

Loleta
Union Elementary School District

BOARD MEETING OF TRUSTEES AGENDA

Location: Loleta Elementary 700 Loleta Drive, Room 8

Please be advised that public comment is to be kept to three minutes with a conversation about a topic not to exceed 20 minutes.

Date: December 09, 2021

Time: 5:30 PM

1.0 OPEN SESSION:

- 1.1 Roll Call

2.0 CONSENT CALENDAR:

- 2.1 Approval of the Board Minutes from November 22, 2021;

3.0 PUBLIC COMMENT:

3.1 Comments are limited to three minutes per speaker and total conversation about any topic shall be limited to 20 minutes per board regulation.

4.0 INFORMATIONAL ITEMS:

- 4.1 Superintendent's Report.
- 4.2 Stakeholders' Meeting Report
- 4.3 School Climate Report.
- 4.4 Student Support Team Report
- 4.5 PTO report - ASB not active yet.
- 4.6 LCRC report- Marcelina
- 4.7 Further information regarding the Community Schools Grant: Brenda Juarez, Rosario Hernandez
- 4.8 Public Hearing regarding First Interim - Tiara Zahler
- 4.9 Educator Effectiveness Block Grant First Read
- 4.10 School Discipline Document First Read

5.0 ACTION ITEMS:

- 5.1 Warrants approval.
- 5.2 Nominations for Board President, and Clerk

6.0 CLOSED SESSION:

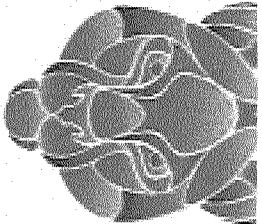
- 6.1 Personnel

7.0 OPEN SESSION: (Actions made in closed session must be announced)

8.0 ANNOUNCEMENTS:

9.0 FUTURE AGENDA ITEMS: Next Meeting will be December 16 , 2021 at 5:30.

10.0 ADJOURNMENT:



Loleta
Union Elementary School District

BOARD MEETING OF TRUSTEES AGENDA

Location: Loleta Elementary 700 Loleta Drive, Room 2

Please be advised that public comment is to be kept to three minutes with a conversation about a topic not to exceed 20 minutes.

Date: November 22, 2021

Time: 5:33 PM

1.0 OPEN SESSION:

1.1 Roll Call -All present except CB and LA

2.0 CONSENT CALENDAR:

2.1 Approval of the Board Minutes from October 21, 2021; Special Board Meeting 10 28,2021 Special Board Meeting; Special Board Meeting 11 08, 2021.

Motion: BJ

Seconded: CP

Unanimous: motion passed

3.0 PUBLIC COMMENT:

3.1 Comments are limited to three minutes per speaker and total a conversation about any topic shall be limited to 20 minutes per board regulation.

- Staff reported being uncomfortable with how public comment has been held in the past meeting specifically. Felt there was a lot of aggression and inappropriate talk and wondered what could be done about it to keep it appropriate.
- JS responded that sometimes some issues were emotional and that he, as president will work to keep it calmer.

4.0 INFORMATIONAL ITEMS:

4.1 Superintendent's Report.

- Board suggested we touch base with the Volunteer Coordinator of the California Conservation Corps to get extra help for our events such as the Harvest Festival.

4.2 Stakeholders' Meeting Report

4.3 School Climate Report.

4.4 Katy Nunez-Adler to speak on "Loleta and applying for a Community School Grant. What is a Community School?"

<https://www.youtube.com/watch?v=5dTXujJRc0>

4.5 PTO report - ASB not active yet.

4.6 LCRC report- Marcelina

5.0 ACTION ITEMS:

5.1 Warrants approval.

Motion: GS

Seconded: BJ

Unanimous: motion passed

5.2 The need for two meetings in Dec. Calendars Dec 9-First Interim and Budget for parents Public Hearing. Proposed additional meeting Dec. 16- Approval of the First Interim and Budget for Parents.

Motion: BJ

Seconded: GS

Unanimous: motion passed

5.3 Williams Report

Motion: BJ

Seconded: GS

Unanimous: motion passed

6.0 CLOSED SESSION: 6:42pm

6.1 Personnel

6.11 Classified 1.0 cafeteria resignation letter.

6.2 Negotiations update

7.0 OPEN SESSION: (Actions made in closed session must be announced) 7:09pm

During Closed session Patti Collins resignation letter was accepted.

Motion: JS

Seconded: GS

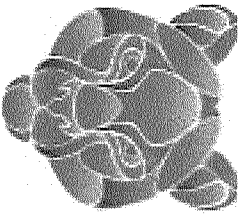
Unanimous: motion passed

8.0 ANNOUNCEMENTS:

9.0 FUTURE AGENDA ITEMS: Next Meeting will be December 9, 2021 at 5:30.

- Discussion item regarding opening up zoom to the public during Board meeting.

10.0 ADJOURNMENT: 7:12pm



Loleta

Union Elementary School District

Superintendent's Report 12-09-2021

LES Physical Maintenance

- We had a small gas leak in room 4 and outside. PGE came quickly and fixed the room 4 December 1. PGE came back and fixed the outside leak.

Class activities

- Heather (5/6) and Mary's (TK-K) classes had a fabulous time going to the zoo and the Gem and Mineral Show last month! Bear River has given us enough zoo tickets to enable all our other classes to visit the zoo over the next few weeks! Classes are in the process of scheduling visits to the zoo and ASB will be funding the SkyWalk tour for all these classes.
- Kiwanis have donated 4 bikes and the raffle will be held on Thursday December 16th at 2:30. Raffle tickets require 10 pieces of cougar cash. However, to start us off each teacher received enough raffle tickets to give one to each student to "reward them" for something good (getting some work done, making good decisions, attendance....). This way everyone who wants to take part in the raffle can!! We will take and share pictures!!
- Holiday Celebration week is scheduled for December 13 - 17!!! We will be having a dress up week the last week of school before break!
 - Monday- Red and Green Day
 - Tuesday- Whoville Hair Day
 - Wednesday- Ugly Sweater Day with Holiday potluck for staff and gift wrapping to help Santa. Plus Secret Santa Reveal
 - Thursday- Holiday Hero (Rudolph, Frosty, The Dentist from Rudolph, The Grinch....
 - Friday- Santa Day! Santa hats in class! Students to wear their Santa Boots....imagination can take them anywhere with this!
- Secret Santa!! Tiara and Angela coordinated this for us!
- We received a Tree donated by Karen Windsor and her family!
- Holiday Door Decorating competition! The theme is "Appreciating the Light and Beauty of the Season in Humboldt!" Judging will be on Thursday Dec. 16. Ballots will be available in the staff room!
- Santa is coming! It will be on Friday the 17th. We will have a sing along program that Melissa is prepping the kids for via zoom. Then classes will go meet Santa in the Cafeteria to get their presents!

Events Around the School

- Two discipline issues have come up around the school of grave concern. One is vaping in the 3rd/4th/5th grades. We have also had "reports" of it happening in the 7th/8th grades. This is an issue that is skyrocketing around the county, and we are working to educate and prevent our students from participating. Before Thanksgiving Break we had "reports" but no proof of an older student partaking and she was not permitted to play sports that day. We also had several students report they saw younger girls doing it. We did not find physical proof when they were investigated but all students, and parents were called and spoken to about the possibility of their children participating. Cas cut down the bottom of one of our trees to prevent them from hiding behind it. Because of our increased vigilance, we finally caught a group in one of the bathrooms before school started on Friday the 3rd. With this group we had physical proof of vaping, another student was found to have marijuana and another cigarettes. All students were suspended. The drugs were all from their homes or were stolen from neighbors. They participated in an on campus educational suspension to learn why they should not do it. If the offence is repeated, there will be much more dire consequences.
 - We will be bringing in more educational resources throughout the school to help teachers spread the word.
 - I have gotten the information for vaping sensors and may have some help with funding. We will be bringing this to the Board as we get more information. The cost is \$1500 a piece through OHO Technology per Ferndale.
- Secondly, there is a report of several students leaving campus to go to the store at lunch time for snacks. We have identified the students and involved parents. We also are putting an adult across the street at lunch time to take pictures of any students leaving and then to get them back to campus.
- We have reintroduced the Parent-Student handbook along with the cell phone rules in 7-8.
- Reading interventions are happening consistently and a team meeting to move our teams forward is scheduled for the first week of January
- There is a vaccination clinic scheduled through Open Door in coordination with the LCRC. Marcelina has shared a google drive document for people to sign up. All staff are welcome to get their first shots or their boosters. Young people vaccinations are also available
- Bringing up for discussion at this time about the desire of our teachers to be able to participate in zoom Board meetings.

About FCMAT

The Fiscal Crisis and Management Assistance Team (FCMAT) was created by legislation in 1991 as an independent and external state agency. FCMAT's mission is to assist California's K-14 local educational agencies (LEAs) to identify, prevent and resolve financial, operational and data management challenges by providing management assistance and professional learning opportunities.

FCMAT's services are used not only to help avert fiscal crisis, but to promote sound financial practices, support the training and development of chief business officials, and help create efficient organizational operations.

FCMAT's data management services help LEAs meet state reporting responsibilities, improve data quality and inform instructional program decisions.

FCMAT's support has evolved based on the changing needs of K-14 LEAs and the implementation of major educational reforms.

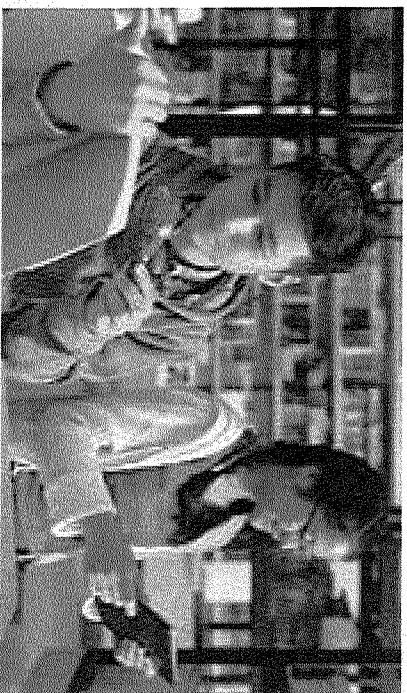
Since its inception, FCMAT has performed more than 1,400 reviews for LEAs, including K-12 school districts, county offices of education, community colleges and charter schools. Eighty percent of FCMAT's work is the result of an LEA inviting FCMAT to perform proactive preventive services or professional learning. Twenty percent of FCMAT's work is a result of assignments by the state Legislature and oversight agencies to conduct fiscal crisis intervention, including fiscal health risk analyses (FHRAs) and extraordinary audits per Education Code Section 1241.5.

FCMAT is funded through appropriations in the state budget and modest fees to requesting agencies.

Management Assistance and Crisis Intervention

FCMAT may be invited into a county office of education, school district, charter school or community college to provide management assistance related to the fiscal health of the local educational agency (LEA), improve operations, or provide on-site assistance or professional learning. FCMAT can also be assigned by the Superintendent of Public Instruction (SPI), the county superintendent of schools, the California Community Colleges Board of Governors or the state Legislature to provide assistance with a fiscal crisis or management challenge.

Based on the 2018-19 Budget Act, FCMAT also can engage automatically with an LEA to conduct a fiscal health risk analysis (FHRA) to determine the LEA's level of risk for insolvency if the LEA has any of the following: a disapproved budget; a negative interim report certification; three



consecutive qualified interim report certifications; a downgrade of an interim certification by the county superintendent; or a "lack of going concern" designation by the county superintendent.

When a request or assignment is received, FCMAT works closely with the LEA to define the scope of work, assemble a team, conduct on-site fieldwork and provide a written report with findings and recommendations to help identify and resolve issues, overcome challenges and plan for the future.

FCMAT Resources

Projection-Pro Software

Projection-Pro is a free online multiyear financial projection software service built from the ground up for California's local educational agencies, including school districts, county offices of education, charter schools and oversight agencies.

The software is designed to build a multiyear and cash flow projection based on best practices and statewide assumptions. The initial data the software generates will contain many elements of a quality projection. LEAs then customize the projection with local information to produce a complete projection. LEAs can use the results in preparing budgets, interim reports and year-end financial reports, and in performing "what if" scenarios for collective bargaining, LCAP planning and other analyses.

Special Education Efficiency Tool

FCMAT has developed an efficiency tool for special education expenditure and contribution trends, enabling district business offices (and county offices conducting reviews) to quickly assess their monitoring of contribution rates, identification rates, staffing/caseload analysis and NPS/NPA costs.

K-12 District and Charter LCFF Calculator

The K-12 District and Charter Local Control Funding Formula (LCFF) Calculator and associated resources continue to reflect FCMAT's committed support to users related to the LCFF.

FCMAT is nearing completion of a long-awaited county office of education LCFF Calculator designed specifically for county office revenue forecasts; it is scheduled to be released in March 2022.

Fiscal Health Risk Analysis

FCMAT has developed the Fiscal Health Risk Analysis as a tool to help evaluate an LEA's fiscal health and risk of insolvency in the current and two subsequent fiscal years. Versions are available for K-12, charter schools, and for community colleges. Each section of the analysis covers key aspects of organizational health.

Indicators of Risk or Potential Insolvency

FCMAT has compiled the list of indicators of risk or potential insolvency to help K-12 schools, charter schools and community college districts recognize indicators that may eventually contribute to insolvency and loss of local control. The existence of any one of the indicators increases risk and the need for assistance from outside agencies. Identifying issues early is the key to maintaining fiscal health.

Fiscally Accountable/Independent Risk Analysis

FCMAT has developed the Fiscally Accountable/Independent Risk Analysis as a management tool to evaluate key indicators that may help a county office of education determine whether a fiscally accountable or fiscally independent school district has adequate accounting controls to maintain its status.

Online Help Desk

The FCMAT help desk is designed to provide guidance related to a variety of school business and operations in California. Responses are intended to share FCMAT's opinions and expertise. FCMAT also makes available an archive of past questions and responses. FCMAT staff usually respond to requests within 48 hours.

Charter School Annual Oversight Checklist

This checklist is a tool charter authorizing agencies and charter schools can use to help determine whether adequate management controls are in place for the school's operations, and whether the charter school is meeting the requirements of its petition and the memorandum of understanding between it and the authorizing agency.

Professional Learning Services

FCMAT's professional learning services support FCMAT's mission to help LEAs identify, prevent and resolve financial, operational and data management challenges and help build capacity in school business leadership.

Professional learning includes regional and entity-specific workshops; various leadership preparation programs; written resources; manuals and guides; and product development. FCMAT delivers and partners with other organizations to deliver quality professional learning for personnel in county offices, K-12 schools, community colleges and charter schools.

FCMAT continues to develop and provide numerous publications, software tools, workshops and professional learning opportunities to help LEAs operate more effectively

and fulfill their fiscal oversight and data management responsibilities.

CBO Coaching and Induction Program

FCMAT is developing a tier two professional learning program that will give first and second year CBOs needed support as they embark in their new position. This program is scheduled to begin in July 2022 and is designed to offer in-depth coaching support to each participant. The program will be one year long, from July to June, with the curriculum matching the business cycle of an LEA's business office. FCMAT staff and state-level experts will present in the program. The curriculum is built on the topics in FCMAT's Fiscal Health Risk Analysis tool. Participants will need to have the full support of their LEA, with the LEA contributing a portion of the coach's stipend. The first year of the program will be limited to 20 participants, increasing to approximately 25 in subsequent years.

Publications

FCMAT has developed and continues to update a number of publications to assist LEAs in their many responsibilities, including: the Associated Student Body Accounting Manual, Fraud Prevention Guide and Desk Reference; the Fiscal Oversight Guide; the COE Fiscal Procedural Manual; and the Charter School Accounting and Best Practices Manual.

Data Management

The California School Information Services (CSIS) division of FCMAT helps the California Department of Education (CDE) implement the California Longitudinal Pupil Achievement Data System (CALPADS). CSIS also hosts and maintains the Ed-Data website and provides technical expertise to the Ed-Data partnership: the CDE, EdSource and FCMAT.

FCMAT

Chief Executive Officer

Michael H. Fine

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LES Advisory Group Meeting Notes **11/2/2021**

Participants: Gusto Bowie (Bear River Band of Rohnerville Rancheria Tribal Secretary), Sandy Radic-Oshiro (Loleta Elementary School Behavior Specialist and School Climate Director), Rose Hernandez (True North Organizing and parent of Loleta Elementary School graduates), Madison Flynn (NCIDC), Darrell Sherman (Bear River Band of Rohnerville Rancheria Member At Large)

Prompt: How can we help support our students with a positive transition and success at our local high schools?

- Sense of belonging
- Teaching social skills
- Services
- Having positive role models
- Support from community, family members, and parents/guardians
- Building trusting relationships
- Resources for parents
- Field trip to high school
- Acorn project
- Support during freshman year
- Promote Career Technical Education programs
- Resource that lists programs available to students in high school

Updates and Announcements.

- Madison shared a tour of College of the Redwoods Career Technical Education. Mike Harvey, Director. Friday at 2:00 pm.
- Sunny Tripp, new Indigenous Youth Advocate hired at NCIDC.
- Community Schools Grant: Rose shared information on a Community Schools Grant offered with the CDE. There was a listening forum on Tuesday November 30, 2021. Rose shared about the program and how the grant would address the four pillars of the grant including integrated student supports, expanded learning, engaged families and community including translators, and community collaboration. A technical grant is available for the next 2 years at \$100,000. The community schools concept has been presented to the LES Native Education Committee, ELAC, and the Advisory Committee. The grant will award up to \$500,000 for implementation.

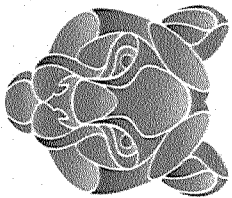
Questions or concerns from community members. No questions or concerns from community members.

School Climate. Sandy shared a PowerPoint presentation of the weekly assembly teaching expectations for school, positive shoutouts, and socio-emotional learning.

Next meeting is scheduled for Wednesday December 17, 2021 at 4:30 pm via Zoom.

Agenda:

- Updates and announcements
- Questions or concerns from community members
- Draft School Discipline Policies
- Continue to review MTSS manual



Loleta

Union Elementary School District

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Superintendent/Principal
Autumn Chapman
achapman@loleta.org
Website: loletaschool.org

Loleta Elementary School

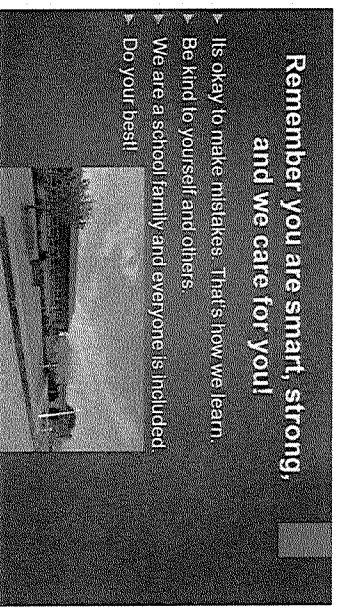
School Climate Report

December 7, 2021

Socio-Emotional Learning:

This school year, LES is implementing components of the *CharacterStrong* curriculum. Each month, LES teachers will be implementing lessons in the classroom based on the character trait of the month. On Mondays, a school assembly is held by Zoom from K-4th graders and 5th-8th graders where the character trait is taught through videos and a powerpoint discussion. The theme for December is Respect. The Powerpoint can be accessed at

[December 2021 SEL Respect Week 1.pptx](#)



Below are the character traits for the 2021-2022 school year.

- September: Courage
- October: Perseverance
- November: Gratitude
- December: Respect
- January: Honesty
- February: Kindness
- March: Responsibility
- April: Cooperation
- May: Creativity
- June: Empathy

Positive Behavior Interventions and Supports (PBIS):


School wide PBIS expectations are taught every

Monday during the school assembly. Expectations have focused on the bus, cafeteria, bathrooms, cell phones, conflict resolution, and when someone feels like they are being bullied. Teaching expectations is a key component of PBIS with positive reinforcement offered in the form of "Cougar Cash". Students are excited to purchase items in the Cougar Store every week and a monthly raffle. This month's raffle includes 4 bikes that were donated by Kiwanis. The PTO recently stated that they may be able to support the Student Store with fundraising and purchasing items for the Cougar Store.

Some teachers are also utilizing classroom based reinforcement strategies in their classrooms in addition to "Cougar Cash". Students who meet Tier 2 and Tier 3 socio-emotional and behavioral needs may be supported by a Check-In/Check-Out system reinforcing and re-teaching behaviors at a higher level and/or individual reinforcement systems as determined by the Student Success Team or Individual Education Plan team.

Discipline Policies:

The last component of the Voluntary Resolution to be completed is a discipline policy that incorporates equitable practices, alternatives to suspension, other means of correction, and restorative practices. A draft policy and practices document has been drafted for review by faculty, parents/guardians, the school board, the LES Advisory Committee, and other community members. The draft policy can be accessed at

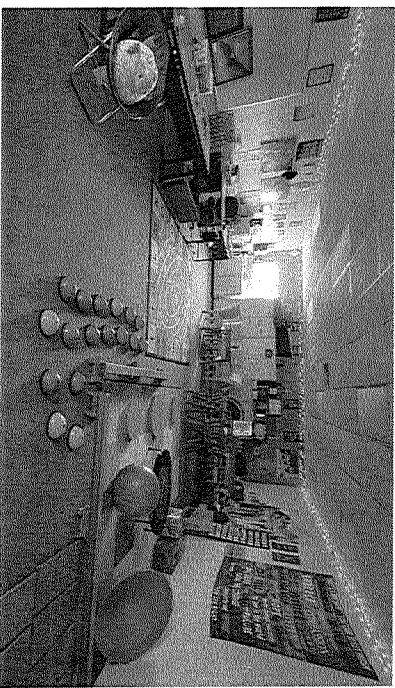
 School Discipline Policies.docx

Respectfully submitted by,

Sandy Radic-Oshiro, MA, NCSP
School Climate Director
Loleta Elementary School
(707) 834-2861
sradic-oshiro@hcoe.org

Zen Den
First Trimester Summary Report
SY 2021-2022
December 1, 2021

Sara McLennan
Student Services Coordinator



The Zen Den has transformed significantly this trimester. It now serves as a multifunctional student support center with stations for Motor Lab Activities, Tutoring, Free Play, exercise, stretching, art, crafts and lounging. Our Motor Lab activities are inspired from the “Ready Bodies Learning Minds Curriculum” that focuses on developing strong motor skills for educational success. Sara McLennan, Student Services Coordinator, has completed training with this curriculum and is implementing it with students.

Our goal is to limit breaks out of class to 15 minutes. Students are allowed access and longer usage times during morning and lunch recess with teacher and/or yard duty permission.

Teachers all have access to digitally schedule students for planned breaks.

Time spent within the Zen Den classroom that is greater than 45 minutes is considered an “alternative space” as this represents the equivalent of an entire class period. This includes scenarios such as in school suspensions, study hall/tutoring or extended behavioral regulation breaks.

The format change in Data Reporting is to more accurately represent how our students are utilizing these combined supports

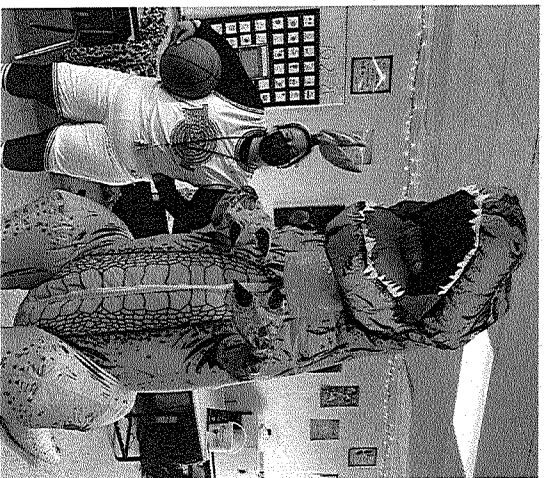
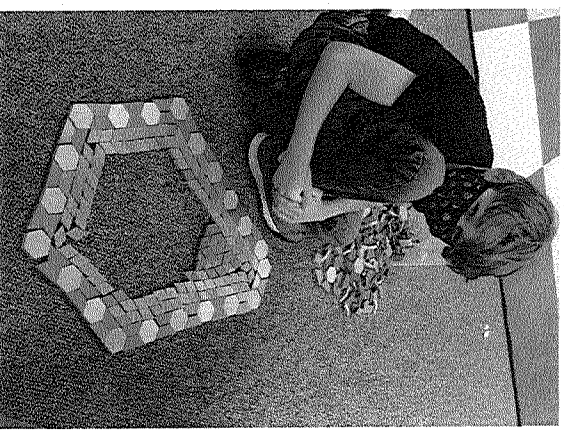
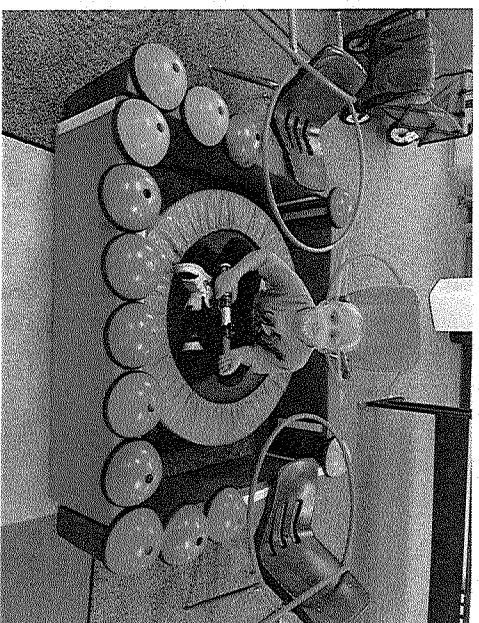
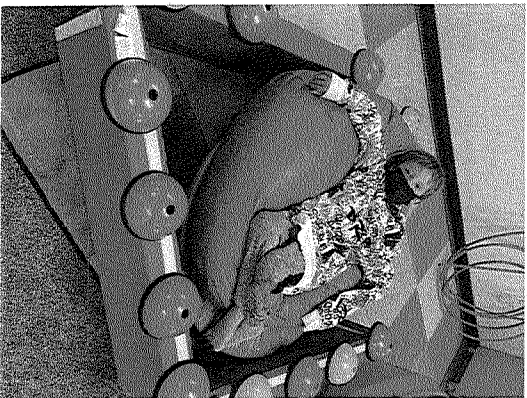
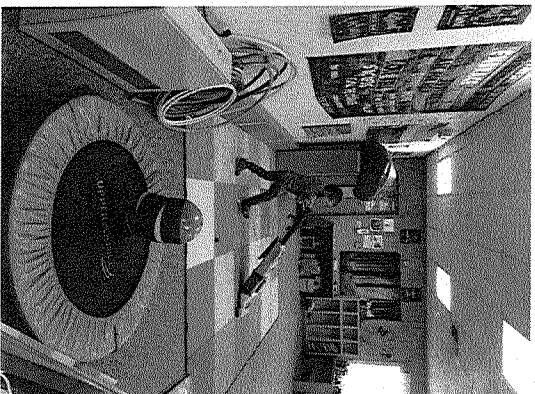
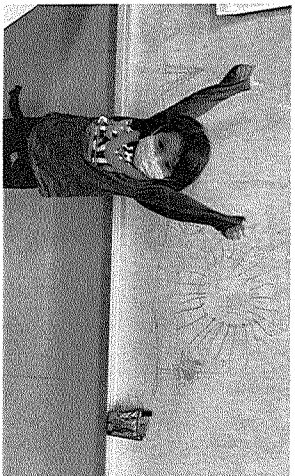
Sara McLennan has been staffing the Zen Den full time for the month of November and allowing access from 8:30am - 3pm and occasionally during after school hours until 5pm. Zen Den student support has increased on average **133.68%** by having a staff member available at all times to coordinate student needs.

August had a total of **91** visits with an average of 8 visits a day. Average visit time was 17min for sensory breaks and 54 min for Alternative Space. **Combined Total 1723 minutes for the month or 28.7 Hours.**

September had a total of **97** visits with an average of 6 visits a day. Average visit time was 17min for sensory breaks and 133min for Alternative Space. **Combined Total 2220 minutes for the month or 37 Hours.**

October had a total of **97** visits with an average of 7 visits a day. Average visit time was 21 minutes for sensory breaks and 106 minutes for Alternative Space. **Combined Total 3692 minutes for the month or 61.5 Hours.**

November had a total of 222 visits with an average of 15 visits a day. Average visit time was 19 minutes for sensory breaks and 72 minutes for Alternative space. Combined Total of 5026 minutes for the month.



PTO December 2021 Report

PTO wants to help the school find a curriculum or program which teaches kids about the dangers of vaping and nicotine. We are asking other schools and organizations what they are doing or have to teach students. Most of the schools we asked don't have any curriculum or program, but we did find some resources. Our next meeting will be Thursday the 16th to talk more about our findings.

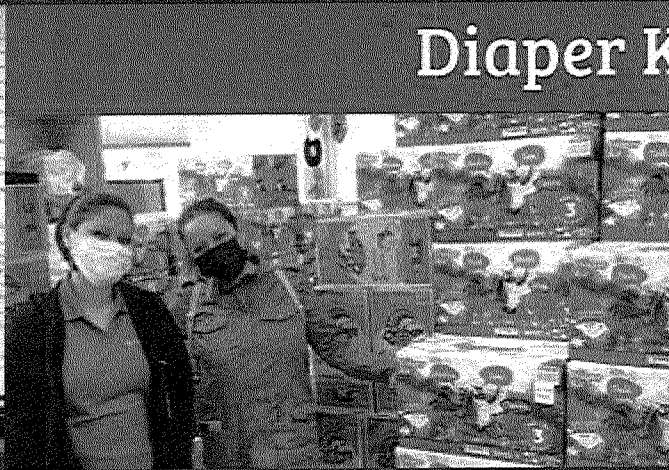
PTO wants to be in charge of spirit wear. We want to talk to Lisa about letting us take over. We also talked about using Cricut cutters to help make the shirts.

Loleta Elementary School had the opportunity to test out Reader Pens, which is a device to help kids (mainly the older ones who aren't necessarily learning to read) work independently. It even has a dictionary feature. The kids are responding well to it.

Autumn said we can use school supply money to purchase the 2 we are trying out and PTO will set up a Donor's Choose fundraiser to purchase more.



ELAC/Spanish speaking committee



Diaper bank

First 5 Loleta Playgroup - Actively serving 37 families with children under age 5



Food for People, LCRC, Loleta Community Church, LES, providing food for our community.

CLÍNICA DE INMIGRACIÓN
 por Caridades Católicas y True North

Este será nuestro último día de citas:
Domingo, 5 de Diciembre
 *La ubicación se te proveerá cuando hagas tu cita**

Entrevistas individuales para ver si califican para referido a Caridad Católica A través de esta entrevista realizaremos una encuesta para ver si existe una pequeña posibilidad de cambiar su estatus migratorio

LES, True North, LCRC
 Immigration Clinic
 12/5/21



LES, LCRC & Centro del Pueblo providing a safe space for our families through gardening!

Clínica Familiar de Vacunación Covid-19
Family Vaccination Clinic

Primera, segunda dosis y refuerzos (J&J, Moderna & Pfizer)
 1st, 2nd doses and boosters (J&J, Moderna & Pfizer)

Edades ? - Ages: ?

- Llame para obtener su vacuna Covid-19
 Call to get your Covid-19 vaccination
-

Loleta Covid-19 Vaccination Clinic
 12/1
 6/21

Providence

NOVEMBER 2021 LCRC REPORT

Our stats in collaboration:

Distribution/Event

Amount:

First 5 Playgroup & Loleta CRC Loleta LCRC and community donations: Food for People, LCRC, Loleta Community Church Food for People, LCRC, LES: Loleta LCRC and Community donations: Loleta LCRC, Centro del Pueblo, LES Visits to our on campus gardens **LCRC** LCRC

Provided services and referrals Diapers, hygiene products, PPE, and children's clothing closet Loleta monthly food pantry distribution and LCRC on campus pantry Food backpack program School backpacks and supplies Gardening group **meets every tuesday** and have distributed vegetable starts **Community members and students visited** our on campus gardens **Assistance or referrals to health insurance programs and/or patient financial assistance CalFresh assistance, school snacks, and other food referrals Housing/Utilities assistance or referrals Medical, dental, and Mental Health assistance or referrals** Covid-19 Vaccine outreach and support to Covid-19 affected families **Gas Vouchers and bus passes** Spanish Speaking parent committee: met on 11/09/21

37 enrolled families **137 items distributed** 244 individuals served 50 lunches distributed 7 children **served** 20 Individuals **have received vegetable starts** 203 visits 6 individuals 712 individuals 10 individuals 50 individuals 147 individuals
LCRC

LCRC **LCRC** LCrc **LCRC**

13

9 attendants

NOVEMBER 2021 LCRC REPORT

Our stats in collaboration:

Distribution/Event

Amount:

LCRC	37 enrolled families	Provided services and referrals
LCRC	137 items distributed	Diapers, hygiene products, PPE, and children's clothing closet
LCRC	244 individuals served	Loleta monthly food pantry distribution and LCRC on campus pantry
LCRC, LES;	50 lunches distributed	Food backpack program
LCRC and Community donations:	7 children served	School backpacks and supplies
Loleta LCRC, Centro del Pueblo, LES	20 individuals have received vegetable starts	Gardening group meets every Tuesday and have distributed vegetable starts
LCRC	203 visits	Community members and students visited our on campus gardens
LCRC	6 individuals	Assistance or referrals to health insurance programs and/or patient financial assistance
LCRC	712 individuals	Califresh assistance, school snacks, and other food referrals
LCRC	10 individuals	Housing/Utilities assistance or referrals
LCRC	50 individuals	Medical, dental, and Mental Health assistance or referrals
LCRC	147 individuals	Covid-19 Vaccine outreach and support to Covid-19 affected families
LCRC	13	Gas Vouchers and bus passes
LCRC	9 attendees	Spanish Speaking parent committee: met on 11/09/21

EDUCATOR EFFECTIVENESS GRANT NARRATIVE

12-09-21

The Educator Effectiveness Grant represent monies from the Federal Government to support Teachers and Students within the following categories. We have identified specific needs at LES and put forward the plan that we think will address specific needs at the school in line with our LCAP goals.

Total amount received to be spent from 2021-2026 is \$60,588.00

Category 1:

Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.

- Climate Director .1 FTE (Can be classified or certificated- one year only)

Category 4:

Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.

- Positive Behavior reinforcements, cougar cash store and assemblies 2000 a year from 2022- 2026.

Category 5:

Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a school's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

- Character Strong Curriculum and supports with Teacher professional development: \$8995.00 22-23 Then \$2995 each following year until 2026.

Category 7:

Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

- EL Assessment Tools and Planning Reports: \$440.00 to last 5 years.

EDUCATOR EFFECTIVENESS GRANT NARRATIVE

12-09-21

Category 8:

New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).

(c) To ensure professional development meets educator and pupil needs, local educational agencies are encouraged to allow schoolsite and content staff to identify the topic or topics of professional learning. Professional learning provided pursuant to this section shall do both of the following:

(1) Be content focused, incorporate active learning, support collaboration, use models of effective practice, provide coaching and expert support, offer feedback and reflection, and be of sustained duration.

(2) As applicable, be aligned to the academic content standards adopted pursuant to Sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.4, 60605.8, and 60605.11, and the model curriculum adopted pursuant to Section 51226.7, as those sections read on June 30, 2020, and former Section 60605.85, as that section read on June 30, 2014.

- \$3200.00 a year beginning 2021-2026 Teachers choice for network and curriculum professional development. CPR- First Aid this first year.

**Educator Effectiveness Block Grant 2021
Expenditure Plan Template**

LEA Name: Loleta Union Elementary School
Contact Name: Autumn L Chapman
Email Address: achapman@loleta.org
Phone Number: 707-733-5705

Total Amount of funds received by the LEA: \$ 60,588.00
Date of Public Meeting prior to Adoption: December 9, 2021
Date of adoption at a public meeting: December 16, 2021

EC 41480

(a)(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.

(b) A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils, with a focus on any of the following areas:

(1) Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Climate Director .1 FTE	\$ -	\$ 18,168.00	\$ -	\$ -	\$ -	\$ 18,168.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section:	\$ -	\$ 18,168.00	\$ -	\$ -	\$ -	\$ 18,168.00

(2) Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

Planned Activity	2021-22	2022-23	2023-24	2024-25	2025-26	per Activity
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

General Instructions:

This example template is provided as a resource as one way to develop a plan for the EEBG 2021. LEAs are cautioned to refer to EC 41480 for all program requirements. Please verify all calculations/formulas before finalizing the plan.

Printing/Layout

The template will print in Landscape mode. The blue instruction boxes will not print.

Page breaks can be added manually prior to final printing. To add a page break:

1. Click the cell immediately below the desired page break.
2. In the Menu/Ribbon, choose Page Layout.
3. Select Breaks >> Insert Page Break.

Note: the Summary table is preset to print on the last page.

Add/Delete rows to the table(s) as necessary:

Add: Right-click in the last row and select Insert >> Table Row Below

Delete: Unused rows can be deleted by Right-click and select Delete >> Table Rows

Deleting Sections:

If an LEA is not planning any activities in a particular category, the entire section may be eliminated:

1. Select the text and table to delete.
2. Right click, choose Delete >> Entire Row
*****Important*** - after deletion, the Summary Table will show #REF! and will not calculate until you complete the next step:**
3. Delete the corresponding row on the Summary table. The table should refresh and show the proper calculations for the remaining table(s).

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(3) Practices and strategies that reengage pupils and lead to accelerated learning.

Planned Activity	2021-22	2022-23	2023-24	2024-25	2025-26	per Activity
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

(4) Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.

Planned Activity	2021-22	2022-23	2023-24	2024-25	2025-26	per Activity
rewards	\$ -	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 8,000.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section:	\$ -	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 8,000.00

(5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

Planned Activity	2021-22	2022-23	2023-24	2024-25	2025-26	per Activity
Character Strong Curriculum and supports	\$ -	\$ 8,995.00	\$ 2,995.00	\$ 2,995.00	\$ 2,995.00	\$ 17,980.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section:	\$ -	\$ 8,995.00	\$ 2,995.00	\$ 2,995.00	\$ 2,995.00	\$ 17,980.00

(6) Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

Planned Activity	2021-22	2022-23	2023-24	2024-25	2025-26	per Activity
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

(7) Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

et

Planned Activity	2021-22	2022-23	2023-24	2024-25	2025-26	per Activity
EL Assessment Tools and Planning Reports	\$ -	\$ 440.00	\$ -	\$ -	\$ -	\$ 440.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section:	\$ -	\$ 440.00	\$ -	\$ -	\$ -	\$ 440.00

(8) New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).

(c) To ensure professional development meets educator and pupil needs, local educational agencies are encouraged to allow schoolsite and content staff to identify the topic or topics of professional learning. Professional learning provided pursuant to this section shall do both of the following:

(1) Be content focused, incorporate active learning, support collaboration, use models of effective practice, provide coaching and expert support, offer feedback and reflection, and be of sustained duration.

(2) As applicable, be aligned to the academic content standards adopted pursuant to Sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.4, 60605.8, and 60605.11, and the model curriculum adopted pursuant to Section 51226.7, as those sections read on June 30, 2020, and former Section 60605.85, as that section read on June 30, 2014.

Planned Activity	2021-22	2022-23	2023-24	2024-25	2025-26	per Activity
Teacher choice for network/curriculum pd	\$ 3,200.00	\$ 3,200.00	\$ 3,200.00	\$ 3,200.00	\$ 3,200.00	\$ 16,000.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section:	\$ 3,200.00	\$ 3,200.00	\$ 3,200.00	\$ 3,200.00	\$ 3,200.00	\$ 16,000.00

(9) Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

Planned Activity	2021-22	2022-23	2023-24	2024-25	2025-26	per Activity
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

(10) Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

Planned Activity	2021-22	2022-23	2023-24	2024-25	2025-26	per Activity
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Summary of Expenditures

Section Totals	2021-22	2022-23	2023-24	2024-25	2025-26	per Activity
Subtotal Section (1)	\$ -	\$ 18,168.00	\$ -	\$ -	\$ -	\$ 18,168.00

The Summary table should auto-calculate - please don't type directly

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Subtotal Section (2)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal Section (3)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal Section (4)	\$ -	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 8,000.00
Subtotal Section (5)	\$ -	\$ 8,995.00	\$ 2,995.00	\$ 2,995.00	\$ 2,995.00	\$ 17,980.00
Subtotal Section (6)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal Section (7)	\$ -	\$ 440.00	\$ -	\$ -	\$ -	\$ 440.00
Subtotal Section (8)	\$ 3,200.00	\$ 3,200.00	\$ 3,200.00	\$ 3,200.00	\$ 3,200.00	\$ 16,000.00
Subtotal Section (9)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal Section (10)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Totals By Year:	\$ 3,200.00	\$ 32,803.00	\$ 8,195.00	\$ 8,195.00	\$ 8,195.00	

into the summary table!

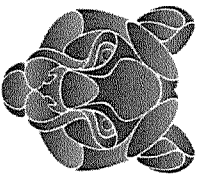
The values should populate as entries are made in the preceding tables.

If a table was deleted, delete the corresponding row in the summary table - see instructions above.

Total Planned Expenditures by the LEA:
\$ 60,588.00

Budgeting Planner:
Allocation:
\$ 60,588.00
Variance:
\$ 0.00
Expenditures and Allocation Match

178



Loleta

Union Elementary School District

700 Loleta Drive
P.O. Box 547
Loleta, CA 95551
Ph: 707-733-5705 Fax: 707-733-5367
Superintendent/Principal, Autumn Chapman
achapman@loleta.org
Website: loletaschool.org

School Discipline Policies

Appropriate student behavior is always expected at Loleta Elementary School. The entire school community works together to provide each student with a consistently safe, respectful, and positive learning experience. Each student has a right to learn and each teacher/staff member has a right to teach and/or do their job. We understand that just like reading, behavior is a skill that students, staff, and community members may be still learning and we seek to provide restorative opportunities to help students, staff, and our community to repair relationships and learn from mistakes.

Loleta Elementary School has implemented PBIS (Positive Behavior Intervention and Supports). Visuals of school rules and expectations are displayed throughout the school campus (See PBIS Matrix.) Students will be provided with reinforcements and/or incentives for making the right choices and following our three rules. Reinforcements include “Cougar Cash”, Cougar Student Store, and positive incentive days throughout the school year.

Loleta Elementary School makes every effort to institute a fair yet firm progressive discipline system. We hope that the opportunities we provide to students through warnings, corrective action, breaks, and restorative practices such as apologies and community service will be enough to get them back on track. Teachers and administration utilize consequences to help students learn appropriate behaviors and seek to communicate with parents/guardians regularly to assist students in making good choices and learn appropriate behaviors. Loleta Elementary School follows the California Education Code guidelines when suspending a student or referring a student for expulsion. Loleta Elementary School is utilizing “Restorative Practices” and “Other Means of Correction” to address student behavior, to support students in utilizing skills to manage conflicts, and behaviors and ensure that students continue to have access to the learning environment.

We at Loleta Elementary School understand that students make mistakes and are continuing to learn how to be responsible citizens of our community. Teachers want to support and work with students and problem solve any rule violations and repair any harm and “fix it”. We want all students to understand that it is important to follow established rules to support individual learning and the learning of others.

Disciplinary Practices

A student may be disciplined, suspended, or expelled for acts that are related to school activity or school attendance occurring at Loleta Elementary School, including, but not limited to, any of the following:

1. While on school grounds.
2. While going to or coming from school.

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

General Principles:

The District strives to adopt and implement student discipline policies and procedures that 1) ensure consistent and equitable implementation of research-based alternatives to exclusion; and 2) only use exclusionary discipline when necessary to ensure the immediate safety of students or staff, or when other means of correction do not stop student misbehavior from substantially disrupting the delivery of instruction to other students.

A list of minor misbehaviors for which suspension or expulsion should never be used, and a list of minor misbehaviors that warrant interventions other than exclusionary discipline; elimination of or revisions to vague, subjective or redundant offense categories, including categories that allow for a high degree of subjectivity in enforcement; definitions of misconduct that are clearly defined, uniform, and objective, and that clearly distinguish between similar acts, (e.g., fighting and physical aggression); clear definitions and limits to law enforcement involvement in disciplinary or behavioral incidents occurring at the School and District sponsored programs and activities, including that the Sheriff's Department will not be contacted by School or District personnel for routine school discipline matters, and will focus on major threats to school safety (including student and staff safety) or serious school-based criminal conduct that cannot be safely and appropriately handled by the School's internal disciplinary procedures, and instances where law enforcement contact is required by law.

Teacher Suspension from Classroom

California Education Code 48910. (a) A teacher may suspend any pupil from class, for any of the acts enumerated in Section 48900, for the day of the suspension and the day following. The teacher shall immediately report the suspension to the principal of the school and send the pupil to the principal or the designee of the principal for appropriate action. If that action requires the continued presence of the pupil at the schoolsite, the pupil shall be under appropriate supervision, as defined in policies and related regulations adopted by the governing board of the school district. As soon as possible, the teacher shall ask the parent or guardian of the pupil to attend a parent-teacher conference regarding the suspension. If practicable, a school counselor or a school psychologist may attend the conference. A school administrator shall attend the conference if the teacher or the parent or guardian so requests. The pupil shall not be returned to the class from which he or she was suspended, during the period of the suspension, without the concurrence of the teacher of the class and the principal (c) A teacher may also refer a pupil, for any of the acts enumerated in Section 48900, to the principal or the designee of the principal for consideration of a suspension from the school.

Alternatives, Interventions and Progressive Discipline

LES has a defined and progressive set of interventions, remediation, and consequences that schools follow when a student misbehaves. The superintendent or principal may use his or her

discretion to provide alternatives to suspension or expulsion to address student misconduct. [E.C. 48900(v), 48900.5

- Parent Contact – verbal or written communication with the parent or guardian
- Counseling – individual or group meetings with the student and school counselor 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, behavior contracts, restorative conversation/circle, school/community service, and/or conflict resolution.
- Detention – Students participate in behavior modification for a period of 30 minutes to 1 hour during non-instructional time.
- Community Service - Student may be assigned work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs.
- Parent Conference – a formal meeting between the parents or guardians and school personnel to discuss the student’s needs.
- In-School Suspension – assignment of student to separate supervised activity during the school day with the intent of correcting inappropriate activity.

Grounds for Suspension or Expulsion

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

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

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

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

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

Expulsion, as ordered by the School Board, is the removal of a student from all schools in the Loleta Elementary School District for violating the California Education Code. The expulsion is for a defined period of time, but an application for re-admission must be considered within a specified time period. State law provides for due process and rights to appeal any order of expulsion. If a student's behavior is a threat to the safety, health or emotional well-being of others, and previous methods of prevention and intervention have not been successful, that student may be suspended in accordance with state law and district policy.

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

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

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

The Role of Parents and Guardians

School rules are designed to teach children to be responsible, respectful, and safe. Parents and guardians have a key role in maintaining welcoming, safe campus environments that are conducive to learning. Parents and guardians are urged to review district and school standards of conduct and rules with their children at the start of each school year. Reinforcing positive behavior and acknowledging children for demonstrating appropriate conduct is important. If parents or guardians spot a behavior problem, they should contact school staff, who will partner with them to find solutions. Parent/student handbooks are available online in English, Spanish, and any other language requested.

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

Assistance is available for parents or guardians who are dealing with difficult or out-of-control children. Parents are given tools to empower them as they work toward modifying the behavior of their difficult children. To find out more, please contact the superintendent/principal.

CAUSING PHYSICAL INJURY

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

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

ED CODE 48900(G)

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

<ul style="list-style-type: none"> ● Referral for outside services/supports ● Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<ul style="list-style-type: none"> ● Referral for outside services/supports ● Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<ul style="list-style-type: none"> ● Referral for outside services/supports ● Possible consideration for a Recommendation of Expulsion
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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/Consequences	Third, Subsequent/Consequence
<p>Mandatory Actions:</p> <ul style="list-style-type: none"> ● Ensure due process ● Conference with student ● Collect statements from other witnesses ● Notify law enforcement within 1 school day (EC 48902) ● Give substance to appropriate law enforcement authority ● Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry ● Contact family/guardian ● Review student's past similar behaviors and document current incident in Powerschool ● 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 ● Contact Foster Youth Services ● Referral to for outside services/supports ● 1-3 day suspension ● Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> ● Ensure due process ● Conference with student ● Collect statements from other witnesses ● Notify law enforcement within 1 school day (EC 48902) ● Give substance to appropriate law enforcement authority ● Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry ● Contact family/guardian ● Review student's past similar behaviors and document current incident in Powerschool ● 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 ● Contact Foster Youth Services ● Referral to for outside services/supports ● 2-4 day suspension ● Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> ● Ensure due process ● Conference with student ● Collect statements from other witnesses ● Notify law enforcement within 1 school day (EC 48902) ● Give substance to appropriate law enforcement authority ● Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry ● Contact family/guardian ● Review student's past similar behaviors and document current incident in Powerschool ● 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 ● Contact Foster Youth Services ● Referral to for outside services/supports ● 3-5 day suspension ● Possible consideration for a Recommendation of Expulsion

ROBBERY OR EXTORTION

Committed or attempted to commit robbery or extortion.

First Intervention/Consequence	Second Intervention/Consequences	Third, Subsequent/Consequence
<p>Mandatory Actions:</p> <ul style="list-style-type: none"> ● Ensure due process ● Conference with student ● Collect statements from other witnesses ● Notify law enforcement within 1 school day (EC 48902) ● Give substance to appropriate law enforcement authority ● Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry ● Contact family/guardian ● Review student's past similar behaviors and document current incident in S PowersSchool ● 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 ● Contact Foster Youth Services ● Referral to for outside services/supports ● 1-3 day suspension ● Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> ● Ensure due process ● Conference with student ● Collect statements from other witnesses ● Notify law enforcement within 1 school day (EC 48902) ● Give substance to appropriate law enforcement authority ● Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry ● Contact family/guardian ● Review student's past similar behaviors and document current incident in PowersSchool ● 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 ● Contact Foster Youth Services ● Referral to for outside services/supports ● 2-4 day suspension ● Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> ● Ensure due process ● Conference with student ● Collect statements from other witnesses ● Notify law enforcement within 1 school day (EC 48902) ● Give substance to appropriate law enforcement authority ● Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry ● Contact family/guardian ● Review student's past similar behaviors and document current incident in PowersSchool ● 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 ● Contact Foster Youth Services ● Referral to for outside services/supports ● 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/Consequences	Third, Subsequent/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 PowerSchool ● 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 Success Team (SST) ● Referral to school counselor ● Contact Foster Youth Services ● Referral for outside services/supports <p>Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1-3 day suspension.</p> <ul style="list-style-type: none"> ● "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 	<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 PowerSchool ● 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 Success Team (SST) ● Referral to school counselor ● Contact Foster Youth Services ● Referral for outside services/supports ● 2-4 day suspension ● Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> ● Ensure due process ● Conference with student ● Collect statements from other witnesses ● Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry ● Review past alternative means of correction (Ed. Code 48900.5) ● Contact family/guardian ● Review student's past similar behaviors and document current incident in PowerSchool ● 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 ● Contact Foster Youth Services ● Referral to for outside services/supports ● 3-5 day suspension ● Possible consideration for a Recommendation of Expulsion

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

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THEFT OR STEALING			
Stole or attempted to steal school property or private property.			
First Intervention/Consequence	Second Intervention/Consequences	Third, Subsequent/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 PowerSchool ● 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 Success Team (SST) ● Referral to school counselor ● Contact Foster Youth Services ● Referral for outside services/supports ● 1-3 day suspension ● "First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/ or 48915, although formal exclusionary disciplinary action may not have been taken against the student. ● Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> ● Ensure due process ● Conference with student ● Collect statements from other witnesses ● Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry ● Review past alternative means of correction (Ed. Code 48900.5) ● Contact family/guardian ● Review student's past similar behaviors and document current incident in PowerSchool ● 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 Success Team (SST) ● Referral to school counselor ● Contact Foster Youth Services ● Referral for outside services/supports ● 2-4 day suspension ● Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> ● Ensure due process ● Conference with student ● Collect statements from other witnesses ● Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry ● Review past alternative means of correction (Ed. Code 48900.5) ● Contact family/guardian ● Review student's past similar behaviors and document current incident in PowerSchool ● 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 ● Contact Foster Youth Services ● Referral to for outside services/supports ● 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/Consequences	Third, Subsequent/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 PowerSchool ● 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 Success Team (SST) ● Referral to school counselor ● Contact Foster Youth Services ● Referral 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 	<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 PowerSchool ● 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 Success Team (SST) ● Referral to school counselor ● Contact Foster Youth Services ● Referral for outside services/supports ● 2–4 day suspension ● Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> ● Ensure due process ● Conference with student ● Collect statements from other witnesses ● Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry ● Review past alternative means of correction (Ed. Code 48900.5) ● Contact family/guardian ● Review student's past similar behaviors and document current incident in PowerSchool ● 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 ● Contact Foster Youth Services ● Referral to for outside services/supports ● 3-5 day suspension ● Possible consideration for a Recommendation of Expulsion

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

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OBSCENE ACTS

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

First Intervention/Consequence	Second Intervention/Consequences	Third, Subsequent/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 PowerSchool ● 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 Success Team (SST) ● Referral to school counselor ● Contact Foster Youth Services ● Referral 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. 	<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 PowerSchool ● 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 Success Team (SST) ● Referral to school counselor ● Contact Foster Youth Services ● Referral for outside services/supports ● 2–4 day suspension ● Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> ● Ensure due process ● Conference with student ● Collect statements from other witnesses ● Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry ● Review past alternative means of correction (Ed. Code 48900.5) ● Contact family/guardian ● Review student's past similar behaviors and document current incident in PowerSchool ● 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 ● Contact Foster Youth Services ● Referral to for outside services/supports ● 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/Consequences	Third, Subsequent/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 PowerSchool ● 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 Success Team (SST) ● Student Success Team (SST) ● Referral to school counselor ● Contact Foster Youth Services ● Referral 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. 	<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 PowerSchool ● 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 Success Team (SST) ● Referral to school counselor ● Contact Foster Youth Services ● Referral for outside services/supports ● 2–4 day suspension ● Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> ● Ensure due process ● Conference with student ● Collect statements from other witnesses ● Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry ● Review past alternative means of correction (Ed. Code 48900.5) ● Contact family/guardian ● Review student's past similar behaviors and document current incident in PowerSchool ● 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 ● Contact Foster Youth Services ● Referral to for outside services/supports ● 3-5 day suspension ● Possible consideration for a Recommendation of Expulsion

POSSESSION OF STOLEN PROPERTY

Knowingly received stolen school property or private property.

First Intervention/Consequence	Second Intervention/Consequences	Third, Subsequent/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 PowerSchool ● 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 Success Team (SST) ● Referral to school counselor ● Contact Foster Youth Services ● Referral 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. 	<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 PowerSchool ● 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 Success Team (SST) ● Referral to school counselor ● Contact Foster Youth Services ● Referral for outside services/supports ● 2–4 day suspension ● Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> ● Ensure due process ● Conference with student ● Collect statements from other witnesses ● Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry ● Review past alternative means of correction (Ed. Code 48900.5) ● Contact family/guardian ● Review student's past similar behaviors and document current incident in PowerSchool ● 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 ● Contact Foster Youth Services ● Referral to for outside services/supports ● 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/Consequences	Third, Subsequent/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 PowerSchool ● 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 Success Team (SST) ● Referral to school counselor ● Referral to school counselor ● Contact Foster Youth Services ● Referral 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 	<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 PowerSchool ● 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 Success Team (SST) ● Referral to school counselor ● Contact Foster Youth Services ● Referral for outside services/supports ● 2–4 day suspension ● Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> ● Ensure due process ● Conference with student ● Collect statements from other witnesses ● Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry ● Review past alternative means of correction (Ed. Code 48900.5) ● Contact family/guardian ● Review student's past similar behaviors and document current incident in PowerSchool ● 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 ● Contact Foster Youth Services ● Referral to for outside services/supports ● 3–5 day suspension ● Possible consideration for a Recommendation of Expulsion

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

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ED CODE 48900(n)

SEXUAL ASSAULT OR SEXUAL BATTERY

Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code. If student committed or attempted to commit a sexual assault please refer to CA Ed. Code 48915(c)(4). Ed. Code 48915(c)(4) – The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds... committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

First Intervention/Consequence	Second Intervention/Consequences	Third, Subsequent/Consequence
<p>Mandatory Actions:</p> <ul style="list-style-type: none"> ● Notify law enforcement ● File CWS Report ● 5 day suspension and recommendation for expulsion ● Refer to California Education Code 48915 (c)(4). 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> ● Notify law enforcement ● File CWS Report ● 5 day suspension and recommendation for expulsion <p>Refer to California Education Code 48915 (c)(4).</p>	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> ● Notify law enforcement ● File CWS Report ● 5 day suspension and recommendation for expulsion <p>Refer to California Education Code 48915 (c)(4).</p>

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/Consequences	Third, Subsequent/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: <ul style="list-style-type: none"> 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 PowerSchool ● 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 Success Team (SST) ● Referral to school counselor ● Contact Foster Youth Services ● Referral 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 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> ● Ensure due process ● Conference with student ● Collect statements from other witnesses ● Provide corrective feedback: <ul style="list-style-type: none"> 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 PowerSchool ● 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 Success Team (SST) ● Referral to school counselor ● Contact Foster Youth Services ● Referral for outside services/supports ● 2–4 day suspension ● Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> ● Ensure due process ● Conference with student ● Collect statements from other witnesses ● Provide corrective feedback: <ul style="list-style-type: none"> 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 PowerSchool ● 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 ● Contact Foster Youth Services ● Referral to for outside services/supports ● 3-5 day suspension ● Possible consideration for a Recommendation of Expulsion

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

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PRESCRIPTION DRUG SOMA

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

First Intervention/Consequence	Second Intervention/Consequences	Third, Subsequent/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 PowerSchool ● 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 Success Team (SST) ● Referral to school counselor ● Contact Foster Youth Services ● Referral 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. 	<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 PowerSchool ● 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 Success Team (SST) ● Referral to school counselor ● Contact Foster Youth Services ● Referral for outside services/supports ● 2–4 day suspension ● Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> ● Ensure due process ● Conference with student ● Collect statements from other witnesses ● Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry ● Review past alternative means of correction (Ed. Code 48900.5) ● Contact family/guardian ● Review student’s past similar behaviors and document current incident in PowerSchool ● 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 ● Contact Foster Youth Services ● Referral to for outside services/supports ● 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/Consequences	Third, Subsequent/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 PowerSchool ● 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 Success Team (SST) ● Referral to school counselor ● Contact Foster Youth Services ● Referral 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 	<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 PowerSchool ● 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 Success Team (SST) ● Referral to school counselor ● Contact Foster Youth Services ● Referral for outside services/supports ● 2–4 day suspension ● Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> ● Ensure due process ● Conference with student ● Collect statements from other witnesses ● Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry ● Review past alternative means of correction (Ed. Code 48900.5) ● Contact family/guardian ● Review student's past similar behaviors and document current incident in PowerSchool ● 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 ● Contact Foster Youth Services ● Referral to for outside services/supports ● 3-5 day suspension ● Possible consideration for a Recommendation of Expulsion

extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.		
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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/Consequences	Third, Subsequent/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 PowerSchool ● 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 Success 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 ● Referral 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. 	<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 PowerSchool ● 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 Success Team (SST) ● Referral to school counselor ● Contact Foster Youth Services ● Referral for outside services/supports ● 2–4 day suspension ● Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> ● Ensure due process ● Conference with student ● Collect statements from other witnesses ● Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry ● Review past alternative means of correction (Ed. Code 48900.5) ● Contact family/guardian ● Review student's past similar behaviors and document current incident in PowerSchool ● 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 ● Contact Foster Youth Services ● Referral to for outside services/supports ● 3–5 day suspension ● Possible consideration for a Recommendation of Expulsion

<p>● Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.</p>		
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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) (1) 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/Consequences	Third, Subsequent/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 PowerSchool ● 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 Success Team (SST) ● Referral to school counselor ● Contact Foster Youth Services ● Referral 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 	<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 PowerSchool ● 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 for outside services/supports ● Notify law enforcement ● 2–4 day suspension ● Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> ● Ensure due process ● Conference with student ● Collect statements from other witnesses ● Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry ● Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian ● Review student's past similar behaviors and document current incident in PowerSchool ● 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 Success Team (SST) ● Referral to school counselor ● Contact Foster Youth Services ● Referral for outside services/supports ● 3–5 day suspension ● Possible consideration for a Recommendation of Expulsion

the student(s) involved, days of suspension may extend up to 5 days.		
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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/Consequences	Third, Subsequent/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 PowerSchool ● 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 Success Team (SST) ● Referral to school counselor ● Contact Foster Youth Services ● Referral 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 	<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 PowerSchool ● 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 for outside services/supports ● Notify law enforcement ● 2–4 day suspension ● Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> ● Ensure due process ● Conference with student ● Collect statements from other witnesses ● Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry ● Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian ● Review student's past similar behaviors and document current incident in PowerSchool ● 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 Success Team (SST) ● Referral to school counselor ● Contact Foster Youth Services ● Referral for outside services/supports ● 3–5 day suspension ● Possible consideration for a Recommendation of Expulsion

the student(s) involved, days of suspension may extend up to 5 days.		
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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/Consequences	Third, Subsequent/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: <p>de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</p> <ul style="list-style-type: none"> ● Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian ● Review student's past similar behaviors and document current incident in PowerSchool ● 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 Success Team (SST) ● Referral to school counselor ● Contact Foster Youth Services ● Referral 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. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> ● Ensure due process ● Conference with student ● Collect statements from other witnesses ● Provide corrective feedback: <p>de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</p> <ul style="list-style-type: none"> ● Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian ● Review student's past similar behaviors and document current incident in PowerSchool ● 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 for outside services/supports ● Notify law enforcement ● 2–4 day suspension ● Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> ● Ensure due process ● Conference with student ● Collect statements from other witnesses ● Provide corrective feedback: <p>de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry</p> <ul style="list-style-type: none"> ● Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian ● Review student's past similar behaviors and document current incident in PowerSchool ● 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 Success Team (SST) ● Referral to school counselor ● Contact Foster Youth Services ● Referral for outside services/supports ● 3–5 day suspension ● Possible consideration for a Recommendation of Expulsion

<ul style="list-style-type: none">● 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.		
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Students with Exceptional Needs:

On August 1, 2016, ED, Office of Special Education and Rehabilitative Services (“OSERS”), issued a Dear Colleague Letter on supporting behavior of students with disabilities, including a second document titled: “A Summary for Stakeholders.” In conjunction with this guidance, ED updated its school discipline webpage with relevant data and other information. The letter emphasizes that, although schools are permitted to use exclusionary discipline measures with regard to special education students, a “failure to consider and provide for needed behavioral supports through the IEP process is likely to result in a child not receiving a meaningful educational benefit or FAPE,” and “cautions that the use of short-term disciplinary removals from the current placement may indicate that a child’s IEP, or the implementation of the IEP does not appropriately address his or her behavioral needs.”

Should you have a student with exceptional needs that is not responding to Tier 1 or Tier 2 interventions, it is recommended that a Functional Behavior Assessment be conducted to assist the IEP team in determining the function of the student’s behavior, replacement behaviors to teach, and how positive reinforcement will be delivered.

Eighth Graduation Ceremonies and Class Trip:

Students must demonstrate good citizenship to participate in the graduation ceremony. Students receiving five or more suspensions during the 8th grade year, or receiving 3 or more suspensions during the third trimester of their 8th grade year shall be referred for nonparticipation in any 8th grade celebration and/or the graduation ceremony. However, no student with a disability or for whom the District has reason to suspect may have a disability shall be prohibited from participating in graduation activities including the ceremony due to behavior caused by or directly and substantially related to a failure to implement their IEP or Section 504 plan. The District will therefore hold an IEP or Section 504 meeting, for any such students to make this determination prior to the exclusion of any such student from these activities.

Sports Team Participation:

Grades, Behavior & Eligibility

Participating students must achieve a grade point average of 2.0 (“C” or better) during the prior trimester AND must maintain academic standing during the season per weekly communication between the coach and the classroom teacher. Students who are behind in their work (i.e. zeros in the grade book due to late work) may attend practice but not games the following week even if the late work is turned in on the following Monday.

Behavior

Behavior	Consequence for Sports Eligibility
One Major Referral	Child is benched for half of the game
Two Major Referrals in a two-week period	The child is benched for the whole game, however, the child is encouraged to continue to attend practices.
One Suspension in a two-week period	No Playing in games or tournaments for ten days after the date on suspension form. May continue to attend practice but not for suspension days.

Academic Eligibility	Consequence for Sports Eligibility
Any F's in the teacher's current Gradebook	Player is not eligible to attend games for five days from "Friday grade checks" regardless of the fact that the grade is made up. Player may attend practices.
A student has less than a "C" average in the previous trimester's report card.	Player is ineligible for two weeks (10 days) Player may not attend practices during this period. After two weeks the current grading period is used as the grading standard.

Students may not practice or participate in a game on any day during which they didn't attend the regular school day.

We ask students, parents and coaches to remember that meeting academic and behavior responsibilities is a valuable life lesson for young people.

Students with Disabilities

The behavior and academic eligibility requirements provided here shall not prohibit a student with a disability from participating, if the student's failure to meet the requirement is directly and substantially related to a failure to implement the student's IEP or Section 504 plan, or a failure to timely evaluate a student suspected of having a disability. If a parent or guardian believes a student has been declared ineligible because of a failure to implement the student's IEP or 504 plan or to timely evaluate a suspected disability, s/he may request an IEP or Section 504 meeting, or s/he may file a UCP Complaint, to determine whether the student's ineligibility was caused by a failure to implement the student's IEP or 504 plan or timely evaluate for a disability.

Law Enforcement Involvement:

Fortuna Police Department employs a School Resource Officer (SRO) who is available to support administrators if there is a major threat to school safety (including student and staff safety) or serious school-based criminal conduct that cannot be safely and appropriately handled by the Loleta Elementary School's internal disciplinary procedures, unless law enforcement notification is otherwise required by law. The SRO is stationed at the high school and works with each region's middle school and elementary schools' site staff to enforce laws and mentor the District's youth. Additional officers are dedicated to the alternative education sites, assist at elementary and middle schools as well as address truancy problems.

School administrators and teachers are ultimately responsible for school discipline and culture; Law enforcement should not be involved in the enforcement of school rules.

1. School administrators, in partnership with the community and parents, have exclusive authority over school discipline issues.
2. No law enforcement officer shall act as a school disciplinarian. Accordingly, officers must refuse to engage in disputes that are related to issues of school discipline, even if Loleta Elementary School staff including school staff have requested the assistance. Issues that should be considered "issues of school discipline" are listed in detail below.
3. Law enforcement should not be asked by Loleta Elementary School staff to interview students or collect evidence for Loleta Elementary School District disciplinary purposes, including expulsion matters.

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.

Release of a Student to Peace Officer

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

Search and Seizure Policy

The Search and Seizure Policy governs the District's authority to search individual students and their property and the student's responsibility to submit to searches. Under Board Policy 5145.12, school officials may conduct a search when there is a reasonable suspicion the search will uncover evidence that the student is violating the law or the rules of the school or District. General inspections of school properties, such as lockers and desks, may be conducted on a regular, announced basis. Any items in a locker shall be considered the property of the student to whom the locker was assigned. The school principal or designee may search the person of a student, the student's locker, backpack, purse or other belongings if there is a reasonable suspicion to believe the student may have a concealed weapon, narcotics, stolen property or contraband.

Checks Dated 11/24/2021 through 12/06/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000155149	12/02/2021	ACE HARDWARE-FORTUNA	01-4381	Supplies/Maintenance		143.23
3000155150	12/02/2021	CLENDENEN'S CIDER WORKS	13-4710	CAFETERIA		80.00
3000155151	12/02/2021	EVANGELINA HERRERA MARTINEZ	01-5201	MILEAGE REIMB SPED		531.22
3000155152	12/02/2021	FRIENDS OF THE VAN DUZEN RIVER	01-4310	Grant Reimb		334.89
3000155153	12/02/2021	MISSION LINEN SERVICE INC	13-5550	SUPPLIES		786.08
3000155154	12/02/2021	SANBORN, ANGELA L	01-5388	ASES REIMB		26.98
3000155155	12/02/2021	SPORT & CYCLE	01-4400	SPORTS		466.23
3000155156	12/02/2021	SPURR	01-5511	NATURAL GAS		253.10
3000155157	12/02/2021	VERIZON WIRELESS	01-5909	HOTSPOTS/WIFI		2,356.55
3000155158	12/02/2021	ZORNES, JEREMY	01-5201	MILEAGE REIMB		37.95
Total Number of Checks					10	5,016.23

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	8	4,150.15
13	CAFETERIA FUND	2	866.08
Total Number of Checks		10	5,016.23
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			5,016.23

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

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