

Sheldon High School



Student Handbook
2023-2024

ELK GROVE UNIFIED SCHOOL DISTRICT

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SHELDON HIGH SCHOOL PRINCIPAL'S MESSAGE

Welcome Back!!!

What an exciting year ahead! The 2023-2024 school year is starting off with 2481+ students. ASB, Sheldon Parent Advisory Council, and Sheldon staff are planning activities to make the year memorable and the school year is off to a great beginning. Countless hours of hard work, planning, and effort during July and August are necessary to have a great start to the new school year.

On behalf of the staff and student body, I welcome the ***Husky Class of 2027!*** I encourage every one of the 612+ incoming freshmen to take advantage of the clubs, programs, and activities offered during the next four years. Remember, the only limits are those every student place on themselves. ***Get involved!***

The ***Senior Class of 2024*** has already taken a leadership role in planning next year's events, setting a positive tone, and providing leadership to our incoming Class of 2026. Goals are in place, and working together we can, and will, make this a memorable year.

Each year, I challenge parents to establish goals for their student's academic, career, and personal growth. Take the time to set reasonable but challenging expectations for the next school year; every student can be rewarded with success and a sense of achievement in meeting expectations.

We will continue our intervention period called "Pack Time". Pack Time will occur every Wednesday, between the 1st and 2nd periods for 35 minutes. All grade levels will have a "Pack" with a credentialed teacher and all students are required to attend. Packs will be organized by grade level and the goal is to give students a resource to assist in the areas of academics and mental health. Students will also complete surveys, complete class registration, and other school business.

Please take the time to read through this edition of the Sheldon Student Handbook. You may wish to highlight many of the important dates and events that are listed on the back page of this handbook. It will prove to be an excellent guide to parents and students throughout the year.

Another excellent source of information is our website www.sheldonhuskies.com, ParentVUE, and Sheldon High School's Newsletter, which can be found on that website. Please frequent the website often for up-to-date information.

I must once again give thanks to the hundreds, and I mean hundreds, of parents who have worked countless hours with the Sheldon staff in developing our programs, positive school environment, parent involvement, and in the establishment of common goals and clear expectations for all students. Special thanks to Venessa Ibarra, Sheldon High School's Parent Coordinator who has helped develop a strong partnership with parents and the community. Sheldon High School could never provide all the resources, experiences, mentors, and business support our community offers.

GO HUSKIES! EVERY DAY IS A GREAT DAY TO BE A HUSKY!

Paula D. Duncan, Principal
Sheldon High School

SHELDON HIGH SCHOOL

I. MISSION STATEMENT:

Sheldon High School students will have the maximum opportunity to accelerate academically by exploring artistic, career, technical, community service, and curricular options via multiple, rigorous elective choices and/or academy programs.

II. VISION:

Sheldon High School will empower students to meet standards of excellence that foster intellectual curiosity and ready them to be responsible, productive, creative, and employable citizens who effectively communicate in a culturally diverse and technologically based society.

III. KEY CONCEPTS OF SCHOOL PROGRAM:

Objective	Description
# 1	Personalize the education of students to the maximum extent possible.
# 2	Through better and more efficient use of time, expand curricular exploration and accelerated learning opportunities through the academy or academic majors. An academic major is a sequence of highly focused coursework in a specific content area.
# 3	Provide a seamless educational experience for both students and staff.
# 4	Provide a school-wide assessment program that will guide planning and instruction to monitor student performance.
# 5	Provide a school work and community service experience for all.



SHELDON HIGH SCHOOL

BELIEFS

It is the belief of the Sheldon High School educational community that:

- Educational practices at Sheldon High School will promote academic excellence with a focus on learning how to learn.
- The 9-12 program will enhance student success through a carefully articulated curriculum with an emphasis on academics, arts, athletics, activities, and technology.
- Rigorous academic standards will exist for required and elective courses regardless of career path.
- Students who are free from the pressures of peer violence and drug use focus more clearly on academic pursuits resulting in increased achievement.
- All members of the school community; i.e., students, family members, teachers, and school members, will share in the responsible achievement of the individual and school-wide goals with consideration for the district characteristics and needs of middle school and high school students.
- Community service will connect to our curriculum so that all students see themselves as contributors to the world at large.
- Sheldon High School is committed to developing in each student a clear understanding of what it takes to live and work in a truly multicultural society.
- Student assessment results guide planning and instruction.
- A variety of activities will be provided to connect diverse student populations in order to foster ownership in the school.
 - The entire school community members, peers, teachers, families, and staff will develop strategic readers who are able to:
 - Construct meaning from print
 - Use appropriate strategies to learn
 - Develop an interest in reading as a means of lifelong enjoyment

ACHIEVING EXCELLENCE THE R.I.T.E. WAY

(Respect ■ Integrity ■ Teamwork ■ Effort)

re·spect

/rə'spekt/

noun

1. a feeling of deep admiration for someone or something elicited by their abilities, qualities, or achievements.
2. due regard for the feelings, wishes, rights, or traditions of others.

verb

1. admire (someone or something) deeply, as a result of their abilities, qualities, or achievements.

"One of the most sincere forms of respect is actually listening to what another has to say."

~Bryant H. McGill

characteristics

- **Kindness:** To treat others the way I want to be treated. Being considerate and empathetic towards the feelings, opinions, and property of others.
- **Self-respect:** To be good to myself and not putting myself down; taking care of myself. To utilize self-discipline and making responsible choices in what I say and do to reach my personal goals.
- **Empathy:** To be aware of the feelings and emotions of others, so that we as individuals can connect better relationally through shared understanding.
- **Gratitude:** To live and express gratitude, not taking for granted what we are allowed to experience and the people we experience it with.

in·teg·ri·ty

/in'tegrədē/

noun

1. the quality of being honest and having strong moral principles and following them at all times, no matter who's watching; moral uprightness.
2. the state of being whole and undivided.

"Integrity is doing the right thing, even when no one is watching."

~C.S. Lewis

characteristics

- **Honorable:** To treat others as unique and of high value via conversations, attitudes, and actions.
- **Honesty:** To sincerely uphold the truth, the noblest ground on which we can live; and the academic code.
- **Trustworthy:** To be reliable and consistent in competency regarding the cognitive, emotional, and social dynamics of relationships.
- **Conscientious:** To be obligated to discern context and content so that one's actions are very thorough, well implemented, and careful.

team·work

/ˈtēɪm,wɜrk/

noun

1. the combined action of a group of people, especially when effective and efficient.
2. willingness of a group of people to work together to achieve a common aim.

ROLES

- Leader, Creative Director, Facilitator, Coach and Member

"Teamwork is the ability to work together toward a common vision. The ability to direct individual accomplishments toward organizational objectives. It is the fuel that allows common people to attain uncommon results."

~Andrew Carnegie

characteristics

- **Edifying:** To be intentional and careful with communication, thoughts and actions because of their abundant power to generate healing, creativity and innovation.
- **Generosity:** To lead the way in giving of collaboration, cooperation and competition with attention, talent and resources to help improve the team members and create momentum towards optimal performance.
- **Humility:** To embrace modesty, for it prepares the mind to receive understanding, in addition to knowledge, and the heart tolerance to resolve conflict and problems.
- **Responsibility:** To be accountable to do the things I am supposed to do and accepting the results of my actions, so that I may build resilience and a sense of purpose.

ef·fort

/ˈefərt/

noun

1. a vigorous or determined attempt.
2. a force exerted by a machine or in a process.

"Continuous effort - not strength or intelligence - is the key to unlocking our potential."

~Winston Churchill

characteristics

- **Vulnerability:** To dare to try, taking the necessary risks towards communicating and engaging in increasing seating, serving, and sending capacity while in the process of learning new skills and abilities.
- **Merit:** To champion a merit-based system in which people are rewarded and promoted on the basis of their demonstrated quality of work and effective results in solving problems, not superficial qualities. *"The merit of all things lies in their difficulty"* ~Alexandre Dumas
- **Excellence:** To earnestly do common things in an uncommon way so that every opportunity is an advancement in confidence through consistent preparation, attention to detail, and production.
- **Self-Discipline:** To control feelings, overcome weaknesses, and consistently practice desirable behaviors despite distractions.

EXPECTED SCHOOLWIDE LEARNING RESULTS FOR SHELDON HIGH SCHOOL STUDENTS

Following are the “Expected Schoolwide Learning Results” (ESLRs) for Sheldon High School students:

Effective Communicators who:

1. Demonstrate effective speaking skills utilizing appropriate verbal and nonverbal techniques.
2. Demonstrate effective listening skills specific to various classroom and real-world situations.
3. Demonstrate effective writing skills employing various forms of communication appropriate to the college or career readiness level.

Critical Thinkers who:

1. Relate acquired knowledge to real-life situations in a global society.
2. Recognize problems and apply appropriate methodology to reach a solution.
3. Apply acquired knowledge to make solid life decisions.
4. Discern when to use appropriate technology tools and resources.

Responsible Citizens who:

1. Respect self, others, and all property.
2. Demonstrate the qualities of honesty, integrity, and initiative in school, home, and community.
3. Positively contribute to group-oriented social, academic, and digital environments.
4. Engage in activities that serve to better their school and community.
5. Make informed decisions to maintain a healthy body and mind.
6. Recognize and avoid all forms of bullying and digital plagiarism.

Self-Directed Learners who:

1. Utilize and discern effective resources for research needed for college and career readiness.
2. Challenge themselves with goal setting beyond the classroom, in order to learn new concepts, apply new knowledge, and mentor their communities.
3. Function in our 21st-century society by incorporating current technological trends into their learning including reading and understanding technical language.

Collaborative and Productive Workers who:

1. Manage time effectively by meeting deadlines.
2. Value learning opportunities by arriving on time and being prepared for class.
3. Create and exhibit quality classwork.
4. Demonstrate reliability and responsibility by being accountable for their own actions.
5. Recognize when to contribute and share online information responsibly and effectively.
6. Regard reflection and effective questioning as tools for success.

Diversity Advocates who:

1. Recognize the strength of diversity by embracing and respecting alternative views, multiple skill levels, and individual differences building a solid awareness of the world.
2. Promote acceptance by constructively challenging discriminatory attitudes and behaviors.

BIOGRAPHY OF JARED DIXON SHELDON

One of California's colorful early-day pioneers, Jared Dixon Sheldon, left his name quite prominently around our Cosumnes River area, even though his stay here was brief. Because of this adventurer, experimenter, and entrepreneur, we also have the Omochumnes Land Grant, Sloughhouse, and the last resting place of many pioneers, the Sloughhouse Cemetery.

Jared Sheldon's story begins in Underhill, Vermont. He was educated to be a schoolteacher, stonemason, carpenter, and gristmill and sawmill builder. During his teen years (1826 - 1831), his father, after co-signing for a loan never to be repaid, was served with the debt and forced to place his sons into indentured service. Sheldon left home when he was 20 years old and traveled westward, eventually joining a group of surveyors traveling the Santa Fe Trail toward what is now California.

From 1841 to 1845 Sheldon worked in Antioch doing carpenter work to buy stock for the ranch. He then built the first water run gristmill at Mission San Jose and one near Fort Ross. From these ventures, he made enough money to order his own grist stones for the gristmill on his grant. In 1845 he began work on his mill on the Cosumnes River. Samuel Kyburz drove Sutter's grain wagon to Sheldon's gristmill until the early 1850s when a mill was completed in Sacramento.

Jared Sheldon's life came to an end in 1850 over a dispute about water. The Sheldon-Daylor grant land was a tangled morass of blackberry vines, willows, and driftwood. Sheldon bought approximately 300 acres of land at the location of the present "Rancho Murieta South" because there was a level, semi-cleared place along the river that could be irrigated by a ditch and dam on the river. Sheldon knew he could make more money selling vegetables to the miners in Katesville, Cook's Bar, and Sebastopol than he could by mining himself.

Sheldon had his workmen clear the garden and dig a ditch while he built a 16-foot-high dam made of oak timbers and river rock. His dam had a sluice and sluice gate so he could release the water or close it as needed. There were miners who had staked claims in the riverbed above Sheldon's dam and who claimed the irrigation dam was flooding their mining claims; they warned him not to build the dam. Sheldon reached a compromise with the miners, promising to close the sluice only on Saturday afternoons, fill the dam on Saturday night, and irrigate on Sunday. Good flooding once a week would be enough for his garden, and he even promised to reimburse the miners for their Sunday wages. The river would run free the rest of the week.

However, there were those who did not believe that Sheldon would honor his promises. They refused to sign the agreement with Sheldon. Sheldon's workmen were sent to defend the dam and the sluice gate, even bringing a small cannon with them as reinforcement. All was quiet that day in 1851 when a group of miners with rifles, shovels, sledgehammers, and axes approached the dam and began to destroy it. Sheldon rode his horse up to the dam in an attempt to stop the mayhem, but he and a workman were killed. He was buried in the cemetery on the Slough House hilltop the next day.

The Sheldon community became well known for the largest Tokay vineyard in the world located in the Sheldon and Florin areas and flourished until the Depression. There is no evidence of the vineyard now except the two roads of Vineyard and Calvine. Florin and Sheldon were also known as the strawberry capital of the world, due to the many Japanese families who worked the strawberry farms. That came to a tragic close with the advent of World War II when all the Japanese families were taken from their homes and sent to relocation camps at the height of the strawberry season. Afterward, the smell of rotting strawberries hung over the area for weeks.

The five communities of the past - Sheldon, Pleasant Grove, Reese, Vineyard, and Union - merged together to become the Sheldon as we know it today.

COUNSELING & GUIDANCE PROGRAM

I. MISSION STATEMENT:

The Sheldon High School comprehensive guidance program will provide an integrated program of academic, career/vocational, and personal/social services designed to improve all students' abilities to take advantage of the educational opportunities of the Elk Grove Unified School District.

II. ABOUT THE STAFF:

School Counselors have relevant work experience in guidance and counseling, meet the state certification standards (Pupil Personnel Services Credential), and abide by governing laws. Please feel free to call your student's counselor at any time to discuss your child's progress, by calling the Counseling Office at 916-681-7501.

III. ACADEMIC:

The Sheldon High School Counseling and Guidance Program works to ensure that every student will have an opportunity to develop academically, vocationally, personally, and socially through supportive relationships and sequential guidance activities by providing an integrated program of academic, career/vocational, and personal/social services.

- ◆ Teacher/Parent/Student Conference
- ◆ College Planning, (A-G) Requirements, PSAT, SAT, PLAN, ACT, Honors, and AP
- ◆ College Admissions
- ◆ Course Selection and Registration
- ◆ Academic Assessment
- ◆ Monitor Graduation Requirements
- ◆ Academic counseling for "at-risk" students
- ◆ Student Study Teams
- ◆ Financial Aid & Scholarship Information
- ◆ Letters of Recommendation

IV. CAREER & VOCATIONAL

The following services are provided to Sheldon High School students who are interested in career and vocational education.

- ◆ Career Center Facilities
- ◆ Career Planning
- ◆ College Programs
- ◆ College Requirements
- ◆ Exams – PSAT, SAT, ACT, PLAN
- ◆ Financial Aid
- ◆ Scholarships
- ◆ Vocational Programs
- ◆ Community Colleges
- ◆ Career Guidance Units for grades 9-12
- ◆ Vocational Career Faire
- ◆ Sheldon High School Academics
- ◆ Career Technical Education (CTE)
- ◆ Military Program

V. PERSONAL/SOCIAL

The following services are provided to Sheldon High School students to help them grow personally and socially.

- ◆ Crisis Intervention and Referral
- ◆ Personal Counseling with referral to community resources
- ◆ Parent Consolation
- ◆ Support Groups; i.e., grief
- ◆ Mentoring Program
- ◆ Conflict Management
- ◆ Peer Mentoring Referral
- ◆ Substance Abuse Assessment

INSTRUCTIONAL FOCUS/CURRICULUM GOALS

Sheldon High School was accredited with a maximum six-year accreditation by the Western Schools and College Association during the 2021-2022 school year. The self-study process involved the students, staff, and community members; a visiting committee of professional educators met with all stakeholders, including Elk Grove Unified School District personnel, to validate the content of the self-study and Sheldon Action Plan. Sheldon High School has implemented the recommendations of the study in accordance with a timetable developed as part of the plan. The impact on student achievement will be measured through an examination of multiple types of data.

Specific to closing the achievement gap among student subgroups, SHS staff will be culturally responsive, and utilize teaching strategies and support for students to promote their acquisition of content knowledge while maintaining rigor in all content areas. Staff will stress student engagement in all areas of the Sheldon High School community. Focus areas for the 2023-2024 instructional years will continue to be "connecting students' prior knowledge, life experience, and interests with learning goals; and developing student understanding through instructional strategies that are appropriate to the subject matter."

ACADEMIC CODE OF CONDUCT

The staff of Sheldon High School expects the highest standards of honesty and fairness from all students. The promotion of these ideals of education, responsibility, and self-discipline is essential. Therefore, to protect everyone's right to a fair and meaningful evaluation, this **ACADEMIC CODE OF CONDUCT** has been adopted.

- A student who exhibits any behavior which in the judgment of the teacher indicates dishonesty while taking an examination or quiz shall receive a zero for that exercise.
- A student who copies an assignment from another student shall receive a zero for that assignment, and the student who allows an assignment to be copied shall also receive a zero.
- A student who, for the purpose of cheating on an examination, enters a classroom carrying evidence of premeditation---such as aids or notes not allowed--shall receive a zero for that examination.
- Plagiarism is when a student copies or paraphrases someone else's words, work, or ideas without giving credit to the original author/speaker "source". Outside sources that need to be given credit include but are not limited to, books, websites, periodicals, newspapers, material from electronic databases, radio or television programs, interviews, speeches, and/or letters and correspondence, including e-mail. If a student commits plagiarism in any portion of an academic exercise, the student may receive a zero on the assignment and may receive disciplinary consequences. An academic exercise includes but is not limited to, a homework assignment, essay, and/or research paper.)
- A student who is apprehended for taking, without permission, another student's written assignment or project for personal use or academic credit shall receive a zero for that assignment and may be further disciplined under the provisions for theft in the student discipline policy.
- 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.)
- A student who displays unethical behavior and/or is involved in any other activity such as, but not limited to, electronically photographing and/or the electronic distribution of a test for the purpose of cheating, altering, or falsifying records, removing or copying of any materials (student, teacher, or other), etc., may be disciplined as follows:
 - A student enrolled in the course in which the infraction occurred shall receive a grade of "F" for the assignment/examination for which the infraction takes place. The student may receive disciplinary consequences, including suspension. Also, the infraction may affect any awards or honors the student may receive. This will be at the discretion of the committee(s) in charge of the awards.
 - A student NOT enrolled in a course, however, who is involved in such an infraction, may be disciplined in accordance with the student discipline policy.

ACADEMIES/CAREER PATHWAYS

One of Sheldon High School's secondary school strengths lies in the Academy programs. Because of our "4 x 4" schedule, students will be taking two extra electives each year, grades 9-12, for a total of 8 electives by the end of their senior year. This is above and beyond district graduation requirements and the existing electives in a traditional schedule. In response to industry partners, we will provide focused training within the student's career interests. Through the Academy program students will have the opportunity to be involved in job shadowing at the 11th grade and internships at the 12th grade. They will enter college and the workforce with a broad area of expertise. This focused learning will take place in a chosen major or Academy. Our Academies require 70 credits in designated Academy courses. Academies are described below.

1. ENGINEERING/BUILDING TRADES

This academy is intended for students interested in careers in engineering or engineering technology (civil, structural, mechanical, electrical/electronic engineering, CAD drafting or engineering technician), architecture, or building construction. Courses are designed to provide a balanced program of theory and practice, preparing students for successful post-secondary education at the university, community college, or technical school level. The engineering focus introduces students to the fundamentals of engineering and focuses on the application of math, science, and communication skills in open-ended problem-solving activities. Advanced courses prepare the student for the rigor of college and university-level engineering programs. The Building Trades focus provides instruction in the fundamentals of building construction, construction management, and cost estimating. Courses are designed around the primary building systems and materials. Coursework exposes students to the range of skills required for success in the construction industry. Advanced courses present specific skill sets applicable to the primary building trades. The building trades courses also provide crucial hands-on experience for students interested in building-related engineering and or architecture. Courses available for the current school year are.

- Building Trades 1
- Building Trades 2
- Building Trades 3
- Introduction to Engineering Design
- Engineering Design A
- Engineering Design B
- Engineering C

2. ARTS/WORK: VISUAL/PERFORMING ARTS

ARTS work Academy is designed for students who want the opportunity to explore in depth their interest in visual arts, dance, music, theater, or an integration of the visual and performing arts. This will provide students with a broad-based knowledge for pursuing many post-secondary careers or academic paths in the following areas: graphic design, publicity, media, music, dancing, and drama. The strength of the academy is that whatever the student chooses as a career, the coursework is applicable to many professions. Courses available for the current school year are

- Modern Jazz Dance 1, 2, 3
- Guitar
- Piano
- AP Music Theory
- Advanced Theatre Honors
- Drama Productions 1, 2
- Honors Art
- 3D Art/ Sculpture
- Concert Band, Marching, Symphonic and Jazz Band
- Dance Composition & Performance 1, 2, 3, 4
- Concert and Treble Choir
- String Orchestra
- Theatre 1, 2, 3
- Children’s Theater/Play Productions
- Art 1, 2, 3
- AP Studio Art (General and Drawing)
- Photo 1, 2, 3, 4
- Animation 1, 2, 3 and Independent Study
- Technical Communications
- Vocal Ensemble
- Music Theory
- Advanced Theatre
- Advanced Children’s Theatre
- Commercial Art
- ROP: Visual Communications
- Ceramics 1, 2, 3, 4

3. BIOTECHNOLOGY

The Biotech Academy prepares students for both post-secondary education and employment in the current and emerging high-growth science careers labor market. This academy is tailored to meet the needs of all students by combining ongoing and direct contact with local and regional biotech industries, blending academic instruction and meaningful, on-the-job learning experiences for our students. Through this direction and support from businesses/industries, the Biotech Academy will provide a powerful school-to-career educational experience for youth interested in science-related occupations. Courses offered in the current school year include:

Career Tech Courses

Technology of Biology(9th)
 Science/Ethics of Biotechnology(10th)
 Honors Microbiology(11th)
 Molecular Biotechnology Honors(12th)

Required Science Courses

Biotech Biology(9th)
 Biotech Chemistry(10th)
 Biotech Physics(11th/12th)

Elective Courses(need to take 3+)

AP Chemistry(11th/12th)
 AP Physics(11th/12th)
 Criminalistics(11th/12th)
 Ecology(11th/12th)
 Physiology(11th/12th)
 Lab Specialist(12th)

Incoming 9th & 10th-grade students apply to an academy/career pathway through an application.

ACADEMY HONORS AND RECOGNITION

Sheldon High School offers four Academy Programs, in which students may elect to become involved. Academies are built upon an interdisciplinary curriculum in a focused career area. The Academy Ideal is to help students excel through rigorous courses and off-campus job internships in the selected area of student interest. Students may apply for Academy acceptance as early as February of their 8th-grade year or as late as February of their 10th-grade year depending on each student's individual readiness.

Once students are accepted and successfully complete a minimum of two years in their chosen Academy, they may apply for a Sheldon High School "*Block S*" to be worn on their letterman jacket. Each Academy has specific guidelines in order for students to receive their letters. Guidelines may include but are not limited to attendance at Academy meetings, participation in Academy activities, minimum GPA and attendance criterion, minimum unit completion in Academy courses, and holding a position in Academy leadership. Letters will be awarded in May of each school year. Seniors who have received their "*Block S*" may be eligible for the Honor Cord at graduation. Specific Academy criterion applies as stated above. For further details or any Academy questions, please call the counseling office.

COMMUNITY SERVICE

Community Service is a way of learning through experiences. Through Community Service students gain and apply academic, career, and social skills by addressing authentic community needs. Students at Sheldon High School are required to take part in Community Service. Students in 9th and 10th grade are required to complete 20 hours each year, and 11th and 12th-grade students are required to complete 25 hours in their junior and senior years at Sheldon High School. Special recognition will be given to students on their transcripts and at graduation. Community Service record cards may be picked up in the Attendance Office. Completed Community Service record cards must be returned to the front office to be date stamped.

Community Service may begin in June and continue to accumulate until one week before the end of school.

- 1) The student will have full responsibility to submit documentation for service time. The original form must be turned in to the attendance office and date stamped. The student is to keep a copy of the form for his/her records.
- 2) Community Service will be in addition to, but not including, payment, and school credits and should not be during school hours.
- 3) Verification of Community Service must be turned in by the last day of school for freshmen, sophomores, and juniors. Seniors must turn them in on or before the last Friday in April to qualify for graduation recognition.
- 4) Credit for Community Service will only be approved for the current year – June to May.
- 5) Graduation recognition will be for the timely completion of four years of community service.

COUNSELING AND CURRICULUM INFORMATION

STUDENT ASSISTANCE PROGRAM

Support services will be coordinated using the Student Assistance Program (SAP) model. At Sheldon, the SAP is committed to providing a comprehensive 7-12 program of service delivery to students, parents, staff, and the community in an effort to systematically support student achievement and academic success. A few of the resources offered are listed as follows:

- * Conflict Mediation (9-12)
- * Tobacco & Marijuana Education
- * Peer Counseling (9-12)
- * Student Study Teams (9-12)
- * Pack Time/Flex Time

TUTORING PROGRAM

Many of the departments at Sheldon High School provide tutoring and additional services for students. Students can obtain more information about specific days and times from their teachers or from the counseling department. The library is open daily from 8:00-4:00.

SENIOR PROJECT

WHAT IS THE SENIOR PROJECT?

The purpose of the Senior Project is to reflect students' college and career readiness. According to the [Elk Grove Unified School District Graduate Profile](#), graduating seniors are expected to demonstrate the following critical skills:

1. Creative Problem-Solving
2. Technical Literacy
3. Communication and Collaboration
4. Self-Awareness, Self-Reliance, Self-Discipline
5. Integrity
6. Community Engagement

The Senior Project at Sheldon High School allows students to demonstrate all of the aforementioned skills through a self-selected project. It is comprised of five parts: the project, the paper, the portfolio, the presentation, and the showcase. Students will work on these throughout their senior year. All seniors will receive a handbook that includes information and forms needed to complete the project and successfully graduate from Sheldon High School. Information is also available on the Senior Project website: sites.google.com/view/shssenioproject

THE PROJECT: The Project is the score of the Senior Project experience. Students will choose a project which extends their learning, stretches their potential, and challenges their abilities. This provides students an opportunity to explore or expand upon an area in which they are interested.

THE PAPER: The paper represents a culminating writing experience and will showcase students' writing skills. With the help of the English teacher, students will select a research paper topic that is connected to their self-selected project.

THE PORTFOLIO: Since much of the work on the Senior Project occurs outside of class, students will want to keep accurate records of the time they devoted, any money spent, where they went, what they learned, etc. The portfolio is a professional presentation of all the records and evidence of the project.

THE PRESENTATION: Students will give a formal presentation on their Senior Project in their English class. This presentation will include information about the project process, research paper, information learned, and personal growth.

THE SHOWCASE: The culmination of the Senior Project is a community showcase. Students will have booths all over campus and will share their projects with Sheldon students and staff, as well as community members. This is a time to celebrate the successes and accomplishments of our seniors!

HOW DOES THE SENIOR PROJECT IMPACT GRADES?

The Senior Project takes place in the Senior English class (required for graduation) and the PACK Time class. Various components of the project are calculated to be a percentage of your English grade each term.

FALL: The final draft of the research paper will account for 25% of the Fall English grade. Of that 25%, 20% will be the paper score, and 5% will be the formatting score. Additional classwork for the Senior Project will be calculated as part of the English grade (drafts, checkpoints, etc.).

SPRING: The final project and portfolio will account for 20% of the Spring English grade. Additional classwork for Senior Project will be calculated as part of the English grade (drafts, checkpoints, presentation, etc.).

Students in Spring, Quarter 3 English will receive a progress grade until the end of Spring, Quarter 4, when the portfolios/projects are scored, and the showcase completed.

SENIOR EXPECTATIONS

Participating in senior activities with the culmination of receiving a diploma, the Commencement Ceremony is a milestone in one's life. A student may be granted a diploma based upon earned credits and fulfilling requirements in specific academic areas. The privilege to participate in senior activities or the Commencement Ceremony is contingent upon maintaining acceptable scholastic and behavioral standards.

This important milestone will be achieved by your student(s) adherence to Senior Expectations. Hopefully, the following information will eliminate any problems and assure seniors they will be included in all activities planned to honor their achievements.

Expectations and Procedures

Seniors are expected to maintain acceptable standards in the areas of academics, attendance, conduct and citizenship. In instances where a senior's conduct or performance does not meet school standards, as determined by the staff and site administrators, an administrative review will be conducted. Based upon the results of the administrative review, students and parents will be notified and conferences held when necessary. Individuals who continue to maintain unacceptable standards and/or are involved in disciplinary situations at the end of the school year may be excluded from one or more senior activities; such as, the senior trip, senior ball, etc., and/or the Commencement Ceremony. While early identification and corrective measures will be attempted, all seniors should understand that misconduct late in the school year may result in "serious" disciplinary action. This is due to limited time, lack of opportunities for counseling and conferences, and fewer options being available at this time of the year.

Graduation Requirements

To encourage and support the purpose and integrity of the high school educational program during the senior year, the District establishes the following minimum requirements for each student's participation in the high school graduation ceremony:

1. **Achievement:** To participate in the high school graduation ceremony, a student must earn 25 out of 30 credits during the 2nd semester at traditional-schedule high schools or 35 out of 40 credits in the 3rd and 4th terms at block-schedule high schools.

Students who transfer to a district school from one outside of the district during their senior year must meet all EGUSD requirements to earn a diploma from the district school. If the student does not meet district requirements but does meet the requirements of his/her prior school, the student's diploma will be issued from that school. Foster youth students who enroll in a district school during their 11th or 12th-grade year and are unable to meet the district's graduation requirements will be allowed to graduate upon completion of the state's graduation requirements rather than the district's.

2. **Attendance:** All seniors will be monitored during both terms and an attendance review will be conducted on any senior who has excessive absences during a term (more than 10%). The review will include excused and unexcused absences, single period, block or full day absences, trancies, and tardies.
 - A. Attendance patterns and reasons for absences will be monitored. If a senior's attendance does not meet school standards, the student and parent will be notified and conferences scheduled as necessary.
 - B. The administration will review all instances of senior truancy (cuts), especially during the last few months of school. Cutting classes whether for a single period block or full day absence, may result in exclusion from senior activities and/or the Commencement Ceremony.

C. The Senior Trip is provided as an activity day for seniors. Any senior participating in the planning or conducting **a senior cut day** will face serious disciplinary action and may be removed from senior activities and/or the Commencement Ceremony.

D. Attendance at the commencement practice is mandatory. Any student who misses commencement practice will not be allowed to participate in the Commencement Ceremony.

3. **Good Citizenship/Discipline:** A senior student who receives an off-campus suspension from school in the second semester or 3rd and 4th terms will be notified in writing that if a second off-campus suspendable offense occurs, he/she may not be allowed to participate in the graduation ceremony. Moreover, any senior student who receives an off-campus suspension within the last 20 school attendance days prior to the date of graduation may be denied the privilege of participating in the graduation ceremony, even if that off-campus suspension is the student's first off-campus suspension during his/her senior year. In addition, if a student receives an off-campus suspension that falls on the day of graduation practice or of the graduation ceremony, that student may not be allowed to participate in graduation.
4. **Unpaid Damages:** In cases where a senior student has willfully damaged, or otherwise injured the property of the District, or failed to return the property of the District that has been loaned to the student, that student may be denied the privilege of participating in the graduation ceremony until the student or student's parent or guardian has paid for the damage or replacement costs of the District's personal property.

GRADUATION CEREMONIES AND ACTIVITIES

The principal or administrative designee of the student's high school will provide the student and the student's parent or guardian notice of unpaid amounts accrued and due to the District (under Education Code section 48904) based upon the student's damage or other injuries to District personal property, or the student's failure to return personal property of the District loaned to the student.

This notice will inform the student and the student's parent or guardian that failure of the student to pay the amounts due under Education Code section 48904 may result in the revocation of the student's privilege to participate in a graduation ceremony. The written notice shall be provided to the student and the student's parent or guardian at least 5 school days before any graduation ceremony for which the student's participation may be revoked under District policy and regulation because of the failure to pay the amounts due under Education Code section 48904.

The written notice will also inform the student and the student's parent or guardian of the opportunity to meet with the school site principal or the principal's designee to discuss the facts relating to unpaid amounts due relative to Education Code section 48904. This written notice and opportunity to be heard under this policy will constitute sufficient due process for the student in advance of the revocation of the student's privilege of participating in the graduation ceremony.

Graduation Practice Attendance

Each student is required to attend the scheduled graduation practice/s at the school from which he/she is graduating. Unless the absence is approved by the principal, failure to attend the scheduled practice/s may result in the revocation of the student's privilege to participate in the graduation ceremony.

Parent Notification and Appeal

Each high school student and parent/guardian shall receive annual notification of this policy and regulation as related to achievement, citizenship/discipline, unpaid damages, and graduation practice attendance. High school seniors shall also receive additional notification of this policy and regulation at the beginning of the second semester.

Should a student be informed by the school's principal that he/she may not participate in the graduation ceremony; the student's parents/guardians will be notified in writing of their right to appeal the decision of the principal. It is our goal to work with parents and students to make the senior year one that is memorable and productive. We strongly advise seniors and their parents to pay close attention to the areas indicated above to prevent possible loss of any activities or ceremonies which are an important part of the final year of high school.

Please Note: Additional information may be presented throughout the year.

Personal Item of Adornment

Per the agreed-upon expectations established by EGUSD, each graduating senior, that is eligible to walk during the commencement ceremony, is able to apply to wear one personalized item of adornment. If the student's requested item is approved by the SHS administration they will be notified, and a notation will be made which allows them to wear this one item into the graduation ceremony. If the item of adornment is denied, the student will have an opportunity to re-submit an item that meets the specified parameters prior to the deadline. Note: Students that attempt to wear personalized items of adornment at the graduation ceremony, without prior approval will have them removed and returned to them the following day at diploma pick up. No applications will be taken after the assigned deadline.

GRADING POLICY

Grades are earned on an A-B-C-D-F scale. Class standards/syllabus will be distributed by all teachers to every student during the first week of class. Daily attendance, class assignments, class participation, homework, examinations, and class conduct are all important and may be a part of a student's grade. Questions or disputes regarding grades should be directed to the classroom teacher. **Also, please register for ParentVUE, this is a great communication tool between the school and the parent/guardian.** You can view your child's grades, view assignments and email teachers directly. See page 8 for more information about our new communication tool

PASS/NOT PASS POLICY

Students taking additional classes during the school day or summer school have the option of taking them on a PASS/NOT PASS basis. During the school day, this includes "0" period classes. The following are limitations to the policy:

1. Teacher's Assistant, Lab Tech. and Math Tutor earns Pass/Not Pass credit only.
2. During the summer school program, only non-academic electives can be taken Pass/Not Pass. A non-academic elective is a non "A-G" class.
3. A "C" grade or better constitutes a pass. A "D" grade or lower constitutes a Not Pass.
4. 4. Students who are taking an additional course on a Pass/Not Pass basis will receive an "F" grade for non-attendance.

CLASS STANDARDS/COURSE SYLLABUS

During the first week of the course, all students will receive a class expectations sheet/course syllabus in each class. Homework, grading standards, course requirements, and instructional sequence or outline will be reviewed. All courses will have homework and behavior expectations in addition to the whole-school student expectations.

GRADE WEIGHTING

In accordance with rules established by the University of California, students completing honors and advanced placement (AP) courses in their junior and senior years will receive extra grade points when calculating their grade point average (GPA). Freshmen and sophomores completing such courses will receive the extra grade point for their high school GPA only. Questions may be directed to the Counseling Department.

Letter Grade	Grade Points – Regular	Grade Points - AP/Honors
A	4	5
B	3	4
C	2	3
D	1	1
F	0	0

Honors Classes	AP Classes	
English 9-10 Math II Math III Pre-Calculus Art French Theatre	Chemistry Physics U.S. History Government Economics Music Theory Statistics	AP English Lit Spanish IV Language Psychology Studio Art World History Calculus AB AP Lang & Comp

ParentVUE – SYNERGY COMMUNICATION TOOL

With Synergy, Parents/Guardians use a single sign-on to access all of their children's information regardless of school. Parents will access the portal using ParentVUE and students will access using StudentVUE.

ParentVUE

ParentVUE helps parents/guardians stay informed and connected by providing day-to-day insight into their child's academic experience with access to important information.

The ParentVUE Portal will provide parents with:

- Single sign-on – one login for each parent, which will allow access to all students associated with that parent across the district in any grade or school
- Big picture information – the ability to view attendance, immunization compliance, transcripts, graduation status, and more
- Ability to update information – emergency contacts, physician and phone numbers
- Grades and assignments – know if your student is on track academically and know when assignments have been given and are due
- Class website access – know what is happening in your children's classroom(s)
- Ability to stay connected with teachers – communicate with teachers
- Web Portal and Mobile App – Easy access from anywhere and anytime

parents will need to register for a ParentVUE account using an activation code and instructions given out at the beginning of the school year by each school site. Instructions on how to register and update information in the system will be included on the activation code handout. If you lose your activation code or need another one, please contact the school office.

GRADE REPORTING

You can view student(s) grades by logging in to ParentVue. Progress reports and term grades are posted in Synergy 3-5 days after the grading period ends and if you choose in ParentVue, to have a hard copy mailed to you, then you will also receive a copy in the mail. Please allow 3-5 business days after the posting date for the report card to arrive. If you have any questions regarding report cards, please contact our Data Processing Assistant.

2023-2024	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Description	A Aug. 10 - Oct. 6	Oct. 9- Dec. 15	Jan. 2. - Mar. 8	Mar. 21 - May 26
End of Progress Report Grading Period	Sept. 8, 2023	Nov. 3, 2023	Feb.2, 2024	April 12, 2024
End of Grading Period	Oct. 6, 2023	Dec. 15, 2023	Mar. 8, 2024	May 28, 2024

COLLEGE TESTING SEQUENCE

TEST DATE (S)	GRADE/TEST	DESCRIPTION
Aug. 26, 2023	SAT	The PSAT is one of the best ways to practice for the SAT I Reasoning Test. Recommended for students who have taken geometry and all college-bound sophomores.
Sept. 9, 2023	ACT	
Oct. 7, 2023	SAT	
Oct. 11, 2023	10 th GRADE PSAT	The PSAT is recommended for all college-bound juniors. Scores from your junior year are necessary to qualify you for National Merit Scholarships. The test is offered on Wednesdays.
Oct. 11, 2023	11 th GRADE PSAT/NMSQT	
Oct. 28, 2023	ACT	
Nov. 4, 2023	SAT	The ACT test should be taken prior to the student's senior year to allow time for re-testing by December of the senior year.
Dec. 2, 2023	SAT	
Dec. 9, 2023	ACT	
Feb. 10, 2024	ACT	The SAT should be taken prior to the student's senior year to allow time for re-testing by December of the senior year. The SAT is offered on a consecutive Saturday and Sunday. The location will be determined closer to the test date.
Mar. 9, 2024	SAT	
April 13, 2024	ACT	
May 4, 2024	SAT	
June 1, 2024	SAT	
June 8, 2024	ACT	
July 13, 2024	SAT	

More information is available in the counseling/career center or at www.collegeboards.org

POLICY AND PROCEDURE FOR CHALLENGING COURSES

a. Policy - Board Policy 6155, adopted: October 29, 1984,

Challenging courses by Examination

The school board recognizes the occasional need to allow students to take examinations, which assist in the proper placement of students in the courses of study, which are normally part of the high school curriculum. Students may receive credit by demonstrating competency through examinations and/or performance.

b. Procedure

WHY: The Elk Grove Unified School District makes high school challenge tests available in order to help students make the best use of their time in high school. Some students enter the district with a background in specific areas, but their transcripts do not clearly show this. Other students may be so knowledgeable in a required subject that they wish to pass the course by examination and take a more advanced course instead. Still, others may wish to pass the test in order to take an elective in another area.

HOW: There are some limitations:

1. Students may challenge an academic course which is the next course in a required sequence.
2. Students may challenge a specific course only once.
3. Students may not use a challenge test to make up a course they have failed.
4. Students may not challenge physical education or driver education courses.
5. Only grades of "A" or "B" on challenge tests count in the grade point average or toward fulfillment of graduation requirements.
6. If students do pass a challenge test with an overall grade of "A" or "B", the grade is entered on their transcripts; it counts in figuring the grade point average.

WHAT:

1. All challenge tests include objective and essay sections based on course objectives or on supplementary reading. If appropriate, tests may also include an oral interview, a practical demonstration, or an experiment. Students must pass the objective section before going on to other sections of the test.

2. Overall-all test grades are determined by averaging together grades on all parts of the test. To score well, students must demonstrate that they have an in-depth understanding of the subject. Consequently, the minimum passing score for a challenge exam is the median score earned on this test by students who passed the regular course with a B. (A median score is a score in the middle: the same number of students scored higher than the median as scored lower.)
3. Challenge tests are administered at a central location in the district. All challenge exams are prepared and graded by a district-wide committee under the direction of the Curriculum Specialist. This ensures a district-wide standard for all challenge tests.

HOMEWORK REQUESTS

The following is the procedure for homework requests for Sheldon High School students:

1. Parent/guardian reports the absence to the Attendance Office at 916-681-7500.
2. When your student is going to be absent for three or more days, homework assignments can be accessed on ParentVUE or requested by phone through the Counseling Office at 916-681-7501.
3. When requested by phone, a "Request for Homework" will be emailed to teachers. The teachers are then given 24 hours to send the homework assignments to the Counseling Office.
4. The parent/guardian should stop by the Counseling Office to pick up homework.
5. According to Assembly Bill 982 students have the right to request work from their teachers for the time of the suspension. Please work with the student/family to ensure access to any assigned work during the period of the suspension.

EXTRA / CO-CURRICULAR ACTIVITIES ELIGIBILITY

Extra-Curricular/ Co-Curricular Activities Eligibility (Proposed Board Policy AR 6145):

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

1. Have earned a 2.0-grade average in their overall district 9-12 program for the grading period prior to their participation and for each succeeding grading period during participation. The grade reports determining eligibility will be those issued at the end of the term before the first day of practice/tryouts. Credits earned will be a factor in computing the end-of-semester grade point averages, but only the grades will be averaged on a 4.0 scale.
2. Meet the Standards of satisfactory citizenship.
3. Have a satisfactory attendance record.
4. In addition, the Associated Student Body (ASB) President shall maintain at least a 2.5-grade point average.

The administration shall establish:

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

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

3. **Grades of Progress:** Data processor-generated grades assigned to a student but not officially recorded on a transcript. Students must have a 2.0 GPA or higher with no more than one F.
4. **Grades of Record(Term):** The data processor generated grades assigned to a student and officially recorded on a transcript. Students must have a 2.0 GPA or higher.

Student-athletes who represent an EGUSD school in any athletic competition must meet the following requirements:

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

*Schools reserve the right to restrict tryouts to only academically eligible students.

Note: Exceptions may be made to the requirements above by the student-athlete completing an Academic Hardship packet when a health, physical, mental disadvantage, or other extenuating and unusual circumstances exist. The Academic Hardship Committee will

meet with the student-athlete and their parent/guardian and if the committee grants an exception and waives the Academic Eligibility requirements listed above, the student-athlete must be placed on an official EGUSD Hardship Contract and abide by all of its stipulations. This is a one-time contract for any high school in the Elk Grove Unified School District.

CONTINUING ELIGIBILITY

Eligibility is determined by the following:

1. A student is eligible if, on any Grade of Record(Term), the student has maintained a minimum 2.0 GPA.
2. If on any Grade of Progress, the student has a 2.0 GPA but has more than one “F” the student-athlete is ineligible to compete in any practices or contests beginning the 5th day after grades are published. That student becomes eligible to rejoin the team as soon as the student-athlete completes a grade check form and hands it to the Athletic Director or the student-athlete shows the Athletic Director their current synergy grade book showing that the student is earning a 2.0 with no more than one F.
3. Meet standards of satisfactory citizenship.
4. Have a satisfactory attendance record.
5. In addition, the associated student body (ASB) president shall maintain at least a 2.5-grade point average.
6. Students are ineligible if they are on the No Activities List (NAL). This includes practices, games, and activities that may fall on school holidays.

The site administration shall establish

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

**PLEASE NOTE: Students with outstanding library fines or other school fines will not be allowed
to participate in extra-curricular and co-curricular activities!**

A student participating in extra-curricular and/or co-curricular activities becomes ineligible if:

1. On a grade or progress report card the student receives an F grade. If a student receives an F grade, his/her ineligibility begins the Monday after grades are published. The student is eligible as soon as he/she returns a grade clearance form to the Athletic Director and/or Activities Director, signed by the teacher, signifying that the student is passing the class.
2. On a grade record report card or on a traditional semester calendar where “quarter grades” (grades of progress) are issued, the student is below a 2.0-grade point average.

SUMMER SCHOOL TO AFFECT EXTRA-CURRICULAR AND CO-CURRICULAR ELIGIBILITY

Students who have demonstrated a satisfactory attendance record of ninety percent actual attendance and have met standards of satisfactory citizenship in all courses and in the school generally or in its activities during the spring semester have the option of having summer school course work affect their extra-curricular and co-curricular eligibility. In selecting summer school coursework for this purpose, the student must repeat summer school coursework in the same courses in which grades from the preceding grading period caused ineligibility. In the event that identical courses are not available, the student may substitute other coursework with the same or higher level of difficulty. All substitute coursework must have the approval of the counselor, the appropriate department chairperson, and the final approval of the principal before the student has enrolled in summer school.

ATHLETIC ACADEMIC APPEALS

Students whose academic performance has been affected by a long-term medical problem, personal family duress or tragedy, or other conditions beyond the control of the student and family may petition the school for a one-time athletic academic appeal. If granted, an athletic academic appeal could provide an academic probationary period of up to nine weeks. Requests for athletic academic appeals will be heard by a four-person committee consisting of a site administrator, counselor, classroom teacher, and the athletic/activity director. The appeals committee will determine if the request meets the above criteria. The committee may request written verification of any conditions that affect academic performance. Should probation be granted, the committee will develop a contract between the student, family, and school that clearly outlines the academic performance expected during the probationary period. A student who does not achieve educational progress as defined by the probationary committee may lose his or her eligibility either during or after the probationary period.

SCHOOL ATTENDANCE FOR STUDENT-ATHLETES

Attending all classes is a high priority for all students/athletes. Many athletic events require students to miss classes during the week making it very important for all student-athletes to establish good attendance patterns and communicate with their teachers about assignments to be done.

1. Students must attend 50% (minimum) of the school day, excluding lunch, in order to participate in a competition that day.
2. Student-athletes in violation of these rules will be suspended for a minimum of one contest or game. (Subject to review with Head Coach and Athletic Director)

ATHLETIC RESIDENTIAL ELIGIBILITY

The California Interscholastic Federation (CIF) requires that students who participate on a school team must be living with parents or legal guardians who reside within the school's attendance boundaries. All exceptions to this rule require that special permission forms and letters of approval be on file before a student can be declared eligible. Students who are admitted to a school through an "Intra-district Transfer" must obtain and fill out the necessary CIF form and receive CIF clearance before he/she may participate in any contests. **Intra-district Transfers do not guarantee athletic eligibility.** Questions about residential eligibility should be directed to the Athletic Director.

Because the penalty for allowing an ineligible athlete to participate is severe (forfeiture of all contests in which the athlete participated), any athlete living outside of the school boundaries should notify the coach of his/her residence at the beginning of the season, so that the coach can make sure all of the appropriate forms and approvals are on file. An athlete who is dishonest about his/her residence places an entire team in jeopardy. Any athlete known to be using a false address or otherwise not being honest about a residence should be immediately reported to the coach to avoid penalizing the entire team. If a student and his/her parents move out of the attendance area, but the student remains in the school, the student must immediately report his/her change of residence to the coach.

STUDENT RECOGNITION

RENAISSANCE

Renaissance is a nationwide program designed to motivate and encourage students and staff by rewarding academic excellence. The **Renaissance** program at Sheldon High School aims at creating and maintaining a culture in which academic achievement has the same prestige as an athletic or artistic achievement. **Renaissance** employs similar motivational practices to those used in the business world. By providing tangible and visible incentives and rewards to students who improve their level of performance and to those who maintain high levels of achievement, Renaissance re-enforces the behavior that schools promote.

Gold	Silver	Blue
4.0 GPA	3.0 GPA	0.5 GPA Improvement

Renaissance is a partnership between businesses, community leaders, and education, bringing ideas and people together in order to find ways for students to experience the joy of learning. Renaissance also recognizes educators as dedicated and valued professionals. Currently, we are working on the following benefits for the coming session:

Gold (4.0) GPA	Silver (3.0 GPA)	Blue (0.5 GPA improvement)
Express Lunch Pass Two Exam Waivers* Four Off-Campus Lunch Passes**	Express Lunch Pass One Exam Waiver* Two Off-Campus Lunch Passes**	Express Lunch Pass One Off-Campus Lunch Pass**

***Subject to teacher approval and restrictions **Subject to parent permission each time.**

Students who qualify will be notified of receiving Renaissance; there is no application process. Digital distribution will occur approximately 2-3 weeks after finals in the 5 Star Student App. If a student cannot get access to the digitally distributed card, a tangible card may be claimed in the Activities Office.

Note: All privileges are subject to revocation by the administration and/or Renaissance Coordinator of Sheldon High School. Any infraction that would disqualify a candidate at the time of application will also result in the revocation of privileges for current members. The administration reserves the right to deny membership for multiple sessions as a consequence of serious violations of school rules and policies.

CALIFORNIA SCHOLARSHIP FEDERATION (CSF)

The California Scholarship Federation (CSF) accepts registrations only twice a year during the second week of February and September. Students qualify for participation with their last term grades. So in September, it is their June grade card that they will use to apply and in February they use their January grades. Participation is based on a point scale where A's equal 3 points, B's equal 1 point, and Honor's B's equal 2 points with a ten-point minimum achieved in academic classes necessary for qualification. The state CSF organization is very strict with grade guidelines and registration deadlines. Once the registration period is over, no one can apply until the next term. Sophomores can apply to be associate members for the first time in February with their first-term Sheldon High School grade cards. Sophomores who qualify will be initiated into full CSF membership in the spring. CSF is an honor society to recognize excellent student scholarships and service organizations for our school. Students with four semesters of CSF membership are CSF seal bearers, and those with six semesters of membership are lifetime members as well.

ACADEMIC AWARDS

The academic award recognizes outstanding academic performance by Sheldon students. The award can be earned twice a year, in fall (terms 1 and 2) and spring (terms 3 and 4). Criteria for the award are based on the average GPA of the two terms being evaluated. Applications are distributed to all eligible candidates who would like to be awarded and recognized; if you do not receive an application but feel you are eligible please contact the Activities Director, Maggie Sutliff. Lists of eligible individuals are also posted on the Activities windows and applications will be sent out through Synergy mail. **To receive the award you must turn in the application by the deadline and you must attend the academic awards ceremony.**

Students who receive seven consecutive awards, from Sheldon High School only, will be eligible for the eighth academic award which includes a teal academic sash to be worn during graduation.

IDENTIFICATION CARDS (ID)

Sheldon High School will issue an ID card to each student at the beginning of the year **which must be carried at all times**. ID cards are required to check out textbooks and library materials, purchase event tickets, admittance to all school dances/other events, tardy check-ins, and admittance to after-school detentions/other detentions. Staff members may ask you to show your ID card at any time. If a student is unable to produce his/her student body card, he/she may receive a discipline referral or detention. If you lose your ID card, replacements may be purchased in the student store for \$5.00. Replacement ID cards are made in the Activities Office during lunch every Wednesday. If you purchase an ASB card, it serves as your ID card.

ASSOCIATED STUDENT BODY (ASB) CARDS

Sheldon High School students may purchase an ASB card for \$45. This entitles the student to free admission at all "home" athletic events (except playoffs), discounts on Student Store clothing, class events, T-Shirts, and dances. Students can easily save more than the cost of the card by attending the preceding events. ASB cards also serve as ID cards for students who purchase one. Replacements cost \$5.00 at the student store and are made in the Activities Office every Wednesday during lunch. Playoff and Foundation games are all full prices as set by the Sac-Joaquin Section Athletic Association.

ATHLETIC'S/ACTIVITY	LEVEL	WITH ASB CARD	W/O ASB CARD
Home Football	Varsity/JV	\$0	\$8.00
Home Basketball	Varsity/JV	\$0	\$8.00
Away Football, Basketball	Varsity/ JV	\$5.00	\$5.00
Home Volleyball and Wrestling	Varsity/JV	\$0	\$7.00
Away Volleyball and Wrestling	Varsity/JV	\$5.00	\$5.00
Black Light Dance		\$10.00	\$13.00
Homecoming Dances		\$10.00	\$15.00
Formal Dances (Prom/Ball)		\$5.00 off regular price	Varies by dance

PLAYOFF EXCEPTIONS: During playoffs, students will not be able to use their ASB cards. Students will have to pay full admission to playoff games according to CIF policy.

ELECTRONIC DEVICE POLICY

Sheldon High School will allow students to use electronic devices before school, during passing periods, and during both lunches and after school. Amplification of any kind (i.e. speakers, ringtones, text message alerts, videos, music, etc.) from electronic devices will not be permitted under any circumstances as this could cause a disruption to the campus. Parents and guardians will have to pick up

the confiscated electronic device from the VP office. Other forms of progressive discipline will be in place for each subsequent incident thereafter. Progressive discipline will be in place for each electronic device violation.

Classroom Policy: Electronic devices may be used in the classroom at the discretion of the teacher for academic and instructional purposes. Teachers have the discretion to confiscate any electronic device deemed a disruption to the class by the teacher. Electronics in the locker room or any student changing area on campus are strictly prohibited and may result in the confiscation of the device and the possibility of other progressive discipline practices. Teachers' class violation policy will coincide with the site's electronic device violation policy. Parents and guardians may need to pick up the confiscated electronic device from the VP office. Other forms of progressive discipline will be in place for each subsequent incident thereafter.

Students in illegal possession of or use of electronic devices will receive the following consequences

Violation	Description
1st	Student will receive a warning and the electronic device is confiscated and may be picked up by the student at the end of the school day in the Vice Principal's office.
2nd	The electronic device is confiscated and will result in a parent, or adult, listed on the emergency contact list (over the age of 21) picking up the phone.
3rd	The electronic device is confiscated, and the student is assigned a 1-hour, after-school detention. If the detention is not served, the student is placed on the No Activities List (NAL) until the detention is served. The parent, or adult, listed on the emergency contact list (over the age of 21) must pick up the phone.
4th	Student will meet with a Vice Principal, the electronic device is confiscated, and the student is assigned an all-day Restorative Practices Room and placed on the NAL. The parent, or adult, listed on the emergency contact list (over the age of 21) must pick up the phone.
5th	All 5 th and beyond Electronic Device Violations will result in a home suspension and the student is placed on the NAL. The parent, or adult, listed on the emergency contact list (over the age of 21) must pick up the phone.

ATTENDANCE OFFICE HOURS: 7:45 A.M. TO 4:15 PM

Students are expected to attend school regularly. Academic success and achievement begin with a commitment to being punctual and prepared for the rigors of school. Maintaining this high standard will positively affect a student's progress and grade as well as reinforce a strong work ethic for the future. Keep in mind that missing one class on the 4x4 block schedule is equivalent to missing two classes on a traditional schedule. Therefore, attendance is extremely important.

Regular attendance and punctuality are key elements in determining your success at Sheldon High School. Irregular attendance will negatively affect class progress and grades. Parents/guardians, please feel free to call and check your student(s) attendance at any time.

HOW TO CLEAR ABSENCES

- A. **ABSENCES MUST BE CLEARED WITHIN SEVEN (7) SCHOOL DAYS** beginning on the day the student returns to school. Students who do not clear their absence(s) within seven days will be considered truant from school. **It is the parent/guardian's responsibility to clear their unexcused absences. Students can request an attendance printout from their teacher or attendance office staff. Unexcused absences will not be cleared after 7 days from the absence. Absences not cleared may affect a student's eligibility for Renaissance, Academic Awards, work experience, etc.**

Parents may send a note with their student to clear an absence. The note must include the following information: the student's name, identification number, date(s) of absence, the reason for absence, a telephone number where the parent/guardian can be reached to verify the absence, and the parent/guardian's signature. If the absence is for a doctor or dentist's appointment, the student is to bring in a note from the doctor/dentist's office with the office phone number and the appointment time.

According to Education Code 48200, a pupil shall be excused from school when the absence is due to an illness, quarantine, medical services, funeral of a student's immediate family member, jury duty, serving as a member of a precinct board for an election, religious exercise (four hours per semester), court appearance, or when approved in writing by the principal.

- B. **EXCESSIVE ABSENCES:** Students with excessive absenteeism or tardies will be reported to the School Attendance Review Board (SARB) and may be required to provide verification of illness from a doctor. Please remember that if excessive absences or tardies from class or school occur, the school will require verification from a doctor or dentist, etc.

- C. **If** a student accrues more than ten (10) absences (excused or unexcused) a doctor's note is required for every day thereafter. Failure to provide a doctor's note will result in a parent/student agreement being put in place.

CLASSIFICATION OF ABSENCES AND TARDIES (Ed. Code 48260, 48261, 48262)

- A. **EXCUSED:** Illness, doctor or dental appointments, death in the immediate family, counseling, or religious practices. Students attending a medical appointment must bring in a confirmation card from the doctor. Absences stated as "personal" will not be excused.
- B. **SCHOOL APPROVED:** Field trips, school performances, and SHS athletic events.
- C. **UNEXCUSED:** Truancy, flat tires, running out of gas, slow/backed up traffic, missing the bus, oversleeping, home suspensions, vacations, walking to school, babysitting siblings. In addition, all unexcused absences stated as "personal" will not be excused.

LEAVING SCHOOL EARLY (LEAVE OF GROUNDS)

As a closed campus, we do not allow students to leave campus without a verifiable excuse.

- A. **PLEASE INFORM YOUR STUDENT AHEAD OF TIME IF THEY NEED A LEAVE OF GROUNDS SLIP.** Attendance office staff will only call a student's name over the public address system during passing periods to inform them of the Leave of Grounds slip.
- B. **PARENTS MUST CALL OR WRITE A NOTE ASKING THAT THE STUDENT BE RELEASED FROM SCHOOL EARLY.** The note should include all of the information noted above under I (A) AND the date and time the student needs to be excused from class and the expected date/time of return. If a student is unable to return by the designated time, the parent should follow up with a call or note. Please follow call-in procedures as outlined in Section A of "How to clear absences." The parent/guardian will be called to confirm all written notes. If we are unable to contact a parent/guardian to verify the note, the student will not be dismissed from school early.
- C. **LEAVE OF GROUNDS SLIPS ARE NEEDED BEFORE A STUDENT LEAVES CAMPUS.** After verifying the student's information for a Leave of Grounds slip, the attendance staff will call the student during passing periods over the public address system. The student is responsible for picking up the Leave of Grounds slip prior to leaving campus. If the Leave of Grounds slip is not picked up, the student's attendance will be recorded as truancy.
- D. **LEAVE OF GROUNDS AT THE END OF THE SCHOOL DAY.** Requests for early dismissals during the last 15 minutes of the school day will not be accepted, processed, or distributed after 3:22 pm. Parents/Guardians are encouraged to call ahead of time for any early dismissal. Please call the day before or the morning of. On days that school is let out early, dismissals will not be accepted with less than 15 minutes left in the school day (i.e. if school lets out at 12:00 pm early dismissals will end at 11:45 am.). We have a limited number of individuals available to process those requests. Please keep this in mind as you plan your student's appointments and other commitments.
- E. **RETURNING TO CLASS.** Students must report to the Attendance Office upon return to school. Their leave of grounds will be date/time stamped and the student will return to class.
- F. **EXCESSIVE LEAVE OF GROUNDS.** Students with excessive leave of grounds requests will be required to clear future requests with their Vice Principal.
- G. **LEAVING SCHOOL AT LUNCHTIME.** The Elk Grove Unified Board of Education has established a closed campus policy at all sites. Students may not leave campus at any time during the school day. This is for the security of the campus and to protect your student's health, safety, and welfare. Please cooperate by not requesting permission for your student to leave campus during the school day. (E.C. 44808.5). A parent or guardian needing to pick up their student during lunch must go into the Sheldon office.

CONSEQUENCES FOR TRUANCY ("T's"):

Truancy ("T") is any "unexcused absence" of 30 minutes or more (including Tardies). Truancy may also include an uncleared absence. Truancy reports are run through the Attendance Office on a weekly basis.

- Student is assigned a ONE-HOUR Detention if they are TRUANT to any period in the school day, to be served the following week.
- Mandatory detention on Thursday after school when a student is tardy more than three times during the second through fourth periods.

Example:

- Monday student is truant 3rd and 4th period = ONE DETENTION

- Tuesday student is truant to 1st period = ONE DETENTION
- Student is not truant the rest of the week.
- Student is assigned a total of TWO detentions for that week.

(See Assignment of Detention ON Page 17)

* School Attendance Review Board letters (SARB) are ONLY generated for “T” (Truant)

** The No Activities List is explained on page 18 of the student handbook

18 -YEAR OLD AUTHORITY TO VERIFY ABSENCES

In accordance with Education Code 46012, students 18 years of age or over have the authority to verify their absences as excused. However, excused absences must conform to the California Administrative Code, Title 5, Section 420, Absences Allowed, and the school has the responsibility to check absences to verify their accuracy.

The attendance policy, as stated in this student handbook, still applies. Students who request this privilege must have their parent/guardian sign the form letter agreeing that their 18-year-old student will have the authority to verify their absences as excused. If some absences are in excess, the parent/guardian will be contacted for verification purposes. This privilege may not be used as an excuse to go off campus for lunch. **18-year-old students are to be advised that this is a privilege and if they abuse this privilege, it will be rescinded and the parent/guardian will be advised.**

TARDY POLICY

Being tardy to class disrupts the instruction. Students are **expected to be in their classroom and seated before the tardy bell rings, with materials necessary for class.** Students need to understand the importance of not interrupting other students in class, therefore maximizing instructional time. Students need to understand the standards of behavior in each class expected so that they accept responsibility for their own actions. No restroom passes will be issued during the first fifteen minutes or last fifteen minutes of class. Teachers are prepared to progressively work with students, parents, and if necessary, the administrative team for students violating the tardy policy.

A parent/guardian wishing to excuse the student’s tardy for a medical or dental reason must provide written proof to the Attendance Office from the doctor. The written proof must include the date and time of the appointment along with the doctor’s phone number in order for the “tardy” to be excused. Each teacher will include the tardy policy for his/her classroom in the class syllabus. A parent/guardian may also excuse a tardy by calling the attendance office to report an illness or a school bus being late. A late city bus will not be excused.

TARDY CHECK-INS

When students are tardy (less than 30 minutes), to any class, they must check in at the nearest Tardy Kiosk before proceeding to class. Tardy Kiosks are located at the outside windows of the Attendance Office and in room 312 on the north side of campus. Students check in at the Tardy Kiosk by scanning their school ID via their school ID card or StudentVue from their personal cell phones or manually typing in their school ID number. The kiosk will generate a tardy pass that students must present for admittance to class. When students are over 30 minutes tardy they must see the Attendance Office to receive a pass to class.

Consequences for Tardies

For tardies to period 2, 3, and 4:

- 1st tardy – Student meets with an administrator, phone call home by an administrator.
- 2nd tardy – Student will spend that period in the R3 (Restorative classroom), phone call home.
- 3rd tardy – Student will spend that period in R3 (Restorative classroom), phone call home.
- 4th tardy – Student will spend full day in R3 the next day (Restorative classroom), phone call home.
- This process will restart after the 4th tardy and at the start of each quarter

OUT OF CLASS PASS - T.A. PASS AND RESTROOM PASS

In an attempt to maintain campus safety, keep a secure campus, prevent any negative behavior, and limit the number of students out of class wandering around under the pretense of going to the restroom, office, or library, *all* students will be required to adhere to the following policies and procedures for being out of class:

- Any student out of class going to the Administration Office, Attendance Office, Health Technician, Counseling Office, Library or Behavior Intervention Class (Restorative Practices Room) must have a pass from the teacher or the office they are going to before leaving class. Students found without a pass will be sent back to class and may receive a Detention for being out of class without a pass.
- Any student who is a Teacher's Assistant (T.A.) must have a T.A. badge when out of class. If a T.A. is out of class without his/her badge or found misusing or abusing their T.A. privileges they will be sent back to the teacher they are working for to receive a pass and to notify the teacher of the issue. In addition, the T.A. may receive a Detention and loss of T.A. privileges.
- Any student wishing to use the restroom during class time, must be in possession of a Sheldon High School Restroom Pass. Students will not be permitted to go to the restroom during the first 15 minutes or the last 15 minutes of class. In addition, students will not be permitted to leave class to use the restroom during either lunch period.

NO ACTIVITIES LIST (NAL)

Students who have accumulated multiple tardies, truancies, absences, behavior referrals, and/or suspensions may be prohibited from attending extracurricular activities before, during, or after school; this is called The No Activities List. Students are placed on The No Activities List by an administrator. In order to be removed from The No Activities List, a student must have at least five consecutive days of incident-free attendance and behavior. Incidents involving certain types of suspendable violations may extend the duration of The No Activities List by adding additional time for incident-free attendance and behavior, including Athletic Events, Dances, Field Trips, Club Activities, and any other event or activity that is not connected to a student's grade. If a student leaves/dis-enrolls Sheldon High School while on the No Activities List, he/she is still not permitted to participate in or attend Sheldon activities i.e. sporting events, or dances. If a student leaves/dis-enrolls Sheldon and is on the NAL and then enrolls back into Sheldon, he/she remains on the NAL.

DETENTION

Detention is a supervised period held for one hour directly after school. Detentions can be assigned by teachers and administrators. Staff members assigning the detention may contact the parent via phone, email, or a note sent home with the student. Students may request a date of their choosing to serve detention as long as the date is within one week of the violation. Parents or guardians may reschedule their student's detention once by calling 916-681-7503 prior to the date and time of the scheduled detention. If a student fails to attend detention, is late to detention, or is removed from detention for disciplinary reasons, he/she will be considered in defiance of the school authority.

AFTER SCHOOL DETENTION
Monday, Tuesday, Thursday, Friday - After school for one hour – 3:50 pm – 4:50 pm

During detention, students are required to quietly work on the school assignments. **STUDENTS MAY NOT PARTICIPATE IN ANY EXTRA-CURRICULAR ACTIVITIES WHILE ASSIGNED TO DETENTION OR BEHAVIOR INTERVENTION CLASS. Late students will not be admitted!**

DETENTION PROCEDURES

DETENTION RULES, REGULATIONS, AND EXPECTATIONS ARE EXPLAINED TO THE STUDENTS:

- | | |
|--|--|
| *No talking | *No disruption of class, i.e., inappropriate questions |
| *Stay on-task | *One warning for violation of rules (possible seat change) |
| *Take out work and/or reading materials | *No Activities List for failure to successfully complete detention |
| *Head up and sitting forward (no sleeping) | *Possible suspension |
| *Bring school ID | |

VIOLATION OF DETENTION RULES may result in

1. A student was warned once and/or a seat change.

2. Student was brought to the front and a phone call to home explaining that there was a violation of detention rules. Expect the detention supervisor to call to confirm further disciplinary action.
3. Student sent out of detention for a rule violation and placed on No Activities List.

RESTORATIVE PRACTICES ROOM

Restorative Practices Room is designed to support students who are exhibiting unproductive classroom behaviors and may benefit from intervention to mitigate those behaviors. Teachers can assign two periods of Restorative Practices Room for the class period the student is enrolled. The teacher must contact the parent to inform them of the referral. Administrators may assign students to the Restorative Practices Room for any combination of periods including a full day. **Students who are assigned all day Restorative Practices Room by an administrator need to be in the Restorative Practices Room for the entire school day and remain in the Restorative Practices Room until the end of the school day.**

- Students who are assigned to the Restorative Practices Room need to be prepared with work and study materials.
- Students assigned to the Restorative Practices Room for the entire day will have lunch in the Restorative Practices Room.
- Students need to arrive before the tardy bell for first period. There are no exceptions.
- Students who have work experience or CTE will not be excused early from Restorative Practices Room; they must stay in Restorative Practices Room until the end of the school day. Should a student miss the Restorative Practices Room due to an appointment (doctors, dental, etc.) they will make up the Restorative Practices Room upon their return to school.
- Student cell phones will be held by the Restorative Practices Room teacher in a secure location for the duration of the student's stay in the Restorative Practices Room. On the 4th visit to Restorative Practices Room, a warning will be given by the administration to the student that on his/her 6th visit to Restorative Practices Room he/she will be home suspended for one day. The parent/guardian will be contacted informing them of the situation.
- If a student receives a full day of Restorative Practices Room, they will be expected to complete a restorative assignment in addition to their regular school work. Failure or refusal to do so may result in a home suspension for up to two days.

VIOLATION OF RESTORATIVE PRACTICES ROOM RULES

A student was warned once and/or had a seat change.

A student is brought to the front and a phone call to home is placed explaining that there was a violation of the rules. Expect the Restorative Practices Room supervisor to call to confirm further disciplinary action as a discipline referral.

Further disruption, defiance, or refusal to do teacher-assigned and/or Restorative Practices Room-assigned work may result in home suspension.

STUDENT RULES OF CONDUCT

The staff at Sheldon High School expects students to exhibit good citizenship and appropriate behavior. Students need to understand rules and accept responsibility for their actions if these rules are violated. The staff at Sheldon encourages communication and cooperation between the home and school concerning discipline matters.

The most important role of discipline in the school is to establish a safe and comfortable atmosphere for students to achieve academic success. A positive climate for learning is created when students maintain high standards for being good citizens. Through collaboration with parents, students, staff, and administration, Sheldon has established its discipline policy to meet the needs of students striving for success. Students that join, associate with, or are in proximity to a person or group violating a school rule may receive a disciplinary consequence.

DRESS CODE POLICY

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

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

the students, and not disruptive or distracting from the educational program of the school. In addition, no articles of clothing, apparel, or school materials, including hats, backpacks, and binders, may have pictures, printing, or writing that is crude, vulgar, profane, sexually suggestive, racially, ethnically, or religiously intolerant, that contain images of weapons, tobacco, drugs and/or alcohol, or which the school's administration reasonably predicts will disrupt the learning environment.

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

1. **PANTS, JEANS, SHORTS, SKIRTS:**

- No undergarments showing
- No exposed private areas of the body

2. **TOPS, SHIRTS, BLOUSES:**

- No undergarments showing, i.e.: bra, bandeau, underwear, undershirts, etc.
- No strapless tops,
- No exposed private areas of the body

3. **FOOTWEAR:**

- Shoes must be worn at all times
- No house slippers or "wheelies" are allowed

4. **HAT/HEAD COVERING POLICY:**

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

- Grooming items and headwear such as hair rollers, shower caps, and picks in the hair are not allowed
- Masks are permitted on campus, but must follow these guidelines:
 - May not cover the entire face
 - May not contain inappropriate graphics/text
 - May not be a costume mask
 - Must be for medical/safety usage and appropriate PPE

***No articles of clothing, apparel or school materials, including hats, backpacks, belts, and binders, may have pictures, printing, or writing that is crude, vulgar, profane, sexually suggestive, racially, ethnically, or religiously intolerant, that contain weapons, tobacco, drugs and/or alcohol, or which the school's administration reasonably predicts will disrupt the learning environment.**

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

The school administration may limit or prohibit specific clothing that has been determined by law enforcement or gang experts to be affiliated with an actual gang. In consultation with law enforcement or other gang experts, the school administration may limit clothing or apparel where there is a reasonable basis for identifying such clothing or apparel as gang affiliated. Limitations and prohibitions on gang-related clothing or apparel will be applied equally to all students, and in no instance will a student's clothing or apparel be identified as gang-related based solely on the student's race, national origin, or ancestry. Students that do not follow the school's dress code policy will receive the following consequences. In each incident, the clothing item is confiscated and returned to the student at the end of the school day. The student is required to correct his/her appearance and the incident is recorded in the student's discipline record.

Violation	Description
1 st	Student will receive a warning; clothing is confiscated and may be picked up by the student at the end of the school day in the Vice Principal's office. The appearance is corrected. Confiscated clothing will only be eligible to be picked up by a parent/guardian.

2 nd	Clothing is confiscated and the parent is contacted. The appearance is corrected. Confiscated clothing will only be eligible to be picked up by a parent/guardian.
3 rd	Clothing is confiscated and the student is assigned a 1-hour, after-school detention. If the detention is not served, the student is placed on the No Activities List (NAL) until the detention is served. and the parent is contacted. The appearance is corrected. Confiscated clothing will only be eligible to be picked up by a parent/guardian.
4 th	Clothing is confiscated and the student is assigned an all-day Restorative Practices Room, placed on the NAL, and the parent is contacted. The appearance is corrected. Confiscated clothing will only be eligible to be picked up by a parent/guardian.
5 th	All 5 th and beyond Dress Code Violations will result in a home suspension and the student is placed on the NAL. The appearance is corrected. Confiscated clothing will only be eligible to be picked up by a parent/guardian.
<u>Dress Code during Extracurricular Activities:</u> The dress code applies before, during, and after school, which includes extracurricular activities. If a student has a dress code violation during an event outside of school hours, he/she will be asked to correct his/her appearance. If this is not possible, the student will not be permitted entrance to the event/activity.	

PHYSICAL EDUCATION DRESS & PRICE LIST

There is a specified dress for all Physical Education classes. All students must wear athletic shorts/sweats/leggings, athletic t-shirt/sweatshirt, athletic shoes. Please see the syllabus for details. If you care to purchase clothes at the Sheldon student store, see the price list below. (*Note that we do not have athletic shoes for sale at the student store*).

Dry Fit T-shirt
Shorts
Locks

Purchased from Student Store \$8.00
Purchased from Student Store - \$10.00
Sheldon Combination Lock \$6.00

NOTE: If student wants to purchase clothes elsewhere or bring clothes from home, P.E. clothes must be school colors (teal, black, gray, and/or white).

PHYSICAL EDUCATION: NON-DRESS/LOANER POLICY

OFFENSE	DESCRIPTION
1 ST	Student is offered a loaner set of clothes. If student refuses loaner set, they are sent to R3 for a restorative conversation. All points for the day are lost. Student/Teacher conversation is logged. Parent/Guardian is contacted and conversation is logged.
2 ND	Student is offered a loaner set of clothes. If student refuses, they are sent to R3 for a restorative conversation. All points for the day are lost. Parent/Guardian is contacted and conversation is logged.
3 RD	Student is offered a loaner set of clothes. If student refuses, they are sent to R3 for a restorative conversation. All points for the day are lost. Parent/Guardian is contacted and conversation is logged. Detention is issued for continued defiance.

4TH OFFENSE: STUDENT WILL MEET WITH A VICE PRINCIPAL AND PARENT WILL BE CONTACTED

Students must wear Sheldon colors in P.E. (teal, black, gray and/or white).
If they do not, they will be offered loaners. See loaner policy above.

STUDENT PARKING POLICY

- Students with a valid Parking Permit will be allowed to park in the Stadium Parking lot only.

- Parking spots will be on a first-come/first-serve basis every day.
- No one will be allowed to park on the end caps or along the parking lot curb.
- The first through fourth rows (near the main office) are reserved for staff parking only.
- Students must have a valid license, and the vehicle must have current registration and insurance to apply for a parking permit.
- Students are not allowed to park in the Visitor's Lot or the Performing Arts Center Lot (PAC).
- Students will not be allowed to go to their vehicles during the school day without administrative approval.
- Students are not allowed to go to lunch off campus during the school day.
- **Students are discouraged from parking in the neighborhood.**

PARKING PERMIT APPLICATION PROCESS

If a student wishes to park on campus they must do the following:

- Obtain a Parking Permit Application form from the Vice Principals' Office.
- The Parking Contract must be completed and signed by the student and parent/guardian.
- Return application to the Vice Principals' Office along with a copy of your current driver's license, vehicle registration, proof of insurance, and school ID.
- You will be issued a parking permit by the Vice Principals' Office.
 - Place the permit in your vehicle where it can be easily seen at all times.
 - If lost or stolen, you will be charged a \$5 replacement fee and the old permit number will be canceled.
 - If the old permit is found, the student must bring it to the Vice Principals' Office.
 - Additional vehicles must be documented on your signed parking contract. The permit must be visible in the vehicle you choose to bring to school.

Please take the opportunity to review and sign your student's **Vehicle Parking Contract** when they bring it home. Upon registration, students must have the following:

- Current Driver's License
- Current Registration
- Current Insurance
- Sheldon High School Identification Card

VEHICLE PARKING CONTRACT

In an effort to protect and safeguard our students at Sheldon High School, we have instituted a **Vehicle Parking Contract**. All licensed students are required to park on Campus. Students are responsible for registering their vehicle with the Vice Principal as well as following the contract guidelines. Students may park in the Stadium Parking Lot only. **Students are not permitted to park in the PAC Parking Lot or the Visitor Parking Lot.** Students can pick up a contract in the Vice Principals' office. **Students may be cited and/or cars may be towed by Sheldon's Resource Officer for parking lot violations.**

Any student found in violation or abusing any parking policy may receive loss of parking privileges, additional disciplinary actions, and/or have the vehicle towed at the owner's expense.

STADIUM PARKING LOT EXIT

To ensure the safety of students leaving the campus during the school day, we are requesting a safe exit for vehicles leaving the stadium parking lot. During dismissal, all vehicles **must** exit onto Calvine Road and turn right (west) when leaving the parking lot. At school dismissal, an alternative exit only will be opened onto Kingsbridge Drive.

BICYCLE PARKING

Bike racks are provided as a convenience to SHS students. In an effort to protect and safeguard your bicycle, please make sure you lock it every day and do not share the combination or key with others. The bike racks are monitored periodically throughout the day, but the student assumes responsibility for the safety of their bicycle.

SKATEBOARD CONTRACT

Skateboards are not allowed on the Sheldon campus. Skateboarding is prohibited anywhere on school grounds at all times. However, we recognize that a number of students use their skateboards as a mode of transportation to and from school. In an effort to accommodate these students, Sheldon High School agrees to hold students' skateboards in the vice principal's office during school hours. Students who want to utilize this service must complete and meet the conditions stated in the **Skateboard Contract**. A contract can be picked up in the Sheldon High School Vice-Principals' Office. **We do not assume responsibility for lost or stolen skateboards.** Skateboards that are not checked into the Vice Principal's office will be confiscated and returned to the parent only. Confiscated items not picked up within 30 days will be discarded.

GENERAL INFORMATION

SCHOOL INFORMATION AND STAFF CONTACTS

Students and parents can get up-to-date school information or contact staff by going to our website at www.sheldonhuskies.com. Students and parents can also contact staff, and access student class records, assignments, and grades through ParentVUE. **Look for ParentVUE registration information on our website or on page 8 of this handbook. It is necessary to re-register with ParentVUE if you change schools.**

STUDENT STORE

The Student Store at Sheldon is open during lunches. The profits from the store go into the school's Associated Student Body accounts and are used to support the clubs and Associated Student Body activities. The money goes directly back to the student body. The store has a variety of foods, school supplies, and spirit items for students, staff, parents, and the community. The student store manager is available by phone during lunches and is only on campus part-time. All food items sold in the student store meet California Nutritional Guidelines.

AMERICANS WITH DISABILITIES ACT

The Sheldon High 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 Craig Grivel at (916) 681-7500 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).]

HEALTH RECORDS ASSISTANT

A Health Records Assistant is available during regular school hours for illness, injury, and validation of P.E. excuses. Students needing to see the Health Records Assistant must obtain a pass from their teachers. The Health Records Assistant's Office is located in the Vice Principals' area of the main office. All health information should be updated annually and changes should be noted immediately for the safety of all students.

MEDICATION

Students are not permitted to bring medication to school (neither prescription nor non-prescription) without a written doctor's approval. If your child must take medication at school, a parent must come in and pick up an authorization sheet to be filled out by the doctor before medication can be administered. A parent should bring the medication to the school, in its original container, with the physician's instructions for administering the medication along with the authorization sheet. The medication and/or a reserve supply should be kept in the Health Record Assistant's Office at all times. Please contact the Health Records Assistant to obtain forms and information regarding this procedure.

LOST AND FOUND

Students who find articles of clothing, books, wallets, backpacks, jewelry, personal items, etc., need to take them to the Attendance Office at Sheldon and they will be placed in the "Lost and Found" area located in the room just off the cafeteria waiting to be reclaimed by their owners. If students have lost any items, please check in the "Lost and Found." Students are encouraged not to bring

valuable possessions or large sums of money to school. We do not assume responsibility for lost, stolen, or missing articles on campus: lockers are not safes! All items will be disposed of at the end of each school year

POSTERS AND FLYERS

Only Elk Grove District or school-related clubs and activity posters and flyers are allowed to be posted or distributed on campus and must be approved by the District or Sheldon High School. Private/personal parties or outside group events posters and flyers are not allowed on campus. Students found violating this policy will have all posters and flyers confiscated and discarded, will be told to remove and discard all posted advertisements from around the campus and face disciplinary consequences. Birthday greetings and other well wishes may be allowed if messages are appropriate and the student wishing to post greetings has approval from Head Custodial and Administration. If approval is given to post, students can only use **blue painter's tape** and post it on the bulletin boards or inside the cafeteria. Items cannot be taped to doors, windows, room number plates, inside any classrooms, bathrooms, or any painted surface. Failure to follow these guidelines will result in the student being told to remove and discard all posted items and may face additional disciplinary consequences.

STUDENT VISITORS

Former students will not be allowed to visit unless they have an appointment with the staff member they are visiting. Staff members must contact the Main Office to inform office staff of prearranged visitors and the visit must be approved by an Administrator. Visitors will not be allowed to visit during lunch periods but may arrive 15 minutes before lunch or 15 minutes after lunch. Sheldon High School does not allow school-age guests on campus during the school day.

STUDENT DELIVERIES

Parents and students are strongly encouraged to not bring such items as special deliveries for students (flowers, balloons, gifts, lunch money, personal items) to school due to the potential disruption and/or distraction from the school environment. School staff are not responsible for any lost or damaged items that are delivered to the front office for student pickup.

NO DELIVERY SERVICE FOOD ACCEPTED

Due to excessive disruption and safety concerns, we do not accept food deliveries from outside delivery services (i.e., DoorDash, Uber Eats, etc.). We will only accept food deliveries from parents/guardians or others that are listed on the student's emergency information screen and delivery MUST be dropped off in the front office for students to pick up.

Any unauthorized food deliveries will be rejected at the door/curb. Please note that the money paid for the food will not be reimbursed. If it is not possible to reject the food, the food will be confiscated and given back to the student at the end of the school day.

Food Delivery Consequences

- 1st delivery – Student meets with an administrator, phone call home by an administrator.
- 2nd delivery – Student will spend that period in the R3 (Restorative classroom), phone call home.
- 3rd delivery – Student will spend that period in R3 (Restorative classroom), phone call home.
- 4th delivery – Student will spend full day in R3 (Restorative classroom), phone call home.
- This process will restart after the 4th tardy and at the start of each quarter

PARENT/GUARDIAN CLASS VISITATION

To minimize classroom interruptions, the administration and staff expect parents/visitors to adhere to the following procedures when you are visiting your student's classroom.

- Please do not “drop-in” before classes or after school expecting to have a conference with your student's teacher(s). Teachers need time to prep for their classes and will not be prepared to discuss your student with you as they may not have their grade book and other materials available to do it at the time you “drop in.” Please make arrangements in advance to observe during the school day.
- For security reasons, visitors must check in at the Main Office and state the person's name they are here to visit. Attendance Office staff will call the staff member to verify that the visitor did make prior arrangements to visit.

- The visitor will sign in on the “Visitor’s Log” and write his/her name on the “Visitor’s Pass” and place it visibly on his/her clothing. Visitors must sign out through the Main Office upon leaving the campus.
- An office staff member will provide a map of our school, and a copy of your student’s schedule, and may assign a staff escort. Please follow the order of your student’s classes.
- When entering a classroom, quietly introduce yourself to the teacher and the teacher will direct you to a seat.
- Because teachers will be involved in the instruction of their classes, we are requesting that you do not use this for conference time. If you wish to meet individually with any of your student’s teachers, we ask that you meet with your student’s counselor to set up a conference time.
- SHS does not allow school-age guests on campus during the school day.

WITHDRAWALS - TRANSFERS

Any student withdrawing or transferring from Sheldon High School must report to the Attendance Office for a clearance sheet. A parent must accompany the student. The Drop Form must be signed and approved by the Attendance Office, all teachers, and the librarian before returning it to the Attendance Office. All books must be returned and fines paid before transcripts are released.

WORK PERMIT REQUIREMENTS

- Work permit requests and work permits may be picked up in the Counseling Office.
- There will be a two-day processing period for work permit applications (i.e., if your application is turned in before school on Monday, your work permit may be picked up on Wednesday after school).
- Students with work permits in the Elk Grove Unified School District are required to maintain appropriate attendance and school performance to maintain their work permits.
- Students with three (3) or more school days (12 class periods) truant within a school year will have their work permit revoked. Employers will be notified of the revocation of the work permit.
- Students with a GPA below 2.0 or who receive a failing grade (F) will have their work permit revoked. Employers will be notified of the revocation of the work permit.
- Students must be clear of any outstanding school fines. Work permits will not be issued to students until all fees are paid.
- If the work permit is revoked, students may apply to have their work permit reinstated if attendance and/or academic performance has improved enough to maintain a “C” average for at least one quarter and/or less than three (3) unexcused absences for one quarter.
- Ages, and maximum hours per day and per week for Elk Grove Unified School District students:

Age	Non-School Days	School Days
14 – 15	8 hours/day – 40 hours/week	3 hours/day – 18 hours/week
16 - 17	8 hours/day – 48 hours/week	4 hours/day – 20 hours/week

- A day of rest from work is required if the total hours employed per week exceeds 30 hours or if more than 6 hours are worked on any one day during the week.
- Minor’s work must be performed between specified hours:
 - o 14 - 15 years: 7 a.m. to 7 p.m. (summer 6/1 - Labor Day, 7 a.m. - 9 p.m.)
 - o 16 - 17 years: 5 a.m. to 10 p.m. (12:30 a.m. when no school the next day)
- Students in approved work experience education or cooperative vocational education programs may be authorized to work until 12:30 a.m. on nights proceeding school days with specified written permission. Parental and school permission is required.
- When regulations of enforcement agencies differ, the more restrictive regulation applies.

PLEASE NOTE:
Work Permits will not be issued to students with outstanding lab fees or library fines!

USE OF FILMS, VIDEOS, AND TELEVISION FOR STUDENT VIEWING

Board Policy 6162.1, Adopted May 16, 1994,

It is the policy of Elk Grove Unified School District to provide visual materials for students, which are appropriate for student viewing and which support the instruction program. The following parameters prevail:

- Films/videos, prints, and other visual media that appear on the Sacramento County Office of Education list are approved for their curricular content for use in the classroom.
- All media used in the classroom must adhere to the copyright policy and must have a direct tie to the curriculum and support the instructional program. All media should provide a different perspective and allow students to experience a curricular area.
- No “X” or “NC-17” rated films shall be shown. “R” and “PG” rated films cannot be shown at the elementary or middle school level.
- Alternative assignments will be given for students excused from viewing.
- Parents must be informed if controversial media is used for students viewing, such as Family Life Media and “PG-13” (6-8), and “R” (9-12) rated media. Accompanying the letter will be a form provided for parents to elect the option of an alternative assignment for their child.
- “R” and “PG” rated films and unrated commercial films/videos/television rebroadcasts must meet the following criteria:
 - have been reviewed and approved by the site administrator or designee(s)
 - have been linked to the curricular objectives
 - are shown only after written information is provided to parents which include:
- the rating,
- Reason for the rating (obscenity, nudity, violence, etc.),
- the curricular objectives, that the film has a tie to, and,
- An alternative assignment of comparable difficulty for students excused from viewing.
 - a district family preview session will be provided for “R” rated films in grades 9-12 and for “PG-13” rated films in grades K-8.
- Any educational television shows viewed in the classroom must have a direct tie to the curricular objectives. Activities prior to and after the television event should support the television program and require students to utilize the new knowledge. Opportunities should be available for students to extend their learning beyond the program. Extra-credit activities that recommend the viewing of an “R” rated film for grades 9-12 and a “PG-13” rated film for grades 6-8 will not be allowed.

INSTRUCTIONAL MATERIALS

Elk Grove Unified School District engages in a very careful review process for all of our instructional materials, textbooks, and novels. Our review process is very important because we want to ensure that your children have the best possible instructional tools.

Your child’s teacher should share information about classroom textbooks and pieces of literature with you. They should let you know in particular about any sensitive or potentially objectionable portions of the materials. This will allow you ample time to review the materials prior to their use.

If you are concerned or have questions about the books, please call your child’s teacher, Principal, or the Curriculum/Professional Learning Department at the Education Center. We would like to have the opportunity to discuss these concerns with you. If, after this discussion, your concerns have not been relieved, you have the right to request an alternative assignment or book.

If you have any further questions, please don’t hesitate to call Curriculum/Professional Learning at 686-7748.

SHELDON HIGH SCHOOL LIBRARY

MISSION STATEMENT: The mission of the Sheldon High School Library is to promote life-long literacy skills and to ensure that our students can find, evaluate, and utilize information in order to make informed decisions and be independent thinkers who positively contribute to their community. We provide this by providing access to current resources and materials to support our curriculum and to support the diverse needs of our student population.

LIBRARY HOURS: The library is open daily from 8:00 – 4:00 Mondays through Fridays.

CIRCULATION OF LIBRARY MATERIALS: All library books are checked out for 3 weeks and there is a 5 book limit. The following guidelines apply to checking out library material:

All students must have a current Sheldon High ID card or a California driver's license to check out books. If a student has lost his/her ID card, he/she must purchase a new one before new library books can be issued.

Overdue books will prevent students from checking out any additional library books.

If a student is on a payment plan for a lost textbook or library book, he/she must make a payment each time he/she checks out a library book. Students check out books for their friends at their own risk!

CIRCULATION OF TEXTBOOKS: Guidelines for textbook circulation are as follows:

- All students must have a current Sheldon High ID card or a California driver's license to check out textbooks. If a student has lost his/her ID card, he/she must purchase a new one before additional textbooks can be issued. During the first week of school and again during the term change in January, students are allowed to use their schedules to check out textbooks. Beyond this time frame, students will have to use their ID cards.
- Students are strongly encouraged to turn in all overdue library and/or textbooks before new textbooks are issued.
- Textbook distribution happens at every term change. Students are brought to the library according to a textbook distribution schedule given to each teacher. If students are absent during this time, they may visit the library at their convenience to check out the textbooks they need.
- Textbooks can be returned in the following ways:
 - Students can return their textbooks themselves directly to the library. This is the preferred way!
 - Students are sometimes instructed to give their textbooks to their teachers who then turn them into the library. Teachers who participate in this method generally turn in a sheet indicating who turned in what textbook.
- Students needing a second set of textbooks will need to provide a doctor's note to the library. They must also notify their counselor. Students are then financially responsible for each textbook they check out.
- Textbooks cannot be checked out over the summer except for AP & Honors summer work.

LOST/DAMAGED BOOKS: Please read the following guidelines carefully regarding lost and damaged textbooks. Textbooks are very expensive and we take every effort to ensure the students know the policies regarding lost textbooks. We also work closely with students and parents for payment arrangements should a textbook become lost.

- If a student loses a textbook, he/she must pay for it before a new textbook can be issued. Payment plans are accepted.
 - To start a payment plan, a student must put \$10 down towards the cost of the book. Every time student needs an additional library book or textbook, he/she must bring another \$10 payment until the balance is paid in full.
 - Students and parents may replace lost textbooks or library books from an online source such as Amazon.com or Half.com. Please obtain the required form from the librarian before pursuing this option.
 - Refunds are given whenever the lost textbook is found. They are generated at the district office and can take up to 2 weeks to process.
 - Payments can be cash or check only. The library does not have a credit card or debit card machine. Checks should be made out to Elk Grove Unified School District when paying for lost textbooks. Checks should be made out to Sheldon High School if paying for lost library books.
- Please be advised that students leave their textbooks in the classroom at their own risk despite the teacher's directions to do so. Students are still financially responsible for any stolen textbooks whether it be from their classroom, their cars, etc. Claiming a textbook is stolen is not an automatic waiver of financial responsibility.

- To ask about the prices of lost textbooks, please call the library at 916-681-7500 ext. 8088. Generally, textbook replacement costs range from \$25 to \$150.
- Damages to textbooks are assessed each term. When damage is noted, the book is stamped on the inside corner noting the date the damage was discovered and a librarian's initials. Therefore, if a book is damaged and not stamped, the student who had the book last will be fined accordingly. Please consult the library link on the Sheldon High School website for a list of general damage costs. <http://sheldonhuskies.com>.
- **STUDENT WITHDRAWALS:** If a student is leaving Sheldon High School during the academic year, the following guidelines regarding textbooks are in place:
 - All textbooks and library books must be turned in before the school can formally withdraw a student.
 - All payment plans must be paid in full before a student can formally withdraw.
 - Students that leave Sheldon High with outstanding payments and/or overdue books will be billed for the amount. His/her new school will be notified of the outstanding charges as well.

END OF YEAR TEXTBOOK/LIBRARY BOOK PROCEDURES: The Sheldon High School library prints overdue notices twice per year. At the end of the school year, if students leave without turning in their books, report cards may not be mailed home and notices regarding the outstanding books will be mailed home. Students must return all books, pay for lost or damaged books, or start a payment plan before report cards can be given.

USE OF THE LIBRARY AND COMPUTER LAB: Our library is considered the “hub” of student academic resources and achievement. We take great pride in offering our students a place to find resources for research, great books to read, and providing an atmosphere for studying and learning. Here's a list of the following procedures:

- We offer 40 computers for students to use throughout the day.
 - Students must also have a Sheldon High ID card to use the computer. No exceptions!
- Students may print papers
 - Printing is free for school-related assignments only. Free printing is offered after school.
- Quiet Study Time: During this time, all students who use the library are asked to not talk. Anyone talking will be asked to leave. This is a study hall atmosphere catered to those students who need absolute quiet to get their work done.
- Students may borrow textbooks during library hours to use while in the library.
- During the course of a day, the library is used by classes for research, book talks, computer lab use, etc.
- The library maintains an online database for all students to use. This database contains articles from hundreds of newspapers and magazines and ranges from current events to historical events. Please contact the librarian to obtain login information for these database resources.
- It is our hope that students feel like the library is their place to grow academically. We maintain a positive and safe environment for all Sheldon High School students and staff. Our atmosphere is clean and inviting and the librarian is always here willing to assist in any way possible.

ASSEMBLIES AND RALLIES

Assemblies and rallies are a part of the school program. They help create better school spirit, develop leadership and talent, and give the student body good entertainment with educational value. Student conduct is of the greatest importance in assemblies and rallies. The success of these activities depends, to a great extent, upon the manner in which students support the programs and the students and/or guests within them. Students will be expected to support the performers, always respond in a positive manner, and support and encourage the other students in the audience.

Rules of Conduct:

- Demonstrate courteous behavior at all times to anyone appearing before the student body.
- No talking once the program has begun.

- Only positive responses by the audience and participants are allowed. Students need to support their peers and guests. It is difficult to speak and perform in front of one's peers, therefore, staff, students, and community members displaying positive support and sportsmanship will make us a school to respect and emulate.
- Students are to remain seated until the assembly or rally has ended which follows the Alma Mater.
- Participation at rallies is optional. Once the rally has begun, students are not allowed to leave, they must stay until the Alma Mater is finished.
- **Inappropriate behavior during an assembly or rally will result in immediate disciplinary consequences.**

PERFORMANCE/SHOW ETIQUETTE

Concert etiquette should be followed at any performances or presentations held in the Performing Arts Center or the Sheldon Studio "Black Box" Theatre. Please understand these rules and guidelines are in place to provide a clean and enjoyable atmosphere for both the performers and other audience members. This concert etiquette guide is in concurrence with the ArtsWORK Academy.

Basic Rules

- No food or drink in the Performing Arts Center (PAC) or Studio Theatre.
- Keep feet on the floor and not on the back of chairs, the seat of chairs, or the front rail in the PAC
- Do not climb over or walk on chairs.
- No flash photography due to the safety issues for our performers and the courtesy to people around you.
- Videotaping is not allowed without the written permission of the Theatre Staff and/or the performance group's leader.
- Keep the theatre clean and in good order by following these rules.
- Follow the direction of ushers and other workers.

Performance Etiquette

- Be courteous to the performers and audience members by not talking during the performance.
- Take care of your restroom needs before the performance begins. If you must leave during the show, only do so when there is an obvious break in the performance (signified by a light change or applause). This is the same for returning to your seat during the performance.
- Show up to the performance on time. Arriving 30 minutes before the show begins will give you time to buy tickets and find a seat. If you are late **YOU WILL NOT BE ALLOWED TO ENTER** the theatre until there is a break in the performance. If you are late to a show in the Studio Theatre, **YOU WILL NOT BE ALLOWED TO ENTER UNTIL INTERMISSION**. Do not knock on the Studio Theatre door if it is closed, it will not be opened for you. All reserved tickets will be released and sold ten minutes before the show begins. If the show sells out and there are empty seats due to presale tickets, tickets will be sold to fill the empty seats ten minutes before the show is scheduled to begin. There are no refunds given for presale tickets.
- Show appreciation for the performers by applause only. Do not scream or yell out names or any other words to the performers. Do not whistle or make any other noises during the performance. It is inappropriate and disrespectful to the audience and it also distracts the performers.
- Turn off all cell phones and other electronic devices before the performance begins.

PROGRESSIVE DISCIPLINE

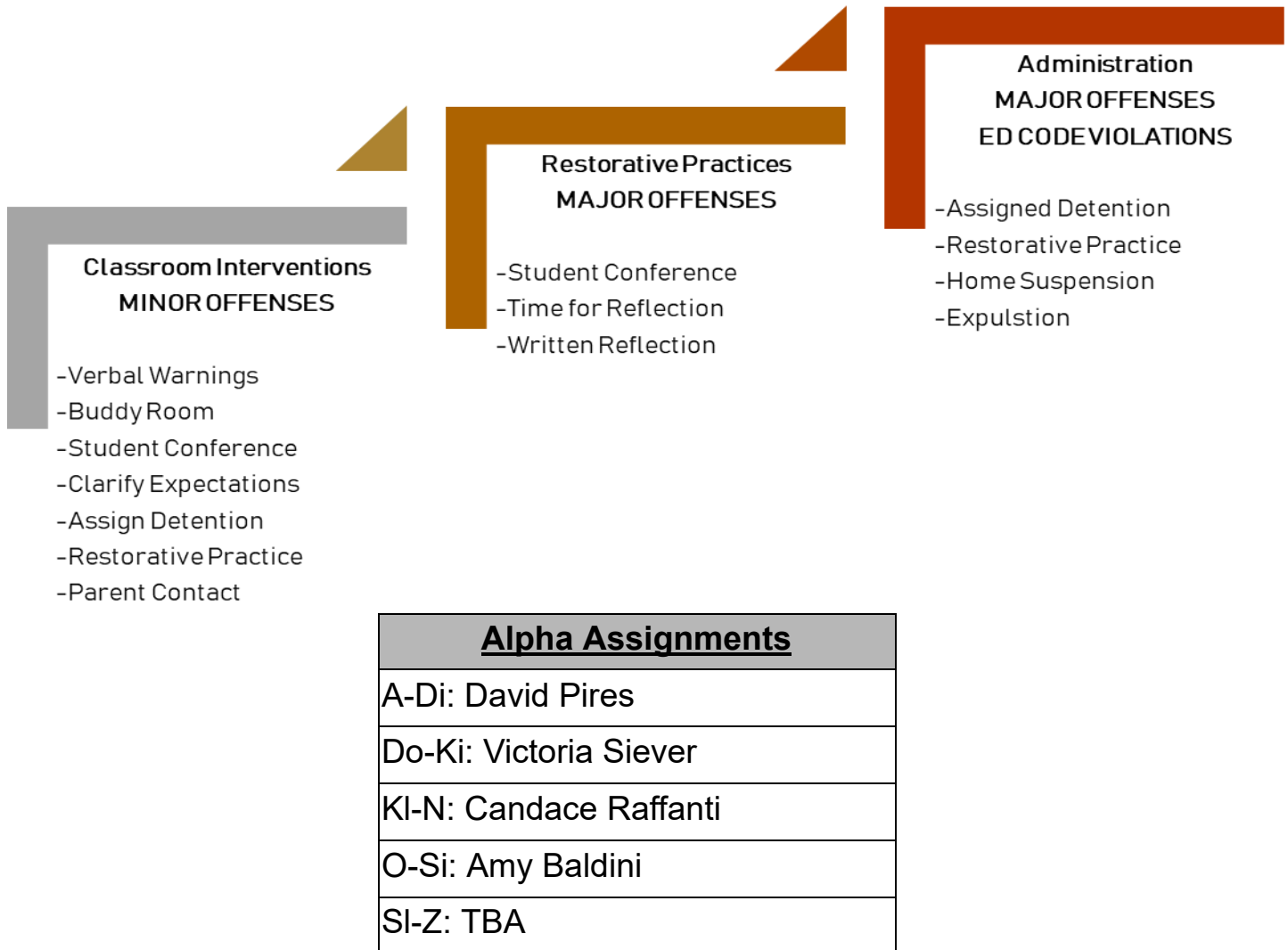
Through progressive discipline, staff members determine appropriate consequences and/or support to help students improve their behavior while considering their individual circumstances. The goal is to help prevent inappropriate student behavior from happening again.

More serious consequences may be considered for inappropriate behavior that escalates or is repeated. Providing students with the opportunity to reflect on their own actions and the impact of these actions is essential to student learning. Parent involvement is key in supporting the student's success.

The purpose of a progressive discipline system is to:

- Improve the education environment for students, teachers, parents/guardians, and staff
- Inform students and parents/guardians of rules and policies
- Record discipline violations in a systematic way

- Predetermine disposition for violations, when possible



**This progressive discipline matrix is recommended for a continued series of behaviors without a dramatic change by the student. If a student's negative behavior were to dramatically escalate, the teacher should respond by skipping steps if necessary*

EGUSD MULTI-TIERED SYSTEMS OF SUPPORT AND STUDENT WELLNESS

Healthy kids, healthy future

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

Student Health and Wellness

We take a comprehensive approach to overall health, recognizing that healthy bodies and minds contribute to increased academic performance, improved attendance, and positive behavior for healthy learning. In recognizing the link between student health and learning, the district promotes healthy eating and physical activity, as well as opportunities for students to further develop their social, emotional, and psychological well-being. The following eight components contribute to the health and well-being of students.

- Health Education
- Physical Education

- Health Services
- Nutrition Services (See Part III)
- Mental Health and Social Services
- Healthy and Safe School Environment
- Health Promotion for Staff
- Family and Community Involvement (See Part III)

More information about these components can be found on our website at [Healthy Body, Healthy Mind, Healthy Learning](#).

Social and Emotional Learning

Social and emotional learning (SEL) is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

SEL programming is based on the understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging, and meaningful. Social and emotional skills are critical to being a good student, citizen, and worker. Many risky behaviors (e.g., drug use, violence, bullying, and dropping out) can be prevented or reduced when multiyear, integrated efforts are used to develop student's social and emotional skills. This is best done through effective classroom instruction and practice opportunities, student engagement in positive activities in and out of the classroom, and broad parent and community involvement in program planning, implementation, and evaluation.

Effective SEL programming begins in preschool and continues through high school.

Elk Grove Unified has adopted the 5 core SEL competencies from the Collaborative for Academic and Social Emotional Learning (CASEL):

Self-awareness: the ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes the capacity to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.

- Self-management: the ability to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacity to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.
- Social awareness: the ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacity to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports.
- Relationship skills: the ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacity to communicate clearly, listen actively, cooperate, work collaboratively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.
- Responsible decision-making: the ability to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacity to consider ethical standards and safety concerns and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.

Student mental health services are available through Student Support & Health Services at (916) 686-7568. [E.C. 49428] For access to community-based mental health support, families may contact Care Solace at www.caresolace.com/site/egusdfamilies.

Immunizations

We cooperate with the local health officer to control and prevent communicable diseases in school-age children. Per the immunization law known as SB 277, effective January 1, 2016, exemptions based on personal beliefs will no longer be an option for the vaccines that are currently required for entry into school in California. Personal beliefs exemptions on file for a child already attending school will remain valid until the child reaches the next immunization checkpoint at kindergarten (including transitional kindergarten), or 7th grade.

A student may not be admitted to school unless they have been fully immunized against Diphtheria, Pertussis (whooping cough), Tetanus, Poliomyelitis, Measles, Mumps, Rubella, Hepatitis B, and Varicella. The required immunizations are available from the Sacramento County Department of Public Health or a physician.

Students who do not present evidence of inoculation (for any of the diseases listed in Health & Safety Code 120335) shall be excluded, and the parent or guardian will be notified that they have two weeks to supply evidence either that the student has been properly immunized, or that the student is exempted from the immunization requirement. [Pursuant to Section 120365 or 120370 of the Health and Safety Code]. Such exclusion shall not be deemed an absence in computing average daily attendance. [E.C. 48216(a) (b)]

Parents will be notified and asked to take their child to the student's usual source of medical care to obtain the immunization. If no usual source exists, the parent or guardian will be referred to the county health department, or if eligible, the immunization may be administered at one of our immunization clinics.

Your student must be immunized against certain diseases before being admitted to school unless formally exempted for medical reasons. Students who had a signed waiver based on religious or personal beliefs on file before January 1, 2016, are exempt from the immunization requirement until they complete the "grade span" they were in as of January 1, 2016.

Grade spans are

- (1) birth through preschool.
- (2) transitional kindergarten through 6th grade.
- (3) 7th through 12th grade.

Students entering our schools for the first time after January 1, 2016, are no longer exempt from immunizations based on their religious or personal beliefs. Students who had a medical exemption issued before January 1, 2021, will be allowed continued enrollment until they enroll in the next grade span. [H.S.C. 120372(a)]

As of January 1, 2021, the District will only be allowed to accept medical exemptions submitted on the standardized, statewide certification form developed by the California Department of Public Health. The student's licensed physician or surgeon must complete and submit medical exemptions directly to the California Immunization Registry. [H.S.C. 120372(a)]

Documented proof of immunization is required upon admission. Consistent with applicable laws, unless a student provides or has on file with the school a recognized medical exemption, we shall exclude a student who is not properly immunized. We will notify the parent/guardian to supply evidence that the student is properly immunized or is exempt from immunization for medical reasons. For more detailed information regarding student immunizations, please refer to the website of the [California Department of Public Health, Immunization Branch](#). For questions regarding school-age immunization requirements for your student, please contact your school nurse.

Dental Screening and Oral Health Information

California law requires proof of a dental screening by May 31 of a student's first year of public school, whether it is kindergarten or first grade. California Education Code Section 49452.8, went into effect in 2007. The goal of the law is to establish dental care for every child.

The screenings will identify children who need further examination and dental treatment. SB 379 allows schools to provide on-site oral health screenings to fulfill the Kindergarten Oral Health Assessment (KOHA) with passive consent. Parents/guardians must notify the school in writing that they do not want their student screened. Primary teeth, also known as milk or baby teeth, play a vital role in eating, speaking, and smiling for children. They also hold space in the jaws for permanent teeth growing under the gums. Problems with primary teeth often cause pain and swelling which can distress the child and interfere with the ability to chew or speak properly.

Oral health is a valuable asset to a child's overall health and learning. Oral health includes:

- Teeth
- Gums
- Hard and soft palate
- Mucosal lining of the mouth and throat
- Tongue
- Lips
- Salivary glands
- Chewing muscle
- Jaw

early and thorough oral examination can detect the early signs of nutritional deficiencies, as well as a number of systemic diseases.

The screening must be done by a licensed dentist or other licensed or registered dental health professional within 12 months of enrollment. If a dental check-up cannot be obtained, parents may be excused from this requirement by filling out a form stating that the oral health assessment could not be completed because of one or more of the following reasons:

- Completion of an assessment poses an undue financial burden on the parent or legal guardian.
- Lack of access by the parent or legal guardian to a licensed dentist or other licensed or registered dental health professional.
- The parent or legal guardian does not consent to an assessment.

We adhere to the same privacy requirements per the [California Department of Education](#).

Parents who have questions about the dental screenings can call our Student Support & Health Services Department at (916) 686-7568. For additional support in accessing a dentist, call the toll-free telephone number to obtain eligibility requirements and request an application:

Early Smiles Sacramento: (916) 572-4860

Medi-Cal: (800) 322-6384

Child Health and Disability Prevention Program: (916) 875-7151

Sacramento County Public Health Department: (916) 875-5947

Physical Exam—First Grade

State law requires that for each child enrolling in the first grade, the parent or guardian must present a certificate, signed by a physician, verifying that the child has received a physical examination within the last 18 months. If your child does not receive this exam, you must file a waiver with the school district stating the reasons you are unable to obtain such services. Your child may be sent home if you fail to provide the certificate or waiver, or if your child is suspected to be suffering from a contagious disease. You may find it convenient to have your child immunized at the same time that the physical examination is conducted. [E.C. 49450; Health and Safety Code 124085, 124100, 124105]

These services may be available to you at no cost through the Child Health and Disability Prevention Program (CHDP). For more information, contact Sacramento County CHDP at (916) 875-7151.

Medication

Students with a medical disability that requires a physician-prescribed medication taken during the school day must follow California Education Code Section 49423, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

Whether the prescribed medication is of limited or permanent duration, students are entitled to seek assistance from the district in meeting their medication needs when they are under our care, custody, or control. The provision includes regular school hours, plus field trips, sporting events, and other off-campus, school-sponsored activities.

Before medication assistance can be provided, even for students with Individualized Education Plans (“IEPs”) or “504 Plans,” a Medication Assistance Authorization form (“authorization”) must be executed by at least one parent/legal guardian, and the student’s duly authorized physician or surgeon. A new authorization is required at the beginning of each school year or any time there is a change in medication directives, such as a change in medication, dosage, timing, or frequency. The parent/legal guardian must immediately notify us of any change in medication directives.

Until we receive an updated authorization signed by the parent/legal guardian and physician or surgeon, we will continue the directives in the existing authorization unless:

- there is evidence the student’s health may be endangered by the continued use of the existing medication directive.
- the parent/legal guardian provides a written statement that medication assistance is to cease or be suspended until new authorization can be provided.

All medication must be provided to the district by a parent/ legal guardian. We store the medication and dispense it in compliance with the medication directive. All medication supplied to us must be in its original labeled form (i.e., in the original prescription bottle, sealed package, etc.) as received from the physician, pharmacist, or store. State law provides that students may carry and self-administer prescription auto-injectable epinephrine and inhaled asthma medication upon the school’s receipt of specified written confirmation and authorization from the student’s physician, surgeon, and parent/guardian. [E.C.49423 and 49423.1] Except for personal asthma inhalers and personal epi-pens, a student may not independently possess medication during the school day or while on district property. There are no exceptions to this requirement due to health and safety concerns, including the potential theft of the medication or the potential for sharing/use of the medication by other students who may then suffer unexpected allergic or other negative reactions. Any student possessing medication, or providing medication to another student, may face disciplinary action.

Medical Disability means any mental or physical condition limiting a student’s ability to engage in major life activities, such as eating, breathing, hearing, speaking, learning, or performing self-care, or who otherwise is subject to a medical disability or condition for which medication has been prescribed by a physician.

Medication means any current (unexpired) prescribed medication, as well as over-the-counter remedies (such as aspirin, decongestant, eye drops), and nutritional/herbal supplements.

Assistance means the providing of the child with medication in accordance with a physician’s written instructions or directives when the child presents themselves at the agreed time, or in response to urgent or emergency circumstances. Except as otherwise legally required, assistance may be provided by a district employee other than a nurse or licensed or trained medical care provider. Any emergency assistance provided to a student will be promptly brought to the attention of the parent/guardian. All additional reports of emergency assistance will keep with governing laws and district policies and procedures. At the end of the current school year, all medications must be picked up by the parent within five working days. Medication that is not retrieved by a parent/guardian will be destroyed per safety regulations.

Notice to School of Non-Episodic Condition

The parent or legal guardian of any public school pupil on a continuing medication regimen for a non-episodic condition shall inform the school nurse or other designated certificated school employee of:

- the medication being taken.
- the current dosage.
- the name of the supervising physician.

With the consent of the parent or legal guardian, the school nurse may communicate with the physician and may counsel the school personnel regarding the possible effects of the drug on the child’s physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose. The Superintendent of each school district shall be responsible for informing parents of all pupils of the requirements of this section. [E.C. 49480-49480. Article 6]

Private Duty Nurses

Parents who provide a private duty nurse for their child at school must notify both our Student Support and Health Services Department at (916) 686-7568, and their child’s assigned school site, in order to comply with our procedural guidelines. Specific guidance will be given upon notification.

Physical Examination Exemptions

If you want your child to be exempt from physical examinations at school, you must file a written statement with the school refusing such an exam. However, when there is a good reason to believe that your child is suffering from a recognized contagious or infectious disease, they will be sent home and shall not be permitted to return to school until school authorities are satisfied that any contagious or infectious disease does not exist. [E.C.48980, 49451]

Sun Protection

Students, when outdoors, can wear sun-protective clothing such as hats. Students may also apply sunscreen during the day without a doctor's note or prescription. [E.C. 35183.5]

Vision and Hearing Appraisal

Vision and hearing will be checked by a credentialed school nurse in grades transitional kindergarten, kindergarten, second, fifth, and eighth. A credentialed school nurse or audiologist will screen students unless you present to the school a certificate from a physician or optometrist verifying prior testing, or a letter stating it violates your faith in a recognized religious belief. [E.C. 49455, 49452]

Covered California Insurance

By law, most people are now required to have health insurance or pay a penalty when they file their taxes. Through Covered California, a program from the state of California, qualified legal residents of California and their families can compare health insurance plans and enroll in the one that works best for their needs and budget. Financial assistance is available to qualifying individuals and families to help pay health insurance premiums.

The federal government may pay a portion of the health insurance premium. Individuals and families may also qualify for Medi-Cal benefits. The open-enrollment period for Covered California health insurance plans happens once a year. Once the open-enrollment period closes, you may enroll in a Covered California health plan only if you have a qualifying life event that makes you eligible to apply. Some examples of qualifying life events are:

- losing your health coverage.
- getting married.
- moving outside your plan's coverage area.
- having a baby and turning 26.

Undocumented and non-citizen or permanent-resident parents who apply for their eligible children or dependents do not need to fear that doing so will result in deportation or other immigration-related actions.

For more clarification, read the Immigrations and Customs Enforcement memo on health enrollment and immigration in [English](#) and in [Spanish](#).

To see if you qualify, visit www.coveredca.com/special-enrollment.

To enroll during this time, you must apply within 60 days of your qualifying life event.

Visit CoveredCA.com to learn more, compare health insurance plans, choose the one that best fits your needs, and enroll online. For free, confidential, in-person help, in your area, visit www.CoveredCA.com/find-help or call (800) 300-1506 or Sacramento Covered at (916) 414-8333.

Awareness and Prevention Programs

Comprehensive Sexual Health and HIV/AIDS Prevention

Written and audiovisual educational material will be used in the California Comprehensive Sexual Health and HIV/AIDS Prevention curriculum. Upon request, these materials are available for inspection before instruction begins.

You have a right to request, in writing, that your child not participate in the curriculum. You may also withdraw this request at any time. School districts must ensure that all pupils receive comprehensive sexual health instruction from adequately trained personnel in appropriate courses. In our district, highly qualified teachers provide such instruction.

If a guest speaker gives a presentation or presents at an assembly, parents are given the dates and names of the guest speaker/organization at least 14 days before the dates of the presentation. This instruction will emphasize sexual

abstinence and abstinence from intravenous drug use as the most effective means for HIV/AIDS prevention and avoiding the spread of sexually transmitted diseases. The instruction will also assist students in overcoming peer pressure and using effective decision-making skills to avoid high-risk activities.

Parents will be notified in writing and given the opportunity to review the material. Parents can request in writing that their child not participate in any or all of the above activities. Copies of Board Policy 6142.1 and Education Code Sections 51938, 51933, and 51934 can be requested from the district by contacting the Curriculum/Professional Learning Department at (916) 686-7757. The Education Codes can also be found online at leginfo.legislature.ca.gov. [E.C. 51933, 51934, 51938]

Suicide Prevention

Suicide prevention is the collective effort of school and community resources to support our students. Saving lives often begins with asking a question. We have school counselors, school social workers, school psychologists, and mental health therapists available at our schools. They have been trained to assess suicidal ideation and respond appropriately to the level of threat identified. It is our top priority to ensure the safety of the students in our schools. Please use our counselors, psychologists, and mental health therapists as resources, in addition to the information provided on our website.

Bullying Prevention

Because student safety is one of our top priorities, we do not allow any behaviors that infringe on the security or emotional or physical well-being of any student. We have developed strategies for bullying prevention and intervention to help keep students safe and ensure a healthy learning environment. We have an extensive board policy on bullying that covers a variety of areas, including cyberbullying, bullying prevention, intervention, complaints and investigation, discipline, and enforcement mechanisms.

Student in Crisis: What to Do

Ask the difficult question. “Have you had thoughts about killing yourself?” Do not offer unrealistic reassurances. Paraphrase what you are hearing the student says. This will support your ability to monitor how accurately you are understanding what the student is saying.

For example, “I understand when you say that you aren’t sure if you want to live or die, but have you always wanted to die? Well, maybe there’s a chance you won’t feel that way forever. I can help.”

When interacting with a student in crisis, the following may be helpful strategies:

- Provide information about a current or upcoming life transition can help lessen anxiety.
- Remember, your job is not to act in the role of the mental health professional.
- Maintain visual contact with students at all times.
- Always provide a student with a 24-hour crisis number (see below). Have them put the contact information into their phone if possible.
- Connect the student with a counselor, administrator, or mental health professional immediately. School and Community Resources: EGUSD Counselors, School Psychologists, School Social Workers, and Mental Health Therapists.

EGUSD Prevention Information & Resources

- [Bullying and Cyberbullying Prevention](#)
- [Suicide Prevention](#)
- Catapult EMS - (Anonymous Bully & Threat Reporting) [How to Report Link](#)

Local Suicide Prevention Crisis Line (916) 368-3111 National Suicide Prevention Lifeline 1 (800) 273-TALK (800-273-8255)

- [Sources of Strength](#)
- [Know the Signs](#)

- [American Foundation for Suicide Prevention](#)
- [NAMI Sacramento](#)
- Be aware of the identified individuals on your site who are working with you to provide more long-term professional support.
- The wider your network of support, the more effective you will be in managing the crisis for the student, family, and others.

Student In Crisis: Communication

- Staff will connect and communicate with the administration and Crisis Team on-site to determine the level of risk.
- Crisis Team and Administration will contact the district director for consultation and support, law enforcement or protective services, inform the parent or guardian, and identify staff members to monitor the student.

Student in Crisis: What to Avoid When Helping

- The student could be in a state of distress and confusion, so modeling and maintaining a sense of calm is essential.
- In an effort to provide support, be careful that you are not providing your opinions. Do your best to avoid being impatient, judgmental, or shocked.
- Be careful not to minimize the student's experience but do not overreact, as it may cause the student to shut down.
- Base the foundation of your relationship on honesty and trust.
- Do not promise secrecy in an effort to glean information regarding the crisis.

Student Crisis: Warning Signs

Warning signs are observable behaviors that may signal the presence of suicidal thinking. They might be considered “cries for help” or “invitations to intervene.” We encourage our staff to follow their instincts. It is not overreacting. Please communicate with your counselor or mental health professional on-site if you observe behaviors that concern you. Some examples include

- Feelings of sadness, hopelessness, and helplessness
- Changes in sleep patterns or eating habits.
- Significant changes in behavior, appearance, thoughts, and/or feelings.
- Change in school attendance/ tardies.
- Social withdrawal and isolation.
- Suicide threats (direct and indirect).
- Suicide notes and plans.
- History of suicidal ideation/ behavior.
- Self-injurious behavior.
- Preoccupation with death
- Making final arrangements (e.g. giving away prized possessions, posting plans on social media, sending text messages to friends).

Student Behavior Management and Support

Positive Behavior Interventions and Supports (PBIS)

Positive Behavior Interventions and Supports are an integral part of our commitment to student learning and behavioral health. PBIS is a proactive approach to establishing the behavioral supports and social culture needed for all students on a school site to achieve social, emotional, and academic success. PBIS is a framework implemented by explicitly teaching

expected behaviors, engaging students in the school community, acknowledging appropriate behaviors, and re-teaching and applying restorative practices as needed.

PBIS is a data-driven, team-based system that enhances the capacity of schools, families, and communities to respond to the unique needs of each student. This Multi-Tiered System of Supports (MTSS) focuses on creating and sustaining universal/school-wide (all students), targeted (small group), and intensive (individual) systems of support that improve the academic and social/emotional outcomes for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

Every school in our District has a PBIS team. Community and family members are critical members of this team. If you have a passion for helping create high-quality learning environments please consider this option. If you would like to know more about PBIS at your area school or have questions, please contact the site administration

Bullying Prevention in PBIS

School-wide PBIS begins with the premise that all students should have access to support to prevent the development and occurrence of problem behavior, including bullying. To avoid stigmatizing any student, school-wide PBIS emphasizes what a student does and where it occurs. Instead of negatively labeling a student as a bully, victim, perpetrator, or aggressor, the emphasis is on labeling what the student does. Examples of behavior labeling include name-calling, teasing, intimidation, verbal aggression, and cyber harassment. Bullying behavior is always described in the context or setting in which it occurs. For example cyberspace, hallway, dance, field trip, bus, or other “setting”.

Drug, Alcohol, Steroid, and Tobacco Prohibition and Prevention

We work to educate students on the dangers of drug and weapon possession through classroom and individual presentations by school staff, Safety and Security Division staff, and local law enforcement partners. We define “tobacco and nicotine products” as a lighted or unlighted cigarette, cigar, pipe, or other smoking product or material, smokeless tobacco in any form, and electronic cigarettes. “Electronic cigarettes” are defined as battery-operated or other electronic products designed to deliver nicotine, flavor, and other chemicals by turning the substance into a vapor that is inhaled by the user, including, but not limited to electronic vaping devices, personal vaporizers, digital vapor devices, electronic nicotine delivery systems and hookah pens.

All students will abide by this prohibition as a condition of attendance. Any violations of district or school standards of conduct, rules, and regulations, or state or federal laws regarding illicit drugs, alcohol, tobacco, and nicotine will be investigated. Violators will be subject to prosecution in accordance with local, state, and federal law. Additionally, students face district disciplinary action up to and including expulsion, and/or are required to satisfactorily complete a drug abuse assistance program, tobacco cessation program, or rehabilitation program selected by the district in compliance with the law.

Students determined to have used or to be in possession of tobacco or nicotine products at school or school-related activities may be subject to discipline under district policy, Education Code 48900(h), and/or other applicable laws.

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

Secondary student-athletes and their parents/guardians must sign an acknowledgment form that they will adhere to all of the policies of the Student-Athlete/Parent Handbook. One of these policies states that student-athletes will not use tobacco, drugs, alcohol, steroids, or any performance-enhancing drug. Students and parents must sign the form before the student-athlete will be allowed to participate in any contests. The form and policy are available online at www.egusd.net. This notice is provided in compliance with the requirements of state and federal law as a part of our drug, alcohol, and tobacco prevention programs. The unlawful manufacture, distribution, dispensing, possession, or use of illicit drugs, alcohol, or any form of tobacco or nicotine product on district premises or as a part of any of its activities are harmful and strictly prohibited.

Our drug, alcohol, and tobacco education and prevention programs are designed to address the legal, social, and health consequences of drug, alcohol, and tobacco use and to provide students with effective techniques for resisting peer pressure to use illicit drugs, alcohol, or tobacco.

Information about any drug, alcohol, and tobacco counseling, rehabilitation, and re-entry programs available to students may be obtained by contacting their school. This information may include programs sponsored or maintained by various community groups or agencies. We neither support nor endorse any specific program, agency, or firm. The information is provided only to assist parents and students who may desire information about available resources.

Progressive Discipline and Disciplinary Practices

A student may be disciplined, suspended, or expelled for acts enumerated in Progressive Discipline and Disciplinary Practices 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:

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

Alternatives, Interventions, and Progressive Discipline

We have a defined and progressive set of interventions, remediations, and consequences that schools follow when a student misbehaves. They are outlined in the [EGUSD Disciplinary Matrix](#), which can be found in the Appendix of this handbook. The superintendent or principal may use their discretion to provide alternatives to suspension or expulsion to address student misconduct. [E.C. 48900(v), 48900.5] [EGUSD AR 5144]

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

Prohibition on Possession and Use of Tobacco and Nicotine Products

District policy and the Education Code prohibits the possession, use, manufacture, distribution, or dispensing of tobacco and nicotine products at school or during school-related activities. We define “tobacco and nicotine products” as a lighted or unlighted cigarette, cigar, pipe, or other smoking product or material, smokeless tobacco in any form, and electronic cigarettes.

“Electronic cigarettes” are defined as battery-operated or other electronic products designed to deliver nicotine, flavor, and other chemicals by turning the substance into a vapor that is inhaled by the user. E-cigarettes include but are not limited to

- electronic vaping devices.
- personal vaporizers.
- digital vapor devices.

- electronic nicotine delivery systems.hookah pens.

Students determined to have used or to be in possession of tobacco or nicotine products at school or school-related activities may be subject to discipline under district policy, Education Code 48900(h), and/or other applicable laws.

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

Grounds for Suspension or Expulsion

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

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

* Please see the Table of Education Codes Related to Discipline noted in the Appendix for more detail.

Students who commit these offenses may be suspended from school. Alternatively, they may be referred to the Superintendent’s designee with the recommendation for reassignment to an alternative program or expulsion and transfer to an alternative program.

Major acts of misconduct must be reported to the school administrator immediately after the incident and may result in the immediate removal of a student from the school following suspension due process procedures. Suspension is the removal of a student from the classroom for disciplinary reasons for a defined period of time by a teacher or school administrator.

There are two kinds of suspension:

1. On-campus suspension (by school/district teacher, administrator, and/or designee)
2. The home suspension (by school/district administrators and/or designee)

Under due process procedures, the following may occur:

- A principal or designee may suspend a student for up to five days.
- A teacher may suspend a student for the remainder of the class in which the misbehavior occurred and for the next day's class.
- A suspension may be extended under certain conditions.

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

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

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

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

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

Behavioral Requirements for Participation in Graduation Ceremonies

Students must demonstrate good citizenship to participate in the graduation ceremony. Any student who has received an off-campus suspension from school in the spring semester prior to graduation will be notified in writing that if a second off-campus suspendable event occurs, they will not be eligible to participate in the graduation ceremony.

Any senior student who receives an off-campus suspension within the last 20 school attendance days before the date of graduation may be denied the privilege of participating in the graduation ceremony, even if that off-campus suspension is the student's first off-campus suspension during their senior year. If a student receives an off-campus suspension that falls on the day of graduation practice or of the graduation ceremony, that student will not be allowed to participate in graduation. A senior student with a second off-campus suspension will be denied the privilege of participating in the graduation ceremony. In addition, a senior student may not attend the graduation ceremony while under off-campus suspension, even if the off-campus suspension is the first for the student during the senior year. Each high school student and their parent/guardian will receive annual notification of this policy. [B.P. 5127(a)]

Partnerships with Law Enforcement

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

The SRO works with each region's high school, middle school, and elementary school on-site staff to enforce laws and mentor our youth. Additional officers are dedicated to alternative education sites, assist at elementary and middle schools, and address truancy problems.

Interview of a Student by Law Enforcement

Students can be interviewed by law enforcement officers while at school. In instances where law enforcement is involved, the principal or designee shall attempt to minimize disruption at the school and provide privacy to the student. School officials are required to make every effort to contact a parent or guardian at the time a peace officer requests to interview a student unless directed not to by the peace officer.

For example, no notification will be made in the case of child abuse or neglect. The principal or designee may be present for the interview if allowed by the officer and with the student's approval. [B.P. 5145.11]

Release of a Student to Peace Officer

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

Search and Seizure Policy

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

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

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

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

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

EDUCATION CODE RELATED TO DISCIPLINE

ED CODE 48900(a)(1)

CAUSING PHYSICAL INJURY

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

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
Mandatory Actions: <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 Other potential actions: <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> 	Mandatory Actions: <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 Other potential actions: <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> 	Mandatory Actions: <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 Other potential actions: <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 3–5 day suspension • Possible consideration for a Recommendation of Expulsion

ACTS OF VIOLENCE

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

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
Mandatory Actions: <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 Other potential actions: <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> 	Mandatory Actions: <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 Other potential actions: <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> 	Mandatory Actions: <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 Other potential actions: <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 3–5 day suspension • Possible consideration for a Recommendation of Expulsion

WEAPONS AND DANGEROUS OBJECTS

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

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

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

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

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

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
Mandatory Actions: <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 	Mandatory Actions: <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 	Mandatory Actions: <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
Other potential actions: <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 	Other potential actions: <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 	Other potential actions: <ul style="list-style-type: none"> • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • 3–5 day suspension • Possible consideration for a Recommendation of Expulsion

UNLAWFUL POSSESSION OF CONTROLLED SUBSTANCE

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

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

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

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

• **ED CODE 48900(d)**

- **SALE OF "LOOK-ALIKE" CONTROLLED SUBSTANCE OR ALCOHOL**
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- *Reminder: If Student is unlawfully selling a controlled substance, it may also be a violation of 48915(c). If so, please refer to CA Ed. Code 48915(c)(3).

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

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ROBBERY OR EXTORTIONCommitted or attempted to **commit robbery or extortion.**

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

DAMAGE TO PROPERTY

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

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	FIRST 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. <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 • Provide 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) • 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>

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. • <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

TOBACCO OR NICOTINE PRODUCTS

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

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
Mandatory Actions: <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 	Mandatory Actions: <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 	Mandatory Actions: <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
Other potential actions: <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1–3 day suspension. • "First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/ or 48915, although formal exclusionary disciplinary action may not have been taken against the student. • <i>Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</i> 	Other potential actions: <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> 	Other potential actions: <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

OBSCENE ACTS

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

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
Mandatory Actions: <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 Other potential actions: <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. • <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> 	Mandatory Actions: <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 Other potential actions: <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> 	Mandatory Actions: <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 Other potential actions: <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

DRUG PARAPHERNALIA

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

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

DISRUPTION OF SCHOOL ACTIVITIES

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

NOTE:

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

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
Mandatory actions: <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 	Mandatory actions: <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 	Mandatory actions: <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
Potential actions: <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> 	Potential actions: <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> 	Potential actions: <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)

POSSESSION OF STOLEN PROPERTY

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

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

IMITATION FIREARM

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

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

SEXUAL ASSAULT OR SEXUAL BATTERY

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

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

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

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
Mandatory Actions: <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). 	Mandatory Actions: <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). 	Mandatory Actions: <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).

HARASSMENT OF A STUDENT WITNESS

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

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

PRESCRIPTION DRUG SOMA

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

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

HAZING

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

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
Mandatory Actions: <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 Other potential actions: <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> 	Mandatory Actions: <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 Other potential actions: <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. 	Mandatory Actions: <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 Other potential actions: <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

BULLYING

Engaged in the act of **bullying**.

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

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student’s past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor, school psychologist, social work, child welfare attendance personnel, or other school support personnel for case management and counseling. • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Suspension 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

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.

AIDED OR ABETTED TO INFLICT PHYSICAL INJURY

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

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
Mandatory Actions: <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 	Mandatory Actions: <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 	Mandatory Actions: <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
Other potential actions: <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> 	Other potential actions: <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> 	Other potential actions: <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 3–5 day suspension • Student only subject to expulsion if the student has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury.

SEXUAL HARASSMENT

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

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

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
Mandatory Actions: <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 Other potential actions: <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> 	Mandatory Actions: <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 Other potential actions: <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> 	Mandatory Actions: <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 Other potential actions: <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

HATE VIOLENCE

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

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

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
Mandatory Actions: <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 Other potential actions: <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> 	Mandatory Actions: <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 Other potential actions: <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> 	Mandatory Actions: <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 Other potential actions: <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

HARASSMENT, THREATS OR INTIMIDATION**Additional grounds for suspension or expulsion: harassment, threats or intimidation**

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

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

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
Mandatory Actions: <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 	Mandatory Actions: <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 	Mandatory Actions: <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
Other potential actions: <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> 	Other potential actions: <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> 	Other potential actions: <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 3–5 day suspension • Possible consideration for a Recommendation of Expulsion

TERRORISTIC THREATS

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

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

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

ED CODE 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.

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.)

CHALLENGING STUDENT RECORDS

You may challenge the content of the student record if you think there is an inaccuracy, unsubstantiated conclusion or inference, a conclusion outside the observer’s area of competence, a comment not based on personal observation of a named person with the time and date noted, or if the student record includes misleading information or violates a student’s privacy rights. The superintendent or designee will respond to the parent/guardian complaint within 30 days.

The superintendent or designee will determine whether to sustain or deny the allegations. If your challenge is sustained, the changes will be made. If not, you may appeal to the school board, which has final authority. If you still have a different opinion, it can be included in the student's record. Our policies and procedures relating to types of records, logs, kinds of information retained, persons responsible for maintaining records, directory information, persons and organizations permitted access to student information and procedures to challenge records, and policies regarding reviewing and expunging student records, are available through the principal or from our district's Custodian of Records at (916) 686-7753. Parents/guardians have a right to file a complaint with the United States Department of Health, Education, and Welfare, concerning any alleged failure by the District to comply with section 438 of the General Education Provisions Act. If you are not satisfied with how your case was handled by the District, you may file a challenge with the United States Department of Education. [E.C. 49063,49060, 49070; Family Educational Rights and Privacy Act (FERPA); 34 C.F.R. Part 99]

When a student transfers into the school district, a copy of their school records will be requested from their previous District or private school. Parents will be notified of this request, and have the right to review, challenge and receive a copy of the student's record if desired. [E.C. 49068; 5 C.C.R. 438] The District will forward student records, including academic records, suspension and/or expulsion disciplinary records, health records, and special education records (if applicable) to other schools that have requested the records in which the student seeks or intends to enroll. [E.C. 49068; FERPA; 5 C.C.R. 438]

RESOLUTION OF CHALLENGES/APEALS

After considering all relevant information, the Superintendent or designee shall sustain or deny the parent/ guardian's allegations. [E.C. 49070]

If the Superintendent or designee denies the allegations, the parent/guardian may, within 30 days, appeal the decision in writing to the Governing Board. [E.C. 49070]

Withholding Grades, Diploma, or Transcripts

Any school district whose real or personal property has been willfully cut, defaced, or otherwise injured, or whose property is loaned to a pupil and willfully not returned upon the request of an employee authorized to do so, may, after affording the pupil his or her due process rights, withhold official grades, diploma, and transcripts of the pupil responsible for the damage, from the pupil and/or their parent or guardian, until the pupil or the parent or guardian has paid for the damages. [E.C. 48904]

If a previous school district has withheld the grades, diploma, or transcripts of a pupil pursuant to Section 48904, the school district to which the pupil has transferred shall also withhold the grades, diploma, or transcripts of the pupil as authorized by that section, until it receives notice from the district that initiated the decision to withhold, that the hold has been lifted. [E.C. 48904.3]

NON-DISCRIMINATION, HARASSMENT, INTIMIDATION, AND BULLYING

Our programs and activities shall be free from discrimination, including harassment, intimidation, and bullying based on a student's actual or perceived disability, sex, gender, gender identity, gender expression, nationality, immigration status, race, ethnicity, color, ancestry, religion, sexual orientation, age, marital or parental status, or association with a person or group with one or more of these actual or perceived characteristics.

Our policy on Non-Discrimination/Harassment/ Intimidation/Bullying, Board Policy 5145.3 can be found on the district's website. This policy applies to all acts related to school activity or school attendance occurring with a school under the jurisdiction of the District Superintendent.

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

According to California Education Code section 221.5, a pupil shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with his or her gender identity, irrespective of the gender listed on the pupil's records. Any student may request the use of private or unisex restroom facilities for increased privacy. We endeavor to protect the privacy of all students.

UNIFORM COMPLAINT PROCEDURES

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

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

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

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

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career and Technical Education
- Career Technical Education
- Child Care and Development
- Compensatory Education
- Consolidated Application
- Course Periods without Educational Content
- Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a school district and Children of Military Families, and Migratory and Newly Arrived Students Participating in a "Newcomer Program"
- Every Student Succeeds Act / No Child Left Behind (Titles I-VII) • Local Control Accountability Plans
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School Safety Plans
- School site Councils

- State Preschool
- State Preschool Health and Safety Issues Exempt from Licensing
- The programs and activities subject to the UCP in which Elk Grove Unified School District implements are:
- American Indian Education Centers and Early Childhood Education Program Assessments
- Bilingual Education
- California Peer Assistance and Review Programs for Teachers
- Career Technical and Technical Education; Career Technical; Technical Training
- Child Nutrition Compensatory Education Consolidated Categorical Aid
- Economic Impact Aid
- English Learner Programs
- Tobacco-Use Prevention Education

Uniform complaint procedures shall also be used to address any complaint alleging the district's failure to comply with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities, the requirements for the development and adoption of a school safety plan, and state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, special education programs, homeless education, foster youth services, rights of certain juvenile court school transfer students, reasonable accommodation for a lactating student on a school campus, assignment of a student to a course without educational content for more than a week in one semester or to a course the student has previously completed, noncompliance with the physical education instructional minutes for students in elementary school, alleged retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy, and noncompliance with the Local Control and Accountability Plan (LCAP)

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

SHELDON HIGH SCHOOL DANCE POLICY

A current Sheldon High School ID card is mandatory for all Sheldon High School students attending a dance. A “Guest Pass” is mandatory for any non-Sheldon High School student. SHS students will NOT be admitted into a dance without their current Sheldon ID card. Guests of our students will not be admitted without their current school ID card or picture ID (current driver’s license) and their signed guest pass.

If a guest was a prior Sheldon High School student and was on the NAL when he/she left the school, the guest pass is denied. Or, if a guest is currently on his/her school’s NAL the guest pass is denied.

Violation of school policy may result in exclusion from participation or attendance in extracurricular events; i.e., athletic events, dances, field trips, etc.

- Tickets will be sold at the Student Store window during lunch for two weeks prior to the dance. Additionally, Sheldon High School students (ONLY) may purchase a ticket at the door. A current Sheldon ID card is **MANDATORY!** Tickets are not sold at the door for Junior Prom or Senior Ball.
- Dance times vary, but the door to all dances, except Senior Ball, closes one and a half hours after opening. Students who leave will not be readmitted and students arriving after doors close will not be admitted.
- Semi-formal dances will begin at 7:00 p.m. and end at 11:00. NO ONE will be admitted to semi-formal dances after 8:30 p.m. Senior Ball will begin at 6:00 p.m. and end at 11:00 p.m. due to the inclusion of a sit-down dinner. NO ONE will be admitted to the Senior Ball after 8:00 p.m. Junior Prom will begin at 7:00 pm and end at 11:00 pm. NO ONE will be admitted to Junior Prom after 8:30 p.m.
- Once a student is admitted to a dance and elects to leave, he/she will not be readmitted to the dance.

GUESTS: NON-SHELDON STUDENTS may be admitted ONLY if accompanied by the host Sheldon High School student. A **GUEST PASS must be obtained** during the school day from the Activities Office and approved by one of the Vice Principals **at least two weeks prior to the dance.** The administration will check the guest’s high school discipline reports as part of the approval process (the person who applies for the guest pass). Within 48 hours the vice principals will determine a guest’s eligibility to attend a Sheldon dance. This guest pass must then be presented by the host Sheldon High School student who must be with the guest student. The GUEST must provide an ID card with a photograph; i.e., a current driver’s license or school ID card. No middle or elementary school students will be admitted to a high school dance, including Smedberg Middle School students. The maximum age limit for any guest is 20 years old. Guest passes will not be issued for the Welcome Back or Yearbook Dances. Sheldon students on the No Activities List will not be allowed to purchase guest tickets. If a student leaves/dis-enrolls Sheldon High School while on the No Activities List, he/she is still not permitted to participate in or attend Sheldon activities i.e. sporting events, or dances. If a student leaves/dis-enrolls Sheldon and is on the NAL and then enrolls back into Sheldon, he/she remains on the NAL. In the event a guest violates Sheldon policy, the Sheldon host student may face disciplinary consequences.

Dress Code: At all dances, the students must at least adhere to the regular dress code of the school. Formal dances will require more formal wear as indicated by the dance sponsors. ***For safety purposes, shoes must be worn at all times.***

Dance Contract: All students must read and sign a dance contract prior to purchasing their dance ticket. The dance contract specifies the dress code and regulations for each dance.

Chaperones: All dances shall be chaperoned by 4 or more teachers, 6 or more parents, an administrator, and security personnel.

RULES:

- A. All regulations pertaining to student conduct while in school or on school campus are in effect. Anyone suspected of drug or alcohol use will not be admitted. Offenders are subject to disciplinary action and exclusion from activities. The use of tobacco is not allowed on campus.
- B. Students are to be in the clearly delineated area. No one is to be in any other area or loitering on school grounds. Students found in these areas will be escorted off the school property. Students are not allowed to do any “Freaking” (dancing with any part of the lower body touching or “grinding” against another person) not to be confused with slow dancing.
- C. Students are not allowed to “Break Dance” (spinning and twisting on the ground) unless given permission by the Advisor of the club that is hosting the dance and the administrator on duty. This is providing that there is adequate

space for the activity and the availability of adult supervision. “Popping or Pop Locking” is allowed as long as it is not done in a disrespectful manner or in bad taste.

- D. The use of Glow Sticks, Photon Lights, and any other lighted or glowing objects will only be allowed if they are held in one’s hand or a part of costume jewelry. Glow sticks will not be allowed in the mouth, with strings attached to them for twirling, or on a stick or post for spinning. Any student suspected of using these items for the enhancement of being “under the influence”, will have the items confiscated, will be removed from the dance, and will be subject to disciplinary consequences. “Laser” type items are not allowed at any school activity.
- E. Sheldon host students may face disciplinary consequences for their guest’s violations.
- F. Students are to be picked up within 15 minutes of the end of the event or students may forfeit participation in future events.

School Dance Policy Violation Procedure: The following consequences will be enforced:

First Violation (Warning)	Current I.D. Card is confiscated and returned to the student at the end of the dance if conduct remains appropriate.
Second Violation (Continued Violation of Dance Policy)	Student is removed from the dance and must see their Vice Principal to receive their I.D. card and is subject to additional disciplinary consequences.
Loss of Privilege to Attend Any School Dance	This will occur if a student has had their card taken or asked for more than twice in a school year. This includes being removed from a dance (2 violations) and confiscated at another dance or having their card confiscated at three separate dances. The exclusion from school dances will remain in effect for one full year from the date the violation occurred.

PARENT INVOLVEMENT

Sheldon High School values parents/guardians and their involvement in the school's academic and extracurricular programs. Students have shown that there is a direct correlation between a parent/guardian's school involvement and their student's academic success as well as their personal performance.

Sheldon provides varied settings for parents/guardians to support their son or daughter's education. Taking an active role by reading the school newsletter for current school activities, and dates and by visiting the Sheldon Huskies website: www.sheldonhuskies.com, parents are able to keep updated on all "Sheldon Happenings."

On campus, volunteers can assist by helping in the Attendance Office, or working in the Library, or for any last-minute, always fun events! Parents/guardians have the freedom to serve whenever their schedules permit: weekly, bimonthly, or occasionally. Stress-free and attitude-free is our motto! If you are interested in volunteering your time at Sheldon High School, please feel free to call our **Parent Coordinator**:

Venessa Ibarra - Sheldon High School Parent Coordinator
Email: volunteercoordinatorshs@gmail.com.

All volunteers must be fingerprinted prior to working with District students, including those who volunteer at overnight field trips, those volunteers who drive students to and from field trips, and parents/guardians and other members of the community who intend to work directly with or for students in a student activity or for a student program. This policy does not apply to those parents/guardians or other members of the community who plan to only visit or observe their child's educational program or attend a student activity or program. The district provides free fingerprinting to volunteers.

Your active participation at Sheldon High School will benefit both the students and our school. We look forward to seeing you soon!

EGUSD Student Opt-Out Form 2022-2023

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

If you would like to opt your child out of any of the following sections, please fill out your child's information (one form per child), check the associated box, and sign the form.

Please note: This is an OPTIONAL form. The form should be returned to the school only if you wish to opt your child out of one of these areas.

If you have questions about completing this form, please contact your school.

Student Name:		Student ID#:	
Address:		Phone:	
School:		Grade:	

Multimedia Withhold Form

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

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

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

Posting of Student Images and Names on EGUSD Digital Communication Tools

EGUSD offers a number of opportunities to publicize positive school and student events and accomplishments through district and school digital communication tools. Parents have the choice to withhold their student's images (photos and video) and name from being posted by checking the area below. The publication of student image(s), along with both first and last name, requires prior written consent of the student's parent/guardian.

The only exception to this rule is the posting of student photos with first and last name into an EGUSD administrative system such as the student information system (Synergy) or the library system. These are closed systems that only EGUSD teachers, administrators and limited support staff have access to through password-protected logons. There is no opt-out of these closed systems.

By checking the box below you are choosing **NOT** to allow the posting of your student's name or image through digital communication tools. Please know that this will result in your student's name not being published electronically for recognitions, student honor roll, awards, events, contests, school newspaper articles and clubs.

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

EGUSD Student Opt-Out Form 2022-2023

Release of Directory Information/Yearbook Information

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

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

- ☐ **Option A: NO student directory information released at all, including NO yearbook and award listings.**
- ☐ **Option B: NO student directory information released generally; YES include in yearbook and awards listings.**

Electronic Parent and Student Handbook

Parents have the option to receive an electronic Parent and Student Handbook, the annual notification provided to families each year. If you would like to receive an electronic copy of this handbook by email only, please check the box below.

- ☐ **YES, I wish to receive an electronic copy of the Parent and Student Handbook via email instead of regular mail.**

Movies and Videos – Grades 6-12

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

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

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

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

Parent/Guardian Signature:	X _____	Date:	_____
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SHELDON HIGH SCHOOL

ALMA MATER

*From the top of the hill to the valley down below
Our pride will shine in the sun.*

*When day is done and the victor has won,
The Huskies stand as one.*

*Our Alma Mater strong and true,
How loyal to thee we'll be.*

*We will cheer at the might
Of the Teal, Black, and White;
All hail to Sheldon High.*

*Composed by James Mazzaferro (Retired)
Sheldon High School Band Director*