

JAMES RUTTER MIDDLE SCHOOL



Student and Parent Handbook 2023-2024

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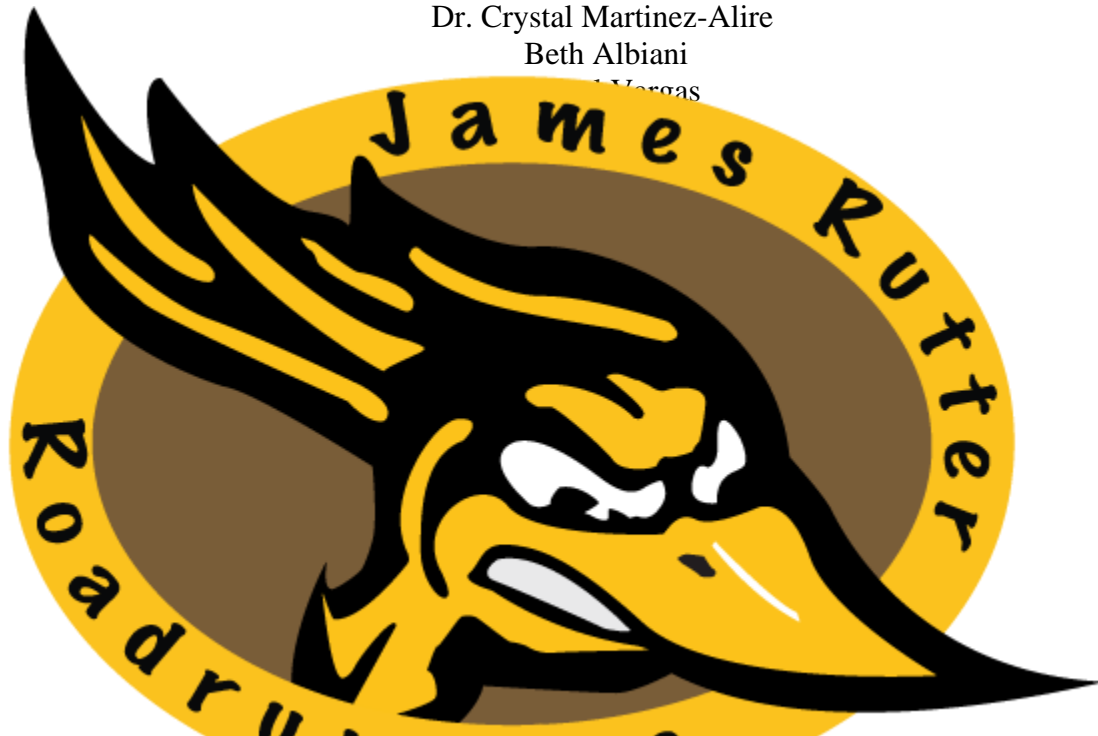
Elk Grove Unified School District Administration

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Elk Grove Unified School District

Board of Education Members

Dr. Crystal Martinez-Alire
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Respectful

To act with respect. To have a sense of the worth or excellence of a person, a personal quality, or ability. **Seeing the value in someone and treating them as you would want to be treated.**

Responsible

Having the ability to make moral decisions. Capable of rational thought or actions and therefore accountable. Being reliable or dependable. **Using your mind and your heart in a way to make the right decisions so you can be trusted.**

Kind

To show sympathy or to give comfort. The quality of being friendly, generous, and considerate. **To think of others and their feelings before acting or “getting what you want”.**

Safe

To act in a way where all feel free of harm or risk, both physically and emotionally. **A place where everyone can try something new or ask a question without the fear of someone making “comments” and a place where no one worries about PHYSICAL or EMOTIONAL HARM.**

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James Rutter Middle School welcomes those with disabilities to participate fully in the programs, services and activities offered to students, parents, guardians, and members of the public. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in any program, service or activity offered to you, please contact Tracy Smothers, School Secretary, at 916.422.3232, at least 48 hours before the scheduled event so that we may make every reasonable effort to accommodate you. [Government Code Section 54953.2; Americans with Disabilities Act of 1990, Section 202 (42 U.S.C. Section 12132).]

Elk Grove Unified School District Mission

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

Elk Grove Unified School District Core Values

- Outcomes for students
 - Achievement of core academic skills
 - Confident, effective thinkers and problem solvers
 - Ethical participants in society
- Commitments about how we operate as an organization
 - Supporting continuous improvement of instruction
 - Building strong relationships
 - Finding solutions
- High expectations for learning for ALL students and staff
 - Instructional Excellence
 - Safe, peaceful, and healthy environment
 - Enriched learning atmosphere
 - Collaboration with diverse communities and families

❖ James Rutter Middle School Vision

James Rutter Middle School students and staff are Respectful, Responsible, Kind and Safe. Our school celebrates creativity and diverse cultures, and stakeholders are invested and take pride in our community. At our school, students are cared for, feel safe, and have a desire to attend. We continually work towards achieving excellence and we have a collaborative, motivating, and engaging environment dedicated to the success of all students.

DAILY OPERATIONS

Regular & Advisory Day Office Hours: 8:00 a.m. – 4:00 p.m.
End of Term Minimum Day Office Hours: 8:00 a.m. – 1:30 p.m.

Early Arrivals

The campus is open to students at 8:00 a.m. on school days. Students should not arrive to school before that time. Students may not enter the school grounds until campus supervisors arrive. Only those students enrolled in extended day classes, before or after school, are allowed on campus during non-school hours. Students found on campus without a valid reason are subject to disciplinary action.

Breakfast and Lunch Programs

JRMS operates a full-service cafeteria that serves free breakfast and lunch daily to all students. Students must present their student identification card to obtain cafeteria meals. Breakfast is served in the cafeteria beginning at 8:00 a.m. on all school days. Students arriving after 8:25 a.m. will not be served breakfast. Our student store also offers snack items and drinks during lunch, available at reasonable prices. All food during breakfast and lunch must be eaten in the cafeteria to avoid food mess and trash around campus.

Daily Bell Schedules

See Appendix A

Attendance

On the rare occasion that a student cannot be at school, the office staff must be notified by the parent/guardian of the student of their absence. Parents/Guardians may call the office, come into the office, or send in a written note with the student upon their return. Notes should be taken to the office before school, during lunch, or after school. Attendance records will be updated accordingly.

California law permits the excuse of an absence for the following reasons:

- Illness (may require doctor's note)
- Medical Quarantine, as directed by the health officer
- Medical, dental, or eye services rendered (may require doctor's note)
- Attendance at the funeral of an immediate family member to the extent of only one day, if services in California, and no more than three days outside of California.
- Exclusion for medical reasons (not to exceed 5 school days)
- Personal court appearance (requires verification)
- Observance of a religious holiday or ceremony (recommend three days advance notice to school) ●
- Religious retreat (limited to four hours per semester)

If a student must leave school early, a parent/guardian must sign the student out in the office and must show valid identification.

Contacting Students During School Hours

Please attempt to communicate with your child before school with necessary information for the day. If you have an urgent situation, contact the office. A message will be delivered as soon as possible. Do not contact the student via their cell phone, as the class disruption is unacceptable. Students who attempt to use their phone during class time, even to speak to a parent, will face disciplinary action, and may lose cell phone privileges or have their phone confiscated.

Student Attendance Review Board (SARB)

School attendance is important to the success of each child's achievement. When students miss school, valuable learning time is lost. Parent(s)/guardian(s) are required by law to enforce regular attendance of all minors between the ages of six and eighteen. Students with repeated absences or tardies will be referred to the School Attendance Review Board (SARB). SARB reviews student attendance and disruptive behavior. SARB may involve the District Attorney, County Probation Department and County Health and Human Services in a student's case.

School Holidays

September 4, 2023, Labor Day
 November 10, 2023, Veteran's Day
 November 20-24, 2023, Thanksgiving Break
 December 18, 2023 - January 2, 2024, Winter Break
 January 15, 2024, Martin Luther King, Jr. Day
 February 12, 2024, Lincoln's Day
 February 19, 2024, Presidents Day
 March 11-25, 2024, Spring Break

Important Dates:

August 10, 2023, First Day of School
 November 27, 2023, Return from Thanksgiving Break
 January 3, 2024, Return from Winter Break
 March 18, 2024, Return from Spring Break
 May 24, 2024, Last Day of School

Guidelines for Extended Absences Due to Vacations

The Elk Grove Unified School District firmly believes that a strong home and school partnership will help our students achieve in a positive and effective academic environment. To that end, your assistance is critical in ensuring that your child misses as little school as possible. There is great academic value in a student's being present in class, in hearing the lessons and explanations of teachers, and in discussing subjects with other students. While there may be instances when extenuating circumstances require that your child be out of school, please make every effort to plan any family vacations during the summer or holiday breaks.

Because family vacations are defined by California Education Code as unexcused absences, teachers may elect to provide make-up work for the student, although they are not required to do so. **In the event that a student has two or more concurrent weeks of unexcused absences, the student will be involuntarily withdrawn and will need to re-enroll upon return.**

Tardy Policy

All students are expected to be in class ready to work on time. Students who are tardy will be subject to disciplinary action by the teacher and/or school administration. Students at JRMS are allowed a four-minute passing period between classes. Following are consequences for being tardy:

- Students who arrive in the morning after the main gate is closed need to report to the office for a late pass. Students are excused for reasons related to a medical/dental or court appointment and must provide documentation of such upon arrival.
- Students who are tardy to class will first receive a warning. The second tardy will be followed by a phone call to let parents/guardians know that their student was late again. Students with excessive tardies, weekly, will be placed on the "No Activities List" and serve lunch detention for the week assigned. Students may be removed from the list by serving their lunch detentions and being on time the following week of class.

Parents who need to excuse a late arrival due to a medical/dental appointment must provide written verification to the Attendance Office from the physician/dentist.

Student Pass Policy

It is important that campus is quiet and that students are in classrooms during class time. At no time will a student be allowed to be out of class without a pass. In the event that a student is on campus during class time the following appropriate pass is required:

- Students who need to use the restroom will wear the classroom assigned bathroom pass lanyard at all times while out of class.
- All student teacher assistants (T.A.s) or student office assistants will receive an identification badge, which must be worn at all times while out of class or the office during class time. Student T.A.s and office assistants found not wearing their identification badge or abusing the privilege of being allowed out of class or the office during class time are subject to Detention and/or loss of T.A. or assistant privileges.
- Students sent to the office, nurse's office, counseling office, library, or buddy room will be issued a pass by the teacher or staff member. Students must display this pass when questioned by school personnel. Students who fail to provide a pass when asked may be assigned progressive discipline.

Materials Needed Daily

A student cannot get their job done without proper materials and tools on hand every day. Each student is expected to have the following items at school each day:

- Backpack
- P.E. Clothes, athletic shoes and combination lock
- Two-inch three ring binder with dividers
- Pens and pencils
- Lined binder paper
- Colored pencils
- Calculator (inexpensive)
- Textbooks (unless instructed to leave at home)
- Chromebook, fully charged

In the event of financial need for any or all of the above, please speak to your student's vice principal, counselor or office staff member.

Note: Students are recommended to carry the appropriate type of backpack designed to hold all required materials. "Toddler" backpacks, backpacks shaped as stuffed animals, or smaller sizes, are not appropriate.

Physical Education (PE) Clothes & Dress Policy

Students are expected to dress daily for physical education class. JRMS physical education items can be purchased at the student store at lunchtime. Appropriate uniform for physical education class includes the following:

- Shoes – athletic type shoes worn with socks and laces properly tied.
 - T-shirt – gray JRMS PE shirt or plain (no logos) solid gray crew neck (no V-neck).
 - Shorts/sweatpants – black JRMS PE shorts/sweatpants or plain (no logos, stripes or emblems) solid black.
 - Optional for additional warmth
 - Sweatshirt – gray or black JRMS PE uniform or plain (no logos) solid gray or black; must be worn over an appropriate PE t-shirt.
 - Plain black leggings, Under Armor or compression pants; can be worn under shorts/sweatpants
 - Plain gray long-sleeved t-shirt or turtleneck
 - Jackets, coats, sweaters, non-prescription glasses or sunglasses, scarves or excessive jewelry are not allowed in PE.
 - Students are expected to mark the outside of their PE clothes in the space provided with their first and last names.

A student is considered incorrectly dressed and will receive consequences if not wearing clothing which meets the above rules, if wearing school clothes underneath PE clothes, or is wearing non-athletic shoes.

Students are expected to take their PE clothes home every Friday and bring back clean PE clothes each Monday.

PE Loaner Clothing Policy

Loaner PE clothes are available on Mondays and Tuesdays. Students at school without their PE clothes must immediately borrow a loaner t-shirt and/or shorts from PE department staff or designated student assistants. Students must provide their student ID card or school shirt to hold until the loaner clothing is returned. Students who use loaner clothing multiple times during the semester grading period will be asked to meet with a teacher at lunch to make a phone call home. Excessive use of PE loaner clothing will be assigned progressive discipline.

PE Discipline Procedures for Non-Suits

- ◆ Students who do not dress for PE will be expected to participate in their school clothes regardless of the activity

Non-Dresses Non-Dress Consequences

- | | |
|--|--|
| <ul style="list-style-type: none"> ◆ Students who do not dress for PE will be expected to participate in their school clothes regardless of the activity. ◆ Repeated non-dresses will result in a lower citizenship grade. ◆ Student conference with teacher in class | <ul style="list-style-type: none"> ◆ Parent/guardian phone call home ◆ School lunch detention ◆ After school detention ◆ Students may be referred to admin if non-dress continue |
|--|--|

Backpacks

Students are expected to have workbooks, binders, Chromebooks, and writing materials with them at all times. We recommend that a book bag or backpack be used to carry these items to classes and home every day. P.E. lockers are used only for clothing and book storage during PE class. Please make sure backpacks are appropriate for school and are free of offensive material. **Students are not to bring valuable items from home;** backpacks may be required to be put in cubbies during the class period. **The school is NOT responsible for any personal items.** Please leave all valuable items at home. Binders and backpacks must be free from writing; including but not restricted to obscene language, racial slurs, gang symbols.

Chromebooks

Students should bring their school-issued **Chromebook and Charger each day.** Chromebooks are critical to our instructional program. They are very expensive to replace and repair. If the site deems that a student's negligence or vandalism caused by the student has resulted in the need to replace a student's Chromebook (due to loss or damage) more than two times, the student will not be issued a new Chromebook. Instead, they will use a daily loaner. If a student needs a loaner Chromebook for the day, they must have their ID card to check one out from the library. If the loaner is lost or damaged, students will no longer be allowed to check out a loaner. Loaners must be returned at the end of the day in good condition.

Items Not Allowed

Certain items are not allowed at James Rutter because they interfere with the learning environment (E.C. 48900k). Do not bring the items listed below to school. These items will be confiscated if brought to school and held for a parent to pick up. School personnel cannot take the time to investigate lost or stolen items brought to campus that are not allowed on campus. Confiscated items such as illegal substances and alcohol, or items considered dangerous, indecent, or gang related, must be turned over to law enforcement, and will not be returned to a parent or guardian.

Do Not Bring

- ◆ Electronic devices, except for Chromebooks and phones, which must be off and put away during the school day
- ◆ Electronic games (PSP, Nintendo Switch, etc.)
- ◆ Large sums of money
- ◆ Items for sale
- ◆ Electronic cigarettes, Vape or Hookah Pens
- ◆ Coffee/tea drinks, soda, sports/energy drinks
- ◆ Laser pointers
- ◆ Balloons
- ◆ Gambling accessories
- ◆ Dolls or stuffed animals
- ◆ Blankets
- ◆ Drugs, alcohol or illegal substances
- ◆ Lighters, matches
- ◆ Athletic equipment

Food Policy:

No outside food deliveries allowed to campus unless delivered by Parent/Guardian. This includes Door dash, Uber Eats, Grub Hub and Postmates.

Cell Phones

As with any other personal item, students who bring cell phones, earphones, earbuds, air pods, headphones, etc., to school, do so at their own risk. The school staff and administration are NOT responsible for lost or stolen personal items.

Once students enter the main gates of campus in the morning, cell phones need to be off and put away. They are not to be seen or heard throughout the day. All phones, earphones, earbuds, air pods, headphones, etc., must be powered off and put away inside backpacks or other secure places. **Parents who need to contact their child during instructional time for emergency purposes only must call the school office at 916-422-3232. Students who need to contact home during instructional time for emergency purposes only, must obtain a pass from their teacher to use the school office phone.**

Disciplinary action for cell phones use during school hours includes a warning, confiscation, parent phone call, pick up of phone by parent, lunch detention, after school detention, and/or other means of correction. Students may be placed on a "Cell phone Contract" if excessive violations accrue. The use of a "Friends" cell phone or technology may also result in the confiscation of the cell phone and violations for both students.

Note to parents:

Oftentimes, students use cell phones during school hours to send inappropriate images to other students' cell phones, text message friends during class time, or send answers to tests and quizzes to their friends during a test or quiz. Cell phones that ring or vibrate during class disrupt the class. If your child does bring a cell phone to school, please advise them to keep it out of sight (this also avoids the temptation for others to take their phone) and powered off. Many phones are confiscated from friends of the original owner of the phone. In order to ensure your child has ready access to their phone, advise them not to allow other students to borrow their phone.

Nurse

JRMS is provided with a registered nurse who is on campus one day per week. The nurse is responsible for the maintenance of health records, parental contact concerning health problems, and assistance in health teaching as well as vision, hearing, and scoliosis screening. Please contact the nurse if your student has a medical condition that may interfere with daily activities on campus. Please remember to update your student's health record so that staff may contact someone in the event of an emergency or student illness. The Tdap vaccination is required prior to entering the 7th grade. The nurse will contact parents of 7th graders until the updated vaccination card is on file with the school.

Medication

If at any time you are required by your doctor to take medication, either by prescription or non-prescription, while at school, you must provide the following:

1. "Authorization for Administration of Medicine by School Personnel" form signed by a parent and physician.
2. All medication must be provided in the original container from the pharmacist.

No medication is to be brought to the school unless the two above conditions are met. This includes aspirin, Tylenol, antibiotic ointment or any other over-the-counter medications. This is California State law. Once the physician authorization is obtained, please bring the medication and the authorization to the nurse's office. **Note:** Parents may bring medication and personally administer it to their child. Identification must be provided to the office staff before the student is summoned from class.

Lost, Found and Confiscated Items

All clothing found on the campus is placed in the *Lost and Found*. Money, jewelry, or any other articles of value are turned into the office. If you lose an item, check with an office staff person. Students may claim an item with proper identification. If lost items are not claimed within 30 days, they will be given away to charity. Confiscated items not claimed by the end of the school year will be discarded or donated. Confiscated items may require a parent/guardian pickup.

ACADEMIC SUCCESS

How Credits Are Earned Toward Promotion

Students can earn a total of 120 credits for the two years they attend James Rutter Middle School. They can earn 60 total credits during their 7th grade school year and 60 during their 8th grade school year. A break down of the credits earned, per course is provided in the following:

Required Coursework

Grade Level	Course	1 st Quarter	2 nd Quarter	3 rd Quarter	4th Quarter	Total Credits
7th	English	2.5	2.5	2.5	2.5	
	Math	2.5	2.5	2.5	2.5	
	Science	2.5	2.5	2.5	2.5	
	History	2.5	2.5	2.5	2.5	
	PE	2.5	2.5	2.5	2.5	
	Elective	2.5	2.5	2.5	2.5	
	Quarterly totals	15	15	15	15	= 60
8th	English	2.5	2.5	2.5	2.5	
	Math	2.5	2.5	2.5	2.5	
	Science	2.5	2.5	2.5	2.5	
	History	2.5	2.5	2.5	2.5	
	PE	2.5	2.5	2.5	2.5	
	Elective	2.5	2.5	2.5	2.5	
	Quarterly totals	15	15	15	15	= 60
	Total for the year					7th and 8th = 120

A. Students earn 2.5 credits for each quarter class passed. Students in 8th grade must have a minimum of 100 credits to participate in the 8th Grade Promotion Ceremony. Students in the 7th grade with 0-39 credits at the end of the school year will be at risk of not participating in the 8th Grade Promotion Ceremony the next year. Students in the 7th grade with less than 60 credits earned by the end of the school year may attend Summer School to make up credits.

B. It is recommended that credit deficient students attend tutoring, the after-school program and plan to attend summer school. Students who are credit deficient in English and Math will have the opportunity to be enrolled in a credit recovery program. (ENGENUITY) Upon passing their English or Math section, students may earn 2.5 credits for each Quarterly class.

C. The Elk Grove Unified School District recognizes that participation in the middle school promotion ceremony is a privilege for each student. The faculty and staff of James Rutter Middle School encourages and supports student participation in the promotion ceremonies; however, student achievement and good citizenship must be maintained during the eighth-grade year. As a result, standards for participation in the promotion ceremony and 8th grade end-of-year activities have been developed. Please refer to Promotion, 8th Grade Activities and Field Trip Participation Requirements.

Report Cards

Students will receive a report card for each quarter. The report card contains final academic and citizenship grades for that quarter, as well as the previous quarters. The grade point average will be reported, along with comments from your teachers. Report cards will be viewable in ParentVue. See the chart below for mailing dates.

Academic grades are as follows:

Grade of **A**: Superior work in the subject area.

Grade of **B**: Very good work in the subject area.

Grade of **C**: Satisfactory work in the subject area.

Grade of **D**: Below average, unsatisfactory work in the subject area. You may not have the skills necessary to move on to the next grade level. You may be retained.

Grade of **F**: Does not meet minimum standards and is not a passing grade. You may not have the skills necessary to move on to the next grade level. You may be retained.

Citizenship Grades

O – Outstanding

S – Satisfactory

N – Needs Improvement

The citizenship grade is based upon three factors:

1. Student brings materials to class and is ready to work (binder, books, paper, pencil, and pen, etc.). 2. Student is never a class distraction, completes all work, and turns it in to the teacher on time. 3. Student demonstrates responsible, mature, cooperative behavior in class. Removal from class and referrals will negatively affect the citizenship grade.

Quarterly Progress & End of Term Grade Reporting Schedule

Quarter	Progress Report in ParentVue	Report Card in ParentVue
1 st 08/10/23 – 10/06/23	September 15, 2023*	October 13, 2023*
2 nd 10/09/23 – 12/15/23	November 10, 2023	January 5, 2024
3 rd 01/03/24 – 03/08/24	February 9, 2024	March 22, 2024
4 th 03/18/24 – 05/24/24	April 19, 2024	June 3, 2024

*Dates subject to change

Homework and Make-up Work

Homework is expected to be completed every night. If homework is complete, READ. All JRMS students are required to read a minimum of 30 minutes each night. Students who read on their own are generally more successful in school.

Make-up work will be offered for excused absences, upon return to school. Prior notice of absence should be submitted to office staff and teachers whenever possible, so that work will be ready for you when you return. It is the student's responsibility to contact teachers to request make-up work upon return to school. The time period for returning completed work for credit is one day for each day of excused absence.

Awards and Incentive Programs

JRMS hosts a special evening event – “Excellence in Action” – each May to honor students. Honored students will receive an invitation by mail. Following are several awards issued at this event:

- JRMS Academic Excellence Award – award given to 8th grade student with highest overall G.P.A., which includes weighted grades. The designated student(s) is given an individual plaque and their name is added to the perpetual plaque kept on the school campus.
- Presidential Honor Roll Award – award given to 8th grade student(s) who earned 3.5 G.P.A or higher, which includes weighted grades; cumulative for 7th & 8th grades
- Department Awards – awards given to 7th and 8th grade students for academic excellence, most improved and outstanding citizenship, as designated by teachers
- Student Athlete Award – award given to outstanding 7th and 8th grade male and female athlete, as designated by the Athletics Director
- Perfect Attendance – award given to 7th and 8th grade student(s) with perfect attendance (no tardies, early dismissals, or excused late arrivals)
- Nou Lee Citizenship Award – award given to an outstanding 8th grade student in the area of community service to the school and the community, as designated by staff members. ● Leadership Award – award given to an 8th grade student for modeling outstanding leadership on campus, as designated by the Activities Director.
- AVID – awards given to 7th and 8th grade students as designated by teachers
- Leslie Howson Service Award – award given to an 8th grade student who models service to the James Rutter community.

Parent Access to Student Grades

Many teachers post student grades by student number in their classroom. Parents may also obtain access to view their student’s grades, assignments and attendance through Synergy’s ParentVue. An access code is required and must be obtained in person from an office staff person. Parents must show identification, and may only obtain an access code for themselves, not for others in the family. Once access has been granted, go to our school website, click the Synergy link and follow the prompts. James Rutter Middle School’s website address is <http://jrms.egusd.net>.

STUDENT SERVICES

Counselors at JRMS work closely with staff, faculty, administrators, families, and community members to provide a supportive, effective and safe environment in which all students can succeed. Our counseling program provides personal counseling for individuals and groups, academic guidance, and career exploration. Counselors assist students in identifying academic and career goals and in planning courses of study that will lead to the achievement of these goals. Counselors also help train and supervise our conflict managers.

Each student has been assigned a counselor who is available to assist the student and their parents throughout the school year. Counselors also work in classrooms periodically, to present students with different types of information which supports ongoing academic and social development.

If students would like to schedule an appointment with the counselor for a non-urgent matter, or for information about programs and credits, they may fill out a Google form “Requesting to see their Counselor.” The students’ counselor will schedule an appointment and send a pass for the student. If it is an emergency, inform any member of the office staff in person. Students can also access their counselor during lunch periods when the counselors are out monitoring lunches. If the parent/guardian would like to speak with the counselor, please contact the school office at 916.422.3232.

How To Address Problems In A Class: Student

Most students do well in most of their classes, but if you have a problem in a class, you should do these things:

1. Ask yourself what things can I do to help myself? Would it be helpful to listen more, spend more time on homework, or ask my teacher to change my seat?
2. Speak with the teacher or write the teacher a note. Tell the teacher it’s too hard or too easy or that you’re having trouble. Try to make your comments as specific as possible.
3. Speak with your parents. Have ongoing conversations with your parents about how you’re doing in school.
4. It is important that you also make an appointment with your counselor. Often your counselor can help you see another way to be more successful in your class. It’s always a good idea to have a conference with your counselor or teacher to talk about what help you need and what you can be doing to help yourself.
5. Your vice principal is here to help, too. If you have tried the previous suggestions and still find yourself struggling, contact your vice principal before or after school, or during lunch.

How To Address Problems In A Class: Parent

Most concerns about student progress in class, or issues with teachers can be solved with positive communication. Following are some of the ways to attempt resolution:

1. Speak with the teacher, write the teacher a note, or send an email. Teacher email addresses can be found on the school website: <http://jrms.egusd.net>. Email addresses are also available through Synergy mail. Parents can also check assignments and grades from ParentVue in Synergy. If your child is struggling in a particular class, begin a dialogue with the teacher. This will allow you both to discuss ways to help your child be successful. Try to make your comments as specific as possible. Working collaboratively with your child's teachers, counselor, and administrator is a powerful way to help ensure your child's success.
2. Talk with your child every day. Ask them to show you what they're working on in class and check their class agenda. The agenda for each class will be posted in the students google classroom and can be found at the top of the ASSIGNMENTS list. Look for the stars. ☆ ☆ . It's a good idea to make yourself available, in a relaxed environment, at some point each day, so your child feels free to bring up any concerns he or she has. Early adolescence (11-15 years of age) may be a confusing time where peers are often more important to children than their parents or teachers.
3. If phone calls, notes, or e-mails are not having a desired result please call your child's teacher or counselor to set up an appointment to discuss your concerns.
4. Remain calm. When events involve our children, it is often difficult to remain calm and find out all the facts before making decisions or taking action. Listen, take notes, and ask questions until you feel confident you fully understand the situation. Then work collaboratively with the staff to design solutions that will help your child be successful.
5. Parents may visit classes with a request 24 hours in advance of visit. Please contact the school office at 916.422.3232.

STUDENT AND PARENT SUPPORT

All Teacher Conferences (ATC)

ATCs are conducted with the goal of clarifying problems and concerns, identifying strategies for improving academic behavior and empowering students to understand their role in their own academic success. An ATC is generally scheduled when a referral is generated by the student's team of teachers. Parents or teachers can request Parent Teacher Conferences with a teacher, administrator and counselor of a particular class in which the student is struggling. Parents may also request an ATC if there are concerns regarding achievement or behavior in two or more of their child's classes. ATCs consist of all the student's current teachers, parent(s), and the student. The meeting is facilitated by the student's counselor. For individual concerns, please address these with the student's teacher via email, Synergy ParentVue, or telephone. To schedule an ATC please call the main office at 916.422.3232. ATCs will not be scheduled after the start of the 4th quarter.

Student Study Team (SST)

Meetings are scheduled when there is a need to review and discuss possible assessment for learning disabilities or behavior support plans (BSP). Prior interventions (such as ATCs, monitoring your child's daily agenda notebook, working closely and regularly with your child's teachers and counselor) must be documented and recorded before moving forward with an SST meeting. An SST uses a systematic problem-solving approach to assist students who are not progressing at a satisfactory rate, clarifies problems and concerns, develops strategies, organizes resources and provides a system for accountability. The SST consists of the parent(s), the student, an administrator, the school psychologist, the student's teachers, and the counselor. To schedule an SST, please speak with the student's counselor at 916.422.3232. SSTs will not be scheduled after the start of the 4th quarter.

A translator can be provided upon request for all parent meetings.

Preparing for High School

Middle school provides a smooth academic and social transition from elementary school to high school. This transition is critical for success in high school. The skills that students develop at JRMS will help them move successfully through high school. In high school students will be challenged by academically rigorous courses, they will be required to complete more homework a night and they will be held responsible for passing all required courses for graduation. At the same time, students will choose from a greater variety of classes and will have the opportunity to participate in a wide range of athletics and clubs. During the spring, students will also have an opportunity to meet with students representing Florin High School's various programs, extracurricular activities, and clubs as well as recruiters for specific programs offered at Florin High School.

Student Wellness

Every child has the right to grow up without being the victim of child abuse. Child abuse can be physical, emotional, or sexual. If you are being abused, or if someone you know is, tell a counselor or adult that you trust.

SPECIAL PROGRAMS

Honors Classes

Honors English Language Arts (ELA) is available to students upon teacher recommendation and/or parent/student request. These courses provide rigorous and challenging curriculum that is enriching for high achieving students. These courses meet district standards for GATE/Honors as well as the grade level English/Language Arts standards. Honors English is available for 7th and 8th grade students.

Math I is available for 8th grade students demonstrating advanced math capabilities in 7th grade. Honors Math 7 is a course recommended for students wishing to prepare for Math I in 8th grade. Both classes follow the curriculum addressed by the California Common Core State Standards.

Honors History is available to 8th grade students through 7th grade teacher recommendation and/or student or parent request. Honors History 7 is available to students who desire a higher level of rigor.

AVID

Advancement Via Individual Determination (AVID) is a successful college preparatory program that helps students develop excellent study skills and effective testing strategies. Successful AVID students have the opportunity to continue on in Florin High School's AVID program. JRMS students will be focusing on specific note taking techniques and participating in weekly tutoring sessions. Students may also tour two college campuses each year. AVID is considered an elective class.

English Learner Support

We offer several classes to support students as they learn the English language: Newcomer's Foundations Class, Inside A, B, or C, English 3D, English Lab and AVID Excel.

Acaletes

Acaletes is an after-school tutoring and enrichment program. The program begins directly after the regular school day and is three hours in duration, Mondays through Fridays, most school days. Please refer to the specific Acaletes schedule provided to Acaletes students for details. A supper is provided. For more information, please ask for an Acaletes application form, which is available in the main office. All school rules apply for students attending Acaletes.

LIBRARY AND TECHNOLOGY USE

Library

The library checks out textbooks to students at the beginning of the year or upon a student's enrollment. Textbooks are a critical part of our instructional program. They are very expensive to replace, and upon checkout, become the responsibility of the student and guardian. **The cost of each textbook or consumable workbook varies and is listed on our school website. Should loss or damage to a textbook occur, please contact the librarian or library technician for assistance.** Teachers may allow students to leave textbooks and/or workbooks in the classroom, but students are still fully responsible for their books. Workbooks and Chromebooks will be brought to school daily, but textbooks checked out will be left at home for home use. A class set of textbooks will be provided for student use at school.

Lost, damaged, or stolen books must be paid for or replaced by the student and/or parent. Any student with unpaid book fines will be restricted from participation in school activities, including promotion ceremonies.

Students are also permitted to check out personal reading books from the library. Students can check out 1 or 2 books at a time and will not be allowed to check out books if they have more than 1 overdue book.

To check out books, students are required to present their ID card. If the ID card is lost, a new one may be purchased in the library for \$4.00. There are no charges for overdue books; however, students may not check out additional library books until their overdue books have been returned. Students with overdue books and/or outstanding library fines will be placed on the No Activities List. Acceptable forms of payment for library fines and items are cash or money order.

Technology

James Rutter Middle School is fortunate to have a modern computer network with access to the internet. We believe that a strong technology curriculum includes responsible use of computers and networks. JRMS has two computer labs open for student and class use. Most classrooms also have a number of computers for student use. Here are some basic guidelines that all students will follow. Please be advised that any unauthorized person who electronically adds, alters, damages, deletes, or destroys any data, including grades, attendance and/or discipline history, or who knowingly allows another person to engage in such conduct, is subject to suspension, expulsion, and arrest. (E.C. 48900 (f), E.C. 48900 (g), and Penal Code 502.)

The Internet: All students will read the terms of internet use in the handbook and fill out and turn in the Application for Educational Use of the INTERNET. If a teacher deems an Internet site inappropriate, the teacher's ruling is final. Continued access to that site will be deemed defiance and appropriate disciplinary action will follow.

Chat Rooms and personal email: Internet chat rooms and social media sites are off limits to students. Unless part of a classroom activity, students may not send personal email, or send personal information across the internet. Students may not access websites unless preapproved by the school. Sending appropriate emails to teachers through Synergy mail is acceptable.

Saving Files: As part of class work students may save files to the school's server in designated student areas. Students need to follow their teacher's direction closely when saving their work. Students should title their files appropriately and should have their name and their teacher's name clearly entered somewhere in their file. Students are not to throw away, move, or access any work that does not belong to them.

Computer "Hacking": Students are not to modify any part of the computer set up or attempt to access through hacking, stolen passwords, etc. any file or program that is not theirs or that they have not been given specific permission to access.

Google Docs: Content of Google Docs must be school appropriate. Be advised that Google Docs saves all user history.

Note: Parents, be sure to check the district website for information on internet safety at www.egusd.net.

STUDENT ACTIVITIES

Student activities are considered a privilege, not a right. These activities are planned to enrich and stimulate the social, emotional, physical, and academic growth of students. All students involved in any student activity that will result in missing any class must have the permission of the classroom teacher in order to participate. Examples of student activities are:

- Lunch Time Activities
- Athletics Events
- ASB – Leadership
- Dances
- Field Trips

Leadership

The student council class is made up of 8th grade students. The students in Leadership have a great deal of responsibility and affects daily campus life. Leadership members make decisions about yearly goals, when activities will be held and how student body money is spent. Leadership members organize and promote dances, assemblies, Spring Carnival, community service projects, and other special activities, as well as sponsor several fundraisers.

Leadership members must maintain a "C" average with no "Us" in citizenship for the entire year. Leadership members must follow the school rules and dress code policy at all times. Truancy, or excessive tardies or absences will result in removal from the class. Any Leadership member who commits a serious violation of school rules, such as fighting, stealing or cheating will be removed. Off campus suspension will also result in removal.

Student Store

The student store, located in the Gym complex, is open on school days during lunch and is owned and operated by JRMS students and staff. All profits will be spent on school activities, as approved by the Associated Student Body (ASB). Items for sale at the student store include P.E. clothes, school supplies, JRMS spirit wear, dance and field trip tickets, yearbooks, as well as snack items. Students must behave appropriately while using the student store (no cutting in line, no purchasing for others and no inappropriate language.) If students misbehave or are disrespectful, the store will be closed.

School ID Cards

Each student is given his/her own identification card during the first week of school. The student ID card should be considered valuable and must be carried at all times. Students will be given a lanyard and will be expected to wear their ID card daily. Students must display their ID card when buying tickets to any school event, at the entrance to all extra-curricular activities, field trips, at the lunch line, at the request of an adult on campus, and when checking out a book at the library. Lost or stolen ID cards may be replaced at the library for \$4.00.

Assemblies and Rallies

Assemblies are planned periodically as special events on the school calendar. Some typical assembly themes include athletics, cultural presentations, and professional speakers. Student attendance is a privilege and may be revoked if grades and behavior are not satisfactory. Special attention to good behavior is expected of all students during assemblies.

Athletics and Eligibility

The goal of the athletics program is to teach and develop physical skills, mental discipline, sportsmanship, and the resilient spirit necessary for successful living for both boys and girls. Currently, after school sports programs are available for basketball, girls' volleyball, boys' volleyball, wrestling, and track and field.

Following are the district requirements and guidelines for participation in athletics.

- 2.0 Grade Point Average – Grade checks will be taken from the last quarter grades for the current school year report card whenever possible. Teacher progress reports will determine eligibility if a current year report card is not yet available.
- Progress Reports – All students who participate in interscholastic sports obtain weekly teacher progress reports in all classes. If at any time their grades fall below 2.0, they will be suspended from team participation until their grades have improved to the standard described in the first section.
- Suspension – Off campus suspension will result in loss of eligibility for the suspension term. On campus suspension eligibility will be at the discretion of the coach and/or the administrator.
- Citizenship – Students who receive more than one unsatisfactory mark on the last quarter report card or latest teacher's progress report will be considered ineligible.

Clubs and Activities

Join a club to meet new people and have some fun! In early September, of each year, club sign-ups will occur. An announcement for exact dates will be made during the Daily Bulletin. Students are also encouraged to attend the first meeting of any club, to see if they are interested. If there are academic deficiencies or behavior issues, students may be removed from participation in club activities.

James Rutter Middle School has many active clubs, such as: Club Live, Mathletes, Jr. Youth Empowerment, Latino Success, Asian Club, and Gamer's Club. Come share the excitement. Any student who would like to start a new club should contact the activities director.

Dances

Dances are considered a privilege at JRMS. Students may purchase tickets if they are not listed on the No Activities List. Students must follow directions from school personnel at all dances. Students who are dancing in a manner or style not appropriate for middle school will be asked to leave and must call home to ask a parent to pick them up. Students who leave a dance without school personnel permission will be subject to disciplinary action. Students not picked up within fifteen (15) minutes of the end of the dance may not be allowed to attend the next dance. The doors for after school dances will close at 3:45 p.m. Students will not be admitted to the dance after these times.

Field Trips

- Students are responsible for making up any class work that is missed. Students must obtain permission in writing from each of their teachers.
- Students who behave inappropriately or leave the group during a field trip will not be allowed to participate in any future trips and may also face disciplinary action.
- Students must be picked up within 15 minutes of the return time, if return is after school, or they may lose the privilege of future school activities.

Note: Students must follow dress code guidelines on all field trips. Students must have a signed parent permission slip to participate in any school-sponsored field trip. This applies to field trips held during the school day, before or after school, and weekends.

Payment Procedures

Students can pay for the yearbook, P.E. clothes, spirit wear, and field trips at the student store before school, during lunch time, and after school when the student store is open. Cash or money orders only are allowed.

PROMOTION, 8TH GRADE ACTIVITIES AND FIELD TRIP PARTICIPATION REQUIREMENTS

Credit and Promotion Information

Students earn 2.5 credits for each quarter class passed. Students in 8th grade must have a minimum of 100 credits to participate in the 8th Grade Promotion Ceremony. Students in the 7th grade with 0-39 credits at the end of the school year will be at risk of not participating in the 8th Grade Promotion Ceremony the next year. Students in the 7th grade with less than 60 credits earned by the end of the school year may attend Summer School to make up credits.

The Elk Grove Unified School District recognizes that participation in the middle school promotion ceremony is a privilege for each student. The faculty and staff of James Rutter Middle School encourages and supports student participation in the promotion ceremony; however, student achievement and good citizenship must be maintained during the eighth-grade year. As a result, standards for participation in the promotion ceremony and 8th grade end-of-year activities have been developed.

Provisions

Adjustments to the required minimum of credits for academic promotion may be made for the following reasons:

- Students transferring to James Rutter Middle School from another 7th-8th grade school
- Students placed on a minimum day schedule or alternative program such as ISP
- Acaletes credits which may not be reported until the 4th quarter with counselor and administrator approval

Alternative Programs

Students in alternative programs such as home schooling, ISP and Home & Hospital tutoring are not eligible to participate in the promotion ceremony or any of the 8th grade end-of-year field trips or activities.

Suspensions

An eighth-grade student who has received a second home suspension during the 4th quarter will not be eligible to participate in the promotion ceremony. 8th grade students who receive an extended suspension or commit an expellable offense during the 4th quarter will not participate in the promotion ceremony. An 8th grade student may not attend the promotion ceremony while under home suspension, even if the home suspension is the first home suspension for the student.

Lost, Stolen or Damaged Books

Students whose library books have been lost or stolen, or are overdue, or whose classroom textbooks have been lost or stolen, or students who owe fines for damages will be ineligible to participate in any 8th grade end of year activity or field trip. Payment for lost or stolen books, or fines for damages should be directed to the school librarian. Cash or money orders are the acceptable method of payment.

Appropriate Attire

The 8th grade promotion ceremony is to be an enjoyable, memorable occasion for the students and their families. Appropriate attire is required for this occasion and students who wear inappropriate attire will not be allowed to participate in the ceremony. The promotion ceremony is not considered a formal event, such as a high school prom. An example of appropriate attire for boys is dress pants and a collared shirt. An appropriate example for girls is dress pants, a dress or skirt that adheres to JRMS & EGUSD dress code policy.

8th Grade 4th Quarter Activities

Eligibility for all 4th quarter activities, excluding the promotion ceremony, will be based on:

- the progress report and term report card, with consideration for both grades and citizenship
- suspensions
- fines owed

The promotion ceremony eligibility will be based on 100+ credits, the No Activities List, 4th quarter grades and citizenship.

JRMS CODE OF CONDUCT

JRMS Essential Rules

1. Be Respectful, Responsible, Safe and Kind at all times.
2. Follow the District and School Behavior and Dress Code Policies every day.
3. Use appropriate language (no profanity) and refrain from shouting or using loud voices.
4. Do not be a part of rumors on campus or online, bullying, fights, instigating, participating, or being around any negative behaviors.
5. Walk at all times for your safety and the safety of others.
6. Turn off and put away all electronics and accessories when entering campus.
7. Keep your personal belongings in a secure location at all times.
8. Do not use social media to spread rumors or create tension on campus. All social media posts are public and may be used during an investigation.
9. DO NOT take photos of students, staff or any personnel without permission. Cell phones are prohibited in all bathrooms and locker rooms.

JRMS Classroom Expectations

1. Attend class every day, on time.
2. Take care of your restroom needs before class starts.
3. Enter and exit the classroom quietly.
4. Be in class and ready to work when the bell rings.
5. Be respectful and polite while getting the teacher's attention and patiently wait for the teacher to respond to you.
6. Come prepared with class materials and be ready to learn. Bring your backpack, Chromebook, and charger
7. Complete all absent or missing work.
8. Phones, headphones, earbuds and all personal electronics should be powered off and in your backpack.

JRMS Lunch Expectations

1. Stay in the designated lunch area. Do not enter the blacktop area or grass fields without supervision.
2. Wait your turn in the lunch lines or at student stores.
3. Eat only at cafeteria tables. Food should not be brought out to the black top, outside stage or Quad areas.
4. Throw away all paper, wrappers, and food trash into a trash can. Leave the tables, floor, and eating areas in a clean condition for others.

JRMS Hallway Expectations

1. Be sure to walk at all times
2. Walk directly to your intended destinations/classroom.
3. Use appropriate language, kind words and kind actions in the hallways
4. Phones, headphones, earbuds and all personal electronics should be powered off and in your backpack.

RESPECTFUL, RESPONSIBLE, KIND AND SAFE

Manners and Respect

Students are expected to treat adults and students courteously and respectfully at all times. Try to use these basic communication rules:

- I will be a responsible member of this community.
- I will accept my peers for who they are and appreciate their differences.
- I will treat others with kindness, compassion, and courtesy.
- I will leave each place I visit in better conditions than I found it.
- I will use my mind to think critically, logically, and creatively to generate ideas and solve problems. ● I will value my education and the education of others by not distracting myself or others from their education.
- I will choose to do the right thing even when it is difficult to do.

Safety Procedures in Our Neighborhood

Students are encouraged to refer to these safety tips:

- Always be aware of strangers in cars or standing around in the community as you walk to and from school.
- Avoid anyone who looks or acts suspicious.
- Walk in groups of two (2) or more if at all possible.
- If you feel threatened or afraid, go to the nearest house and knock or ring the doorbell. ● Report any suspicious behavior to your parent, school staff, or through the EGUSD incident reporting system located on the JRMS website.

Transportation Safety Contract

For the safety of all students and others on campus, the following will be strictly enforced while on campus. Repeated violations may result in loss of bicycle, scooter and/or skateboard privileges on campus.

Bicycles, Skateboards and Scooters on Campus

Students may lock bicycles, skateboards and scooters in the enclosed bike rack upon arrival to school. The school is not responsible for bicycles, skateboards or scooters on campus.

Bicycle Riders, Scooter Riders and Skateboarders Shall:

- Ride on the right side of the road using the bike lane.
- Stop at all stop signs and obey red lights just as cars do.
- Slow down and check for traffic at all corners.
- Walk bikes/skateboards at all crosswalks.
- Use bike lanes or designated bike routes whenever possible, not the sidewalk.
- Walk their bike/skateboard while entering or leaving campus.
- Provide their own lock and chain for securing their bike in the designated area.
- Wear a helmet which is properly fitted and fastened at all times.

Helmet Law (Vehicle Code § 21212): (a) A person under 18 years of age shall not operate a bicycle, a non-motorized scooter, or a skateboard, nor shall they wear in-line or roller skates, nor ride upon a bicycle, a non-motorized scooter, or a skateboard as a passenger, upon a street, bikeway, as defined in Section 890.4 of the Streets and Highways Code, or any other public bicycle path or trail unless that person is wearing a properly fitted and fastened bicycle helmet that meets the standards of either the American Society for Testing and Materials (ASTM) or the United States Consumer Product Safety Commission (CPSC), or standards subsequently established by those entities. This requirement also applies to a person who rides upon a bicycle while in a restraining seat that is attached to the bicycle or in a trailer towed by the bicycle.

Walkers Shall:

- Use the sidewalks or other areas designated for pedestrians.
- Always cross the street at designated crosswalks.
- Stop and check for traffic in both directions when crossing streets or leaving the curb.
- Stay off busy streets whenever possible.

All students must exit campus within 20 minutes of the end of the school day and/or the conclusion of their school sponsored activity.

Campus Supervisors

Our campus supervisors are on the campus grounds before school, after school, during lunches and between classes. Campus supervisors help to ensure safety at JRMS. Campus supervisors are staff members whose directions must be followed by all students. If you need help finding a class, just need someone to talk to, or need to report a problem on campus, a campus supervisor is available to help.

Failure to follow the JRMS Code of Conduct or the district's and school's behavior and dress code policies will result in disciplinary consequences which may include lunch detention, after school detention, home suspension, or recommendation for expulsion.

BEHAVIOR AND DISCIPLINE INFORMATION

After School Detention Schedule

Tuesday and Thursday, 3:10 – 4:00 p.m.

As a parent, **you are the best person to set rules and consequences for your children.** Society has set rules, as well. This section outlines those rules. Parents can impact their children's discipline at home **and at school. Studies prove that children whose parents are involved in their education perform better in school.** That is why we encourage parents to be active with their children at all grade levels. We encourage parents to work with their school parent group, volunteer in the classroom and to be active with their children's learning at home.

Behavior and Discipline Information

All rules and regulations contained in the Elk Grove Unified School District Education Codes Related to Discipline for students and parents as well as the California Education Code and California Penal Code are enforced at James Rutter Middle School. Copies of these regulations are available at the back of this handbook and are reviewed with all students throughout the school year.

Positive Behavior Intervention Strategies (PBIS)

PBIS is a proactive, collaborative, instructional approach to prepare students to be contributing members of their community. By teaching, modeling and reinforcing the school's motto of the 4B's, (Respectful, Responsible, Safe and Kind) students will be prepared to learn, achieve and contribute to their school, family and community. The aim of PBIS is to create a school environment where students and staff feel safe, respected and ready to learn. The first goal is to recognize and value our JRMS students for being hard working, responsible, and respectful. To support this goal, an incentive-based system has been implemented to reward students modeling good behavior.

Definitions of Disciplinary Consequences

The following is a list of consequences with an explanation for each.

Campus Beautification: Campus beautification is intended to be a positive reinforcement to increase pride of ownership of the campus. Students will be designated different tasks after school or during lunch to improve the overall image of the campus.

After School Detention: Administrators, teachers and all other school personnel may assign After School Detention with parent notification, for student's failure to follow school rules. Transportation must be arranged by the student and parent. A parent or guardian may reschedule their student's After School Detention one time by contacting the school office at 916.422.3232, no later than 3:00 p.m. on the date of the scheduled detention. Failure to attend an assigned After School Detention will result in the student being placed on the No Activities List until the detention is served. Students who arrive late to the detention room will not be allowed to enter and will be rescheduled.

Lunch Detention: Lunch detention is served with a staff member during lunch time. Failure to serve lunch detention will result in being placed on the "No Activities" List until the detention is served.

Buddy Room: Teachers may send a student to another teacher's classroom to sit quietly and complete work if the student appears to be having a difficult time staying on task and/or is distracting others. This consequence may be used in lieu of more strict consequences, such as behavior referrals, assignment to the Restorative Practices Center, or administrative referrals.

Class Suspension: A class suspension is the removal from a class period for the day of an incident and the following day. This is assigned by the teacher for an Education Code violation. The teacher will contact the parent regarding the incident. The student will be allowed back to class following the one- or two-day class suspension. An administrator will review the incident with the student and teacher.

Suspension: Students who have committed a serious offense which violates Education Code may be assigned home suspension. The student will not be allowed on or about the campus until the suspension has expired. A Vice Principal will contact the parent or guardian on the day of the incident. A reentry conference with the student and Vice Principal is required upon return to school. Suspensions vary from one to five days in length, depending on the violation. Please refer to the Ed Code table in this handbook for more information.

Expulsion: If a student has violated the Education Code related to behavior, the school may move to expel that student from the Elk Grove Unified School District. If a student is expelled from school, he/she may not return to the school district for the remainder of the semester or the semester following or for the full calendar year.

JRMS AND EGUSD DRESS CODE

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

The purpose of a dress and grooming code is to facilitate education, not to inhibit any person's taste in attire or appearance. Students should be clean and neatly dressed in a manner that will be appropriate to the school setting, not hazardous to the health and safety of the students, and not disruptive or distracting from the educational program of the school.

Clothing, jewelry and body markings must be free of writing, pictures, any insignia which appears to be crude, vulgar, profane, sexually suggestive, or which advocate racial, ethnic, religious prejudice, use of drugs, alcohol, or gangs. Belts, belt buckles, drawings, and/or offensive personalized writing on any clothing or backpack is prohibited. Belts must be fastened appropriately at the waist.

Specifically, the students at JRMS are expected to abide by the following dress code:

Pajamas are not acceptable attire for school (except for designated spirit days).

Pants, Shorts, Skirts:

- No undergarments showing.
- No holes, rips or frays higher than mid-thigh. Leggings under ripped pants are encouraged. ● No sagging pants are permitted. Pants and bib overalls are to be properly fastened. ● Belts must be worn around the waist.
- Shorts, skirts and dresses must not be shorter than mid-thigh.

Tops:

- Clothing shall sufficiently conceal undergarments at all times.
- No bare midriffs or crop tops
- 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

Footwear:

- Shoes must be worn at all times.
- Crocs may be worn, but they must have a strap on the back heel.
- Bedroom slippers and flip flops are not permitted.

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 JRMS, 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 must be observed:

- Approved PPE masks covering the mouth and nose are allowed.
- Grooming items such as hair rollers, shower caps, etc., are not allowed.
- Hoods and hats worn indoors are up to the staff member's discretion.

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 be provided with an item for students to use, may have inappropriate items confiscated, or in the case of repeated violations, may be subject to progressive disciplinary consequences.

ELK GROVE UNIFIED SCHOOL DISTRICT DISCIPLINE POLICY

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. (This includes the door-to-door policy, which defines after school as the time between leaving school and arriving home.)
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]

Please refer to the EGUSD Parent and Student Handbook for more information. Please read the charts on the following pages for Education Codes related to discipline.

48900(a)(1)

CAUSING PHYSICAL INJURY

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

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

48900(a)(2)

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

48900 (b)

WEAPONS AND DANGEROUS OBJECTS

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

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

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

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

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

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

48900 (c)

UNLAWFUL POSSESSION OF CONTROLLED SUBSTANCE

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

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

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

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

48900(d)

SALE OF "LOOK-ALIKE" CONTROLLED SUBSTANCE OR ALCOHOL

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

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

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

48900(e)

ROBBERY OR EXTORTION

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

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

48900(f)

DAMAGE TO PROPERTY

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

<p>FIRST INTERVENTION/ CONSEQUENCE</p>	<p>SECOND INTERVENTION/ CONSEQUENCE</p>	<p>THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE</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 • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Suspension only permitted on “first offense” if student’s presence causes a danger to persons. In such instances, 1–3-day suspension. • <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.</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 • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 2–4-day suspension • <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i> 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student’s past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 3–5-day suspension • Possible consideration for a Recommendation of Expulsion

48900(g)

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

48900(h)

TOBACCO OR NICOTINE PRODUCTS

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

<p>FIRST INTERVENTION/ CONSEQUENCE</p>	<p>SECOND INTERVENTION/ CONSEQUENCE</p>	<p>THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE</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 • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Suspension 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.</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 • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • 2–4-day suspension • <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i> 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student’s past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • 3–5-day suspension • Possible consideration for a Recommendation of Expulsion

48900(i)

OBSCENE ACTS

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

<p>FIRST INTERVENTION/ CONSEQUENCE</p>	<p>SECOND INTERVENTION/ CONSEQUENCE</p>	<p>THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE</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 • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Suspension only permitted on “first offense” if student’s presence causes a danger to persons. In such instances, 1–3-day suspension. • <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.</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 • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 2–4-day suspension • <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i> 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student’s past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 3–5-day suspension • Possible consideration for a Recommendation of Expulsion

48900(j)

DRUG PARAPHERNALIA

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

<p>FIRST INTERVENTION/ CONSEQUENCE</p>	<p>SECOND INTERVENTION/ CONSEQUENCE</p>	<p>THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE</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 • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Suspension 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.</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 • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • 2–4-day suspension • <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i> 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed Code 48900.5) • Contact family/guardian • Review student’s past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • 3–5-day suspension • Possible consideration for a Recommendation of Expulsion

48900(k)

DISRUPTION OF SCHOOL ACTIVITIES

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

NOTE:

- School districts cannot suspend students in kindergarten through grade 8 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 9 to 12, school districts cannot suspend them for disruption or willful defiance if it is their first offense; and
- Teachers are permitted to suspend any student, regardless of grade, from their classroom for disruption or willful defiance, whether it's a student's first offense or not.

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

48900(I)

POSSESSION OF STOLEN PROPERTY

Knowingly received stolen school property or private **property**.

<p>FIRST INTERVENTION/ CONSEQUENCE</p>	<p>SECOND INTERVENTION/ CONSEQUENCE</p>	<p>THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE</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 • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Suspension only permitted on “First offense” • If student’s presence causes a danger to persons. In such instances, 1–3-day suspension. • <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.</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 • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • 1–4-day suspension • <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i> 	<p>Mandatory actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student’s past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 3–5-day suspension • Possible consideration for a Recommendation of Expulsion

48900(m)

IMITATION FIREARM

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

<p>FIRST INTERVENTION/ CONSEQUENCE</p>	<p>SECOND INTERVENTION/ CONSEQUENCE</p>	<p>THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE</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 • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Suspension only permitted on “first offense” if student’s presence causes a danger to persons. In such instances, 1–3-day suspension. • <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.</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 • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notification to law enforcement (Refer to AR 5144.3 and 5145.11) • 2–4-day suspension • <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i> 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student’s past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 3–5-day suspension • Possible consideration for a Recommendation of Expulsion

48900(n)

SEXUAL ASSAULT OR SEXUAL BATTERY

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

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

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

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

48900(0)

HARASSMENT OF A STUDENT WITNESS

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

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry. • Review past alternative means of correction • (Ed. Code 48900.5) • Contact family/guardian • Review student’s past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • Suspension only permitted on “First offense” • If student’s presence causes a danger • to 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.</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 • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • 2–4-day suspension • <i>Depending on the severity of the incident, as well as, pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i> 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student’s past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • 3–5-day suspension • Possible consideration for a Recommendation of Expulsion

48900(p)

PRESCRIPTION DRUG SOMA

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

<p>FIRST INTERVENTION/ CONSEQUENCE</p>	<p>SECOND INTERVENTION/ CONSEQUENCE</p>	<p>THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE</p>
<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Confiscate substance • Notify law enforcement within 1 school day (EC 48902) • Collect statements from other witnesses • Provide corrective feedback: de escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Follow CA Education Code Requirements for controlled substances • Contact family/guardian • Review student’s past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended • Contact Director or SSHS <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notification to law enforcement (Refer to AR 5144.3 and 5145.11) • Suspension 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.</i> 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Confiscate substance • Notify law enforcement within 1 school day (EC 48902) • Collect statements from other witnesses • Provide corrective feedback: de escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Follow CA Education Code Requirements for controlled substances • Contact family/guardian • Review student’s past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended • Contact Director or SSHS <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify 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.</i> 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Confiscate substance • Notify law enforcement within 1 school day (EC 48902) • Collect statements from other witnesses • Provide corrective feedback: de escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Follow CA Education Code Requirements for controlled substances • Contact family/guardian • Review student’s past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended • Contact Director or SSHS <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 3 – 5-day suspension • Possible consideration for a Recommendation of Expulsion

48900(q)**HAZING**

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

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • <p>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</p> <ul style="list-style-type: none"> • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student’s past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports. • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • Suspension only permitted on “first offense” if student’s presence causes a danger to 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.</i> 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • <p>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</p> <ul style="list-style-type: none"> • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student’s past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 2–4-day suspension • <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i> 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • <p>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</p> <ul style="list-style-type: none"> • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student’s past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 3–5-day suspension • Possible consideration for a Recommendation of Expulsion

48900(r)

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

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

48900(r)

BULLYING

Engaged in the act of **bullying**.

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

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • <p>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</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) <ul style="list-style-type: none"> • Referral to school counselor, school psychologist, social work, child welfare attendance personnel, or other school support personnel for case management and counseling. • • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Suspension only permitted on “first offense” if student’s presence causes a danger to persons. In such instances, 1–3-day suspension. • <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> <p><i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i></p>	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • <p>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</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) <ul style="list-style-type: none"> • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 2–4-day suspension • <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i> 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • <p>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</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) <ul style="list-style-type: none"> • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 3–5-day suspension • Possible consideration for a Recommendation of Expulsion

48900(s)**AIDED OR ABETTED TO INFLICT PHYSICAL INJURY**

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

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

48900(.2)

SEXUAL HARASSMENT

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

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

<p align="center">FIRST INTERVENTION/ CONSEQUENCE</p>	<p align="center">SECOND INTERVENTION/ CONSEQUENCE</p>	<p align="center">THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE</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 • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1–3-day suspension. • <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.</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 • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 2–4-day suspension (4th thru 12th grades) • <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i> 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • File CPS Report • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 3–5-day suspension (4th thru 12th grades) • Possible consideration for a Recommendation of Expulsion

48900(.2)

HATE VIOLENCE

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

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

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

48900(.4)

HARASSMENT, THREATS OR INTIMIDATION

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

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

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

<p>FIRST INTERVENTION/ CONSEQUENCE</p>	<p>SECOND INTERVENTION/ CONSEQUENCE</p>	<p>THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE</p>
<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • <p>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</p> <ul style="list-style-type: none"> • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student’s past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Suspension only permitted on “first offense” if student’s presence causes a danger to persons. In such instances, 1–3-day suspension. • <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.</i> 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • <p>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</p> <ul style="list-style-type: none"> • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student’s past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 2–4-day suspension • <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i> 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • <p>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</p> <ul style="list-style-type: none"> • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student’s past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 3–5-day suspension • Possible consideration for a Recommendation of Expulsion

48900(.7)

TERRORISTIC THREATS

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

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

<p align="center">FIRST INTERVENTION/ CONSEQUENCE</p>	<p align="center">SECOND INTERVENTION/ CONSEQUENCE</p>	<p align="center">THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE</p>
<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • <p>Notify law enforcement (refer to AR 5144.3 and 5145.11)</p> <ul style="list-style-type: none"> • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student’s past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers • for outside services/supports • Suspension 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.</i> 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • <p>Notify law enforcement (refer to AR 5144.3 and 5145.11)</p> <ul style="list-style-type: none"> • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student’s past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • 2–4-day suspension • <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i> 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • <p>Notify law enforcement (refer to AR 5144.3 and 5145.11)</p> <ul style="list-style-type: none"> • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student’s past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • 3–5-day suspension • Possible consideration for a Recommendation of Expulsion

48915

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

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



James Rutter Middle School Bell Schedule 2023-2024

Regular Day

Period	Minutes	Class Times	Period	Minutes	Class Times
1	59	8:30 - 9:29 am	1	59	8:30 - 9:29 am
2	56	9:33 - 10:29 am	2	56	9:33 - 10:29 am
Break	6	10:29 - 10:35 am	Break	6	10:29 - 10:35 am
3	56	10:39 - 11:35 am	3	56	10:39 - 11:35 am
Lunch	30	11:35 am - 12:05 pm	4*	56	11:39 am - 12:35 pm
4*	56	12:09 - 1:05 pm	Lunch	30	12:35 - 1:05 pm
5	56	1:09 - 2:05 pm	5	56	1:09 - 2:05 pm
6	56	2:09 - 3:05 pm	6	56	2:09 - 3:05 pm

Advisory

Wednesdays

Period	Minutes	Class Times	Period	Minutes	Class Times
1	49	8:30 - 9:19 am	1	49	8:30 - 9:19 am
Advisory	30	9:19 - 9:49 am	Advisory	30	9:19 - 9:49 am
Break	6	9:49 - 9:55 am	Break	6	9:49 - 9:55 am
2	40	9:59 - 10:39 am	2	40	9:59 - 10:39 am
3	40	10:43 - 11:23 am	3	40	10:43 - 11:23 am
Lunch	30	11:23 - 11:53 am	4*	40	11:27 am - 12:07 pm
4*	40	11:57 am - 12:37 pm	Lunch	30	12:07 - 12:37 pm
5	40	12:41 - 1:21 pm	5	40	12:41 - 1:21 pm
6	40	1:25 - 2:05pm	6	40	1:25 - 2:05pm

Early Release Day

Period	Minutes	Class Times	Period	Minutes	Class Times
1	39	8:30 - 9:09 am	1	39	8:30 - 9:09 am
2	37	9:13 - 9:50 am	2	37	9:13 - 9:50 am
Break	6	9:50 - 9:56 am	Break	6	9:50 - 9:56 am
3	37	10:00 - 10:37 am	3	37	10:00 - 10:37 am
4	37	10:41 - 11:18 am	4	37	10:41 - 11:18 am
Lunch	30	11:18 - 11:48 am	5*	37	11:22 - 11:59 am
5*	37	11:52 am - 12:29 pm	Lunch	30	11:59 am - 12:29 pm
6	37	12:33 - 1:10 pm	6	37	12:33 - 1:10 pm

JAMES RUTTER MIDDLE SCHOOL



Student/Parent Handbook 2023-2024 Parent Acknowledgement

Dear Parent/Guardian:

In accordance with Section 35291 of the Education Code, the District will notify parents/guardians of the District's regulations concerning student discipline and will be available upon request at the principal's office in any district school. The principal of each school shall ensure that every pupil enrolled will be advised of all the regulations of the District and of the school, related to student discipline at the beginning of each school year, or upon enrollment.

Students at James Rutter Middle School have been each issued this handbook and have received information contained within. To reinforce the information contained, and for your clarification of all school rules, policies and procedures, please read the attached handbook, and sign and return this acknowledgement.

Please Print:

Student Name

Student ID#

First Period Teacher

I have read and understand the James Rutter Middle School Student/Parent Handbook, which includes the Title I Parent Involvement Policy, School-Parent Compact, attendance policy, daily operations information, discipline program, drug and alcohol rules, campus safety practices and academic requirements.

Parent Name (please print)

Parent Signature

Date