 106.40(b)(3))

- The Elk Grove Unified School District 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.

CCR § 4950(d); 34 CFR § 106.40(b)(4)) 148.1214.0216

VIII. UNIFORM COMPLAINT PROCEDURES

Annual Notice of the Uniform Complaint Procedures (UCP) 2021-2022 School Year

Standing, Statute of Limitations, and Deadlines

Who Can Bring a Complaint? Under the amended UCP regulations, complaints alleging discrimination, harassment, intimidation, or bullying cannot be filed by third parties. Instead, the complainant must be the direct recipient of the alleged harm, with two exceptions. First, if the complainant is a minor student, the student’s parent, guardian, or other authorized representative can file a complaint on the student’s behalf. Second, a third party may file a complaint that a class of individuals has been subjected to discrimination, harassment, intimidation, or bullying. (Cal. Code Regs., tit. 5, § 4630, subd. (c).)

Statute of Limitations: Complaints alleging harassment, discrimination, intimidation, or bullying by or against a student on the basis of the complainant’s protected status must be filed within six months of the date the complainant knew or should have known of the alleged conduct. The LEA can extend this deadline for 90 calendar days if there is good cause to do so. (Cal. Code Regs., tit. 5, § 4630, subd. (b).) UCP complaints containing all other types of allegations must be filed within one year of the date the complainant knew or should have known of the alleged conduct. (Cal. Code Regs., tit. 5, § 4630, subd. (a).)

Filing and Response Deadlines: An LEA must investigate and prepare a written report (now referred to as a LEA Investigative Report) within **60 calendar days**, but this deadline may be extended by written agreement with the complainant. (Cal. Code Regs., tit. 5, § 4631.)

Complainant has **30 calendar days** (previously 15 days) to **appeal** the LEA’s Investigative Report to the CDE. (Cal. Code Regs., tit. 5, § 4632.)

The CDE must review the **appeal** and issue a written decision within **60 calendar days**, but this deadline may be extended by written agreement with the complainant/appellant. (Cal. Code Regs., tit. 5, § 4633.) Within **30 calendar days** of the date of the CDE’s written appeal decision, either party may request **reconsideration**. (Cal. Code Regs., tit. 5, § 4635, subd. (a).)

The CDE must act on the **reconsideration** request within **60 calendar days**. (Cal. Code Regs., tit. 5, § 4635, subd. (c).)

EGUSD has the primary responsibility for compliance with federal and state laws and regulations for students, employees, parents/guardians, school and District advisory committee members, private school officials, and other interested parties. 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:

<ul style="list-style-type: none"> • Accommodations for Pregnant and Parenting Pupils • Adult Education • After School Education and Safety • Agricultural Career and Technical Education • Career Technical Education • Child Care and Development • Compensatory Education • Consolidated Application Local Control Accountability Plans • Migrant Education • Physical Education Instructional Minutes • Pupil Fees • Reasonable Accommodations to a Lactating Pupil • Regional Occupational Centers and Programs 	<ul style="list-style-type: none"> • Course Periods without Educational Content • 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” • Every Student Succeeds Act /No Child Left Behind (Titles I-VII) • School Plans for Student Achievement • School Safety Plans • School site Councils • State Preschool • State Preschool Health and Safety Issues Exempt from Licensing
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The programs and activities subject to the UCP in which Elk Grove Unified School District implements are:

<ul style="list-style-type: none"> • American Indian Education Centers and Early Childhood Education Program Assessments • Bilingual Education • California Peer Assistance and Review 	<ul style="list-style-type: none"> • Child Nutrition Compensatory Education • Consolidated Categorical Aid • Economic Impact Aid
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Programs for Teachers • Career Technical and Technical Education; Career Technical; Technical Training	English Learner Programs • Tobacco-Use Prevention Education
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Pupil Fees: A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees or LCAP complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint.

A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.

Additional Information: We shall post a standardized notice of the educational rights of foster and homeless youth, as specified in Education Code Sections 48853, 48853.5, 48853.5, 49069.5, 51225.1, and 51225.2. In order to identify appropriate subjects of state preschool health and safety issues pursuant to HSC section 1596.7925, a notice shall be posted in each California state preschool program classroom in each school. This notice shall: (1) state the health and safety requirements under 5 CCR that apply to California state preschool programs pursuant to HSC section 1596.7925; and (2) state the location at which to obtain form to file a state preschool health and safety issues complaint pursuant to HSC section 1596.7925. These notices shall include complaint process information, as applicable. Complaints other than issues relating to pupil fees must be filed in writing with the following designated to receive complaints:

Name or title: Legal Compliance Specialist **Unit or office:** Human Resources **Address:** Human Resources Department, Elk Grove Unified School District, 9510 Elk Grove-Florin Road, Elk Grove, CA 95624 **Phone:** (916) 686-7795 **E-mail address:** legalcompliance@egusd.net

The above, responsible for compliance and investigations, is knowledgeable about the laws and programs assigned to investigate. The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant and respondent, if applicable, if another compliance officer is assigned to the complaint.

A pupil fees complaint is filed with the Superintendent or his designee and/or the principal of a school.

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the superintendent or his or her designee.

Complaints will be investigated and a written decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This time period may be extended by written agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with local procedures adopted under section 4621.

The complainant has a right to appeal our decision of complaints regarding specific programs, pupil fees and the LCAP to the California Department of Education (CDE) by filing a written appeal within 30 days of receiving our decision. The appeal must be accompanied by a copy of the originally-filed complaint and a copy of our decision.

The complainant is advised of civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable. 32 1 Notwithstanding the process for written complaints, any individual who believes that he/she or another student or group has been subjected to unlawful discrimination may orally report the alleged discrimination

to the involved student's teacher (or a teacher of a student in the alleged group), or to the principal, or to the principal's designee of the school site where the alleged discrimination occurred. The principal or principal's designee shall, in process of following up on the report, inform the individual making the report of the right to file a written complaint. If the individual making the oral report does not want to file a written complaint, does not want to be identified, or does not give names of the perpetrators, the school still may have a duty to respond in some way depending on the seriousness of the allegations and the risk of future harm to the student or others. However, the extent to which these concerns can be investigated and/or responded to may be limited given the lack of information made available to the District. The District's response to the oral reporting of concerns of unlawful discrimination shall follow the process set forth in the local UCP.

A copy of our UCP complaint policies and procedures is available free of charge and is available on the District's website. For more information regarding the District's uniform complaint procedures or assistance with the complaint or investigation process, please contact the Legal Compliance Office in Human Resources at (916) 686-7795.

Title IX Coordinators Reporting Procedures

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

Additional information about these policies, your rights and responsibilities, or about how to file a complaint regarding alleged discrimination, harassment, intimidation or bullying can be obtained by contacting the Legal Compliance Specialist, legalcompliance@egusd.net, 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:

Dr. Bindy Grewal,
Associate Superintendent, PreK-6 Education
9510 Elk Grove-Florin Road,
Elk Grove, CA 95624
(916) 686-7704;
PK6Ed@egusd.net

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

For complaints against employees:

Kanitra Lopez, Legal Compliance Specialist,
Human Resources
9510 Elk Grove-Florin Road,
Elk Grove, CA 95624
(916) 686-7795;
legalcompliance@egusd.net

Copies of the District's policies prohibiting discrimination, harassment (including sexual harassment), and intimidation and bullying, and copies of the Uniform Complaint Procedures are also contained on the District's website. In the event of a complaint regarding gender equity or sexual harassment, or discrimination, including harassment, intimidation and bullying because of actual or perceived disability, sex, gender, gender identity, gender

expression, nationality, race, ethnicity, color, ancestry, immigration status, religion, sexual orientation, age, marital or parental status, or association with a person or group with one or more of these actual or perceived characteristics, contact one of the following Title IX and Nondiscrimination Coordinators:

<p>For complaints against employees: Kanitra Lopez, Legal Compliance Specialist, Human Resources 9510 Elk Grove-Florin Road, Elk Grove, CA 95624 (916) 686-7795; legalcompliance@egusd.net</p>	<p>For student against student complaints: Dr. Bindy Grewal, Associate Superintendent, PreK-6 Education 9510 Elk Grove-Florin Road, Elk Grove, CA 95624 (916) 686-7704; PK6Ed@egusd.net</p> <p>Craig Murray Associate Superintendent, Secondary Education, 9510 Elk Grove-Florin Road, Elk Grove, CA 95624 (916) 686-7706; egusded@egusd.net</p>
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Filing a Title IX Complaint with the District

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is also the alleged victim), in person, by mail, by telephone or by e-mail, using the contact information listed for the District’s Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report. Such reports may be made at any time, including during non-business hours, by using the telephone number or e-mail address, or by mail to the office address, listed for the Title IX Coordinator.

Student complaints alleging a Title IX violation should be submitted in written form no later than six months from the date of the alleged incident, or six months from the date the complainant first obtained knowledge of the facts of the alleged incident. If the complainant is unable to prepare the complaint in writing, administrative staff shall help the complainant to do so. The time for filing may be extended up to 90 days by the Superintendent or the Superintendent’s designee, for good cause, upon written request by the complainant setting forth the reasons for the request for an extension of time to file a written complaint. To qualify as a Title IX complaint, the complainant/ victim must also be participating in or attempting to participate in the recipient’s education program or activity. The length of time elapsed between an incident of alleged sexual harassment, and the filing of a formal complaint, may, in specific circumstances, prevent a recipient from collecting enough evidence to reach a determination, justifying a discretionary dismissal under Title IX.

The District will process all formal complaints in accordance with Title IX and District Board Policy (“BP”) and Administrative Regulation (“AR”), BP/AR 5145.7 – Sexual Harassment, and other applicable policies. In certain matters, the involved parties may be offered the option to have their complaint informally resolved. Under Title IX, a formal complaint means a document filed by a victim, or signed by the Title IX Coordinator, that alleges sexual harassment against a respondent and requests that the school district investigate the allegation of sexual harassment. Complaints that do not rise to the level of a Title IX complaint will be processed in accordance with BP/AR 1312.3 – Uniform Complaint Procedures, or in a manner that is otherwise deemed appropriate.

All investigations will be conducted as confidentially as possible. Upon receipt of any formal complaint, the District will provide all known parties with adequate notice of the District’s complaint process and the underlying allegations. During the course of the investigation, the District will provide the complainant and respondent (or “the parties”) with an equal opportunity present witnesses and evidence. The District will not restrict the ability of the parties to discuss the allegations under investigation, and it will allow parties to utilize an advisor of their choice. Prior to the conclusion of the investigation, the complainant and respondent will have the opportunity to inspect and respond to evidence directly related to the allegations in the complaint that was gathered during the course of the investigation. Thereafter, and prior to any final decision being made, the parties will receive a copy of the investigation report that 35 1 fairly summarizes relevant evidence, and they will have an opportunity to submit written, relevant questions to be asked of

the other party. Next, a determination regarding responsibility will be made and issued to both parties. Under Title IX and District policy, the responding party is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the end of the complaint process. Any party not satisfied with the final determination will have the option to appeal the final determination.

Additionally, any complainant who is dissatisfied with the District's determination may file an appeal in writing with the California Department of Education within 30 calendar days of receiving the District's final written decision. Complaints made by or on behalf of students may also be filed with the U.S. Department of Education, Office of Civil Rights within 180 calendar days of the date of the alleged discrimination, unless the time for filing is extended by the Office of Civil Rights for good cause shown under certain circumstances.

Additional Resources

- United States Department of Education Office for Civil Rights:
www2.ed.gov/about/offices/list/ocr/index.html United States Department of Education Office for Civil Rights
Complaint: www2.ed.gov/about/offices/list/ocr/complaintintro.html
- United States Department of Education Office for Civil Rights Contact Information: 1-800-421-3481 or ocr@ed.gov
- California Department of Education Office of Equal Opportunity: www.cde.ca.gov/re/di/or/oeo.asp Link to Access Board Policy and Administrative
- Regulation 1312.3 – Uniform Complaint Procedures, Board Policy and Administrative Regulation 5145.3
- Nondiscrimination/Harassment, Board Policy and Administrative Regulation 5145.7 – Sexual Harassment, and other District policies: www.gamutonline.net/district/elkgrove/

Special Education Program Complaints

Complaints regarding special education programs are no longer covered by the LEA's Uniform Complaint Procedures. Please refer to the Notice of Procedural Safeguards, Special Education Rights of Parents and Children under the IDEA and the California Education Code, which is available from your child's school or may be accessed here: <https://www.cde.ca.gov/sp/se/qa/pseng.asp>, for more information about filing a complaint. Complaints alleging that a student was discriminated against due to his or her disability still fall under the Uniform Complaint Procedures. [5 CCR 3200 – 3205]

Child Nutrition Program Complaints

Complaints related to Child Nutrition Programs established pursuant to the National School Lunch Program, Summer Food Service Program, Child and Adult Care Food Program, Special Milk Program, School Breakfast Program, and Food Distribution Program are no longer processed through the LEA's Uniform Complaint Procedures. Instead, complaints must be processed through the existing procedures outlined in the federal regulations and the new, related state regulations, California Code of Regulations, title 5, sections 15580 – 15584. A complaint must be submitted within one year of the date of the alleged violation, and may be filed by phone, e-mail, or letter. Please see California Code of Regulations, title 5, sections 15580 – 15584 for more information. [5 CCR 15580-15584]

State Preschool Health and Safety Issues Complaints

Complaints regarding state preschool health and safety issues in LEAs exempt from licensing are now processed exclusively via the procedures set forth in the California Code of Regulations, title 5, sections 4690 through 4694, and are no longer processed through the LEA's Uniform Complaint Procedures. Complaints must be filed with the preschool program administrator, or his/her designee, and may be filed anonymously. [E.C. 8235.5, 5 CCR 4690 – 4694]

Williams Settlement Complaint Procedure Complaint

A Williams Complaint, another type of UCP complaint, regards instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of pupils, and teacher vacancy or misassignment and may be filed anonymously. Williams Complaints are filed with the principal, or their designee, of the school in which the complaint arises. Schools have complaint forms available for these types of complaints, but will not reject a complaint if the form is not used as long as the complaint is submitted in writing. If a Williams Complaint requirement is allegedly not being met, a Williams Complaint form may be obtained at a school office or an agency/district office. Policies and forms are available at the school office and are available on the district's website.

The following procedures shall be used to file Williams related complaints:

- Complaint forms can be turned in to the principal or designee who will make every reasonable attempt to investigate.
- Complaints beyond the site authority will be forwarded to the District within 10 days.
- 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.
- Valid complaints shall be remedied within 30 days of receipt.

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.

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

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.

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.

Training Materials

Materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process are available upon request, and may be found on the district's website.

IX. STUDENT DISCIPLINE

STUDENT DISCIPLINE

Disciplinary Practices

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

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

Alternatives, Interventions and Progressive Discipline

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

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

Grounds for Suspension or Expulsion

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

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

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

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

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

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

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

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

STUDENT DISCIPLINE

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

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

The Role of Parents and Guardians

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

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

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

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

Behavioral Requirements for Participation in Graduation Ceremonies

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

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

Prohibition on Possession and Use of Tobacco and Nicotine Products

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

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

Law Enforcement Partnerships

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

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

Interview of a Student by Law Enforcement

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

STUDENT DISCIPLINE

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

Release of a Student to Peace Officer

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

Search and Seizure Policy

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

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

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

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

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

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

Williams Settlement Complaint Procedure

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

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

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

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

STUDENT DISCIPLINE

ED CODE 48900(b)			
STUDENT INFRACTION	FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p>Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.</p> <p>Ed. Code 48915(g) – As used in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 ½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.</p> <p>Ed. Code 48915(h) – As used in this section, the term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code. *If student possessed, sold, or otherwise furnished a firearm, please refer to CA Ed. Code 48915(c) (1)</p> <p>*If student brandished a knife at another person, please refer to CA Ed. Code 48915(c)(2)</p> <p>*If Student possessed an explosive please refer to CA Ed. Code 48915(c)(5) and (h).</p>	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Confiscation of object • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • Give object to appropriate law enforcement • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Re-entry conference if suspended • Confiscation of object • Give object to appropriate law enforcement <p>Other potential actions:</p> <ul style="list-style-type: none"> • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • 1 – 5 day suspension • In consult with site Principal, contact SSHS for possible consideration for a Recommendation of Expulsion 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • Confiscation of object • Give object to appropriate law enforcement • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Re-entry conference if suspended • Confiscation of object • Give object to appropriate law enforcement <p>Other potential actions:</p> <ul style="list-style-type: none"> • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • 3 – 5 day suspension • In consult with site Principal, contact SSHS for possible consideration for a Recommendation of Expulsion 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • Confiscation of object • Give object to appropriate law enforcement • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Re-entry conference if suspended • Confiscation of object • Give object to appropriate law enforcement <p>Other potential actions:</p> <ul style="list-style-type: none"> • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • 3 – 5 day suspension • In consult with site Principal, contact SSHS for possible consideration for a Recommendation of Expulsion

STUDENT DISCIPLINE

ED CODE 48900(c)			
STUDENT INFRACTION	FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p>Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.</p> <p><i>*If Student was unlawfully selling a controlled substance please refer to CA Ed. Code 48915(c)(3).</i></p> <p>Ed. Code 48915(c)(3) – The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds... unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.</p>	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Notification to law enforcement within 1 school day (EC 48902) • Give substance to appropriate law enforcement authority • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Re-entry conference if suspended • 1 – 3 day suspension (Marijuana and alcohol) • Others Substances – contact Director or SSHS <p>Selling Drugs</p> <ul style="list-style-type: none"> • 5 Day Suspension if Student is selling or sold a controlled substance • Recommendation for expulsion if Student is selling or sold a controlled substance <p>Other potential actions:</p> <ul style="list-style-type: none"> • Restorative Practices/Interventions • Student Study Team (SST) • Email Tami Silvera w/ student name and ID# • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. Contact your director or SSHS</i> 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Notification to law enforcement within 1 school day (EC 48902) • Give substance to appropriate law enforcement authority • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Re-entry conference if suspended • 2 – 4 day suspension (Marijuana and alcohol) • Others Substances – contact Director or SSHS <p>Selling Drugs</p> <ul style="list-style-type: none"> • 5 Day Suspension if Student is selling or sold a controlled substance • Recommendation for expulsion if Student is selling or sold a controlled substance <p>Other potential actions:</p> <ul style="list-style-type: none"> • Restorative Practices/Interventions • Student Study Team (SST) • Email Tami Silvera w/ student name and ID# • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. Contact your director or SSHS.</i> 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Notification to law enforcement within 1 school day (EC 48902) • Give substance to appropriate law enforcement authority • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Re-entry conference if suspended • 3 – 5 day suspension (Marijuana and alcohol) • Others Substances – contact Director or SSHS <p>Selling Drugs</p> <ul style="list-style-type: none"> • 5 Day Suspension if Student is selling or sold a controlled substance • Recommendation for expulsion if Student is selling or sold a controlled substance <p>Other potential actions:</p> <ul style="list-style-type: none"> • Restorative Practices/Interventions • Student Study Team (SST) • Email Tami Silvera w/ student name and ID# • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports

STUDENT DISCIPLINE

ED CODE 48900(d)			
STUDENT INFRACTION	FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p>Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.</p> <p><small>*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).</small></p>	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Notification to law enforcement within 1 school day (EC 48902) • Give substance to appropriate law enforcement authority • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Email Tami Silvera w/ student name and ID# • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • 1 – 3 day suspension • <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. Contact your director or SSHS.</i> 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Notification to law enforcement within 1 school day (EC 48902) • Give substance to appropriate law enforcement authority • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Email Tami Silvera w/ student name and ID# • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • 2 – 4 day suspension • <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. Contact your director or SSHS.</i> 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Notification to law enforcement within 1 school day (EC 48902) • Give substance to appropriate law enforcement authority • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Email Tami Silvera w/ student name and ID# • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • 3 – 5 day suspension • In consult with site Principal, contact SSHS for possible consideration for a Recommendation of Expulsion

STUDENT DISCIPLINE

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

STUDENT DISCIPLINE

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

STUDENT DISCIPLINE

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

STUDENT DISCIPLINE

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

STUDENT DISCIPLINE

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

STUDENT DISCIPLINE

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

STUDENT DISCIPLINE

ED CODE 48900(k)			
STUDENT INFRACTION	FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p>Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.</p> <p>NOTE:</p> <ul style="list-style-type: none"> • School districts cannot suspend students in kindergarten through grade 3 for disruption or willful defiance; • School districts cannot recommend any student for expulsion for disruption or willful defiance, regardless of grade level; • For students in grades 4 to 12, school districts cannot suspend them for disruption or willful defiance if it is their first offense; and • Teachers are permitted so suspend any student, regardless of grade, from their classroom for disruption or willful defiance, whether it's a student's first offense or not. 	<p>Mandatory actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Re-entry conference if suspended <p>Potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • <i>Depending on the severity of the incident, as well as, pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. Contact your director or SSHS.</i> 	<p>Mandatory actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Re-entry conference if suspended <p>Potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • 1 – 3 day suspension (4th thru 12th grades) • <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. Contact your director or SSHS.</i> 	<p>Mandatory actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Re-entry conference if suspended <p>Potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • 2 – 5 day suspension (4th thru 12th grades)

STUDENT DISCIPLINE

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

STUDENT DISCIPLINE

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

STUDENT DISCIPLINE

ED CODE 48900(n)			
STUDENT INFRACTION	FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p>Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.</p> <p>If student committed or attempted to commit a sexual assault please refer to CA Ed. Code 48915(c)(4).</p> <p>Ed. Code 48915(c)(4) – The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds...committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.</p>	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • Contact Director or SSHS • In consultation with site principal and director - CPS Report • 5 day suspension and recommendation for expulsion • Refer to California Education Code 48915 (c) (4). 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • Contact Director or SSHS • In consultation with site principal and director - CPS Report • 5 day suspension and recommendation for expulsion • Refer to California Education Code 48915 (c) (4). 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • Contact Director or SSHS • In consultation with site principal and director - CPS Report • 5 day suspension and recommendation for expulsion • Refer to California Education Code 48915 (c) (4).

STUDENT DISCIPLINE

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

STUDENT DISCIPLINE

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

STUDENT DISCIPLINE

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

STUDENT DISCIPLINE

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

STUDENT DISCIPLINE

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

- (1) **"Bullying"** means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
- (2) (A) **"Electronic act"** means the creation or transmission originated on or off school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - (i) A message, text, sound, video or image.
 - (ii) A post on a social network Internet Web site including, but not limited to:
 - (iii) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - (iv) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed that the pupil was or is the pupil who was impersonated.
 - (v) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - (vi) (iii) An act of cyber sexual bullying.
 - (vii) (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.
 - (viii) (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.
 - (ix) (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- (3) **"Reasonable pupil"** means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

STUDENT DISCIPLINE

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

STUDENT DISCIPLINE

ED CODE 48900.2			
STUDENT INFRACTION	FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p>Additional grounds for suspension or expulsion: sexual harassment.</p> <p>This section does not apply to students in kindergarten through grade 3.</p>	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed Code 48900.5) • File CPS Report • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1 – 3 day suspension. • <i>"First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/or 48915, although formal exclusionary disciplinary action may not have been taken against the student.</i> • <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. Contact your director or SSHS.</i> 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed Code 48900.5) • File CPS Report • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • 2 – 4 day suspension (4th thru 12th grades) • <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. Contact your director or SSHS.</i> 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed Code 48900.5) • File CPS Report • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • 3 – 5 day suspension (4th thru 12th grades) • In consult with site Principal, contact SSHS for possible consideration for a Recommendation of Expulsion

STUDENT DISCIPLINE

ED CODE 48900.3			
STUDENT INFRACTION	FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p>Hate Violence</p> <p>In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233.</p> <p>This section does not apply to students in kindergarten through grade 3.</p>	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1 – 3 day suspension. • <i>"First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/or 48915, although formal exclusionary disciplinary action may not have been taken against the student.</i> • <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. Contact your director or SSHS.</i> 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • 2 – 4 day suspension • <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. Contact your director or SSHS.</i> 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • 3 – 5 day suspension • In consult with site Principal, contact SSHS for possible consideration for a Recommendation of Expulsion

STUDENT DISCIPLINE

ED CODE 48900.4			
STUDENT INFRACTION	FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p>Additional grounds for suspension or expulsion: harassment, threats or intimidation</p> <p>In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.</p> <p>This section does not apply to students in kindergarten through grade 3.</p>	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1 – 3 day suspension. • <i>"First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/or 48915, although formal exclusionary disciplinary action may not have been taken against the student.</i> • <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. Contact your director or SSHS.</i> 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • 2 – 4 day suspension • <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. Contact your director or SSHS.</i> 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • 3 – 5 day suspension • In consult with site Principal, contact SSHS for possible consideration for a Recommendation of Expulsion

STUDENT DISCIPLINE

ED CODE 48900.7			
STUDENT INFRACTION	FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p>PRIVILEGED AND CONFIDENTIAL JOINT DEFENSE COMMUNICATION</p> <p>a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.</p> <p>(b) For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.</p>	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1 – 3 day suspension. • "First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/or 48915, although formal exclusionary disciplinary action may not have been taken against the student. • Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. Contact your director or SSHS. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • Provide corrective feedback: deescalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • 2 – 4 day suspension • Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. Contact your director or SSHS. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • 3 – 5 day suspension • In consult with site Principal, contact SSHS for possible consideration for a Recommendation of Expulsion

STUDENT DISCIPLINE

EDUCATION CODE

Section 48915

48915. (a)

- (1) Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:
- (A) Causing serious physical injury to another person, except in self-defense.
 - (B) Possession of any knife or other dangerous object of no reasonable use to the pupil.
 - (C) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:
 - (i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
 - (ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
 - (D) Robbery or extortion.
 - (E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.
- (2) If the principal or the superintendent of schools makes a determination as described in paragraph (1), he or she is encouraged to do so as quickly as possible to ensure that the pupil does not lose instructional time.
- (A) Upon recommendation by the principal or the superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board of a school district may order a pupil expelled upon finding that the pupil committed an act listed in paragraph (1) of subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel a pupil for any of those acts shall be based on a finding of one or both of the following:
 - (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
 - (2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
 - (c) The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:
 - (1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (c), may be imposed.
 - (2) Brandishing a knife at another person.
 - (3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
 - (4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as Defined in subdivision (m) of Section 48900
 - (5) Possession of an explosive.
 - (d) The governing board of a school district shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:
 - Is appropriately prepared to accommodate pupils who exhibit discipline problems.
 - Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
 - Is not housed at the school site attended by the pupil at the time of suspension.
 - (e) Upon recommendation by the principal or the superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board of a school district may order a pupil expelled upon finding that the pupil, at school or at a school activity off of School grounds violated subdivision (f), (g), (h), (i), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following:
 - (1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
 - (2) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
 - (f) The governing board of a school district shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study that meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e) if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or another elementary school. The pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.
 - (g) As used in this section "knife" means any dirk, dagger, or other weapons with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 ½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.
 - (h) As used in this section, the term "explosive" means destructive device" as described in Section 921 of Title 18 of the United States Code.
- (Amended by Stats. 2012, Ch. 431, Sec 3. (AB 2537) Effective January 1, 2013.)

**ACKNOWLEDGMENT OF THE
2021-2022
LAGUNA CREEK HIGH SCHOOL
STUDENT HANDBOOK**

The District's regulations concerning student discipline are available on request at the principal's office in any district school. The principal shall ensure that every pupil enrolled will be advised of all the regulations of the district and of the school related to student discipline at the beginning of each school year, and that transfer students also will be advised at the time of enrollment in the school.

Laguna Creek High School reserves the right to modify, delete, add or change school rules and policies as necessary. Such changes will be properly communicated to students and parents.

Student's Last Name	Please Print	Student's First Name
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Grade Level	Please Print	Student I. D. #
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I have read and understand the Laguna Creek High School 2021-22 Student Handbook, including information regarding the following:

- | | | |
|--|--|---|
| <ul style="list-style-type: none"> • General Information • Dress Code • Parking Regulation • Drug and Alcohol Policy • Prohibition of Discrimination or Harassment and Related Complaint Procedures | <ul style="list-style-type: none"> • Attendance Policy • Uniform Complaint Policy • Student Discipline • Synergy • Terms and Conditions for Technology and Internet Usage | <ul style="list-style-type: none"> • Bus Rules • Standards of Conduct • Fire Drill Procedures • Academic Dishonesty |
|--|--|---|

<i>Parent/Guardian Signature</i>	<i>Student Signature</i>	<i>Date</i>
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USE OF TECHNOLOGY IN INSTRUCTION AR 6162.7(J)

Application for Educational use of the INTERNET

I have read, understand and will abide by the Terms and Conditions, Board Policy and Administrative Regulations, for INTERNET access. I further understand any violation of the Terms and conditions is improper and may constitute an administrative, civil or criminal offense. Any violation may result in my access privileges being revoked. Additional disciplinary action and/or appropriate legal action may be taken. I further understand that electronic mail (email) is not guaranteed to be private and acknowledge that I have no expectation of privacy. Email messages related to or in support of illegal activities shall be reported to the authorities.

My signature indicates that I understand the District Board makes no guarantees of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages I suffer. This includes loss of data resulting from delays, non-deliveries, misdeliveries, or service interruptions caused by its own negligence or my errors or omissions. Use of any information obtained via the INTERNET is at my own risk. *The signatures indicate the user has read and agrees to Board Policy and Administrative Regulation for INTERNET access.*

<i>Parent/Guardian Signature</i>	<i>Student Signature</i>	<i>Date</i>
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I grant permission for my student's image to appear on the Laguna Creek High School web page.

Parent/Guardian Signature

This acknowledgment must be signed and returned to the student's Advocacy teacher on or before Tuesday, September 7, 2021.